

Student's Motivation and level of Satisfaction

A case of Inholland University of Applied Sciences, (Aeronautical Engineering Department), Delft Holland

Hilda Obano Claire

Bachelor's Thesis

DP in International Business

2012



Acknowledgment

This dissertation would not have been possible without the guidance and the help of several individuals who in one way or another contributed and extended their valuable assistance in the preparation and completion of this study.

I would like to express my deep and sincere gratitude to my Supervisor, Dr. Evariste Habiyakare, Ph.D. Economics. His wide knowledge and his logical way of thinking have been of great value to me. His understanding, encouraging and personal guidance have provided a good basis for the present thesis.

I am deeply grateful to my supervisor, Johanna Heinonen, for her detailed and constructive comments and important support for this thesis

I owe my most sincere gratitude to Engineer Egbert Bol, Director of Inholland University Delft, who allowed and gave me the opportunity to conduct my thesis at Inholland University Aeronautical Department Delft. Without his support and permission all this would not have been possible.

I also wish to thank Jojanneke de Koning, Manager of Bureau external affairs at Inholland University of Applied Sciences Delft, who continuously supported me during the thesis process.

I owe my loving thanks to my fiancé Engineer Kristoffel Hamer for his continuous support during my thesis writing. Without his continuous help, encouragement and understanding it would have been very difficult to undertake my thesis in the Netherlands.

I owe my sincere gratitude to my loving family back home in Kenya, who constantly and continuously gave me support throughout my thesis.

Last but not least, the support from my University Haaga-Helia is gratefully acknowledged.

Authors: Hilda Obano Claire	Group POBBA 08
The title Student Motivation and Level of Satisfaction Inholland University of Applied Sciences, Holland	Number of pages & Appendices 46+5
Supervisors: Evariste Habiyakare and Johanna Heinonen	
<p>The aims and objectives of this research were to find out the level of motivation amongst students of Inholland University of Applied Sciences Aeronautical Department. The Research problems were:</p> <ul style="list-style-type: none"> -What factors affect students' motivation and satisfaction? -How do students find their working environment and workload? -Which factors contribute to low/high level of satisfaction at Inholland University? <p>The theoretical framework is based on the Need Hierarchy Theory from Abraham Maslow, Keaveny and Young model, Lawler model and Maehr's Psychological theories of motivation. The empirical study was conducted in the form of a printed questionnaire, which was sent to 100 students. The questionnaire was randomly given to students to fill them out, the research method was both qualitative and quantitative, data was analysed by using Excel.</p> <p>The findings indicate that, the studying environment, equipment and other factors were prerequisites for student motivation. The lack of facilities, poor studying environment, lack of communication between the head of department and students, are the major shortcomings in the University. In conclusion there could be room to improve student motivation in the University. The best approach could be to better flow of information from the director to the student association where students can put up their complaints and suggestions on what they are happy and not happy about, building or creation of important facilities e.g. Library, study rooms e.tc, improving the study environment etc. This motivation methods would increase the students motivation and satisfaction and thus enhance good grades and boost the overall school appearance to the outside world</p>	
Key words Student satisfaction, Student motivation, student environment, boost, facilities	

Table of Contents

1	Introduction.....	1
1.1	Research Problem and Research Questions	5
1.2	Research aims and Objectives	5
1.3	Research limitations and target group	6
1.4	Thesis structure	7
2	Inholland University of Applied Sciences.....	9
2.1	Mission and vision.....	9
2.2	Quality.....	9
2.3	Internationalisation	10
3	Theories of Motivation and Satisfaction.....	11
3.1	Definition of Motivation and Satisfaction	11
3.2	Difference between Motivation, Satisfaction	13
3.3	Keaveney and Young Model (1997)	14
3.4	Abraham Maslow’s “Need Hierarchy Theory”	15
3.5	The Porter and Lawler Model	17
3.6	Maehr’s Psychological Environment Theory	18
3.7	Framework Summary	19
4	Research Approach and Methods.....	25
4.1	Quantitative and Qualitative Research Method	25
4.2	Questionnaire.....	25
4.3	Data collection process	26
4.4	Data Analysis	26
5	Key Results and Discussions	27
5.1	Description of the Results	27
5.2	Recruitment.....	28
5.3	Admission.....	29
5.4	Registration	29
5.5	Payment and financial aid.....	30
5.6	Advising and internship.....	30
5.7	Academic program and unit	31
5.8	Study and support facilities	32
5.9	Learning environment	33

5.10 Medical centre facilities.....	33
5.11 Sport complex facilities	34
5.12 Student centre/union.....	34
5.13 Catering services	35
5.14 Student association OCLT	36
5.15 General issues	37
6 Discussions of key findings and conclusion.....	38
6.1 Reliability and Validity	42
6.2 Suggestions for further studies	42
Bibliography.....	44
Appendix 1.....	47

1 Introduction

Education is such a prestigious and fruitful investment that it always rewards in multiple ways. The strong and effective educational system results in the greater performance of the students. The educational institutions where the system is affective and administration is willing to provide the quality services always enjoy more incoming of brilliant and talented students. In order to make the institution progressive and effective the knowledge of students' expectations, academic preferences and quality perception about the educational environment should be kept by the higher authorities of the institute. (Journal Management Research articles Meneses and Perez 2002, 2)

The research will be to find out the Inholland University of Applied Sciences students' level of motivation, impact of different quality services, the contribution of the University staff and personnel e.g. teachers to increase motivation within students and level of satisfaction of students with regard to their study work load, work environment, and the interaction and communication between the multicultural work force at the University.

Students who are at a higher level i.e. studying in a higher educational system seek more quality education and perfection of the system at the study place because it satisfies their esteem and develops them with all the capabilities to be an effective educational personality. The students are more capable of, good performance and are productive for those institutions that retain better educational service quality and provide their students with what they want for their academic and carrier accomplishment .The students seek empathy, responsiveness, assurance during their academic development process which then facilitates them to gain extra potential to compete in the market. (Journal Management Research articles Rowley, 1996, 2)

It is therefore, the effectiveness of the administration and management of a higher educational institution that facilitates the students with quality assurance and personal grooming so that the students can take the maximum out of it. (Journal Management Research articles LeBlanc and Nguyen 1997, 2)

Student satisfaction is the wishful accomplishment which results in one's contentment. Satisfaction plays a major role in determining the originality and accuracy of a system especially the educational system as the higher the level of satisfaction the higher the level of students' grooming their skill development and course knowledge.

Satisfaction is the resultant outcome of an institution's administrative as well as educational system's coherent performance. Because the students will be more satisfied and motivated for completing their studies if the institution provides an environment which facilitates learning i.e. the institution contains proper infrastructure for educational utility accumulated with essential parameters of professional and academic development. (Journal Management Research articles Zeithaml 1998, 2)

Nevertheless students will be more motivated, loyal and good performers if their institution holds essential educational facilities with effective staff of teaching and training. And in addition to that, the teachers' performance in the class and outside the class is a significant feature of enhancing students' impartiality, motivation and satisfaction. (Journal Management Research articles Rodie and Kleine 2000, 2)

The students' rate their course instructors' performance and his methodology of teaching as the prime indicators in their educational development and successful completion of their studies because the higher the intellectual ability of the instructor the better the students' evaluation will be. (Journal Management Research articles Wachtel 1998, 2)

The perceived quality is defined as the ones' justification about the excellence of a product or service (Journal Management Research articles Zammuto et al. 1996, 3)

The service quality is so called the better and standardized output delivered by a service. The service quality in the educational sector particularly in the higher education institutions is the fundamental aspect of educational excellence. (Journal Management Research articles Dyson et al. 1996, 3)

When students perceive the institution's quality and standardized learning environment facilitated with intellectual faculty, appropriate facilities of learning and infrastructure,

their interests in their organization will explicitly be retained. The students are motivated from the academic as well as the administrative efficiency of their institution.

(Journal Management Research articles Alridge and Rowley 2001, 3)

Organizational harmony, teachers' intellectual ability, professional development, transparency in students' evaluation, feedback and training are the important features that mentally develop the students. The maintenance of other essentials of quality service in education i.e. well managed and updated libraries, security systems, medical facilities, class decoration and facilitation with multimedia and sitting arrangements along with administrative staff's cooperation play a vital role in educational support and development (Journal Management Research articles Dick and Basu 1994, 3)

For quality assurance an institution must train its staff members in a way that it may create a sense of facilitation by means of coordination, cooperation, compassion and empathy. (Journal Management Research articles Jacoby and Chestnut 1978, 4)

From the literature above, the following hypotheses can be analysed.

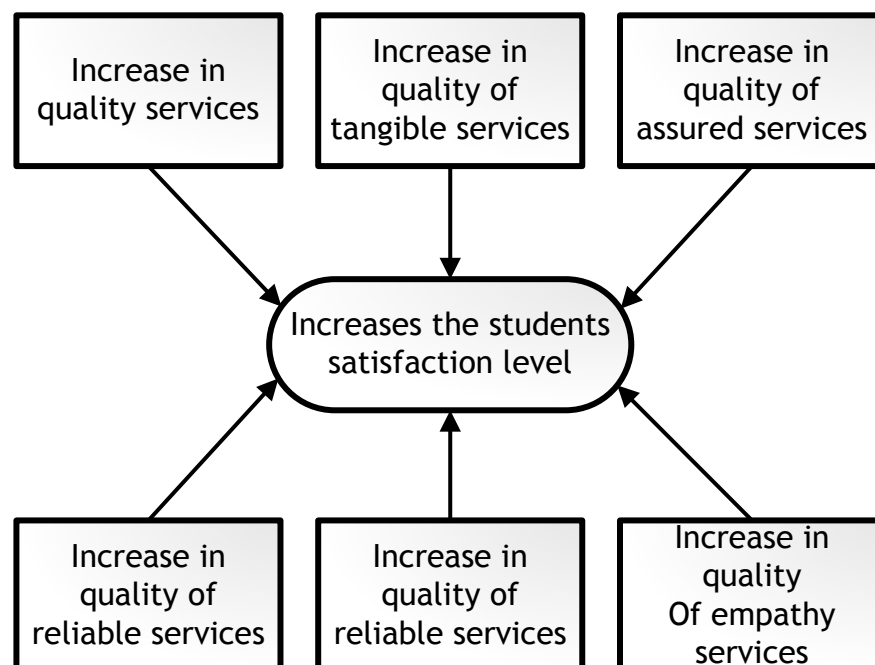


Figure 1 Factors that lead to the increase of student satisfaction level in a nutshell (Journal Management Research articles Volume 2 2010)

Motivation is the individual internal state that induces a person to engage in particular behaviours. In other words, motivation is the force that causes people to behave in a particular way whether positive or negative. From one's perspective, it has to do with the direction, intensity and persistence of behaviour over time. Direction refers to the choice of specific behaviours from a large number of possible behaviours. Intensity refers to the amount of effort a person expends at doing a task. Persistence refers to the continuing engagement in behaviour over time. From another perspective, motivation is concerned with a desire to acquire or achieve some goal. Motivation comes from a person's wants, needs, or desires (Spector 2006, 195).

I decided to take up this research because my fiancé who just graduated from Inholland University kept on complaining about the various issues that are discussed in this research and thus motivated me to move from Finland all the way to the Netherlands to take up the challenge and conduct a research and find the solutions to the various problems that hinder or boost the students' motivation and satisfaction at Inholland University of Applied Sciences.

There are many researches that have been done on student motivation and satisfaction some of which are from articles from the internet like Issue Papers which conducted a survey on understanding student satisfaction. Issue papers are brief studies that address specific topics using data taken from the annual BC College and Institute Student outcomes Survey, Macro- think Institute the Journal and Management Research team made a research on the Impact of Service Quality on Students' Satisfaction in Higher Education whereby the case study was the Institute of Punjab. These articles and many more theories will be compared with the empirical material to draw clearer and better judgment about student's motivation and satisfaction. The research is conducted in Inholland University of Applied Sciences Delft, aeronautical department.

The research should find out what motivates students and also to investigate the nature and source of student satisfaction and dissatisfaction at the university. The main objective of the study is to analyse the students' satisfaction with the institution and what keeps them motivated to pursue their studies. Satisfaction is related to the experience of each student in the institution and this experience is affected and depends upon the faculty, advising staff and last but not least the environment. If the students' experience

is positive then they are satisfied with the institution. The results of this research will help the University Institution to be able to understand and find out their strengths and areas where they need improvement.

1.1 Research Problem and Research Questions

The thesis focusses on what factors affect students' motivation and satisfaction in the case of the aeronautical engineering department of Inholland university of Applied Sciences. The main question is divided into sub questions which are;

- How the students feel and what is there opinion with regards to their working environment at Inholland University?
- What is the level of satisfaction and motivation among the students at Inholland University?
- What factors contribute to the low/ high level of satisfaction at Inholland University?
- What strategies could be used to improve students' level of motivation and satisfaction at Inholland University?

1.2 Research aims and Objectives

The aim of the research is to find out the level of motivation amongst students of Inholland University of Applied Sciences (aeronautical department) and to get to know which factors influence their level of motivation and satisfaction. The main objective is to analyse these results and from the findings, the University will be able to understand the factors that influence students' attitudes and performance and could implement strategies aiming at improving and maintaining a high level of 'satisfaction and motivation in the University.

This study aims to find out the satisfaction and motivation of the University students based on the link of faculty, advising staff, the studying environment with the students' college experience which will lead to the relationship between students' experience and his or her satisfaction with the institution. The main objective of this study is to analyse the students' satisfaction with the University. This satisfaction is related to the experi-

ence of the students in the institution and it is affected and as well depends on the faculty, advising staff and the student environment itself.

This study is the first to be conducted in Inholland University the aeronautical department and it is hoped that it will give a clear picture to the management of the Institution which factors will influence on students' motivation and satisfaction and their productivity level. The finding will give light on the key motivators for the students and their current level of satisfaction.

This study will function as a door opener for the University to carefully criticize whether or not it has done enough to satisfy and motivate its own students. It is hoped that the results would indicate clearly what have been the reasons behind students' attitude and performance. The University will also gain an understanding of what the students think of them and this will help the University management to not only find out about their own image but also help into improving its image.

1.3 Research limitations and target group

The research is limited only to the students of Inholland University of Applied Sciences the aeronautical department and not the entire university branches which is spread in various cities in the Western part of the Netherlands.

The target group for this research is the aeronautical department full time students of Inholland University of Applied Sciences. The questionnaires will be distributed to both Dutch and foreign students in which 100 questionnaires will be written in English and 100 copies translated to Dutch will be sent to the students who will have a problem in filling the questionnaire in English.

1.4 Thesis structure

This research consists of six chapters, the first chapter presents the introduction of the research, the background which defines the research topic and gives example of previous researches that have been done in the same field, and it describes the research problem, aims and objectives benefits and limitations.

The second chapter talks about the history of Inholland University of Applied Sciences in general, its mission and vision, the strategy of the University.

The third chapter discusses the theoretical framework that guides the empirical framework of the research, a modified version of Keaveney and Young (1997) model is used in this study to adapt to the environment of the study, Maslow are explained ,the Porter and Lawler and Maehr's Psychological models of factors influencing the level of satisfactions are presented. In addition to that motivation and satisfaction are defined.

The fourth chapter discusses about the research approach methods that are both the qualitative and quantitative that have been used .This chapter also discusses data collection and analyses, reliability and validity of the thesis.

The fifth chapter discusses the key results. The results of all the questions are given, some in charts and tables that have been analysed with the point of view of the students.

The final chapter, six presents the conclusions and recommendations based on the results obtained from the research which is mainly the output of the research and suggested ideas to improve the institution.

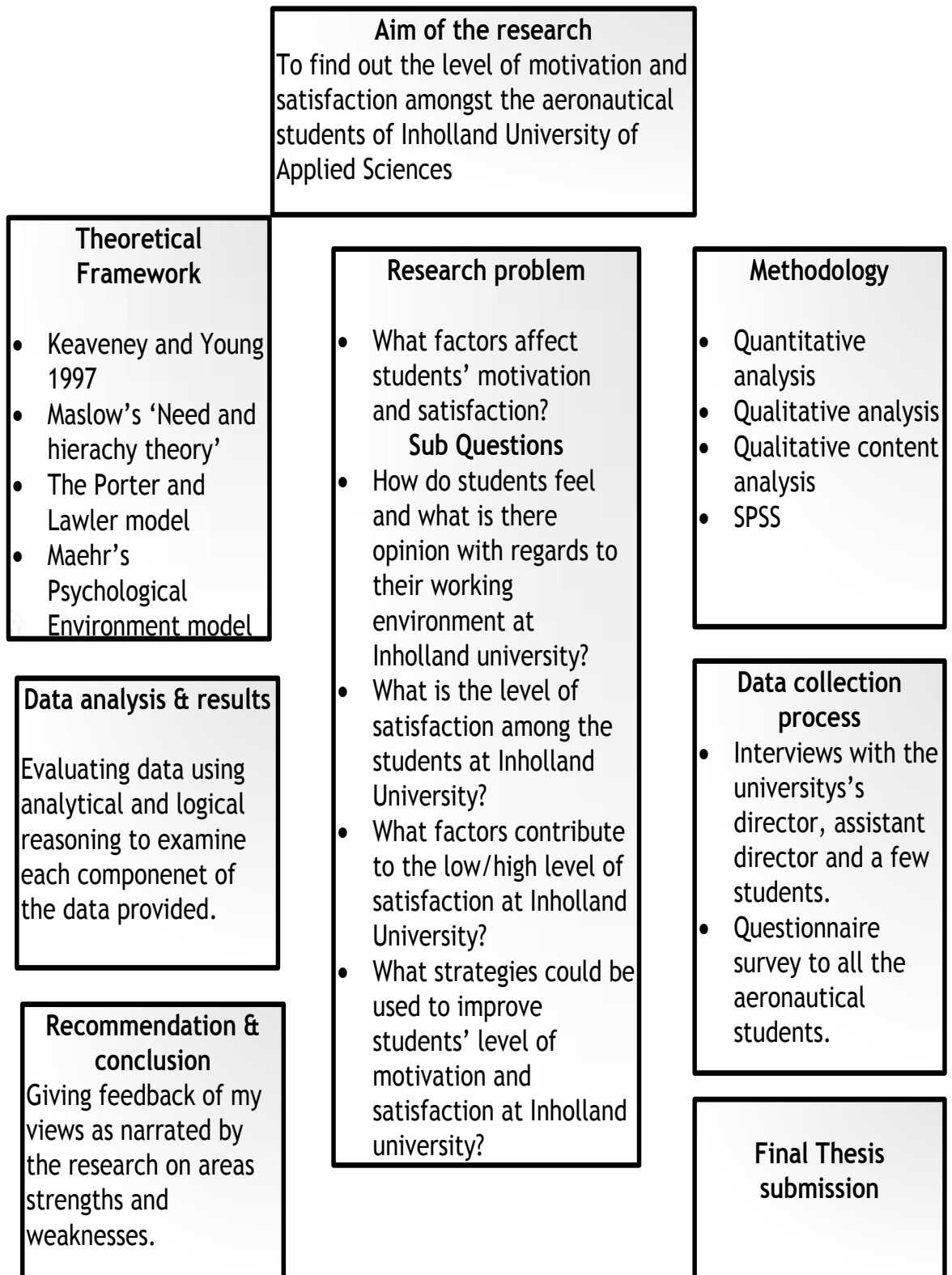


Figure 2 Research map in a nutshell

2 Inholland University of Applied Sciences

Inholland University of Applied Sciences is a vocational university also known as Hogeschool in Dutch and is located in the Netherlands. Its vibrant learning and working community and particularly its scale is ideal for students who are keen to develop their theoretical knowledge as well as their practical skills. Offering competence-based learning, Inholland University of Applied Sciences is professionally involved both with the student, the market and society as a whole.

2.1 Mission and vision

Inholland Division of Student Affairs not only creates innovative opportunities for student's everyday learning, elevate individual excellence but also challenge students to take up responsibility as to fit in our ever growing community

Inholland University's vision is to bring back a good and clear picture of their university after the 2005 and 2006 incidents where Inholland appeared in the Dutch media, when a report by the education inspection stated that the level of education had deteriorated strongly after several rounds of mergers as a result of a shortage of teaching staff and too strong a reliance on the autonomy of the students.

In addition to that they aim to create a brilliant future for the students, where the world at large benefits and also to ensure a future in which the University of Inholland is the recognized leader.

2.2 Quality

In order to develop the quality of all higher education programmes offered, Inholland has many strategic cooperation agreements with educational institution both within the Netherlands and with more than 60 universities and higher education institution abroad. The campus sites all have excellent ICT facilities and state of the art purpose built accommodation. A large number of lecturers conduct applied research in a range of fields.

2.3 Internationalisation

An increasing number of Inholland graduates are now working for international organisations. They believe that the best way to prepare students for their future careers in such an international environment is to familiarise them with it during their degree programme. It is estimated that every year some 450 Inholland students go on exchange to one of the 60 universities they have cooperation with and other 450 foreign students are warmly welcomed on their exchange at Inholland. In addition the number of students with foreign secondary education qualifications enrolling at Inholland ranges from 2% to 18% depending on the subject of the degree programme.

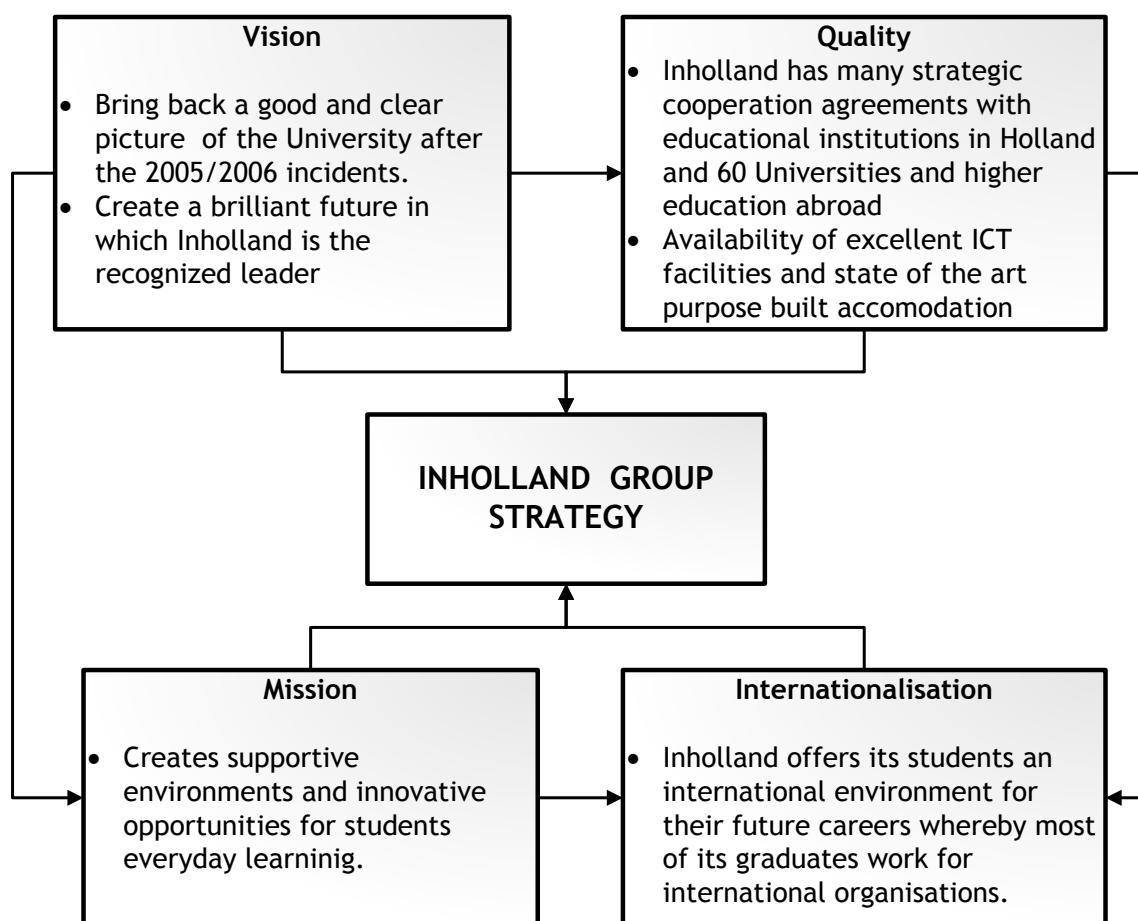


Figure 3 Inholland group strategy (Inholland Annual report 2010)

3 Theories of Motivation and Satisfaction

This chapter discusses the theoretical framework that directs the research. First the researcher describes the key concepts of satisfaction and motivation, and further on outlines the key motivation and satisfaction theories. As a result, Keaveney and Young (1997) model, Maslow and Herzberg theories of motivation, the Porter and Lawler and last but not least Maehr's Psychological models of factors influencing the level of satisfaction are conferred.

3.1 Definition of Motivation and Satisfaction

Motivation is to give reason, incentive, enthusiasm, or interest that triggers a specific action or certain behaviour in human beings. Motivation is present in every life function. Simple acts such as eating are motivated by hunger. Education is motivated by the desire for knowledge. Motivators can be anything from reward to involuntary action. There are two main kinds of motivation i.e. the intrinsic and extrinsic motivation. (Wendy, ezine articles 2010)

Intrinsic motivation is internal, it occurs when people are compelled to do something out of pleasure, importance, or desire in contrast to extrinsic motivation which occurs when external factors compel the person to do something. A common place that we see the need to apply motivation is in education. A teacher that implements motivational techniques will see an increased participation, effort and higher grades. Part of the teachers' job is to provide an environment that is motivationally charged. This environment accounts for students who lack their own internal motivation. One of the first places people begin to set their goals for themselves is in school. School is where we are most likely to learn the correlation between goals and the definition of motivation. The correlation is what breeds success. (Wendy, ezine articles 2010)

Motivation is to inspire people to work, individually or in groups to produce best results. It is the will to act, the willingness to exert high levels of effort towards organizational goals, conditioned by the effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual need. (Lay Networks articles 2000-2010)

Motivation is to getting somebody to do something because they want to do it. It was once assumed that motivation had to be injected from outside, but it is now understood that everyone is motivated by several differing forces. This can be seen in any educational institute whereby the students in the lower division are given a variety of courses and later on as they advance with their studies have the capability to choose a course that they feel motivated with. (Lay Networks, 2000-2010)

Motivation is a general term applied to the entire class of drives, desires, needs, wishes and similar forces. To say that teachers motivate their students is to say that they do those things which they hope will satisfy these drives and desires and induce the students to act in a desired manner. To motivate others is the most important of management tasks. It comprises the abilities to communicate, to set an example, to challenge, encourage, obtain feedback, involve, delegate, develop, train, inform, brief and to provide a just reward. (Lay Networks, 2000-2010)

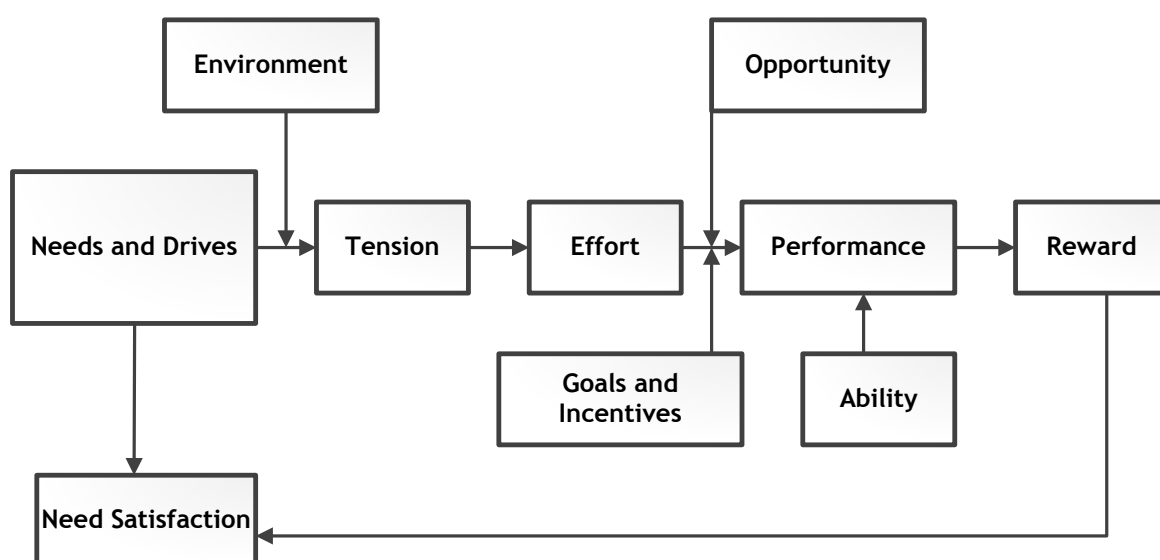


Figure 4 Process of Motivation in a nutshell (Lay Networks, 2000-2010)

Satisfaction is the wilful accomplishment which results in one's contentment. Satisfaction plays a major role in determining the originality and accuracy of a system especially the educational system. The higher the level of satisfaction the higher the students groom their skill development and course knowledge. (Spector 2006, 194)

3.2 Difference between Motivation, Satisfaction, Inspiration and Manipulation

Motivation refers to the drive and efforts to satisfy a want or a goal whereas satisfaction refers to the contentment experienced when a want is satisfied. In contrast, inspiration is bringing about a change in the thinking pattern. On the other hand manipulation is getting things done from others in a predetermined manner. Therefore, manipulation or external stimulus as well as inspiration or internal stimulus, act as carriers of either devotion or motivation which in turn either results into dissatisfaction or satisfaction upon a situation. (Lay Networks, 2000-2010)

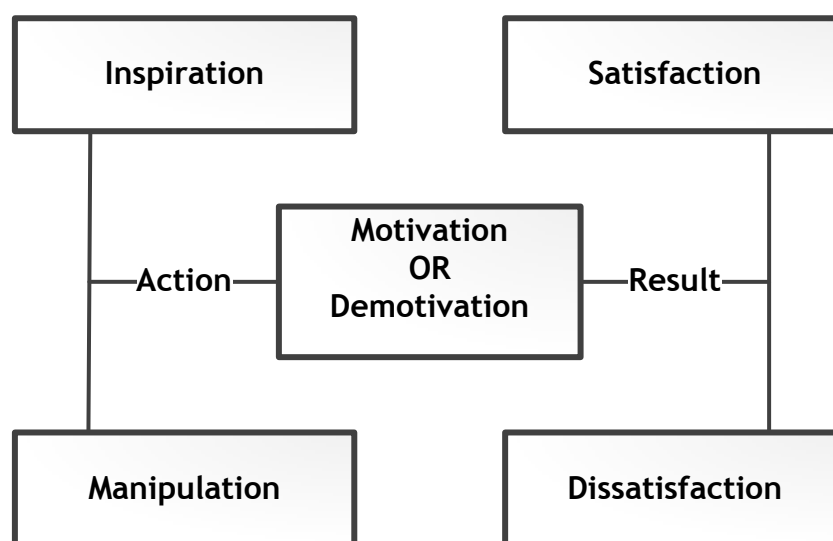


Figure 5 Differences between Motivation, Satisfaction, Inspiration and Manipulation (Lay Networks, 2000 -2010)

The Keaveney and young (1997), motivation theories from Maslow, and Porter and Lawler model will be used as a structure for this research, it will help guide the research in to a framework and also to evaluate the results and other facts, to find out if this research has the same answer to previous researches. Nevertheless most theories have tried to expand on the process of motivation of which some of those theories have help us to understand the essence of motivation; though none of them have complete prefect explanation for motivation. These theories have potential points of agreement and all help to enlighten the behaviour of certain people at certain times. Most theories mutually define, explain and supplement the nature of motivation, however any theory

or study which aids an understanding of how to motivate people definitely are useful and important to the studies of motivation (Mullins 2002, 424).

3.3 Keaveney and Young Model (1997)

This theory relates to the Students and administrative unit of Inholland, on the aspects that student experience purely depends on what the university is responsible for providing. Student's experience in an institute is based on the following 3 hypotheses i.e. the connection with the faculty, advising staff, the environment and also the interactions in the classroom. If the students have positive college experience, they are more satisfied as compared to the students who have negative college experiences.

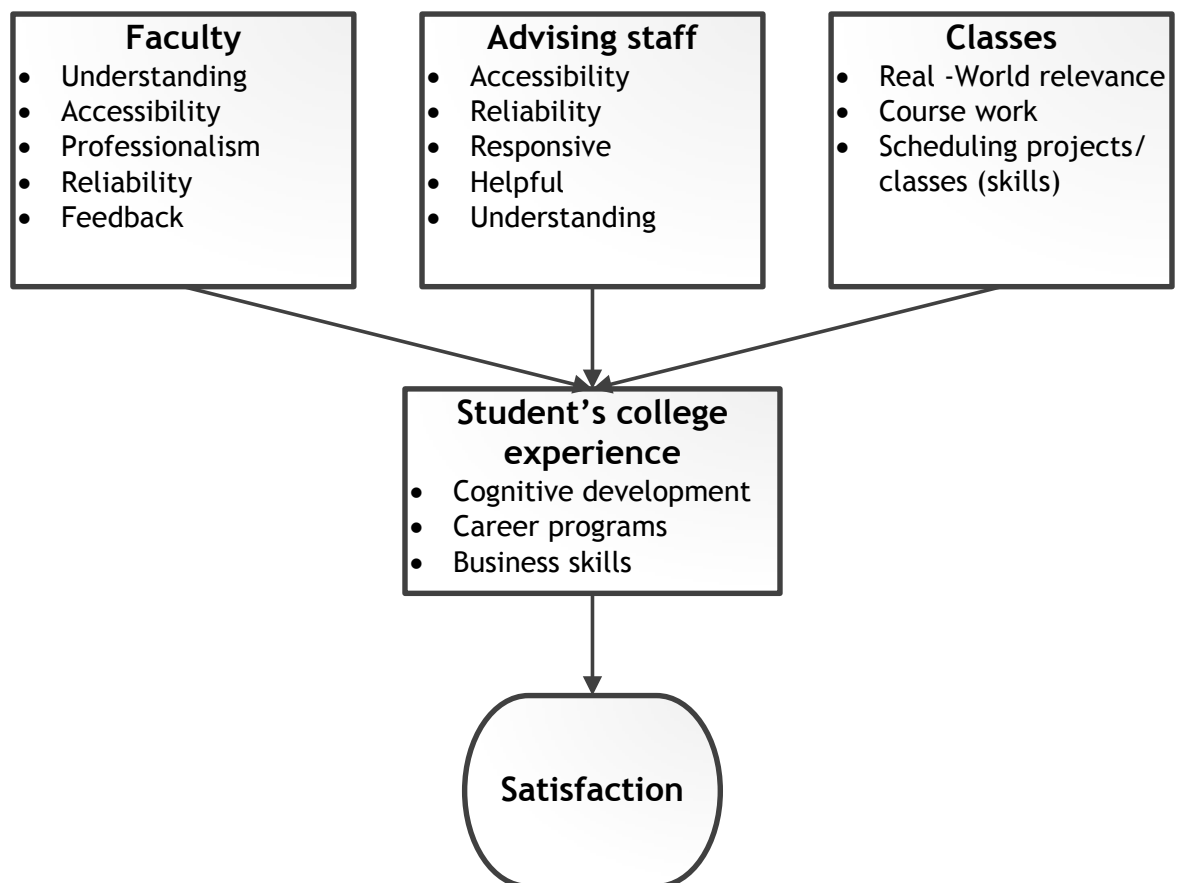


Figure 6 The Student Satisfaction and Retention model (Based on Keaveney and Young; 1997)

3.4 Abraham Maslow's "Need Hierarchy Theory"

Maslow hierarchy of needs is based on the concept that people act to fulfil five levels of needs, which personal requirements from the most important to the least important and he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator. People's needs are satisfied progressively. (Forsyth 2002, 19)

First, basic needs are psychological needs; these are important needs for sustaining human life. Food, water, shelter, sleep, medicine and education are basic physiological needs which fall in the primary list of need satisfaction. Maslow indicated that until these needs were satisfied to a degree to maintain life, no other motivating factors can work. (Forsyth 2002, 19)

Second, the need for security and safety, these are the needs to be free of psychological danger and of the fear of losing a job, property, food or shelter, which also includes protection against any emotional harm. . (Forsyth 2002, 19)

Third, the social needs, since people are social beings, they need to belong and be accepted by others and thus try to satisfy their need for affection, acceptance and friendship. . (Forsyth 2002, 19)

Fourth, high esteem, once people begin to satisfy their need to be long, they tend to yearn to be held in esteem both by themselves and by others. Thus this kind of need produce satisfaction such as, self-confidence, prestige status and power and includes internal esteem factors like achievements, autonomy, and self -respect and external esteem factors such as recognition, attention and states. (Forsyth 2002, 20)

Fifth which is the last but not least is the need of self –actualization which is regarded as the highest need in Maslow's hierarchy. It is seen as the drive to become what one is capable of becoming; it includes achieving one's potential, self- fulfilment and also growth. In general it is to maximize one's potential and to accomplish something. (Forsyth 2002, 20)

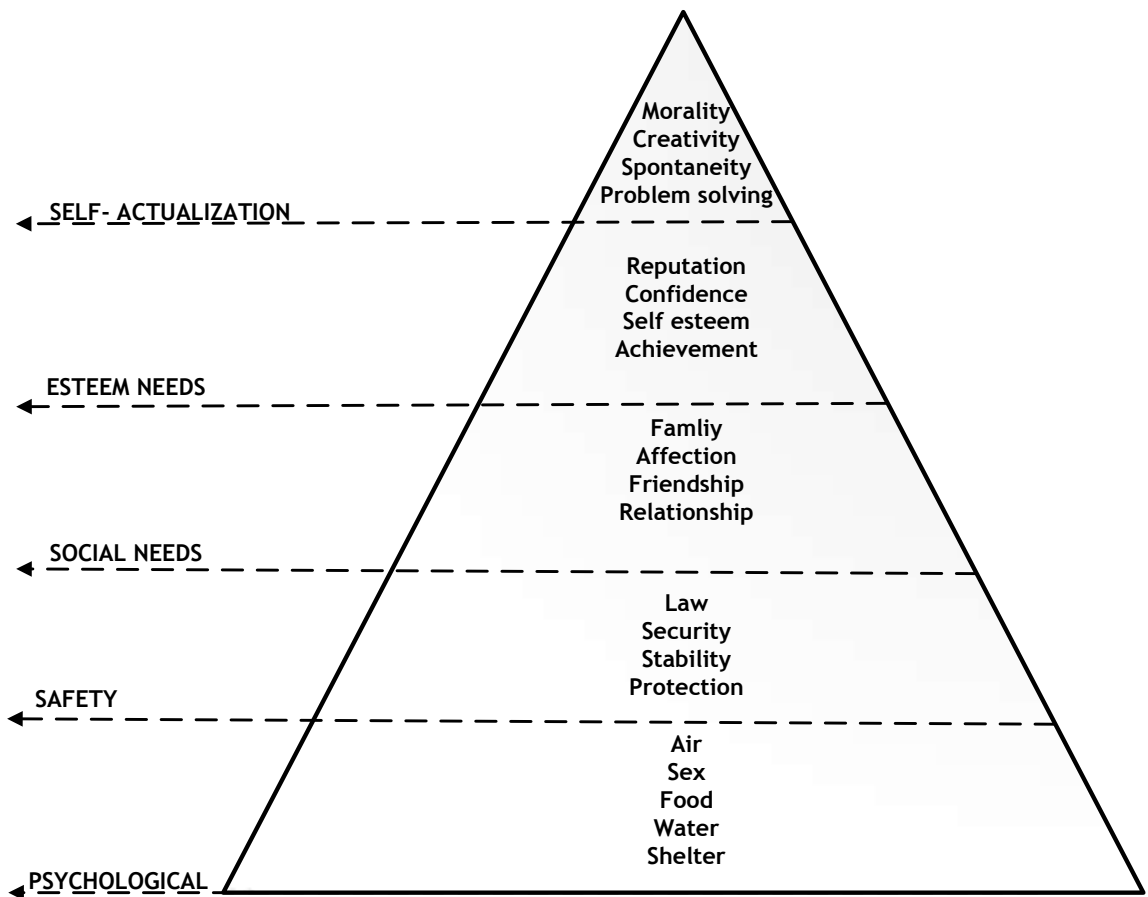


Figure 7 Maslow's hierarchy needs pyramid (Forsyth 2002, 21)

According to Maslow, each person has a different set of needs at different point of time in his life, and all needs of humans could be arranged in a hierarchy. Each person is said to move through the hierarchy by fulfilling each level of needs. Some people may have dominant needs at a particular level and thus never move through the entire hierarchy. (Forsyth 2002, 20)

Although Maslow's need theory has received wide recognition particularly among institutions, this can be attributed to the theory's intuitive logic and ease of understanding; he provided no empirical evidence and other several studies sought to validate the theory found no support for it. The limitations with this theory lie in the fact that different cultures may cause people to have different hierarchies of needs. People necessarily may not satisfy one level after another and may have other needs not mentioned in the list and may be ready to sacrifice some needs. (Communication Theory article 2010)

In conclusion, the main premise of this theory is that people will not seek to satisfy higher needs, such as self -actualization needs, unless the lower needs, called deficiency

needs are met. In the educational setting, students will be led to seek satisfaction and self-actualization if their basic needs for safety, relaxation, belongingness, a clean and orderly environment are addressed and met. Teachers, therefore, are in a key position to satisfy these basic needs. (Educational Administration & Supervision Articles 2010)

The limitation of Maslow's theory is that teachers may not know which of a student's need is not satisfied; or even if they know they might not be able to fill that need. However, teachers can always enhance students' self-esteem by creating classroom conditions that will increase students' achievement. (Educational Administration & Supervision Articles 2010)

3.5 The Porter and Lawler Model

Lyman W. Porter and Edward Lawler in 1968 developed a more complete version of motivation of motivation depending upon expectancy theory.

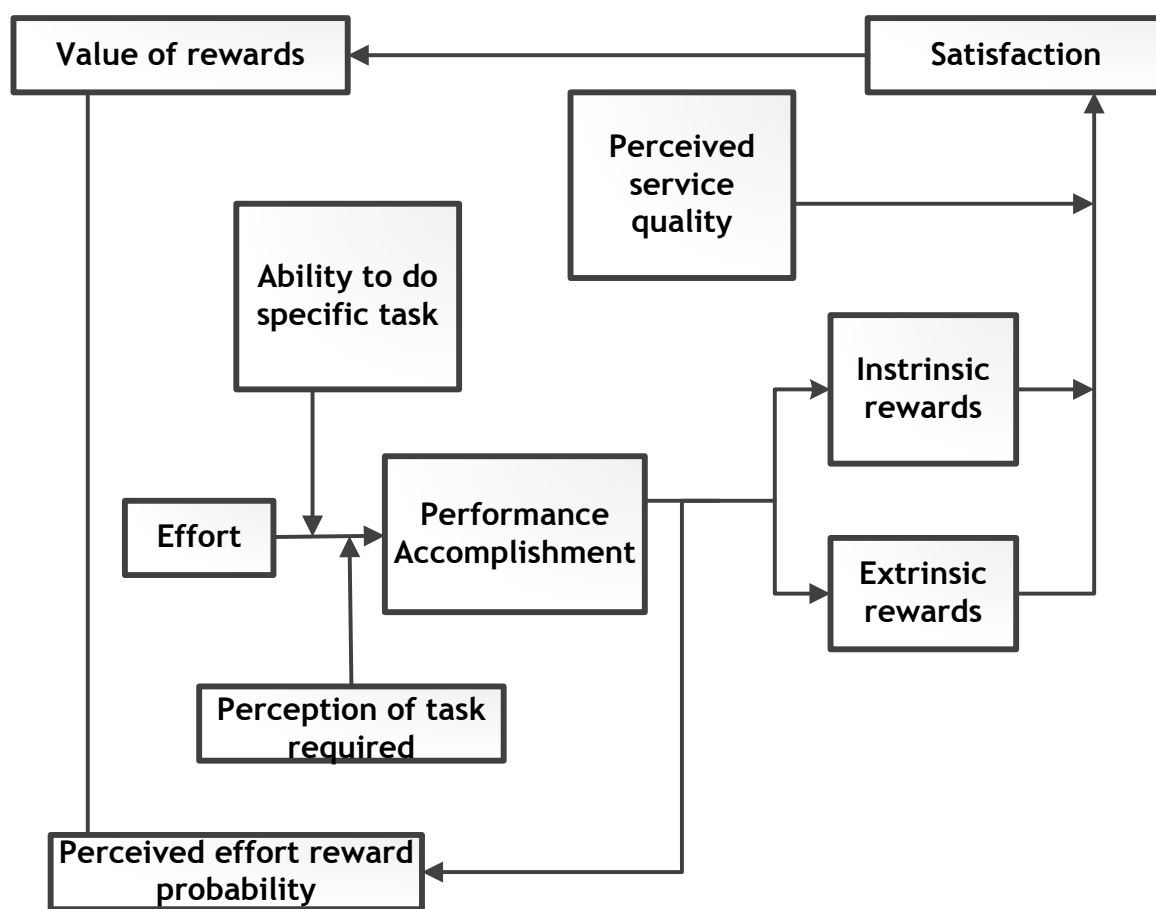


Figure 8 Porter and Lawler model of Motivation (Forsyth 2002, 25)

Actual performance of the students at Inholland University is primarily determined by the effort put in a task but it is also affected by the person's ability to do the task and also by the individual's perception of what the required task is. Therefore performance is the responsible factor that leads to the intrinsic as well as extrinsic rewards. This rewards together with the equity of individual leads to satisfaction. Thus, satisfaction of the individual depends upon the fairness of the reward. (Victor & Edward L.1992, 197)

3.6 Maehr's Psychological Environment Theory

Maehr states that motivation can be characterized by a student's personal investment in a given task. The magnitude of motivation is influenced by the psychological environment of any educational institution. He asserts that school administrators are in the best position to shape a school's psychological environment and the classroom environment (Eric Clearinghouse on Educational Management article 1992).

Maehr's theory can be summarised as:

- Accomplishment- Emphasis on excellence and pursuit of academic challenges
- Power- Emphasis on interpersonal competition, social comparison, achievement
- Recognition- Emphasis on social recognition for achievement and the importance of a school for attaining future goals and rewards
- Affiliation- Perceived sense of community good interpersonal relations among teachers and students
- Strength/Saliency- The perception that the school knows what it is about and that students know what is expected (Eric Clearinghouse on Educational Management article 1992).

In conclusion Maehr's theory in relation to Inholland University, the studying environment at Inholland needs to be conducive and thus plays a major role in the students motivation and satisfaction level for example good study facilities, like for example an equipped library, a spacious lab where the students can perform their experiments, availability of study rooms for private studies after classes just to mention but a few. The school administrators and teachers also play a big role in student motivation and

satisfaction as seen in Maehr's theory because the students not only look up to them but also expect smooth running of the University.

3.7 Framework Summary

Satisfaction is the attitude an individual has; the internal state of mind which is determined by both actual rewards received and perceived level of rewards from the institution for a given standard of performance. Satisfaction comes from interdependence factors which are influenced by an individual or an institution (educational) or its management. The factors are education, individual, social related and management.

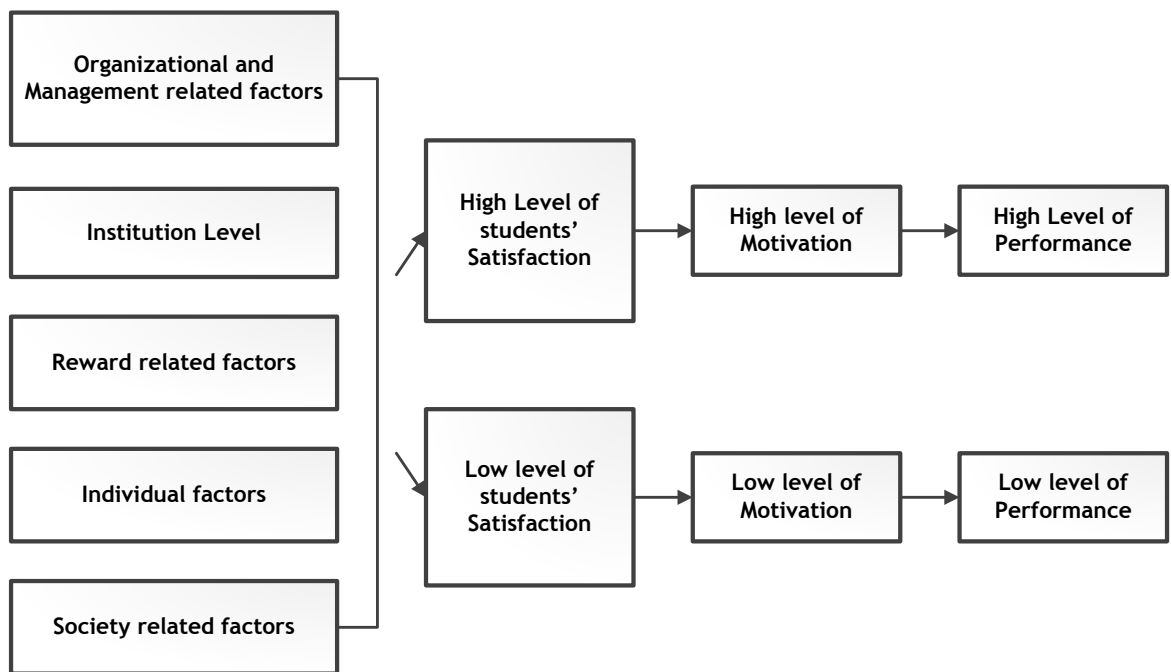


Figure 9 Factors influencing student's Satisfaction, Performance and Retention (Robert P.2003, 102)

3.7.1 Management related factors

The rule in an organization states that the management gives the directives or order and the minors follow the instructions, this makes the relationship very important because the extent to which the relationship is upheld gives the outcome of student's performance, attitude and determination towards their career. Minors obey and respect

order from above because they know that punishments can be applied to any disobedient student and it could even lead to expulsion. (Victor H. & Edward L. 1992, 180)

3.7.2 Education related factors

A comfortable and well-designed study environment helps to motivate students which increase the level of motivation. Motivation is a psychological concept related to the strength and direction of behaviour. People have different ways of being motivated, so if the university strengthens all the study related factors that may motivate students, for example the studying environment is pleasant to the students, their studying areas and facilities are sufficient and conducive, they have access to everything the university offers and there is the easy flow of information from top to bottom and vice versa. These factors will influence the students' motivation thereby directly affecting job satisfaction.

A person's attitude, thinking, feeling and action toward a task are termed as satisfaction. Emotional reaction to a task is inevitable. A person's level of satisfaction is formed through experience. The attitudes are influenced by the task itself as well as communication from others. The students' expectation about a task greatly influences his or her interpretation and evaluation of task related experiences. (Robert P. 1991, 118)

Student physical and mental well-being is directly proportional to studies satisfaction in that more highly satisfied students have better physical and mental health records. Serious education dissatisfaction as manifested by stress, can lead to a variety of physiological disorders including ulcers. (Robert P. 1991, 118-119)

Student satisfaction can also play a major role in an education institution to attract and retain other qualified students. Educational institution's survival rest heavily on this ability, in that any education institution that is known for poor performance will have difficulty in drawing students. Low level of student satisfaction have been related to such problem as students tending to not finish their studies in time, absenteeism in classes, high rate of dropouts just to mention but a few. Student satisfaction is important for the well-being of the institution and as well for the individual. (Robert P. 1991, 119)

Teachers can often readily identify students who demonstrate high or low motivation in a certain task. Motivated students engage in the task with intensity and feeling, whereas unmotivated students procrastinate and indicate in other ways that they would rather do something else. These differences exemplify the quantitative dimension of motivation, ranging from high to low. Teachers can often also identify highly motivated students who engage in tasks in different ways. Some may attempt to finish the task quickly, while others may seek more information. Some may persist, while others may begin enthusiastically but give-up when they encounter difficulty. These differences reflect the qualitative dimension of motivation. The distinction between the intrinsic and extrinsic motivation has been one of the important theoretical conceptualizations of qualitative defences in engagement. (Education articles 2006-2010)

Intrinsic motivation refers to engagement in an activity with no reason other than the enjoyment and satisfaction of engagement itself. By comparison, extrinsic motivation refers to engagement that provides means to ends that go beyond the engagement itself. The goals of extrinsically motivated engagement might be attainment of tangible rewards such as money, a sense of worthiness, or even a sense of conscientiousness; or the avoidance of tangible and intangible punishments such as time –out, scolding, rejection or sense of low self-worth. (Ibid)

Human beings can be motivated to reach a certain desirable point when performing a task, but if the desire to reach a certain goal or to achieve a certain objective is blocked, there are two options. The student can remove the barrier or repair the damage and can substitute it with an alternative. As we know, the opposite of repair or substitution is frustration which is a negative response to the blockage of a student trying to achieve his/ her goals. This happens when the student is unable to solve the problem; frustration reduces a student's motivation which leads to a behaviour which is aggressive or regressive. The educational institutions should take note of such situations and try to solve it for the better.

3.7.3 Reward related factors

Incentives play a very important role in students' behaviour. Action can become instrumental to achieving specific rewards. Reward can be earned through hard work and increase through seniority for example a good study environment, recreational facilities like the gym in the universities premises and other benefits from the educational institution. There are also individual rewards of recognition awarded to outstanding students based on individual merit, other forms of reward comes with the performance and behaviour a student produces in a certain amount of time.

Another form of reward is the approval from the top director to a certain group members (e.g. a group of students who have or will represent the university in a function) in recognition of their job done which helps to motivate a group and also the recognition by one member from he/ her group for outstanding leadership and hard work within the group. (Victor H. &Edward L. 1992, 180-181)

3.7.4 Individual related factors

Expression and determination of students are on the basis of identifying with their studies, the role they perform which is derive from a level of satisfaction by the students, this helps the students to identify with the educational institution, if the students not only find the same ideology with the institution but also expressing the same value, they become more committed and dedicated to the institution by trying to meet the requirements and standards of the institution for example very student has to pass a certain mark before proceeding to the next class or semester. (Victor H. & Edward L. 1992, 181)

3.7.5 Society related factors

The importance of the primary group has been emphasized, especially the potentiality of the group for providing the sense of task accomplishment and closure that is usually thought of only in individual terms. The great advantage of the cohesive group is that its members can find in group responsibility and achievement of satisfaction for their individual needs, for self-expression and self-determination as well as affiliation (Victor H. & Edward L. 1192, 189)

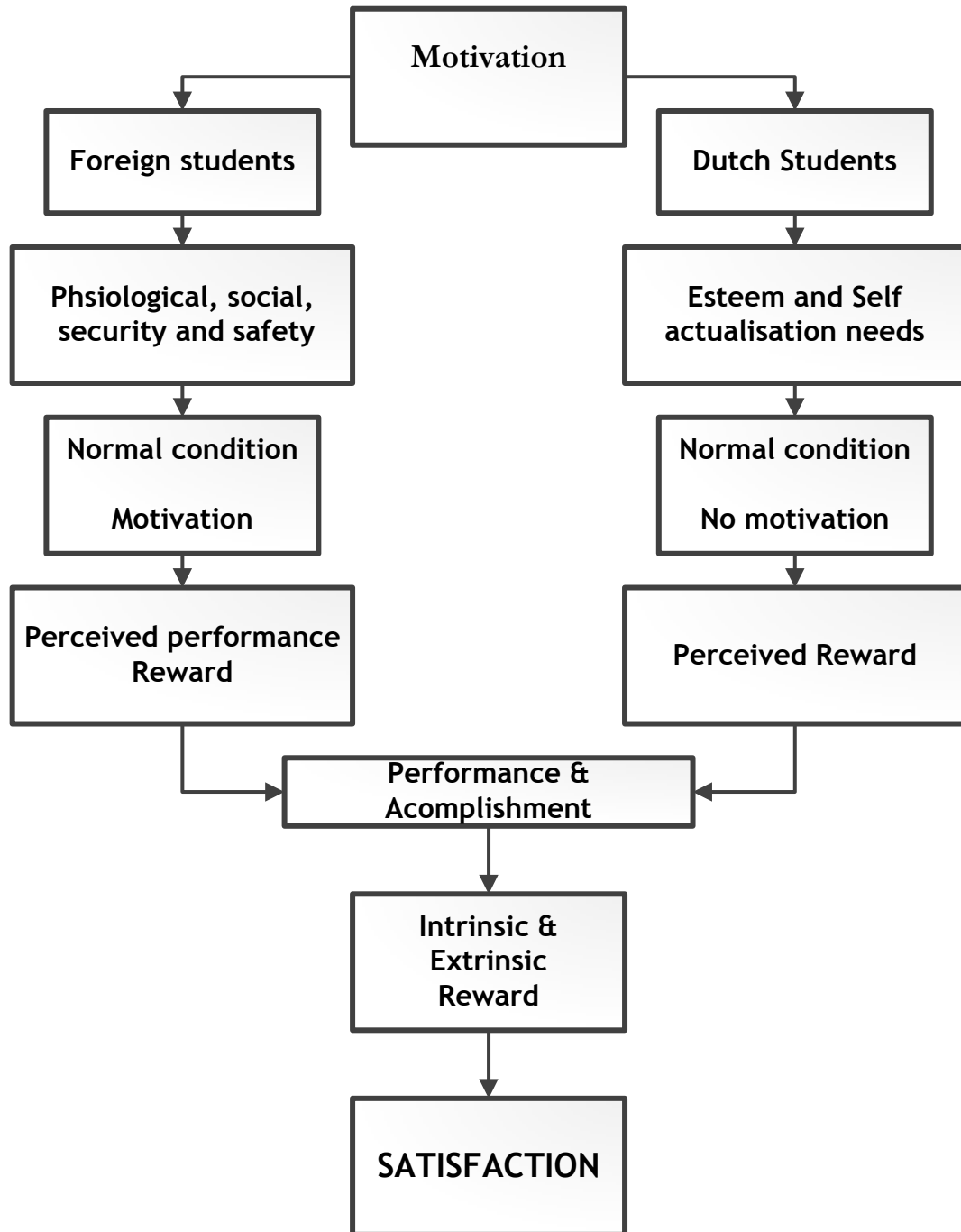


Figure 10 Frame work summary in a nutshell

The diagram above illustrates the summary of this theoretical discussion taking the aeronautical students of Inholland (Delft) into consideration. The main aim of the research is to find to find out ways of improving the level of motivation and satisfaction in the aeronautical students' campus of Inholland University of Applied Sciences. There are two groups in Inholland aeronautical campus, Foreign and Dutch students, they can be motivated in different ways due to their different cultural backgrounds and individual motives. Maslow and Keaveny and Young theories identify different variables among these different groups of students, the foreign students seek for an educa-

tion that gives them better facilities and studying environment and therefore motivated by the fact that they are enrolled in an education institution that will provide a better future whereas the Dutch students seek for self-actualization and are not motivated under normal circumstances for example enrolled in a University of Applied Sciences that gives lower education as compared to the Universities. Foreign students think that an effort to perform well by accomplishing individual task and succeeding lead to reward i.e. getting a suitable job after graduating eventually increases the level of motivation and satisfaction. On the other hand Dutch students know reward should be received from studies in order to increase effectiveness, efficiency motivation and satisfaction.

4 Research Approach and Methods

4.1 Quantitative and Qualitative Research Method

Quantitative analysis is the collecting of data that can be expressed in numerical form. This involves data that is measurable and can include statistical results, financial data, or demographic data which is a deductive view of the relationship between theory and research. (Bryman & Bell 2003, 68)

Qualitative research study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. It is also intended to penetrate to the deeper significance that the subject of the research attribute to the topic being researched. It involves an interpretive, naturalistic approach to its subject matter and gives priority to what the data contribute to important research questions or existing information, which is an inductive view of the relationship between theory and research. (Denzin 1994)

There are closed and semi closed questions on the questionnaire whereby both quantitative and qualitative analysis will be applied on the research. The principal aim of the questionnaire is to obtain accurate, easily comparable information from the respondents taking into consideration the large size of the sample. A face to face interview will also be conducted randomly which will also help in the analyses. The language used during conduction of the interview is English

4.2 Questionnaire

The questionnaire is structured into eight different parts in accordance with the theoretical framework created for that purpose. These parts comprises of a general question that deals with the background of students' personal lives, language skills, study content, studying environment, studying condition, study stress, level of motivation and satisfaction. The information gathered from this questionnaire will answer the research problem of aeronautical students' level of motivation and satisfaction in Inholland University of Applied Sciences. The last question on the questionnaire is an open ended question which allows the students to suggest ways of improving the studying

condition and environment which will lead to greater motivation and satisfaction subsequently to increase effectiveness, efficiency and productivity in Inholland University of Applied Sciences

4.3 Data collection process

The questionnaire was printed and delivered on the 18th of June to the students of Inholland to fill out during their exam period. The questionnaire was handed to the various exam legislators who handed them to the students as they handed in the exams. The students had to fill in the questionnaire and hand it in after they finish the exam. I collected all the data just in one day because of the good co-operation between the legislators and students of Inholland. The questionnaire were written in only English because a high percentage of the Dutch and foreign students speak English.

The primary data was collected from the handed questionnaires received on the 18th of June 2012. The secondary data were collected from books, internet sources, Inholland University annual report 2010, Inholland University annual letter. All this documents were important to help in the analysis of this thesis.

4.4 Data Analysis

This is a process of analysing interpreting text, interviews and numbers. Quantitative data will be analysed using statistical package for the social sciences (SPSS) which is a data management and analysis product produced by SPSS Company. Among its features are modules for statistical data analysis, including descriptive statistics such as plots, frequencies, charts and lists, as well as sophisticated inferential and multivariate statistical procedures like analysis of variance (ANOVA), factor analysis, cluster analysis and categorical data analysis. SPSS is particularly well suited to survey research, though by no means is it limited to just this topic of exploration (ITS, 2007)

5 Key Results and Discussions

5.1 Description of the Results

The questionnaire had fifteen different sections; the first was the background of the studies which had the age differences, gender, nationality, years of studies and exchange students. An overwhelming 72 of the 78 students that answered this questionnaire were between the first age group of 16-25 years old, just 6 of the students were in the second category of 26-30 and none in the other groups. Approximately half of the students 41(53%) were male and 37 (47%) were female students

Sixty two (80%) of the students were Dutch and 20% foreigners of which 11 of the students were from the EU and 5 students outside the EU. Eight of the seventy eight students who answered this questionnaire were exchange students, the other fourteen question sections of the questionnaire were structured in two ways that is available at Inholland UAS or not available and the answered were to be in four category of strongly agree, agree, neutral and strongly disagree.

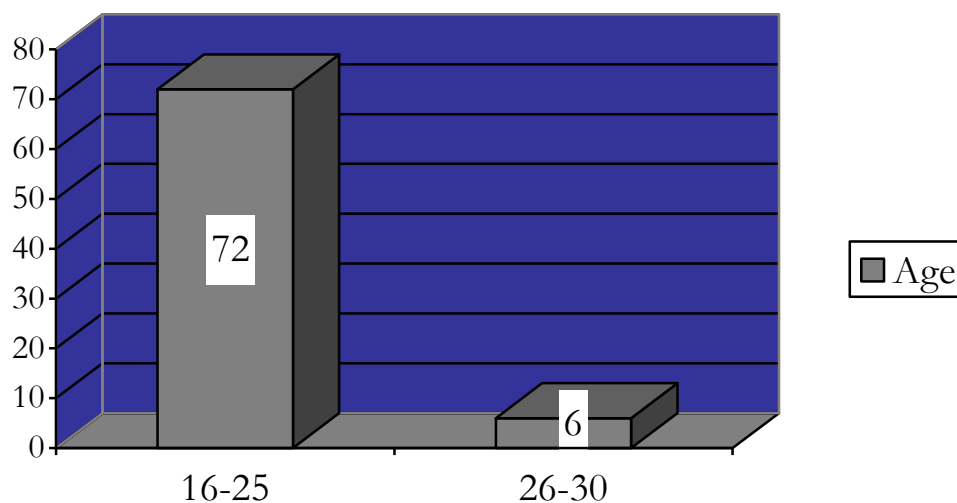


Figure 11 Background Information showing the difference age of the students

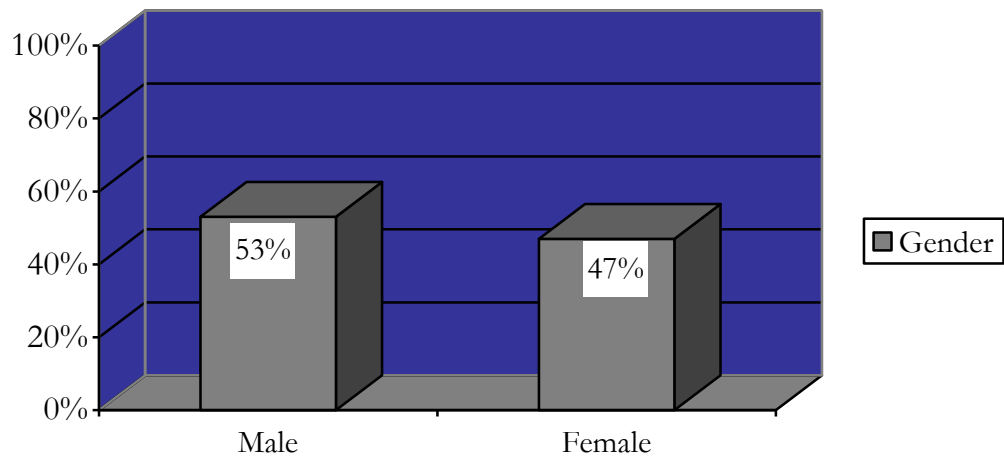


Figure 12 Background Information showing the gender of the students

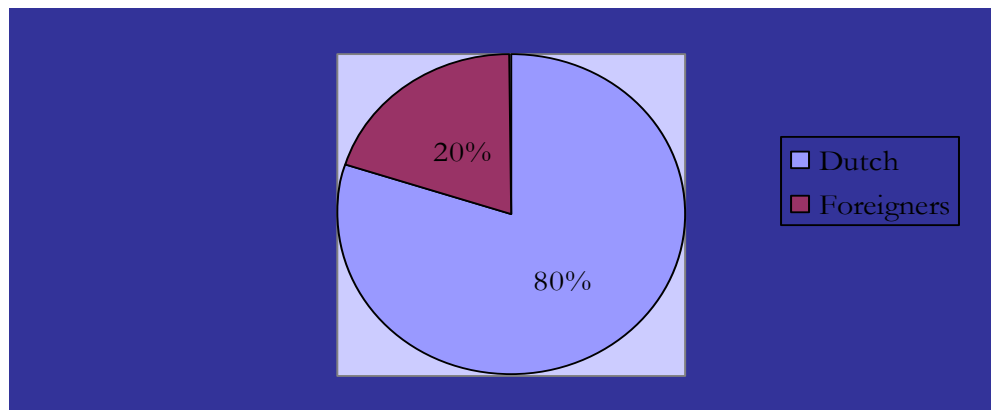


Figure 13 Background Information showing the difference the nationality of the students

5.2 Recruitment

The recruitment office is not available at Inholland and therefore no answer were given in this section of the questionnaire on issues such as if the recruitment team is friendly, helpful, provide sufficient information to applicants, what types of information they provide, is the process clear and well organized and also if the entrance exams process is well examined. These questions were to find out if the department has people who are in charge of recruiting students for specific purpose since it is a high skilled training program which has interest in students with good grade in physics and mathematics. Students in this department studies Aeronautical Engineering which has specific criteria in terms of who can be admitted into this department.

5.3 Admission

There is an admission office in the school which is in charge of admission and related issues concerning admissions. One hundred percent of all seventy eight students agree in all three questions from this section of the questionnaire, the questions were, are admission staffs friendly, helpful and provides sufficient information to students, are these information clear and is the process well organised and understood. The fact that none of the 78 students strongly agreed with the level of satisfaction they got from the services provided by the admission office proves that this is still work to be done to improve the information outlet and services to students, however the administration should be happy with the fact that none of the students were dissatisfied with their job.

The administration should understand that admission is the first contact point between the student and the school and so the first impression is an important motivator to new students trying to enrol or confirm their places at their new environment. Students don't find any difficulties when trying to get admission from Inholland and also when in the process.

5.4 Registration

Just like admission, majority of the students find the process of registration satisfactory, mainly because the process has little or no difficulties. They all agreed that Inholland gave them sufficient information about the registration policies and procedure via letter and with a reference to their website; they accepted that the online registration is clear and user's friendly, web accessible student information like grade, payments report and schedules are complete and updated.

Students agreed that printed information materials are complete and up to date, registrar staffs are friendly and provides assistance such as transcript orders, verification of documents and more. It should be emphasized that this process is not very important to the students point of view therefore if it seems good enough that they have little concern about it, they can only complain if they find difficulties in the process but they don't for now. The school should also be innovative and up to date with other schools

as processes like this do change with time due to the improvement of information technology.

5.5 Payment and financial aid

Financial information and the procedures are very important to the department and the well-being of the of the university as a whole, this means the school spends lots of time and effort to make sure students understand tuition payment processes and other financial aid the school offers to students. The head of department stated in the interview that on their website and in different advertisement sites they make it clear about tuition and also remind students many times by emails, orientation and other forms of reminder. Two third of the respondents think the fees is equivalent to what they are studying and agree with how well the department handles this issue while the rest of the respondents were neutral.

On the other hand they all agree that they had sufficient information about financial aid before they arrive at Inholland and some of them mostly the foreign students applied for those aids and are quite satisfied with the process, however majority of the students wrote in the suggestions section of the questionnaire that they were not happy with the fact that you have to pay a fine for delaying your studies which is requested by the school. They were not satisfied with their sporting facility which was less equipped, modern and diversified compared to those of the other schools near Inholland however they complained about paying more to use the sporting complex than their colleagues in the neighbouring University. Majority of the students requested for the reduction of the gym price so as to make it affordable.

5.6 Advising and internship

In this section 80% of the respondents were neutral and 20% agreed with the following statements, advising and career/employment/ internship coordinator staffs are helpful and friendly and I am satisfied with career/employment/internship opportunities. It has been good to know that few students actually seek for advice on these issues; however the school has provided students with information from the student liaison office and the student affairs office on information concerning career opportu-

nities and internship. It should be noted that the level of interested applicants seeking for internship and career employment information and advice from the school has increased since 2008 after the economic crisis because individuals find it more difficult to get a place for internship than before.

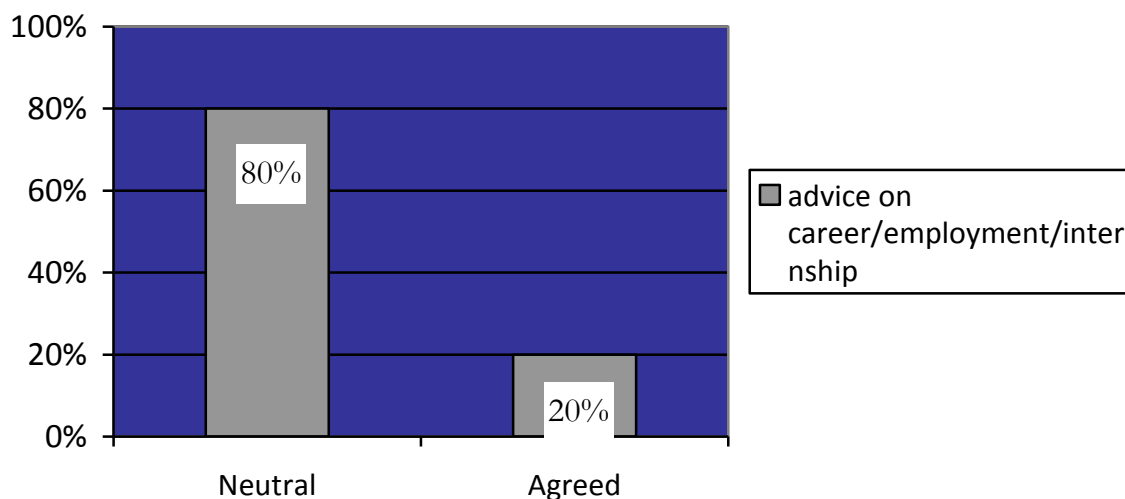


Figure 14 Indicates the percentage students agreed or were neutral about the advice and internship offered

5.7 Academic program and unit

This is available and the students find tutoring assistance very helpful as 60% of the respondent strongly agreed and 40% agreed, the same result was the opposite in the question of my course timetable/schedule is appropriate, majority of the respondents were neutral on the question of support staffs and administrators been helpful and accessible and strongly disagreed that language lab is helpful to students trying to study a foreign language.

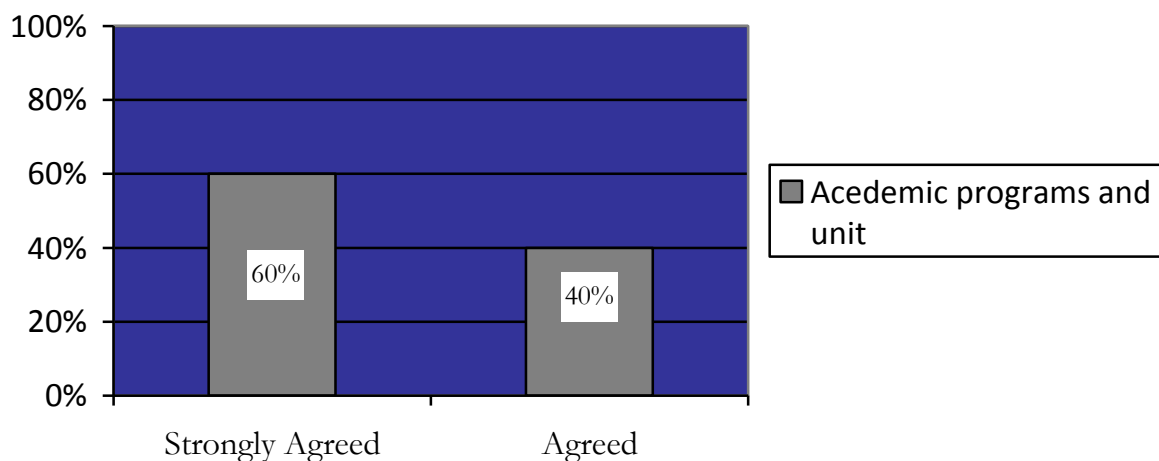


Figure 15 indicates the percentage students strongly agreed or agreed about the academic program and Unit

5.8 Study and support facilities

There are seven questions in this section of the questionnaire, 100% of the respondents strongly disagreed with the question that; the library and information resources are sufficient for students to attain their degree, there is sufficient training on effective use of the library and information resources and the staffs are helpful and provide sufficient information. They all agreed that Inholland has the appropriate technology such as computers, internet, software programs to help them successfully fulfil their degree program, two third were neutral on the question that the university provides competent training on effective use of technology while one third agreed.

Majority of the student were again neutral on the issues of getting friendly advice from computer lab assistance and getting full access to the campus. On the suggestion sections, the student's complained that they didn't have a library of their own and have to walk to a different campus to get books and other studying material and thus find it very difficult and cumbersome. They would be more satisfied and happy if they can have their own library, which is a concern they have been raising to the school authorities for years now, however on the part of the head of department they see no different in owning a library which they can't afford and using one close to their department which is part of their conglomerate or partnership. Just like the library they don't have a lab to practice at their school which is another call for concern amongst the students,

they find it difficult to use a general lab for all students and some suggested that it would be a great idea if each department has its own small lab and library.

Students also find it unbelievable that they have never used the flight simulator when practicing in the lab something they taught was necessary in their practice sessions and studies.

5.9 Learning environment

The students in Inholland love their school and that is the reason they decided to study there, however they think it would have been better to have a project space or personal study room where students from their department can carry out small projects and experiments during and after studies, which unfortunately Inholland does not have and in addition majority of them think the university space in general and the studying environment is small.

There is little or no space for team work outside the class rooms, lack of sufficient bicycle and car parking space which causes problems during rush hours but they all agreed that the security system in the campus is well organised and they feel safe while in the University premises.

Concerning the studying and parking space, the head of department acknowledge this problem and confirmed that they are working on ways to better the situation and noted that it is the university authorities that have the say to these issues and not the head of department, he went on to say that he can only suggest problems and solutions to the higher bosses but he can't take action with regards to this problem.

5.10 Medical centre facilities

Another big cry from the respondents is the fact that the university does not have a medical centre to take care of the students for routine check-up, general vaccine donations and emergency situations where by students can visit the nurse or doctor. The school is also aware of this fact and they are doing their best to create an office for a regular nurse that can provide basic medical procedure and advice to students when needed.

5.11 Sport complex facilities

This service is not available at the university however they use the sport complex of their partner university. All respondents complained about the fact of lack of their own sporting complex at Inholland, the lack of quality and modern equipment where they perform sporting exercise, lack of space, fewer options and poor facilities as compared to other universities but they paid 300 euros compared to 200euros paid in other universities with better and modern facilities.

Below is a graph that shows the opinions of the students from the questions, study support and facilities, learning environment, medical centre facilities and sport complex facilities.

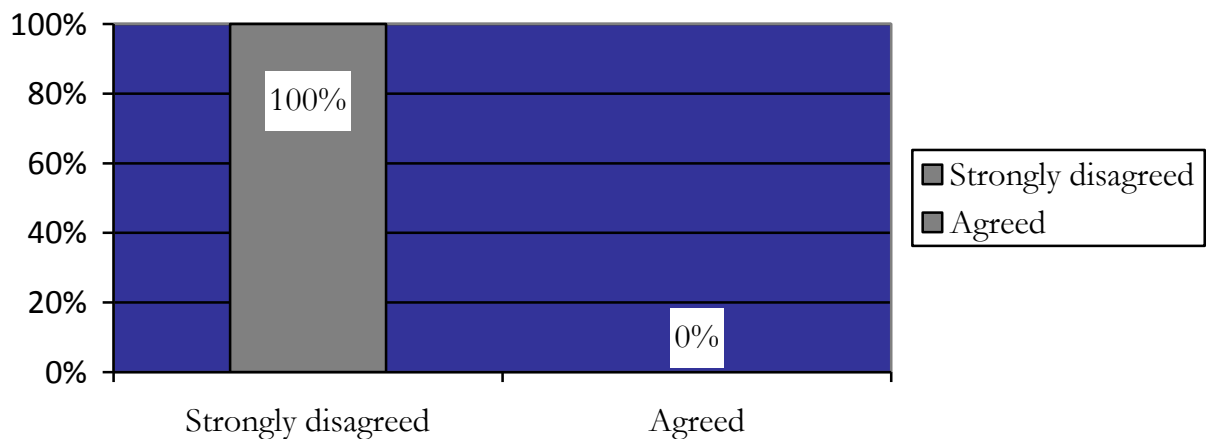


Figure 16 indicates the percentage students strongly disagreed or agreed about the learning environment, medical support and sports complex facilities.

5.12 Student centre/union

There is a general student union at the Inholland university which is free for all students to participate in if they are willing but the Aeronautical Engineering Department doesn't have a union. All of the students in the questionnaire agreed that there are many different social events in the school and they are attractive and that they are aware of the services provided by the union as they have been oriented by both the staffs and students controlling the union and they also receive mail for upcoming

events and activities the union participate in, however they were all neutral on the point that the union offers enough services to students.

It was clear in the outcome of the questionnaire that students care less about the union and only pay attention to it when they advertise social events which interest them and after the events they forget about the union.

5.13 Catering services

This is one of the most troubling parts of the questionnaire in terms of the level of satisfaction students receive from the services they have paid for to the university. All 78 respondents of this survey were neutral or strongly disagreed with the catering services they received from the campus.

They acknowledge the fact that there are not enough catering services and appropriate menu varieties, two third of the respondents were neutral on the quality and healthiness of the food while one third were strongly dissatisfied with the quality, 100% strongly disagreed with the affordability of the price per meal or snack and agreed that the staffs were friendly while still neutral of the question that the environment at the cafeteria is pleasant.

Respondents suggested that there should be a complete overhaul of the catering services from the variety of food and snacks, to the prices, the eating environment and the organisation of the cafeteria. Students find these services very important to their learning motivation and ability to stay in school even after their classes. They want to have pleasant and consistent catering services of their choice. The administration says they are working harder to address this problem but that they have to deal with cuts to their budget for such services due to the rise in food items and the difficult economic circumstances, they would love to provide varieties of food and snack items but can't afford to do so now and hope to improve services in the future.

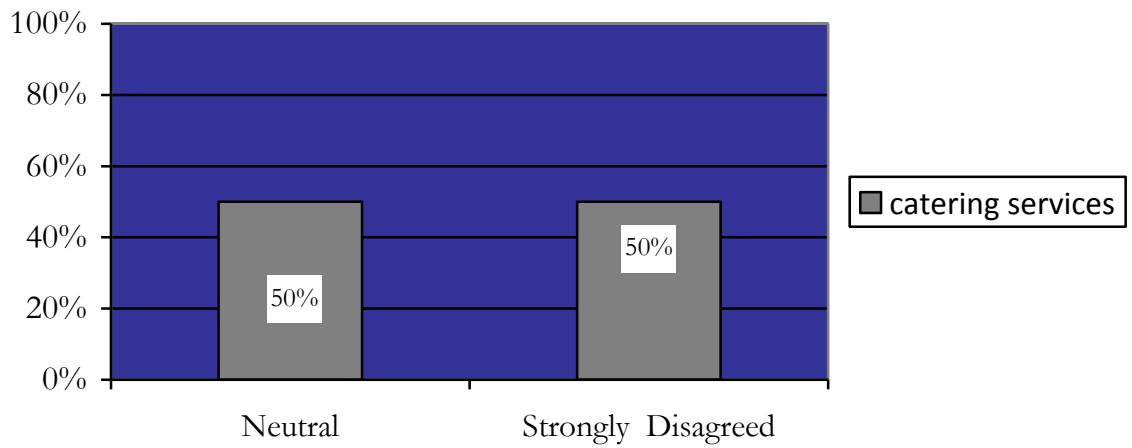


Figure 17 indicates the overall percentage on the students' opinion about the catering services

5.14 Student association OCLT

OCLT is the main association at the university but more than half of the respondents are not aware of the association and they think OCLT doesn't understand them or represent their view this goes to even the students who are aware of the association. Majority of them strongly disagreed that OCLT shows strong commitment to their interest such as their own library, lab and good cafeteria, they think OCLT is committed only to social issues like partying and sports which are good things but not at the top of Aeronautical Engineering Department students priorities .

Respondents strongly disagreed that they get vital information about the running of the association and the integrity of the management team that runs the association because they only get information on social issues not about the association in particular. In a note shield students really care less about the association except they have personal ambitions to lead their colleague or gain in some ways or two before they create interest on the daily activities of the union even though the school does its best to encourage students to participate in the union. The union helps to promote the school in certain ways by passing information from the administration to the students and sometimes from the students to prospective students from different areas via word of mouth and the social media.

5.15 General issues

In this section of the questionnaire, respondents were 90% and more agreeable on the issues and the 10% and below were neutral. They accepted the fact that they enjoy studying Aeronautical Engineering Department regardless of the institution in which they went to and were confident to meet challenges ahead either at their work premises or future life. They expect that Inholland will fulfil their mission and encourage academic integrity as a well, professional managed institution. They are generally excited studying despite the shortcomings they face in the school for example the lack of own library and lab.

It was very unusual to see that despite the respondents are satisfied in what they are studying and also satisfied with their campus; the majority of them strongly disagreed to recommend the school to friends. The head of department and the administration should pay a special attention to this point because it shows that the students are happy to stay and graduate from Inholland university but are not satisfied with the general management of the institution as compared to similar universities, therefore they can't promote the school to others and maybe wouldn't be part of the alumina which is an important messenger in advertising the university.

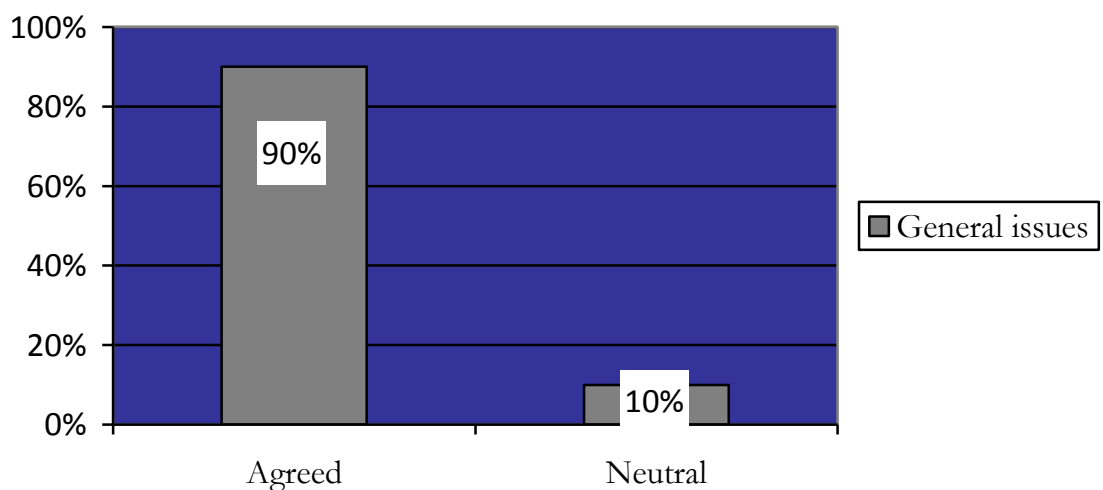


Figure 18 indicates the percentage on general issues

6 Discussions of key findings and conclusion

This research was conducted and written in Delft Holland as part of the curriculum of an undergraduate program in International Business at Haaga-Helia University of Applied Sciences Porvoo. The reason for the research is to find out ways to motivate and satisfy Aeronautical Engineering Department student at Inholland UAS, Delft

Some main questions have been written to answer certain questions about the level of motivation and satisfaction of students in Inholland University which will help us understand their issues and how to improve on them. The main question is divided into sub questions which are, how the students feel and what is their opinion with regards to their working environment at Inholland University, What is the level of satisfaction and motivation among the students at Inholland University, What factors contribute to the low/ high level of satisfaction at Inholland University, What strategies could be used to improve students' level of motivation and satisfaction at Inholland University?

To determine the answers to this question a well-structured questionnaire comprises of fifteen sections with different questions about the respondents background, recruitment at the university, admission, registration, payment of fees, financial aid, advising and internship, academic programs and units, study and support facilities, learning environment, medical centre facilities, sport complex facilities, student centre/union, catering services, student association OCLT, a general question section that composes of questions concerning Inholland as an institution and a suggestion box for students opinions which could help the school develop and improve its services.

Students are asked to what extent do they agree or disagree with each question on the questionnaire from strongly agree, agree, neutral to strongly disagree on the level of satisfaction they achieved from these services the university offers to them.

The total number of respondents was 78 of which 53% were male and 47% Female, more than 90% of the students were in the age group category of 16-25 and all of the students were from the Aeronautical Engineering Department. Most of the student in the survey were third year students of this department who know the in and out of the campus and the services they have been receiving for three years.

There is no recruitment service available in the campus and so the respondents have little or nothing to say about recruiting students to their department, however it should be noted that only student with good grades in physics and mathematical are accepted in such programs like Aeronautical Engineering Department. All of the respondents were satisfied with the services they received from the admission office and the student affairs office that dealt with admission and registration of student though they totally disagreed with the fact that student have to pay a fine for delaying or suspending their studies. Payment of fees and financial aids program are available and well elaborated to students with multi means of reminder via emails, conferences, notification and online information so as to make student understand when and how to pay their fees which is one of the most important aspect of the administrative duties.

The respondents in majority are aware of the student liaison office/ student union and the student affairs where they can get advice about courses, the school environment, where to go if they require information on internship and other important issues concerning studies and some of them have actually received advice from those offices however less than 20% of the respondents have actual gone there to seek for advice.

All respondent agreed on the important of the tutorial or academic assistance they receive from the school and appreciate it as part of the services they require from the university however they are not satisfied with the timetable and schedule for courses and classes, they think the schedule is packed up and strenuous mostly at the beginning of their studies.

The respondents were completely dissatisfied with the fact that they lack a library and practicing lab for their department, they have to walk to another department or university partnering with Inholland in order to use the lab or library. The head of department acknowledge the fact that the school lacked this facilities and promises to find solutions in the future however he stated that it is very expensive for the department to own the facilities now with the present economic crisis. Respondents had to stress that though spending years at Inholland University they have not sat at the flight simulator which is unbelievable to them. They noted that the campus is small and students find it

difficult to park their cars and bicycles, they lack space for personal project and the whole environment is not spacious for a university of that category.

The sporting complex is small, old and has less facilities as compared to that of neighbouring universities however Inholland students pay 100euros more for sporting services than the other neighbouring students with modern facilities which makes them dissatisfied and at times complaining about the services they get for their money, all respondents strongly disagreed with the sporting facilities of which the head of department once again had no serious reasons for the high price they charge, he said they are looking into it and the respondents hope to see a change to the price soon.

The school does not offer any medical series to student and they don't have a visiting nurse or doctor for routine check-up or other service universities normally provide like vaccines. The respondents would like to have a regular nurse on campus where they can go to in case of emergency or medical advice.

The department of Aeronautical Engineering Department doesn't have a student union and majority of the students don't care about a union except for the social services they gain from the unions organising sporting activities and parties, however the university has a student association. Respondents careless of the association and also think it doesn't work on their favour as they have important things such as trying to get a lab, library and sport complex whereas the association cares mostly on social issues which are not priority of the department.

Another point of dissatisfaction is the services provided by the catering department of the university, majority of the respondents said the prices of meals and snacks are high, there are fewer food varieties, there is inconsistency in services and the eating environment is not suitable with regards to other universities standards, students want to see a change in this department as a consistent and stable varieties of meals/snacks and low prices will motivate students to spend more time at school even after lectures for group work, assignments and reading because they can find something to eat when need be, the head of department mentioned the general rise in prices of food stuffs globally coupled with the economic crisis are the main reasons for higher prices at the

cafeteria but the school is doing its best to see that the prices are affordable to students.

In general there is optimism by respondents about their studies at Inholland some of the reasons being that they love what they are doing irrespective of where they are studying. They can feel the gravity of change in the campus as in the nineties Inholland university was in a decline and had to merge with other universities of applied sciences in order to survive but in its present days there had been lots of improvement and there continues to be process in many different aspects of the campus. The good news is that the director at the Aeronautical Engineering Department is very aware of the dissatisfaction of the students in the different areas of concern we have been talking about and he has channelled the problems to the appropriate authorities and some of them will take time to yield and benefit the students.

The demands by the respondents which is key to their motivation in staying at school and studying are simple and well understood by the administration of which will still be key to their general level of satisfaction after they have received their diploma from the school at the end of their program, this is important because it will leave a mark of dissatisfaction if recommendations are not taken into account.

The school has to do more to satisfy its students as there are complaints in most departments on issues regarding the day to day running of the institution from the lack of a lab, library, learning space, high food prices, fine for delay of studies, lack of modern sport complex, medical facilities, a union that cares on studies issues and more, without these things students will not be motivated hence not be satisfied with the services they get for Inholland regardless of whether they actually complete their studies or not. The school should pay more attention on these issues if they aim at improving and attracting new students to the university.

6.1 Reliability and Validity

Reliability is the extent to which a measurable procedure yields the same result, whenever the same research is carried out. It means the same result can be acquired each time the research has been repeated. (Jerome Kirk et al 1986, 19)

The secondary materials used in this research were carefully chosen from known researches that have been conducted in the same field of study in order to have a reliable guide to produce a similar outcome in the empirical result. The result of this study is an overview of the level of motivation and satisfaction in the case organization which is Inholland University of Applied Sciences therefore this study cannot be implemented to Inholland Corporation as a whole and should not be used to draw an assumption to any other Universities in the Netherlands.

Validity is the extent to which the research or study gives the right answer, it is the best available approximation to the truth or falsity of a given inference, proportion or conclusion. The theoretical and empirical materials should be connected and on the same line. (Jerome Kirk et al 1986, 19)

The research questionnaire was designed to suit the research problem which is based on the level of motivation and satisfaction of the students' in Inholland University of Applied Sciences the Aeronautical Department in consideration to their study conditions, environment, work load, performance and all the factors that could affect or influence a students' level of motivation and satisfaction. The question was written in plain, clear and simple English to help the respondents to understand the questions very well in order not to have any misunderstanding in interpreting the questions that could lead to fault or unreliable answers.

6.2 Suggestions for further studies

This is the first time a research on motivation and level of satisfaction has been conducted in Inholland University Aeronautical department, the number of respondents was approximately 30% of the total number of students in the department. A lot of information was gathered from the respondents with respect to their opinions on what the University should do to motivate its students in order to increase the level of stu-

dent satisfaction. This research was more specific on students' motivation and level of satisfaction and very detailed on the topic compared to other previous researches conducted by the university. It is the first research to be conducted in Inholland University and in order to have more information on this topic it is best for this research to be continued and thus a further research should be conducted on students' motivation and level of satisfaction in Inholland University Aeronautical department.

Bibliography

Literature sources

Derek Torrington, Laura Hall and Stephen Taylor 2008, Human Resource Management 7th Edition. Prentice Hall Inc in Great Britain

Eric Esapa. Employees' Motivation and Level of Satisfaction, A case of Itella Porvoo, Finland, Bachelor Thesis Dp in International Business 2010

Keller, K. & Kotler, P 2009, marketing management 13th edition, Prentice Hall, Upper Saddle River, New Jersey

Laurie J Mullins 2002. Management and Organizational Behavior, 6th Edition, Prentice Hall, University of Portsmouth

Mark Saunders, Philip Lewis and Adrian Thornhill, 2007. Research method for business students 4th Edition Pearson Education Ltd. England

Patrick Forsyth 2006, How to motivate people, 2nd Edition, London; The Sunday Times creating success

Paul E. Spector 2006, Industrial and organizational psychology. 4th Edition, John Wiley & Sons, Inc. Florida USA

Robbins, Stephen P. & Coulter, Mary 1999, Management, 6th Edition, USA; Prentice Hall Inc

Robert P. Vecchio 1991. Organizational Behavior 2nd Edition USA: Teh Dryden Press

Stephen P. Robbins 2003, Organizational Behavior, 10th Edition Prentice Hall, USA

Tony Edwards and Chris Rees 2006, International Human Resource Management Globalization, National System and Multinational Companies, Prentice Hall Ltd. England

Victor H. Vroom and Edard L. Deci 1992, Management and Motivation, 2nd Edition, Pen-guin Books Ltd, England

Other Sources

Inholland Annual Report 2010

Inholland Monthly Letter

Internet Sources

Andrew Tuson Blog 2010. Blog Spot URL: <http://andrewtuson.blogspot.com/2010/08/computing-drop-out-whats-evidence.html> . Accessed 04 Nov 2011

Business Dictionary 2012. Online dictionary. URL: <http://www.businessdictionary.com/definition/data-analysis.html> . Accessed: 04 Nov 2011

Communication theory 2010. Maslow hierarchy of needs. URL: <http://communicationtheory.org/maslow%E2%80%99s-hierarchy-of-needs/>. Accessed 05 Nov 2011

Education.com 2006-2012. Intrinsic and extrinsic motivation URL: <http://www.education.com/reference/article/intrinsic-and-extrinsic-motivation/> . Accessed 05 Nov 2011

Educational Administration and Supervision article 2010. Enhancing Students' Motivation. URL: <http://www.soencouragement.org/enhancing-students-motivation.htm>. Accessed 02 Dec 2012

Enzinear articles 2008: Definition of Motivation. URL: <http://ezinearticles.com/?Definition-of-Motivation&id=1567108>. Accessed 04 Nov 2011

Eric Clearinghouse on Educational Management article 1992. Student Motivation, School Culture, and Academic Achievement. URL: <http://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/4834/motivation.pdf?sequence=1>

Inholland University 2010. Administration and student affairs mission. URL: <http://www.Inholland.nl/administration/student-affairs/mission.html>.

Accessed: 04 Nov 2011

Inholland University 2010. About Inholland URL: <http://www.inholland.nl/inhollandcom/about+inholland/>. Accessed 04 Nov 2011

Inholland University 2010. Annual Report URL: <http://www.inholland.nl/annual-report/10YearReport-2000-2010.pdf>

Inholland University 2010. Mission and vision. URL: <http://www.Inholland.nl/about/mission.html> . Accessed 04 Nov 2011

Journal of Management Research. Impact of Service Quality on Students. URL: <http://www.macrothink.org/jmr>. Accessed 05 Nov 2011

Kamehameha Schools Research and Evaluation 2011. Factors Influencing Student Retention in Higher Education. URL: http://www.ksbe.edu/spi/PDFS/Retention_Brief.pdf. Accessed 10 Jan 2012

Laynetworks 2000 -2010. Types of motivation: URL: <http://www.laynetworks.com/TYPES-OF-MOTIVATION.html>. Accessed 05 Nov 2011

Learn Management 2. 2010. Porter & Lawler expectancy theory. URL: <http://www.learnmanagement2.com/porterandlawlerexpectancytheory.html>. Accessed 07 Nov 2011

Wikipedia. About Inholland University of Applied Sciences. URL: http://en.wikipedia.org/wiki/Inholland_University_of_Applied_Sciences. Accessed 04 November 2011

Word Hippo 2012. Online dictionary / translator. URL: <http://www.wordhippo.com/what-is/another-word-for/upon.html>. Accessed 10.12.2011

Appendix 1



Bachelor Thesis Questionnaire

Background information- The information will be treated confidential and used for Statistical purpose only. Please use *Available/Not available* if applicable to one or more questions.

- | | | | | |
|----------------------|--------------------------|-------|--------------------------|-----------|
| Age | <input type="checkbox"/> | 16-25 | <input type="checkbox"/> | 31-35 |
| | <input type="checkbox"/> | 26-30 | <input type="checkbox"/> | 36-40 |
| Gender | <input type="checkbox"/> | Male | <input type="checkbox"/> | Female |
| Nationality at birth | <input type="checkbox"/> | Dutch | <input type="checkbox"/> | Foreigner |
| Year of studies | <input type="checkbox"/> | 1st | <input type="checkbox"/> | 3rd |
| | <input type="checkbox"/> | 2nd | <input type="checkbox"/> | 4th |
| Exchange student | <input type="checkbox"/> | | | |

To what extent do you agree or disagree with the following statements

Level of Satisfaction

		Strongly Agree	Agree	Neutral	Strongly Disagree
Recruitment	<i>Available</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Available</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. Recruitment team is friendly, helpful and provides sufficient information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Information provided during recruitment (brochures, leaflets, presentations, open day) is complete and clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Recruitment process is clear and well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Entrance Examination process is well examined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

If it is not available or if you disagree kindly suggest how this can be improved

		Strongly Agree	Agree	Neutral	Strongly Disagree
Admission	<i>Available</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Available</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Admission staff are friendly, helpful and provide sufficient information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Admission information (hand-outs, website) is sufficient and clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Admission process is well organized and understandable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

If it is not available or if you disagree kindly suggest how this can be improved

		Strongly Agree	Agree	Neutral	Strongly Disagree
Registration	<i>Available</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Not Available</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. Inolland informed me well about registration policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. On-line registration is clear and user friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Strongly Agree	Agree	Neutral	Strongly Disagree
10. Web- accessible student information (payment, report, grades, individual schedule, etc.) is complete and up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Printed information materials (newsletters, registration package, schedules, information board notes etc.) are complete and up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Registration assistance(transcript orders, registration for courses, graduation requirements, verification of the documents, etc.) is well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Registrar staff is friendly and helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If it is not available or if you disagree kindly suggest how this can be improved</i>				

Payment	Available	Not Available				
	<input type="checkbox"/>	<input type="checkbox"/>				
14. Tuition payment process is well organized						
<i>If it is not available or if you disagree kindly suggest how this can be improved</i>						

Financial Aid	Available	Not Available				
	<input type="checkbox"/>	<input type="checkbox"/>				
15. I was well informed about financial aid opportunities before I arrived in Inholland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. When I received financial aid, the process worked well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If it is not available or if you disagree kindly suggest how this can be improved</i>						

Advising and Internship	Available	Not Available				
	<input type="checkbox"/>	<input type="checkbox"/>				
17. Advising offices' staff is friendly and helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Career and employment staff is friendly and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I am satisfied with provided career and employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Internship Coordinator is friendly and helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I am satisfied with Internship companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If it is not available or if you disagree kindly suggest how this can be improved</i>						

Academic Programs and Units	Available	Not Available				
	<input type="checkbox"/>	<input type="checkbox"/>				
22. Tutoring or academic assistance is helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. My course timetable/schedule is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Support staff and administrators are accessible and helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strongly Agree Agree Neutral Strongly Disagree

25. Language lab is helpful in studying foreign languages e.g. English, Spanish etc.

If it is not available or if you disagree kindly suggest how this can be improved

Study and Support Facilities

Available Not Available

26. Library and information resources are sufficient to support me in attaining my degree
27. There is sufficient training on effective use of library and information resources
28. Library staff are friendly, helpful and provide sufficient information
29. Inholland uses an appropriate technology (computers, Internet, software programs) to support students to successfully fulfil their degree studies
30. Inholland provides competent training on effective use of technology
31. Computer Lab assistants are friendly and technical advice/ support is helpful
32. All students have full access to the campus

If it is not available or if you disagree kindly suggest how this can be improved

Learning Environment

Available Not Available

33. Spaces for team work(discussion) outside classrooms are sufficient
34. Campus security system is well -organized
35. Sufficient parking space for cars, bicycles etc.

If it is not available or if you disagree kindly suggest how this can be improved

Medical Centre Facilities

Available Not Available

36. Medical support is available in the campus
37. Medical Centre staff is friendly and supportive
38. Medical documents are processed in appropriate time

If it is not available or if you disagree kindly suggest how this can be improved

Sports Complex Facilities

Available Not Available

39. Availability of sports facility in the campus
40. Quality of equipment is appropriate
41. Spaces, clothes, changing facilities/ shower cubicles are suitable

Strongly Agree Agree Neutral Strongly Disagree

42. Sports Complex staff are friendly and helpful

If it is not available or if you disagree kindly suggest how this can be improved

Student Centre/ Union Available Not Available

43. Social events are attractive and varied

44. Quality of Student Centre facilities is appropriate

45. I am aware about the services provided by the Centre

If it is not available or if you disagree kindly suggest how this can be improved

Catering Service Available Not Available

46. There are enough catering services on campus

47. There is an appropriate menu variety

48. The quality of food is good/ healthy

49. The prices are affordable/ acceptable e.g. Meals, snacks etc.

50. The environment at the cafeteria is pleasant

51. The staff at the cafeteria are friendly and tend to all your needs.

If it is not available or if you disagree kindly suggest how this can be improved

Student Association OCLT Available Not Available

52. Are you aware of OCLT Student Association

53. OCLT shows willingness to understand and represent my views

54. OCLT shows strong commitment to student interests

55. OCLT regularly informs students on its progress in key areas

56. OCLT behaves honestly and with integrity

If it is not available or if you disagree kindly suggest how this can be improved

General Available Not Available

57. I enjoy my academic program

58. I am confident that I can meet the challenges of employment and future life

59. Inholland encourages academic integrity

60. Inholland is managed professionally

61. Inholland fulfils its mission

Strongly Agree **Agree** **Neutral** **Strongly Disagree**

62. I would recommend Inholland to a friend

If it is not available or if you disagree kindly suggest how this can be improved

Do you have more suggestions that could be done to increase your motivation and level of satisfaction as a student of Inholland?

Thank you for your time and help!!!