

Impact of Attitude towards Teacher on Students' Satisfaction with Educational Business in Thailand

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Abstract

This study examines the factors that influence students' satisfaction with language institutions. The influences of eight teacher factors (Appearance, Fairness, Helpfulness and Care, Friendliness, Communication Skills, Reliability, Credibility, and Competence) and five demographic components (Age, Gender, Highest Education Level, Occupation, and Income) were analyzed using mixed methodology. For the quantitative research, sixty-question surveys were distributed to 254 students from one commercial language institution in Pathum Thani. In terms of qualitative research, this study conducted in-depth interviews with three students. The results of the quantitative analysis indicate that the teacher's competence, communication skills, and appearance have a significant positive relationship with students' satisfaction whilst there were no significant differences in satisfaction levels among each different demographic group. The results of the qualitative analysis are also consistent with the quantitative analysis. The findings of this study provide informed recommendations for the purpose of improving the quality of educational services and helping teachers establish a better relationship with their students.

Keywords: Students' satisfaction, Impact of attitude toward teacher, Teacher factor, In-depth interview.

1. Introduction

Nowadays, the lifestyle of people who live in cities and the surrounding suburbs has changed due to the sheer diversity of choices available to them today. The sheer number of choices has made our lives more convenient but they have also made them busier. The central task of any market-oriented organization is to ensure that its product provides a mix of attributes that is consistent with the preferences of its customers (Reed, Binks & Ennew, 1991). The education business is one of the service sectors that is facing a severe situation in today's competitive economic environment, where customers have such a huge number of choices. The factors that enable an educational institution to attract and retain students should therefore be studied in depth. Due to the intense pressure from increased competition in the education service industry, educational institutions are focusing more on the customer and, as such, aiming to provide better services that meet the customers' needs and expectations (Farahmandian, Minavand & Afshardost, 2013).

Student satisfaction is one of the means by which to evaluate whether the quality of the service provided meets the students' expectations or not. There are many factors that affect students' satisfaction, as will be discussed, in this study, such as the facility, equipment used, course content, administrative services, student consultation, tuition fee, etc. Among those elements, the teacher could be the biggest factor which affects student satisfaction through the aspects of the teacher's competency, teaching skills, attitude, etc. In fact, Suarman (2015) found that the relationship between a lecturer and his or her students is an important factor in determining the lecturer's quality in teaching and contributes to the students' satisfaction. The study of Voss, Gruber and Szmigin (2007) indicated that students want teachers to be knowledgeable, enthusiastic, approachable, and friendly as the qualities of effective teachers.

This study attempts to explore the factors contributing to customer satisfaction in the education industry. Its findings will be beneficial to educational service providers by enabling them to identify the most effective factors for attracting and retaining customers. In addition, this study might reveal the differences between the results of a quantitative method and a qualitative method of studying this topic. The scope of the study is focused on language institutions of the Institute of East Asian Studies, Thammasat University, in Pathum Thani, Thailand. The characteristics of the sample includes both male and female participants who are students aged between 15 and 50 years old.

2. Literature Review

The influence of students' attitudes toward their teachers on the students' levels of satisfaction is the focus of this research study. As such, it is important to understand the relevant context of attitude and student satisfaction, as well as to identify teacher factors utilizing the service quality determinants and the effective teaching principles that could have an impact on student satisfaction. An attitude is an opinion that one has about someone or something. It can reflect a favorable, unfavorable, or neutral judgment (Breckler & Wiggins, 1991). An attitude can also be the inner feelings or beliefs of an individual toward particular phenomena, while an expression of those inner feelings and beliefs can reflect whether a person is favorably or unfavorably pre-disposed to the phenomenon in question. Student satisfaction is continuously structured by different events and experiences during their academic life (Elliot & Shin, 2002). In essence, however, student satisfaction is the satisfaction and contentment of students arising from the service quality of their academic institution (Atheeyaman, 1997).

Components of Teacher Factors

The study of service quality often encompasses overall organizational factors. Parasuraman, Zeithaml and Berry (1994) identified ten determinants of service quality: reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding and knowing the customer, and tangibles such as facilities and equipment. However, the measure of teaching quality needs to focus on the dimensional factors that directly influence the process of delivery of the service and the outcomes of the course. Quality teaching can be defined as an ability to engage the student in an in-depth and comprehensive approach to the subject matter in a manner that is durable and in which the critical construction of knowledge is integrated with the student's previous knowledge and then put into action (Entwistle & Ramsden 1983). Pennington and O'Neil (1994) proposed eight principles that underscore effective teaching: 1) enhancing students' general capabilities and work-related skills; 2) using student experiences as a learning resource; 3) encouraging active and co-operative learning; 4) promoting responsibility in learning; 5) engaging with feelings, values and motives; 6) fostering open, flexible, reflexive and outcome-based assessment; 7) evaluating teaching and learning to encourage reflective teaching; and 8) developing organization-wide strategies to establish a congruence of policies to enhance the physical and material learning

environment. Hill, Lomas, and MacGregor (2003) reported in their study the emergence of three major teaching strategies which were highly rated by students in higher education: delivery strategy and techniques in the classroom, feedback to students in the classroom and in assignments, and relationship with students in the classroom. Lmaers and Murphy (2002) concluded from their study of quality teaching that the lecturers' enthusiasm, knowledge, ability in the subject, and effective classroom management were highly valued skills which interacted with other physical factors such as course design to produce effective teaching and learning. In this research, the focus has deliberately been on factors that are immediately within the control of teachers. The teacher factor consists of 8 constructs: 1) appearance, 2) fairness, 3) helpfulness and care, 4) friendliness, 5) communication skills, 6) reliability, 7) credibility, and 8) competency.

Shah (2012) mentioned that teachers have a big responsibility to teach good things to their student, that students learn from their teachers by imitating them, and that the appearance of the teachers often influence their students' learning. Bingwei (2014) stated the importance of fairness in the interactions of classroom teaching in order for teachers to manage their classrooms. The research of Maphosa (2014) concluded from its findings that most of the mentors were very helpful to their students, for example, assisting with the transmission of knowledge and skills. The study of Hamada (2011) on the relationship between teacher friendliness and student learning provided support for the notion that teacher friendliness is related to student perceptions and might contribute to theory building about teacher quality. According to Muste (2016), the communication process is designed to mediate between the student and teacher behavior, and is important for creating an effective relationship between the two.

It has long been held that the working style of teachers in terms of the way in which they organize their communication skills is very important for the efficiency of their teaching. Ilias, Rahman and Razak (2008) examined the relationship between reliability and student satisfaction, and found that reliability is a critical factor contributing to student satisfaction. Gili (2013) stated that credibility is one of the important factors that distinguish a good teacher, and students recognize teachers as credible not only from their disciplinary expertise, but also from their didactic and communicative expertise. The study of Nessipbayeva (2012) observed that teachers need a wide range of competencies in order to face the complex challenges of today's world, before concluding that teaching competency is an inherent element of an effective teaching process and that educational organizations need professionals who are culturally competent, talented, innovative and creative problem-solvers, and skilled critical thinkers.

Customer Satisfaction Model

Service quality and satisfaction are becoming increasingly important for gaining a competitive advantage and becoming the consumer's preference in a globalized economy. Customer satisfaction is the most important function of any service. The success of an organization could be attainable when the organization is fully focused on the satisfaction of its customers. As a result, satisfied customers tend to become loyal customers who purchase and use the product and the service repeatedly. In addition to their own purchases, they can be a positive messenger for their preferred product or service through referring others (Hasan et al., 2008). Customer satisfaction can be achieved by matching the customers' anticipation to the actual performance of the product or service. It is when the customer enjoys the use of a product or service that they experience what is defined as customer satisfaction.

Hussain et al. (2014) investigated how service quality, service provider image, and customer expectations, are related to perceived value, customer satisfaction and brand loyalty. Service quality was used as an antecedent to measure customer satisfaction, and a condition which can bring about brand loyalty. This customer satisfaction model indicates that service quality, perceived value, and corporate image have a positive impact on customer satisfaction, which can in turn lead to brand loyalty.

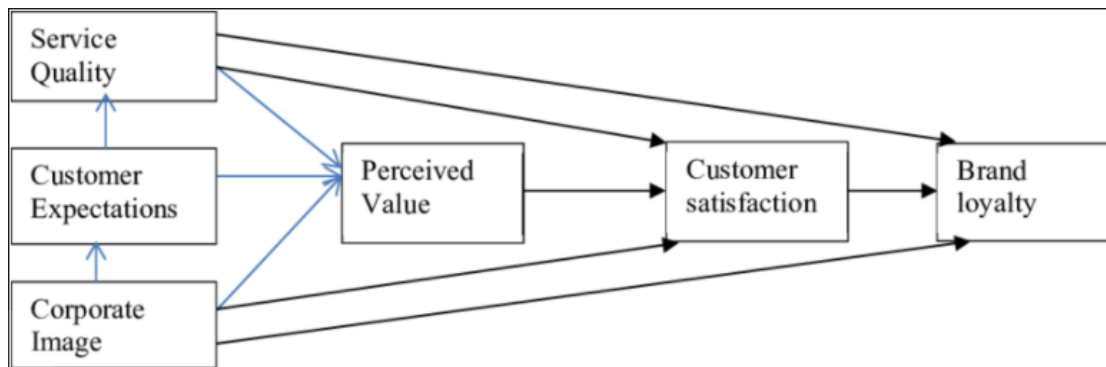


Figure 1: Customer satisfaction model

Source: Hussain et al. (2014)

This customer satisfaction model explains that service quality has a direct impact on perceived value and customer satisfaction. As reported in the literature, service quality is an important driver of perceived value (Cronin et al., 2000). When customers receive good quality service, they perceive it as good value and are happy to pay a considerable price because high quality leads to superior perceived value. Moreover, providing superior service quality is a strategic tool for customer satisfaction (Hussain et al., 2014). This model also explains that perceived value has a direct impact on customer satisfaction. According to the literature, perceived value is a consumer's overall evaluation of a product based on the consumer's perceptions of what is received and what is given (Zeithaml, 1988). Furthermore, this model explains that corporate image has a relationship with, and an impact upon, customer expectations, perceived value, and customer satisfaction. Therefore, corporate image is a promising marketing strategy for attracting new consumers, retaining existing customers, and distinguishing a company from its competitors. This customer satisfaction model indicates that superior service quality, good corporate image, and perceived value lead to customer satisfaction, which will in turn yield a further positive outcome, brand loyalty.

Research Framework

According to the literature review, it is important to understand the relationship between students' attitudes toward their teachers from eight different determinants of whether a teacher is capable of controlling them, from which, student satisfaction follows. In addition, the students' demographic profiles, i.e. age, gender, highest education level, occupation, and income level, should also be explored to understand the whole picture of the relationships. Therefore, the research framework of this study can be depicted as in the following *Figure 2*.

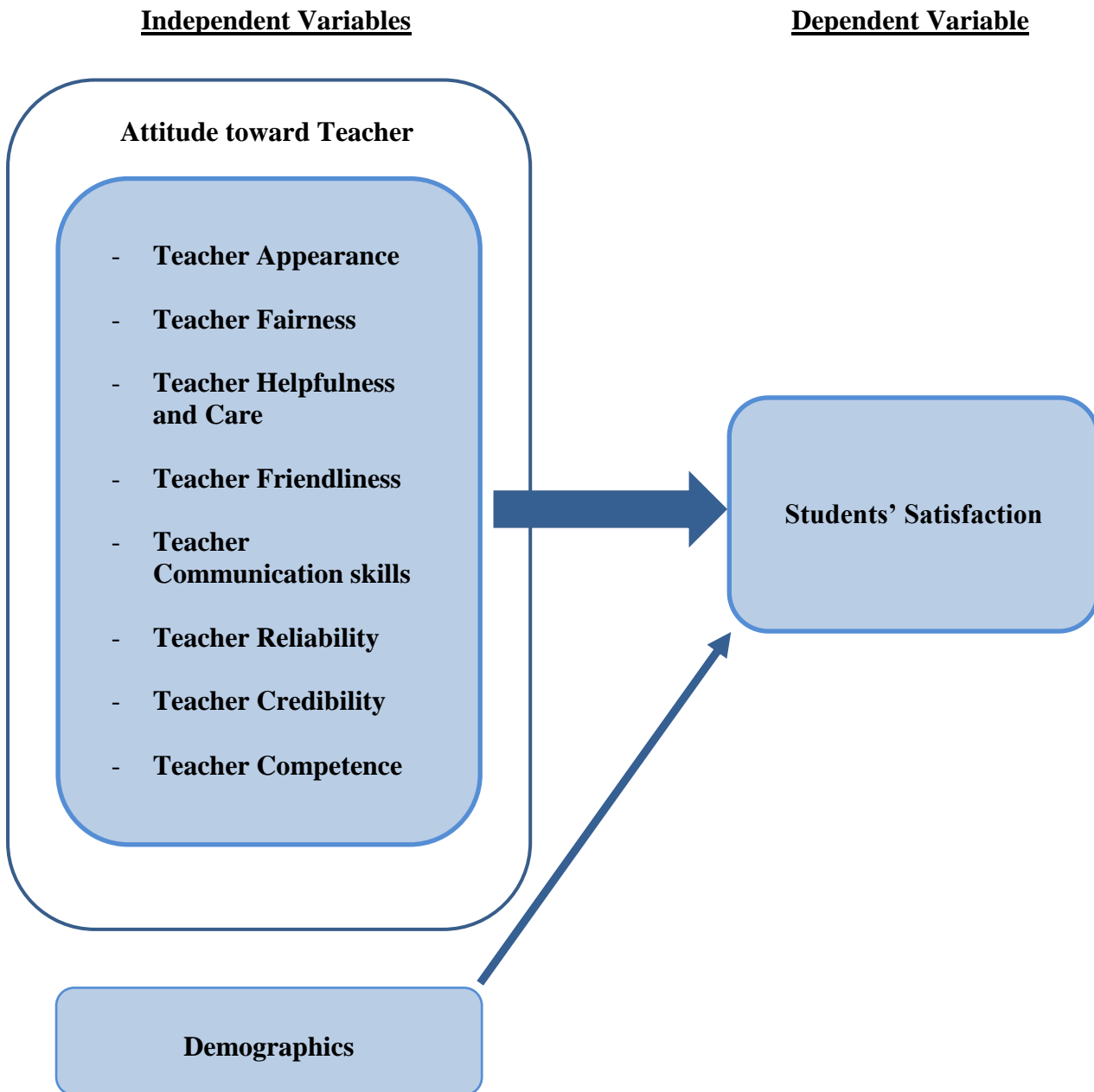


Figure 2: Research Framework

3. Research Methodology

This study employed a mixed methodology of quantitative research, which involved a questionnaire survey of 254 students, followed by qualitative research via an in-depth interview with three students to enhance the insights discovered from the quantitative phase.

I. Quantitative Research

According to the research framework aforementioned in *Figure 2*, the following hypotheses can be developed:

H1: A student's attitude toward a teacher has a significant influence on the student's satisfaction.

H2: The demographics of a student have a significant influence on the student's satisfaction.

The direct survey method was used to collect the primary data for this study. A questionnaire was developed to gather data on the relationship between attitude toward the teacher and student satisfaction. The items in the questionnaire covered all of the variables in the framework, which was developed from the discussed theories. The independent variable entails eight (8) item groups of attitude toward the teacher and one (1) item group of student demographics. The fifty five (55) questions were developed based on Fieger, P. (2012), What Kids Can Do (2004), Hamid, J. A. et al. (2004), and Quality in VET-schools (2005).

The primary research was conducted in the Institute of East Asian Studies, Thammasat University in Pathum Thani, Thailand. Additional research was also carried out in Nava Nakorn, Pathum Thani. The researcher visited different classrooms six days a week for two weeks, during which time 259 sets of the questionnaire were distributed to the sample group. From those 259 distributed sets of the questionnaire, a total of 254 sets were returned without error, while 5 sets were returned in an incomplete form and so were not able to be used.

II. Qualitative Research

The objectives of conducting qualitative research in this study are to gain insights into the students' expectations toward their teachers and to compare the factors that affect the students' satisfaction with the quantitative results collected from the respondents.

The data were collected from direct in-depth, semi-structured interviews. The questions to be discussed during the interviews could be separated into 3 sections as follows:

- Section 1. Introduction Questions: To discuss mostly about personal data and learning experiences.
- Section 2. Main Questions: To discuss mostly about satisfaction with the teacher, expectations from the teacher, and attitude toward the teacher.
- Section 3. Closing Questions: To discuss additional opinions about the teacher.

The interviewees were selected from among those who had responded to the qualitative questionnaire, and all were over 20 years old. The questions to be asked in the interviews were sent to interviewees via e-mail and Line. After all the questions had been approved, the researcher made an appointment with the interviewees. The researcher invited and met with the interviewees at the Institute of East Asian Studies or in a café depending on what was more convenient for each interviewee. The interview process took time around 30-40 minutes, and the researcher recorded the contents of each interview in addition to taking notes.

Key Findings*Quantitative Analysis*

The overall distribution of the respondents in *Table 1* shows that the majority of the respondents are aged 20-29 years old, are female, have an income of 20,001-30,000 Baht per month, have attained a highest education level of Bachelor degree, and are company employees.

Table 1: Summary of Demographics

		Frequency	Percentage
Age	15 – 19 years old	32	12.6
	20 – 29 years old	138	54.3
	30 – 39 years old	64	25.2
	40 – 49 years old	18	7.1
	50 years old and over	2	0.8
Gender	Male	74	29.1
	Female	180	70.9
Highest Education Level	Lower than high school	8	3.1
	High school	29	11.4
	Bachelor degree	182	71.7
	Higher than bachelor degree	35	13.8
Occupation	Student	74	29.1
	Government Official	10	3.9
	Company employee	158	62.2
	Private business	5	2.0
	Not working	7	2.8
Income	10,000 Baht or lower	67	26.4
	10,001 – 20,000 Baht	36	14.2
	20,001 – 30,000 Baht	86	33.9
	30,001 – 40,000 Baht	37	14.6
	More than 40,000 Baht	28	11.0

Table 2: Reliability test of teacher factor

Factor	Constructs	Construct Reliability	Factor Reliability
Teacher Factor	Teacher Appearance	.863	.978
	Teacher Fairness	.890	
	Teacher Helpfulness and Care	.910	
	Teacher Friendliness	.875	
	Teacher Communication skills	.882	
	Teacher Reliability	.876	
	Teacher Credibility	.840	
	Teacher Competence	.927	

Table 2 above shows the reliability of each construct for the Teacher Factor. The reliability test reveals an alpha score of 0.863 for Teacher Appearance, while the rest of the constructs show alpha scores ranging from 0.840 to 0.927. The reliability test also shows an alpha score of 0.978 for the Teacher Factor, which implies that the Teacher Factor of this study is reliable.

Table 3: Summary of mean and standard deviation of teacher factor

Factor	Constructs	Mean	S. D.
Teacher Factor	Teacher Appearance	4.60	.45
	Teacher Fairness	4.60	.47
	Teacher Helpfulness and Care	4.55	.48
	Teacher Friendliness	4.64	.44
	Teacher Communication skills	4.56	.45
	Teacher Reliability	4.51	.43
	Teacher Credibility	4.34	.55
	Teacher Competence	4.53	.49
	(Overall)	4.54	.41

Table 3 shows the mean and the standard deviation of each construct. The overall mean of the Teacher Factor was 4.54, SD 0.41. Teacher Friendliness shows the highest mean score, while Teacher Credibility shows the lowest mean score. The mean scores of five constructs—Teacher Friendliness, Teacher Appearance, Teacher Fairness, Teacher Communication Skills, and Teacher Helpfulness and Care—exceeded the overall mean score, while the mean scores of three constructs—Teacher Credibility, Teacher Reliability, and Teacher Competence—were lower than the overall mean score.

As shown in *Table 4*, Multiple Regression Analysis revealed that $R^2 = 0.603$ (adjusted $R^2 = 0.590$), meaning that 60.3% of the variance in the students' satisfaction is explained by the eight dimensions provided in the output, and the F statistics ($F = 46.430$) are significant at 0.000.

Table 4: Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	.535	.226		2.369	.019
Appearance	.191	.089	.178	2.144	.033
Fairness	-.021	.089	-.020	-.232	.817
Helpfulness and Care	.059	.090	.058	.655	.513
Friendliness	.092	.084	.084	1.092	.276
Communication skills	.206	.088	.190	2.326	.021
Reliability	.117	.088	.105	1.337	.182
Credibility	-.002	.059	-.002	-.035	.972
Competence	.261	.080	.264	3.255	.001

R=0.776, R²=0.603, Adjusted R²=0.590

F=46.430, Sig. F=0.000

The results show that Competence (unstandardized coefficients B is 0.261, $t = 3.255$, $p < .05$), Communication Skills (unstandardized coefficients B is 0.206, $t = 2.326$, $p < .05$), and Appearance (unstandardized coefficients B is 0.191, $t = 2.144$, $p < .05$) are significantly related to students' satisfaction. This means that Competence, Communication, and Appearance are the three critical factors that positively contribute to students' satisfaction, ranking from highest to lowest respectively.

In contrast, the remaining five dimensions are not significantly related to student satisfaction. From the results, therefore, Hypothesis 1a: Teacher Appearance, Hypothesis 1e: Teacher Communication skills, and Hypothesis 1h: Teacher Competence are accepted.

Summary of Hypothesis Testing

The findings of the quantitative study can be summarized in the following *Table 5*. Teacher Competence, Teacher Communication Skills, and Teacher Appearance are significantly related to student satisfaction. On the other hand, Teacher Credibility, Teacher Fairness, Teacher Helpfulness and Care, Teacher Friendliness, and Teacher Reliability are not significantly related to student satisfaction.

These findings are supported by several other researches. As an overall idea, Bigne, Moliner and Sanchez (2003) found that service quality has a significant relationship with student satisfaction, while Ham and Hayduk (2003) found that there is a positive correlation between perception of service quality and student satisfaction. In addition, the results are in line with Suarman (2015), who found that students' perception of their teachers' teaching quality had a definite impact on those students' satisfaction.

Table 5: Summary of Hypothesis Testing

Hypothesis	Sig.	Result
H1: Student's attitude toward teacher has a significant influence on students' satisfaction.		
H1a: Student's attitude toward teacher's appearance has a significant influence on students' satisfaction.	.033	Accepted
H1b: Student's attitude toward teacher's fairness has a significant influence on students' satisfaction.	.817	Rejected
H1c: Student's attitude toward teacher's helpfulness and care has a significant influence on students' satisfaction.	.513	Rejected
H1d: Student's attitude toward teacher's friendliness has a significant influence on students' satisfaction.	.276	Rejected
H1e: Student's attitude toward teacher's communication skills has a significant influence on students' satisfaction.	.021	Accepted
H1f: Student's attitude toward teacher's reliability has a significant influence on students' satisfaction.	.182	Rejected
H1g: Student's attitude toward teacher's credibility has a significant influence on students' satisfaction.	.972	Rejected
H1h: Student's attitude toward teacher's competence has a significant influence on students' satisfaction.	.001	Accepted
H2: Demographics of students have significant influence on students' satisfaction.		
H2a: Student's age has a significant influence on students' satisfaction.	.850	Rejected
H2b: Student's gender has a significant influence on students' satisfaction.	.773	Rejected
H2c: Student's highest education level has a significant influence on students' satisfaction.	.995	Rejected
H2d: Student's occupation has a significant influence on students' satisfaction.	.562	Rejected
H2e: Student's income has a significant influence on students' satisfaction.	.316	Rejected

As for the demographic components, the results show that there are no significant differences in terms of satisfaction levels among each different demographic group based on gender, age, highest education level, occupation, and income.

The researcher concludes that students, regardless of their gender, age, highest education level, occupation, and income, perceived their satisfaction based on the Teacher Factors that students have experienced from the teachers in the classroom.

The findings of this study confirm that improvements in the Teacher Factor, in terms of Teacher Competence, Teacher Communication Skills, and Teacher Appearance, will relatively increase the level of satisfaction among the students. It can also be concluded that students' attitudes toward their teachers definitely have a certain impact on their satisfaction.

Qualitative Analysis

Summary of In-Depth Interviews

This study conducted an in-depth interview with three students, both male and female, chosen from among those who had responded to the quantitative questionnaire. The qualitative study found that the students expect the characteristics of their teacher to be respected and trustworthy, and also to be able to create a good atmosphere and have good communication skills. In addition, the students expect their teacher to be a personal advisor, personal mentor, and personal trainer. Moreover, the students expect their teacher to share a high level of knowledge and their own experiences in order to illustrate the relationship between the contents of the lesson and their future, their target, and real life. This is because the students want to know the realistic context of the contents being studied. In contrast, the aspects of a teacher that the students found to be negative included a teaching only limited knowledge, not being good at communication, not being respected, and being like a machine.

Comparison between Quantitative Research and Qualitative Research

The results of both the quantitative and qualitative research confirmed that the students have similar ideas about the influences of the Teacher Factor on their satisfaction, especially from the viewpoints of Teacher Competence, Teacher Communication Skills, and Teacher Appearance. Also, the students expressed similar attitudes with regard to the factors of Teacher Credibility, Teacher Fairness, and Teacher Helpfulness and Care.

On the other hand, regarding Teacher Reliability and Teacher Friendliness, the students expressed some differences as illustrated in *Table 6*, which summarizes a comparison between the quantitative and qualitative research results.

Table 6: Comparison between Quantitative Research and Qualitative Research

Teacher Factor	Quantitative Research	Qualitative Research
1. Teacher Competence	Significant (Sig.=0.001)	Important The students showed their appreciation for teaching higher knowledge, being skilled in controlling the classroom, sharing the teachers' experiences, and finding and correcting students' weak parts.
2. Teacher Communication skills	Significant (Sig.=0.021)	Important The students showed their wants for teachers who have good communication skills.
3. Teacher Appearance	Significant (Sig.=0.033)	Important The students expressed their happiness if the teacher shows a positive attitude in terms of recognition and understanding.
4. Teacher Reliability	Not Significant (Sig.=0.182)	Important The students showed their requirement that the teacher has to be respected and trustworthy in order for the students to follow the teachers' ideas and decisions.
5. Teacher Friendliness	Not Significant (Sig.=0.276)	Possibly Important The students didn't specifically express that the teacher has to be like a friend, but the researcher observed that in order to create a productive relationship, the students expect some kind of friendly attitude from the teacher.

Table 6: Comparison between Quantitative Research and Qualitative Research (Cont.)

Teacher Factor	Quantitative Research	Qualitative Research
6. Teacher Helpfulness and Care	Not Significant (Sig.=0.513)	Not Important The students mentioned that they need a certain level of help from the teacher sometimes when they have a clear target to achieve higher results.
7. Teacher Fairness	Not Significant (Sig.=0.817)	Not Important The students expected the teacher to be their personal advisor or personal supporter. Also, the students expected to receive personalized advice.
8. Teacher Credibility	Not Significant (Sig.=0.972)	Not Important The students expressed their attitude that they do not like teachers who teach like a machine that strictly follow rules, times, and

4. Conclusions & Recommendations

Conclusions

The results of this study help fulfill a gap in addressing how to improve the satisfaction of students, considered as customers of educational institutes, by revealing and highlighting important Teacher Factor components. In conclusion, based on the study outcome, it is clear that some aspects of the Teacher Factor have a significant relationship with student satisfaction. Of the eight Teacher Factor components, a significant positive relationship with student satisfaction was found from three components: Teacher Competence, Teacher Communication Skills, and Teacher Appearance. This suggests that improving these three components may potentially improve student satisfaction, and this should be the priority of educational institutions in order for them to create satisfied students. It is also worth noting that Teacher Reliability also showed the possibility to influence students' satisfaction directionally.

On the other hand, there were complicated results for two components of the Teacher Factor: Teacher Credibility and Teacher Fairness. As aspects of a teacher's character, those two components could be accepted; however, as aspects of the students' satisfaction, those components had the possibility to create a negative influence on the students' satisfaction. In addition, the results showed that there were no significant differences in the satisfaction levels of the students among the different demographic groups.

Ultimately, this study showed that some aspects of students' attitudes toward their teachers have a significant influence on student satisfaction, while the demographics of the students have no significant influence on student satisfaction.

Recommendations for Education Businesses

Teaching quality has been accepted as an antecedent of student satisfaction, and neglecting it may jeopardize the competitiveness of educational institutions as the students' satisfaction and the competitiveness of service-related educational organizations are inter-related. For that, denying or neglecting the importance of the quality of the teachers is tantamount to risking the continuation and the competitiveness of the institutions because the teacher factor could cause a variance in student satisfaction. As a validation of the findings of this study, by focusing on the critical elements of the teacher factor, especially competence, communication skills, and appearance, then the institution might be able to pave the way toward to a better evaluation in terms of student satisfaction and consequently expand their customer base. Thus, this could lead to the following issues on which educational institutions should concentrate.

1.) Teacher's Competence. In order to increase student satisfaction, the teachers must raise their competence levels to meet the expected standards. In order to raise the students' evaluation of teacher competence, it is recommended that when the teachers enter the classroom, they should recognize the students' expectations, which are as follows:

The students want the teachers to share not only the contents written in textbooks but also higher knowledges and the teachers' own experiences. Also, it is expected that the knowledge and experiences shared will be relevant to the subject matter being taught and will clarify the relationship between the contents that the students are learning and real life, the students' futures, and the students' targets. Also, since the students expect to reach their learning targets efficiently, it is important for the teacher to observe the students well and to clarify their purpose of study. In addition, the students see the teacher as their guide to their future, so the knowledge and experiences shared by the teacher are expected to be something that is in some way unexpected or surprising to the students as part of their educational discovery.

Moreover, the students are seeking benefits from class learning that they cannot experience from independent learning or private lessons, and they are also seeking interactive approaches and class management skills. For example, it is considered an effective teaching strategy to make opportunities to listen to each student's study goals, and reconfirm these goals on a regular basis. It is also considered effective for the teacher to share not only his or her experiences, but also to show the relationship between real-life scenarios and the content being learned through the utilization of media resources.

2.) Teacher's Communication Skills. Another aspect of increasing student satisfaction requires the teachers to improve their communication skills. For that, it is recommended that the teachers observe the students closely, and make efforts to know the communication style of each student. In addition, the students have a desire to be recognized as individuals, and also want to receive advice and support that matches their personality. It is considered effective for the teacher to clarify the most appropriate methods of communication and use those methods properly. This involves, for example, subdividing the communication methods into several functions, such as listening, talking, watching, discussing, writing, arranging, etc. and then communicating in the method that suits the purpose and preference of the students.

On the other hand, if the teacher sticks to a principle of fairness toward the students as a group and fails to communicate with them as individuals, the teacher might fail to meet the student's expectations and fail to achieve their satisfaction.

3.) Teacher's Appearance. As a third step toward increasing student satisfaction, the teachers must improve their appearance because the appearance of the teacher affects the communication between the teacher and the student, and also affects the sense of respect and trust the students have for the teacher. The appearance we discuss here includes looks, impression, facial expression, behavior, attitude, intelligence, and teacher-likeness.

For example, it is effective for the teacher to have a look that is considered handsome or beautiful, but it is also considered effective to have professional manner in how to present things and how to speak in front of people. Also, in order to enhance the motivation of the teacher and to express that to the students, it is an effective strategy for the teacher to clarify the goals of what he or she expects from the students in the classroom.

On the other hand, although the students accept the teachers' strictness in relation to achieving the study purpose of the students, teacher strictness that is only intended at keeping schedules and rules might adversely affect the expectations and satisfaction of the students. Finally, the students recognize the teacher as a human being the same as themselves, and so the students are ready to accept teachers with flexible viewpoints. On the other hand, the teacher has to recognize that the students have strong expectations that the teacher should be a person who is respected.

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