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ABSTRACT

This research is for the graduation thesis (MAN 400) and it is about a research on the student satisfaction in Near East University

Customer satisfaction is the individual's perception of the performance of the product or service in relation to his or her expectations (Shiffman, 2004. 14). A marketing perspective suggests that students are in a role as customers since satisfaction with an educational product/service is one outcome of the exchange between instructors and students. However, at least four student roles can be proposed; students as customers, students as clients, students as producers, and students as products. Universities are increasingly recognizing that education is a service industry, and are placing greater emphasis on meeting the expectations and needs of their participating customers, that is, the students. Strong competition in today's competitive educational market forces universities to adopt a market orientation strategy to differentiate their offerings from those of their competitors. If student's needs are being met, they are more likely to stay in school, whereas, if they are not getting what they expected from their university experience, they are more likely to drop out or transfer to another school.

The purpose of study is to measure student satisfaction in Near East University and it also gives information about overall student satisfaction in NEU.

Key words: Customer, Customer satisfaction, Student satisfaction, Teaching quality

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INTRODUCTION

Customer satisfaction is a key to building profitable relationships with consumers. Satisfied customer buy a product again, talk favourably to others about the product, pay less attention to competing brands and advertising, and buy other products from the company. Bad word of mouth often travels farther and faster than good word of mouth. It can quickly damage consumer attitudes about a company and its products. Universities are increasingly recognizing that education is a service industry, and are placing greater emphasis on meeting the expectations and needs of their participating customers, that is, the students. Strong competition in today's competitive educational market forces universities to adopt a market orientation strategy to differentiate their offerings from those of their competitors. Thus, they need to understand their target markets (i.e. students, external stakeholders of different types), assess the target market needs, modify their offerings to meet those needs, and thereby enhance customer satisfaction by delivering superior quality services (Keegan and Davidson, 2004).

In this context the purpose of this study to measure student satisfaction in Near East University. The first section attempts to explain customer and student satisfaction terms and importance of them. The second section of this study includes theoretical framework and research methodology. In this section, we explain variables to do with student satisfaction and steps that are used during the investigation of this study. Chapter three depicts the results obtained from the questionnaire carried out on the subjects of sample. The objectives of final chapter are to highlight to contributions that have been made by this study and to provide recommendations.

SECTION I

LITERATURE REVIEW

1.1 Introduction

This section will review on customer satisfaction, importance of customer satisfaction, student satisfaction and importance of student satisfaction.

1.2 Definition of Customer Satisfaction

Customer satisfaction can be defined as an overall evaluation of performance based on all prior experiences with a firm (Anderson, Fornell, and Lehmann 1994; Fornell 1992) and has been linked to a firm's overall performance and health (e.g., Anderson et al. 1994; Anderson, Fornell, and Mazvancheryl 2004; Gruca and Rego 2005; Ittner and Larcker 1998).

Customer satisfaction is the individual's perception of the performance of the product or service in relation to his or her expectations (Shiffman, 2004. 14). If the product's performance falls short of expectations, the customer is dissatisfied. If performance matches expectations, the customer is satisfied. If performance exceeds expectations, the customer is highly satisfied. Consumers are the real, "final product" of a company, since the goods they consume shape their expectations and desires and, in turn, determine their satisfaction. Firms "produce" customers to the extent that they can modify both the salience of expectation contents and desire priorities (Guido 2001). By contributing towards forming expectations and desires, marketers can anticipate consumers' wants and, consequently, create satisfied customers.

In this context, the offer of intangible elements - i.e., services integrated with products - may play a primary role. In affluent societies, the relationship between firms and customers is a kind of service relationship, mediated by the physical transfer of goods: the production of

"utility" for customers is represented by integrated services, the use of which coincides with the consumption experience and on which they base their process of satisfaction evaluation.

"Satisfaction is the consumer's fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under- or over-fulfillment..." (Oliver, 1997). This is a remarkable definition. First, the focus is on a consumer rather than a "customer." Traditionally speaking, the consumer uses a product or service, whereas a customer pays for the product/service but may not be the consumer (that is, the direct user). Granted, this is a fine distinction that gets lost in daily rhetoric, but it makes a difference in a researcher's modeling of satisfaction. Satisfaction with a product/service is a construct that requires experience and use of a product or service (Oliver, 1997). Individuals who pay for a product/service but who do not use this product/service should not be expected to have the type of satisfaction that a product/service user (the consumer) will have. So we need to realize that the concept of customer satisfaction is about consumer satisfaction (that is, user satisfaction), rather than about buyer satisfaction (which may include non-users).

Second, satisfaction is a feeling. It is a short-term attitude that can readily change given a constellation of circumstances. It resides in the user's mind and is different from observable behaviors such as product choice, complaining, and repurchase. Third, satisfaction commonly has thresholds at both a lower level (insufficiency or under fulfillment) and an upper level (excess or over-fulfillment). This means that a consumer's satisfaction may drop if she/he "gets too much of a good thing." Many people focus upon the lower threshold and neglect the potential for an upper threshold.

With this definition in mind, we move to the traditional macro-model of customer satisfaction.

This model underlies much of the research in customer satisfaction over the past decade.

Note the following:

1. Perceived performance often differs from objective or technical performance, especially when a product/service is complex, intangible, and when the consumer is unfamiliar with the product/service.
2. Comparison standards can come from numerous sources that can vary widely by individual, by situation, and by product/service type.
3. Perceived disconfirmation is the evaluation of perceived performance according to one or more comparison standards. Disconfirmation can have a positive effect (generally implying a satisfying result), a negative effect (generally implying a dissatisfying result), or a zero effect.
4. Satisfaction feeling is a state of mind, an attitude. The phrase "mixed feelings" applies here, as a consumer may have different levels of satisfaction for different parts of a product/service experience.
5. Outcomes of satisfaction feelings may involve intent to repurchase, word-of-mouth (the consumer's communication with her/his network of her/his approval/disapproval for a product/service), and complaints. These outcomes also are moderated by other variables. For example, extreme dissatisfaction will not necessarily generate complaint behavior, especially if the consumer believes complaining will be futile.

Satisfaction has become one of the most studied concepts in post-purchase/consumption processes because of its managerial relevance: it has, for example, been shown to influence word-of-mouth, customer attitude, and customer retention (e.g. Oliver 1980; Swan and Oliver 1989). The concept of satisfaction has been defined in several ways, sometimes quite differently. For example, some authors consider satisfaction as an emotion, i.e. something purely affective (e.g. Westbrook 1980; Woodruff et al. 1983), whereas other authors have

reduced it to a purely cognitive comparison (e.g. Bloemer and Kasper 1995; Churchill and Surprenant 1982). At this stage in time, however, it is acknowledged that customer satisfaction is neither purely affective nor purely cognitive (e.g. Oliver 1997; Price et al. 1995).

Different types of satisfaction have also been defined: (1) consumer's transaction specific satisfaction - i.e. evaluation of a specific purchase or consumption occasion (e.g. satisfaction with the dinner I had at the Pizza Hut restaurant today), (2) consumer's brand satisfaction or consumer's overall satisfaction - i.e. overall evaluation based on many experiences of the same kind (e.g. satisfaction with the Pizza Hut restaurant), (3) microeconomic satisfaction - i.e. satisfaction of all consumers at the firm-level - and (4) macroeconomic satisfaction - i.e. satisfaction at the level of a society or a culture (Anderson and Fornell 1994; Oliver 1997). However, most studies analyzing the processes underlying satisfaction formation (i.e. antecedents of satisfaction) have focused on the consumer's transaction-specific satisfaction (e.g. Churchill and Surprenant 1982; Oliver 1980; Oliver and Desarbo 1988). Furthermore, some authors (e.g. Evrard 1993; Aurier and Evrard 1998) believe that the satisfaction concept only refers to this first type of satisfaction. Following several authors (e.g. Aurier and Evrard 1998, Evrard 1993, Plichon 1998, Shieff et al 2000), we define this type of satisfaction as a psychological - and relative - state resulting from a buying and/or consumption experience. This definition takes into account (a) the dual character of satisfaction - i.e. satisfaction is both cognitive and affective - and (b) its relativity - i.e. satisfaction is the result of a comparison between a subjective experience and an initial reference base. This principle of comparison has notably been well established in the so-called expectation-disconfirmation paradigm (Oliver 1980,). Despite its dual character, satisfaction should not be confused with an attitude. Attitude is relatively stable over time and general (e.g. anyone can have an attitude toward the last Spielberg movie without having seen it) whereas satisfaction is transitory and

specific (i.e. satisfaction is related and posterior to a specific consumption/buying experience: one has to see the last Spielberg movie to evaluate one's satisfaction with it). Nonetheless, those two concepts are not independent: attitude is both an antecedent and a consequence of satisfaction (Evrard 1993; Oliver 1980). Since, as mentioned by Oliver (1981, p. 51), "satisfaction soon decays into (but nevertheless greatly affects) one's overall attitude toward purchasing products", a measurement of satisfaction immediately after the consumption/purchase experience would provide the best construct validity (LaBarbera and Mazursky 1983).

Several theories and models about the formation of customer satisfaction have been put forward. Most of them, however, are adaptations (i.e. variants or improvements) of the original expectation-disconfirmation paradigm (Churchill and Surprenant 1982; Evrard 1993). According to this paradigm, customer satisfaction is caused by the disconfirmation between prior expectations, i.e. the standard of comparison, and the perceived performance of a product or a service [P/S here after]. As Westbrook (1987, p. 260) clearly explains it: "expectancy disconfirmation can range from positive (obtained outcomes exceeds those expected) to neutral (obtained outcomes exactly meets those expected) to negative (obtained outcomes fall short of those expected)." Disconfirmation was originally considered as a mediator between expectations and performance (Evrard 1993).

1.3 Importance of customer satisfaction

Customer satisfaction is a key to building profitable relationships with consumers. Satisfied customer buy a product again, talk favourably to others about the product, pay less attention to competing brands and advertising, and buy other products from the company. A dissatisfied

consumer responds differently. Bad word of mouth often travels farther and faster than good word of mouth. It can quickly damage consumer attitudes about a company and its products. But companies cannot simply rely on dissatisfied customers to volunteer their complaints when they are dissatisfied. Most unhappy customers never tell the company about their problem. Different measures of 'objective' and 'subjective' disconfirmation have been developed. The former one is usually defined as a difference of scores between performances and expectations. The latter one is a subjective (not numeric) evaluation of the difference between expectations and performances (measured by asking, on a scale, to what extent performance was better than / worse than expected). The subjective disconfirmation is used in most studies and has been shown to better explain satisfaction judgements. One of the most essential goals of all companies is to satisfy its customers (Fornell 1992; Morgan, Anderson, and Mittal 2005; Oliver 1997). As a result, customer satisfaction research is often a firm's largest annual expenditure on market intelligence (Morgan et al. 2005; Wilson 2002). (Oliver 1997). A critical component of a company's successful usage of customer satisfaction information is the effective dissemination of this information (Maltz and Kohli 1996; Menon and Varadarajan 1992; Morgan et al. 2005). While the dissemination of customer satisfaction information has been empirically addressed, research to date has been limited to the dissemination of customer satisfaction information within the firm. For example, the results from a recent study indicate that 86 percent of firms disseminate satisfaction results upward to senior managers, 62 percent disseminate customer satisfaction results downward to frontline employees, and 68 percent disseminate customer satisfaction results horizontally to other departments (Morgan et al. 2005). Andersen et al. (1994) found a positive relationship between customer satisfaction and return on investment. In one of the most comprehensive investigations to date, Ittner and Larcker (1998) report the results of three different studies linking satisfaction and financial performance. In this study, they find that customer

satisfaction is positively related to customer purchase behavior (including retention, revenue, and revenue growth), growth in the number of customers, and accounting performance (as measured by business-unit revenues, profit margins, and return on sales). Anderson et al. (2004) found a positive relationship between customer satisfaction and shareholder value (as measured by Tobin's q), equity prices, and ratios of price to book value. Similarly, Gruca and Rego (2005) linked customer satisfaction and shareholder value by showing that customer satisfaction increases future cash flows while reducing the variability of these future cash flows. In one final example, Fornell et al. (2006) found that customer satisfaction ratings are significantly related to the market value of a firm's equity. In fact, the results from Fornell et al. (2006) indicate that firms that satisfy their customers better than competitors generate superior returns with lower levels of systematic risk. Overall, this stream of research demonstrates the important role customer satisfaction plays in the overall performance of the firm.

Accompanying this research linking satisfaction to financial performance has been a broader investigation of alternative methods of measuring overall company performance. Increasingly, researchers are acknowledging the deficiencies of traditional measures of financial performance in evaluating overall business performance (cf., Eccles 1991; Kaplan and Norton 1992; Lev 2004). Examples of alternative measures of business performance include intangible assets such as research and development, patents, human resources, and, central to the current study, customer satisfaction. Despite the fact that intangible assets typically drive most of the growth in corporate revenue and shareholder value, these intangible assets are typically poorly communicated to shareholders and other interested parties (Eccles 1991; Fox 1996; Karlgaard 1997; Lev 2004).

Researchers in a variety of disciplines, however, have been calling for measures of customer satisfaction and other intangible assets to be disseminated to shareholders and other groups external to the firm (Eccles 1991; Fox 1996; Karlgaard 1997; Lev 2004). In fact, Lev (2004, p. 109) states "companies need to generate better information about their investments in intangibles and the benefits that flow from them-and then disclose at least some of that information to the capital markets. Doing so will both improve managerial decisions and give investors a sharper picture of the company and its performance."

Despite research investigating the dissemination of customer satisfaction information within the firm and calls for companies to communicate customer satisfaction information to shareholders and other stakeholders, the dissemination of customer satisfaction information to external publics has not been systematically investigated. Disseminating customer satisfaction measurement results to shareholders and other stakeholders is important since this information supplements financial results in providing a more complete assessment of a firm's past and future performance.

1.4 Student Satisfaction

A marketing perspective suggests that students are in a role as customers since satisfaction with an educational product/service is one outcome of the exchange between instructors and students. However, at least four student roles can be proposed; students as customers, students as clients, students as producers, and students as products. These roles are summarized to support Marsh's (1987) contention of no single correct criterion variable.

Students are customers since they experience a highly valued service. During or following a course, the usual consumption or post-consumption consequences occur. Students with high

levels of satisfaction engage in favorable word-of-mouth communication like recommendations to friends or students may inquire whether an instructor teaches another course. On the other hand, students with low levels of satisfaction engage in negative word-of-mouth communication or students complain to a department chair or dean. Taking this further in the post-consumption process from an aggregate perspective, highly satisfied students recommend programs, return as a graduate students, recruit prospective students.

Students as clients, students receive services of a well trained, education professional who is similar to other professionals (e.g., medical doctor, dentist, therapist). In this capacity, clients have an understanding of their service needs, but are reliant on expert advice of professionals. Further, clients expect to be "personally improved" at the end of the process. In the context of education, students as clients expect to be "intellectually developed" by an instructor with achievement as the ultimate measure of success. This is consistent with the commonly used criterion variable found in educational psychology literature and illustrates an implicit assumption of this research.

Armstrong (1995) offers the idea of students as producers. In this role, students take active responsibility for learning since the instructor is a resource. This alters the exchange process from instructors imparting information to students seeking knowledge.

Studying at a university for the objective of personal development may have been the primary motivation historically; however today, business students in particular and university students in general expect to be more marketable for potential employers. Upon graduation, students offer themselves as a package of benefits to be purchased by those seeking such "products" in the labor market. This implies an extension of students as clients: students as clients are concerned with process whereas students as products are concerned with outcome. Thus, the

key criterion could be measures that characterize a students along marketing mix dimensions with a focus on differentiation and communication of attributes and benefits.

Satisfaction is the state felt by a person who has experienced a performance (or outcome) that has fulfilled his or her expectations. Satisfaction is thus a function of relative levels of expectation and perceived performance...Expectations are formed on the basis of past experiences with the same or similar situations, statements made by friends and other associates, and statements made by the supplying organization. (Kotler & Clarke, 1987).

Satisfaction is the consumer's fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under- or over-fulfillment. (Oliver, 1997).

Satisfaction or dissatisfaction is more than a reaction to the actual performance quality of a product or service. It is influenced by prior expectations regarding the level of quality.

According to the expectancy disconfirmation model, consumers often form beliefs about product performance based upon prior experience with the product and/or upon communications about the product that imply a certain level of quality. When something performs the way we thought it would, we may not think much about it. If, on the other hand, something fails to live up to expectations, a negative affect may result. And, if performance happens to exceed our expectations, we are satisfied and pleased. (Solomon, 1996)

To conclude our discussion of the definition of student satisfaction, we should also note two more points. First, satisfaction may be defined as an overall attitude or as a set of attitude components. A student can have a level of overall satisfaction with a student service. At the same time that student can have a level of satisfaction for each part of the experience. To a

great extent, a student will formulate an overall satisfaction level with a service on the basis of his/her satisfaction with the components of a service. However, the degree to which a student can accurately evaluate components of a service will depend upon his/her ability to discriminate between the components of a service experience and upon the potential for the so-called halo effect. The ability to discriminate between components will, in turn, depend upon how transparent or seamless the service provider makes a process and upon how much awareness (perceptiveness) the student has during the experience. The influence of halo effect will depend upon how much salience, importance, or affect that a student will attach to one component in comparison to other components of a service. To the extent that one component will dominate the student's evaluative process, the student may distort his/her evaluation of the remaining components.

The second point is the composition of the mentioned components to satisfaction. We can conceptualize components as two different types of factors. There is an objective type of factor that identifies the physical features or parts of a service experience. Some researchers might label these as the service bundle. Such features would include things like the arrangement of the appointment process; the waiting time just before the appointment; the privacy of the experience; the amount of time provided; and follow-up communications. To a great extent, these are factors of a process that occur or do not occur as planned by the service provider. On the other hand, the evaluative type of factor is part of a universal set of factors that people use to evaluate service quality. Such factors may be categorized as tangibles; reliability; responsiveness; assurance; and empathy (Zeithaml, Parasuraman, & Berry, 1990).

1.5 Importance of student satisfaction

If student's needs are being met, they are more likely to stay in school, whereas, if they are not getting what they expected from their university experience, they are more likely to drop out or transfer to another school. With students as customers, their satisfaction is a suitable criterion variable since it offers three important benefits. First, the concept of satisfaction is relatively unambiguous. Students would consider themselves expert consumers of the service experience since they have taken numerous courses previously. Second, satisfaction easily reflects outcomes of reciprocity that occur between students and an instructor. Third, a concern for satisfaction keeps an instructor on his or her toes as double-check to make sure that material is relevant and current or that students see themselves learning. To summarize, some may argue that other roles are more important for testing, but students as customers allows an instructor to perform diagnostic research to improve teaching.

Universities are increasingly recognizing that education is a service industry, and are placing greater emphasis on meeting the expectations and needs of their participating customers, that is, the students. Strong competition in today's competitive educational market forces universities to adopt a market orientation strategy to differentiate their offerings from those of their competitors. Similarly, higher educational institutions in TRNC are operating in a competitive marketplace. Thus, they need to understand their target markets (i.e. students, external stakeholders of different types), assess the target market needs, modify their offerings to meet those needs, and thereby enhance customer satisfaction by delivering superior quality services (Keegan and Davidson, 2004).

Even though the successful completion and enhancement of students' education are the reasons for the existence of higher educational institutions, college administrators tend to focus disproportionately more time on programs for attracting and admitting students rather

than managing enrollments (Zemke, 2000). Therefore, it might be argued that dissatisfied students may cut back on the number of courses or drop out of college completely. Hence, the satisfaction to intention to retention link for students in higher education should be studied and carefully managed.

The student's satisfaction, based upon the evaluation of service, will potentially affect the student's own behavior. As much prior research has shown, attitude affects behavior (Eagly & Chaiken, 1993). The student's evaluation of counseling (or other student services) will affect the student's behavior and decisions, hopefully in the intended manner. To a certain extent, the benefit of some student services is the affect of change in the mental state of the student, so changes in behavior and decisions are not the only intended benefits of a service.

Student satisfaction will tend to generate word-of-mouth information about a service to other people. Although this post-experience activity may change the satisfaction of the service consumer (through cognitive dissonance), a very likely outcome is an effect upon the perceptions of service quality among recipients of the consumer's opinions. These may be other students who may become service users themselves (especially if the word-of-mouth reports are positive) or nonusers (especially if the reports are negative). As such, student satisfaction can affect future usage patterns for student services.

At a third level, student satisfaction can affect the delivery of the service by informing service providers of the efficacy of their work with the student. This, however, would primarily occur if the student directly feeds back his/her satisfaction for the service. Formal means of measuring this feedback may promote the use of such information at higher levels of the universities (such as deans and presidents) whereas informal feedback may largely be limited to use by the direct service provider, the counselor.

The intended use of student satisfaction measurement in policy decisions will also determine a vital decision about the form of measurement. Ideally, the researcher/planner will use questions that measure both overall satisfaction and component satisfaction because the combination supports the three basic policy decisions that administrators regularly face.

By itself, measurement of overall satisfaction for a service will support (1) an overall evaluation of that service (or program) and (2) contingency plans and forecasts. In (2) the administrator may gain information to foresee user support or opposition for a program and to formulate budgets for future service usage. Along with a measure of overall satisfaction, the measurement of components enables the researcher/planner to estimate the statistical relationship (and hopefully the causal "contribution") of certain components to the overall satisfaction level. This estimation, in turn, can identify components of a service that need improvement or change. Without the component level of measurement, an administrator has only the option of accepting or rejecting a program/service in its entirety, depending upon his/her interpretation of a report of overall student satisfaction.

Some analysts may choose to skip an explicit survey measure for overall student satisfaction for a service. They may elect to aggregate the measures of component satisfaction to produce an estimate of overall student satisfaction. This practice has some risk in that the analyst must assume that the enumerated components in his/her survey really comprise the entire set of components underlying overall satisfaction. If this is not the case, the sum of the measured components will not equate with overall satisfaction, and the analyst will have both a distorted estimate of component's relationship to overall satisfaction and an incomplete measure of overall satisfaction.

The final point we will cover regarding policy implications regards the interplay of program (service) development and program (service) evaluation. In order to receive administrative

support (in terms of authorization and requested budgeting) to begin or continue a program (service), administrators may often consider using highly optimistic portrayals of a program's efficacy. Administrators may often consider using highly optimistic portrayals of service to encourage student usage of a program (service). However, the consequence of unrealistically optimistic communications may be a reduction in student satisfaction. If student experiences are below the publicized performance for a program (service), then student satisfaction may be low for that service.

So administrators face a dilemma of reduced student satisfaction tied to the perceived need to provide a highly optimistic image for a new (or struggling) program (service). Kotler & Clarke succinctly state the issue.

The supplying organization influences satisfaction not only through its performance, but also through the expectations it creates. If it over claims, it is likely to create subsequent dissatisfaction; and if it under claims, it might attract fewer customers but create higher satisfaction. The safest course is to plan to deliver a certain level of performance and communicate this level to consumers. (Kotler & Clarke, 1987)

Note that the administrative risk of over claiming can occur even without the use of a survey of student satisfaction. Among students, peer word-of-mouth acts as a powerful influence. If student satisfaction for a program (service) is low (partially because of over claiming), then future levels of use for a program (service) will probably plummet as negative word-of-mouth spreads. This will be especially true where the program (service) usage is purely voluntary by students.

Administrators may perceive a survey of student satisfaction as an additional risk in such circumstances. If administrators know that they may have over claimed, then the survey may

only expose them to criticism from external entities (and student groups as well). This is unfortunate in that administrators may avoid the use of such a survey and thereby lose a vital instrument for program (service) improvement and contingency planning/forecasting.

On the other hand, administrative levels that must oversee the operation or development of various programs (services) can use such surveys to great advantage. Not only can this level of administration realize the benefits, but the requirement of a survey can limit the tendency for program (service) advocates to over claim, and in the long run to see the true performance levels of a program (service) in comparison to claimed levels of performance. Where the program (service) has largely intangible benefits (such as counseling), satisfaction surveys, despite their limitations, are often the only feasible means for oversight agencies or top administrators to measure program (service) performance.

1.6 Conclusion

This section reviewed the literature on; customer satisfaction, importance of customer satisfaction, student satisfaction, and importance of student satisfaction.

SECTION II

METHODOLOGY

2.1. Introduction

This section include theoretical framework and describes the steps that are used during the investigation of this study.

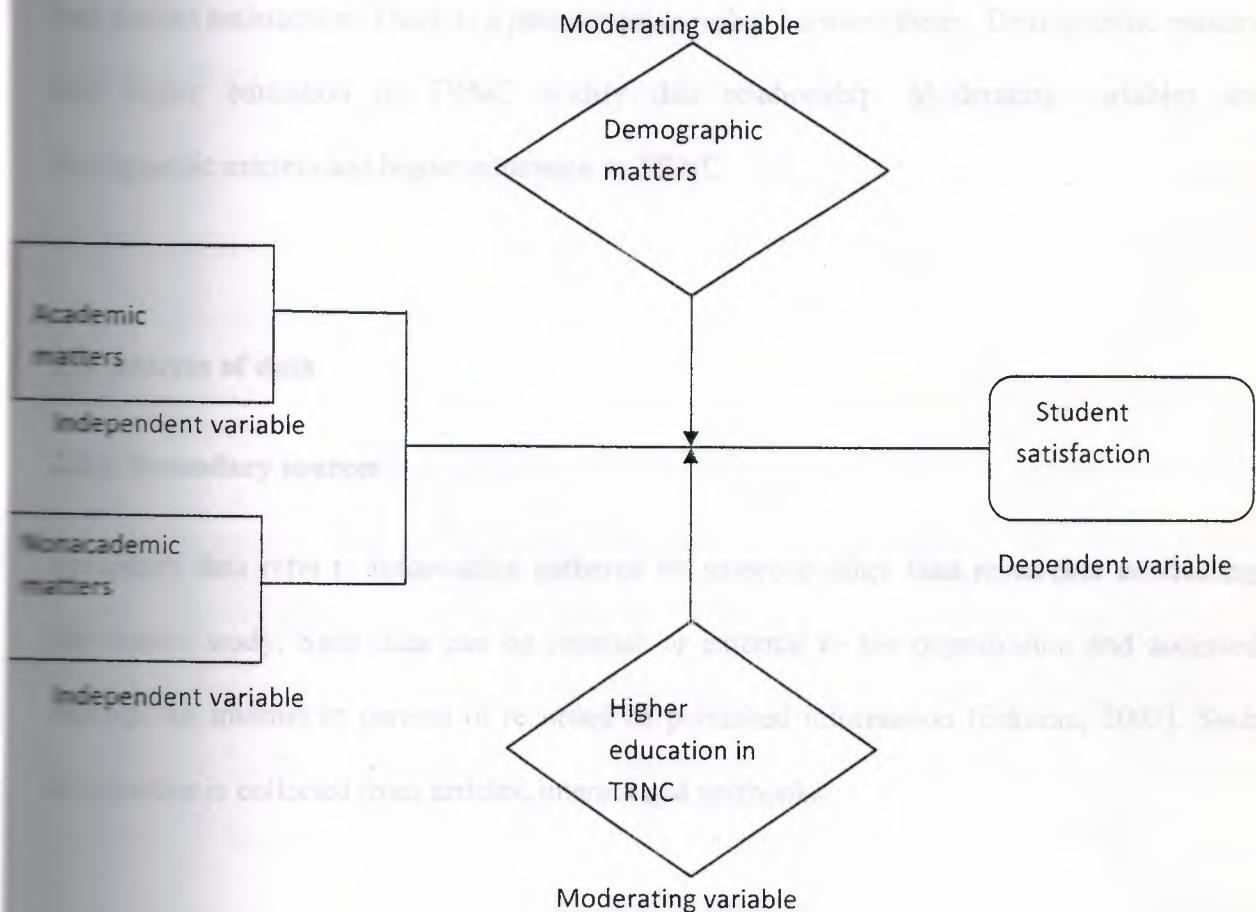


Figure 2.1 A model of student satisfaction

2.2 Theoretical model on student satisfaction in NEU

In this study dependent variable is student satisfaction, which is the variable of primarily interest, in which the variance is attempted to be explained by the two independent variables of (1) academic matters (2) non-academic matters. Higher education in TRNC and demographic matters modifies the original relationship between the independent variables and the dependent variable. It has been found that there is a relationship between the academic, non-academic matters and student satisfaction. However, academic and non-academic matters are likely to result in student satisfaction only in such cases where the higher education in TRNC and demographic matters. Less academic and non-academic satisfaction will result in less student satisfaction. There is a positive relationship between them. Demographic matters and higher education in TRNC modify this relationship. Moderating variables are demographic matters and higher education in TRNC.

2.3. Sources of data

2.3.1. Secondary sources

Secondary data refer to information gathered by someone other than researcher conducting the current study. Such data can be internal or external to the organization and accessed through the internet or perusal of recorded or published information (Sekaran, 2003). Such information is collected from articles, internet and textbooks.

2.3.2. Primary Sources

Primary data refer to information obtained by the researcher on the variables of interest for the specific purpose of the study. Primary data sources are individuals, focus groups, panels of respondents specifically set up by the researcher and from whom opinions may be sought on specific issues from time to time, or some unobtrusive sources such as a trash can. The internet could also serve as a primary data source when questionnaires are administered over it (Sekeran, 2003).

Primary data is collected from NEU in Lefkoşa. Questionnaire was prepared, scanning prior research and adding new question related student satisfaction that were adopted NEU.

2.4. Sampling

There were 12000 students at NEU that required sample of 1500 students were selected in 12000 students. Sample list was obtained from student registration office that was include number of students in faculties. The required number of students were quoted according to number of students in faculties. In the light of the above the number of student in faculty that conducted questionnaires was determined. After we were learned faculty student number we divided this number of students to department number of student in this faculty so we obtain required number of students in department that number were divided student class as a result the class number of students that conducted questionnaire was calculated. The nationality of students in faculties obtained from registration office and nationality rates calculated according to faculties and departments number of students then questionnaire was conducted required nationality of students determined. The questionnaires were published considered above .calculation. The questionnaires were sending to faculties that conducted to students by faculties to consider required number with class and nationality breakdown. The conducted

time of questionnaire in faculties was about 1.5 month. The returned questionnaires were analysed with SPSS 12 computer program. The finding is presented later part.

2.5. Questionnaire design

Questionnaire was prepared, scanning prior research and adding new question related student satisfaction that were adopted NEU.

The questionnaires were prepared in Turkish and in English. The questionnaires were pre-tested using student in order to examine issues such as statement clarity, the perceived time required to complete the questionnaire, questionnaire layout, and appearance. Improvements were made based on the comments received. The revised version of the questionnaire administrated to student who studying at NEU. The questionnaire was consisted four parts; academic matters, non-academic matters, higher education in Northern Cyprus and Demographic information.

Under 'academic matters', we were tried to measure the quality of services students received from his/her department/faculty. There were 65 statement related academic items and 60 statements were measured 5 point likert response format ranging from (1) "Strongly Disagree" to (5) "Strongly Agree" was utilized. 5 statements were ranking allocated 100 points between these five sub-divisions according to how important they were.

The second part titled as 'Non-Academic Matters'. In this part, we were measured the quality of all the services provided on campus. There were 103 statement in this part. 9 statements were measured with nominal scale and 93 statement were measured 5 point likert scale finally there was one open ended question.

The third part was including statements aimed to measure the overall level of satisfaction received from being a part of higher education in Northern Cyprus. Under this title there were 29 statements that 28 statements were measured 5 point likert scale and one statement was open ended question.

Part 4 was aimed to gather demographic information from students participating in this survey. There were 12 statements in this part that all of them were measured in nominal scale.

	Likert scale	Nominal scale	Open ended question	Total statement
Academic matters	60	5	1	66
Nonacademic Matters	93	9	1	103
Higher Education in Northern Cyprus	28		1	29
Demographic information		12		12

Table 2.1. Questionnaire design

2.6 Research design

2.6.1 Purpose of the study

The purpose of this study is descriptive. Because a descriptive study is undertaken in order to ascertain and be able to describe the characteristic of the variables of interest in a situation (Sekaran 2003).

The goal of descriptive study is to offer to the researcher a profile or to describe a relevant aspect of the phenomena of interest from an individual, organizational, industry-oriented, or other perspective. Descriptive studies that present data in meaningful form thus help to:

- Understand the characteristic of a group in a given situation
- Think systematically about aspects in a given situation
- Offer ideas for further probe and research

The purpose of this study is to summarize the investigation to be made about the student satisfaction in NEU.

2.6.2 Type of study

This study will be tried to determine which variables affect each other on student satisfaction in NEU. The type of investigation is correlational study because when researcher is interested in delineating the important variables associated with the problem, the study is called a correlational study (Sekaran, 2003).

2.6.3 Extent of researcher's interference

The extent of researcher's interference is minimum interference. A correlation study is conducted in the natural environment of the organization with minimum interference by the researcher with normal flow of work (Sekaran, 2003).

2.6.4 The study setting

This investigation is done in natural environment of the organization so that the study setting is no contrived setting and also correlational studies are invariably conducted in noncontrived settings (Sekaran, 2003). The proposed study focused field. Correlational studies done in organizations are field studies (Sekaran, 2003).

3.1 Introduction

This section depicts the results obtained from the questionnaire carried out on the subjects of

2.6.5 Time horizon

The study will be made cross-sectional nature, because a study can be done in which data gathered just once, perhaps over a period of days or weeks or months, in order to answer a research question (Sekaran, 2003).

3.2 Results

The summary of the results obtained from the questionnaires are reported below.

2.6.6 Unit of analysis

The unit of analysis refers to the level of aggregation of data collected during the subsequent data analysis stage (Sekaran, 2003). The unit of analysis would be individual students in NEU.

2.7. Conclusion

This section described the research methodology and theoretical framework for the study.

SECTION III aims to gather demographic information on those students participating in this survey. The frequency and percent distribution are presented in Table 3.1

FINDINGS

Table 3.1 Demographic profile of respondents

3.1 Introduction

This section depicts the results obtained from the questionnaire carried out on the subjects of the sample students.

3.2 Results

The summary of the results obtained from the questionnaires are reported below.

Gender			
Female	55	55.5	
Male	40	40.5	
Total	95	96	
Age			
18 and below	25	26.1	
19-24	40	41.7	
25-31	26	27.1	
32 and above	4	4.1	
Total	95	100	
ENIT			
Yes	118	12.3	
No	509	77.6	
Total	627	100	
Physical disability			
Yes	15	2.4	
No	512	97.6	
Total	627	100	
Where do you live in Northern Cyprus?			
With my family	116	30	
Close to apartment with my friend	118	34.7	
NEC Dormitories	117	30.4	
Private Dormitory	26	6.7	
Other	37	9.2	
Total	414	100	
Which of the following means of transportation do you use?			
1st car	101	24.4	
2nd car	11	2.6	
3rd car	575	72.7	
Tram	11	1.4	
Walk	10	1.2	
Other	34	4.4	
Total	712	100	
Faculty			
Management	28	4.0	
Engineering	25	3.5	
Engineering & Architectural Sciences	125	17.2	
Health Sciences	111	15.5	
Architecture	88	12.3	
Communication	174	24.3	
Other Faculties	9	1.3	
Education	2	0.3	
Post Graduate Degree	24	3.4	
Research Education & Sports	28	4.0	
Total	704	100	

Questions in Part 1 aim to gather demographic information from students participating in the survey. The frequency and percent distributions are presented in Table 3.1

Table 3.1 Demographic profile of respondents

	FREQUENCY (N)	PERCENT (%)
Gender		
Female	272	
Male	446	
Total	718	
Age		
18 and Below	23	
19-24	608	
25-30	84	
31 and Above	6	
Total	721	
Nationality		
KKTC	188	
TC	508	
Foreign	19	
Total	715	
Physical disability		
Yes	15	
No	652	
Total	667	
Where do you live in Northern Cyprus?		
With my family	214	
I share an apartment with my friends	318	
NEU Dormitories	117	
Private Dormitory	26	
Other	37	
Total	712	
Which of the following means of transportation do you use?		
My own car	195	
Friend's car	71	
NEU buses	375	
Taxi	15	
Walk	32	
other	24	
Total	712	
Faculty		
Maritime Studies	28	
Engineering	50	
Economics & Administrative Sciences	128	
Arts & Sciences	111	
Architecture	98	
Communication	174	
Stage Performance	8	
Education	5	
Fine Arts & Design	24	
Physical Education & Sports	78	
Total	704	

Table 3.1 Demographic profile of respondents (cont.)

		FREQUENCY (N)	PERCENTAGE (%)
Department			
Deck		17	
Maritime Management		9	
Computer Engineering		50	
Electrical&Electronic Engineering		1	
Buss		60	
Economics		22	
International Relations		10	
Cis		9	
B&F		14	
European Union Relations		8	
Turkish Language&Literature		70	
Psychology		38	
Mathematics		3	
Architecture		52	
Interior Design		48	
Public Relations&Communication		100	
Radio-Television & Cinema		52	
Journalism		24	
Dramaturgy&Dramatic Authorship		2	
Acting		5	
Graphic Design		22	
Plastic Arts		2	
Physical Education&Sport		78	
Mechanical Engineering		8	
Total		704	
Year			
1st year		153	
2nd year		246	
3rd year		121	
4th year		186	
Total		706	
GPA			
Have not received any credit points		21	
1.99 and lower		144	
2.0-2.49		216	
2.5-2.99		134	
3.0-3.49		106	
3.50 and higher		39	
Total		660	
Do you have a scholarship?			
Yes,full scholarship		77	
Yes,partial scholarship		368	
No		245	
Total		690	
If yes, through which institution do you receive your scholarship?			
My government		79	
NEU		123	
Other		42	
Total		244	

3.3 Demographic Profile of the Respondents

As shown in Table 3.1, male respondents comprised approximately 62.1 % (n=446) of the total, and female respondents comprised approximately 37.9 % (n=272) of the total. Table 3.1 indicates that 3.2% (n=23) of subjects were under 18 years of age, 84.3% (n=608) were 19-24 years of age, 11.7%(n=84) were 25-30 years of age, 0.8 % (n=6) were above 31 years of age. 26.3% (n=188) of students were the TRNC, 71 % (n=508) were the Turkey, 2.7 % (n=19) were the foreign students.

Table 3.1 shows that 2.2 % (n=15) of respondents have physical disability, 97.8 % (n=652) of respondents have not physical disability.

Table 3.1 shows that 30.1 % (n=214) students were residence with his/her family, 44.7 % (n=318) students were share apartment with his/her friends, 16.4 % (n=117) students were residence in NEU dormitories, 3.7 % (n=26) students were residence in private dormitories, 5.2 % (n=37) students were residence in other places.

According to Table 3.1 , 27.4% of the students (n=195) went to school with own car, 10 % of the students (n=71) went to school with friend's car, 52.7% of students (n=375) went to school by NEU buses, 2.1 % of students (n=15) went to school with taxi, 4.5 % of students (n=32) went to school on walking, 3.4 % of student (n=24) went to school with other type.

4 % of students (n=28) were from Faculty of Maritime Studies, 7.1 % of them (n=50) were from Faculty of Engineering, 18.2 % (n=128) were from Faculty of Economics & Administrative Sciences, 15.8 % (n=111) were from Faculty of Science and Arts, 13.9 % (n=98) were from Faculty of Architecture, 24.7% (n=174) were from Faculty of Communication, 1.1 % (n=8) were from Faculty of Stage Performance, 0.7 % (n=5) were from Faculty of Education, 3.4 % (n=24) were from Faculty of Fine Arts and Design and 11.1% of the students (n=78) were from Faculty of Physical Education & Sports.

Table 3.1 shows approximately 2.4 % of students (n=17) were Department of Deck , 1.3 % of students (n=9) were Department of Maritime Management, 7.1 % of students (n=50) were Department of Computer Engineering, 0.1 % of students (n=1) were Department of Electrical & Electronic Engineering, 8.5 % of students (n=60) were Department of Business Administration, 3.1 % of students (n=22) were Department of Economy, 1.4 % of students (n=10) were Department of International Relations, 1.3 % of students (n=9) were Department of Computer Information System, 2 % of students (n=14) were Department of Banking and Finance. 1.1 % of students (n=8) were Department of European Union Relations , 9.9 % of students (n=70) were department of Turkish Language & Literature, 5.4 % of students (n=38) were Department of Psychology, 0.4 % of students (n=3) were Department of Mathematics, 7.4 % of students (n=52) were Department of Architecture, 6.8 % of students (n=48) were Department of Interior Design, 14.2 % of students (n=100) were Department of Public Relations& Advertising, 7.4 % of students (n=52) were Department of Radio-Tv-Cinema, 3.4 % of students (n=24) were Department of Journalism. 0.3 % of students (n=2) were Department of Dramaturgy & Dramatic Authorship, 0.7 % of students (n=5) were Department of Acting, 3.1 % of students (n=22) were Department of Graphic Design, 0.3 % of students (n=2) were Department of Plastic Arts, 11.1 % of students (n=78) were Department of Physical Education & Sport, 1.1 % of students (n=8) were Department of Mechanical Engineering.

The analysis showed that 21.7% (n=153) of students were 1st year, 34.8% (n=246) were 2nd year, 17.1 % (n=121) were 3rd year, 26.3% (n=186) were 4th year.

According to Table 3.1 about 3.2% of students (n=21) had not received any credit points, 21.8 % of students (n=144) had 1.99 or below grade point average, 32.7 % of students (n=216) had

2- 2.49 GPA, 20.3 % of students (n=134) had 2.5-2.99 GPA, 16.1 % of students (n=106) had 3-3.49 GPA, 5.9 % of students (n=39) had 3.5 and higher GPA.

Table 3.1 shows that 11.2% (n=77) of the participants had full scholarship, 53.3% (n=368) of them had partial scholarship. It also showed that 35.5% of students (n=245) had not any scholarships.

Table 3.1 shows that 32.4% (n=79) of the students who have scholarship received it from OSYM, 50.4 % (n=123) of them received it from NEU and 17.2 % (n=42) of them received their scholarship from their governments.

In the next part of this section, findings about the three sections that make up the body of the questionnaire targeting to measure student satisfaction will be presented. Before starting to analyze these three parts, reliability analysis was conducted. The result of the reliability analysis showed that the cronbach alpha score was 0.84, which is accepted as a high reliability.

1. The content of the classes is useful for my future career	767	2.57	1.114
2. Faculty and teaching staff provide feedback on my work in a timely manner	678	2.51	1.227
3. Faculty and teaching staff provide feedback on my work in a constructive manner	673	2.56	1.111
4. The quality of classes offered is fairly perfect	657	2.49	1.014
5. Academic guidance is provided regarding career choices	711	2.67	1.246
6. Faculty and teaching staff are available to answer my questions	741	2.61	1.112
7. Faculty and teaching staff are available to answer my questions	723	2.67	1.249
8. Research assistants are well qualified as teaching staff	704	2.56	1.131
9. Classes are of appropriate size to ensure efficient teacher-student relationship	734	2.73	1.711
10. The quality of education at KNU continuously improves	647	2.47	1.135
11. The contents of the classes I take are scientifically sound	704	2.53	1.187
12. Teaching staff take efforts to encourage students with consideration while they teach	683	2.49	1.187
13. General education classes offer the opportunity to learn practical courses in various fields	721	2.67	1.234
14. Teaching staff are fair to students	741	2.66	1.141
15. The learning process is well observed	711	2.67	1.246
16. Curriculum is continuously improved	683	2.49	1.187
17. My degree will prepare me to be a professional career	683	2.49	1.187

The second part of questionnaire was academic matters. Under 'academic matters', the quality of services students received from his/her department/faculty was measured. The mean and std. deviations are presented in Table 3.1

Table 3.2. Mean and standard deviation of statements about academic matters

Faculty related questions	Frequencies	Mean	Std. deviation
1. The content of my degree matches my expectations.	740	3,13	1,174
2. There is continuous effort for academic excellence in the university.	675	3,16	1,313
3. Faculty and teaching staff provide feedback on my work in a timely manner	676	2,91	1,223
4. The quality of classes offered is nearly perfect.	752	2,93	1,014
5. Sufficient guidance is provided regarding career objectives.	734	2,67	1,330
6. I am able to interact with faculty outside the classroom	736	3,41	1,375
7. Faculty and Teaching staff possess sufficient knowledge in their fields.	745	3,61	1,110
8. Problem solving and Laboratory services are provided as necessary.	725	2,67	1,299
9. Research Assistants are as qualified as teaching staff.	704	2,80	1,150
10. Classes are of appropriate size to enable efficient teacher-student relationship.	739	2,72	1,711
11. The quality of education at NEU continuously improves.	747	3,40	1,336
12. The contents of the classes I take are academically stimulating	734	3,28	1,187
13. Teaching staff take ability differences between students into consideration while they teach	735	2,96	1,382
14. General education classes offer the opportunity to follow elective courses in various fields.	725	2,87	1,229
15. Teaching staff are fair to students.	743	2,96	1,594
16. The course contents are well identified	732	3,31	1,012
17. Curriculum is continuously updated.	724	3,15	1,305
18. My degree will support me in my prospective career.	735	2,96	1,503

Table 3.2 Mean and standard deviation of statements about academic matters (cont.)

Faculty related questions	Frequencies	Mean	Std. deviation
19. IT resources are efficiently used in classes.	737	3,04	1,966
20. Syllabi for each class are provided at the beginning of each semester.	732	3,07	1,903
21. Courses are taught parallel to the proposed syllabus.	736	3,58	1,142
22. Main and supplementary resources are recommended at the beginning of each semester.	730	3,58	1,319
23. Students are motivated to use supplementary resources.	730	3,31	1,254
24. Certain methods and techniques are used to motivate active participation in class.	740	2,84	1,329
25. Theoretical information conveyed in class is supported by applications.	736	2,74	1,386
Grading and Evaluation in Your Faculty	Frequencies	Mean	Std. deviation
1. Grading and evaluation are conducted fairly.	737	3,11	1,326
2. Grading and evaluation criteria are well-explained at the beginning of the semester.	740	3,09	1,445
3. Sufficient feedback is provided after each exam.	743	3,21	1,525
4. End of semester evaluations are not only based on examinations but also on projects and other in-class activities.	746	3,81	1,309
Academic Consultancy and Advising at Faculty	Frequencies	Mean	Std. deviation
1. I can always contact my academic advisor	715	3,00	1,696
2. My academic advisor helps me identify future career goals.	726	2,57	1,693
3. My academic advisor possesses enough knowledge about my field requirements.	731	2,87	1,631
4. My academic advisor is willing to help regarding my field requirements.	719	2,82	1,618
5. I can enroll in my classes with minimum/ no clashes in my timetable.	730	3,57	1,477
6. Course Add/Drop regulations are fair and convenient.	723	3,44	1,499
7. My advisor allocates enough amount of time for my academic questions.	729	3,09	1,694

Table 3.2 Mean and standard deviation of statements about academic matters (cont.)

Academic Consultancy and Advising at Faculty	Frequencies	Mean	Std. deviation
8. My department provides adequate information regarding future career opportunities in my field.	725	2,59	1,657
9. Our university provides enough resources so that we are acquainted with the business world (seminars, internships, etc.)	735	2,81	1,813
10. Course assignments are a useful learning method.	717	3,55	1,416
Physical Facilities of your Faculty	Frequencies	Mean	Std. deviation
1. Rooms are appropriately designed as an efficient learning environment.	715	2,88	2,099
2. Heating / Cooling of rooms are sufficient.	726	2,63	2,232
3. Lighting in rooms is sufficient.	731	3,34	1,896
4. Rooms are clean.	719	3,40	1,902
5. Rooms are designed so that voices do not echo.	730	3,20	1,913
6. The building and hallways are appropriately sized and designed.	723	3,10	1,940
7. Bathrooms and lavatories are clean and sanitary.	729	2,90	2,211
8. There are enough number of bathrooms and lavatories.	725	3,10	2,128
9. I do not have a problem finding something to do during my period breaks in between classes.	735	2,92	1,879
Faculty Administration	Frequencies	Mean	Std. deviation
1. We can easily pass our problems and concerns onto the appropriate office.	743	2,68	1,638
2. Faculty administration is sensitive to our problems and concerns	741	2,69	1,464
3. Appropriate announcements are made in a timely fashion.	738	3,04	1,483
4. All students are treated fairly at the faculty.	743	2,74	1,659
5. Secretarial services provided at the faculty are sufficient.	740	2,81	1,745
Overall Satisfaction	Frequencies	Mean	Std. deviation
1. Overall, I am satisfied with the quality of education I receive in my faculty.	742	3,15	1,159
2. I am satisfied with the consulting and advising services at the faculty.	737	2,76	1,416

Table 3.2 Mean and standard deviation of statements about academic matters (cont.)

Overall Satisfaction	Frequencies	Mean	Std. deviation
3. I am satisfied with grading and evaluation in my classes.	737	2,85	1,293
4. I am satisfied with building facilities and equipments.	744	2,78	1,674
5. Overall, I am satisfied with faculty administration.	741	3,15	1,190
6. I would recommend my department to others.	733	3,32	1,847
7. Considering the quality of education, I would say that tuition fees are reasonable.	736	2,47	1,697

3.4 Mean and standard deviation of statements about academic matters

The table shows that, under the faculty related questions, the smallest mean value is 2.67 (Problem solving and Laboratory services are provided as necessary) in here. This statement was less important for students. The biggest mean values is 5.54 (Faculty and Teaching staff possess sufficient knowledge in their fields) as we see table.

The table shows that, under the grading and evaluation in Your Faculty, the smallest mean value is 3.09 (Grading and evaluation criteria are well-explained at the beginning of the semester) in here. The biggest mean values is 3.81 (End of semester evaluations are not only based on examinations but also on projects and other in-class activities).

The table shows that, under the academic consultancy and advising at faculty, the smallest mean value is 2.57 (My academic advisor helps me identify future career goals) in here. The biggest mean value is 3.57 (I can enroll in my classes with minimum/ no clashes in my timetable).

The table shows that, under the physical facilities of your faculty, the smallest mean value is 2.63 (Heating / Cooling of rooms are sufficient.) in here. The biggest mean values is 3.40 (Rooms are clean).

The table shows that, under the Faculty Administration, the smallest mean value is 2.68 (We can easily pass our problems and concerns onto the appropriate office) in here. The biggest mean values is 3.04 (Appropriate announcements are made in a timely fashion)

The table shows that, under overall satisfaction, the smallest mean value is 2.47 (Considering the quality of education, I would say that tuition fees are reasonable) in here. The biggest mean values is 3.32 (I would recommend my department to others)

The table shows that, under overall satisfaction, the smallest mean value is 2.47 (Considering the quality of education, I would say that tuition fees are reasonable) in here. Students were not believed that tuition fees are reasonable. The biggest mean value is 3.32 (I would recommend my department to others). Students were recommended their department to others.

In the last part of the academic matters, students ranked five sub-divisions according to how important they are.

1. The quality of education at the faculty
2. Faculty Administration
3. Physical Condition and Facilities of the faculty Building
4. Grading and Evaluation
5. Academic consulting and Advising Services

The most important issue is the quality of education at the faculty for student. University must focus these five statements according to ranked above under the academic matters.

The third part is titled as "Non-Academic Matters". In this part, we measure the quality of all the services provided on campus. The frequency and percent presented in table 3.3.

Table 3.3 Campus life and services provided

	FREQUENCY (N)	PERCENT (%)
Have you ever stayed in the dormitories on the campus?		
Yes	175	23,8
No	560	76,2
Total	735	100,0
Are you making use of student restaurant facilities on campus?		
Yes, frequently	55	7,4
Sometimes	192	25,9
Rarely	207	28,0
No, Never	286	38,6
Total	740	100,0
Are you aware of employment opportunities provided on campus?		
Yes	361	49,2
No	373	50,8
Total	734	100,0
Are you aware of the services provided at the Health and Wellness center?		
Yes	483	65,6
No	253	34,4
Total	736	100,0
If you answered question #4 YES, do you use these services?		
Yes, Frequently	59	10,3
Sometimes	132	23,0
rarely	127	22,0
No, I haven't so far.	257	44,7
Total	575	100,0
Do you use transportation services provided by the university?		
Yes, frequently	418	56,8
Rarely	177	24,0
No, Never	141	19,2
Total	736	100,0

Table 3.3 Campus life and services provided (cont.)

Are you making use of the services provided by the Grand Library?	FREQUENCY (N)	PERCENT (%)
No	689	92,9
Yes	53	7,1
Total	742	100,0
How often?		
Couple of times a week	476	70,6
Couple of times a month	147	21,8
Once in every 2-3 months	51	7,6
Total	674	100,0
Why Not?		
I don't know where the library is	3	3,2
I don't need to	48	51,6
Other	42	45,2
Total	93	100,0

3.5 Campus life and services provided

Table 3.3 indicates that 23.8% (n=175) of students were stayed in the dormitories on the campus, 76.2 % (n=560) of students were not stayed in the dormitories on the campus.

Table 3.3 shows that 7.4 %(n=55) Students were frequently, 25.9 % (n=192) sometimes, 28 % (n=207) rarely, 38.6 % (n=286) never used of student restaurant facilities on NEU campus.

Table 3.3 shows that 49.2% (n=361) of students were aware, 50.8% (n=373) were not aware of employment opportunities provided on campus.

Table 3.3 shows that 65.6% (n=483) of students were aware, 34.4% (n=253) were not aware of the services provided at the Health and Wellness center.

Table 3.3 shows that 10.3 %(n=59) Students were frequently, 23 % (n=132) sometimes, 22.1 % (n=127) rarely, 44.7 % (n=257) never used of the services provided at the Health and Wellness center.

Table 3.3 shows that 56.8 % (n=418) Students were frequently, 24 % (n=177) rarely, 19.2 % (n=141), never used transportation services provided by the university.

Table 3.3 shows that 92.9% (n=689) of students were used, 7.1% (n=53) were not used of the services provided by the grand library.

Table 3.3 shows that 70.6 % (n=476) Students were couple of times a week, 21.8 % (n=147) couple of times a month, 7.6 % (n=51) once in every 2-3 months, used the services provided by the grand library.

Table 3.3 shows that 3.2 % (n=3) Students were not known where the library was, 51.6 % (n=48) students were not need to, 45.2 % (n=42) other reasons, were not used the services provided by the grand library.

Campus Life		Total	
		Frequency	Mean
1. The grand library provides better services for students		689	1.64
2. There are enough social facilities for students for their services		689	1.64
3. A variety of activities are provided for students		689	1.64
4. Disciplinary regulations are fair		689	1.64
5. The grand library is a good place for students		689	1.64
6. The grand library is a good place for students		689	1.64
7. Students feel that they are welcomed at this service		689	1.64
8. I am usually aware of our campus activities		689	1.64
9. There are enough parking lots throughout the campus		689	1.64
10. Students are free to express themselves by their campus		689	1.64
11. The campus is tidy and well-organized		689	1.64
12. Personnel services in the campus are available to students and are helpful		689	1.64
13. I am proud of the academic campus		689	1.64
14. Sporting facilities are sufficient (volleyball, badminton, football, tennis, etc., indoor sports, walking paths, etc.)		689	1.64
15. There are enough club activities offered at campus to meet with my recreational interests		689	1.64
16. Art activities are sufficient		689	1.64
17. Cultural activities are sufficient		689	1.64
18. Students should have opportunities to act like their own leaders in all the activities related to campus		689	1.64
Modern Affairs and Development		Frequency	Mean
1. Information technology is used for teaching and learning		689	1.64

The third part is titled as "Non-Academic Matters". In this part, the quality of all the services provided on campus was measured. The mean and std. deviations are presented in Table 3.4

Table 3.4 Mean and standard deviation of non academic matters

Campus Life	Frequencies	Mean	Std. Deviation
1. The student handbook provides useful information about campus life	676	2,68	1,348
2. There are enough social facilities for students for their leisure time.	718	2,45	1,464
3. A variety of activities are provided on-campus	714	2,50	1,457
4. Disciplinary regulations are fair	701	2,86	1,407
5. Various facilities are provided on-campus.	715	2,61	1,288
6. Being a student on this campus is a fun experience.	717	2,57	1,421
7. Students feel that they are treasured on this campus.	717	2,40	1,251
8. I am usually aware of on-campus activities.	713	2,79	1,364
9. There are enough parking lots designated for students.	697	2,68	1,750
10. Students are free to express themselves on the campus.	716	2,91	1,571
11. The campus is tidy and well-organized.	717	3,46	1,422
12. Personnel employed on-campus are sensitive to students' needs and are helpful	716	3,39	1,267
13. I am proud of the university campus.	705	3,00	1,500
14. Sporting facilities are sufficient.(basketball-volleyball-football fields, pool, tennis courts, walking paths etc.)	705	2,93	1,631
15. There are social club activities offered on-campus in line with my intellectual interests.	707	2,59	1,353
16. Art activities are sufficient.	709	2,71	1,274
17. Cultural activities are sufficient.	710	2,73	1,370
18. Disabled students needs' are accommodated for so that they can make use of all the services provided on-campus.	657	2,51	1,418
Student Affairs and Enrollment	Frequencies	Mean	Std. Deviation
1. Orientation programs provided for incoming freshmen help students adopt to their new environment with ease.	694	2,58	1,278

Table 3.4 Mean and standard deviation of Non-Academic matters (cont.)

Student Affairs and Enrollment	Frequencies	Mean	Std. deviation
2. Student Affairs Office (SAO) provides necessary information and booklets.	713	2,71	1,270
3. SAO office employees are willing to help students and are knowledgeable.	704	2,88	1,335
4. SAO facilitates performing of official work. (residence permit, visa, health insurance, etc..)	704	2,79	1,423
5. SAO Employees offer guidance on a one-on-one basis prior to enrollment.	713	2,53	1,510
6. Every type of work is processed quickly at SAO	718	2,49	1,413
7. Information is processed correctly and in a timely manner at SAO.	710	2,62	1,371
8. SAO working hours are convenient.	713	2,90	1,412
9. Payment methods for tuition fees are convenient.	712	2,89	1,441
10. Enrollment personnel are helpful.	708	2,96	1,424
11. The enrollment process is quick and convenient.	703	2,92	1,570
On-Campus Housing	Frequencies	Mean	Std. deviation
1. Dormitory rules are reasonable.	552	2,40	1,485
2. Student Dorms are comfortable. (spacious, enough lighting, heating, cooling)	550	2,15	1,349
3. Dorms provide the comfort of a house.	548	1,87	1,160
4. Dorms provide laundry, and kitchen services.	541	2,56	1,454
5. Dorms are safe.	546	2,79	1,620
6. Dorm staff pay attention to every student on a one-on-one basis.	527	2,68	1,492
Student Diners	Frequencies	Mean	Std. deviation
1. Diners' physical standards are good.	607	2,80	1,436
2. Meals are of good quality. (taste, look, cleanliness, etc.)	603	2,57	1,339
3. Meals are reasonably priced.	605	2,64	1,504
4. Meals are served at convenient hours.	596	2,98	1,250

Table 3.4 Mean and standard deviation of Non-Academic matters (cont.)

Student Diners	Frequencies	Mean	Std. deviation
5. The space capacity of diners is sufficient	576	2,93	1,401
Cafeterias	Frequencies	Mean	Std. deviation
1. Products sold are reasonably priced	707	2,80	1,894
2. Cafeterias are clean	705	3,45	1,223
3. Cafeterias offer a variety of food products to suit the needs of people with different diets (vegetarian, low-carb, etc)	703	2,67	1,641
4. Working hours are convenient	708	3,30	1,424
5. Cafeterias are spacious	704	3,03	1,501
6. Cafeterias are well designed	705	2,90	1,523
7. Cafeteria employees work efficiently	693	3,55	1,375
On-Campus Employment Opportunities	Frequencies	Mean	Std. deviation
1. On-Campus employment opportunities are satisfactory.	623	2,61	1,376
2. The rate of pay for on-campus jobs is satisfactory	594	2,50	1,134
3. Students are provided with enough information regarding on-campus employment opportunities	625	2,24	1,278
4. Working requirements for on-campus employment are fair.	594	2,63	1,212
5. More employment opportunities should be provided on-campus.	625	3,58	1,959
Health and Wellness Center	Frequencies	Mean	Std. deviation
1. Health and Wellness (H&W) facilities are sufficient.	644	3,16	1,628
2. The quality of services provided at the H&W center is very good.	643	3,19	1,514
3. H&W employees are experts in their fields.	637	3,17	1,374
Transportation	Frequencies	Mean	Std. deviation
1. Transportation services offered by the university are adequate.	690	2,25	1,749
2. Bus routes are effectively identified.	687	2,89	1,767
3. Bus working hours are convenient.	690	2,74	1,812

Table 3.4 Mean and standard deviation of Non-Academic matters (cont.)

Transportation	Frequencies	Mean	Std. deviation
4. Class hours are designed by taking into consideration the hours of the bus services.	678	2,89	1,842
Safety	Frequencies	Mean	Std. deviation
1. The campus is a safe place for all students	699	3,02	1,666
2. Security personnel attend immediately during emergencies.	690	2,96	1,656
3. Parking lots are well-lit and safe.	676	2,91	1,499
Computing Facilities	Frequencies	Mean	Std. deviation
1. Computing facilities are adequate.	706	2,20	1,540
2. Computer Lab hours meet the needs of students.	696	2,26	1,454
Library Services	Frequencies	Mean	Std. deviation
1. The library is rich in resources (books, magazines, audio-video equipment, etc.)	711	4,17	1,093
2. Books and other material can be easily checked out at the library.	715	4,08	1,057
3. The library provides easy access to international databases.	698	3,86	1,103
4. Library services can also be accessed electronically	705	4,03	1,039
5. Library staff possess adequate know-how in their field.	713	3,41	1,189
6. Library staff are helpful	715	3,59	1,113
7. Shelves are always organized	714	3,64	1,142
8. Resources are current and up-to-date	711	3,70	1,095
9. The number of computers is adequate.	711	2,50	1,794
10. The library has a good heating/cooling/ventilation system.	713	3,88	1,247
11. Copy services at the library are sufficient.	710	3,21	1,559
12. Reading lounges, study rooms and common areas are spacious	714	3,16	1,643
13. Bookstore employees are helpful	700	3,43	1,213
14. Bookstore's hours of operation are convenient.	695	3,35	1,191

Table 3.4 Mean and standard deviation of Non-Academic matters (cont.)

Library Services	Frequencies	Mean	Std. deviation
15. Bookstore always has the books that are used in classes in a timely manner.	688	3,27	1,384
University Administration	Frequencies	Mean	Std. Deviation
1. Necessary access is available so that students can bring up their questions, problems and concerns.	706	2,40	1,378
2. Administration is sensitive to students' concerns.	708	2,47	1,285
3. Student participation is encouraged when decisions are made.	700	2,45	1,277
4. Student benefits are prioritized when making decisions.	689	2,55	1,350
5. Students are offered the opportunity to make use of their rights. Administration has a positive attitude toward students.	681	2,63	1,301
Other	Frequencies	Mean	Std. Deviation
1. Guidance and Psychological consulting services are well-conducted	681	2,63	1,301
2. Merit-based scholarships are available for students.	684	2,29	1,238
3. Eligibility for scholarship is well defined and understood.	690	3,21	1,616
4. University provides equal opportunity in every aspect.	686	3,11	1,596
Overall Satisfaction	Frequencies	Mean	Std. Deviation
1. I feel like I belong in the Near East Community.	706	3,04	1,494
2. Overall, I am very pleased with on-campus services.	703	2,89	1,349
3. I encourage my relatives to come and seek education at NEU.	704	2,84	1,672
4. University has a good reputation nationwide.	705	3,13	1,507
5. If I were to enroll at a university in Northern Cyprus again, I would choose NEU.	700	3,19	2,057

3.6 Mean and standard deviation of nonacademic matters

Table 3.4 shows that, under the Campus Life, the smallest mean value is 2.40 (Students feel that they are treasured on this campus) in here. The biggest mean values is 3.46 (The campus is tidy and well-organized).

Table 3.4 shows that, under the Student Affairs and Enrollment, the smallest mean value is 2.49 (Every type of work is processed quickly at SAO) in here. The biggest mean values is 2.96 (Enrollment personnel are helpful.).

Table 3.4 shows that, under the On-Campus Housing, the smallest mean value is 1.87 (Dorms provide the comfort of a house) in here. The biggest mean values is 2.79(Dorms are safe).

Table 3.4 shows that, under the student diners, smallest mean value is 2.57 (meals are of good quality. (taste, look, cleanliness, etc.) in here. The bigges mean values is 2.98 (meals are served at convenient hours).

Table 3.4 shows that, under the cafeterias, the smallest mean value is 2.67 (cafeterias offer a variety of food products to suit the needs of people with different diets (vegetarian, low-carb, etc.)) in here. The biggest mean values is 3.55 (cafeteria employees work efficiently)

Table 3.4 shows that, under on campus Employment Opportunities, the smallest mean value is 2.24 (students are provided with enough information regarding on-campus employment opportunities) in here. The bigges mean values is 3.38 (more employment opportunities should be provided on-campus.)

Table 3.4 shows that, under health and wellness center, the smallest mean value is 3.16 (Health and wellness (H&W) facilities are sufficient.) in here. The biggest mean values is 3.19 (the quality of services provided at the H&W center is very good)

Table 3.4 shows that under the transportation the smallest mean value is 2.25 (Transportation services offered by the university are adequate..) in here. The biggest of mean values is 2.79 (bus routes are effectively identified.)

Table 3.4 shows that under the safety the smallest mean value is 2.91 (parking lots are well-lit and safe.) in here. The biggest of mean values is 3.02 (the campus is a safe place for all students)

Table 3.4 shows that under the computing facilities the smallest mean value is 2.2 (computing facilities are adequate.) in here. The biggest of mean values is 2.26 (computer Lab hours meet the needs of students.)

Table 3.4 shows that under the library services the smallest mean value is 2.5 (The number of computers is adequate) in here. The biggest mean values is 4.17(the library is rich in resources (books, magazines, audio-video equipment, etc.))

Table 3.4 shows that under the university administration the smallest mean value is 2.4 (Necessary access is available so that students can bring up their questions, problems and concerns) in here. The biggest mean values is 2.63(Students are offered the opportunity to make use of their rights. Administration has a positive attitude toward students)

Table 3.4 shows that under the other the smallest mean value is 2.29 (Guidance and Psychological consulting services are well-conducted) in here. The biggest mean values is 3.11 (Eligibility for scholarship is well defined and understood)

Table 3.4 shows that under the overall satisfaction the smallest mean value is 2.84 (I encourage my relatives to come and seek education at NEU.) in here. The biggest mean values is 3.04(I feel like I belong in the Near East Community)

Transportation	Frequency	Mean	Std. Deviation
1. Mass transportation services are well conducted	50	2.91	1.291
2. Means of mass transportation are reasonably priced	50	2.2	1.211
3. Means of mass transportation are well designed	50	2.91	1.291
4. I feel like I belong in the Near East Community	50	3.04	1.114

This last section includes statements aimed to measure the overall level of satisfaction received from being a part of higher education in Northern Cyprus. The mean and std. deviations were presented in table 3.4.

Table 3.5 Mean and standard deviation of higher education in TRNC

Off-Campus Support Services	Frequencies	Mean	Std. deviation
1. Hospital services are adequate	660	2,42	1,400
2. Doctors and hospital personnel are experts in their fields.	650	2,76	1,402
3. Stationaries have all the required products.	669	3,42	1,262
4. Supermarkets have all the required products.	663	3,29	1,364
5. Laundry facilities are sufficient.	589	2,84	1,369
6. The city of Nicosia promotes intellectual curiosity through art programs such as theatres, movies, fairs, etc...	667	2,51	1,523
7. Nicosia offers adequate entertainment for students.	641	2,44	1,534
Food and Shelter	Frequencies	Mean	Std. deviation
1. Off-Campus housing is comfortable. (Private dorms, houses, apartments)	648	2,68	1,309
2. Off-campus housing provides adequate equipment and standards.	629	2,77	4,073
3. Off-Campus housing is fairly priced.	642	1,93	1,369
4. Landlords are understanding and sympathetic towards students' needs.	634	2,12	1,368
5. Off-campus food prices are reasonable.	651	2,21	1,347
6. Off-campus restaurants and diners are clean and sanitary	649	2,67	1,304
7. Off-campus diners and restaurants offer a variety of meals.	644	3,04	1,494
Transportation	Frequencies	Mean	Std. deviation
1. Mass transportation services are sufficient	667	1,92	1,370
2. Means of mass transportation are reasonably priced.	660	2,52	1,585
3. Means of mass transportation have well designed routes.	655	2,35	1,532
4. Taxi rates are reasonable.	665	1,78	1,114

Table 3.5 Mean and standard deviation of higher education in TRNC (cont.)

Transportation	Frequencies	Mean	Std. deviation
5. Taxi drivers are well-behaved.	658	2,61	1,386
6. Taxi drivers are helpful.	649	2,59	1,319
Respect to diversity	Frequencies	Mean	Std. deviation
1. Students' have a sense of belonging in the society.	657	2,63	1,362
2. Students' rights are well respected by the society.	658	2,52	1,282
3. Activities in Nicosia are multi-cultural.	663	2,36	1,198
4. The city provides equal opportunity in every aspect.	660	2,39	1,256
5. Disabled students' needs are accommodated for in everyday life in the city.	626	2,34	1,330
Safety	Frequencies	Mean	Std. deviation
1. Off-campus life is safe.	668	3,09	1,498
2. Security forces attend swiftly at times of emergency.	656	2,87	1,503
Overall Satisfaction	Frequencies	Mean	Std. deviation
1. If I were to enrol in a university again, I would again choose Northern Cyprus.	664	2,63	2,103

3.7 Mean and standard deviation of higher education in TRNC

Table 3.5 shows that under the Off-Campus Support Services the smallest mean value is 2.42 (Hospital services are adequate.) in here. The biggest mean values is 3.42 (Supermarkets have all the required products.)

Table 3.5 shows that under the Food and Shelter the smallest mean value is 1.93 (Off-Campus housing is fairly priced.) in here. The biggest mean values is 3.04 (Off-campus diners and restaurants offer a variety of meals.)

Table 3.5 shows that under the computing transportation the smallest mean value is 1.92 (Mass transportation services are sufficient.) in here. The biggest mean values is 2.59 (Taxi drivers are helpful.)

Table 3.5 shows that under the respect to diversity smallest mean value is 2.34 (Disabled students' needs are accommodated for in everyday life in the city) in here. The biggest mean values is 2.63 (Students' have a sense of belonging in the society)

Table 3.5 shows that under the safety the smallest mean value is 2.87 (Security forces attend swiftly at times of emergency) in here. The biggest mean values is 3.09 (Off-campus life is safe)

Table 3.5 shows that under the overall satisfaction mean value is 2.63 (If I was to enroll in a university again, I would again choose Northern Cyprus.) in here. This is less than 3 that is negative.

SECTION IV

CONCLUSION AND RECOMMENDATIONS

Customer satisfaction is a key to building profitable relationships with consumers. Satisfied customer buy a product again, talk favourably to others about the product, pay less attention to competing brands and advertising, and buy other products from the company. If student's needs are being met, they are more likely to stay in school, whereas, if they are not getting what they expected from their university experience, they are more likely to drop out or transfer to another school.

Universities are increasingly recognizing that education is a service industry, and are placing greater emphasis on meeting the expectations and needs of their participating customers, that is, the students. Strong competition in today's competitive educational market forces universities to adopt a market orientation strategy to differentiate their offerings from those of their competitors.

There are four parts of survey; first part which is related with Demographic profile of students. There are 272 female student have been joint into the public survey and there are 446 males student have been joint into the survey as totally 718 students joint but male number of distribution more than the female who are the joint into the public survey. One result of the first part was that 37.9% students are females and 62.1% students are males. 84.3% of students are between 19-24 ages. 71% of students come from Turkey.

97.8% of students there are no Physical disability. 16.4% of students are living in dormitory which belongs to Near East University. 52.7% of students are using the buses of NEU.

With respect to the research question which is related to the reliability of the inquiry developed for this research, the inquiry which is used for obtaining information about the students satisfaction is said sufficient (Cronbach's α value is 0.84) when the inquiry's reliability are considered.

Second part of survey related with academic matters. All students mostly care about quality of education at the faculty according to public survey which are inside of the faculty related statement. The quality of education at the faculty is 33.80 out of 100. Faculty and Teaching staff possess sufficient knowledge in their fields; highest mean value 3.61. Problem solving and Laboratory services are provided as necessary lowest mean value 2.67. All of the statements are under 4, which mean that students are not satisfied with the quality of education, for this reason all faculties should focus on these statements. Second important statement is the faculty administration (19.96 out of 100). Appropriate announcements are made in a timely fashion (3.04) has the highest mean value under the faculty administration. We can easily pass our problems and concerns onto the appropriate office.

Lowest mean value 2.68 under the faculty administration. Mean values under the 4 of faculty administration groups which means students unsatisfy in this group for this reason they should reevaluate focus on these are statements. Third important statement is Physical Condition and Facilities of the faculty Building 19.89 grades. Highest mean value 3.57 which belongs to Rooms are designed so that voices do not echo. Lowest mean value 2.57 which is heating / Cooling of rooms are sufficient. Mean values under the 4 so they should reevaluate focus on these are statements. Fourth important statement is Grading and Evaluation 17.77 grades. Highest mean value 3.81 which belongs to End of semester evaluations are not only based on examinations but also on projects and other in-class activities Lowest mean value 3.09 which belongs to Grading and evaluation criteria are well-explained at the beginning of the semester. Mean values under the 4 so they should reevaluate focus on these are statements. Fifth important statement is Academic consulting and Advising Services 16.91 grades. Highest mean value 3.57 which belongs to I can enrol in my classes with minimum/ no clashes in my timetable. Lowest mean value 2.57 which is my academic advisor helps me

identify future career goals. Mean values under the 4 so they should reevaluate focus on these are statements.

Third part of survey related with non academic matters. Highest mean value 3.19 which is if I were to enroll at a university in Northern Cyprus again, I would choose NEU which is under the overall satisfaction lowest mean value 2.84 which is I encourage my relatives to come and seek education at NEU. Mostly all answers below the 4 of non academic matters except library service over the 4 grades so for this reason most students unsatisfied under the non academic matters section. So they should reevaluate focus on these are statements.

Fifth part of public survey related with higher education in TRNC. Overall satisfaction Mean value is 2.63 which belong to. If I were to enroll in a university again, I would again choose Northern Cyprus. So because of low mean value they do not want to study in TRNC.

The most important issue for all students the quality of education at the faculty under the academic matters. To be able to solve problems which are related with the academic matters they have to find professional and expert educator or lecturer also they have to increase number of full time lecturer. They have to increase number of laboratory. There should be centre of carrier to help advising or planning for student's future. They have to give some specific training to be ready working life. The population of the classes must be as much as normal standard to give well education like all over the world standard. Second important issue that is the administration of the faculties which are support student organisation they should be meeting with student organisations to make better education and they discuss and negotiate about student's problems. Every single faculty must have announced tables for every single department. Third important issue is physical conditions of faculties. The old buildings must rebuild as new as buildings (library buildings, AKM, education palace) Fourth

important issue grading and evaluation of teaching staff. Every student should be able to see the exam papers after the examination to recognize their faults and mistake. Fifth important issues are academic consulting and advising. Students should make interview with their advisors to make better decisions for their future plans.

On the other hand there are some important issues under the non-academic matters which are campus life, social activities and also registration procedure should be faster and easier. Every single dormitory should have own bathrooms and toilets. Students should get quality and cheap foods in the campus or they should make privatisation restaurant and it enable competitive advantage for the students. They should increase number of school buses and transportation should be within the every half an hour with the more comfortable buses. They provide more safety life in the campus, just in case they can give more authority and responsibility for the security staffs.

Also there are some problems about higher education in TRNC which are related to health, transportation, residents, supermarkets and etc. But these are all problems can solved very easily by the university if they accomplish academic and non-academic matters which will be solved by itself.

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Near East University
STUDENT SATISFACTION SURVEY

Dear Student,

This questionnaire is required to be used in the strategic planning of our university. Our aim is to measure our students' overall level of satisfaction from the services we provide and to help us develop our excellence in education. For this end, the answers you will provide in this questionnaire are of crucial importance.

This questionnaire is made up of three parts. Questions in Part I aim to gather demographic information from students participating in this survey. Part II, "Academic matters", as its title suggests, measures the quality of services you receive from your department/faculty. The third part is titled as "Non-academic matters". In this part, we measure the quality of all the services provided on campus. This last section also includes statements aimed to measure the overall level of satisfaction received from being a part of higher education in Near East University.

We thank you for your participation and wish you all the best in your academic work.

APPENDIX

STUDENT SATISFACTION SURVEY

A) Please read the following statements and give the

DEGREE OF AGREEMENT

1 = Strongly Disagree 2 = Disagree 3 = Partially Agree
4 = Agree 5 = Strongly Agree

Dear Student,

This questionnaire is prepared to be used in the strategic planning of our university. Our aim is to measure our students' overall level of satisfaction from the services we provide and to keep working for excellence in education. For this end, the answers you will provide in this questionnaire are of crucial importance.

This questionnaire is made up of three parts. Questions in Part 1 aim to gather demographic information from students participating in this survey. Under "Academic Matters", we try to measure the quality of services you receive from your department/faculty. The third part is titled as "Non-Academic Matters". In this part, we measure the quality of all the services provided on campus. This last section also includes statements aimed to measure the overall level of satisfaction received from being a part of higher education in Northern Cyprus.

We thank you for your participation and wish you all the luck in your academic work.

14. Current education allows you the opportunity to follow elective courses in your field.

15. Faculty staff are BA or above.

16. The course materials are well thought.

17. Curriculum is adequately updated.

18. My degree will represent me in my prospective career.

19. IT resources are effectively used in classes.

20. Activities for you are provided in the marketing of your services.

21. Courses are thought according to the proposed syllabus.

22. Most and complementary resources are referenced in the course syllabus.

23. Students are allowed to give recommendations.

24. Various methods and techniques are used in teaching and learning.

25. The level of information covered in class is supported by appropriate...

Grading and Evaluation for Your Faculty

1. Grading and evaluation are performed fairly.

2. Grading and evaluation criteria are well-communicated to the students in an explicit manner.

3. Grading and evaluation is performed after class hours.

4. List of successful students are not only posted on notice boards, but also on website and other visible displays.

1. ACADEMIC MATTERS

A) Please read the following statements and pick the option which best describes your opinion.

DEGREE OF AGREEMENT

1 = Strongly Disagree 2 = Disagree 3 = Partially Agree
4 = Agree 5 = Strongly Agree

	1	2	3	4	5
Faculty Related Questions					
1. The content of my degree matches my expectations.					
2. There is continuous effort for academic excellence in the university.					
3. Faculty and teaching staff provide feedback on my work in a timely manner					
4. The quality of classes offered is nearly perfect.					
5. Sufficient guidance is provided regarding career objectives.					
6. I am able to interact with faculty outside the classroom					
7. Faculty and Teaching staff possess sufficient knowledge in their fields.					
8. Problem solving and Laboratory services are provided as necessary.					
9. Research Assistants are as qualified as teaching staff.					
10. Classes are of appropriate size to enable efficient teacher-student relationship.					
11. The quality of education at NEU continuously improves.					
12. The contents of the classes I take are academically stimulating.					
13. Teaching staff take ability differences between students into consideration while they teach.					
14. General education classes offer the opportunity to follow elective courses in various fields.					
15. Teaching staff are fair to students.					
16. The course contents are well identified					
17. Curriculum is continuously updated.					
18. My degree will support me in my prospective career.					
19. IT resources are efficiently used in classes.					
20. Syllabi for each class are provided at the beginning of each semester.					
21. Courses are taught parallel to the proposed syllabus.					
22. Main and supplementary resources are recommended at the beginning of each semester.					
23. Students are motivated to use supplementary resources.					
24. Certain methods and techniques are used to motivate active participation in class.					
25. Theoretical information conveyed in class is supported by applications.					
Grading and Evaluation in Your Faculty					
1. Grading and evaluation are conducted fairly.					
2. Grading and evaluation criteria are well-explained at the beginning of the semester.					
3. Sufficient feedback is provided after each exam.					
4. End of semester evaluations are not only based on examinations but also on projects and other in-class activities.					

Please add further comments in the space provided

DEGREE OF AGREEMENT

1 = Strongly Disagree

2 = Disagree

3 = Partially Agree

4 = Agree

5 = Strongly Agree

	1	2	3	4	5
Academic Consultancy and Advising at Faculty					
1. I can always contact my academic advisor					
2. My academic advisor helps me identify future career goals.					
3. My academic advisor possesses enough knowledge about my field requirements.					
4. My academic advisor is willing to help regarding my field requirements.					
5. I can enroll in my classes with minimum/ no clashes in my timetable.					
6. Course Add/Drop regulations are fair and convenient.					
7. My advisor allocates enough amount of time for my academic questions.					
8. My department provides adequate information regarding future career opportunities in my field.					
9. Our university provides enough resources so that we are acquainted with the business world (seminars, internships, etc.)					
10. Course assignments are a useful learning method.					
Physical Facilities of your Faculty					
1. Rooms are appropriately designed as an efficient learning environment.					
2. Heating / Cooling of rooms are sufficient.					
3. Lighting in rooms is sufficient.					
4. Rooms are clean.					
5. Rooms are designed so that voices do not echo.					
6. The building and hallways are appropriately sized and designed.					
7. Bathrooms and lavatories are clean and sanitary.					
8. There are enough number of bathrooms and lavatories.					
9. I do not have a problem finding something to do during my period breaks in between classes.					
Faculty Administration					
1. We can easily pass our problems and concerns onto the appropriate office.					
2. Faculty administration is sensitive to our problems and concerns					
3. Appropriate announcements are made in a timely fashion.					
4. All students are treated fairly at the faculty.					
5. Secretarial services provided at the faculty are sufficient.					
Overall Satisfaction					
1. Overall, I am satisfied with the quality of education I receive in my faculty.					
2. I am satisfied with the consulting and advising services at the faculty.					
3. I am satisfied with grading and evaluation in my classes.					
4. I am satisfied with building facilities and equipments.					
5. Overall, I am satisfied with faculty administration.					
6. I would recommend my department to others.					
7. Considering the quality of education, I would say that tuition fees are reasonable.					

Please add further comments in the space provided:

B) In the following table, certain services offered at the faculty are provided. Please allocate 100 points between these five sub-divisions according to how important they are:

The quality of education at the faculty	
Academic consulting and Advising Services	
Grading and Evaluation	
Physical Condition and Facilities of the faculty Building	
Faculty Administration	
	100

II. NON-ACADEMIC AFFAIRS

A. Campus Life and Services Provided

1) Have you ever stayed in the dormitories on the campus?

☐ Yes ☐ No

2) Are you making use of student restaurant facilities on campus?

☐ Yes, frequently ☐ Sometimes ☐ Rarely ☐ No, Never

3) Are you aware of employment opportunities provided on campus?

☐ Yes ☐ No

4) Are you aware of the services provided at the Health and Wellness center?

☐ Yes ☐ No

5) If you answered question #4 YES, do you use these services?

☐ Yes, Frequently ☐ Sometimes ☐ Rarely ☐ No, I haven't so far.

6) Do you use transportation services provided by the university?

☐ Yes, frequently ☐ Rarely ☐ No, Never

7) Are you making use of the services provided by the Grand Library?

☐ Yes ☐ No

How often?

Why Not?

☐ Couple of times a week

☐ I don't know where the library is

☐ Couple of times a month

☐ I don't need to

☐ Once in every 2-3 months

☐ Other:.....

B) Please read the following statements and pick the option which best describes your opinion.

DEGREE OF AGREEMENT				
1 = Strongly Disagree		2 = Disagree		3 = Partially Agree
4 = Agree		5 = Strongly Agree		

	1	2	3	4	5
Campus Life					
1. The student handbook provides useful information about campus life					
2. There are enough social facilities for students for their leisure time.					
3. A variety of activities are provided on-campus					
4. Disciplinary regulations are fair					
5. Various facilities are provided on-campus.					
6. Being a student on this campus is a fun experience.					
7. Students feel that they are treasured on this campus.					
8. I am usually aware of on-campus activities.					
9. There are enough parking lots designated for students.					
10. Students are free to express themselves on the campus.					
11. The campus is tidy and well-organized.					
12. Personnel employed on-campus are sensitive to students' needs and are helpful					
13. I am proud of the university campus.					
14. Sporting facilities are sufficient.(basketball-volleyball-football fields, pool, tennis courts, walking paths etc.)					
15. There are social club activities offered on-campus in line with my intellectual interests.					
16. Art activities are sufficient.					
17. Cultural activities are sufficient.					
18. Disabled students needs' are accommodated for so that they can make use of all the services provided on-campus.					
Student Affairs and Enrollment					
1. Orientation programs provided for incoming freshmen help students adopt to their new environment with ease.					
2. Student Affairs Office (SAO)provides necessary information and booklets.					
3. SAO office employees are willing to help students and are knowledgeable.					
4. SAO facilitates performing of official work. (residence permit, visa, health insurance, etc..)					
5. SAO Employees offer guidance on a one-on-one basis prior to enrollment.					
6. Every type of work is processed quickly at SAO					
7. Information is processed correctly and in a timely manner at SAO.					
8. SAO working hours are convenient.					
9. Payment methods for tuition fees are convenient.					
10. Enrollment personnel are helpful.					
11. The enrollment process is quick and convenient.					
On-Campus Housing					
1. Dormitory rules are reasonable.					
2. Student Dorms are comfortable. (spacious, enough lighting, heating, cooling)					
3. Dorms provide the comfort of a house.					
4. Dorms provide laundry, and kitchen services.					
5. Dorms are safe.					
6. Dorm staff pay attention to every student on a one-on-one basis.					

DEGREE OF AGREEMENT

1 = Strongly Disagree 2 = Disagree 3 = Partially Agree
4 = Agree 5 = Strongly Agree

1 2 3 4 5

Diners

- _____ Diners' physical standards are good.
- _____ Meals are of good quality. (taste, look, cleanliness, etc.)
- _____ Meals are reasonably priced.
- _____ Meals are served at convenient hours.
- _____ The space capacity of diners is sufficient.

Caterias

- _____ Products sold are reasonably priced
- _____ Caterias are clean
- _____ Caterias offer a variety of food products to suit the needs of people with different diets (vegetarian, low-carb, etc)
- _____ Working hours are convenient
- _____ Caterias are spacious
- _____ Caterias are well designed
- _____ Cateria employees work efficiently

Campus Employment Opportunities

- _____ Campus employment opportunities are satisfactory.
- _____ The rate of pay for on-campus jobs is satisfactory
- _____ Students are provided with enough information regarding on-campus employment opportunities
- _____ Working requirements for on-campus employment are fair.
- _____ More employment opportunities should be provided on-campus.

Health and Wellness Center

- _____ Health and Wellness (H&W) facilities are sufficient.
- _____ The quality of services provided at the H&W center is very good.
- _____ H&W employees are experts in their fields.

Transportation

- _____ Transportation services offered by the university are adequate.
- _____ Bus routes are effectively identified.
- _____ Bus working hours are convenient.
- _____ Bus hours are designed by taking into consideration the hours of the bus services.

Security

- _____ The campus is a safe place for all students
- _____ Security personnel attend immediately during emergencies.
- _____ Parking lots are well-lit and safe.

Computing Facilities

- _____ Computing facilities are adequate.
- _____ Computer Lab hours meet the needs of students.

Library Services

- _____ The library is rich in resources (books, magazines, audio-video equipment, etc.)
- _____ Books and other material can be easily checked out at the library.
- _____ The library provides easy access to international databases.
- _____ Library services can also be accessed electronically

DEGREE OF AGREEMENT

1 = Strongly Disagree 2 = Disagree 3 = Partially Agree
4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. Library staff possess adequate know-how in their field.					
2. Library staff are helpful					
3. Shelves are always organized					
4. Resources are current and up-to-date					
5. The number of computers is adequate.					
6. The library has a good heating/cooling/ventilation system.					
7. Copy services at the library are sufficient.					
8. Reading lounges, study rooms and common areas are spacious					
9. Bookstore employees are helpful					
10. Bookstore's hours of operation are convenient.					
11. Bookstore always has the books that are used in classes in a timely manner.					
University Administration					
1. Necessary access is available so that students can bring up their questions, problems and concerns.					
2. Administration is sensitive to students' concerns.					
3. Student participation is encouraged when decisions are made.					
4. Student benefits are prioritized when making decisions.					
5. Students are offered the opportunity to make use of their rights. Administration has a positive attitude toward students.					
Other					
1. Guidance and Psychological consulting services are well-conducted					
2. Merit-based scholarships are available for students.					
3. Eligibility for scholarship is well defined and understood.					
4. University provides equal opportunity in every aspect.					
Overall Satisfaction					
1. I feel like I belong in the Near East Community.					
2. Overall, I am very pleased with on-campus services.					
3. I encourage my relatives to come and seek education at NEU.					
4. University has a good reputation nationwide.					
5. If I were to enroll at a university in Northern Cyprus again, I would choose NEU.					

Please comment on campus facilities:

B. Higher Education in Northern Cyprus

DEGREE OF AGREEMENT

1 = Strongly Disagree

2 = Disagree

3 = Partially Agree

4 = Agree

5 = Strongly Agree

	1	2	3	4	5
Off-Campus Support Services					
1. Hospital services are adequate					
2. Doctors and hospital personnel are experts in their fields.					
3. Stationaries have all the required products.					
4. Supermarkets have all the required products.					
5. Laundry facilities are sufficient.					
6. The city of Nicosia promotes intellectual curiosity through art programs such as theatres, movies, fairs, etc...					
7. Nicosia offers adequate entertainment for students.					
Food and Shelter					
1. Off-Campus housing is comfortable. (Private dorms, houses, apartments)					
2. Off-campus housing provides adequate equipment and standards.					
3. Off-Campus housing is fairly priced.					
4. Landlords are understanding and sympathetic towards students' needs.					
5. Off-campus food prices are reasonable.					
6. Off-campus restaurants and diners are clean and sanitary					
7. Off-campus diners and restaurants offer a variety of meals.					
Transportation					
1. Mass transportation services are sufficient					
2. Means of mass transportation are reasonably priced.					
3. Means of mass transportation have well designed routes.					
4. Taxi rates are reasonable.					
5. Taxi drivers are well-behaved.					
6. Taxi drivers are helpful.					
Uluslararası Ortam ve Farklılıklara Saygı					
1. Students' have a sense of belonging in the society.					
2. Students' rights are well respected by the society.					
3. Activities in Nicosia are multi-cultural.					
4. The city provides equal opportunity in every aspect.					
5. Disabled students' needs are accommodated for in everyday life in the city.					
Safety					
1. Off-campus life is safe.					
2. Security forces attend swiftly at times of emergency.					
Overall Satisfaction					
1. If I were to enroll in a university again, I would again choose Northern Cyprus.					

Please write your comments in the space provided:

III. Demographic Profile

Gender: ☐ Female ☐ Male

Age: ☐ 18 and Below ☐ 19-24 ☐ 25-30 ☐ 31 and Above

Nationality:

Do you have a physical disability? ☐ Yes ☐ No

Where do you live in Northern Cyprus?

☐ With my family ☐ I share an apartment with my friends ☐ NEU Dormitories ☐ Private Dormitory
☐ Other

Which of the following means of transportation do you use?

☐ My own car ☐ Friend's car ☐ NEU buses
☐ Taxi ☐ Walk ☐ Diğer:.....

Your Faculty:

Your Department:

Year: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior
(1st year) (2nd year) (3rd year) (4th year)

Grade Point Average (GPA)

☐ Have not received any credit points
☐ 1.99 and lower
☐ 2.0-2.49
☐ 2.5-2.99
☐ 3.0-3.49
☐ 3.50 and higher

Do you have a scholarship? ☐ Yes , Full scholarship ☐ No
☐ Yes, Partial Scholarship

If yes, through which institution do you receive your scholarship?

☐ My government ☐ NEU ☐ Other:.....

Değerli Öğrencimiz,

Bu soru formu üniversitemizin stratejik planlama çalışmasında kullanılmak üzere hazırlanmıştır. Amacımız, öğrencilerimizin üniversitemizden aldıkları hizmetten duydukları memnuniyet düzeyini belirlemek ve sunduğumuz hizmetin kalitesini mükemmeye ulaştırmak için çabalarımızı sürdürmektir. Bu bağlamda vereceğiniz yanıtlar son derece önemlidir.

Soru formu üç ana bölümden oluşmaktadır. Birinci bölümde soru formunu yanıtlayan öğrencilerimizin demografik özelliklerini belirlemeye yönelik sorular yer almaktadır. "Akademik Konular" bölümünde yer alan ifadeler, fakültenizde/bölümünüzde size sunulan eğitim-öğretim hizmetlerinin kalitesini ölçerken "Akademik Olmayan Konular" kampus içinde sunulan tüm hizmetlerin kalitesini ölçmeye yöneliktir. Bu bölümde ayrıca KKTC'de yüksek öğrenim görmekten duyduğunuz memnuniyeti ölçmeye yönelik ifadelere yer verilmektedir.

Katkılarınız için teşekkür eder, akademik çalışmalarınızda başarılar dileriz.

1. AKADEMİK KONULAR

A) Aşağıdaki her bir ifadeyi sunulan ölçeği kullanarak değerlendiriniz ve görüşlerinize en yakın olan seçeneği işaretleyiniz.

KATILMA DÜZEYİ				
1 = Kesinlikle Katılmıyorum	2 = Katılmıyorum	3 = Kısmen Katılıyorum	4 = Katılıyorum	5 = Kesinlikle Katılıyorum

	1	2	3	4	5
Fakültenizdeki Eğitim-Öğretim					
1. Alanımda aldığım eğitim beklentilerimi karşılamaktadır.					
2. Üniversitede akademik mükemmeliyet için sürekli çalışılmaktadır.					
3. Akademisyenler öğrencilerin dersteki gelişimleri ile ilgili geribildirim zamanında verirler.					
4. Aldığım derslerin öğretim kalitesi mükemmeldir.					
5. Kariyerimle ilgili yönlendirme alabileceğim yeterli hizmet vardır.					
6. Öğretim elemanlarına ders sonrasında ve ofis saatlerinde genellikle ulaşılabilir.					
7. Öğretim elemanları alanlarında bilgilidirler.					
8. Problem çözme/laboratuar hizmetleri her zaman verilmektedir.					
9. Araştırma görevlileri öğretim elemanı gibi bilgilidirler.					
10. Sınıflardaki öğrenci sayıları öğretmen-öğrenci etkileşimini mümkün kılacak şekildedir.					
11. Üniversitede eğitim kalitesi sürekli artmaktadır.					
12. Alanımda aldığım dersler içerik bakımından zengindir.					
13. Öğretim elemanları ders verirken öğrencilerin algılama farklılıklarını dikkate alırlar.					
14. Genel Eğitim dersleri farklı alanlarda dersler seçmeme fırsat verir.					
15. Öğretim elemanları öğrencilere adil ve önyargısız davranıyor.					
16. Ders programımızın hedefleri açıktır.					
17. Ders programları güncellenmektedir.					
18. Aldığımız eğitim bizi çalışma hayatına hazırlamaktadır.					
19. Derslerde öğretim teknolojisi (projeksiyon cihazı, tepegöz vb.) etkili olarak kullanılmaktadır.					
20. Derslerin amaçlarını içeren ders planları (syllabus) dönem başında öğrencilere verilmektedir.					
21. Dersler önceden belirlenen plana uygun olarak işlenmektedir.					
22. Dersle ilgili ana ve yardımcı kaynaklar dönem başında önerilmektedir.					
23. Öğrenciler yardımcı kaynakları da kullanmaya özendirilmektedir.					
24. Derslere öğrencilerin aktif katılımını sağlayan yöntem ve teknikler kullanılmaktadır.					
25. Derslerde yeterli uygulamalı çalışmalar yapılarak öğrendiğimiz teorik bilginin pekişmesi sağlanır.					
Fakültenizdeki Ölçme ve Değerlendirme					
1. Ölçme ve değerlendirmede öğretim elemanları objektif davranır.					
2. Dönem başında öğrencilere ölçme ve değerlendirme kriterleri açıklanır.					
3. Her sınavdan sonra öğrencilere sınav sonucu ile ilgili geri bildirim verilir.					
4. Değerlendirme, yalnız sınavlarla değil ödev ve proje gibi başka çalışmalarla da yapılmaktadır.					

KATILMA DÜZEYİ

1 = Kesinlikle Katılmıyorum
4 = Katılıyorum

2 = Katılmıyorum **3 = Kısmen Katılıyorum**
5 = Kesinlikle Katılıyorum

	1	2	3	4	5
Fakültenizdeki Akademik Danışmanlık ve Rehberlik					
1. Akademik danışmanımı her zaman görebiliyorum.					
2. Akademik danışmanım, gelecekteki kariyerim için hedefler belirlememe yardımcı oluyor.					
3. Akademik danışmanım, alanımın gereksinimleri hakkında bilgilidir ve yardımcıdır.					
4. Akademik danışmanım, alanımın gereksinimleri hakkında bana yardımcı olur.					
5. Almam gereken derslere en az çakışmayla kaydımı yaptırabiliyorum.					
6. Ders değişim (ekleme/çıkarma) kuralları uygundur.					
7. Danışmanım bana gerekli zamanı ayırır.					
8. Bölümde iş olanakları ile ilgili olarak öğrencilere bilgi sunulmaktadır.					
9. Üniversitemiz öğrencilerin iş dünyasını tanımaları için çeşitli olanaklar sağlamaktadır (konuşmacı getirme, teknik gezi, staj vb.)					
10. Derslerde verilen ödevler öğrenmemize katkıda bulunmaktadır.					
Fakülte Binanızın Fiziksel Koşulları ve Sunulan İmkanlar					
1. Derslikler öğrenci kapasitesine uygundur.					
2. Dersliklerin ısınması/soğutulması yeterlidir.					
3. Dersliklerin aydınlatılması yeterlidir.					
4. Derslikler temizdir.					
5. Dersliklerde akustik çok iyidir. (Ses yankılanması yoktur)					
6. Bina ve koridorlar öğrenci sayısı ile uyumludur.					
7. Tuvalet ve lavabolar bakımlı ve temizdir.					
8. Tuvalet ve lavabolar yeterli sayıdadır.					
9. Ders dışı zamanları (ders araları vb.) değerlendirme olanakları yeterlidir.					
Fakültenizin Yönetimi					
1. Sorunlarımızı ve önerilerimizi kolaylıkla iletebiliyoruz.					
2. Fakülte yönetimi sorunlarımıza ve önerilerimize karşı duyarlıdır.					
3. Bizi ilgilendiren duyurular zamanında ve etkin olarak yapılır.					
4. Fakültemizde tüm öğrencilere adil davranılır.					
5. Fakültemizde sekreterlik hizmetleri yeterlidir.					
Genel Memnuniyetiniz					
1. Fakültemde aldığım eğitim-öğretimden memnunum.					
2. Fakültemdeki akademik danışmanlık ve rehberlik hizmetinden memnunum					
3. Fakültemdeki ölçme-değerlendirme sisteminden memnunum.					
4. Fakülte binamızın fiziksel koşulları ve sunulan imkanlardan memnunum.					
5. Fakülte yönetiminden genel olarak memnunum.					
6. Bölümümü başkalarına tavsiye ederim.					
7. Almakta olduğum eğitimi dikkate aldığımda, öğrencilerin ödediği eğitim harcının makul olduğunu düşünüyorum					

Ekleme istediğiniz yorumlarınız varsa lütfen aşağıdaki boşluğa yazınız

B) Aşağıdaki tabloda eğitim görmekte olduğunuz fakültede sunulan hizmetle ilgili ana konular yer almaktadır. Toplam **100 puanı** bu akademik konuların her birine **önemiyle** orantılı olarak paylaştırınız.

Fakültenin Eğitim-Öğretim Kalitesi	
Akademik Danışmanlık ve Rehberlik Hizmetleri	
Ölçme ve Değerlendirme	
Binanın Fiziksel Koşulları ve Sunulan İmkanlar	
Fakülte Yönetimi	
	100

II. AKADEMİK OLMAYAN KONULAR

A. KAMPÜS HAYATI VE SUNULAN HİZMETLER

1) Üniversitemizin sunduğu barınma olanaklarından faydalaniyor musunuz?

() Evet () Hayır

2) Kampüsteki öğrenci yemekhanelerinden faydalaniyor musunuz?

() Evet, sık sık () Bazen () Nadiren () Hayır, hiç faydalanmıyorum

3) Kampüste öğrencilere sunulan çalışma olanaklarından haberdar mısınız?

() Evet () Hayır

4) Kampüsteki Sağlık ve Spor Merkezi'nde sunulan hizmetlerden haberdar mısınız?

() Evet () Hayır

5) 4. soruya yanıtınız evet ise, bu hizmetlerden faydalaniyor musunuz?

() Evet, sık sık () Bazen () Nadiren () Hayır, şimdiye kadar hiç faydalanmadım

6) Üniversitemizin sunduğu ulaşım imkanlarını kullanıyor musunuz?

() Evet, sık sık kullanıyorum () Nadiren kullanıyorum () Hayır, hiç faydalanmıyorum

7) Büyük Kütüphane'de sunulan hizmetleri kullanıyor musunuz?

() Evet () Hayır

Hangi sıklıkla kullanıyorsunuz?

Neden kullanmıyorsunuz?

() Haftada birkaç kere

() Kütüphanenin nerede olduğunu bilmiyorum.

() Ayda birkaç kere

() İhtiyaç duymuyorum.

() 2-3 ayda bir

() Diğer:.....

B) Aşağıdaki her bir ifadeyi sunulan ölçeği kullanarak değerlendiriniz ve görüşlerinize en yakın olan seçeneği işaretleyiniz.

KATILMA DÜZEYİ				
1 = Kesinlikle Katılmıyorum	2 = Katılmıyorum	3 = Kısmen Katılıyorum	4 = Katılıyorum	5 = Kesinlikle Katılıyorum

	1	2	3	4	5
Kampüs hayatı					
1. Öğrenci el kitabı kampüs yaşamı ile ilgili faydalı bilgiler içerir.					
2. Öğrencilerin boş zamanlarını değerlendirebilecekleri sosyal ortamlar yeterlidir..					
3. Üniversitede değişik aktiviteler sunulmaktadır.					
4. Öğrenci Disiplin Kuralları adildir.					
5. Kampüs içinde farklı imkanlar sunulmaktadır.					
6. Bu kampüste öğrenci olmak eğlenceli bir deneyimdir.					
7. Bu kampüste öğrenciler kendilerine değer verildiğini hissederler.					
8. Genellikle kampüs faaliyetlerinden haberdarım.					
9. Kampüste öğrencilere ayrılan park yerleri yeterlidir.					
10. Kampüste ifade özgürlüğü vardır.					
11. Kampüsümüz bakımlıdır.					
12. Kampüs çalışanları duyarlı ve yardımcıdır.					
13. Kampüsümle gurur duyuyorum.					
14. Kampüsteki spor olanakları yeterlidir. (basketbol-voleybol-futbol sahaları, havuz, tenis kortları, yürüyüş yolları vb.)					
15. İlgili ve yeteneklerime uygun kulüp etkinlikleri vardır.					
16. Sanat etkinlikleri yeterlidir.					
17. Kültürel etkinlikler yeterlidir.					
18. Engelli öğrenciler kampüsteki tüm olanaklardan kolayca faydalanabilir.					
Öğrenci İşleri ve Kayıt Etkinliği					
1. Yeni öğrencilere sunulan oryantasyon hizmetleri öğrencilerin üniversiteye uyum sağlamaları için yardımcı olur.					
2. Öğrenci İşleri gerekli bilgiyi ve broşürleri temin eder.					
3. Öğrenci İşleri çalışanları yardımcı ve bilgilidirler.					
4. Öğrenci İşleri yaşamı kolaylaştıracak hizmetler sunar. (ikamet izni, vize, sağlık sigortası)					
5. Öğrenci İşleri çalışanları kayıt yaptırmadan önce öğrencilerle birebir ilgilenirler.					
6. Öğrenci işlerinde her türlü işlem hızlı şekilde tamamlanır.					
7. Öğrenci işlerinde bilgiler doğru ve zamanında işlenir.					
8. Öğrenci İşleri çalışma saatleri uygundur.					
9. Öğrenci harçlarını ödeme kuralları uygundur.					
10. Kayıt işlemleri ile ilgilenen personel yardımcıdır.					
11. Kayıt süreci ve işlemleri kolaydır.					
Barınma Olanakları					
1. Yurt kuralları makuldür.					
2. Yurtlardaki yaşam koşulları konforludur. (yeterli alan, ışıklandırma, ısıtma, soğutma)					
3. Yurtlar ev ortamı rahatlığındadır.					
4. Yurtlarda çamaşır yıkama-kurutma, yemek pişirme olanakları sağlanmaktadır.					
5. Yurtlar güvenlidir.					
6. Yurt görevlileri benimle yakından ilgilenir.					

KATILMA DÜZEYİ

1 = Kesinlikle Katılmıyorum
4 = Katılıyorum

2 = Katılmıyorum

3 = Kısmen Katılıyorum
5 = Kesinlikle Katılıyorum

	1	2	3	4	5
Yemekhaneler					
1. Yemekhanenin fiziki koşulları (temizlik, aydınlatma, ısınma) iyidir.					
2. Sunulan yemek kalitesi (tadı, görünümü, temizliği vb.)					
3. Yemeğin fiyatı uygundur.					
4. Yemek servisinin yapıldığı saatler uygundur.					
5. Yemekhanenin kapasitesi yeterlidir.					
Kantin Hizmetleri					
1. Kantinlerde sunulan ürünlerin fiyatları uygundur.					
2. Kantinler temizdir.					
3. Kantinlerde yemek çeşitliliği vardır.(vejetaryen ve diyet mönüleri vb.)					
4. Kantinlerin çalışma saatleri uygundur.					
5. Kantinler ferahdır.					
6. Kantinlerin tasarımı güzeldir.					
7. Kantin çalışanları görevlerini en iyi şekilde yerine getirirler.					
Kampüste Çalışma Olanakları					
1. Kampüste çalışma alanları tatminkardır.					
2. Kampüste çalışan öğrencilere ödenen ücretler makuldür.					
3. Kampüste çalışma alanlarına ilişkin duyurular yeterlidir.					
4. Kampüste çalışma alanlarına ilişkin ön koşullar adildir.					
5. Kampüste öğrencilere daha fazla çalışma imkanı sağlanmalıdır.					
Sağlık ve Spor Merkezi					
1. Sağlık ve Spor Merkezi olanakları yeterlidir.					
2. Sağlık ve Spor Merkezi'nde sunulan hizmetin kalitesi çok iyidir.					
3. Sağlık ve Spor Merkezi çalışanları alanlarında uzmandırlar.					
Ulaşım					
1. Üniversite ulaşım servisi yeterlidir.					
2. Üniversite otobüs güzergahları iyi düzenlenmiştir.					
3. Üniversite otobüslerinin çalışma saatleri uygundur.					
4. Ders saatleri otobüs seferleri dikkate alınarak düzenlenir.					
Güvenlik					
1. Kampüs tüm öğrenciler için güvenlidir.					
2. Acil durumlarda güvenlik personeli anında müdahale eder.					
3. Park alanları iyi ışıklandırılmış ve güvenlidir.					
Bilgisayar Olanakları					
1. Öğrencilere sunulan bilgisayar olanakları yeterlidir.					
2. Bilgisayarların kullanılabileceği saatler ihtiyaçlarımıza uygundur..					
Kütüphane Hizmetleri					
1. Kütüphane kaynak açısından zengindir.(kitap, dergi, görsel-işitsel kaynaklar vb.)					
2. Kütüphanede online kitap alma sistemi uygundur.					
3. Uluslararası veri tabanlarına ulaşım kolaydır.					
4. Kütüphane olanaklarına elektronik ortamda ulaşılmaktadır.					

KATILMA DÜZEYİ

1 = Kesinlikle Katılmıyorum
4 = Katılıyorum

2 = Katılmıyorum 3 = Kısmen Katılıyorum
5 = Kesinlikle Katılıyorum

	1	2	3	4	5
1. Kütüphane görevlileri konularında bilgilidirler.					
2. Kütüphane görevlileri yardımcıdır.					
3. Kütüphanede raflar her zaman düzenlidir.					
4. Kütüphanedeki kaynaklar günceldir.					
5. Kütüphanedeki bilgisayar sayısı yeterlidir.					
6. Kütüphanenin ısıtma, soğutma, havalandırması iyidir.					
7. Kütüphanedeki fotokopi hizmeti yeterlidir.					
8. Kütüphanedeki okuma salonları, çalışma odaları vb. Alanlar yeterlidir.					
9. Kitap satış çalışanları yardımcıdır.					
10. Kitap satış biriminin çalışma saatleri uygundur.					
11. Kitap satış biriminde derslerde önerilen kitaplar zamanında satışa sunulur.					
Üniversite Yönetimi					
1. Öğrenci şikayet ve önerilerini ifade edebilmek için gerekli kanallar mevcuttur.					
2. Yöneticiler öğrencilerin kaygılarına karşı duyarlıdır.					
3. Öğrencilerin kararlara katılımına olanak sağlanmaktadır.					
4. Kararlarda öğrencilerin yararları önde tutulmaktadır.					
5. Öğrencilere haklarını kullanma fırsatı sunulmaktadır. İdari personelin öğrencilere karşı tutum ve davranışları olumludur.					
Diğer					
1. Rehberlik ve psikolojik danışmanlık hizmetleri çok iyi yürütülür.					
2. Başarı düzeyi yüksek öğrencilere maddi yardım (burs) yapılmaktadır.					
3. Maddi yardım (burs) kuralları açık ve anlaşılabilir.					
4. Üniversitede her alanda fırsat eşitliği sağlanmaktadır.					
Genel Memnuniyetiniz					
1. Kendimi Yakın Doğu Üniversitesi'nin bir parçası olarak hissediyorum.					
2. Üniversitemin sunduğu kampüs hizmetlerinden genel olarak memnunum.					
3. Yakınlarıma Yakın Doğu Üniversitesi'nde eğitim almalarını öneriyorum..					
4. Üniversitenin toplum içerisinde iyi bir ismi vardır.					
5. KKTC'de tekrar üniversiteye kayıt yaptıracak olsam, yine YDÜ'yü tercih ederdim.					

Lütfen, kampüs hizmetlerimize ilişkin yorumlarınızı belirtiniz.

B. KKTC'de Yüksek Öğrenim**KATILMA DÜZEYİ**

1 = Kesinlikle Katılmıyorum 2 = Katılmıyorum 3=Kısmen Katılıyorum
4 = Katılıyorum 5 = Kesinlikle Katılıyorum

	1	2	3	4	5
Kampüs Dışı Destek Hizmetleri					
1. Hastane hizmetleri yeterlidir.					
2. Doktorlar ve hastane personeli alanlarında uzmandırlar.					
3. Kırtasiyelerde ihtiyaç duyulan malzemeler bulunur.					
4. Süpermarketlerde ihtiyaç duyulan ürünler bulunur.					
5. Çamaşırhane servisleri yeterlidir.					
6. Lefkoşa kenti sunduğu imkanlarla öğrencilerin entelektüel gelişimine yardımcı olur. (sinema, tiyatro, festival, konserler, fuarlar)					
7. Kentte eğlence olanakları yeterlidir. (sinema, tiyatro, festival, konser, fuar)					
Barınma ve Beslenme Olanakları					
1. Kampüs dışı yaşam koşulları konforludur. (yurtlar, evler, apartmanlar)					
2. Kampüs dışı barınmada yeterli barınma olanakları sağlanmaktadır. (mobilya, çamaşır yıkama-kurutma, pişirme olanakları)					
3. Kampüs dışı barınma ücretleri uygundur.					
4. Ev sahipleri öğrencilere karşı anlayışlıdırlar.					
5. Kampüs dışı yeme-içme yerleri uygun fiyatlıdır.					
6. Kampüs dışı yeme-içme yerleri temiz ve bakımlıdır.					
7. Kampüs dışı yeme-içme yerlerinde gıda çeşitliliği vardır.					
Ulaşım					
1. Toplu taşıma olanakları yeterlidir.					
2. Toplu taşıma ücretleri uygundur.					
3. Toplu taşıma araçlarının güzergahları iyi düzenlenmiştir.					
4. Taksi ücretleri makuldür.					
5. Taksi şoförlerinin davranışları olumludur.					
6. Taksi şoförleri yardımseverdir.					
Uluslararası Ortam ve Farklılıklara Saygı					
1. Öğrenciler kendilerini toplumun bir parçası olarak hissederler.					
2. Toplum öğrenci haklarına karşı saygılıdır.					
3. Lefkoşa'daki etkinliklerde çok kültürlü ortam yaratılır.					
4. Kentte her alanda fırsat eşitliği sağlanmaktadır.					
5. Engelli öğrenciler kentin olanaklarından kolayca faydalanabilir.					
Güvenlik					
1. Kampüs dışı yaşam güvenlidir.					
2. Güvenlik güçleri acil durumlarda anında müdahale ederler.					
Genel Memnuniyetiniz					
1. Üniversiteye tekrar kayıt yaptıracak olsam, yine KKTC'de okumayı tercih ederim.					

lemek istediğiniz yorumlarınız varsa lütfen aşağıdaki boşluğa yazınız:

. Demografik Profil

insiyetiniz: ☐ Kadın ☐ Erkek

aşınız: ☐ 18 ve altı ☐ 19-24 ☐ 25-30 ☐ 31 ve üzeri

yrugunuz: ☐ KKTC ☐ TC ☐ Diğer:.....

herhangi bir fiziksel engeliniz var mı? ☐ Evet ☐ Hayır

KKTC'de nerede yaşıyorsunuz?

☐ Ailemle birlikte ☐ Arkadaşlarımla birlikte evde ☐ YDÜ yurtlarında ☐ Özel yurтта
☐ Diğer

Kampüse ulaşımınızı genellikle nasıl sağlıyorsunuz?

☐ Kendi arabamla ☐ Arkadaşımın arabasıyla ☐ YDÜ otobüsleriyle
☐ Taksiyle ☐ Yürüyerek ☐ Diğer:.....

Fakülteniz:

Bölümünüz:.....

Sınıfınız: ☐ Birinci sınıf ☐ İkinci sınıf ☐ Üçüncü sınıf ☐ Dördüncü sınıf

Genel Akademik Ortalama

☐ Herhangi bir kredi kazanmamış
☐ 1.99 veya altı
☐ 2.0-2.49
☐ 2.5-2.99
☐ 3.0-3.49
☐ 3.5 veya üstü

Burs alıyor musunuz? ☐ Evet, tam bursluyum ☐ Hayır, burs almıyorum
☐ Evet, yarım bursluyum

Eğer burs alıyorsanız, hangi kurum/kuruluştan burslusunuz?

☐ ÖSYM Bursu ☐ YDÜ Bursu ☐ Diğer:.....