EXPLORING THE RELATION BETWEEN POSTGRADUATE STUDENT SATISFACTION AND ACADEMIC STAFF SATISFACTION

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Submitted in Partial fulfilment of the Requirements of the Degree of Doctor of Philosophy, November 2016

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Dedication

I would like to dedicate this research to my parents Eng. Abdel Rahman Nassar and Dr. Thanaa Nassar. Their prayers, patience and support has motivated me during this journey. My brother Ahmed has also been a great companion. I also send a special dedication to my wonderful beloved son, Youssef for his continuous encouragement and love over these years.

Acknowledgements

All Praise to Allah the Almighty who has given me the strength to complete my PhD thesis.

I am indebted to my supervisor Dr. Aleksej Heinze, for his support, guidance, constructive feedback, comments and time. He has never failed to give me the help and support that I needed. I do not have the words to express how thankful I am to him. I would also like to extend my thanks to Chris Proctor my co-supervisor for his feedback and suggestions.

Thanks are also due to the Salford Business School postgraduate students and academics who gave their valuable time participating in my research.

Finally, to my PhD friends and colleagues who shared their knowledge, experience, support and care, I thank you all for the parts you played.

Declaration

This is to certify that this research is the result of my own work, and has not previously submitted to qualify for any other academic reward. Any material used in this research is properly referenced.

Glossary of Terms and Abbreviations

AMBA	The Association of MBAs
CEEMAN	International Association for Management Development in Dynamic Societies
CIM	The Chartered Institute of Marketing
CIPS	The Chartered Institute of Purchasing & Supply
CIPD	The Chartered Institute of Personnel Development
CIT	Critical Incident Technique
DEL	The Department for Employment and Learning, Northern Ireland
EPAS	International programme accreditation system operated by EFMD
EU	European Union
FTE	Full-time equivalent
GDP	Gross Domestic Product
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEFCW	The Higher Education Funding Council for Wales
HESA	The Higher Education Statistics Agency
MBA	Master of Business Administration
MOOCs	Massive Open Online Courses
NSS	The National Student Survey
NVivo	Qualitative data analysis (QDA) computer software package produced by QSR International.
PDR	Personal Development Review
PRES	Postgraduate Research Experience Survey
PTES	Postgraduate Taught Experience Surveys
QAA	Quality Assurance Agency for Higher Education
RAE	Research Assessment Exercise
REF	Research Excellence Framework
SBS	Salford Business School
SFC	The Scottish Funding Council
SHEFC	The Scottish Higher Education Funding Council
UK	The United Kingdom
UKBA	UK Border Agency (currently: UK Visas and Immigration)
UoS	University of Salford
VC	Vice-Chancellor
VLE	Virtual Learning Environment

Definition of Terms

Academic staff satisfaction: "*the ability of the teaching job to meet teachers' needs and improve their job/teaching performance*" (Ololube, 2006; p. 1).

Block delivery: Generally means that only one subject is being studied at a time and the course is delivered in a sequential manner. This is different to the parallel delivery where multiple subjects are studied at the same time, which is the traditional approach for structuring teaching and learning activities. In the current case study, courses are delivered in an intensive six weeks long block of single subject learning and teaching. Each block of teaching is broken down into two three weeks periods. These three weeks comprise of intensive two and a half day face-to-face study at the beginning followed by flexible and online learning activities in the following weeks. Each module also has two assignments submitted at the end of the two halves of the module in weeks 3 and 6.

Conceptual framework: using graphical or narrative form to explain the main themes, variables or key factors to be studied and the assumed relationships among them (Miles, Huberman, & Saldana, 2014). The conceptual framework also sets out the boundaries of the study.

Customer: "*the recipient or beneficiary of the outputs of work efforts or the purchaser of products and services*" (Maguad, 2007: p. 334)

Management commitment to quality: "*Employees' appraisal of an organization's commitment to nurture, develop, support, and reward its employees to achieve service excellence*" (Babakus, Yavas, Karatepe, & Avci, 2003: p. 275).

Service quality: A set of features of a service that have a long-term effect on the provider–customer relationship (Sultan and Wong, 2014).

Satisfaction: generally accepted to be a post-purchase phenomenon (Giese and Cote, 2002).

Students satisfaction: Satisfaction results when student expectations fit their perceptions of service quality. If the service offered is beyond expectations, student will be very satisfied (Petruzzellis, D'Uggento, & Romanazzi, 2006).

Abstract

The Higher Education (HE) sector is a major contributor to the UK economy. Beyond its financial contribution HE adds value to society and generally advances global culture. Along with funding, league tables ranking and rising tuition fees one of the major challenges HE faces is competition on both national and international levels. So as to gain competitive advantage HE institutions need to satisfy their stakeholders. This research is concerned with two categories of HE stakeholder:

1. Postgraduate (PG) taught students
2. Academic staff.

The focus of this study is to explore the relation between postgraduate student satisfaction and academic staff satisfaction. The University of Salford's Salford Business School (SBS) in the UK was chosen to be an exploratory case study. This study is underpinned by two research questions:

1. How can PG student satisfaction be linked to academic staff satisfaction and explored in relation to Herzberg's Motivation-Hygiene Theory and the Balance Theory?
2. How does the marketisation affect PG student perceptions of HE?

Unlike previous studies which adopted positivist standpoints, this research uses an interpretive paradigm. A total of twenty-eight in-depth interviews were conducted between the 20th October 2014 and the 30th November 2015. The data subjects were twenty PG students and eight academic staff in a dyadic relationship. Participants were selected based on their knowledge and experience of SBS. NVivo software was used to analyse the semi-structured interviews as well as critical incidents discussed.

This study contributes to knowledge by investigating the relation between student satisfaction and staff satisfaction, using both Herzberg theory and the Balance theory. Findings of this research suggests there is a relation between PG student satisfaction and academic staff satisfaction, although in some cases it was not activated. It contributes to Herzberg's Motivation-Hygiene Theory in that it shows a need to augment his framework with the impact of negative feedback when using it in future studies, particularly if considering HE. Moreover, one of the key findings is that PG students consider themselves as customers. This means that they expect high quality of service in return for the student fees paid. The methodological contribution of this research shows that data collected from

members of the dyadic relationship of PG students and academic staff who teach them, offers a rich understanding of services provided by SBS.

Finally, the practical contribution of this work challenges the reliability of student surveys being conducted to measure satisfaction of students as in reality unhappy experiences were those that were shared more easily and this highlights the need to change the feedback culture in HE. Research findings highlight both the benefits and drawbacks of the Block delivery mode currently used at SBS. The findings also imply that one of the HE system drawbacks is that it focuses on and rewards research output. So it identifies a need within the management of the school to focus on and reward teaching excellence.

Chapter One: Introduction

This chapter introduces the background for this research, followed by the research rationale, research aim, questions, conceptual framework and expected contributions. Finally, it will explain the structure of the thesis that follows.

1.1 Background

This section introduces the main themes and sets the background for the current research.

1.1.1 The importance of the Higher Education sector to the UK

The Higher Education (HE) sector is an important contributor in the UK economy. As reported by Universities and Science Minister, David Willetts, this sector generated more than £27.9 billion revenues and contributed more than 2.8% to the Gross Domestic Product in 2011 (Willetts, 2014). This contribution to GDP is more than four times that of agriculture (Lock, 2015). It also supports around 760,000 full-time equivalent (FTE) UK jobs[1] (UniversitiesUK, 2014b, 2014d, 2015b). London First report in 2015 explained that international students, in the capital, net contribution to the economy was roughly £2.3 billion (London First, 2015). In addition to monetary value, international students bring cultural and academic contribution to UK HE institutions (Soo & Elliott, 2010). Furthermore, collaborative research between industry and universities is worth more than £3.5 billion (UniversitiesUK, 2015a) indicated by the World Economic Forum that says: "*the UK ranks fourth in the world for university-industry collaboration in R&D*" (Dowling, 2015; p. 16).

Beyond this financial contribution HE adds value to society (Rothwell, 2016), the innovation ecosystem (Ugnich, Chernokozov, & Velichko, 2015) and general advancement of global culture (Soo & Elliott, 2010). This demonstrates the importance of HE is not just about income generated but also its further impact on society as a whole.

1.1.2 The Challenges faced by HE

As discussed, HE is a major contributor to the UK economy. That said, in recent years, many challenges have arisen for the HE sector such as reduction and sustainability of funding and increased marketisation (both on national and international levels).

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[1] FTE represents the number of working hours worked during a fixed time period: a month or a year, by one full-time employee

Higher Education in the UK has been "*subject to a gradual process of marketisation since the early 1980s*" (Brown, 2015: p. 5). Bolton (2014) discusses how, in 1982, the government introduced annual tuition fees of £1,000. This amount represented a quarter of course average cost. Many students from lower income families were allowed continued access to free tuition. This tuition scheme was active for the academic years 1998/99 until 2006/07. In the 2006/07 academic year, the Office of Fair Access (OFFA) approved plans to charge new undergraduate student tuition fees up to £ 3,000 in England. It was extended to Northern Ireland the same year and Wales in 2007/2008. In 2012/2013 the fee cap increased to £9,000 (Bolton, 2014). Furthermore, the HM Treasury (2015) indicates that the government will allow "*institutions offering high teaching quality to increase their tuition fees in line with inflation from 2017-18, and consult on the mechanisms to do this*" (p. 59). Bolton (2014) also suggests that current tuition fees in England are "*likely to be the highest for public or state-dependent private institutions in the developed world*" (p. 18) and ranked second highest after the United States of America. Additionally, The Conservative Party 2015 General Election manifesto (p. 35) confirmed their commitment to eliminate caps on student numbers, which will inevitably lead to greater competition between universities (Hart, 2015; UniversitiesUK, 2014b).

A further challenge is a result of the changes to funding policy in relation to HE. The Higher Education Funding Council for England (HEFCE) distributes billions to HE institutions each academic year; for example, £4 billion was distributed to universities and colleges in 2015/2016 (HEFCE, 2015). The fund is calculated based on where and what subjects students study. According to this report, the largest sums are allocated to research, and due to the limited funds, these are provided to institutions where research quality is highest. The second largest funding is allocated to teaching so as to ensure availability of high quality education (HEFCE, 2015). While the government suggests that increasing competition between universities will drive improvement in the service quality offered, Brown (2015) argues that there will be an increase in marketisation. In effect, this will turn "*higher education into an economic good*" conflicting with a fundamental tenet of HE which is to offer *"intellectual (and moral) development of the individual"* (Brown, 2015; p. 7).

Additionally, league tables also pose a challenge for universities. Since their introduction in the early 1990's, they have been used to provide information regarding universities' overall performance to different stakeholders groups (potential, current and past students in

addition to their parents, and staff) (Jobbins, Kingston, Nunes, & Polding, 2008). League tables are fed by various sources to provide their ranking data: The National Student Survey (NSS), Quality Assurance Agency (QAA), and the Higher Education Funding Council for England (HEFC) (Chapter 3). Research has suggested that league table ranking do not reflect the education quality offered by a university (Dill & Soo, 2005; Soo, 2013). That said, league tables still play a large part in students application decisions (Broecke, 2012; Gibbons, Neumayer, & Perkins, 2013). League tables will be further discussed in section 3.2.

The possibility of a tuition fees increase, competition for both funds and students, in addition to league tables suggests the need for high level of service quality to be offered so as to be able to compete and attract high quality domestic and international students. Alves & Raposo (2010) suggest that high levels of competition between universities can result in movement of academic staff to other organisations; this could result in some universities suffer from shortage of staff and in consequence losing an increasingly larger part of their competitive advantage. That said, this competition is not unique to UK universities, with the UniversitiesUK (2014c) report suggesting that the UK is second to the United States in ranking of *perceived* quality of education. This aligns with the research of Slade, Harker & Harker (2000) (cited in O'Neill & Palmer, 2004) who argue how the service sector needs to ensure quality to positively drive their competitiveness within the market.

1.1.3 Current research

The challenges that face the HE sector mean that:

> "… *universities are forced to establish and improve their relationships with new and existing stakeholders…*" (Schüller, Chlebovský, Doubravský, & Chalupský, 2014; p.75).

This suggests that universities should be more concerned with stakeholders satisfaction. The current research is concerned with two categories of HE stakeholder: Post Graduate (PG) taught students and academic staff in a UK Business school.

There has been little research into these two stakeholder groups:

- The Higher Education Commission report indicates that there is limited knowledge about postgraduate provision in comparison to undergraduate (Higher Education Commission, 2012). Additionally, the UK is considered as a destination for

postgraduate studies more so than undergraduate studies for international students (UniversitiesUK, 2014c). These students formed more than 50% of the postgraduates studying in the UK in 2012/2013.

- Research by Sabharwal & Corley (2009) suggests that scholars have focused on the industrial context, with little research examining academic staff job satisfaction.

A review of previous research showed a lack of literature covering the relation between PG students' satisfaction and academic staff satisfaction. To be further discussed in chapter two, researches such as Bhaskar & Khera (2013) and Jeon & Choi (2012) examined the relation between employee and customers satisfaction in the commercial environment. However, this research thesis adopts an opposing perspective for studying this relationship following the work of Frey, Bayón, & Totzek (2013), who researched the relation between customer satisfaction and its impact on employees satisfaction in professional services companies. This is further explained and justified in chapter two.

The following section will highlight some key concepts and theories that will be used within this research, such as:

- Service quality and management commitment to quality
- Balance Theory
- Students satisfaction
- Academic staff satisfaction.

These concepts and theories will be explained in greater detail as part of chapter two.

1.1.3.1 *Service quality and management commitment to quality*

Service quality has been defined as the difference between the expected and perceived quality, leading to satisfaction if the perceived is greater than the expected (Parasuraman, Zeithaml, & Berry, 1985). It has been also defined as:

> "*Providing something intangible in a way that pleases the consumer*" (Brysland & Curry, 2001: p. 391).

In consequence, service quality reflects characteristics and features of a service that support its ability to satisfy customers implied or stated needs (Sultan & Wong, 2012).

In 2005, Russell's research indicated that service quality has been identified as one of the factors that attracts international students. This was further supported by Munteanu, Ceobanu, Bobâlca, & Anton (2010) who argued that in an HE context it is important to

identify service quality dimensions and their affects on customers satisfaction, because satisfied customers are more likely to maintain a relationship with that provider. Furthermore, they may recommend a service and attract further prospective customers (Munteanu et al., 2010; Voss, Gruber, & Szmigin, 2007). Moreover, it has been suggested that in the context of HE, service quality is a critical determinant of perceived satisfaction (Carlson & O'Cass, 2010; Sumaedi, Bakit, & Metasari, 2011).

High levels of competition in the HE sector have been discussed for many years by academics such as Abdullah (2006) and O'Neill & Palmer (2004). These researches have highlighted a trend of educational institutions being driven towards commercial competition, particularly evidenced in the UK with the introduction and increases in tuition fees. Consequentially, institutions are required to go through extensive student research identifying factors that affect student evaluation of services provided (Abdullah, 2006; O'Neill & Palmer, 2004). This aligns with recent research by Sultan & Wong (2013) comparing public sector HE with the commercial private sector. They find that service quality is relatively new in the HE sector and most adopted models originated in the *"business sector"* (p. 72).

One of the ways that maintains quality culture in an organisation is a continuous commitment to quality by management. As a part of the quality system provided by organisations, management commitment to quality has been defined as effective management desire to improve unit service quality (Hartline & Ferrell, 1996). Additionally, in the business sector management commitment to quality has been defined as:

> *"Employees' appraisal of an organization's commitment to nurture, develop, support, and reward its employees to achieve service excellence"* (Babakus, Yavas, Karatepe, & Avci, 2003; p. 275).

Management commitment to quality has been demonstrated in various ways. According to Sakthivel (2007), when management are committed to quality, "*adequate resources will be allocated to quality improvement efforts*" (p. 260). In relation to this:

- Infrastructure facilities.
- Learning environment - for example in HE sector this would include university buildings, lecture rooms and social spaces
- Learning support facilities - for example in HE sector this would include students services, computing facilities, libraries, and student accommodation

Were considered as indicators of management commitment to quality (Ardi, Hidayatno, & Yuri M. Zagloel, 2012; Sakthivel, 2007).

Furthermore, Ardi et al. (2012) argued that strong management commitment to quality would result in an organisational culture with high commitment to quality by all staff. Management commitment to quality has also been linked to customer satisfaction (Malhotra & Mukherjee, 2004), employees' satisfaction (Azadehdel, Chegini, & Delshad, 2013; Cheung & To, 2010), work attitude (H. J. Kim, Tavitiyaman, & Kim, 2009) and organisational effectiveness (Babakus et al., 2003).

Therefore, management commitment to quality has been included in the conceptual framework for the current study (section 2.4). It will be used in conjunction with balance theory to explore the research aim as discussed in the following sub-section.

1.1.3.2 Balance Theory

Balance Theory is a cognitive consistency theory that explains human attitude to others. As mentioned in the previous sub-section, in order to explore the research aim, management commitment to quality will be used as a proxy through applying the Balance Theory.

Balance Theory (Heider, 1946) is concerned with how an individuals' mind views relations and attitudes towards people and objects (Bohner & Wänke, 2002; Eagly & Chaiken, 1993; Heider, 1946; Singh, 2015). Balance Theory has been used to explore the relation between staff satisfaction and customer satisfaction in commercial organisations (Frey et al., 2013). Frey et al. (2013) argued that satisfied customers have made a positive impact on staff satisfaction. This study has been a key motivator for the current work, which aims to explore the same relation in the HE sector examining the link between PG student satisfaction and academic staff satisfaction.

Balance Theory is based on a model consisting of three elements (Oskamp & Schultz, 2005):

1. The perceiver (P)
2. Another person (O)
3. And a person, an idea or an object (X)

Within Balance Theory there is a relationship between each two elements, which is either an attitude (sentiment relation) or a unit relationship (belonging relation). According to Heider (1946), people strive to find equilibrium in their life, because the lack of this

equilibrium leads to an unbalanced and unpleasant state in which people try to find and restore their equilibrium (Bohner & Wänke, 2002). This means that if there is a positive relation between P and O and a positive relation between P and X, there will be a positive relation between O and X. This theory will be justified and explained in more details in the literature review chapter found in section 2.3.2.

1.1.3.3 Students satisfaction

As mentioned in section 1.1.3.1, service quality is linked to satisfaction. The current research is concerned with the relation between PG student satisfaction and academic staff satisfaction. This section will briefly consider students' satisfaction and the following section will look at staff satisfaction.

Students satisfaction has been defined as a short-term situation that results from evaluating students educational experience, whereby students are satisfied when received performance meets or exceeds their expectations (Elliott & Healy, 2001). In 2010, Alves & Raposo, indicated that perceived quality plays a role in affecting students satisfaction. This highlights that quality as a concept is subjective by nature and is informed mainly by past experience and communication of individuals making the judgement. This aligns with Coskun (2014) research that found that student satisfaction is proportional to student educational and experience perceived value. Equally, information gathered by students in relation to an institution before enrolment, either directly or indirectly, has a role in students perception and satisfaction (Devlin, Gwynne, & Ennew, 2002; O'Neill & Palmer, 2004; Zeithaml, Berry, & Parasuraman, 1993). Thus, the implication is that activities engaged in by universities improve their image in the student mind and in effect attract new students – this can be done through open days, electronic communications as well as past student reviews and opinions, which now are widely available online on third party website forming part of the view of the reputation for a HE institution (Sultan & Wong, 2013).

Customer satisfaction is an important topic in marketing literature. That said, it cannot be applied to HE without taking into account the debate about whether students can be perceived as customers. Finney & Finney (2010) have stated that treating students as customers might decrease student responsibility and "*subverts academic rigor to students*" (p. 277). Comparatively, researchers such as DeShields Jr, Kara, & Kaynak (2005) and Durkin, Filbey, & McCartan-Quinn (2014) have argued that students should be considered as customers. Section 2.2.1 expands and discusses the literature in relation to this debate.

1.1.3.4 *Academic staff satisfaction*

Job satisfaction remains a complex area, reflecting personal beliefs and feelings towards employment (Aziri, 2011). Job satisfaction is an integral aspect, especially for academic staff (Ololube, 2006). Nonetheless, the majority of scholars have focused on industrial contexts, with minimal research focusing on academic staff job satisfaction (Sabharwal & Corley, 2009). Furthermore, only a limited number of studies have investigated the relationship between customers satisfaction and staff satisfaction (Frey et al., 2013).

Noordin & Jusoff (2009) indicated that job satisfaction amongst academics is very important for effective academic institutions. This view was supported by Machado, Soares, Brites, Ferreira, & Gouveia (2011) who find that satisfaction and motivation are essential for both excellence in academic performance and maintaining quality in HE.

Different theories have been used to explain job satisfaction. Mullins (2005) has classified theories into two main categories.

1. Content theories - where researchers attempt to explain factors that motivate individuals, which emphasise the nature of requirements and motivation (i.e. through the theories of Maslow and Herzberg's Motivation-Hygiene Theory).

2. Process theories – where researchers try to find a correlation between variables that affect individual motivation. These describe *"the actual process of motivation"* (p. 260) through examples such as found in *Expectancy Theory*.

In this research one aspect of Herzberg's Motivation-Hygiene Theory will be used within the conceptual framework; this is *perceived appreciation*. Herzberg found that job satisfaction is not the opposite of job dissatisfaction. He argued that factors that lead to satisfaction are contrasting to those that lead to dissatisfaction (Daft & Marcic, 2008; Herzberg, 1989; Mullins, 2005). His conclusion was that satisfaction factors (motivators) are related to the job itself, whilst the factors that influence job dissatisfaction (hygiene) are extrinsic to the job (Herzberg, 1989). For him, *perceived appreciation,* is one of the motivators.

Herzberg's Motivation-Hygiene Theory has been tested in different settings and sectors such as hospitality and tourism (Lundberg, Gudmundson, & Andersson, 2009), the healthcare sector (Kacel, Miller, & Norris, 2005), as well as the Higher Education sector (DeShields Jr et al., 2005). Owens (2001) states that it has been researched and argued

extensively more than any other Theory that deals with motivation at work. The theories in relation to job satisfaction will be justified and discussed further in section 2.2.4.

1.2   Research rationale

Consideration of the above and a review of current literature has identified the following two gaps in literature with a rationale summarised as follows:

PG student satisfaction linked to academic staff satisfaction

As discussed, there is little literature exploring the relation between PG students satisfaction and academic staff satisfaction. Research (Bhaskar & Khera, 2013; Jeon & Choi, 2012; Wangenheim, Evanschitzky, & Wunderlichc, 2007) has investigated the relationship between employee satisfaction and customer satisfaction in commercial environment, while Frey et al., (2013) researched the relation between customer satisfaction and its impact on employees satisfaction in professional services companies.

The current research provides insight and knowledge of how:

- The harmonisation of the various academic degrees may lead to students and academic staff moving to different universities, effecting less competitive universities through loss of both their human capital (academics) and students (Alves & Raposo, 2010).
- PG degrees are becoming more important than in previous years as a route to success in industry. The Higher Education Commission report (2012) states that there is a need to improve the understanding of PG student satisfaction because of the limited knowledge that exists in comparison to undergraduate provision.

Marketisation affect on PG students perception

Saunders (2014) and Vuori (2013) have found there is a lack of recent empirical studies investigating PG student perception of being HE customers.

Additionally, student fees face global price competition across UK HE. In order to attract more students and have international market penetration, universities need to provide better quality care and services (Binsardi & Ekwulugo, 2003). Furthermore, Thompson & Bekhradnia (2010) suggest that funds will follow students motivating universities to improve teaching quality.   Whilst government argues increased competition between

universities will drive improved service quality, Brown (2015) makes the point that competition will increase marketisation.

These two areas highlight the need to study PG student satisfaction, academic staff satisfaction and the impact of marketisation at SBS. As a relatively new UK business school, over the last four years it has transformed its postgraduate teaching and learning approach to innovative block delivery practice. This move was primarily driven to respond to the market need and to offer a competitive advantage of six student intakes per year as well as learning. Section 3.4.1 will discuss the SBS context further. That said, the level of marketisation of SBS is sector leading and the school was awarded the THE business school of the year 2014 recognising their advancement in the postgraduate offerings.

1.3   Research aim

The rationale and the research contextualised through SBS have informed the aim: **to explore the relation between both postgraduate student satisfaction and academic staff satisfaction within a marketised UK HE institution**.

1.4   Research questions

The research aim will be achieved through answering the following questions:

- How can PG student satisfaction be linked to academic staff satisfaction and explored in relation to Herzberg's Motivation-Hygiene Theory and the Balance Theory?
- How does the marketisation affect PG student perceptions of HE?

1.5   Conceptual framework

There is scant literature covering the relation between customers and employee satisfaction (Frey et al., 2013). Additionally, previous researches such as those of Bhaskar & Khera (2013), Jeon & Choi (2012) and Wangenheim et al., (2007) have focussed inversely on the investigation of the relationship between employee and customer satisfaction. Moreover, there is a debate on whether we should consider students as customers or not. Consequently, to explore the relation between PG student satisfaction and academic staff satisfaction, the current study considers two theories: Balance Theory and Herzberg's

Motivation-Hygiene Theory (with one aspect used that being *perceived appreciation*). This is further discussed in the following literature review chapter.

As discussed above, researches by Azadehdel et al., (2013) and Cheung & To (2010) concluded that management commitment to service quality affects employees satisfaction, and in turn customers satisfaction. This research assumes that there are positive relation between P and O and a positive relation between P and X and in effect there should be a positive relation between O and X. Through this the conceptual framework for the current study is constructed:

- P – Management through their commitment to quality
- O – Students satisfaction
- X – Academic staff satisfaction

Balance Theory indicates if there is a positive relation between management commitment (P) to quality, students satisfaction at SBS (O) and academic staff satisfaction (X), and in effect a positive relation might exist between students satisfaction (O) and academic staff satisfaction (X), which forms the initial part of the conceptual framework. Thus, this will explore how PG students and academic staff perceive management commitment to quality and if this has an effect on their satisfaction. This forms the upper section of the conceptual framework illustrated in Figure 1.1 with dotted arrows.

In contrast, research by Söderlund, (1998) and Tohidinia & Haghighi (2011) linked satisfaction to positive feedback. That said, in the case of Herzberg (1989) job satisfaction is affected by recognition (perceived appreciation). Through this, examination will be made of how PG student satisfaction may lead to positive or negative feedback and how this feedback affects academic staff satisfaction. This form the lower part of the conceptual framework illustrated in Figure 1.1 with red arrows.

The conceptual framework will be discussed in detail in section 2.4 following the literature review in relation to satisfaction, service quality and cognitive consistency theories.
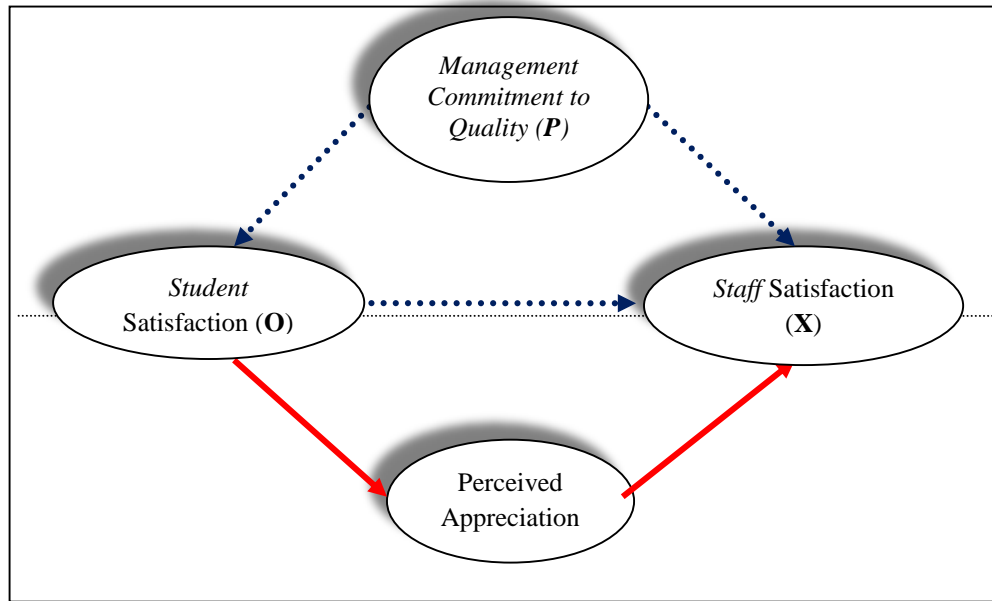
Figure 1.1: Conceptual framework

Adapted from Frey et al., (2013), *"How Customer Satisfaction Affects Employee Satisfaction and Retention in a Professional Services Context"*. Original work modifications are italicised.

1.6 Originality and contribution to knowledge and practice

By responding to the questions this research expects to contribute to knowledge and practice of the research that is:

Academic

The existence of a relation between PG student satisfaction and academic staff satisfaction is considered the primary contribution of this research.

Along this primary contribution, there are subsidiary ones:

- It will contribute to the literature in relation to balance theory as discussed in section 2.3.2.
- It will use a qualitative approach along with Critical Incident Technique (CIT) to help the school to identify the quality dimensions that affect PG student and academic staff satisfaction.
- The current research uses Herzberg's Motivation-Hygiene Theory (explained further in the literature review chapter, section 2.2.4) in a new scenario. A rich insight into the area of PG student feedback and its effect on academic staff satisfaction within the HE context will be created.

- The current research will explore how marketisation affects PG student perception of HE

Methodological

The current research makes a methodological contribution through its use of a qualitative approach and the data that is collected using interviews, CIT and dyadic data sampling. This method will provide a rich understanding of the relationship between quality factors from student and staff perspectives.

Practical

- Based on this researches findings PG student satisfaction affects academic staff satisfaction. This suggests that the investing into student satisfaction may have value in increasing and enhancing both student and academic staff satisfaction.
- This research explores how PG students consider themselves as customer of UK HE institutions, in that they pay tuition fees and in effect expect the service qualities that they were promised on the school website and through open days. The research findings suggest the benefits of school management reflecting student feedback in their policies and presenting this to students and continually emphasising the feedback channels available for student use.

Contributions of this research are further discussed in detail in sections: 7.1, 7.2 and 7.3.

1.7   Thesis structure

The current thesis is made up of seven chapters and is organised as below:

Chapter One: Introduction

This chapter introduces the research background and significance. It also states the research aim and questions, and expected contributions to knowledge and practice.

Chapter Two: Literature Review

This chapter covers the literature related to four main areas:

1. Service quality
2. Satisfaction theories
3. Marketisation of universities
4. Cognitive consistency theories.

It also examines in detail the conceptual framework.

Chapter Three: Research Context

This chapter provides an overview of UK HE, institution classification including league tables and adopted quality systems. Finally, it provides context through the case of the Salford Business School (SBS).

Chapter Four: Research Methodology

This chapter discusses the research methodology, including philosophy, paradigm, strategy and data collection. It provides a rationale and justification for the choice of an interpretive paradigm and the case study strategy. Furthermore, it also explains in detail the data collection tools and techniques of analysis used.

Chapter Five: Data Analysis and Research Findings

This chapter presents analysis of interviews conducted with PG students and academic staff at SBS.

Chapter Six: Discussion

This chapter discusses the findings compared to the literature review; through this the two main research questions are examined in relation to both the primary and secondary data.

Chapter Seven: Conclusion, Contribution and Recommendations

This final chapter presents conclusions, knowledge contribution and practical contribution. It will lay out recommendations and examine the limitations of the current research, while suggesting directions for future studies in this area.

Chapter Two: Literature Review

As discussed in the previous chapter, the current research aims to explore the relation between postgraduate student satisfaction and academic staff at SBS. This chapter outlines existing work in the two themes defined in chapter 1, and is divided into five sections (Figure 2.1). The initial section, 2.1, of the literature review will cover service quality, with emphasis on the HE sector. Satisfaction in general with a special focus on student and employee satisfaction will be covered in section 2.2 where discussion of the relation between service quality and satisfaction will also be found, as these two issues are regularly discussed together. Section 2.3 will cover HE marketisation and the debate between scholars as to whether students should be considered HE customers. Cognitive consistency theories, including Cognitive Dissonance Theory and Balance Theory will be discussed in section 2.4. In section 2.5 the final section of this chapter an explanation of the conceptual framework for the research that combines both Balance Theory and Herzberg's Motivation-Hygiene Theory will be found.

Figure 2. 1: Sections diagram for chapter two

2.1 Service quality

This section covers service quality in four main areas:

- Service quality
- Service quality in higher education
- Measurements of service quality
- Management commitment to service quality.

2.1.1 Service quality

It has been said that "*quality is in the eyes of the beholder*" (Peters, 1999; p. 6), which means that quality is defined by the customer. Peters also described quality as a "magic bullet" (p. 7), providing:

- Better products.
- Higher customer service.
- Lower costs.
- Higher margins.

There have been various definitions for service quality in academic literature and it has been challenging to reach a definitive definition (Brysland & Curry, 2001). Parasuraman et al., (1985) defined service quality as the difference between expected and perceived quality, which leads to satisfaction if the perceived is greater than the expected. A further definition was provided by Parasuraman, Zeithaml, & Berry (1988), who found that service quality is an attitude or global judgement related to the overall excellence of service. Grönroos (1990) added that it is a subjective process relative to the client.

In 2001, service quality was defined by Brysland & Curry as:

> "*Providing something intangible in a way that pleases the consumer and that preferably gives some value to that consumer*" (p. 391).

Sultan & Wong (2014) affirmed that service quality is:

> "*A set of market driven and dominant features of an offered service that have a long-term performance effect on sustained provider–customer relationship*" (p. 490).

In 1985, Parasuraman et al. defined the concept of service quality through three themes:

1. Service quality is very difficult to be evaluated by the consumer in comparison to the quality of goods.
2. Service quality perception is a result of comparison between consumer expectations and the actual service delivery.
3. Evaluation of service quality includes both the outcome and the process of service delivery.

In literature, service quality has been linked to customer satisfaction, customer loyalty, and customer retention (Caruana, 2002; Venetis & Ghauri, 2004). This aligns to the Theory of Parasuraman et al. (1985) that emphasises that excellent service provision drives success and failure of organisations. Similarly, Ladhari (2009) mentioned that service quality has been recognised as an important success factor for companies that differentiates them from their competitors. In consequence, if service sector businesses such as HE view the importance of quality in creation of a positive contribution to their competitive advantage, then the provision of outstanding service quality should be thought of as majorly significant (Slade at al., 2000 cited in O'Neill & Palmer, 2004). Indeed, this is evidenced through negative 'word-of-mouth', which can affect organisational efforts to attract new customers, as people tend to discuss poor service experiences rather than positive ones (Smith, Smith, & Clarke, 2007).

In order to increase understanding of service quality, scholars (Grönroos, 2000; Lewis, 2007; Lovelock & Gummesson, 2004; Zeithaml, Parasuraman, & Berry, 1985) have set a list of unique service quality characteristics and dimensions as discussed below.

Characteristics and dimensions of service quality

The service quality characteristics of intangibility, heterogeneity, inseparability and perishability help provide an understanding of the service quality (Zeithaml et al., 1985). However, service quality cannot be measured objectively through these specific characteristics (Patterson and Johnson, 1993 cited in Gruber et al., 2010).

i. Intangibility

Intangibility refers to the concept that most services cannot be measured, tested, counted and verified in advance, as contrary to physical goods. Therefore, it can be difficult to predict consumer evaluation and perception of a service. In general, minimal or no tangible evidence exists once the service is performed (Foster, 2012; Lewis, 2007). Furthermore, Schneider & White (2004) found that because of service intangibility, services often yield psychological experiences rather than physical tangible product.

ii. Heterogeneity

Heterogeneity means that consistency of the service is challenging, difficult to standardise, and varies depending on the supplier and customer. Consequentially, consistency of quality is difficult to be achieved in labour-intensive services. This may lead the organisation to deliver a service that is completely different to that intended (Foster, 2012; Lewis, 2007;

O'Brien & Deans, 1996). According to Lovelock & Gummesson (2004), it is difficult to control service quality when customers become involved in the processes of production (Eiglier and Langeard (1975, 1977) cited in Lovelock & Gummesson, 2004).

In addition, Ghobadian, Speller, & Jones (1994) identified some factors that can affect the heterogeneity of a service, such as:

- The delivery of a service including service provider behaviour
- Customer provision of accurate information and articulation of their needs
- Consumer priorities and expectations that can vary each time a service is used.

Zeithaml, Bitner, & Gremler (2009) find also that heterogeneity applies to the time the individual spends consuming the service which challenges the concept that services are short-lived experiences.

iii. Inseparability

Inseparability means that quality occurs during the delivery process through interaction between the client and the contact person of the service providing organisation forming an integral part of service delivery process (Lewis, 2007). Thus, a service is produced and consumed simultaneously. This makes the service process, as well as the contact person, integral to service quality (Foster, 2012). In some situations where there is a high level of customer involvement, there is little or no managerial control of the quality of service (Parasuraman et al., 1985).

iv. Perishability

Perishability means that services are consumed once produced and cannot be stored. This means that service companies need to develop systems to control supply and demand (Hill, 1995; Lewis, 2007; Lovelock & Gummesson, 2004). Consequently, as it cannot be stored it is more challenging to balance demand and supply. Perishability is a major concern for producers especially when they cannot meet the consumer demand (Hartman & Lindgren, 1993).

In addition to those characteristics, Gronroos (1982) defined two dimensions of service quality (Gronroos, 1982 cited in Sánchez Pérez, Carlos Gázquez Abad, María Marín Carrillo, & Sánchez Fernández, 2007):

- Technical quality - an indication of what the customer receives

- Functional quality - how the customer receives the service

Furthermore, in 2000, Grönroos highlighted seven dimensions of good perceived service quality:

- **Professionalism and skills**: employees, service provider, physical resources, in addition to the required skills and knowledge that are used in order to solve customer issues professionally.

- **Accessibility and flexibility**: provision of easy access to a service and its provider through their location and operating hours, which are prepared in a flexible way in order to address customer requirements.

- **Attitudes and behaviour**: how contact persons (service employees) interact with customers and help them in solving their problems in a friendly manner.

- **Reliability and trustworthiness**: customer dependence on the service provider to perform and to keep promises, in the knowledge that customer best interest is central to the organisation.

- **Service recovery**: at any time during which something unpredictable occurs or something goes wrong, the service provider will take an immediate and active response to find an acceptable and a new solution.

- **Serviscape**: the physical surrounding in addition to aspects of the service environment that help and support a positive experience throughout the service process.

- **Reputation and credibility**: trust for the service provider to provide sufficient value for money representing value and good execution to the customer.

These seven dimensions will be used in the discussion chapter to reflect on the current research findings.

2.1.2 Service quality in Higher Education

As discussed above, service quality is important in creating a positive contribution to service provider competitive position. This also applies to HE sector service provision. Moreover, extensive competition in the field of HE and the fact that educational institutions have been driven towards commercial competition, means that institutions need to go through extensive student research to identify the factors that affect student evaluation of the service provided by a university (Abdullah, 2006; O'Neill & Palmer, 2004).

Despite this Chong & Ahmed (2015) have stated that the service quality definition varies amongst individuals. Sahney, Banwet, & Karunes (2004) argued that quality in HE may align with the general definitions of quality, such as meeting or exceeding customer expectations of education, or excellence in education. In the HE sector, in which students are customers and universities are suppliers an agreement to meet expectations, needs and requirements of customers is a mutual decision and referred to as quality and quality management (Lewis, 1993 cited in Jackson, Helms, & Ahmadi, 2011).

Understanding the concept of quality in education and developing strategies to achieve this is imperative to the continual improvement of HE institutions. In 2001, Gold found that quality issues should be a main concern for all university employees: front line contact staff; academic and administrative staff; as well as non-contact staff in administrative or management positions (Gold, 2001 cited in Devinder & Datta, 2003). Joseph & Joseph (1997) and Zineldin, Akdag, & Vasicheva (2011) argued that quality concepts for students cover a broad range of issues, including excellent academic facilities, as well as an appealing campus. This was supported by Munteanu et al. (2010), who argued that in a HE context it is very important to identify the service quality dimensions and how they subsequently affect customer satisfaction, as satisfied customers are more likely to retain a relationship with a service provider. Likewise, they may recommend a service and attract prospective customers.

Furthermore, in the context of HE, Petruzzellis et al. (2006) stressed the importance of continuous evaluation of performance of service quality and resources provided. According to O'Neill (2003):

> *"existing measurement methodologies may be flawed due to their ignorance of the time effect on students' perceptions"* (p. 320).

This is supported by Douglas, Douglas, & Barnes (2006), who found that between pre-decision and experience, students shift their focus from the tangible to teaching quality.

This suggests that there is an importance in measuring and assessing the service quality provided by comparison between expected and provided quality and examining to what extent this provided quality satisfies stakeholders. The following sub section will provide an overview of service quality measurement.

2.1.3   Service quality measurement

Measurement of service quality is often complicated as it requires measuring the intangible (Webster & Hung, 1994). Moreover, due to the varied nature of HE customers (students, faculty staff, employers, government and society), it is very difficult to have a definition for service quality that meets all stakeholder expectations. This aligns with Zeithaml et al. (2009) who suggested that customers do not look at service quality in a one-dimensional manner, instead judging quality based on multiple dimensions that are relevant to the context. Overall, through reviewing the literature, two models have dominated the field of service quality measurement: SERVQUAL and SERVPERF (Arokiasamy & Abdullah, 2012).

2.1.3.1   *SERVQUAL*

This is a multiple item scale proposed by Parasuraman et al. (1985, 1988) for measuring service quality. The scale design was based on the data collected by Parasuraman et al. (1985), through interviews carried out with data subjects from four service categories:

- Credit card service
- Security brokerage
- Retail banking
- Product repair and maintenance.

Originally, SERVQUAL assessed service quality through ten dimensions (Parasuraman et al., 1985), yet, following several revisions the final scale suggested five dimensions:

- *Tangibles*: Equipment, facilities and personnel appearance.
- *Reliability*: The ability to execute the service as promised on time with accuracy and dependability.
- *Responsiveness*: Willingness to assist clients in an effective way and provide services promptly.
- *Assurance*: Employee knowledge and courtesy, in addition to their abilities to inspire confidence and trust.
- *Empathy*: How the organisation provides its clients care and individual attention.

Their survey consisted of two sets of 22 statements, which revealed the gap between perceptions and expectations of customers towards service quality. The first set determined the customer expectations towards the service organisation, while the second set aimed to

discover customer perception of organisational performance (Gregorio & Cronemyr, 2011). In 2001, Brysland & Curry underlined some of the aims of the SERVQUAL model in order to determine customer service levels, such as:

- Continuous examination of customer perception and expectation overtime allow the organisation to reflect and self-analyse as a part of their monitoring process
- Determination of the starting point and the priorities for service improvement activities.
- Prioritisation of service quality dimensions according to customer needs help from the organisation set action plans and allocate resources.
- Determining the impact of improvements that have taken place based on customer expectations and priorities.

In common with many measurement scales, SERVQUAL has been criticised by different researchers. In 1990, Carman stated that SERVQUAL would require redefinition and customisation to specific services. Furthermore, in 1992, Cronin & Taylor suggested that SERVPERF (performance based scale) is more efficient, in comparison with SERVQUAL, in relation to the measurement of service quality; this idea was rejected by Parasuraman, Zeithaml, & Berry (1994). In Buttle's 1996 research criticism of SERVQUAL was split into two categories:

a) Theoretical criticism:
   - There is minimal evidence that the consumer evaluates service quality based on perception and expectation.
   - Focussed on service delivery processes not outcomes.
   - Demonstrating a high level of inter-correlation between the five dimensions and that these dimensions used are not universal.

b) Operational criticism:
   - In order to evaluate the service quality customers use standards instead of expectations; "*SERVQUAL fails to measure absolute SQ expectations*" (p. 11).
   - Four or five items are not sufficient to determine inconsistency within each service dimension.
   - Reversed scale polarity of items causes error.
   - The seven point Likert scale is faulty.

The SERVQUAL model was criticised by Sureshchandar, Rajendran, & Anantharaman (2002) because the majority of items focussed on human interaction and intervention in service delivery. In addition to service tangibles features such as design, appearance of equipment, the way staff dress and decor. The authors argued that the model missed some important aspects such as the core service and standardisation of service delivery.

Despite criticism, Yeo (2008) supported the use of SERVQUAL in the education sector, as it covers the whole experience rather than just teaching. He also suggested that it can be used in a qualitative sense in cases of exploratory research. In 2008, Zafiropoulos & Vrana stated that SERVQUAL is an appropriate measure for service quality in HE, having been implemented widely in different industries such as: educational institutions, library services, banking, fast food and others. These researches were conducted in different countries such as: the UK, the United States, Australia, the Netherlands, China, Malaysia, Cyprus, Korea, Hong Kong, as well as South Africa (Ladhari, 2009). This model incorporates the entire personal experience, examining the gap between expected service and perceived service.

According to Parasuraman et al. (1988) SERVQUAL:

> "*Provides a basic skeleton ... the skeleton, when necessary, can be adapted or supplemented to fit the characteristics or specific research needs of a particular organization*" (p. 30).

2.1.3.2 SERVPERF

This model was developed in 1992 by Cronin and Taylor in response to SERVQUAL criticism. This model kept the five quality dimensions and eliminated the expected items (reducing items by 50%). Nonetheless, it was criticised for the methodology used and the interpretation of findings (Parasuraman et al., 1994). Moreover, Parasuraman et al. (1994) stated that the concerns raised by Cronin & Taylor were based on misinterpretation of the original works conducted in 1985 and 1988. In more recent times, Carrillat, Jaramillo, & Mulki (2007) conducted an investigation into the differences between SERVQUAL and SERVPERF validity, with research results suggesting that both models are equally valid and the choice to use either scale depends on the purpose of the research.

Current research

Based on O'Neill (2003) findings that current measurement tools may be faulty and also because part of the research assesses service quality from student and staff points of view, it was appropriate to use semi-structured in-depth interviews. These interviews provide both students and staff with the opportunity to evaluate service quality based on their needs and experience.

One way to maintain quality culture in an organisation is continuous commitment to quality by management. The following section will review management commitment to quality literature that will be used in conceptual framework (section 2.4).

2.1.4   Management commitment to service quality

Service quality is strongly related to management practices (Potočnik, Tordera, Martínez-Tur, Peiró, & Ramos, 2011; Slåtten, 2010). Moreover, service oriented environments emphasise the importance of commitment to service quality by management to create a culture for quality service (Schneider et al., 2005).

Management commitment to service quality has been defined as:

> "*Consciously choosing quality initiatives as operational and strategic operations for the organization, and engaging in activities such as providing visible quality leadership and resources for the adoption and implementation of quality initiatives*" (Ahmed and Parasuraman, 1994 cited in Cheung & To, 2010: p. 261).

It was also defined as the effective desire of managers to improve their unit's service quality (Hartline & Ferrell, 1996). Furthermore, Babakus et al. (2003) referred to management commitment to quality as employee evaluation of their organisation's commitment to support, develop and reward its employees for achievement of service excellence. This definition is based on Forrester's argument that the perspective of employees should be the base for defining this concept (Forrester, 2000 cited in Babakus et al. 2003).

Management commitment to service quality has been linked to several topics such as:

- Employee satisfaction (Azadehdel et al., 2013; Cheung & To, 2010)
- Work attitude and organizational effectiveness (Kim et al., 2009)
- Affective organizational commitment (Babakus et al., 2003)

- Customer satisfaction (that can be influenced directly by employee satisfaction) (Malhotra & Mukherjee, 2004).

Both Babakus et al., (2003) and Kim et al., (2009) indicated that training, empowerment and rewarding are the best tools demonstrating commitment by management to service quality:

- Training: This improves employee job-related skills and behavioural skills in dealing with customer needs and circumstance. It also enhances employee motivation, confidence and knowledge when fulfilling organisational goals. Furthermore, research has indicated that there are four main steps for the training process which consists of: evaluation and analysis of training needs, designing training courses, delivering, and finally evaluating and following up (Bimpitsos & Petridou, 2012).

- Empowerment: This enhances employee ability and motivation to develop, make quick decisions and take action. Moreover, Forrester (2000) indicated that empowerment implies more involvement than freedom, responsibility and ability to make decisions and commitments; instead they are integral to the enacting of decisions and commitments (Forrester, 2000 cited in Babakus et al., 2003). Rafiq & Ahmed (1998) found that the more autonomy and empowerment employees practice in their jobs, the greater job satisfaction they have, and indicated that empowerment has effects on recruitment, training and labour costs.

- Rewarding: These are appropriate payment levels in addition to other rewards. Kim et al. (2009) mentioned that generally, there are two types of rewards: nonfinancial and financial. These can vary from "*a simple thank you note*" to "*a large reward such as wage increase and promotion*" (p. 384). However, they stressed that the reward must be meaningful to the employee, based on their job performance, whilst simultaneously reflecting organisational objectives.

Kim et al. (2009) and Kim, Leong, & Lee (2005) stated that one indicator of management commitment to service quality is organisational support which is linked to job satisfaction. They found that organisational support is defined as the extent to which employees perceive the organisation provides attention to overall well-being, respect, encouragement and recognition of employee commitment (Kim et al. 2009).

Current research

For this research, management commitment to quality will be defined as the desire of management to adopt and implement quality from student and academic staff perspectives. Most related academic literature has measured management commitment to quality quantitatively (Azadehdel et al., 2013; Babakus et al., 2003; Cheung & To, 2010; Kim et al., 2009). This research will adopt a qualitative approach (Sureeyatanapas, Yang, & Bamford, 2015). This is because this research does not aim to measure the degree of management commitment to quality; instead, it aims to explore and understand the how school PG students and academic staff define it and to have a full picture of the context. This will help achieve the research aim.

Service quality has been linked to satisfaction in literature. Therefore, the next section will cover satisfaction with particular emphasis on the HE sector as well as the relation between service quality and satisfaction.

2.2   Satisfaction

The word 'satisfaction' is Latin based, from *satisfacere*, where the term 'Satis' – meaning 'enough' and 'Facere' meaning 'to do'. Thus, in the current meaning this translates as "*fulfilment of one's own expectations*" (Oxford Advanced Dictionary). Satisfaction according to Andreassen & Lindestad (1998) is an established concept in contrasting disciplines such as consumer research, marketing, economics, welfare-economics and economic psychology. Consequently, satisfaction is an important area of interest for both management and academic research.

Scholars have defined satisfaction in various ways, either as a process or a response to an evaluation process (Giese & Cote, 2000; Parker & Mathews, 2001). Satisfaction as a process focuses on satisfaction outcomes rather than the satisfaction itself. According to this approach, customer satisfaction is the evaluation process of what was expected and what is received from a product or service (Tse & Wilton, 1988). In the same manner, Equity Theory has been used to explain customer satisfaction (Parker & Mathews, 2001). Yi (1990) has explained that Equity Theory is the comparison made by individuals between the input/output ratio with others. In fact, consumers will be satisfied if the outcome is considered to be fair (Yi 1990, citied in Parker & Mathews 2001). However, the opposite approach deals with the nature of satisfaction; with this satisfaction is as an outcome, where the customer deals with satisfaction as the surprise element of

consumption experience, or as a customer fulfilment response, or as a state (Parker & Mathews, 2001). Despite these definitions, satisfaction is generally accepted to be a post-purchase phenomenon (Giese & Cote, 2000).

This current research will deal with satisfaction as meeting or exceeding individual (students and academic staff) expectations.

As discussed in chapter one, the current research is contextualised in HE. Therefore, satisfaction of students and academic staff, as two principle stakeholders, will be discussed in the following sections.

2.2.1   Students' satisfaction

Researchers such as Cheong Cheng & Ming Tam (1997) and Coskun (2014) found that to be recognised as a service providing industry, higher education has to meet the needs and expectations of its student customers. The overall student experience in higher education is very important, thus, the term "student experience" is used repetitively in the report of the Select Committee for Innovation, Universities, Science and Skills (2009), which indicates that "*the experience of the student is at the heart of higher education*" (Sabri, 2011, cited in Grebennikov & Shah, 2013).

Focusing on student satisfaction enables Universities to gauge how effectively they meet or exceed student needs. Moreover, student satisfaction is considered as an essential element of HE marketisation (Palmer & Koenig-Lewis, 2011). A further benefit of satisfying students is that higher customer satisfaction leads to greater customer loyalty, increased consumption and acquisition of new students (Petruzzellis et al., 2006). This is supported the research of Elliott & Shin (2002) who found that satisfaction has an important effect on recruitment, student retention, motivation and fundraising. Alves & Raposo (2010) also linked satisfaction to positive "word of mouth".

HE institutions provide teaching as their core service, even though there are several other services are provided as well, such as advising, counselling and career planning. These demonstrate that student satisfaction is not purely related to education (Kotler & Fox, 1995). Elliott & Shin (2002) described student satisfaction as a subjective evaluation of the different outcomes and experiences associated with their education and that it is continually moulded by their experiences of campus life (Oliver & DeSarbo, 1989 cited in Elliott & Shin, 2002). Based on this, student overall satisfaction is comprised of their

academic, social and physical experiences. That said, Palmer & Koenig-Lewis (2011) have critisied HE satisfaction measurements as focussing on "*Peripheral processes such as accommodation and catering facilities*" (p. 1121) rather than provision of education.

Student satisfaction has been defined as a short-term situation resulting from evaluation of student educational experiences; students are satisfied when the received performance meets or exceeds their expectations (Elliott & Healy, 2001). Despite the clarity of this definition, Richardson (2005) argued that measuring student satisfaction is a complex process and a multi-dimensional concept. This argument is supported by other scholars who stress that student satisfaction does not merely depend on education (Elliott & Shin, 2002; Hanaysha, Abdullah, & Warokka, 2011; Kotler & Fox, 1995). Richardson (2005) found that student feedback is important for prospective students in the selection process and that tools used by institutions are generally developed 'in-house' and may never have received any form of external sense-checking. He also recommended collecting questionnaires as soon as possible after the relevant course. Table 2.1 presents some of the research that defined students' satisfaction.

Author (year)	Article title	Definition of satisfaction
Elliott & Healy (2001)	Key factors influencing student satisfaction related to recruitment and retention used Student Satisfaction Inventory.	*Short-term attitude resulting from an evaluation of a student's educational experience.* *Student satisfaction results when actual performance meets or exceeds the student's expectations.*
Sweeney & Ingram (2001)	A Comparison of Traditional and Web-Based Tutorials in Marketing Education: An Exploratory Study (year 3 marketing students)	*Student satisfaction: perception of enjoyment and accomplishment associated with the learning environment.*
Elliott & Shin (2002)	Student satisfaction: an alternative approach to assessing this important concept used Student Satisfaction Inventory	*Subjective evaluation of the different outcomes and experiences associated with education (Oliver & DeSarbo, 1989 cited in Elliot 2002). It is continually shaped by the repeated experiences within campus life.*

Mai (2005)	A comparative study between the UK and the US: The student satisfaction in higher education and its influential factors (undergraduate & postgraduate students)	*Satisfaction is typically measured as an overall feeling or as satisfaction with elements of the transaction (Fornell, 1992)*
Petruzzellis, D'Uggento, & Romanazzi (2006)	Student satisfaction and quality of service in Italian universities (undergraduate students)	*Satisfaction results when student expectations fit their perceptions of service quality. If the service offered is beyond expectations, student will be very satisfied.*
Ware & Williams (1975)	Dr Fox Effect (undergraduate students)	*Students are not competent examiners of quality since they are not always aware of what they should expect*

Table 2. 1: Different definitions of students' satisfaction adapted from literature.

Scholars considered the information that students receive pre-enrolment to be an important antecedent for satisfaction. Information that affects the student experience and consequently satisfaction starts with the information provided through prior experiences that relate either to the same university, or with similar institutions (Devlin et al., 2002; O'Neill & Palmer, 2004). Moreover, information students gather about the institution prior to enrolment, explicit, implicit, direct and indirect has a role in their perception and satisfaction (Sultan & Wong, 2013; Zeithaml et al., 1993). Therefore, the importance of the implemented activities by universities, such as open days, career fairs, electronic communications, as well as similar activities, suggest that universities need these things to improve their image in student minds (Sultan & Wong, 2013).

Several studies (Arambewela & Hall, 2009; Briggs, 2006; Douglas et al., 2006; Elliott & Shin, 2002; Grebennikov & Shah, 2012; Gruber et al., 2010; Nair, Bennett, & Shah, 2012; Shah, Roth, & Nair, 2010; Shah & Widin, 2010) have been conducted to determine the factors that affect student satisfaction. Factors identified include

- Academic reputation
- Staff teaching abilities
- Learning resources

- Approachability of teaching staff

- Placements

- Quality of courses

- Class times and locations

- Electronic access to library resources

- Registration process

- Facilities (i.e. libraries, cafeteria and computer labs)

- Cleanliness of classrooms

- Cleanliness of toilets

- Accommodation costs and standards

As many of these studies were conducted using UG students as data subjects, Jancey & Burns (2013) argue that PG students have different needs.

Appleton-Knapp & Krentler (2006) categorise factors that affect student satisfaction into two main categories:

- Personal factors, which include: gender, age, preferred learning style, and employment.

- Institutional factors, such as: instructor teaching style, quality instruction, feedback quality, class sizes and the research emphasis of the school.

Oldfield & Baron (2000) found that there were three categories of factors that affect student satisfaction:

- Requisite elements; these factors are essential for students to fulfil their study requirements and include academic staff understanding of students needs and having knowledge of their course provision.

- Functional element: these factors are desirable elements, but not essential to a course of study. They include access to IT equipment and granting students permission to use these at weekends.

- Acceptable elements – these factors are of a practical nature, usually related to the manner students are treated by academic staff. These include academic willingness to provide students with individual attention, or if the faculty provide a service within the expected timeframe.

Additionally, Bitner and Hubbert (1994) find that customers tend to develop a tolerance in the case of long-term service relation and do not focus on the negative experience if an earlier one was positive (Bitner and Hubbert, 1994, cited in Van Doorn, 2008).

A further factor that affected student satisfaction was delivery mode. Davies (2006) defined block delivery as an intensive teaching model structured into large blocks of time that facilitates the use of different instructional activities; they are generally entire day sessions offered in blocks that are delivered in singular, two or three week patterns. This specific delivery model has been supported by various scholars. Ho & Polonsky (2007) felt that students did not report any major differences in learning through this delivery style, and in fact found that students preferred it over more traditional ones. Moreover, Karaksha et al. (2013) argued that there is an opportunity to improve student performance through block delivery. An article by McCarthy (2010) suggested that this mode provides students more time for in-depth understanding, and availability of the material on the Virtual Learning Environment (VLE) site gives students access to lecture slides, notes and assessments at any time. Similarly, Ramsay (2011) was also amongst the researchers who supported intensive teaching believing that it can provide better educational outcomes. That said, spending long hours in lectures was a noted drawback (Hesterman, 2015) supported by Young, Robinson, & Alberts (2009) research recommending short breaks, different presentation and media material usage to maintain students attention.

Additionally, literature has highlighted the effect of international exposure and how it affects programme quality (Banerjee & Mandal, 2013). It has been also linked to intellectual development and communication skills (Durkin, McKenna, & Cummins, 2012; Williams, 2005), but not linked directly to student satisfaction. In continuation of this theme Gregory (2008) argued that having international students provides a diverse culture ensuring positive outcome for students. Shaw, Mitchell, & Fabbro (2015) have supported the idea of having international students in learning groups finding it "*broadened the exposure of domestic students*" (p. 127).

Lecturers' competencies and students' satisfaction

In addition to the above discussed factors, various researches over many countries have examined the important attributes of lecturers that affect student satisfaction has been carried out. Chireshe's (2011) research revealed that effective lecturers are:

> "… *well organized, competent, friendly and readily available*" (p. 265).

The study also set other criteria for effective lecturers, such as:

- Being fair in their marking where they highlight the strengths and weakness of students
- Planning of their lectures
- Lecture punctuality
- Having beneficial knowledge about their subject
- Involving students in discussions.

This aligns with the research of Hill, Lomas, & MacGregor (2003), where the quality of the lecturer was one of four themes indicating quality of education. This is derived from the lecturers' delivery to the class, their organisation, knowledge, and the feedback they give to students, either in class or about assignments. Moreover, Hill et al. (2003) found that the quality of student educational experience "*is influenced by teacher expertise in the classroom*" (p. 19). This is consistent with Kashif & Ting (2014) who concluded that "*the knowledge of the subject along with the experience and expertise*" (p. 172) are considered an essential attribute of a good lecturer. There is agreement by students that an effective lecturer must be knowledgeable, enthusiastic, approachable, and friendly (Voss et al., 2007; Voss & Gruber, 2006; Voss, 2014). Voss & Gruber (2006) found also that academic staff friendliness is associated with "*nonverbal signals like open body posture, forward body lean, and casual smiling*" (p. 233) which consequently makes students "*feel good*" (p. 233).

In 2014, Long, Ibrahim, & Kowang conducted a survey on 260 students. Findings concluded that 14 lecturer competencies affect student satisfaction. These included clarity of presentation, knowledge of subject, lecture notes, interaction with students and clarification of learning outcomes. Moreover, interaction and communication between lecturer and students were the two main criteria that Northrup (2001) (cited in Long et al., 2014) felt were essential elements for student learning. This matches the research of Brophy (2001), who suggested that lecturers perform different tasks in the teaching process. These include giving feedback on achievements, stimulating students to continue, supporting students to engage in learning activities and encouraging them to reflect on content (Brophy, 2001 cited in Long et al. 2014). Heffernan, Morrison, Sweeney, & Jarratt (2010) also found dynamic delivery, rapport (ability to maintain harmonious relationships), overall subject knowledge and effective communication skills are perceived by students as effective lecturer competencies.

Most studies agree on the factors that affect student satisfaction, except in relation to grades. Research by Dong & Lucey (2013) concluded that there is a correlation between student feedback and assessment performance. These findings agree with Elliott & Healy (2001) and Umbach & Porter (2002) who see a relationship existing between grades and satisfaction. Bean and Bradley (1986; cited in Umbach & Porter, 2002), challenged this finding that there is practically no relation between student satisfaction and grades.

Table 2.2 summarises scholarly studies of service quality factors that consider sources of student satisfaction. These factors will be discussed further in the discussion chapter (Chapter 6).

Factor	Researchers
Academic staff quality: interaction, delivery in the classroom, feedback during sessions and assignments, understandable, practical and entertaining.	(Angell, Heffernan, & Megicks, 2008; Arambewela & Hall, 2009; Coskun, 2014; Hill et al., 2003; Kashif & Ting, 2014; Lazibat, Baković, & Dužević, 2014; Letcher & Neves, 2010; Northrup, 2002; Stukalina, 2012; Sultan & Wong, 2013; Sumaedi, Bakti, & Metasari, 2012; Wilkins & Stephens Balakrishnan, 2013; Zineldin et al., 2011)
Access, availability and quality of resources: Library, IT services (computer facilities), course material, entertainment facilities, career counseling, transport facilities, dining facilities, access to workshops, seminars and conferences.	(Arambewela & Hall, 2009; Hanssen & Solvoll, 2015; Hill et al., 2003; Sherifi, 2015; Sultan & Wong, 2013; Sumaedi et al., 2012; Wilkins & Stephens Balakrishnan, 2013; Wismantoro, 2014)
Accommodation: Reasonable cost, good standard	(Arambewela & Hall, 2009)
Administrative staff: availability, capability, competence, politeness and attitude of university personnel in delivering their responsibilities and their willingness to help students, or giving the impression of being interested in the student; providing support.	(Douglas et al., 2015; Lazibat et al., 2014; Poon & Brownlow, 2015; Stukalina, 2012; Sultan & Wong, 2013; Sumaedi et al., 2012; Zineldin et al., 2011)
Approachability, availability, interaction and communication with the academic staff.	(Arambewela & Hall, 2009; Coskun, 2014; J. A. Douglas et al., 2015; Heffernan et al., 2010; Y. K. Kim & Sax, 2009; Lazibat et al., 2014; Northrup, 2002; Stukalina, 2012)
Effective use of technology: lecturing rooms have good audio-visual facilities, lecturers use technology in their teaching.	(Arambewela & Hall, 2009; Stukalina, 2012; Wilkins & Stephens Balakrishnan, 2013)
Grades	(Gruber et al., 2010; Lazibat et al., 2014; Umbach & Porter, 2002)
Industry link: related to the help students receive in making links	(Angell et al., 2008; Letcher & Neves, 2010)

with industry.	
Institution prestige and reputation (internationally and in home country).	(Angell et al., 2008; Arambewela & Hall, 2009; Lazibat et al., 2014)
Personal tutors	(Braine & Parnell, 2011; J. Douglas et al., 2006; Wilcox, Winn, & Fyvie‐Gauld, 2005)
Physical aspects of the service, such as: classrooms, buildings and equipment.	(Alam Malik, Hassan, & Zahid Iqbal, 2012; Gruber et al., 2010; Khan, Ahmed, & Nawaz, 2011; Lazibat et al., 2014; Oldfield & Baron, 2000; Robertson et al., 2012; Sumaedi et al., 2012; Zineldin et al., 2011)
Safety and security: the sense of physical security that the students felt on the university campus.	(Arambewela & Hall, 2009; Zineldin et al., 2011)
Social activities that help students interact, work and build relationships with other students.	(Arambewela & Hall, 2009; Douglas et al., 2015; Sumaedi et al., 2012)
Social/emotional support and counseling services: student support unit.	(Arambewela & Hall, 2009; Hill et al., 2003; Lazibat et al., 2014; Sumaedi et al., 2012)
Student engagement with learning: course curriculum, extra curriculum activities and assignments relevant to workplace or in real life situations.	(Douglas et al., 2015; Hill et al., 2003; Letcher & Neves, 2010; Sumaedi et al., 2012)
Value for money	(Angell et al., 2008; Douglas et al., 2015)

Table 2. 2: Service quality factors affecting students' satisfaction

2.2.2 Job satisfaction

The nature of this research explores whether a relation exists between student satisfaction and academic staff satisfaction at SBS, following on from the discussion of student satisfaction in the previous section; this section will now review the literature related to job satisfaction in general and then in the HE sector.

In 1969, Locke defined job satisfaction as the:

> *"Pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values. Job dissatisfaction is the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's values"* (Locke, 1969: p. 316).

Furthermore, the research of Cranny, Smith, and Stone (1992) argued that there is an agreement on job satisfaction definition as:

> *"An affective (that is, emotional) reaction to one's job, resulting from the incumbent's comparison of actual outcomes with those that are desired (expected, deserved, and so on.)"* (Cranny, Smith, and Stone, 1992 cited in Weiss 2002: p. 174).

Spector (1997) defines job satisfaction simply as the degree to which people like their jobs. Similarly, Weiss (2002) defines job satisfaction as an attitude; a positive evaluation decision that people generate in relation to their job or job situation. Furthermore, job satisfaction or dissatisfaction does not only depend on the nature of the job, but extends to the individual expectation of what will be offered from the job (Lu, While, & Barriball, 2005).

The effect of job satisfaction on long term growth of global educational organisations (Ololube, 2006) means that it is necessary to have a deep comprehension of job satisfaction theories.

Satisfaction Theories

Extensive research, by Lu, While, and Barriball (2005) found that focusing on the feelings of employees towards their jobs (as in traditional models) is insufficient. They stated that in addition to the nature of the job defining satisfaction or dissatisfaction, expectations of the employees were of relevance.

According to Fox (1997) the most valid motivation theories are:

- Maslow's Hierarchy of Needs
- Herzberg's Motivation-Hygiene Theory
- Vroom's Expectancy Theory, and McGregor's Theory X and Y.

Mullins book classified theories into two main categories (Mullins, 2005):

- Content theories – these demonstrate the attempts of researchers to explain the factors that motivate individuals. They emphasise the nature of needs and potential motivations. Examples are the theories of Maslow, Alderfer, Herzberg, and McClelland.
- Process theories - these show researchers' attempts to find the relation between variables that affecting individual's motivation. In these the actual motivational process is described, for example in the instance, expectancy, equity, goal and attribution theories.

In this section, the three theories (Maslow's Hierarchy of Needs, Herzberg's Motivation-Hygiene Theory, and Vroom's Expectancy Theory) that Fox (1997) highlighted and relate to satisfaction will be reviewed.

- ***Maslow's Theory:***

Maslow's Theory presented needs as a hierarchy, where the lower needs have to be fulfilled before progressing upwards; this made Goodell & Coding (1994) to suggest that this Theory may be applied to job satisfaction, although it was not considered as Theory of worker satisfaction. They applied it to work, as employees require sufficient payment and job security before consideration of higher levels such as personal achievement. Similarly, Mullins (2005) found that Maslow's hierarchy has significant impact on motivation and management approaches, even though it was never intended to be applied to work situations.

Wahba & Bridwell (1976) explained that the appeal of Maslow's Theory is that it presents two theories:

- Human Motives basic human needs
- Human Motivations - through relating human needs to the general behaviour

According to Maslow's Theory, there are five desired needs in life (Maslow, 1970):

- Physiological needs: food, water, clothing …
- Safety and security needs: security, stability, freedom of fear…

- Belongingness and love needs: friendship, feeling of love, belonging and acceptance ...

- Self-esteem needs: desire for strength and desire for reputation or prestige ...

- Self-actualisation needs: morality, creativity...

Each level of need has to be fulfilled and satisfied before addressing the subsequent level of needs.

In their literature review Wahba & Bridwell (1976) found that Maslow's hierarchy is partially supported. That said, Mullins (2005) feels the hierarchy is merely a useful base for motivational evaluation at work. Moreover, he highlights that Steers and Proctor (1991) listed different organisational factors that are used to satisfy different needs (See Table 2.3).

Needs level	General rewards	Organizational factors
Physiological	Food, water, sex, sleep	Pay Pleasant working conditions Cafeteria
Safety	Safety, security, stability, protection	Safe working conditions Company benefits Job security
Social	Love, affection, belongingness	Cohesive work group Friendly supervision Professional associations
Esteem	Self-esteem, self-respect, prestige, status	Social recognition Job title High status job Feedback from job itself
Self-actualisation	Growth, advancement, creativity	Challenging job Opportunity for creativity Achievement in work Advancement in the organization

Table 2. 3: Adapted from Mullins (2005) Applying Maslow's need hierarchy

Source: *Management and organisational behaviour* (Mullins, 2005).

- ***Herzberg's Motivation-Hygiene Theory***

Through an initial review of 2000 articles discussing job satisfaction, Herzberg and his colleagues found factors leading to satisfaction contrast to those leading to job dissatisfaction (Sachau, 2007). Subsequently, they started to use critical incident method through interviewing 203 employees, where Herzberg asked them to provide description of events that made them feel exceptionally good or exceptionally bad (Mullins, 2005).

Herzberg suggested that job satisfaction and dissatisfaction are not opposite to each other, but are actually separate things. So, the opposite of job satisfaction is no job satisfaction and the same for dissatisfaction (Herzberg, 1989). Based on this, Herzberg argued that the factors that influence job satisfaction (motivators) contrast the factors that influence job dissatisfaction (Hygiene) (Daft & Marcic, 2008; Herzberg, 1989; Mullins, 2005).

According to Herzberg, motivational (growth) factors are intrinsically represented by achievement, responsibility, work itself, as well as recognition of achievement, growth or advancement (Herzberg, 1989). Those factors affect the feelings of satisfaction or no satisfaction. That said, Hygiene factors are extrinsic to the job and include:

- Organisational policies.
- Supervision.
- Working conditions.
- Salary.
- Job security.

Additionally, his research revealed that motivators are the main cause of satisfaction, while hygiene factors are the principle reason for unhappiness within a job. Figure 2.2 looks at Herzberg's Motivation-Hygiene Theory.
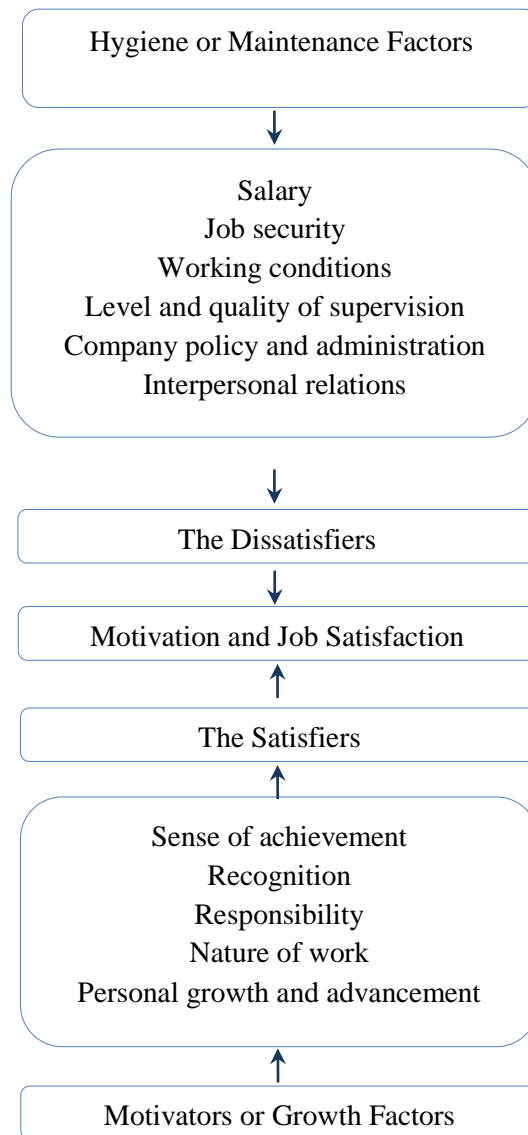
Figure 2.2: Adapted from Mullins (2005) Representation of Herzberg's Motivation-Hygiene Theory

Source: *Management and organizational behavior* (Mullins, 2005)

In 2009, Katt & Condly summarised factors which, according to them, had a *"fairly stable taxonomy"* (See Table 2.4).

Motivators	Hygiene Factors
Achievement	***Company policy and administration***
Completion of a job, solution to a problem, seeing the results of one's efforts. This category also allowed for incidents involving failure (the absence of	Events involving the ''adequacy or inadequacy'' (Herzberg, 1966: p. 197) or ''*harmfulness or beneficial effects*'' (p. 197) of the company's organisation and

achievement).	management.
Recognition for achievement An act of notice, positive or negative, from anyone (supervisor, peer, or general public)	**Supervision** Events that centre on the behaviour of one's supervisor.
Work itself Events centred on the variety/routineness, Difficulty/ease, or creativity/lack of creativity of respondent's work.	**Interpersonal relations** Reports of events in which there is specific reference to the characteristics of interaction between respondent and superiors, subordinates, or peers.
Responsibility Events involving the status of respondent's authority or responsibility.	**Working conditions** Events involving the physical adequacy or inadequacy of the work environment, (i.e lighting, ventilation, tools, space, etc.)
Advancement An actual change in a ''*person's status or position in the company*'' (Herzberg, 1966: p. 195).	**Salary** ''*Sequences of events in which compensation plays a role*'' (Herzberg, 1966: p. 195).
Growth Situations that resulted in respondents learning new skills, acquiring a new outlook, or the opening of a ''*previously closed door*'' (Herzberg, 1966: p. 194).	**Job security** Responses involving a specific reference to the presence or absence of job security.

Table 2. 4: Established Workplace Motivation-hygiene Factors (Herzberg, 1966, 1974)

Source: Adapted from: *A Preliminary Study of Classroom Motivators and De-motivators from a Motivation-hygiene Perspective* (Katt & Condly, 2009).

Herzberg suggests that in order to motivate people, management should focus on either factors related to the work itself or the direct outcomes derived from it, such as (Robbins & Judge, 2013):

- Personal growth opportunities.
- Achievement responsibility.
- Promotional opportunities and recognition.

Despite similarities between Herzberg's Motivation-Hygiene Theory and Maslow's hierarchy (Table 2.5) Owens found that two differences exist (Owens, 2001):

- Maslow deals with all potential motivators, while Herzberg deals with *"high order needs"*.

- Herzberg's Motivation-Hygiene Theory addresses the working environment, while Maslow considers the individual's environment "*at work and away from work*".

Maslow's Hierarchy of Needs	Herzberg's two factor Theory
Physiological	Hygiene factors
Safety	
Love	
Esteem	Motivators
Self-actualisation	

Table 2. 5: Linking Maslow's, and Herzberg's theories of motivation

Source: Adapted from *Management and organizational behaviour* (Mullins, 2005).

There have been many studies with different conclusions about the effectiveness of Herzberg's Motivation-Hygiene Theory.

> *"Perhaps no other Theory of motivation at work has been more extensively researched and argued about than this [Herzberg's Theory], and in all likelihood none has been as widely applied to complex organizations"* (Owens, 2001: p. 359).

Similarly, Porter, Bigley, & Steers (2003) found in their book that, although this Theory was supported by practitioners because of its simplicity, precision and clarity, academic society has taken a long time to accept the Theory. Moreover, Fox (1997) stated that Herzberg's Motivation-Hygiene Theory had been tested by Hill (1986-1987), where he found that the Theory is applicable to HE.

In 1964, Lodahl claimed that the relationship between motivation and job satisfaction is superficial. By using different methods and samples, his findings indicated that the attitude factor patterns form a replication of Herzberg's work and that there might be a general theoretical background that differentiates between "satisfiers" and "motivators".

Despite the popularity of Herzberg's Motivation-Hygiene Theory, it has continually been criticised. House & Wigdor (1967) criticised Herzberg's Motivation-Hygiene Theory on several grounds:

- Limitations of the methodology used - Critical Incident Technique.
- The faulty research base.
- That the Theory was not consistent with previous research evidence of satisfaction and motivation.

Through analysing the data provided by the Herzberg research, they concluded that the findings contradicted the propositions that satisfiers and dissatisfiers are independent. The following year, 1968, another study conducted by Winslow & Whitsett defended and supported the two-factor Theory by criticising the research of House & Wigdor.

"Satisfaction was related to performance" (Lawler, 1970; p: 224).

Later on, in 1995 Johnston research revealed that sources of satisfaction are not always opposite to sources of dissatisfaction. In his research, some of the factors acted as a source of satisfaction and dissatisfaction, which contradicts Herzberg Theory.

Lawler questioned this relationship through an investigation that overlooked several studies. He found that satisfaction affects employee motivation which he related to job performance in an indirect way. Simultaneously, he found that performance might affect satisfaction in a direct way in certain situations. He stated that the importance of this relation is that it can provide an idea about the reward system within an organisation.

The following year, a further research supported Herzberg's Motivation-Hygiene Theory. Schwab, Devitt, & Cummings (1971) conducted a study with a sample of 99 male supervisors investigate criticism of the two-factor Theory. Their study revealed similar results to Herzberg's Motivation-Hygiene Theory, although they also indicated that they had failed in predicting certain responses using Herzberg's Motivation-Hygiene Theory.

Kacel et al. (2005) joined in supporting the Theory. Their study aimed to identify job satisfaction levels among practicing nurses where the results revealed that the:

> "*highest satisfaction scores in this study were all intrinsic factors and the lowest satisfaction scores among nurses practitioners in this study consisted of the extrinsic factors*" (p. 30).

In the same field, Sharp (2008) conducted research to check for a relationship between: ability compensation, utilisation, achievement, job satisfaction and co-workers for psychiatric nurses. Sharp's results supported Herzberg's Motivation-Hygiene Theory and showed a reasonable correlation between ability utilisation, achievement and job satisfaction by using a short form of the Minnesota Satisfaction Questionnaire. Additionally Lundberg et al. (2009) incorporated questionnaires and in depth interviews

into their investigation of motivation amongst seasonal workers at tourism destinations. Their study supported Herzberg's Motivation-Hygiene Theory and stressed its validity. Furthermore, Ahmed et al. (2010) supported the Theory by conducting research within a university revealing that intrinsic factors affect employee job satisfaction, whereas hygiene factors had little significant effect on employee satisfaction.

In 2007, Smerek and Peterson conducted a survey in a public research university with a 2700 employees sample to test Herzberg's Motivation-Hygiene Theory. They found that the results did not support the Theory in a conclusive way, though they revealed that:

> "… *work itself is the strongest predictor of job satisfaction after controlling both personal and job characteristics*" (Smerek & Peterson, 2007: p. 229).

During the same period, Sachau (2007) claimed that despite the mistakes of Herzberg, there remains lots of misinterpretations. He stressed the relationship between Herzberg's Motivation-Hygiene Theory and intrinsic motivation as found in recent academic researches.

- ***Vroom Theory***

"Expectancy Theory (Vroom, 1964) has held a major position in the study of work motivation" (p. 575)*;* this is how Vroom Theory was described by Van Eerde & Thierry (1996). The Theory's important feature is its:

> *"View of behaviour as subjectively rational and as directed toward the attainment of desired outcomes and away from aversive outcomes"* (Vroom, 1964: p. 276)

The Theory is based on the belief that individuals choose a behaviour that brings them the maximum return of satisfaction and the lowest return (or avoidance) of dissatisfaction. Moreover, Vroom argued that individuals choose their behaviour depending on their preference of particular activity and expected results (Mullins, 2005; Vroom, 1964). Unlike Maslow's Theory, it focuses on outcomes rather than needs (Sinclaire, 2011).

Expectancy Theory states that people will perform their jobs if they (Fox, 1997; Sullivan & Garland, 2010):

1. Believe that they have the ability to perform the job
2. Will be rewarded for doing the job (expectancy)
3. Will receive the reward they require (valence).

Figure 2.3 examines Vroom's Expectancy Theory.
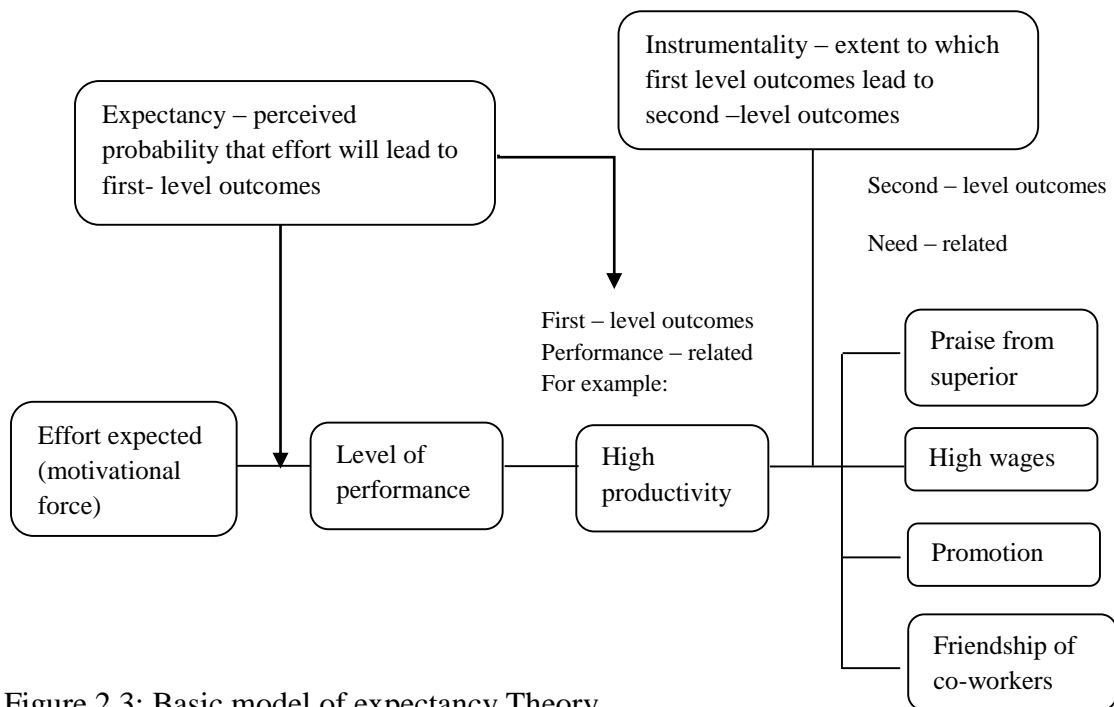
Figure 2.3: Basic model of expectancy Theory

Source: Adapted from *Management and organisational behaviour* (Mullins, 2005).

Current research

Herzberg's Motivation-Hygiene Theory has been used as the basis of the conceptual framework for this research. The objective of using this Theory is not to assess academic staff satisfaction in general, but to assess the effect of feedback on their satisfaction. Herzberg's Motivation-Hygiene Theory is the main theory which does this.

Satisfaction among academic staff

Having reviewed general job satisfaction, this section will review job satisfaction in the HE sector. Job satisfaction is a very important aspect especially for academic staff, although most scholarly work has focused on industrial contexts, with minimal research of academic staff job satisfaction (Sabharwal & Corley, 2009).

Machado et al.'s (2011) article mentioned that satisfaction and motivation are essential for academic performance and quality HE provision. This was reiterated by Noordin & Jusoff (2009) who found job satisfaction amongst academics is an intrinsic motivator in effective academic institutions. Moreover, in 2006 Ololube found that job satisfaction for academic staff is as important as:

> *"… professional knowledge and skills, centre competencies, educational resources and strategies"* (p. 1).

And that it is an essential part of the performance and success of an educational system (Ololube, 2006).

In 1983, Powell, Barrett, & Shanker conducted twenty-four interviews with university academic staff in order to assess their professional lives. The research revealed that teaching is the main reason for satisfaction, though many pointed out that they had the feeling that:

> *"...this was under-valued by the institution"* (Powell et al., 1983).

In his 1997 research Oshagbemi conducted a survey covering eight basic job and demographic elements, which included 566 university teachers from 23 universities across the UK. He found that the same factor can contribute to both individual satisfaction and dissatisfaction. These findings contradict Herzberg's Motivation-Hygiene Theory which stated that factors that lead to satisfaction are completely different and distinct from factors that lead to dissatisfaction. This was supported by the research of Ssesanga & Garrett (2005) who concluded that Hygiene factors contribute to academics job satisfaction and dissatisfaction. In their research, Byrne, Chughtai, Flood, & Willis (2012) concluded that job content and work context factors contribute to the job satisfaction among academics, which contradicts Herzberg's Motivation-Hygiene Theory. In 2006, Ololube defined job satisfaction among academic staff as:

> *"…the ability of the teaching job to meet teachers' needs and improve their job/teaching performance"* (p. 1).

In 2000, Hagedorn identified six triggers and three mediators that affect job satisfaction. She defined a trigger as:

> *"… a significant life event that may be either related or unrelated to the job"*

while a mediator is:

> *"a variable or situation that influences (moderates) the relationships between other variables or situations producing an interaction effect"* (p. 6).

Table 2.6 represents the triggers and mediators that were included in the framework.

Mediators			Triggers
Motivators & Hygienes	Demographics	Environmental conditions	Change or Transfer
Achievement Recognition Work itself Responsibility Advancement Salary	Gender Ethnicity Institutional type Academic discipline	Collegial relationships Student quality or relationships Administration Institutional climate or culture	Change in life Stage Change in family-related or personal circumstances Change in rank or tenure Transfer to a new institution Change in perceived justice Change in mood or emotional state.

Table 2. 6: Conceptual Framework of Faculty Job Satisfaction

Source: Adapted from *Conceptualizing faculty job satisfaction: Components, theories, and outcomes*. (Hagedorn, 2000).

According to a US study by Sanderson, Phua, & Herda (2000), academics were satisfied mainly with the opportunity to teach and educate students, and teaching interesting courses. Additionally, a flexible working schedule, the ability to work independently and job security were among the main reasons for satisfaction. That said, for those who considered changing career, (five percent said that they would probably not want to be an academic), and the main reasons were:

- Financial compensation.
- Ability to maintain the balance between work and family.
- Inadequate research resources.
- Workload.

Ahsan, Abdullah, Fie, & Alam (2009) research findings indicated that workload was one of the factors that had both a positive relationship to job stress and a negative relationship to job satisfaction. Their research also showed how role ambiguity negatively affects job satisfaction. This contrasts that relationships with others that do not affect job satisfaction. This aligns with the research of Bozeman & Gaughan (2011), which concluded that as with other types of workers, academics tend to be satisfied when they receive respect from their colleagues and have a salary reflecting their value. Additionally, Awang, Ahmad, & Zin (2010) concluded that there are three factors that affect job satisfaction amongst lecturers:

- Workload.

- Promotional opportunities.
- Relationship with colleagues.

They also concluded that programmes such as team building help to increase job satisfaction levels.

In contrast, workload was related negatively to job satisfaction in the research of Mustapha & Ghee (2013). More so, the study by Rhodes, Hollinshead, & Nevill (2007) indicated 30 factors that affected academic staff satisfaction. Collaborative working, opportunities for self-management and friendliness of colleagues were the highly ranked factors that affected satisfaction, while factors such as the time spent on administration and workload were ranked highly as sources of dissatisfaction.

Osakwe (2014) defined academic autonomy as incorporating the control over work; possessing varieties of tasks including:

- Teaching
- Research
- Offering courses
- Evolving evaluation methods.

In addition to autonomy, Osakwe linked job satisfaction to the work environment, professional development, safety and security, promotional opportunities, empowerment and authority. It was also concluded by Renzulli, Parrott, & Beattie (2011) that autonomy is strongly related to job satisfaction among American school teachers. Following this, De Lourdes Machado-Taylor et al. (2014) indicated that along with the working environment, personal and professional development, facilities, and colleagues, supporting-staff are considered a source of academic staff satisfaction in the Portuguese HE.

Another point related to academic staff satisfaction was academic freedom. Ong (2012) defined academic freedom as having the:

> " ... right to speak freely without fear of reprisal, the right to determine specific teaching methodologies, the right to transmit knowledge openly, and the right to research in one's field" (p. 2).

Moreover, Ong indicated that the United Nations Educational, Scientific and Cultural Organisation stressed that academic freedom should be observed scrupulously. In their research, Williams and Blackstone (1974) indicated that freedom is a factor that is highly valued by academics (Williams and Blackstone (1974) cited in Rhodes et al., 2007). This

agrees with Cornuel & Verhaegen (2005), Houston, Meyer, & Paewai (2006) and De Lourdes Machado-Taylor et al. (2014) who linked academic freedom with satisfaction.

Table 2.7 lists some of the factors that affect academic staff job satisfaction. These factors will be reviewed in the discussion chapter (section 6.1.1) to cross check them with the themes emerged from the interviews.

Factor	Researchers
Academic Freedom	(Cornuel & Verhaegen, 2005; de Lourdes Machado-Taylor, 2014; Houston et al., 2006; Ong, 2012; Rhodes et al., 2007; Shin & Jung, 2014; Verhaegen, 2005)
Autonomy	(Bellamy, Morley, & Watty, 2003; Osakwe, 2014; Renzulli et al., 2011; Roelen, Koopmans, & Groothoff, 2008; Watty, Bellamy, & Morley, 2008)
Career Progression and Academic Goals	(Metcalf, Rolfe, Stevens, & Weale, 2005; Noordin & Jusoff, 2009; Roelen et al., 2008)
Empowerment	(Babakus et al., 2003; Kim et al., 2009; Osakwe, 2014; Shin & Jung, 2014)
Facilities	(Adetoro, 2014; Bellamy et al., 2003; De Lourdes Machado-Taylor et al., 2014; Karabit-Yik & Anbar, 2008; Shin & Jung, 2014)
Organisational Support	(H. J. Kim et al., 2009; W. G. Kim et al., 2005; Susskind, Borchgrevink, Kacmar, & Brymer, 2000)
Relationship with colleagues	(Awang et al. 2010 ; Bozeman & Gaughan, 2011)
Respect	(Bozeman & Gaughan, 2011; Kim et al., 2009; Kim et al., 2005; Lockwood, 2007)
Rewards	(Babakus et al., 2003; Bustamam, Teng, & Abdullah, 2014; Hofmans, Gieter, & Pepermans, 2013; H. J. Kim et al., 2009; Noordin & Jusoff, 2009; Terera & Ngirande, 2014)
Supporting Staff	(De Lourdes Machado-Taylor et al., 2014; Noordin & Jusoff, 2009)
Teamwork	(Ahmed et al., 2010; Houston et al., 2006; Lockwood, 2007; Noordin & Jusoff, 2009; Renzulli et al., 2011; Rhodes et al., 2007; Roelen et al., 2008)
Training	(Babakus et al., 2003; Bimpitsos & Petridou, 2012; Cheung & To, 2010; H. J. Kim et al., 2009)
Workload	(Ahsan et al., 2009; Awang et al., 2010; Bellamy et al., 2003; Karabit-Yik & Anbar, 2008; Mustapha & Ghee, 2013; Noordin & Jusoff, 2009; Rhodes et al., 2007; Roelen et al., 2008; Sanderson et al., 2000)

Table 2. 7: Factors affect academic staff job satisfaction adapted from literature

2.2.3 Service quality and satisfaction

As discussed, the literature has indicated that there is a strong connection between service quality and satisfaction (Angell et al., 2008; Athanassopoulos, 2000; Cronin & Taylor, 1992; Smith et al., 2007; Sultan & Wong, 2013). This has been supported by Bigne, Moliner, & Sánchez (2003) who suggest this correlation is relevant in HE context. That said it is a more complicated relationship, with universities being considered as multiservice organisations, which have a core service and one or more complementary services (Berry, 1995 cited in Bigne at al., 2003).

There has been debate as to whether service quality influences satisfaction or vice versa. While Cronin and Taylor (1992) and Voss and Gruber (2006) concluded that service quality is a cause of customer satisfaction, other scholars such as Parasuraman et al. (1985, 1994, 1988) stated that consumer satisfaction leads to perceived service quality. However, the majority of recent research considers service quality a cause of customer satisfaction (Gruber et al., 2010). Despite the debate into which came first, it was clear that a correlation exists between satisfaction and service quality. Indeed, Zeithaml et al. (2009) suggested that service quality can be considered as a component part of satisfaction, as a wider and broader concept than simple service quality. Through this research, aligning with the research aim, an assumption will be made that service quality is a reason of satisfaction.

Jongbloed, Enders, & Salerno (2008) stated that HE institutions should evaluate their commitment to servicing the demands of their stakeholders, and it was noted that once needs are identified, a superior quality of service is achieved. According to literature, student perceived service quality is an antecedent to satisfaction (Browne et al., 1998 and Guolla, 1999 cited in Gruber et al., 2010; Voss & Gruber, 2006). Moreover, Alves & Raposo (2010) indicated that perceived quality plays a role affecting student satisfaction. This supports the conclusion of Gruber at al. (2010) that shows that student satisfaction reflects the perception of quality differences in services offered by universities. Invariably, satisfied students may return to the University for further education and attract new students via word of mouth (Voss et al., 2007).

According to Bowden (2011), students who have a high quality perception of the university are more likely to develop a stronger connection with the brand. Additionally, Bowden indicated that a HE sector commitment may eventually be established by staff and institutions adapting their service styles to meet their customer needs.

2.3   Marketisation of HE

Marketisation has been defined as the process of opening the market to competitive forces and increasing the influence of this competition on academic life (Judson & Taylor, 2014). It has been also defined as:

> "… *the attempt to put the provision of higher education on a market basis, where the demand and supply of student education, academic research and other university activities are balanced through the price mechanism*" (Brown, 2015; p. 5).

Marketisation aims to encourage HE institutions to provide and dedicate more attention to students, teaching and research (Jongbloed, 2003). According to Tomlinson (2016), HE marketisation has been felt more in countries that have "*broadly liberal market economy*" (p.3) such as the USA, UK, Australia and Canada. In most western countries, marketisation has been viewed as a:

> "*Compromise between privatization, academic autonomy and blatant state control in the face of the backlash against government intrusion in western socioeconomic life*" (Hemsley-Brown & Oplatka, 2006: p. 317)

According to Brown (2011), accommodating high numbers of students while maintaining the same quality was one driver of marketisation.

In 2015, Ashwin, Abbas, & McLean stated that the introduction and increase of tuition fees strengthened HE marketisation. They agreed that marketisation put HE quality central focus of attention to satisfy HE customers (students) by the need to provide "*information about the quality of the product*" (p. 610).

Marketisation has some academic support. In 2003, Jongbloed argued that marketisation improves student choice and service quality provided by HE institutions. Naidoo, Shankar, & Veer (2011) suggest that marketisation can help universities to identify and fulfil student needs. That said, Molesworth, Nixon & Scullion (2009) noted that marketisation of HE undermines students reflection, engagement and reinvention. Additionally, Brown (2015) sees how it makes HE "*economic goods*" (p. 7). Moreover, Brown feels that it will direct institutions to focus on student surveys as the "*best proxy for quality*" and consequently this will affect professional assessments and in effect "*learning gains*".

Some of these researches have contributed to the debate as to whether students should be treated as customers or not. Jongbloed (2003) states that by being a customer of HE student have a fundamental contribution to the teaching process. As mentioned in section 1.4 the

second research question explores the effect of HE marketisation on PG student perception. For this reason literature that examines the debate surrounding the 'student as a customer' will be discussed in the following section.

2.3.1 Are student customers?

As discussed in the introduction, customer satisfaction is an important topic in the marketing literature, though it cannot be applied to HE without considering the current debate that questions the perception of students as customers. Some scholars considered students as internal customers and some as external customers, while others simply refuse to accept the concept of students being customers of HE.

Sax (2004) argued that in order to be a customer, there is a requirement to have more than a single exchange. This is why people usually buy from someone they know and trust. The same principle applies to the relationship between current students and universities. Recruiters recommend universities to new students, suggesting that they join one of those universities that offer special privileges or discounts. It has also been stated that new technology helps define students as customers by connecting them to the university by bonds of familiarity and trust over an extended period. In the same vein, Yeo (2008) indicated that students are considered as HE customers, either as primary customers, involved in the learning process input and output, or as secondary customers for those who consider future employers as their primary customers.

That said, scholars like Parsell (2000) argue that students are not customers, although this does not suggest a lack of involvement from those students in their education. However, it is suggested that students should be treated as "learning workers" who have the power to participate, in a positive and productive way within the educational process.

Similarly, Durkin et al. (2014) agree on this perception of students as customers, as the unique situation of education means that outcome quality depends on the consumer (student) efforts. DeShields Jr et al. (2005) argues that students should be considered as customers due to the fact that without them, there would be no customers to be served by the educational institutions. This was also supported by Voss et al., (2007), who claimed that due to the tuition fees application in Germany, the "consumerist" concept will be most likely strengthened and German universities would need to offer value for money. Moreover, the main income for universities tends to originate from tuition fees

(UniversitiesUK, 2014d) and so it is of paramount importance to the HE sustainability model.

Sharrock (2000) and Cuthbert (2010) classified students into four categories:

- Customers who need routine information.
- Clients who needs guidance from an expert.
- Citizens who have a right to appeal against someone or an act.
- Subjects who maintain obligations, such as working to achieve a grade.

Moreover, Hart & Coates (2010) who conducted a study on international (East Asian) students suggested that students view themselves as customers when they are dissatisfied and subsequently provide feedback to the university. Twersky, Buchanan, & Threlfall (2013) also concluded that students are beneficiaries, as they benefit directly from the HE system.

In the investigation of Finney & Finney (2010) the correlation between students perceiving themselves as customers of their universities and their educational attitude or behaviour was examined. The research argues that students who perceive themselves as customers feel that they are entitled to receive positive outcomes from the university. In this case, students view that for their input of fees and tuition payment, and in exchange they will receive their grades and qualifications. Treating students as customers might decrease student responsibilities and destabilise student academic rigor (Finney & Finney, 2010). Similarly, Clayson and Haley (2005) stated that the application of customer orientation may have some implications, such as anticipating good grades; an "easy A" in return for the tuition paid regardless of the effort made. Students will also act as judges whenever they feel unsatisfied, and they will fill out a service form even if it is not related to teaching (Clayson & Haley, 2005).

Table 2.8 demonstrated the concept in regards to other scholars who support or refute the idea of treating students as customers.

Scholars **supporting** the idea of treating students as customers	Hill (1995). In the UK, students are the primary customers of HE. Michael, Sower, & Motwani (1997). Students are customers of higher education; they are consumers of service and knowledge. On the other hand, future employers are consumers of the student product. Joseph & Joseph (1998). Due to high competition, universities are required to understand students' needs in order to develop strategies

	to fulfill those needs and gain market share. Students should be treated as customers, as they are the main beneficiaries of the education process.
	Maguad (2009). Students are usually considered as the most important internal customers of universities.
	Cardoso, Carvalho, & Santiago (2011). Students are perceived as consumers or clients; they are no longer considered as the beneficiary of public goods.
	Jackson et al. (2011). Students are considered as customers of the education system.
Scholars **against** the idea of treating students as customers	Driscoll & Wicks (1998). It is suggested that applying the marketing concept in HE should be limited and that stakeholders should consider the dangers of exacerbating the concept of customer-seller.
	Franz (1998). Students should be treated as co-workers, with the respect and dignity they deserve.
	Svensson & Wood (2007). Treating students as customers caused a misunderstanding of the relationship between students and universities.

Table 2.8: Studies that support and oppose the idea of dealing with students as higher education customers.

Despite this literature, Saunders (2014) and Vuori (2013) suggest that there is a lack of recent empirical studies that investigate PG student perception of being HE customers. Having considered the above debate and Juran & Godfrey (1999) opinion that a customer is anyone the work has an impact on, for the current study customer will been defined as "*the recipient or beneficiary of the outputs of work efforts or the purchaser of products and services*" (Maguad, 2007: p. 334). This is because I agree with the fact that PG students have to take out a loan to pay their own fees.

Having reviewed literature of service quality, satisfaction and marketisation of HE it becomes important to review both Cognitive Consistency Theories and Balance theory which will be used within the conceptual framework in section 2.4.

2.4 Cognitive Consistency Theories

The fundamental assumption of cognitive consistency theories is that people try to maximise consistency and equilibrium among their cognitions (Awa & Nwuche, 2010). Cognitive theories are concerned with the *"relationship of cognitions in a person's mind"* (Cobley & Schulz, 2013: p. 274). The following sections will review two theories: Cognitive Dissonance Theory and Balance Theory.

2.4.1 Cognitive Dissonance Theory

The original Theory was proposed in the mid 1950's, with the completed version, appearing in 1957 (Harmon-Jones, 2012). The Theory is built on the concept that people strive toward consistency, and in order to reach this, they attempt to rationalise inconsistencies in order to reduce psychological discomfort (Festinger, 1962; Shasha, Wei, & Wei, 2014). Cognitive Dissonance has been defined as:

> *"A uncomfortable psychological state caused by holding dissonant cognitions simultaneously"* (Cobley & Schulz, 2013: p. 275).

Festinger (1962) stated that the relation between a pair of elements might be 'dissonance' or 'consonance'. Dissonance refers to an unpleasant state, which may occur when an individual has two or more knowledge elements that are relevant, even if they do not fit together. Comparatively, if they are inconsistent, a state of discomfort 'dissonance' takes place (Festinger, 1962; Harmon-Jones, 2012). It can rise from logical inconsistency, cultural mores, one specific opinion, or from past experience (Festinger, 1962: p. 14). Furthermore, the amount and importance of inconsistent elements affects the magnitude of the dissonance (Cobley & Schulz, 2013). This dissonance stimulates individuals to 'engage in psychological work' in order to minimise or eliminate inconsistency. Moreover, people might:

> *"… change behavioural cognitive elements, environmental cognitive elements or add new cognitive elements"* (Metin & Camgoz, 2011: p. 132)

In doing so they may be able to restore consonance and decrease the dissonance magnitude. This was explained by Metin and Camgoz (2011), as for example, when a cigarette smoker knows that smoking has bad effects on his health he might:

- Change behaviour, actions or cognition - stop smoking.
- Change knowledge and believes – begin to believe that smoking is not dangerous.

- Change their perception by adding new element that agree with smoking – for example believing that traffic is more dangerous.

Festinger (1962: p. 31) summarised the core of the Theory:

1. There may exist dissonant or 'non-fitting' relations among cognitive elements.
2. The existence of dissonance gives rise to pressures to reduce the dissonance and to avoid increases in dissonance.
3. Manifestations of the operation of these pressures include behavioural changes, changes of cognition, and circumspect exposure to new information and new opinions.

However, Shasha et al. (2014) stated that there are some limitations to this Theory:

- It is not capable of predicting human behaviour accurately.
- Dissonance is not easily observed and measured.
- It does not provide a reliable tool to measure the dissonance magnitude.

The use of this theory in the current research will be examined later in this chapter after alternative options have been considered.

2.4.2 Balance Theory

Heider's initial work on Balance Theory was conducted in 1946, which was extended into a book chapter in 1958. He was interested in how individual (perceiver) minds link between the attitudes towards objects and people (Bohner & Wänke, 2002; Eagly & Chaiken, 1993; Heider, 1946).

The model proposed by Heider consists of three elements (Oskamp & Schultz, 2005):

- The perceiver (*P*)
- Another person (*O*)
- An idea or an object (*X*)

Between each two elements, there are two possibilities for the relationship. These are either Attitude or Unit relationships, where a relation can be established between a person *P* and another person *O* or object or situation *X*.

Attitude relation (L) can be either positive or negative relationships, such as to like, to love, to value, to esteem, where a ***Unit relation*** (U) refers to what can be perceived as belonging together, for example. unit formations such as similarity, causality, ownership, proximity which can also be both positive or negative (Heider, 1946; Oskamp & Schultz,

2005). Moreover, it was outlined that through a unit relation as an example, *pUo* is the same as *oUp,* as they belong to a unit (symmetrical relation), while in the case of attitude, *pLo* (p likes o) does not imply that o likes p *pLo* (non-symmetrical relation). Indeed, it was suggested that:

> "*attitudes towards persons and causal unit formations influence each other*" (Heider, 1946; p. 107).

Unit formation depends mainly on similarity, past experience, logical continuation, and proximity, so that a person can be considered as a cognitive unit with others because of "*kinship, nationality, or religion*" (Heider, 1958: p. 178). Nonetheless, unit formation does not only depend on the perception of belonging between entities, but also on surroundings properties. If two persons (one from New York and one from Boston) met in a party in which there was no other Americans, they would feel that they belong to together, while if the met in a party where half was from New York and half from Boston, very likely that they would feel that they belonged to different units. Based on a study conducted by Festinger and Hutte (1954) in the United States and Holland, Heider explained that the direct relation between emotions "sentiments" and cognitive structure do not depend on culture.

> "*An attitude towards an event can alter the attitude towards the person who caused the event, and if the attitudes towards a person and an event are similar, the event is easily ascribed to the person*" (Heider, 1946: p. 107).

Figure 2.4 shows the possible balanced and unbalanced patterns, with the solid arrow representing a positive relationship, while the dashed one represents a negative relationship. For example, in triad (b), both P and O dislike X, and P likes O, which represents a balanced triad. On the other hand, if both P and O dislike X and P dislike O as well, this forms an unbalanced triad. Eagly and Chaiken simplified the concept through the description: *"we can say that agreement with friends and disagreement with enemies are balanced or steady states, whereas disagreement with friends and agreement with enemies are imbalanced or unsteady states"* (Eagly & Chaiken, 1993: p. 135).
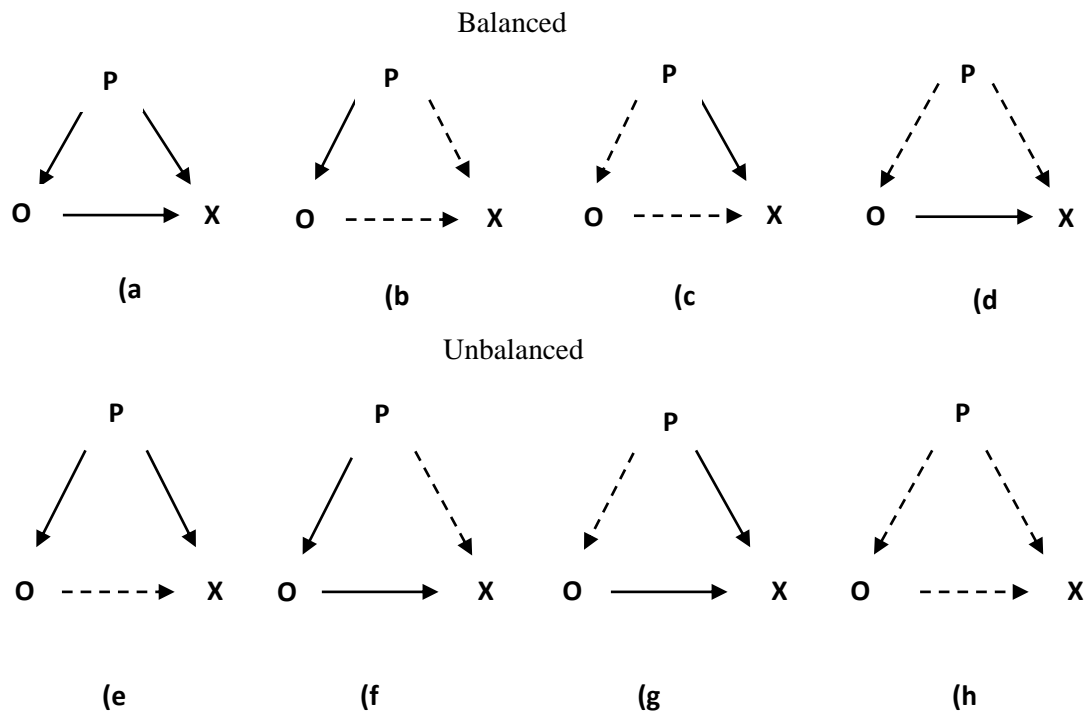
Figure 2.4: adapted from Eagly and Chaiken (1993) Balanced and imbalanced triads.

Source: *The Psychology of attitudes* (Eagly & Chaiken, 1993).

According to Heider, the Theory assumes that people try to find consistency in their life relations through equilibrium, and that lack of equilibrium causes an unbalanced and unpleasant state, upon which people try to find and restore equilibrium (Bohner & Wänke, 2002). The triad consists of 3 elements, at which the relation is either balanced or unbalanced. Balanced relations occur when there are three positive relations, or two negative and one positive, between elements. While unbalanced relations appear when there are three negative relations or two positive and one negative (Eagly & Chaiken, 1993; Heider, 1946). In other words, there is a balance state when the signs algebraic multiplication in the triad relation is positive (Khanafiah & SItungkir, 2004). Indeed, a balanced situation exists if there are similar attitudes towards the parts of a causal unit.

Balance Theory had certain limitations, and it has not been used extensively in research mainly because of its simplicity and lack of clarity at some points. These two reasons are the main motivations for revision of the Theory (Oskamp & Schultz, 2005). It also has experienced few modifications since it was proposed in 1946. Attempts have been made by: Cartwright and Harary, in 1956 using mathematical principles; Rosenberg and Abelson, 1960 through using matrix algebra. These modifications extended the model to

involve more than three units, but the model has not been revisited recently (Eagly & Chaiken, 1993). Oskamp & Schultz (2005) also addressed another issue, which is the degree of liking something, as the balance Theory described situations either positively or negatively, and neglected that there are degrees of positivity or negativity.

A further limitation was the assumption that relations between the elements are one way and this does not consider that it may be a two-way relationship (Cartwright & Harary, 1956; Oskamp & Schultz, 2005). Heider emphasised that relations are not symmetrical - i.e. P L O does not necessarily mean O L P, although he suggested that these relations have the tendency to become symmetrical:

> "... *we want people we like to like us, and we tend to like people who like us*" (Heider, 1958: p. 205).

Despite those limitations, Eagly and Chaiken (1993) claim that the Theory has contributed in an innovative and creative way to the social psychology field. Another study by Khanafiah and Situngkir in 2004 stated that Heider's Theory dominated the social psychology field in the 1960's as one of the cognitive consistency theories.

Current research

Balance Theory will be used in this research, as it is appropriate to the research setting. Balance Theory is concerned mainly with studying and describing the relationship amongst systems and how it can be maintained, while the Cognitive Dissonance Theory tries to predict what happens if the balance is disturbed. Moreover, the Balance Theory is concerned with peoples' attitude toward others, while the Cognitive Dissonance Theory is concerned with the decisions people make which might be consistent or inconsistent with previous behaviour (Singh, 2015). In this research the Balance Theory will be used to explore if management commitment to quality (as a proxy) has an effect on the relation between postgraduate student satisfaction and academic staff satisfaction.

2.5   Conceptual framework

In previous sections, literature dealing with service quality and satisfaction has been explored, especially in relation to HE. The fourth part of the literature provided an overview of the cognitive consistency theories. These will be used to build the conceptual framework, which has been defined as a visual tool or a written product that:

> *"... explains, either graphically or in narrative form, the main things to be studied – the key factors, variables or constructs– and the presumed relationships among them"* (Miles, Huberman, & Saldana, 2014: p. 20).

Relationship marketing literature discusses the relation between employee satisfaction and customers' satisfaction (Bhaskar & Khera, 2013; Jeon & Choi, 2012; Wangenheim et al., 2007). That said, a recent research conducted by Frey et al., (2013) investigated the relation between customer satisfaction and employee satisfaction. That research was based on the assumption that customers have authority and so their satisfaction will directly affect employee satisfaction. In addition, they linked customers and employee through positive feedback using quantitative approach.

Because there was no direct relation or literature that links customer satisfaction to employee satisfaction, this research tries to explore if this relation exists through application of two theories: the Balance Theory and Herzberg's Motivation-Hygiene Theory.

In order to explore whether there is a directional relation between student satisfaction and academic staff satisfaction, there is a need to adopt a conceptual framework (See Figure 2.5). This framework is based on two theories: Herzberg's Motivation-Hygiene Theory, which has been explained in section 2.2.3 as one motivational theory; and Balance Theory, which was explained in section 2.4.2.
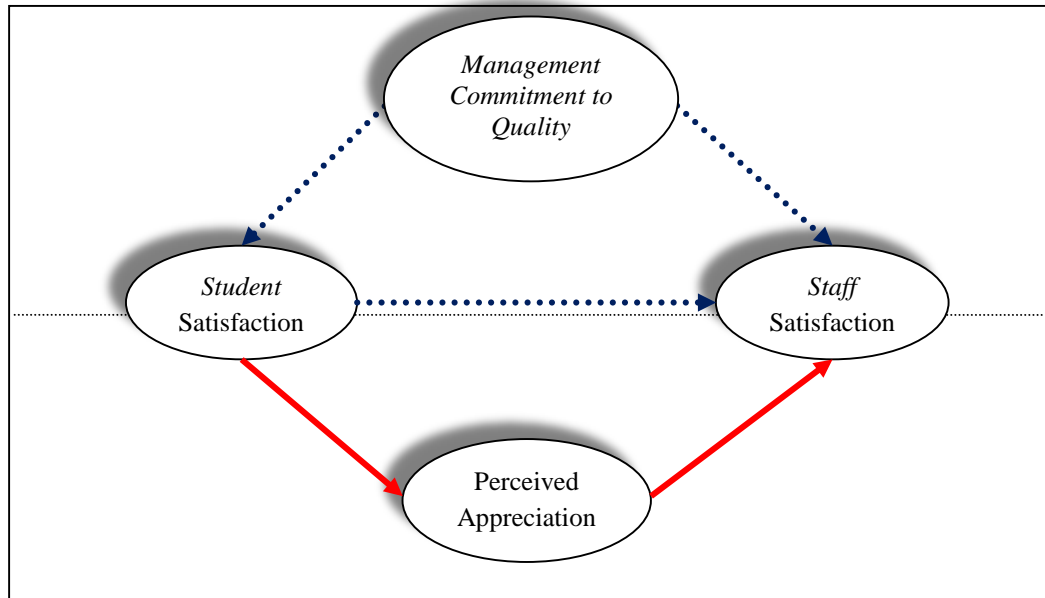
Figure 2.5: Conceptual framework

Source: Adapted from *"How Customer Satisfaction Affects Employee Satisfaction and Retention in a Professional Services Context"* (Frey et al., 2013) Original work modifications are italicised.

The Herzberg's Motivation-Hygiene Theory and Balance Theory formed the skeleton for the conceptual framework through two routes: both direct and indirect.

2.5.1 Customisation of balance Theory direct route (Based on Balance Theory)

> *"Many organizations are keen to provide service quality but fail simply because they do not have an accurate understanding of what customers require of them"* (Oldfield & Baron, 2000: p. 87).

Due to increased educational institution numbers, not only in the UK, but also globally it is imperative that universities gain a competitive advantage so as to attract more students (Oldfield & Baron, 2000; Paswan & Ganesh, 2009). Therefore, it is important for educational institutions to:

> *"... Look at what their students want and not to collect data based upon what the institution perceives its students find important"* (Oldfield & Baron, 2000: p. 86).

However, although service quality is not a new topic, service quality in HE is still relatively new in comparison with other sectors (Sultan & Wong, 2013). Universities must work diligently in order to meet their customer needs and expectations of their service

(DeShields Jr et al., 2005). They need to deliver a high service quality to their customers; not only students but staff as well (Sahney et al., 2004).

Based on the research by Cheung & To (2010), and Azadehdel et al. (2013), there is a direct relationship between management commitment to service quality standards and employee job and customer satisfaction. Moreover, through application of Balance Theory, which states that people seek to have balanced relationships, a relationship between student satisfaction and staff satisfaction may exist. There is a need to explore the effect of management commitment to quality on student satisfaction from one side and the effect of management commitment to quality on staff satisfaction from another side.

2.5.2   Indirect route (Based on Herzberg's Motivation-Hygiene Theory)

According to Söderlund (1998) and Tohidinia and Haghighi (2011), customer feedback to a service supplier has been defined as customer communication with the supplier to express his feedback that reflects overall satisfaction with the service offered. Through this feedback, the supplier identifies the areas that require improvement. Through their research, both Söderlund (1998) and Tohidinia and Haghighi, (2011) reported that there is a significant relationship between customer satisfaction and customer positive feedback. Meanwhile, Saha and Theingi (2009) concluded that a weak positive relationship exists between customer satisfaction and feedback. They argued that dissatisfied customers prefer to change service provider rather than provide feedback. Moreover, they indicated that although feedback seems to be important in all cultures, the degree of importance

> "*might be amplified in certain collectivist societies (Hofstede, 1980)*" (Saha & Theingi, 2009: p. 351).

According to Hofstede (1986), the UK was categorised as the country with a lower power distance and higher individualism. Additionally, Fundin and Bergman (2003) suggested that feedback can be used as a tool to assess service.

On the other hand, Herzberg's Motivation-Hygiene Theory, which was supported by Kacel et al. (2005), states that there is a relationship between motivators and job satisfaction. According to this Theory, the two main motivators are achievement and recognition which has been defined as "direct feedback" (Herzberg, 1987). This, concluded, Winfrey (2009) demonstrated that student positive feedback affects tutors in a positive way.

Therefore, based on these two premises, the current research will explore whether these relationships work in the HE service sector.

2.6   Chapter summary

This literature review chapter has discussed the literature that distinguishes satisfaction, student satisfaction, why students are considered HE customers by some scholars, together with academic staff satisfaction and satisfaction theories. Moreover, literature has been reviewed dealing with service quality and service quality measurements, with special attention to the service quality in a HE context. Cognitive consistency theories were discussed with emphasis given to Balance Theory. Finally, using Herzberg's Motivation-Hygiene Theory and Balance Theory, a conceptual framework has been constructed that will be used to explore whether there is a relation between student satisfaction and academic staff satisfaction. The following chapter will review the HE system in the UK, along with league tables and quality within HE. Finally, an overview of these in relation to the University of Salford and SBS will be made.

Chapter Three: Research Context

The word "university" is derived from the Latin word "universitas" which refers to:

> "*a number of persons associated into one body, a society, company, community, guild, corporation, etc.*" (Andrews, Freund, Lewis, & Short, 1879: p. 1933).

This definition is similar to modern definitions of a university as (Oxford Dictionary, 2016):

> "*… an institution of HE offering tuition in mainly non-vocational subjects and typically having the power to confer degrees*".

UNSECO (2016) claim that the oldest university in the world is University of Al Quaraouiyine in Morocco, while the University of Bologna (Italy) is considered the '*oldest university in the Western world*'.

In 2008, Altbach stated that the:

> "*Teaching mission of the university is a central responsibility. The goal is to educate people to work effectively in an increasingly technological world*" (p. 5).

Over time, the roles of universities have changed reacting to the pressures placed on them by higher student numbers. Universities are forced to fulfil more roles with the same or fewer resources, which may result in a decrease in quality (Altbach, 2008). Nowadays, the HE institution focus has diversified to include teaching, research, enterprise activities, industry engagement and professional training.

Following the literature review of satisfaction, service quality, and cognitive consistency theories, this chapter will examine HE in the UK including the league tables that are used to rank universities and the sources used to compile this data. Additionally, overviews of quality in HE Institutions, UoS and SBS are presented.

3.1   The HE sector in the UK

There are a total of 130 universities in the 165 HE institutions in the UK (HESA, 2016). To be awarded the title of "*university*", institutions must meet criteria, which are assessed by the Quality Assurance Agency QAA (UniversitiesUK, 2015c).

Universities in the UK do both teaching and research, and the proportion of those two activities differ between universities. Some focus on teaching while others on research.

According to the speech by Professor Sir Christopher Snowden in 2014, the UK contributes to global research and development expenditures by only 3.2%, which accounts for 15.9% of the most cited articles (UniversitiesUK, 2014e). Furthermore, the growth of knowledge transfer partnerships means that universities use their knowledge and expertise to develop local business communities.

Boehm & Lees-Spalding (2006) categorised universities into six categories, based on several factors. These included such things as:

- How long the university has existed.
- Whether the university focuses on research or is teaching centric.
- Whether it is selective of quality students or focussed on recruitment of high volumes of students.

According to the 1994 group policy report (2010), there are four main university categories:

- Russell Group
- Million+
- 1994 Group,
- University Alliance.

Category	Description
Russell Group	This group represents 24 leading UK universities, comprised from the more traditional Universities (such as Oxford, Cambridge, Glasgow and Edinburgh). The group is so-called because it first met at the Russell Hotel, London. The Russell Group are large research-intensive universities (mostly with medical schools), committed to maintaining the very best research along with an outstanding teaching and learning experience that links with business and the public sector.
Million +	Million + universities focus on access. These 26 universities focus mainly on teaching with less emphasis on research. They work to solve complex problems in HE and to ensure that policy reflects the potential of the UK's world-class university system. According to Drennan and Beck (2001), this group needs to enhance its

	research reputation to secure research grant funding that can improve their other performance indicators. They include London South Bank University, Middlesex University and the University of Bolton.
1994 Group	This group was formed of smaller research-intensive universities (without medical schools). Their mission was to establish and promote excellence in university research as well as teaching. They include the Universities of Bath, Surrey, Reading, St Andrews and Durham. Formally, the 1994 group was formed of 15 universities which were reduced to 12 (Grove, 2012) and eventually disbanded in 2013.
University Alliance	This group is formed of 20 universities, mainly post-1992 universities that have a balanced portfolio of teaching, research, innovation and enterprise integral to their missions. The alliance was formally launched in 2007. It comprises of 20 universities which include UoS, Coventry University and Manchester Metropolitan University.

Table 3. 1: Universities four main categories

Source: Adapted from UniversitiesUK (2015c), Jager (2011), NAID-UE (2015), O'Connell (2015).

In 2001, Drennan & Beck analysed the Russell, the 1994 and post-1992 groups in terms of:

- Average TQA scores (Teaching Quality Assessments)
- RAE scores (Research Assessment Exercise)
- Student entry standards
- Student/staff ratios
- Library and computing spending.

The analysis revealed that the Russell Group had the highest score on all except student to staff ratio; the 1994 group came second, and finally, the post-1992 group was lowest in all respects, except the student to staff ratio.

According to Jager (2011) in terms of research funding there is a difference between the Russell and 1994 groups in comparison to the Million+ and University Alliance groups.:

> "*The share of the total recurrent research funding of the Million+ and University Alliance is dwarfed by that of the Russell and 1994 groups. The first two accounted for 2.9% and 5.1% respectively of all recurrent research funding in the 2009/10*

budget year, whereas the Russell Group alone accounted for 62.3% (source: HEFCE Funding Recurrent Grant 2009-10)" (Jager, 2011; p. 7).

Importance of the HE Sector in the UK

The HE sector is an important contributor to the UK economy. In 2011/2012, UK universities generated £73 billion as an output, with revenue amounting to £27.9 billion. This contributed directly to UK GDP by more than £36.4 billion, equivalent to 2.8% of GDP in 2011 (Willetts, 2014). This contribution is more than four times as the agricultural contribution to GDP (Lock, 2015). Moreover, the UK's HE sector generated and supported nearly 760,000 full-time equivalent jobs in the UK:

> "*For every 100 jobs created directly within a university, 117 extra jobs are generated elsewhere in the economy, not including the off-campus expenditure from non-UK students, which, on its own, created or supported an additional 62,380 FTE jobs in 2011–12*" (UniversitiesUK, 2014c: p. 4).

Overseas students form an integral part of the HE sector in the UK. In the academic year 2011/2012 there were 435,235 students enrolled (17% of the total students) from outside the UK (UniversitiesUK, 2014d). Soo & Elliott (2010) stressed the importance of international students, not just for the monetary benefits, but others such as diversity of students, experiences and alumni networks.

Furthermore, research collaboration between universities and businesses worth generate value of more than £3.5 billion (UniversitiesUK, 2014d) and according to the World Economic Forum:

> "*…the UK ranks fourth in the world for university-industry collaboration in R&D*" (Dowling, 2015; p. 14).

As discussed in the introduction chapter (section 1.1.1), HE contribution goes beyond financial contribution. It also contributes to the society (Rothwell, 2016), the innovation ecosystem (Ugnich et al., 2015) and general advancement of global culture (Soo & Elliott, 2010). This demonstrates how HE is important in that it generates not only income but has further impact on society as a whole.

International competition

The HE sector is one of the UK's top exports. That said, it faces a strong competition (Higher Education Commission, 2012). Many emerging economies have heavily invested

in international postgraduate education, by creating cultures of teaching and research in their domestic HE systems. According to the HE commission report (2012), the investment in international PG education will decrease with time. That said provision of courses taught in English by European universities is considered another threat to the UK HE sector especially in the postgraduate taught market (Mitchell, 2016).

Competition in this sector is not limited to UK universities. Particularly, the research of Binsardi & Ekwulugo (2003) indicated that international student perception is mainly related to recognise the worldwide qualifications and the positive quality of education. Likewise, Russell (2005) found that word of mouth and service quality are considered important factors for attracting international students. According to the UniversitiesUK (2014c) report, the UK is second only to the United States when it comes to perceived quality of education (compared to the five main English speaking destinations). Nevertheless, it was at the bottom of the list in terms of "perceived graduate employment opportunities" and in fourth place in terms of "student visa requirements/policies".

Due to globalisation and the changes in the UK industrial base, PG degrees are becoming more important than in previous years in order to get ahead in the labour market (Higher Education Commission, 2012). The Higher Commission report also noted the importance of PG studies and indicated that in order to support PG provision the government needs to develop a strategy across all departments, and improve understanding of PG studies, as there is limited knowledge in comparison to UG provision.

In addition, the UK is considered as a destination for PG more than UG studies for international students (UniversitiesUK, 2014c); they form more than 50% of the PG students studying in the UK in 2012/2013. The same report stated that international student enrolment can support provision of some subjects, and it has a significant contribution to research in the UK. In 2012/2013, PG international students in business and administrative studies made up 54% of total students enrolled (8% EU and the rest were UK students). Moreover, the majority of PG students that qualified with an MBA or Masters in 2012/2013 were from outside the EU. Attracting international students is imperative, particularly in regards to PG students, as they are considered a valuable source of income to universities and local communities (UniversitiesUK, 2014c). Additionally, the Higher commission report (2012) suggested that international students are an important part of HE infrastructures. They have academic, economic and diplomatic benefits and make courses viable as in some PG subjects, are sustained by international student cohorts.

The commercialisation of HE in the UK

In 2012, Durkin et al. stated that government funding for teaching and research will decrease. Based on their new framework:

> "… *funding will largely be a function of market demand*" (p.153)

The fund is calculated in a manner that reflects where and what subjects students study. According to the report, the largest part of the fund is allocated to research, and because of limited amounts, funds are provided where research quality is highest. The second largest part is allocated to teaching in order to ensure availability of high quality education (HEFCE, 2015). While the government argues that increasing the competition between universities will help improve the service quality offered, Brown (2015) feels that this competition will increase marketisation. Consequently, this will turn:

> "*HE into an economic good*" (p. 7).

This is against the principle notion of HE systems which are about the:

> "… *intellectual (and moral) development of the individual*" (Brown, 2015; p. 7).

According to the HM Treasury report (2015), the government will permit:

> "… *institutions offering high teaching quality to increase their tuition fees in line with inflation from 2017-18, and consult on the mechanisms to do this*" (p. 59).

The new government plans may affect EU student figures, as well as research funding through voting on EU Referendum in 2016 (Hamlyn's, 2015).

Similarly, university teaching processes will be evaluated through the 'teaching REF', while tuition fees may increase to £11,500 (Lyons, Shipman, & Woolf, 2015; Wintour, 2015). This will affect university league table rankings and attractiveness to full-time UG students. There may also be a wide range of fees dependant on university market position and the values they offer, which will ultimately encourage increased commercialisation.

Overall, the HE sector in the UK is vitally important, not just economically, but also educationally and culturally. As a result, there have been different mechanisms adopted to ensure quality and standards of service provided in this sector. Data provided through these mechanisms are compiled into league tables.

3.2   League tables

League tables provide a basis of comparison for quality between HE Institutions for external stakeholders. Rankings generate a lot of interest and positive value from a media perspective, which is often opposite to what academics feel (Policano, 2007). League tables were introduced in the early 1990's, and provided information related to university overall performance to different stakeholder groups (potential, current and past students in addition to their parents, and staff) (Jobbins et al., 2008).

League tables use different sources to generate their rankings, and alternative indicators with different weights, such as:

- Employment rates
- Teaching quality
- Student experience
- Academic quality of university intake
- Research quality.

Table 3.2 summarises the four main league tables in the UK.

	The Guardian	**The Times**	**Sunday Times**	**The Complete University Guide**
First year of publication	1999	1992	1998	2007 (Good University Guide)
Number of institutions	120	113	123	126
Sources of Data	• The HE Statistics Agency (HESA) • The National Student Survey (NSS), published by HEFCE	• HESA • The HE Funding Council for England (HEFC) (including NSS & RAE)	• Own surveys • HESA • HEFCE (including NSS & RAE) • QAA • SFC • The HE Funding Council for Wales HEFCW	• NSS • HEFCE • The Scottish HE Funding Council (SHEFC) • HEFCW • HESA • In few cases data were obtained directly from the

Indicators (wt %)				individual universities.
Indicators (wt %)	• Assessment & Feedback NSS (10%) • Teaching NSS (10%) • Overall Satisfaction NSS (5%) • Entry Scores (16.25) • Expenditure per Student (10%) • Value Added (16.25%) • Career Prospects (16.25) • Student-Staff Ratio (16.25)	• NSS (17%) • Entry Standards (11) • Spending (11) • Good Honours (11) • Completion/drop out (11) • Graduate prospects (11) • Research assessment (17) • Student: staff ratio (11)	• NSS (16%) • TQA/ subject review (7) • Head teacher survey (4.5) • Entry Standards (23) • Good Honours (9) • Completion /dropout (Variable: bonus/ penalty mark) • Unemployment (9) • Research assessment (18) • Student: staff ratio (9) • Peer survey (4.5)	• Entry Standards (1) • Student satisfaction (1.5) • Research assessment (1) • Research intensity (0.5) • Graduate prospects (1) • Student – staff ratio (1) • Academic services spend (0.5) • Facilities spend (0.5) • Good honours (1) • Degree completion (1)

Table 3. 2: Main league tables in the UK

Source: Adapted from Locke, Verbik, Richardson, & King (2008); Jobbins et al. (2008); The Complete University Guide (2016).

In 2007 Policano argued that creation of rankings is driven mainly by media in order to increase circulation of publications, and that the value of rankings has reduced, despite the fact that overall impact remains important. One impact is influencing candidates to place more importance on factors, such as "*perceived prestige*" (p. 44) rather than things like relevance and quality of programmes (Policano, 2007). Instead of rankings, Policano (2007) recommends rating, in which HE institutions should be rated on a 1-5 star basis and that the top 20 schools worldwide would receive five stars.

Bowden (2011) also found that the methodologies and data used in the various league tables (The Times, The Guardian, Financial Times, Daily Telegraph, etc) negated their benefits to future students by not offering key information that will help them in making informed correct decisions in relation to their university choices. However, it was suggested that students use league tables throughout early stages of their decision-making process. This is supported by the research of Locke et al. (2008), who criticised the methodologies used to assemble league tables as counting what is measured instead of measuring what counts. Furthermore, Briggs' (2006) research indicated that student perceptions of universities are more important than league tables ranking, suggesting academic reputation strongly influences student choice (either negatively or positively) and that:

"*League tables are not synonymous with academic reputation*" (p. 719).

That said, Dill & Soo (2005) concluded that market competition, not just across universities, but also globally, force governments to adopt strategies of information management and collation as methods to ensure academic quality. They also found league tables compare university performance, acting as a potentially effective and efficient source of information to students, universities and policy makers. Indeed, this agrees with Thakur (2007), who suggested because of global competition league tables are considered an important part of the HE sector.

Some UK universities have been motivated to improve their internal data gathering processes through their academic quality rankings (Locke et al., 2008). However, according to Dill (2014), commercial league tables do not depend on tested models or theories of university educational performance, and:

"*It is not clear this investment in information leads to institutional actions that actually improve the educational quality of academic programs*" (Dill, 2014: p. 8).

One of the criticisms facing league tables in HE is that treating inputs and outputs the same for different universities, without considering the university mission, will place different emphases on research and teaching quality, means no two institutions will have the same input and output patterns (Turner, 2005). Turner also argues that use of league tables to benchmark universities is far too simple.

Soo (2013) examined the effect of the Sunday Times University Guide league table on the perception of university quality using data from between 2005 and 2009. This research

concluded that university ranking influences head teacher and academic perceptions, but does not impact university applications. Furthermore, Soo suggested that there are more important factors that affect perception and applications, such as reputation factors. These results contrast Broecke (2012); he found that student applications between 2002 and 2009 were affected by ranking with greatest effect amongst the prestigious universities. Research by Gibbons et al (2013) supported Broecke (2012) suggesting that:

> "*The impact of information on quality derived from league tables is strongly influenced by the number of providers in a particular subject area*" (Gibbons et al., 2013: p. 26).

Soo's research contradicts that of Tight (2000) who found that league tables and university ranking has an impact on students' choice.

Thakur's (2007) research also showed evidence that ranking systems have an impact on universities and their stakeholders. Locke et al. (2008) suggested that the impact of ranking on students depends on which student group is considered. League table impact tends to be much less in regards to mature students but of high importance to international student processes for selection of which university in the UK to apply to. Locke et al. (2008) also argued that league tables are used by universities as Key Performance Indicators (KPI). Later on in 2011, Brown stressed that league tables and ranking influence put pressure on HE institutions that should not be underestimated.

In their research Locke et al. (2008) discussed the contrasting views regarding the league tables (Table 3.3).

Supporting Argument	- Newspaper league tables compensate for a perceived deficit of information about universities and their performance. - With the introduction of variable fees for fulltime UG courses, applicants are becoming more discerning in choice of a university, and competition between HE institutions is increasing. - Most of the data used by league table compilers are published by official agencies and other respected sources. - Where opinion surveys are used, league table compilers seek the views of experts. - The collection of statistics about performance is part of sound institutional management practice.

	• Compilers positively seek to engage with institutions to ensure the data they use is as accurate as possible.
	• In particular subjects, such as business and management, league tables can help delineate and clarify the field.
Against Argument	• League tables are an inadequate form of guidance for prospective students in choosing a course.
	• League tables present an inaccurate picture of HE.
	• The methods used to compile league tables are not justifiable.
	• League tables promote perverse behaviours amongst students and institutions.
	• Rankings largely reflect reputational factors and not necessarily the quality or performance of institutions.
	• Focus on generally on full-time UG students.

Table 3. 3: Summary of the league tables argument.

Source: Adapted from Counting What Is Measured or Measuring What Counts? League Tables and Their Impact on HE Institutions in England (Locke et al., 2008).

3.3   Quality in the HE

The HE Funding Council for England (HEFCE, 2008) mentioned that university league tables look at reputational factors which do not necessarily indicate true quality of universities (HEFCE, 2008 cited in Soo, 2013). Dill & Soo, (2005) agreed indicating that ranking is not a true indicator of university quality.

Unlike accreditation, which is voluntary (in theory, but compulsory in reality), Quality Assurance is compulsory in Britain in both theory and practice (Alderman, 2000). According to Radice (2013) and Tight (2000) the *Research Assessment Exercise* (RAE, now REF) and the *Quality Assurance Agency* (QAA) are the two of the bodies that impose quality control systems for both research and teaching.

3.3.1   RAE

The first RAE was introduced in 1986 and formalised explicit procedure to assess research quality. It was then repeated in the UK in 1989, 1992, 1996, 2001 and 2008. The RAE 2008 was collaboration between:

- The HE Funding Council for England (*HEFCE*),
- The Scottish Funding Council (*SFC*),
- The HE Funding Council for Wales (*HEFCW*) and
- The Department for Employment and Learning, Northern Ireland (*DEL*).

Driven by peer review the RAE has direct impact on funding given by HEFCE to support research (Radice, 2013; Tight, 2000).

Each department needs to submit four research outputs for all full-time members of staff and research output is evaluated in terms of:

- The quality of published papers (in academic journals, books, monographs or conference proceedings).

- Evidence in relation to the research environment and esteem received (can be awards, recognition from an academic community, participation in the work of advisory).

In 2004, The Eleventh House of Commons Science and Technology Report indicated that the RAE had a positive effect on universities and that there is a marked improvement in their research performance:

> *"... the RAE had had positive effects: it had stimulated universities into managing their research and had ensured that funds were targeted at areas of research excellence".*

Yet, the report suggested "the RAE in its present form had had its day". It proposed a model for funding:

> *"We proposed a funding model which combined an alternative method of allocating money to the top departments with a reformed RAE and a development fund for new or improving departments".*

Nevertheless, the RAE has been criticised. Tight (2000) suggested that although the assessment is based on largely qualitative (and possibly subjective) assessment, the output from the RAE is purely quantitative:

> "*no more than a single number for each subject unit*" (p. 24).

Another point is that publications of fulltime researchers are ignored "*Research assistants are not eligible to be listed as research active staff*" (Research Assessment Exercise, 2005: p.18).

In 2014 RAE was replaced by REF (Research Excellence Framework). Through REF quality of research is assessed, as well as its impact on society and economy by expert panels. The results which affect university reputation are also used to allocate public funding.

3.3.2   QAA

The Quality Assurance Framework in the UK was described by Brown (2000) as:

> *"The most complex anywhere in the world"* (p. 335).

The Quality Assurance Agency (QAA) was formed in 1997 and has three aims (QAA, 2014):

1. Enhance the quality and secure standards of UK HE wherever delivered so as to maintain public confidence.
2. Provide leadership through knowledge and resources, assuring and enhancing the quality of UK HE and internationally.
3. Extend and enhance the value and reach of QAA's services within and beyond UK HE.

The QAA (2015) code of practice covers three main parts, and each is subdivided to cover especial themes:

1. Part A - academic standards.
2. Part B - academic quality.
3. Part C - information about HE provision.

According to the QAA report (2005) its code of practice is the:

> *"... guideline on good practice about management of academic standards and quality for universities and colleges"* (p. 10).

It contains 10 sections:

1. Postgraduate research programmes
2. Collaborative provision
3. Students with disabilities
4. External examination
5. Academic appeals and student complaints about academic matters
6. Assessment of students
7. Programme approval, monitoring and review

8. Career education, information and guidance
9. Placement learning
10. Student recruitment and admissions

The QAA assesses teaching quality through documentation and visits to institutions. The output (TQA) is a mainly qualitative as a written report, but it is usually reduced to a group of numbers that have an impact on league tables (Radice, 2013; Tight, 2000). However, in contrast to RAE, QAA *has no impact on funding* (Radice, 2013).

In HE quality can mean service quality or quality assurance. This research is discussing the service quality at SBS.

3.4   University of Salford (UoS)

UoS origins trace back to 1896. Its mission as an enterprising university is to:

> *"...transform individuals and communities through excellent teaching, research, innovation and engagement"* (UoS, 2016).

According to the University's vision, by 2017, it will be:

> *"an outstanding University renowned for the quality of its engagement, humanity, global reach and leadership in education, research, innovation".*

The university has about 2,500 staff and 20,000 students from over 80 countries, and is divided into seven schools:

1. School of Arts & Media
2. School of the Built Environment
3. School of Computing, Science & Engineering
4. School of Environment & Life Sciences
5. School of Health Sciences
6. School of Nursing, Midwifery, Social Work & Social Sciences
7. Salford Business School

As discussed university research performance is measured by REF (previously RAE). UoS results in REF 2014 showed an improvement from RAE 2008 in research impact and quality. According to the university alliance, UoS is considered as:

> *"one of the UK's most enterprising universities with academics taking their research out into the real world".*

50% of the university's research is considered internationally excellent in terms of significance and originality, and 90% was of international quality (UoS, 2016). Moreover, this quality has been reflected in the Vitae HR Excellence in Research Award and in the 2014 awards for Outstanding Contribution to Innovation and Technology and Business School of the Year (UoS, 2016).

In the QAA report (2013) the university met UK expectations for:

- Academic standards,
- Quality of student learning opportunities
- Quality of the information produced by the University about its learning opportunities
- Enhancement of student learning opportunities at the University.

3.4.1   Salford Business School (SBS)

The School was originally formed of four different schools:

1. School of Accounting, Economics & Management Science.
2. The School of Management.
3. The School of Leisure, Hospitality & Food Management
4. The Information Institute (which as of 2006 was deemed the name of the school).

In 2013, Salford Law School was integrated into SBS.

SBS has an excellent national and international reputation for teaching quality (SBS, 2016). Moreover, SBS courses are some of the most accredited and quality assured courses of most universities. There are a number of globally recognised quality benchmarks, such as:

- The Association of MBAs (AMBA).
- The Chartered Institute of Marketing (CIM).
- The Chartered Institute of Purchasing & Supply (CIPS)
- The Chartered Institute of Personnel Development (CIPD)
- EPAS, the international programme accreditation system operated by EFMD.

It is also a member in the International Association for Management Development in Dynamic Societies (CEEMAN). Furthermore, SBS offers courses with partner college

Robert Kennedy teaching the same materials which are delivered online. Finally, SBS won the Times HE Business School of the Year in 2014.

Since 2012 PG taught courses at SBS have been delivered using a Block Teaching mode. Courses are delivered in an intensive six weeks long block of single subject learning and teaching. This means that each semester of 12 weeks would comprise two block modules. The flexibility of this mode allows students to join the programme at practically any point with six intakes per academic year. Each block of teaching is broken down into two three weeks periods. These three weeks comprise of intensive two and a half day face-to-face study at the beginning followed by flexible and online learning activities in the following weeks. Each module also has two assignments submitted at the end of the two halves of the module in weeks 3 and 6.

SBS uses different forms of surveys to access student feedback:

- National Student Survey (NSS)

The NSS started in 2005 as a tool to gain UG student feedback on course experience (HEA, 2016b; HEFCE, 2016). Cheng & Marsh (2010) suggested that the NSS is not linked directly to quality; however it shows student level of satisfaction with their experience. It is used for all final year students in HE whether part or full-time.

NSS is run by MORI and managed by HEFCE on behalf of the UK funding bodies (MORI, 2016):

- HE Funding Council for England (HEFCE).
- Scottish Funding Council (SFC).
- HE Funding Council for Wales (HEFCW).
- Health Education England (HEE), Department of Employment and Learning Northern Ireland, (DELNI).
- National College for Teaching and Learning (NCTL)

The survey is formed of 21 questions that cover six aspects:

1. Teaching of my Course
2. Assessment and Feedback
3. Academic Support
4. Organisation and Management
5. Learning Resources

6. Personal Development

In addition, two more questions are included in the survey related to overall satisfaction and satisfaction with the student union. It gives student opportunity to make comments on their experience whether positive or negative. Students answer the survey by choosing between:

- Definitely agree
- Mostly agree,
- Neither agree nor disagree
- Mostly disagree
- Definitely disagree
- Not applicable.

NSS results are often included in league tables such as those of The Times, The Guardian, Sunday Times and The Complete University Guide. In 2015, the general response rate was 71% (HEFCE, 2016) and at University of Salford it was 77%.

- Postgraduate Taught Experience Surveys (PTES)

The PTES was launched in 2009 by the HE Academy (HEA) to gather insight about taught PG student (Masters, PG certificate, or Diploma course) teaching and learning experience. It's run by as a collaboration between the HEA and participating institutions (Leman, 2015). According to the HEA (2016a), the survey focuses on:

- Teaching and learning
- Engagement
- Assessment and feedback
- Organisation and management
- Resources and services
- Skills development
- Students' motivations for taking their programme and – where relevant – their experience of undertaking a dissertation or major project.

This survey is used as a tool to benchmark a university performance against others in the sector at both university and department levels. Comparison can be customised and broken down by course or demographics. Moreover, in order to compare between UG and PG

provision, some questions from the NSS are used in the PTES. Unlike with the NSS, PTES:

> *"Institutional-level results are confidential so cannot be used to form league tables. This gives institutions the freedom to treat survey results as useful but partial indicators of where things might be going well and where improvements might be required"* (Leman, 2015: p. 5).

100 institutions participated in the PTES in 2015. The University of Salford took part in the 2015 survey for the second time and the response rate was 16% in comparison to the sector response rate of 29%. Data supports a need for this current study to offers further insight into this area.

- Postgraduate Research Experience Survey (PRES)

This was launched in 2007 by HEA to gain insight from PG research students (doctoral or masters) about their learning and supervision experience. It aims to help improve PG researcher experience. Similar to PTES, institutional level results are not public and cannot be used in league tables (Turner, 2015).

In this survey, students are asked to rate overall satisfaction and experience of:

- Supervision
- Resources
- Research community
- Progress and assessment
- Skills and professional development

The survey runs bi-annually and the 2015 survey was the first in which UoS has taken part. The response rate at UoS was 29% in comparison to the sector response rate of 40.4%.

- Module Evaluation Questionnaire (MEQ)

Following each module students are asked to give a feedback on that module. The MEQ is a one sheet questionnaire formed of 21 questions cover:

- Module teaching.
- Assessment and feedback they received from the lecturer.
- Module organisation and management.

- Learning resources.

- Personal development.

- Overall satisfaction about module quality.

Students answer the questionnaire by choosing between:

- Definitely agree

- Mostly agree

- Neither agree nor disagree

- Mostly disagree

- Definitely disagree.

This sheet is designed to be machine readable. Although it does not give students a space to add comments, it encourages them to talk to the '*programme's student representative*' if they have any further comments about their experience.

In addition to these surveys, there are a number of internal surveys at UoS:

- The welcome recognition

- Induction survey

- The Salford University experience survey.

SBS is also keen to understand staff satisfaction. The Staff Experience Survey was first conducted in 2008, then 2011 and most recently in 2014. The survey covered the following aspects:

- Overall satisfaction

- Employee commitment

- Leadership of the University

- Leadership of my Organisational Unit

- Working for the University of Salford

- Immediate management/ supervision

- Working environment

- Working with colleagues

- Working Life: Discrimination, Harassment and Bullying

- Communication

- PDR or appraisal

- Personal objectives

- Career development and training

- Pay, benefits and recognition

- Change and the future of the University

- Our community and environment

Across the University the response rate was 59%, and within SBS the response rate was 55%.

In 2016 SBS took the "b-heard" survey on colleague engagement where the response rate was 56%. It was too late to include the survey results for this research.

3.5   Chapter summary

In this chapter an overview of UK HE has been provided. It looked at universities' main four categories, the importance of the HE sector in the UK, as well as the international competition that UK HE faces. Discussion has been made of commercialisation of UK HE and the number of funding and processes implications. The chapter has also briefly considered league tables and how they evaluate rankings, together with criticism of these tables. Moreover, this chapter has presented quality assessment of the HE sector through QAA and REF, as well as an overview of UoS and SBS. In the following chapter, research methodology, philosophy, and paradigms will all be presented along with justification for these.

Chapter Four: Research Methodology

In the previous chapter, the research context of the commercialised HE Sector in the UK has been outlined. As mentioned in the introduction chapter, this current study aims to investigate the relation between PG student satisfaction and academic staff satisfaction within the HE context of SBS.

According to Creswell (2013) in order to conduct research there should be a research design, defined as:

> "*A flexible set of guidelines that connect theoretical paradigms, first, to strategies of inquiry, and second to methods for collecting empirical material*" (Denzin & Lincoln, 2000: p. 22).

Research has been defined as a systematic and methodical manner used by a researcher to ascertain scope and increase knowledge (Collis & Hussey, 2014; M. Saunders, Lewis, & Thornhill, 2009). According to Saunders, Lewis, & Thornhill (2016) by possessing a clear purpose, systematic data collection and interpretation are the resulting main research characteristics. The main aim of PhD level research is contribution to knowledge through implementation of the most suitable processes in order to satisfy the aims of the research (Oates, 2013).

Based on this previous definition, this chapter will outline the choice and use of methods and tools used in this research link them to the outcomes. In this chapter I will discuss:

- Research methodology and the criteria for research design selection.
- Research philosophy and the philosophy adopted in this study.
- Research approaches and data collection tools developed and utilised to achieve the research aim.
- Research quality and its application to this research.
- Adopted sampling techniques, data analysis and pilot study.
- Ethical approval, researcher background and finally the chapter summary.

4.1   Research methodology

The terms *method* and *methodology* are often used as synonyms by various authors. Therefore in the current study it is vital to distinguish between these two terms (Bryman, 1984; Saunders et al., 2009, 2016):

- Methodology - refers to epistemological position including theoretical and philosophical assumptions
- Methods - refer to the techniques used for data collection and analysis

"*Like theories, methodologies cannot be true or false, only more or less useful*" (Silverman, 2013; p. 113).

Methodology refers to the overall approach to the research process, starting from the theoretical support to data collection and finally the analysis. In consequence, methodology is concerned with (Hussey & Hussey, 1997):

- Why certain data is collected.
- What data is collected.
- Where data is collected.
- When data is collected.
- How it will be collected.
- How it will be analysed.

Criteria for research design selection

According to Creswell (2013) there are some criteria for research design selection:

- Research problem: if the research identifies factors that influence an outcome or examines the best predictors of the outcome then quantitative research is better. However, in case of exploratory research where the researcher does not know the variables to be examined qualitative research is more beneficial.
- Personal experience and skills.
- Audience for whom the research is intended.

The following sections will discuss the adopted research process, and to ensure clarity, (Saunders et al., 2016) 'onion' model will be used as a guide for this research process (figure 4.1).
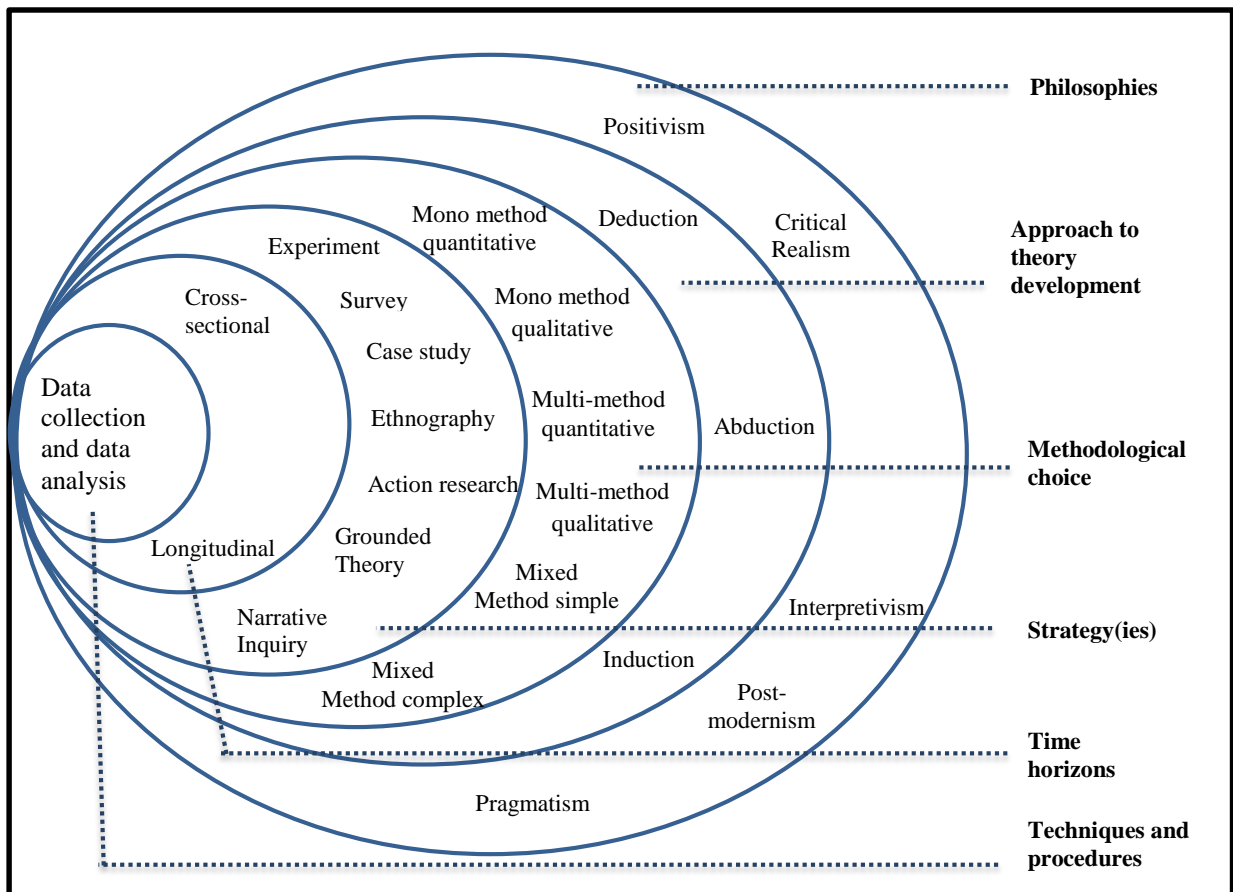
Figure 4.1: The research 'onion'

Source: Research methods for business students (Saunders et al., 2016).

4.2   Research philosophy

In their book, Easterby-Smith, Thorpe, & Jackson (2004) listed three reasons why it is important to understand and comprehend research philosophy. Firstly, it can help clarify research designs through appraisal of data collection and interpretation, and provide answers for basic research questions. Secondly, it can assist the researcher to set a suitable research design and determine the limitations of the chosen approach. Finally, it can also help the researcher use new research designs and assist in adopting designs, which depend on constraints of different knowledge or subject structures. Furthermore, the importance of research philosophy was emphasised by Guba & Lincoln (1994, p. 105):

> *"Both qualitative and quantitative methods may be used appropriately with any research paradigm. Questions of methods are secondary to questions of paradigm, which we define as the basic belief system or world view that guides the*

investigation, not only in choices of method but in ontologically and epistemologically fundamental ways".

Research philosophy has been defined as:

> "*The use of reason and argument in seeking truth and knowledge, especially of ultimate reality or of general causes and principles*" (Oxford Compact Dictionary and Thesaurus, 1997: p. 557, cited in Collis & Hussey, 2009).

This is related to the development and nature of knowledge, which are Ontology and Epistemology (Saunders et al., 2009, 2016) and known as the research paradigm (Scotland, 2012). Paradigm is defined as the set of beliefs, assumptions or ways of thinking that deal with certain world aspects (Guba & Lincoln, 1994; Oates, 2013), that is, how the research is conducted (Hussey & Hussey, 1997). Different paradigms result from their different views about the world nature and how knowledge can be acquired (Oates, 2013), which are based on "*ontology, epistemology and methodological assumptions*" (Guba & Lincoln, 1994).

Whilst ontology is the philosophy of the reality of the nature a researcher investigates (Collis & Hussey, 2009), epistemology is defined in the Concise Oxford English Dictionary as the:

> "*Theory of knowledge, especially with regards to its methods, validity and scope*" (Soanes & Stevenson 2004, cited in Myers, 2013; p. 36).

Finally, the methodology refers to the procedures used to generate knowledge (Khazanchi & Munkvold, 2003).

Academic communities have different concepts in relation to research philosophies. According to Neuman (2011) and Oates (2013), there are three main types: Positivism, Interpretivism, and Critical research. That said, Collis & Hussey (2009) classify research paradigms into two main categories: positivist and phenomenological, referred to as *interpretivism* by Saunders et al. (2016).

4.2.1 Positivism

Among the three philosophies, this is the oldest one, and has evolved over around 500 years (since Bacon, Galilio and Newton) (Oates, 2013). This philosophy perceives reality as objective and describable by "*measurable properties*" (Myers, 1997). It assumes that there is a single reality (Levy, 2006) independent of the researcher and the tools used in the

research. Moreover, it is generally assumed that the researcher is neither affected nor unaffected by the research subject (Remenyi et al., 1993: p. 33 cited in Saunders et al., 2009, 2016). Oates (2013) states that this approach has two basic assumptions: the world is ordered and not random, and that it can be investigated in an objective way.

Positivists assume that knowledge obtained is "*hard, secure and objective*" (Levy, 2006; p. 375). In addition to this, they usually have highly structured methodologies which facilitate replication processes and help generalisation to a wider context (Levy, 2006; Saunders et al., 2009, 2016).

In general, this approach is used to test theories to increase the understanding of phenomena (Myers, 1997). Data integrity in positivism is higher than in phenomenological research (Bonoma 1985, cited in Hussey & Hussey, 1997). However, these concepts have been changed through creation of software packages that help process and analyse data such as NVivo.

4.2.2 Interpretivism

Unlike positivist research, which is dependent on quantitative data and statistics, the main aim of interpretivist research is to understand social life by acquiring detailed qualitative data and interpreting this to understand the phenomenon being studied (Bryman, 2008, 2012; Neuman, 2011). Myers (2013) argues that the data generated through this philosophy is not detachable from theory, as:

> "*data is determined in the light of some theoretical interpretation*" (Myers, 2013; p. 41).

Similarly, validity of generalisation depends on plausibility and cogency of logic used when describing results and drawing conclusions (Walsham, 1993, cited in Myers, 2013).

The researcher using this philosophy assumes that access to reality is done through social structures such as consciousness and language (Myers, 1997), and actually that there is no single reality (Levy, 2006). By choosing this philosophy, the researcher needs to understand and explore problems through the meanings people assign to them within a specific contexts so as to comprehend the phenomena (Levy, 2006; Myers, 1997). Interpretivism focuses on meaning in context with the context defining the situation (Myers, 2013).

Interpretivism has six characteristics (Oates, 2013):

- Multiple subjective realities where there is no single reality

- Dynamic and socially constructed meaning.

- Researchers who are not neutral.

- The research is conducted in the peoples' natural social settings.

- Qualitative data analysis is preferred.

- The researcher expects multiple interpretations and explanations for what happened in the research.

In support Saunders et al. (2009, 2016) argue that due to the uniqueness and complexity of any business situation, this philosophy is highly appropriate in cases of business and management studies. This is especially relevant to Marketing, Human Resources and Organisational Behaviour, as these situations result from interaction of individuals in a specific time and particular circumstances (Saunders et al., 2009, 2016). Ultimately, this agrees with Myers (1997), who found that this kind of research focuses on the:

> "*full complexity of human sense making as the situation emerges*" (Kaplan and Maxwell, 1994 cited in Myers, 1997).

4.2.3   Critical research

Critical research assumes that social reality is produced and reproduced by people. Critical researchers focus on social critique of current conditions, as is the case with interpretivists (Myers, 2013; Oates, 2013). Nonetheless, in comparison to the other two philosophies, critical research is less common, although there are signs that this philosophy is becoming more popular (Myers, 2013).

Critical researchers agree with interpretivists in criticising positivism, as they too discount the social context. They also criticise interpretivism for being relativist and too subjective (Neuman, 2011). This philosophy focuses on:

> "*The oppositions, conflicts and contradictions in contemporary society, and seeks to be emancipatory i.e. it should help to eliminate the causes of alienation and domination*" (Myers, 1997).

4.2.4 Current research philosophy

Saunders et al. (2016) argue there is no better philosophy, each one being:

> *"better at doing different things"* (p. 149).

Thus, research questions and context are the main points that determine research philosophies (Oates, 2013; Saunders et al., 2016).

This research aims to explore the relation between PG student satisfaction and academic staff satisfaction. Rather than testing a hypothesis, the current research questions are concerned with "*how*" in a specific social context which has the possibility of leading to multiple explanations and interpretations. With this in mind, the most suitable philosophy is interpretivism. This avoids strict structural frameworks, unlike with a positivist approach, and allows the researcher to flex and adopt measures to help to understand the phenomena. It also avoids misleading results that could result from using a single measurement or assessing the relation quantitatively. Furthermore it can capture the meanings, understandings and perceptions of what makes reality of the data subjects (Black, 2006; Carson, Gilmore, Perry, & Gronhaug, 2001; Collis & Hussey, 2009).

As this research aims to capture PG students and academic staff perceptions, it is necessary to have personal interaction with the interviewees in their natural social settings to gain understanding of the researched phenomenon (Oates, 2013). In addition to these points and based on ontological and epistemological assumptions of this research (Table 4.1), an Interpretivist approach seem the most suitable for this research.

	Positivist	Interpretivist	Critical Research	Current research
Ontological Assumptions	"Naive Realism", in which an understandable reality is assumed to exist, is driven by immutable natural laws. True nature of reality can only be obtained by testing theories about actual objects, processes or structures in the real world.	Relativist; the social world is produced and reinforced by humans through their action and interaction.	Historical realist; social reality is historically constituted; human beings, organisations, and societies are not confined to existing in a particular state.	*The current research aims to understand a social phenomenon in SBS, which leads to subjective interpretations. I believe that reality is subjective.*
Epistemological Assumptions	- Verification of hypothesis through rigorous empirical testing - Search for universal laws or principles - Tight coupling among explanation, prediction and control	- Understanding of the social world from the participants' perspective, through interpretation of their meanings and actions - Researchers' prior assumptions, beliefs, values, and interests always intervene to shape their investigations	- Knowledge is grounded in social and historical practices - Knowledge is generated and justified by a critical evaluation of social systems in the context of researchers' theoretical framework adopted to conduct research	*I believe that reality is subjective and that I'm a part of the research. Moreover, the interaction is essential to understand the social reality and context.* *Data is collected in its natural setting.*
Relationship between Theory	It is possible to discover universal laws that govern the external world	Generative mechanisms identified for phenomena in the social sciences	Generalisations point to regularities of process rather than cross sectional	*I have no previous assumptions of a relation and aim to gain explanation of it.*

and Practice		should be viewed as 'tendencies', which are valuable to explanations of past data, but not wholly predictive for future situations	differences • Generalisations in critical research focus on the "totality" of relationships • There can be no Theory independent collection and interpretation of evidence to conclusively prove or disprove a Theory	
Role of the Researcher	• Objective, impartial observer, passive, value-neutral	• Interactive; the researcher interacts with the human subjects of the enquiry, changing the perceptions of both parties	• Transformative; initiating change in social relations and practices, helping to eliminate the bases of alienation and domination	*Interaction between me and the subjects is essential to gain better understanding of research and the surrounding environment.*

Table 4. 1: A comparative overview of the key rhetoric of major IS research paradigms

Source: Adapted from *On the rhetoric and relevance of IS research paradigms: a conceptual framework and some propositions* (Khazanchi & Munkvold, 2003)**.** Original work modifications are italicised

4.3 Research approaches

In the previous section a case has been established for the interpretive philosophy as the most appropriate philosophy for the current study. This section will discuss briefly qualitative, quantitative and mixed approaches and justifies the use of a qualitative route.

Newman & Benz (1998) state that qualitative and quantitative approaches should not be considered two distinct categories. Instead, they should be thought of as equally valid but two different ends of one continuum. In the same way, Creswell (2013) identified three approaches to research:

- Qualitative.
- Quantitative.
- Mixed methods.

He also argued that studies were either generally more quantitative than qualitative or vice versa. On the basis of Newman and Benz's idea, it was stated that mixed methods exist in the middle of the continuum, and include both qualitative and quantitative approaches.

4.3.1 Qualitative research

Qualitative research has been defined as an approach used to understand social or human phenomena and how individuals exist within them (Creswell, 2013). For this reason the studies are detailed and in-depth when following a qualitative research route (Patton, 2002).

The qualitative research process includes questions and procedures where data is collected and analysed inductively to build general themes or theories (Creswell, 2013; Newman & Benz, 1998). The researcher approaches field work without predetermined categories of analysis, which contributes to openness, depth and level of detail in qualitative research (Patton, 2002). Qualitative research focuses on meaning to individuals and the importance of causes of situational complexity; it emphasises words and observations rather than numbers that quantify data describing people in real in-context situations (Amaratunga, Baldry, Sarshar, & Newton, 2002; Bryman, 2012; Creswell, 2013). It was described by Bryman (1984) to be a *"more fluid and flexible"* form of research in comparison to quantitative research, as it looks to discover new findings that may lead the researcher to flex their research plan.

This form of research is related to context and in fact sensitive to it, giving the research the ability to examine deeper understanding of the complex social phenomenon (Punch, 2005). According to Miles, Huberman, & Saldana (2014) qualitative data focuses on events that occur in their natural surroundings. Additionally, it provides enhanced descriptions, and through flexibilities in data collection tools and time, qualitative data provides a fuller guide of the research context.

Analysis of words is the main criticism facing qualitative research, as it is argued that they do not often provide enough details regarding data analysis (Oates, 2013). Regardless of this, Newman & Benz (1998) stress that the qualitative research frequently provides foundation strategies and starting points that are followed up by quantitative research.

According to Myers (2013), qualitative research can be interpretive, positivist or critical, and it really depends on the researcher philosophical assumptions (See Figure 4.2).
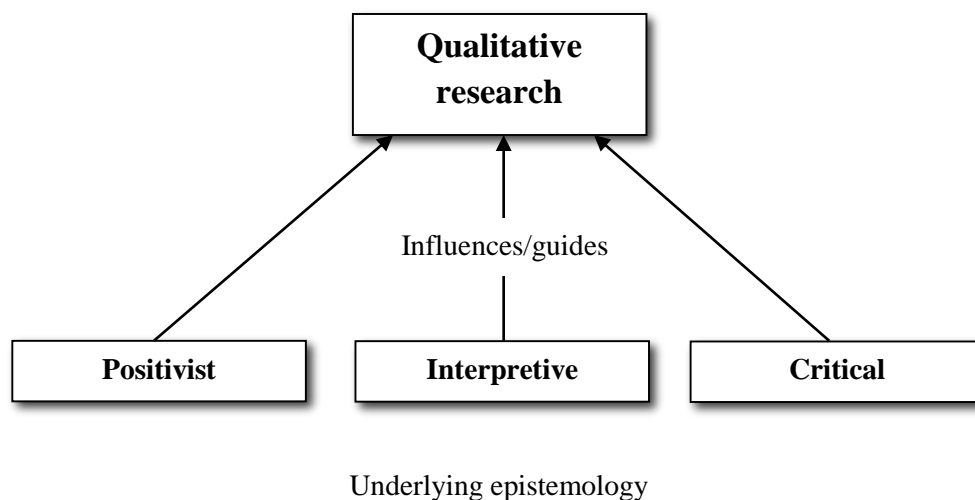
Figure 4.2: Underlying philosophical assumptions
Source: Adapted from *Qualitative research in business and management* (Myers, 2013)

4.3.2 Quantitative research

Creswell (2013) identified quantitative research as:

> *"…an approach for testing objective theories by examining the relationship among variables"* (p. 4).

In comparison to the qualitative approach, quantitative approaches begin with a hypothesis (or Theory) for testing correlation between variables. The data collected is subsequently analysed through statistical procedures determining if relations and hypotheses are correct or not (Creswell, 2013; Newman & Benz, 1998). This research approach stresses the value of quantification of data collected and statistical analysis tools (Bryman, 2008, 2012).

In quantitative research, researchers do not generally write about the nature of the research (Bryman, 1984). This form of research necessitates the use of measures that are standardised in order to fit different experiences of people into a predetermined limited number of categories (Patton, 2002). Furthermore, whenever possible, quantitative researchers generalise their conclusions using measures that produce quantified data (Bell, 2010).

4.3.3 Mixed method

Creswell (2013) states qualitative and quantitative techniques can be combined. Integrating both forms of data can provide a better and more complete understanding of the problem than a single approach. That said, Bryman (1984) suggests that using multiple approaches may not always be applicable, and is not to be considered superior to using a single approach. Ideally, using a combination of both qualitative and quantitative methods and procedures should provide the best answer for research questions (Johnson & Onwuegbuzie, 2004). Invariably, by combining methodologies (Triangulation) can be conducted through different stages: method, strategy, time, space, investigator, and theoretical (Johnson & Onwuegbuzie, 2004; Oates, 2013).

Table 4.2 distinguishes the concepts of strengths and weakness from the three approaches.

	Strength	Weakness
Qualitative	* It is useful for studying a limited number of cases in-depth. * It is useful for describing complex phenomena. * Provides individual case information. * Can conduct cross-case comparisons and analysis. * Provides understanding and description of people's personal experiences of phenomena (i.e., the "emic" or insider's viewpoint). * Can describe, in rich detail, phenomena as they are situated and embedded in local contexts. * The researcher can study dynamic processes (i.e., documenting sequential patterns and change). * The researcher can use the primary qualitative method of "grounded Theory" to generate inductively a tentative but explanatory Theory about a phenomenon. * Qualitative researchers are responsive to changes that occur during the conduct of a study.	* It is more difficult to test hypotheses and theories. * It generally takes more time to collect the data when compared to quantitative research. * Data analysis is often time consuming. * The results are more easily influenced by the researcher's personal biases and idiosyncrasies.
Quantitative	* Testing and validating already constructed theories. * Can generalize a research finding when it has been replicated on many different populations and subpopulations. * Provides precise, quantitative, numerical data. * Data analysis is relatively less time consuming. * The research results are relatively independent of the researcher.	* The researcher may miss out on phenomena occurring due to the focus on Theory or hypothesis testing rather than on Theory or hypothesis generation (referred to as the confirmation bias). * Knowledge produced may be too abstract and general for direct application to specific local situations, contexts, and individuals.

	* It may have higher credibility with many people in power (e.g. politicians, people who fund programs). * It is useful for studying large numbers of people.	
Mixed	* Words, pictures, and narrative can be used to add meaning to numbers. * Can provide quantitative and qualitative research strengths * Researcher can generate and test a grounded Theory. * Can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach. * Can provide stronger evidence for a conclusion through convergence and corroboration of findings. * Can add insights and understanding that might be missed when only a single method is used. * Can be used to increase the generalisability of the results. * Qualitative and quantitative research used together produce more complete knowledge necessary to inform Theory and practice.	* Can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently; it may require a research team. * Researcher has to learn about multiple methods and approaches and understand how to mix them appropriately. * More time consuming.

Table 4. 2: Strength and weakness of research approaches

Source: Adapted from *Mixed Methods Research: A Research Paradigm whose Time Has Come*. (Johnson & Onwuegbuzie, 2004).

Inductive versus deductive approaches

Deductive and inductive approaches are two strategies used to represent the relationship between research and theory:

> "*Theory is something that guides and influences the collection and analysis of data. In other words, research is done in order to answer questions posed by theoretical considerations*" (Bryman, 2012; p. 24).

A deductive approach has more constraints as an approach and can be used to test a theory or hypothesis with which the researcher commences with the research strategy designed for this testing (Myers, 2013; Saunders et al., 2009, 2016). Comparatively, the inductive approach involves development of theory that emerges through data collection and observation, and is in effect a more exploratory and open-ended approach (Myers, 2013; Saunders et al., 2016). Oates (2013) defined these approaches through data analysis as:

> "*Existing theories you have found in the literature or have developed yourself. This is known as a deductive approach. Categories observed in the data, such as those used by your respondents or the authors of the documents you are studying, or that occur to you as you read the material. This is known as inductive approach. The idea is that you have a completely open mind and just allow the data to 'speak' to you*" (Oates, 2013: p. 269).

Collis & Hussey (2009) and Saunders et al. (2016) outlined major differences between both deductive and inductive approaches (See Table 4.3).

Deductive	Inductive	Current research
A study in which a conceptual and theoretical structure is developed and subsequently tested by empirical observation; thus particular instances are deduced from general inferences.	A study in which Theory is developed from the observations of empirical reality; thus general inferences are induced from particular instances, which is the reverse of the deductive method.	*The current research is exploring the relation between PG student satisfaction and academic staff satisfaction. It does not aim to test either the Balance theory or Herzberg's Motivation-Hygiene Theory. In effect the research is using both theories to explore the relation and develop a new theory.*
The need to explain causal	Gaining an understanding	*As this research aims to explore*

relationships between variables.	of the meanings that humans attach to events.	*relations between PG student and academic staff, it needs better understanding of their perception of the service provided and the effect on their satisfaction and feedback.*
The highly structured approach.	A more flexible structure to permit changes as the research progresses.	*Using semi structure interviews, I was able to change and add more questions according to the conversation to elicit further details.*
The collection of quantitative data.	The collection of qualitative data.	*Qualitative data was collected.*
Researcher independence of what is being researched.	A realisation that the researcher is part of the research process.	*I was a part of the research, interacting with the interviewees.*
The necessity to select samples of sufficient size in order to generalise conclusions.	Less concern with the need to generalise.	*This research generalises to the theory.*

Table 4. 3: Differences between deductive and inductive approaches to research

Source: Adapted from *Research methods for business students* (Saunders et al., 2016); *Business research: A practical guide for UG and PG students* (Collis & Hussey, 2009). Original work modifications are italicised

Despite the classification of deductive as a quantitative approach, and inductive as a qualitative approach, Myers (2013) argued that both approaches can be used for qualitative research, even though the inductive is more common in qualitative research.

4.3.4 Current research approach

Based on characteristics of the approaches and the social nature of this current research that focuses on feelings and perception of people, a qualitative inductive approach is used throughout. This will enable me to interact with PG students and academic staff by conducting in-depth interviews, helping to explore if there is a relation between PG student satisfaction and staff satisfaction. A qualitative approach was adopted as a tool to help

describe and interpret interviewee experience (Creswell, 2013). Moreover, the qualitative approach capitalises on the principle strengths mentioned by Maxwell (2012) through its ability to:

- Understand the meaning from the interviewee perspective of both PG students and academic staff.
- Understand the research context and how it affects the participants, in this case SBS.
- Understand the process of events and actions.
- Embraces openness and flexibility that helps me to identify and flex the research for unanticipated issues.
- Finally, it can explain causal relationships.

Furthermore, Carson et al. (2001) indicated that this approach is appropriate for marketing fields mainly because it provides in depth understanding of phenomenon.

4.4   Research strategy

Above the research philosophies and justified adoption of an interpretive philosophy have been linked to form a suitable research approach. In this case a qualitative inductive approach is suitable and appropriate. This section will discuss the research strategy, and more specifically, the adoption of a case study strategy for this current research.

Saunders et al. (2016) identified research strategy as the plan used to satisfy research objectives through the answering of research questions:

> *"Your choice of research strategy will therefore be guided by your research question(s) and objectives, the coherence with which these link to your philosophy, research approach and purpose, and also to more pragmatic concerns including the extent of existing knowledge, the amount of time and other resources you have available, and access to potential participants and to other sources of data"" (p. 178).*

In order to select the appropriate strategy, Yin (2009) listed three factors:

1. The type of research question posed.
2. The extent of control an investigator has over actual behavioural events.
3. The degree of focus on contemporary, as opposed to historical, events.

According to Yin (2009) five different types of research strategies exist, and he states that a case study strategy should be used when research questions start with either 'How' and 'Why', if the researcher has little control over events, and if the strategy focuses on contemporary phenomenon (See Table 4.4).

Strategy	Form of research question	Requires control over behavioral events	Focuses on contemporary events	Current research
Experiment	How, why	Yes	Yes	• *The current research questions: How*
Survey	Who, what, where, how many, how much	No	Yes	• *No need to control behavioral events*
Archival analysis	Who, what, where, how many, how much	No	Yes/No	• *It is focusing on contemporary events.*
History	How, why	No	No	
Case study	How, why	No	Yes	

Table 4. 4: Relevant situations for different research methods

Source: Adapted from *Case Study Research* (Yin, 2009). Original work modifications are italicised.

The current research is guided by two questions:

- *How can PG student satisfaction be linked to academic staff satisfaction and explored in relation to Herzberg's Motivation-Hygiene Theory and the Balance Theory?*
- *How does the marketisation affect PG student perceptions of HE?*

The nature of the questions has led to the adoption of the present case study and research strategy.

Stake (1995) defined a case study as the study of the particularity and complexity of a single case leading to an understanding of its activity within important situations. Yin (2009) contended that by setting a definition for a case study as a research strategy produces:

> "*An empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident*" (p. 18).

This form of research incorporates an:

> "*… all-encompassing method, covering the logic of design, data collection techniques, and specific approaches to data analysis*" (Yin, 2009: p. 18).

Yin also stated case study research is interested in interaction of factors and in some cases it is can be the preferred design for research. According to (Remenyi, Williams, Money, & Swartz, 1998) the aim of case study is to:

> "*Provide a multi-dimensional picture of the situation*" (p. 51).

They also found that it is useful to show and explain relationships and patterns of influence in some contexts. Denscombe (2014) argued that case studies focus on one or a few instances of a particular phenomenon, providing an in-depth account of events, experiences, processes, or relationships that occurs in that specific instance.

It is argued that case study approaches are suitable for researches providing the opportunity to identify a deep understanding of the problem to be studied within a restricted timescale (Bell, 1999). Moreover, it provides an explanation that can cope with the complexity of real life situations through focusing on a sequence of events or a process description, via studying individual or group behaviour in its *'social settings'* (Denscombe, 2014; Remenyi et al., 1998).

There are two kinds of case study strategies: single and multiple case studies. While multiple case studies were supported by researchers as a significant strategy that can lead to generalisation (Miles & Huberman, 1994; Yin, 2009), other researchers have supported the single case study strategy. Dyer & Wilkins (1991) concluded that a single deep case study is the optimum form of case study research and that multiple case studies will not guarantee rich theoretical insight. Moreover, in 2007, Siggelkow stated that a single case study can be used as a very powerful example:

> "… *individual cases can sometimes suffice to falsify theories, as a single counterexample is enough*" (p. 21).

Easton (2010) also supported the use of a single study:

> "*I believe, that it is possible that understanding one instance in depth can offer universal understanding that study of millions of cases cannot*" (p. 15).

Similarly, Darke, Shanks & Broadbent (1998) stated that a single case study allows a researcher to conduct in-depth investigations of the phenomenon through rich description and understanding. Benbasat, Goldstein & Mead (1987) suggested that a single case study is highly valuable in exploratory or pilot research studies, as well as to advance more comprehensive studies at a later stage, supported by Klenke (2008). Patton (2002) argued that using a single case study is appropriate in three circumstances:

1. Unusual cases
2. When the case challenges, confirms or extends a Theory
3. When it is exploratory in nature and tends to set the foundations for further comprehensive research.

Despite the fact that single case studies do not form a strong base for generalisation, "*we can learn much that is general from a single case*" (Klenke, 2008, p. 65). On the other hand, multiple case studies allow comparisons and cross case analysis, together with investigation of specific phenomenon in diverse settings.

For the current research, a single case study approach will be adopted due to the nature of this exploratory research in order to obtain rich data and to gain more understanding of the context, which agrees with Denscombe (2014) that a case study works well because

> "*...rather than deal with isolated factors it takes a holistic view of what is going on*" (p. 56).

This also was supported by Saunders et al. (2016) who indicated that single case study might be appropriate if it:

> "*… provides you with an opportunity to observe and analyse a phenomenon that few have considered before*" (p. 186).

This applies to the current research as the impact of student satisfaction on academic staff satisfaction has had little previous attention. Moreover, limited time and resources will mean that implementation of more than a single case study is impractical.

Case study justification

The UK is an example of marketisation in the HE sector. PG students have been chosen as they are better informed and tend to look for international study opportunities in comparison to UG markets. According to the UniversitiesUK report (2014a), the percentage of international PG students rose from 19.2% in 2004 to 28% in 2013. Additionally, there is a need to improve understanding of PG provision, for which in comparison to the UG provision very little is known about it (Higher Education Commission, 2012). The marketisation of HE in the UK has made an impact on organisational structure, as suggested by Svensson & Wood (2007) marketing departments have been strengthened at universities to differentiate themselves and recruit more students. In particular business schools are at the forefront of commercialisation due to the competitive international market (D'Alessio & Avolio, 2011; Prest, 2010). Moreover, according to the Department for Business, Innovation and Skills report (2013) Business and Administrative studies are the most popular PGT subject areas. One business school that has gone through a major change programme is SBS, and can thus be perceived as a progressive institution. This is confirmed through a number of industry awards determining commitment of quality. Specifically, SBS has been chosen as a case study because of the following reasons:

- SBS adopts an intensive teaching mode (Block delivery), where PG students attend lectures for two and half days then they take two - three weeks to work on assignments. They then return to the school for other two and half days of lectures. Two - three weeks later they have to submit another assignment or have an exam (as it was explained in section 3.4.1).

- SBS has been awarded "Times HE Business School of the Year 2014", in addition of being accredited from: AMBA, CIM, CIPS, CIPD and EPAS.

- Data availability and accessibility. I am embedded within SBS and I have access to PG students and academic staff. Being familiar with the school increases the probability of accessing data.

- Finally, because of the nature of some interview questions, which might include some negative replies, interview requests were more likely to be accepted by the staff and students from within the school. Interview questions raised some concerns from interviewees, as some refused to record interviews, some stressed many times the confidentiality, and some asked not to use the data in any publications other

than this PhD research. Therefore, this attitude made it difficult to convince interviewees to participate in focus groups.

4.5   Data collection tools

In research, there are two types of data: primary data and secondary data. While the former refers to the data collected through surveys, interviews, and focus groups; the later refers to the information collected from existing sources such as publications, internal records and databases (Collis & Hussey, 2009; Saunders et al., 2009, 2016).

As the current research is concerned with exploring whether a relation exists between students satisfaction and employee satisfaction through answering "how" questions, I will use in-depth semi-structured interviews in order to collect data required for this research, in addition to the documents that are produced by SBS which are relevant to the research.

The processing of interviewing is one qualitative data collection tool involving questioning the interviewee (Myers, 2013). In 1996, Kvale stated that the purpose of qualitative research interviews is:

> "… *to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena*" (Kvale 1996, cited in Amaratunga et al., 2002: p 25).

Indeed, it has been one of the most valuable and widely used data collection tools for qualitative research (Amaratunga et al., 2002; Myers, 2013). Interviews are used in almost all kinds of qualitative research, positivist, interpretivist or critical, and can be conducted face to face, on the telephone or over the internet (Hussey & Hussey, 1997; Myers, 2013; Saunders et al., 2009, 2016).

There are three types of interviews: structured, semi-structured, and unstructured interviews (Myers, 2013; Oates, 2013; Saunders et al., 2009, 2016). Semi-structured type is the most suitable form to be used, as it uses the most beneficial parts of the other two types and minimises risk. It provides a structure focusing on the main points, with the ability to add more questions depending on the flow of the interview (Myers, 2013; Oates, 2013). Using one-to-one in-depth interview has advantages. They encourage personal thoughts, and gives the interviewer the ability to notice the non-verbal feedback (Sokolow, 1985; cited in Levy, 2006).

Moreover, Critical Incident Technique (CIT) has been used, which according to Bitner, Booms, & Tetreault (1990), provides more details and in-depth understanding than questionnaires. Saunders et al. (2016) argued that it is important to use questions that are:

> *"grounded in the real life experience of your participants rather than being discussed as abstract concepts" (p. 407).*

Critical Incident Technique (CIT) was introduced by Flanagan (1954). It relies on a set of steps in order to collect, analyse, interpret and categorise *"observations of human behavior"* collected from participants. In 1998, Chell defined CIT as a qualitative interview procedure where significant events or incidents are, identified by the respondent and are investigated. It aims to:

> *"Gain an understanding of the incident from the perspective of the individual, taking into account cognitive, affective and behavioural elements"* (Chell, 2004; p. 48).

This technique has been used widely in several sectors such as: healthcare, airline travel, hospitality, education, information science and banking (Douglas, McClelland, Davies, & Sudbury, 2009; Hughes, 2012).

As with any data collection tool, CIT has advantages and drawbacks discussed in the literature (Chell, 2004; Gremler, 2004; Hughes, 2012). Some of the advantages listed were:

- CIT collect data from interviewee points of view using their own vocabulary based on their perceptions, and this provides a rich source of data. It is a suitable tool for data collection "*because it does not restrict observations to a limited set of variables or activities*" (Gremler, 2004; p. 67).
- Due to its inductive nature it is useful in case of exploratory research where little is known about a phenomenon or in case of explanatory or descriptive research. It highlights real live activities related to the research aim.
- Using CIT in different locations give the researcher the opportunity to search for evidence through common themes which increases generalisability.
- Through the analysis process and searching for repetitive patterns, the researcher manages to relate context, strategy and outcomes to build a larger picture. This consequently helps relate the context to the outcome.
- It enables the researcher *"to manage the large amounts of qualitative data"* (Hughes, 2012; p. 75).

- It provides rich sets of data which can *"create a strong memorable impression on management when shared throughout an organization"* (Gremler, 2004; p. 67). Moreover, it can suggest improvement in some areas.

- It is useful to assess the perceptions of interviewees from different cultures. Gremler (2004) defined CIT as a *"less culturally bound technique than traditional surveys"*.

On the other hand, CIT has limitations such as:

- On a methodological level, Hughes (2012) pointed out that *"semi-structured interviews were producing a wealth of data that were not accommodated by CIT"* (p. 76). It has also been criticised as dependant on the interviewee stories that could be misunderstood or misinterpreted.

- A further disadvantage is that it is 'retrospective'; participants need to recall an incident. As incidents recalled are 'critical' this means that the participants usually remember it.

- It requires time and will power from the respondent to describe complete stories of incidents in detail.

Flanagan (1954) argued that the CIT is flexible and does not have a rigid set of rules. He proposed a

> *"... flexible set of principles which must be modified and adapted to meet the specific situation at hand"* (p. 335).

To align with Flanagan (1954) it is recommended that the following tasks are followed:

- Sponsorship of the study: he suggested the value of identifying by 'what authority the interview is being held' to avoid wasting time in side conversations. In the current research, a brief introduction was done at the beginning either to the students or academic staff.

- Purpose of the study: a brief statement about the study aim and the requirements. This has been achieved through provision of an information sheet with all details about the research (Appendix 3).

- The group being interviewed: some participants may question why they are participating this research. This has also been answered through the information sheet and discussion pre-interview.

- Anonymity of data: participants must be convinced that their identity will not be revealed; to give *"actual descriptions of techniques"* used (Flanagan, 1954). Through the current research, each participant was given a code on the consent form (Appendix 2). Moreover, it was stated clearly that participant identity will be hidden and quotes made anonymous.
- The question: the most important part at the data collection process are the questions used. This is why two pilot studies have been conducted to insure that the output of the interview answers the research questions.
- The conversation: leading questions should be avoided. In addition, the researcher should accept the participant is the 'expert' and consequently should remain neutral to give the participant opportunity to talk. Some participants shared more than one incident.

Through this research, the data collection process was undertaken through conducting semi-structured interviews supported by critical incidents underpinned by SBS documentation. The literature review has acted as a base for interview questions. Semi structured interviews helped me to follow up using probing questions when necessary to gain a full and clear answer to questions. It also gave the flexibility to modify questions according to situations (Saunders et al., 2009, 2016). In order to minimise drawbacks, interviews were accompanied by CIT. Participants had freedom to talk and even reschedule the interview if so desired.

When a student was willing to participate in the research, we agreed on an interview date and time. During the interview, participants were asked to discuss some critical incidents to back up their answers. After conducting the interview, the academic staff mentioned during the interview were contacted so as to arrange for an interview. This student and academic staff form a dyadic relationship unit. Later, if students mentioned this academic staff member I included him/her within that unit.

Table 4.5 represents an overview of data sources utilised through the current research.

Data Source	Rational for using this source	Current research
Literature	To have a better understanding and insight of: • Service quality • Factors that affect both students and staff satisfaction. • Cognitive consistency theories	Research was conducted using: • UoS library • UoS electronic library • Data bases such as Google scholar
Interviews & CIT	To gain more details and a deeper understanding of individuals and the context of the research. In addition, face-to-face interviews enabled me to observe respondent reactions. In addition to this, Chen et al. (2006) suggest that usually surveys do not improve actual satisfaction, as they are designed from management perspectives.	Semi structured interviews and CIT have been used. Follow up questions were used to gain a deeper understanding and explore emergent issues (Appendix 4).
Documents	To gain more understanding of general satisfaction levels in addition to main factors that affect students and staff.	Documents: PTES & Staff experience survey were used as part of the analysis process. Emails from both students and staff were used to back up data from the interviews. Quality reports were used for a better understanding of the context and service provided at SBS..

Table 4. 5: Data sources used in the current research

4.6   Research integrity

Research integrity is maintained by adhering to the seven principles of interpretive research set by Klein & Myers (1999). According to Klein and Myers these principles were derived from anthropology, phenomenology and hermeneutics. The seven principles are

not mandatory, although they provide the researcher with some discretion in deciding how and when these principles may be applied.

The first principle, fundamental to the ***hermeneutic circle*** is the concept whereby understanding and knowledge of the parts and their relationship to the whole lead to understanding the complex entirety (Klein & Myers, 1999). This principle defines the base for the other six principles and it guides the researcher's application of them (Klein & Myers, 1999). Additionally, it helps define the information the researcher seeks and how it will be obtained. It can be used to assist in understanding and resolving contradictions in a case study by encouraging the researcher to go back and search for missing information. Subsequently, it can modify understanding of the whole issue.

The second principle that Klein & Myers (1999) argued was ***contextualisation*** that demonstrates that results must be reported and analysed within the social and historical contexts in which they were acquired.

> "*Interpretivists argue that organizations are not static and that relationships between people, organizations and technology are not fixed but constantly changing*" (Klein & Myers, 1999: p. 73).

Hence, in order to gain meaningful understanding, it can only be conducted through explicit acknowledgement of the context. This applies to the current research in that satisfaction and service quality are greatly affected by contextual influence. Thus, context and contextual influence can help explain respondent decisions.

The third principle is the ***interaction between the researcher and the subject***. This principle recognises the effect of interaction between researcher and participant (through their understanding and perception). Similarly, this indicates that participants can be interpreters (Klein & Myers, 1999). Moreover, researcher preconceptions regarding participants may affect documentation, construction and process of material organisation. Researchers must acknowledge this interaction and describe how the data was collected and how this was affected by these interactions. In fact, within the current research, it would be better if the researcher could remove all potential factors that affect data through interaction with participants. However, this is not viable as interviews are the main tool of data collection. Therefore, through investigation I attempt to avoid bias in the data collection and analysis, and the potential effect of this interaction is accepted.

The fourth principle is ***abstraction and generalisation***. While positivists test data against a formal hypothesis, Klein & Myers (1999) encourage the use of theoretical abstractions and generalisations to help readers to see the researcher's theoretical insights and logic. "*Theory plays a crucial role in interpretive research and clearly distinguishes it from anecdotes*" (Klein and Myers, 1999: p. 75).

The fifth principle is ***dialogical reasoning***. In this the researcher acknowledges and declares their preconceptions, assumptions and prejudices that guide the original processes of the research (Klein & Myers, 1999). Nonetheless, even though preconceptions have been acknowledged in the first principle (Hermeneutics) in order to gain better understanding, researchers must be aware of these preconceptions during analysis. Invariably, Klein & Myers (1999) point out that bias and prejudice may lead to a skewed understanding of findings.

The sixth principle is ***multiple interpretation***, which requires the researcher to study influences and multiple viewpoints for actions. Where applicable, researchers should highlight and explain any contradictions and revise understandings. In the current research, interviews were conducted with several individuals from SBS in to gain greater understanding of their actions and influences on opinions.

The final principle is ***suspicion***, where researchers have to search for and ascertain false preconceptions and distortions in the data collected (Klein & Myers 1999). This principle does not deal with just understanding words, as the researcher is also required to understand the "*social world behind the words*" (Klein & Myers, 1999).

4.7   Research quality

According to Oates (2013) and Denzin & Lincoln (2000), interpretivist research quality is assured through a set of criteria that are equivalent to those used in positivist research (Table 4.6).

Positivism	Interpretivism (current study)
Validity	Trustworthiness
Objectivity	Confirmability
Reliability	Dependability
Internal validity	Credibility
External validity	Transferability

Table 4. 6: Quality in positivist and interpretivist research.

Source: Adapted from *Researching information systems and computing* (Oates, 2013).

Those criteria have been applied to the current research as follows:

Criteria	Techniques used in the current research
Trustworthiness: refers to the amount of trust that can be placed in the research	- Participants were assured that all information will be dealt in a confidential and anonymous manner (Saunders et al., 2009, 2016) in order to make them more relaxed and willing to discuss the information freely. Consequently, this will increase the level of confidence and decrease the possibility of participants' bias. - Direct quotations were used, rather than using summaries.
Confirmability: to check if the findings flow from the data. This can be tested by an audit trial, where a research auditor proceeds with analyzing the raw data	- Main questions used for the interview were prepared before the interview. - Data analysis was based on the data derived from the interviews only. - NVivo software was used to ensure a clear view of the analysis process used. - Detailed methodological descriptions were used to enable readers to see how themes emerged from data collected (Shenton, 2004).
Dependability: represents the recording and documentation of data collection and research	- The research process (the research design and its implementation) was reported thoroughly in order to help readers understand the process and repeat it in

process to insure that the results are consistent across time and researchers.	future work (Shenton, 2004). - All interviews were recorded and transcribed word-by-word. - Two pilot studies were conducted. - Peer review: researchers from different university were asked for comment on the data collection and analysis. Peers were also asked to analyse the critical incidents mentioned by interviewees. Finally, we compared and contrasted these analyses and reached an agreement on final interpretations.
Credibility: to ensure that subject had been identified and described accurately so that the research findings are credible. This can be enhanced through prolong engagement of the researcher with the problem situation	- Being a PhD researcher at the same school, in addition to attending lectures with MSc and MBA students helped the researcher in developing a familiarity with the participants and the place "prolonged engagement" (Shenton, 2004). - Multiple interviews were used as a source of triangulation. - Peer and colleagues debriefing. Discussing methodology, data collection and analysis with different researchers. - Research was discussed with the supervisory team in order to include their experience and perception into the research. - Random samples of the interview recordings were checked against the transcripts by other researchers from different university (in order to ensure confidentiality).
Transferability: to check if the data can be generalized	- Different students from different programmes were interviewed. - Academic staff from different departments and units were interviewed. - Detailed description of the research context was provided (chapter 3 and chapter 5). A field log with all

	research activities and procedures was kept. This helps readers to decide if the results can be transferred to other contexts.

Table 4. 7: Research quality used tactics.

Source: Based on: Denzin & Lincoln (2000); Miles et al. (2014); Miles & Huberman (1994); Oates (2013); Saunders et al. (2009, 2016); (Shenton, 2004).

4.8   Sampling

Sampling has been defined as

> *"...the process of selecting a subset or sample unit from a larger group or population of interest"* in order to address the research questions (Tashakkori & Teddlie, 2010).

Sampling is not only about selecting individuals for interviews but also include decisions about the settings and social processes (Miles et al., 2014). According to Saunders et al. (2016) sampling is a good alternative when the researcher cannot interview or survey the whole population or when there are time or budget constraints.

Two sampling techniques were identified by scholars (Ritchie, Lewis, & Elam, 2003; Saunders et al., 2016) probability sampling and non-probability sampling. While probability sampling is usually associated with quantitative research, qualitative researchers tend to use non-probability sampling. Furthermore, sample size for qualitative research is usually smaller than that used for quantitative research. In their research Ritchie et al. (2003) defined three reasons for this:

1. The *'diminishing return'* point, where using larger samples will not contribute to the study simply because the phenomenon needs to appear once in order to be a *'part of the analytical map'*.
2. The frequencies of incidents are not the main concern of the qualitative research (unlike the quantitative one). Qualitative research is concerned with understanding the phenomenon under research.
3. Rich detailed information is usually retrieved from qualitative research and in order to do this thoroughly *"sample sizes need to be kept to a reasonably small scale"* (Ritchie et al., 2003; p. 84).

According to Saunders et al. (2009, 2016) non-probability sampling was classified into five categories: quota, purposive, snowball, self-selection and convenience. And in qualitative research, purposeful sampling is the most used sampling technique (Bryman, 2012; Miles et al., 2014; Patton, 2002). Purposive sampling is also called criterion based or judgement sampling. Nonetheless, although this technique does not allow generalisation of research findings, it is practical when choosing individuals who have the knowledge or the best practice in the research area. This facilitates greater understanding and exploration of the research purpose (Bryman, 2012; Denscombe, 2014; Remenyi et al., 1998; Ritchie et al., 2003). Furthermore, Remenyi et al. (1998) argued that this technique is *"extensively used in the exploratory research stage"*.

The current research is conducted at SBS. In order to achieve the research aim, interviewees need to have knowledge and experience of SBS, thus, non-probability sampling is most appropriate (Easterby-Smith et al., 2004). As it was essential to interview students and staff who are informed with more experience of SBS convenience sampling, snowball sampling, and quota sampling were not appropriate for this research. Students studying their final module or within the dissertation process were the targeted group. Moreover, for academic staff, they needed to have been at SBS at least for a year in order to be more informative and help achieve the research aim. Therefore, the appropriate sampling strategy for this study was purposive.

Along with purposive sampling, dyadic data was used. Dyad was defined as a 'something' that consists of two parts (Soanes & Stevenson, 2006). According to Kenny, Kashy, & Cook (2006); dyad is a:

> "*... fundamental unit of interpersonal interaction and interpersonal relations*" (p. 1).

Due to the difficulties associated with gathering dyadic data (Arnett, Macy, & Wilcox, 2005; Lambe, Spekman, & Hunt, 2002):

> "*… few studies employ this advanced sampling method in the context of client-employee interactions*" (Frey et al., 2013, p. 4).

The current research used dyadic data. Dyadic refers to the relation between PG students and academic staff. I interviewed PG students (MSc and MBA) in addition to academic staff who teach these PG students.

4.9   Data analysis

Prior to analysis collected data must be prepared. According to Seidman (2013) this process is important in tracking interview data at all stages of the research.

The second step is conducted through the initiation of collected data analysis. Qualitative analysis for Miles & Huberman (1994) & Miles et al. (2014) was adopted as the leading framework for the process in this research. They found that there are three concurrent activities for analysing qualitative data: "*data reduction, data display, and conclusion drawing/verification*" (Miles et al., 2014: p. 10). Figure 4.3 shows how the data analysis activities overlap and that it starts during data collection process.

Data collection

Data analysis
1. Data reduction

Data analysis
2. Data display

Data analysis
3. Conclusion and verification
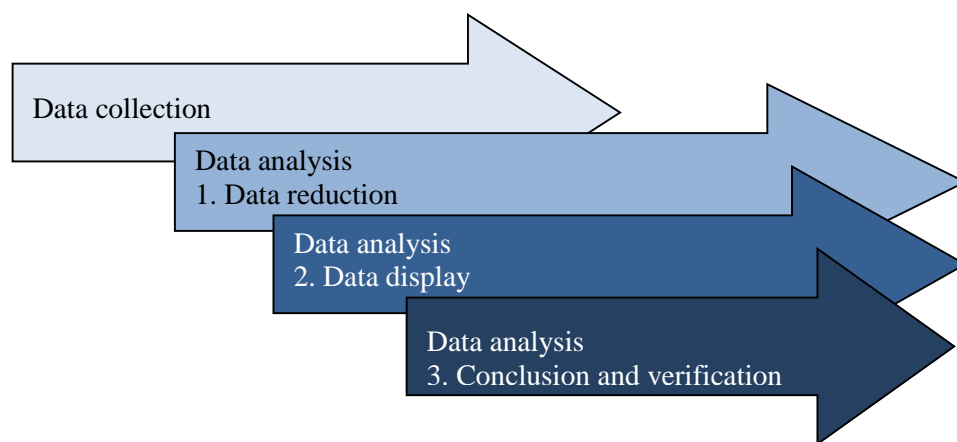
Figure 4.3: Overlapping stages in qualitative data analysis

Source: Adapted from *Business Research* (Collis & Hussey, 2014).

The *first* stage is data reduction, which has been defined as:

> "*the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions*" (Miles et al., 2014: p. 12).

Data reduction starts before the data collection phase by selecting the appropriate conceptual framework and data collection tools. This stage continues through data collected by different means, such as writing, summarising and coding continuing until the final report is completed. This can be applied to qualitative data through selection, summarising / paraphrasing, or through submitting in a larger pattern. Through this research, interview transcripts were read several times to search for similar and different

themes. Once themes were detected, they were organised into nodes themed by interviewee perspectives.

As the *second* stage data should be organised and compressed in a form that permits ascertainment of conclusions and taking action through the process of:

"*You know what you display*" (Miles et al., 2014: p. 13).

Qualitative data is normally displayed as extended text. Additionally, Miles et al. (2014) discussed different formats, such as charts, graphs, matrices and networks that aim to compile data in an organised and compact form, helping to move to the next analysis step of drawing justified conclusions. This was done with NVivo software (as it will be described in details in Chapter 5). Tree node, free nodes in addition to models and charts were developed in order to summarise information and provide a visualisation of the data reduced.

The *third* stage is focused on conclusion and verification which involves identification of emerging meanings and inducing conclusions from collated data, as well as testing for credibility and validity (which was described section 4.7). According to Miles et al. (2014), the final conclusion might not be reached until the data collection process is finalised.

Based on various forms of literature the following steps have been used for the analysis process (Maxwell, 2012; Miles et al., 2014; Miles & Huberman, 1994; Seidman, 2013):

- Students were approached via:
    - Emails, which were circulated by the school admin team and some module leaders.
    - Attendance of some of modules sessions and inviting students to participate.
- Based on student interviews, academic staff at SBS were interviewed, who had been working at SBS for at least a year.
- Consent forms along with participant information were filled in a safe place.
- Recordings were labelled accurately.
- Interviews were transcribed along with notes taken during the interview process.
- Interview scripts were read carefully and thoroughly several times before starting the analysis process. This helped increase the familiarity with the data and raise awareness of its importance.
- Memos and notes were taken while reading in order to develop an idea about the codes and themes.

- NVivo software was used to organise data into nodes.

4.10 Pilot study

Wilson (2010) defined the pilot study as a smaller scale study conducted prior to the main research. It is carried out in order to:

> *"… test a questionnaire, interview checklist or observation schedule, to minimise the likelihood of respondents having problems in answering the questions and of data recording problems as well as to allow some assessment of the questions' validity and the reliability of the data that will be collected"* (Saunders et al., 2009; p. 597).

As Yin (2009) and Maxwell (2012) stated, pilot studies are used to test ideas, refine different aspects of a study (such as research design), data collection tools, as well as develop further analysis and presentation. Moreover, Wilson (2010) indicated that the main purpose of the pilot study is to increase research validity and reliability. With this in, two pilot studies were conducted in this research. All interviews, in addition to the main study interviews, were conducted privately with the interviewee in order to avoid bias or unclear answers that might be given due to another's presence.

The first pilot study was conducted with four PhD students. Two of them were academic staff members before joining the SBS PhD programme who were interviewed as academic staff at their own universities. The other two PhD students were interviewed as students of SBS. Overall, the four interviews were recorded (following interviewee permission) to ensure that data was captured accurately prior to being transcribed and analysed. The received responses and comments helped refine questions and eliminate repetition.

After modification of the interview questions, the second pilot study was undertaken with one member of academic staff and one MSc student at SBS. Both interviews were recorded, transcribed and analysed to make sure that the questions were sufficient to collect required data. The second pilot study provided in-depth information that was supported by incidents.

4.11 Ethical approval

As this research deals with human perceptions ethical issues must be considered. Prior to commencing data collection, I applied for the ethical approval. UoS Ethical approval for

this work was obtained before data was collected (Appendix 1). Before conducting interviews each participant was informed regarding the research. The information sheet that states the purpose and aim of the research and the rationale behind selection of participants was given out before starting interviews. Participants were informed regarding their rights to privacy and data confidentiality. Moreover, consent forms (Appendix 2) were signed by interviewees before commencing. The consent form states clearly that participation is voluntary, anonymous and that participants have the right to withdraw from the research at any time. So as to record the interviews, participants had to approve this which was stated clearly in the consent form. Furthermore, to ensure anonymity, participant names were replaced by codes during the transcription process. Recordings and data are kept on my personal laptop in a password protected folder to ensure confidentiality of the data collected.

4.12   Researcher background

Being interpretivist and believing in subjective reality, I stipulated the relevant personal background, which will inevitably impact on research interpretations. Therefore in this thesis I will write in first person and I declare my interests and worldviews. Originally, I was graduated from a faculty of pharmacy in 2001, from Ain Shams University, Egypt, which provided a scientific background that instilled a more positivist than interpretivist researcher perspective. In my MBA at the Maastricht School of Management the research was structured by the criteria for managerial and leadership effectiveness and I started data collection with surveys which did not lead to anything. So, it was necessary to re-conduct the data collection phase using Critical Incident Technique (CIT), which produced a completely different outcome. Through this process I lost considerable time but managed to learn that the nature of research can be the best tool to decide a research methodology. In addition, following training sessions conducted at the SBS I became convinced that dealing with social nature and human behaviour requires more in depth research which can only be achieved through in-depth interviews.

4.13   Chapter summary

Chapter four illustrates the methodology adopted for the current research in order to achieve the research aims, as well as answer the research questions. Also, the interpretive philosophy has been justified for the exploratory nature of the study. This includes the

approaches discussed, their relevance to the social nature of this study and the qualitative inductive approach implemented through semi-structured interviews and CIT. The following chapter discusses the findings that have emerged from the data analysis.

Chapter Five: Data Analysis chapter

This chapter will present the findings of interviews conducted with PG students and academic staff at SBS. These findings will be critically discussed in relation to literature discussed in the subsequent chapter (Chapter Six).

To achieve the research aim of exploring the relation between PG student satisfaction and academic staff satisfaction within the marketisation of the HE context, it was necessary to interview both PG students and academic staff at SBS. As mentioned in the previous chapter, semi structured interviews along with CIT were used to collect data (Appendix 4). Questions were focused around the quality factors to be provided by higher education institutes and whether these factors are provided by SBS management or not. It also examined satisfaction and how this links to feedback (either positively or negatively).

The main study

Not all the interviews conducted for the main study were used in the final evaluation. As part of the quality assurance process considered for the current research some interviews were discarded. This was due to incomplete information or because participants did not share any useful information - i.e. they responded with yes or no and were not willing to explain or provide details for incidents experienced during their studies. Sometimes when students identified a member of staff, that member of staff was not available or did not wish to take part in an interview. According to this, five interviews were discarded. Interviews were transcribed after each interview and important notes of the responses of the interviewees were taken.

NVivo software was used throughout the analysis. The process of learning NVivo was started with a two-day workshop conducted by the University. Knowledge was improved through online tutorials to gain better understanding of the software and become familiar with the processes. I also communicated via emails with NVivo consultants for further advice.

As with other analysis tools NVivo has been supported and criticised by researchers. Budding & Cools (2008) mentioned that a drawback of computer-assisted qualitative data analysis software (CAQDAS) is the time invested in the learning of the software versus the actual advantages of using the package. Moreover, they suggest that it is not worth using

software for small data sets as it can be processed quicker manually. Form my experience, as with any other software the user needs to keep a backup at all times as file corruption occurred twice during the current research.

However, NVivo was used for the advantages it provides (Bringer, Johnston, & Brackenridge, 2004):

1. Ability to organise data to help throughout the analysis process.
2. Ability to set a password and have multiple backups to protect data from loss or theft.
3. Provision of quick access for data coding and retrieval.
4. Although claimed there is the possibility that it creates a distance between the researcher and the data , Bringer et al. (2004) found instead that automation allows the researcher more time for the analysis process.
5. Help with complex "Boolean" (e.g. and, or, not) searches which is highly complicated when using manual tools.
6. It creates links between documents, memos, nodes and models to increase transparency, which can be complicated when using manual methods.

The Data collection process began after obtaining the ethical approval (as it was discussed in section 4.11). According to Patton (2002) the number of interviews required for qualitative research depends on the purpose or the study and the resources and time available. In the current research, the data collection process was continued until the data collected no longer reveals any new nodes *"no new insights are being discovered in the interviews"* (Myers, 2013: p. 123).

The first interview was conducted on 20 October 2014 and the last one on 30 November 2015. After analysis it was clear that there were some information missing from academic staff interviewed. So a second round of interviews were conducted with the same academic staff to ask them more questions and clarify few points (during March 2016).

From the tables below (Table 5.1 and Table 5.2) it is clear that the student interviews were conducted before staff, simply and these determined which staff to interview (as I mentioned in section 4.5 that I'm using dyadic set of data). Moreover, students and staff were given codes to ensure that they would not be identified. Staff members were coded St1, St2 (Staff 1 and Staff 2), and students so as to be linked with staff were given St1S1, St2S1 (Staff 1 Student 1 and Staff 2 Student 1). Once an interview was conducted, it was

transcribed into a Microsoft word document in a format to import it to NVivo. Interviews were transcribed without correction of poor grammar, deletion of repeated words or completion of incomplete sentences in order to transcribe true conversation to the best possible capability (Bazeley, 2007). Figure 5.1 illustrates the NVivo explorer screenshot on 16 December 2015 following interviews transcription. The left panel shows the interview folders. Each folder has the transcript for both staff members and students. Before uploading the first interview transcript a password protected file was created to ensure data security. Interviews lasted or an average of 45–60 minutes with a total of 73,139 words (student interviews were 39,978 words and staff interviews were 33,161 words). A total of 28 interviews were used in the current research. Five more interviews were conducted (three students and two academic staff) but they were not included in the analysis as they did not reveal any new insights.
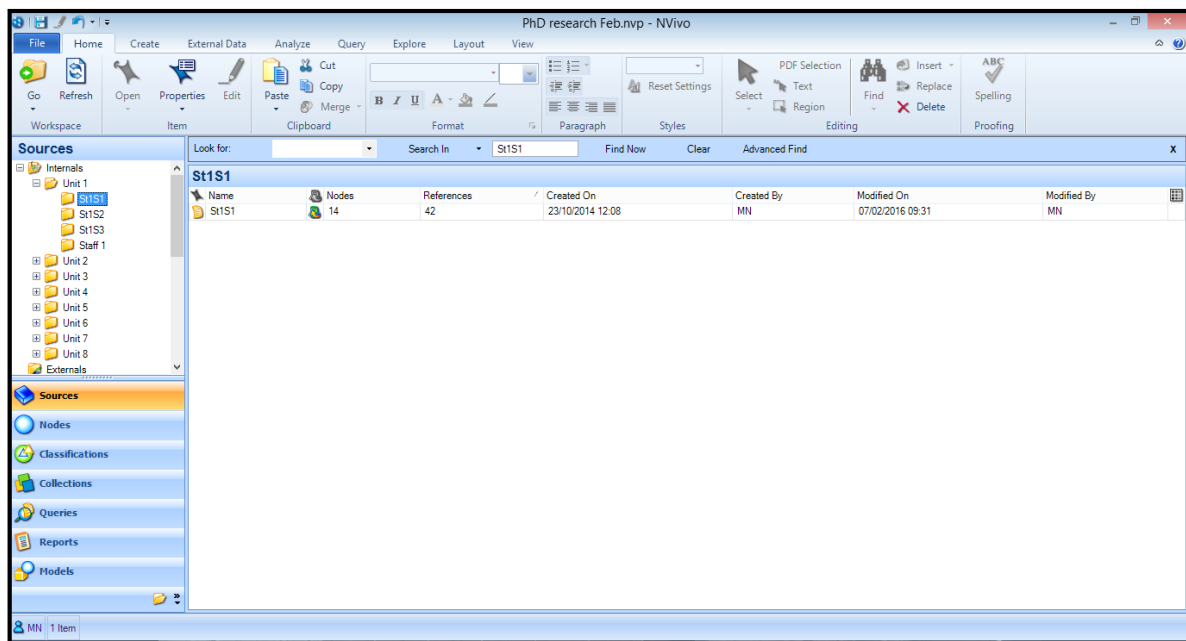
Figure 5.1: NVivo explorer screenshot as of 16 December 2015 after transcribing all interviews

Student ID	Date	Past experience	Number of words
St1S1	20/10/2014; 11:30 am	Undergraduate degree from the UK (Salford)	1980
St1S2	25/10/2014; 10:30 am	Undergraduate degree from the UK (London)	1527
St1S3	5/12/2014; 1:00 pm;	Undergraduate degree from the UK (Salford)	1972
St2S1	27/10/2014; 12:30 pm	Undergraduate from Nigeria	1200
St2S2	28/10/2014; 1:00 pm	Undergraduate from Oman	1300
St2S3	5/10/2015; 3:00 pm	Undergraduate from Nigeria	1583
St3S1	27/10/2014; 5:00 pm	Undergraduate from Nigeria	2185
St3S2	30/10/2014; 2:00 pm	Premasters in UK (Salford)	1933
St4S1	10/4/2015; 11:00 am	Undergraduate from Jordan	2205
St4S2	20/4/2015; 12:30 pm	Undergraduate from the UK	3659
St5S1	27/4/2015; 4:30 pm	Undergraduate degree from the UK (Salford)	1902
St5S2	28/4/2015; 12:30 pm	Undergraduate degree from the UK (Wolverhampton)	1205
St6S1	16/2/2015; 10:00 am	Undergraduate from Nigeria	2526
St6S2	18/9/2015; 12:30 pm	Undergraduate in Canada	4258
St6S3	23/10/2015; 10:30 am	Undergraduate degree from the UK (Salford)	2509
St6S4	10/11/2015; 1:00 pm	Undergraduate degree from the UK (Salford)	2154
St7S1	1/10/2015; 9:30 am	Undergraduate from Nigeria	1292
St7S2	30/11/2015; 11:30 am	Undergraduate degree from the UK (Greenwich)	1878
St8S1	8/9/2015; 10:30 am	Undergraduate degree from the UK (Salford)	1300
St8S2	1/10/2015; 12:30 pm	Undergraduate degree from the UK (Salford)	1440

Table 5. 1: Students' interviews

Staff ID	Date	Background	Number of words
St1	5/11/2014; 4:30 pm	Academic	5161
St2	3/11/2014; 11:00 am	Academic	1650
St3	11/11/2014; 12:00 pm	Non- Academic	4263
St4	28/4/2015; 2:30 pm	Academic	5306
St5	7/5/2015; 10:00 am	Academic	3138
St6	5/11/2015; 11:30 am	Academic	5041
St7	12/10/2015; 5:00 pm	Academic	3282
St8	20/10/2015; 2:30 pm	Academic	5320

Table 5. 2: Staff interviews

The following step was to code interviews and develop nodes. Nodes were developed inductively and deductively according to interviewee answers and questions asked. For example when staff were asked about quality factors they consider important to be provided by school management, several factors were mentioned, and these were the base of the tree nodes (inductive). Comparatively, questions related to organisational support and training, for example, mentioned in literature as an indicator of management commitment to quality were free nodes that were formed deductively. After the initial stage of analysis the free nodes were integrated into the tree nodes by allocating the relevant stage of these based on logic of analysis.

Figure 5.2 illustrates one of the student interviews transcribed text and the nodes developed.
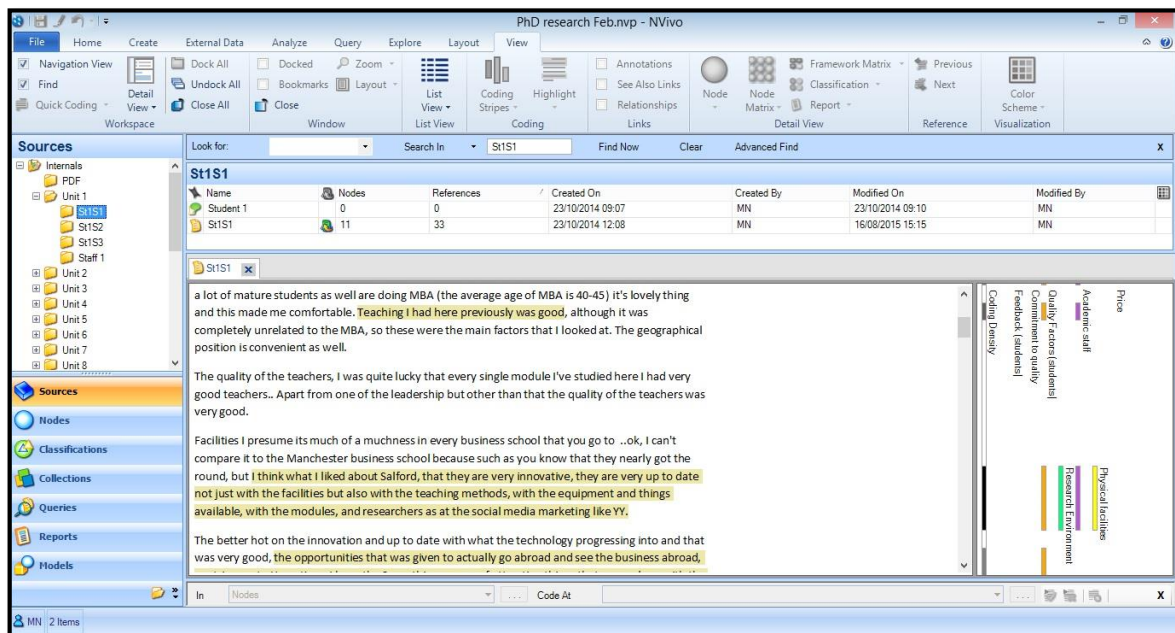
Figure 5.2: Screenshot of NVivo illustrating document visible coding (6/2/2016).

In order to organise the analysis process the first research question is analysed in two parts, followed by the second research question.

5.1 How can PG student satisfaction be linked to academic staff satisfaction and explored in relation to Herzberg's Motivation-Hygiene Theory and the Balance Theory?

To analyse the data related to this question, it was necessary to:

1. Analyse service quality from the student perspective, prior to opinion from staff.
2. Analyse the relation between satisfaction and feedback from the student perspective prior to that of the staff.

5.1.1 Part one: quality and satisfaction

According to Jongbloed, Enders, & Salerno (2008) HE institutions should evaluate their commitment to serving the demands of their stakeholders, and once the stakeholder needs are identified, a superior quality of service can be achieved. There are various stakeholders in HE institution and each one has their own idea about quality (Voss et al., 2007). That said, this research is concerned with two stakeholders:

- PG students
- Academic staff.

To explore the impact of management commitment to quality on student and academic staff satisfaction the first step is to determine what service quality factors students consider essential in HE institutions, and whether these factors are present in SBS. Also staff members were asked about service quality factors that they expect to be present in an HE learning environment and whether these factors are provided by SBS. Student perspectives were reviewed followed by those of the academic staff.

Service quality factors affecting students' satisfaction (link 1)

Through the analysis process of student interviews, five main nodes emerged in addition to sub nodes. These five nodes were:

1. Academic staff
2. Academic services
3. Facilities
4. Supporting staff
5. Student experience.

a. __Academic staff__

Academic staff were the first and the main factor mentioned throughout all interviews, based not only on the lecturers themselves but factors such as their experience and communication.

One of the factors that was given high importance by most of the students was the attention they received and the communication from lecturers:

> *"Connected with the students... we are allowed to express our feelings, our thoughts, not just memorise… it's more engaging, more personal"* (St6S4, MSc student, 10/11/2015).

This was repeated nine times during the coding process indicating that the communication was positive. Nonetheless, this factor was also a source of dissatisfaction for other five students. This may have been because of the mode of teaching (Block teaching) or because they used different communication methods during their undergraduate degrees either in the UK or home countries.

> *"One thing I did find is when we have problems, even though they said email me, Skype sessions or ever, they are never there, never answered your emails... I never*

had an answer to my email, even now, I'm still waiting for certain answers, I never had an answer to my emails" (St4S2, MSc student, 20/4/2015).

"I sent him and email, he didn't respond, I sent him another email, it took him a week, and then he replied that he discussed it with [XX]... On the blackboard, there is a discussion board, where we put our questions; they don't answer it all the time. Sometimes their answer is 'as I explained in the lecture'" (St4S1, MSc student, 10/4/2015).

"I understand that lecturers are busy but sometimes I feel like the communication can be lost a bit, a little bit" (St5S1, MSc student, 27/4/2015).

"Sometimes I feel that it's just a case of turning up to the lecture, they do the lecture and then that's it... they should communicate more with us" (St8S1, MSc student, 8/9/2015).

Based on these quotations it seems that students found this more important because of the mode of teaching (Block teaching) as they only meet their lecturers for limited time during their course which runs for only six weeks.

A further sub node was staff knowledge and practical experience, which was coded six times. Moreover, they linked staff experience to confidence:

"The more experience, he has, the more knowledge you will get and this will help to give high and perfect student outcome… The older and more experience lecturer has more knowledge and is more helpful". (St2S2, MSc student, 28/10/2014).

This statement agrees with what other students mention about lecturers:

"Very satisfied with the lecturers, because the lecturers themselves knew what they were doing, they also had the practical experience to back up what they were saying and they made it really engaging for the students" (St6S4, MSc student, 10/11/2015).

"I found the lecturers to be well informed and knowledgeable, very helpful" (St5S2, MSc student, 28/4/2015).

One of the students returned to SBS after 16 years after finishing her undergraduate degree to commence with her MBA. This may have been because she was familiar with the place

or because her friends decided to do an MBA at SBS. But upon asking her for the reason for returning, she stated that the main reason was the quality of teaching at SBS:

> "Teaching I had here previously was good" (St1S1, MBA student, 20/10/2014).

This is further supported by another who compared SBS to institutions where he had completed both his undergraduate degree and other courses:

> "Excellent lecturing, the quality of the lecturers and the knowledge the lecturers bring and the way they deliver that, so it got to be really clear and easily understandable to the students, and guide you enough but you can still develop your own ideas as well" (St5S2, MSc student, 28/4/2015).

Some interviewed students pointed out that having a high number of publications and high academic position at the school is not an indication of lecturer knowledge or experience, talking about one of the professors, one student stated that:

> "His assignment wasn't clear; it wasn't clearly expressed or defined. No clear guidelines... even his feedback wasn't clear. I feel that he didn't care" (St2S2, MSc student, 27/10/2014).

This agrees with a lecturer who stated:

> "We have good professors, which might be good researchers, but they are not good teachers" (St4, 28/4/2015).

The same idea was discussed by an MBA student, who claimed not all staff members shared the expected level:

> "I was quite lucky that every single module I've studied here I had very good teachers... Apart from one, the [XX] course, but other than that, the quality of the teachers was very good" (St1S1, MBA student, 20/10/2014).

However, one student noted that although communication is very important that sometimes having knowledge is not enough to deliver information:

> "The lecturer had a whole of knowledge but in order to communicate that the teaching was bad" (St4S2, MSc student, 20/4/2015).

These opinions were in line with PTES (postgraduate taught experience survey) results conducted by the school, where 80% of the students indicated that they felt that staff members are capable of explaining things.

Moreover, two students believed that being able to use and implement new technology and link it to the course is one criteria of a successful lecturer. One of the students, who had her undergraduate degree at SBS was satisfied due to the ability of the academic staff to use and implement technology in the courses they taught:

> *"They are up to date with what the technology progressing into and that was very good"* (St1S1, MBA student, 20/10/2014).

This was not mentioned by any of the other students. This could be because students who mentioned this were involved in courses that needed good knowledge of technology or equally because they did not have good technological backgrounds versus other students. Through the revising of courses students were studying, it seems that those two students did not have a technological background, as I interviewed other students from the same courses and they did not mention the use of technology as one of the factors that affects their satisfaction.

Overall, it seems that students believe that academic staff are the most important factor that affects service quality provided by the school. Moreover, they set a list of criteria for those staff such as:

- Attention and communication they devote for students
- Knowledge and experience they have,
- Ability to use technology

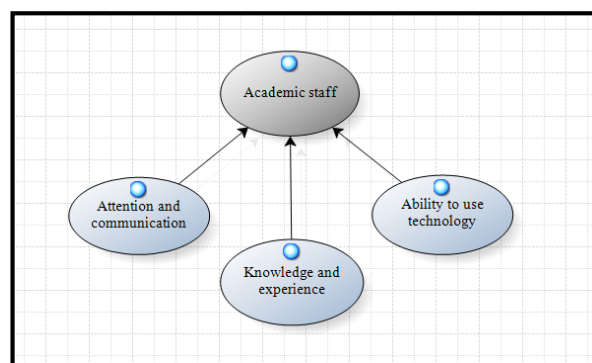Figure 5.3 illustrates the main node (academic staff) and the three sub nodes linked to it.

Figure 5.3: Criteria of academic staff

b. **Academic service**

The Academic service provided by SBS from the student point of view was concerned with three sub nodes:

- Providing research environment
- Providing international experience,
- Providing personal tutors.

The first sub node, providing suitable research environment, was highlighted by less than half of the interviewees (five students), mainly those who had their undergraduate outside the UK. A research environment is offered by the school (according to the students) through experienced lecturers and through the training courses which are delivered by specialised staff:

> *"The school gave me a whole week training to prepare for my dissertation from Monday to Friday. We were taught various techniques and methods that will prepare us if we were going to have the dissertation"* (St2S2, MSc student, 28/10/2014).

Courses offered by the university are not only related to the MSc or MBA degrees that students will have by the end of their programme. It also helps students when English is not their first language, or those who have not been trained to write in an academic style:

> *"Programs those support students to improve their research and writing activities, like right now I just came from a wordscope class which gave me basic background on how to write".* (St3S1, MSc student, 27/10/2014).

> *"There are a lot of workshops here... a lot like my old school, my university, undergrad, they provided workshops here as well but I feel that here is just easily accessible, like they constantly send you emails, you feel like you never miss an opportunity to go to one... you always know what's going on."* (St6S2, MSc student, 18/9/2015).

These courses and workshops, helped the students to develop their researching skills through the course, which was presented in the PTES, as 85% of students believed their research skills have been developed during their courses.

The second sub node was providing the students with an international experience. This was highly appreciated by the students who had the opportunity to visit Hong Kong, Spain and Dubai (four students):

"The opportunities that were given to actually go abroad and see the business abroad, my trip was to Hong Kong I have the So ya this was one of attractive things that came along with the package" (St1S1, MBA student, 20/10/2014).

"We went a step further and we went to see how businesses have been marketed in a foreign country" (St6S1, MSc student, 16/2/2015).

Moreover, students who had this opportunity were more satisfied with the tuition fees they paid than others:

"In that price, for international business students in the masters, it included a trip to Spain, which is really nice and very helpful as well to get in some knowledge of how operations are done in environments different than the UK" (St6S4, MSc student, 10/11/2015).

The final factor related to academic services offered by the school was personal tutors. It was mentioned eight times during the coding process and the feedback on that factor varied. Two students did not know that they have personal tutors:

"I don't know if I have personal tutor" (St5S2, MSc student, 28/4/2015).

Whilst two students who knew their personal tutors had not managed to meet them were not satisfied with this:

"I didn't communicate with my personal tutor" (St8S1, MSc student, 8/9/2015).

"I sent an email to her when I first got here, she wasn't available; when she was available, I wasn't available. I didn't have any relationship with her" (St6S1, MSc student, 16/2/2015).

But those who had a chance to meet their personal tutors were very satisfied with them (four students):

"You have one to one meetings and that's what I really like here because at my old school you wouldn't get the same persons. So it's like when you have a family doctor, they know your history, they already know, like ok so this is how you were last month, so with the personal tutor they already kind of have a history on you,

every time you meet them you, that relationship builds and I think that's really good here" (St6S2, MSc student, 18/9/2015).

"She's brilliant, very good person" (St7S1, MBA Student, 1/10/2015).

Overall, academic services provided by the school were appreciated by students and affected their satisfaction. Figure 5.4 summarises this node.
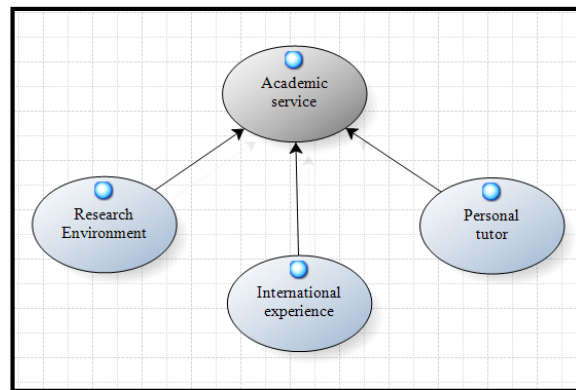
Figure 5.4: Academic service node and associate sub nodes.

c. **Facilities**

From student points of view facilities were divided into two parts:

- Physical facilities
- IT services

Physical facilities such as the physical library and classes in addition to the media city campus were another factor that were considered important by the majority of the students (twelve students). Nonetheless one student felt that she "*cannot compare it to the Manchester business school*" (St1S1, MBA student, 20/10/2014), although this was not the opinion of other students:

"The facilities are very good, this is a fantastic building (Salford Business School - Media City Building). The library is awesome too. The fact that we can spend the whole day there, it is open 24 hours... the fact that it is open around the clock is a plus for us and it's quite spacious... I mean there is a lot of space for you to come and study... So, the facilities are really good" (St3S2, MSc student, 30/10/2014).

"As the business school… having all the books that you need and all of kind of, reference material that you need" (St5S2, MSc student, 28/4/2015).

In addition to physical facilities, student satisfaction was affected by the IT services

provided by the school. It was coded four times and one of them was a source of dissatisfaction.

> *"The technology that is been in place, for instance may be you with your ID card can do everything, you can access your records, you can do everything"* (St2S3, MSc student, 5/10/2015).

Blackboard was one of the factors that affected student satisfaction. While three of the students interviewed were satisfied with it:

> *"I like the interactive blackboard thing, I like the fact that I can go online and access what I want to see, what I'm gonna have for the next week... It's fantastic"* (St6S1, MSc student, 16/2/2015).

> *"The blackboard is really good so you can easily access the information, quickly and easily"* (St5S2, MSc student, 28/4/2015).

One student had issues with it:

> *"I have an issue with for the past one year and currently as I speak to you now, I'm just appealing with the school board about my marks because of the incidents that happened this time I'm not being able to meet up, you know, with the deadlines"* (St6S3, MSc student, 23/10/2015).

Despite this it seems that students were satisfied with the facilities provided by the school, yet agree that there is a room for improvement. It also confirmed the PTES results that around 86% of the students were satisfied with the library, resources and support services.
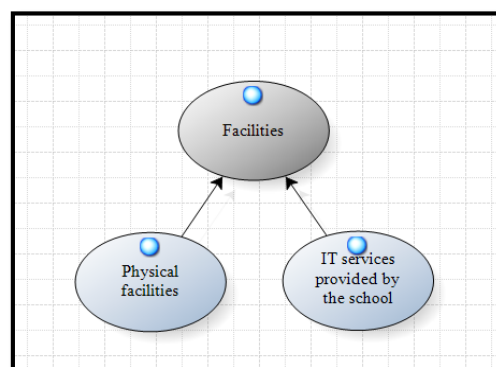
Figure 5.5 summarises this node.

Figure 5.5: Facilities node and its sub nodes.

d. __Supporting staff__

One factor highlighted by students was supporting staff who are part of the school and from whom students expect to receive help alongside their studies. This factor was coded eleven times during analysis. While one student was satisfied with the supporting staff:

> *"like the fact that the staff there particularly the non academic staff at the front desk, they are very approachable, you can just walk in and say I have a problem and then they are there for you"* (St6S1, MSc student, 16/2/2015).

The rest of the students (ten students) expressed their dissatisfaction with SBS supporting staff. One student mentioned that she anticipated the supporting staff to assist her in obtaining certain new contacts for her final project, and when this was not offered she became disappointed (St1S1). Furthermore, another student mentioned that he had been disappointed when the email he was expecting from the university to assign him a supervisor was delayed by a week (his expectation was based on a piece of information that was delivered by the university) (St3S1).

Other students said that the communication between them and the supporting staff needed to be improved:

> *"I've noticed that with some of my peers, they might have been told something and then they tell me and I wasn't aware of this... I've also received an email about my next module which is my dissertation and I emailed like for more information about it and they said oh sorry that was an old email, you shouldn't have got that, from last year!... And it's a lot as well; you get sent a lot of stuff and its hard"* (St5S1, MSc student, 27/4/2015).

> *"I found that a little bit tricky to start off with, booking on to the course... I did have to email quite a lot of people and different departments to trying to get me actually to the course, that was a lot of persistent from me to do that"* (St5S2, MSc student, 28/7/2015).

> *"They change the venues without prior notice!"* (St8S2, MSc student, 1/10/2015)

Overall, students were not satisfied with supporting staff at SBS.

e. Lectures

Students interviewed discussed the quality of the lectures offered at SBS from two angles:

- The nature of the lectures, as students at SBS are exposed to Block delivery mode;
- Venues and timing of lectures.

Block delivery was one issue that was discussed during the interviews. One of the students described this mode as a 'bus' in a positive way, as it enabled her the opportunity to meet different students from different courses:

> *"I don't think you understand it until you do it, so you're in and then not in for three weeks, but then the work load; you need the three weeks to do the work.... It's like a bus, everyone get-in in a different time"* (St5S1, MSc Student, 27/4/2015).

However, opposing ideas were very clear during the interviews and six students appreciated this mode:

> *"I think it is a good thing because it helps us, the students, to concentrate and focus on a particular module and get it done while when you have to study different things at different times you lose focus there and at the end of the semester you get start for preparing for three or four modules to have exams...you take more time to focus and understand"* (St3S2, MSc student, 30/10/2014).

> *"The block delivery is the best thing that has happened to any university... a lot of people have jobs... I come here for 3 days, I go back to Nigeria for one month and then to come back again... so without block delivery you are missing out a lot of opportunities"*. (St7S1, MBA Student, 1/10/2015).

Others (eleven) were against this mode:

> *"I think it's the worst thing here. To have lectures from 10 - 5 we get a lot of information... It's an advantage to start in November, as you have 5 intakes per year, it's very flexible, but for me, I would rather wait for a year and join a university with traditional delivery mode"* (St4S1, MSc Student, 10/4/2015).

Another student explained that block delivery needs commitment from lecturers to respond to student queries:

> *"I think if they fulfilled what they said, 'I'll be available for emails'... it would be fine, but if you not, then it might be better to go with the traditional way"* (St4S2, MSc Student, 20/4/2015).

"The negative part is information overload" (St7S2, 30/11/2015).

Regardless, this form also had other disadvantages, as according to one student, the two-and-a-half days were not enough to build a relationship with other students, which was augmented by the fact that attending the drop-in sessions was not obligatory. This consequently affects new students who sometimes do not understand specific parts of their assignments when they are new, do not have friends to discuss it with them, or they are too shy to ask the lecturer:

> *"I have a friend who is doing a MSc in HR and she was telling me that she didn't think she did so well in the assignment because she didn't really understand the questions so just went ahead and did what she understood. When she go back to class, she got realise that she would've done it a bit better than what she did in her assignments, now she learned to go and ask the lecturer... speak to him or her and get to know what she needs to do"* (St3S2, MSc student, 30/10/2014).

Overall, some students interviewed were not very satisfied with the time and tools allocated for communication with their lecturers away from the class. Through the PTES survey, around 45% of the students failed to agree that the contact time was sufficient.

In addition, a further factor was in relation to the duration of the lectures, as the long hours of teaching can result in students becoming tired and it *"become harder to follow up with the lecturer"* (St2S2) after finishing the first 4 hour lecture. However, not only long hours affected student satisfaction regarding the service quality provided by the school, but also the venues allocated for the lectures. This point links back to the administrative staff, as it was mentioned repeatedly during the interviews that there were no clear communication between the administrative staff from one side and the students and the lecturers from the other side:

> *"We once had a lecture and we didn't start on time because the venue wasn't available"* (St2S2, MSc student, 27/10/2014).

This was also pointed out by one of the lecturers:

> *"Timetabling staff have changed the venue of one of the seminars, but I didn't know as a lecturer, I went to one building and I was waiting for students. All students were in another building and were waiting for the lecturer"* (St4, 28/4/2015).

One of the students who had completed his undergraduate studies at SBS was disappointed with venues, as they were smaller to the ones he used during his undergraduate degree.

This links back again to physical facilities. The other students were very satisfied with the Media City building, apart from one student who was disappointed:

> *"It has theatre seating... We had two lectures where the mic didn't work and we didn't hear a lot of parts of the lecture"* (St4S1, MSc student, 10/4/2015).

Figure 5.6 summarises the current node.
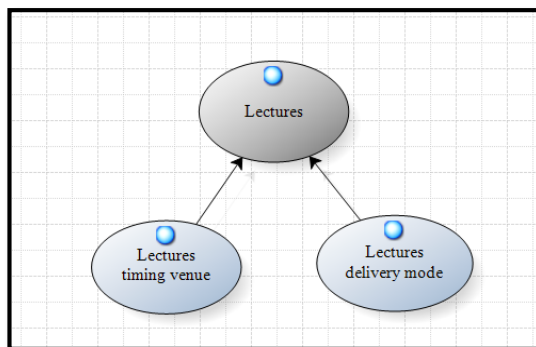
Figure 5.6: The 'lectures' as a main node and the related sub nodes.

f. Students Experience

Apart from the academic and educational side; students stated that having a social life is one of the services they expect from the school as well.

Some students (four), especially international students, highlighted the importance of having social activities, especially if they don't have contact with their colleague except on two-and-a-half days every two or three weeks:

> *"As an international student, they should help me with the simplest things... kind of get you involved in a lot of things"* (St6S2, MSc student, 18/9/2015).

> *"Despite uni life, but outside uni... we students, sometimes you need a break from your head; you can't just be studying all the time; so I'd be expect the university to be engaging with the student, but I feel that the university is more engaging with undergraduates than postgraduates and PhD students, we are more left behind like they don't care about us as they do with undergraduate"* (St7S2, MSc student, 30/11/2015).

Having international students was one of the factors that attracted some student attention (four students). They marked that as evidence for the quality of service provided at the school. They also noted that this presence enriches their experience:

"Having a multinational culture at SBS is one of the positive points about the school" (St1S1, MBA student, 20/10/2014).

"International environment, having students from different countries... different cultures and different experience" (St6S3, MSc student, 23/10/2015).

Moreover, one staff member mentioned this point as one of the strengths of SBS:

"... every single person is being from different country; that's fantastic" (St8, 20/10/2015).
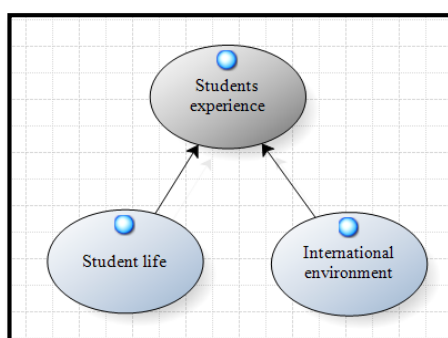
Figure 5.7: Students experience node and related sub nodes.

Despite the fact that all of the students interviewed were satisfied with the service offered by the school which they thought was good, when they were asked whether there was anything absent or possible to improve, they shared some of the factors that were either provided by the school and needed to be improved, or ones that were not provided presently that they believed should made available by the school.

One student suggested synchronising between the School system and the university accommodation facilities especially in that the school offer a great opportunity for students to join through six intakes during the year, whereas, the accommodation starts at the beginning of September:

"You know because Salford Business School we have six intakes (I think the other schools have two intakes), so I'm having issues with them because they are saying I came-in in September, which is not so... I had to come in November and the system says that I came-in in September, so they are charging me extra, so that's something that needs to be worked. They should synchronise between school and admin systems" (St3S2, MSc student, 30/10/2014).

Another student was dissatisfied with the UKBA forms (which has been replaced by UKVI) that he and other international students had to fill in daily and thought that a different way must have be feasible. He knew that it was obligatory, but:

> *"I mean this country is advanced, do we have to fill-in forms in class all the time? Could not that be like an electronic system?"* (St3S2, MSc student, 30/10/2014).

All interviewed students agreed that management through their commitment to quality affects service quality they receive as students. Indeed, management control the service delivery factors that affect students' satisfaction:

> *"I think both management of the school and of the course are linked and committed to quality... both affects students' satisfaction... The management of the school are responsible for the quality of the lecturers they engage and yes, it all has impact... how much they spend on the resources and what's needed for the lectures and the innovation... this has impact on the quality of the service provided"* (S2S2, MSc student, 27/10/2014).

Another student mentioned that even if management are committed to service quality then there should be a clear way to deliver it:

> *"They knew what they were doing, it was clear to them what they were doing, but I don't think it was communicated very well"* (St4S2, MSc Student, 20/4/2015).

Where some of students questioned the current management commitment to quality regulations, apart from their efforts to gain external recognition in the form of accreditation:

> *"Probably no... It's probably just something to say to make them look good and to give them good reputation but probably no"* (St8S1, MSc student, 8/9/2015)

> *"Yes sure... if they are looking into quality of the university differently, they have to find that from students about how they feel, but I think the university... well they might do that, they find out from students but they are doing nothing about it"* (St7S2, MSc student, 30/11/2015)

To summarise the first part from section one, it was clear that there are several factors affecting student satisfaction with service quality. These included academic staff, facilities, supporting staff and academic services. From the opinions of students who were interviewed throughout the research (either MSc or MBA students), overall they

were satisfied with the service quality provided by the school and they agreed that management commitment to quality affects student satisfaction. Figure 5.8 shows the quality factors mentioned by students.
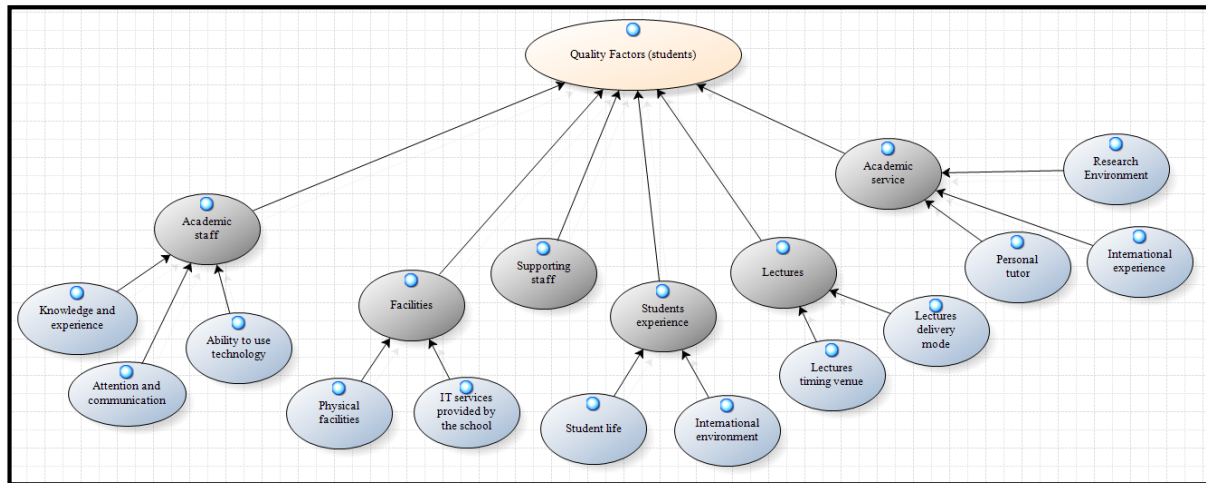
Figure 5.8: Nodes and sub-nodes representing quality factors mentioned by students

Figure 5.9 represents the nodes mentioned by students. The width of the coloured strips is proportional to the number of times this node was coded through interviews. From this figure it is clear that academic staff was the most mentioned factor by students, while students experience was the least one. Figure 5.10 represents the nodes emerged through the analysis process where the sources represents the number of students mentioned this node and the references refer to the number of times this node was coded.

Figure 5.9: Matrix query of the text passages coded for students.

Figure 5.10: Nodes emerged from the coding process

Quality factors affecting academic staff satisfaction (link 2)

Based on the literature it was anticipated that the service quality factors that affect student satisfaction are contrasting to those that affect staff satisfaction, although both are considered stakeholders of HE.

Through analysis four main nodes were identified by academic staff as the factors that affect the quality of service provided to them by school management:

- Job design
- Supporting staff
- Facilities
- The school environment.

a. __Job design__

The analysis process of the academic staff interviews perception on factors that affect the quality of service provided by SBS found that there were three sub nodes related to job design:
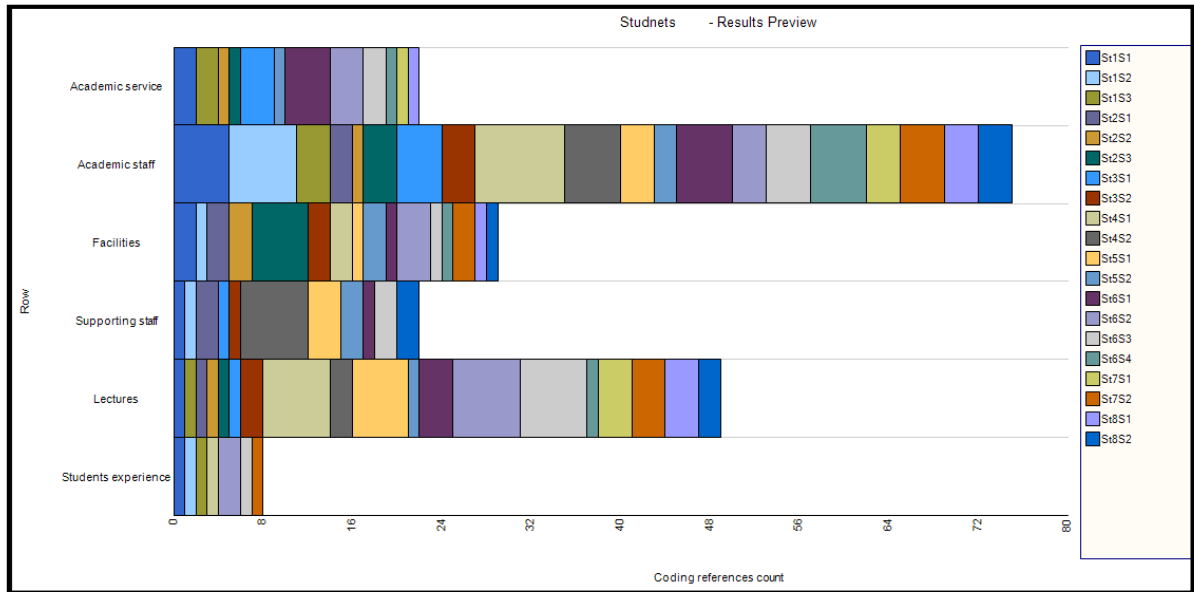
- Workload
- Rewarding
- Career progression & academic goals.

There was high consistency amongst participants with regards to workload. This factor was mentioned in all interviews. The majority of them (seven) mentioned workload as a factor that affects their satisfaction in a negative manner and it was given high importance. While one staff stated that workload is intensive but he did not feel that it was a source of dissatisfaction.

In an ideal situation, there should be a balance between teaching, research, office work, and life, which is not always available in reality:

> *"We have unhealthy work life balance... it seems to be the nature of the work that we do"* (St5. 7/5/2015).

This might be because of the long teaching hours as SBS has adopted an intensive teaching mode (Block delivery). In addition, the school has a high staff turnover, which meant that two of the eight staff that took part in the current study left the school within 12 months. According to the school, since 2006 (until 2016) there were 125 starter academic staff and

170 leavers. That said, based on the interviews, in addition to notable workload for teaching, there are other activities that take place and consume time; for example: accreditation, events, enterprise activity with companies, and PG workshops. All of these activities alongside teaching loads leave little time to research leading to dissatisfaction of the academic staff:

> *"In terms of workload allocation, I believe I'm overloaded with teaching and I'm not really happy about it"* (St2, 3/11/2014).

> *"If everybody contributed towards that pot, other colleagues, the pot will be shared out more, but there is only a certain amount people who share the pot, who contribute and those who don't contribute towards it… they just seem to have more spare time than we do and you never know who is these colleagues are. And that is a pain"* (St3, 11/11/2014).

Furthermore, another lecturer stated that workload is not merely teaching, but often relates to solving certain problems related to timetabling, which should be one of the responsibilities of administrative staff:

> *"Admin staff I think are not doing their job really good... The workload in this university is high not only because of just teaching, some of my workload is coming from poor organisation"* (St4, 28/4/2015).

> *"We have to spend hours and hours going around, finding stats on students"* (St6, 5/11/2015).

This workload is exaggerated because of Block delivery and this consequently shrinks the time allocated for research:

> *"It's like a production line... two and a half days block delivery, teach them, two weeks later they got exams, you gotta get the exams marked within two weeks, and all the marks back at the external... and then it starts again. So, it's... it's a factory... and then of course you've got the added delights of them saying in your yearly assessment: I noticed that you haven't publish any articles, no I haven't... been too busy teaching, marking, running programmes, running modules, attending meetings... things like this"* (St6, 5/11/2015)

> *"There's no time... I also teach undergraduates; so if your undergraduate is finished and you are not doing the block delivery; you may be got... may be got a*

week or two weeks time before the next block delivery; but then it goes back again! It's not enough for research" (St8, 20/10/2015).

Despite high workload, more than half of the staff (coded six times) expressed their satisfaction with their career progression and academic goals at SBS:

"We have a PDR system. So annually we have goals and set these goals, three times a year which is a lot more than other places. You know normally in [XX] I would've met the management once a year to discuss my goals and at the end of the year, did I meet them, did I not? Why not? At Salford, I have to meet them three times a year to make sure that I'm on target... so it's a bit more monitored here" (S5, 7/5/2015).

While two staff felt that the school do not care about their progression because of the high workload, which means that they do not have enough time for research: *"They could care less"* (St6, 5/11/2015).

Rewarding was another sub node related to the job design. Upon asking the staff, the majority (seven) agreed that financial rewards do not depend on the good performance of lectures or student evaluation. Financial rewards are linked to promotion, which depends on research. Ultimately, this leaves staff members in a situation where they have to manage publications to receive promotion and at the same time they indicated that their workload was very high, unconducive to helping them conduct research.

"The rewarding is based on their research and enterprise and engagement, but it doesn't recognise staff whose primary responsibility teaching/learning" (St1, 5/11/2014).

"Reward here from my understanding... is all based on your publications you won't get promoted until you get publication... In terms of monetary reward... it all goes back to your publications and publication is always attached to your teaching and that's what I'm saying, my teaching workload are more loaded... I wish I can have more time for publication" (St2, 3/11/2014).

These two opinions were contrary to what the third staff member indicated. She stated that there is an award (VC award) dependant on student feedback:

"You had to embed students feedback with the VC, as an evidence base we have to put a lot of comments of the students in there" (St3, 11/11/2014).

This response contradicted another staff member, who believed this reward was independent of student feedback:

> *"Sometimes there is no enough time to apply; the application process... it takes a lot; because you are trying to do your own work!"* (St7, 12/10/2015)

> *"If you are in the middle of teaching... you don't have any other time to kind of apply to something like that. And I suppose it's not based on the student feedback, students' aren't going to write lovely things about you, if it isn't true, so why can't they use that feedback to decide on who gets a reward or not"* (St5, 7/5/2015).

In addition, the same lecturer (St5) indicated that in certain universities lecturers get rewarded when they publish in a 3 or 4 star journal, which is not the case at SBS.

In the staff experience survey 2014, just 10% indicated that they either strongly agreed or agreed that "Excellent performance is financially rewarded by the University". While 87% stated that they strongly disagreed or disagreed with the same statement.

Overall, dissatisfaction with the financial rewarding system was mentioned in seven instances of coding in NVivo, while there was one instance of satisfaction with the financial rewarding system of the school. Figure 5.11 illustrates staff interviewed opinions regarding financial rewards.
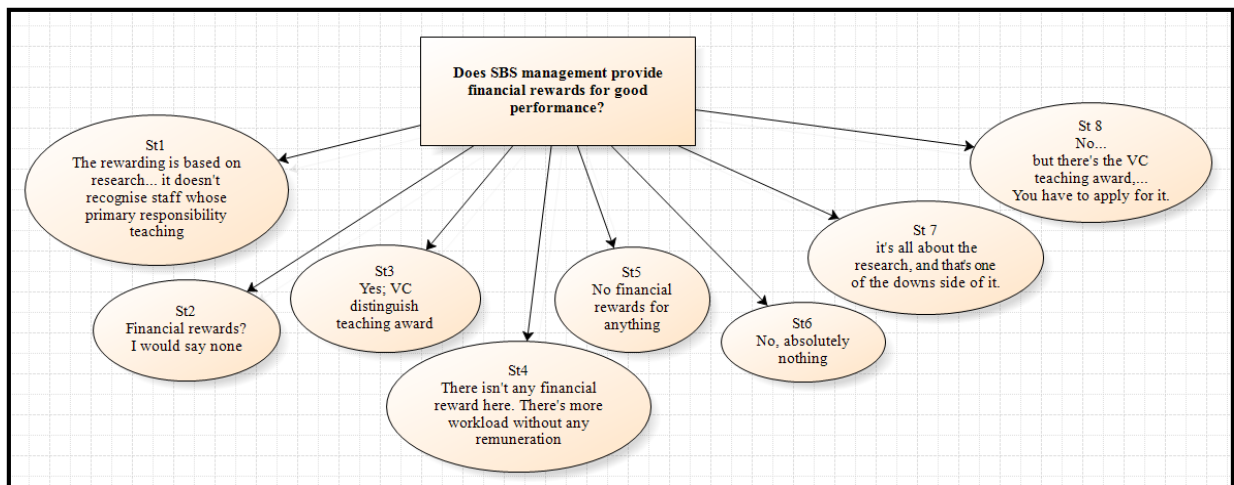
Figure 5.11: Model representing the opinions of the eight staff interviewed regarding financial rewards

As for recognition, the majority of staff (coded five times during analysis) indicated that they did not receive recognition for their work as academic staff members at the school;

> *"Nothing... Occasionally there will be an email comes out towards the end of the year: hope you all have a nice Christmas, thanks for all your hard work and that's it"* (St6, 5/11/2015)

This was the same as another staff who indicated that credit goes to the school but failure goes to the staff:

> *"If you do a bad job... if you get below a certain level, they make it public... then you can get pulled into a meeting"* (St8, 20/10/2015)

And according to those two staff, this affects staff motivation:

> *"I can't be bothered any more... and that shows you the knock on effect on the motivation of staff"* (St6, 5/11/2015).

On the other hand, one staff member indicated that he did receive recognition for his work:

> *"I was speaking at an international event in [XX], this was circulated through the department and to the business school through emails and on the website and university communication"* (St2, 3/11/2014).

This opinion was consistent with other staff:

> *"I don't know, I suppose you would receive it if you are progressing... it's based on the research or your teaching or your enterprises... based on all of your activities as long as you evidence... so you would receive recognition from that I suppose. And I suppose you might get mentioned if you done something in the news letter's or something like that"* (St3, 11/11/2014).

The staff experience survey (2014, p. 54) agrees with these statements, that half of the staff are satisfied with the recognition they receive, taking into consideration that the percentage of employees that believe their pay and benefits system are fair have declined from 80% (2011) to 76% (2014). The same applies to the staff percentage that dropped from 19% in 2011 to 10% in 2014, in relation to the financial rewards of UoS for excellent performance. Figure 5.12 summarises the three sub nodes associated with the job design node.
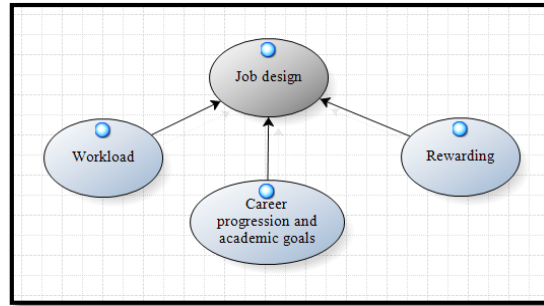
Figure 5.12: Job design node.

b. **Supporting staff**

Although that this factor was mentioned by a few academic staff (three), it was coded ten times during the analysis process. This factor was a source of dissatisfaction. This aligns with student opinion during interviews.

> "Lack of proper time tabling... Admin staff I think are not doing their job really good" (St4, 28/4/2015).

> "When we get stats from central office they are generally wrong, they are out of date... I just had to contact five of my personal tutees to arrange meetings with them, three they gave me the wrong email address, got hold of them eventually and two have left the programme and nobody... makes me feel that I'm wasting my time and makes me feel stupid and they must think I'm stupid, don't they know who is my personal tutor? Don't they know I finished?" (St6, 5/11/2016).

c. **Facilities**

Another factor raised by the majority of the staff (seven staff) was the facilities. There were two kinds of facilities: IT services and physical facilities. Half of the staff members interviewed were convinced IT services could be improved in terms of quality and speed:

> "In terms of infrastructure, I'm not satisfied at all, breakdown is always annoying. Sometimes configuration at the system, most of the time I had to solve it my own I think I can do better than the IT staff" (St2, 3/11/2014).

Moreover, one of the staff indicated that in the last training he went to "*the computers all were broken*" (St6, 5/11/2015).

Even though the physical facilities at the Media City provision were a source of satisfaction (for one member), facilities in different places were a source of dissatisfaction

for most of the staff (four):

> *"I think media city provision is excellent... I think they have really good environment to work in and to use the facilities down there...The rooms on the 8th floor, the 9th floor here... I think Maxwell really wants knocking down. It's fine for a one to one kind of a PhD meeting, but for a class, it's not a good quality environment"* (St5, 7/5/2015).

> *"We don't have enough seminar rooms, in one of my seminars I had more students more than the number of chairs, so during the seminars, if students come 5 minutes late, I have to tell them go and bring a chair from another seminar room, they will bring the chair but they don't have table, they don't have a side desk to use, so it's inconvenient"* (St4, 28/4/2015).

Moreover, relocation of some of the university staff to the 5th floor of Maxwell building and moving some staff out was again a source of dissatisfaction:

> *"Human resources and finance are moving to floor 5, well, we are losing classrooms, staff offices... all of which worked extremely well; we lost computer lab"* (St8, 20/10/2015).
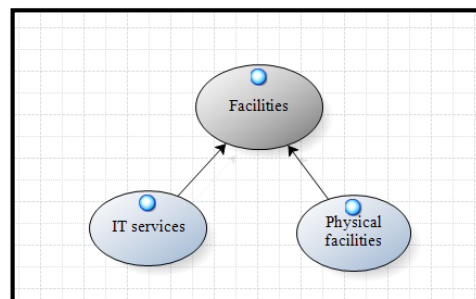
Figure 5.13: Facilities node and the two sub nodes IT services and physical facilities.

d. <u>School environment</u>

The working environment at SBS as with any other working environment, had both positive and negative aspects. Participants highlighted different factors (sub nodes) that affected working environment at SBS. There were main seven factors:

1. Empowerment
2. Training
3. Organisational support

4. Teamwork

5. Autonomy

6. Academic freedom

7. Respect

Empowerment was one of the factors that affect staff satisfaction. Upon asking staff about management policy, they all agreed that the school management encouraged them to handle student problems themselves. Indeed, according to one of the staff members: "*you have the power to do that*", and they do not need to have the management approval or permission before handling any problem. Likewise, this agrees with what was said by another member of staff:

> "*You can deal with the students*" (St2, 3/11/2014)

Another recalled a recent incident with one of her students. According to her:

> "*I didn't go to my line manager and say I'm doing this and I'm doing that I would mention to him in person if it came over... I'll sorted out myself*" (St3, 11/11/2014)

Overall, staff members think that they do not require more authority. This means that the management, to an extent, empowers its employees.

Moving to another service quality factor related to the working environment, staff indicated that they had training once they started their jobs. As some of the lecturers indicated, some training sessions were compulsory and considered as a part of the probation, which took various forms. For example, for those who joined the school as an academic member of staff, they had training sessions once they joined:

> "*When I first started working I had to go through all these induction sessions and trainings and over the time I still have to attend few trainings which is relevant to my work*" (St2, 3/11/2014).

For those who joined while studying their PhD, they had the training over a long period of time, starting from their PhD training sessions and continuing until they join as full time staff:

> "*I had a part time post here in the school as a researcher and I was just still doing my PhD... I've done that for 5 years and I was then an academic fellow... I was teaching for 20% of the time for one year, 40%, 60%, 80% and then 100 after five years, so that's my training, so I suppose yes*" (St3, 11/11/2014).

This also applies to those who joined SBS after working in other universities for several years:

> *"It's quite interesting looking at my CV actually, you know between my time in [XX] University and my time in Salford, even in the two years I've been here at Salford, the training courses that I've on in my two years are twice the amount that I've been on in my 7 years at [XX]"* (St5, 7/5/2015).

These training sessions provided by the school are an on-going process and not limited to new staff. This helps staff to develop their skills and knowledge and consequently to provide better service to the students:

> *"This Thursday I'm attending training on the [XX] which is very relevant to my job as an international tutor"* (St2, 3/11/2014).

Training sessions are delivered by external bodies or by the school using their own staff or external mentors that enrich the staff experience:

> *"I had just completed the senior leadership programme within the university which I found really good and that involve working in action learning sets and it included 360 degree appraisal, which is always helpful and we were signed a mentor external to the university and that again is a very useful experience"* (St1, 5/11/2014).

The school also encourages staff to attend training courses that help them to develop and gain more knowledge and experience and allocate both time and money. All interviewed staff, who applied for external training, agreed that school does cover expenses (direct cost which is the actual physical cost in addition to the cost of covering for those staff).

> *"I requested to attend a very expensive course in London last year; it was a three day workshop in London costs around 3,000 pounds. It's a full board course, three full days plus accommodation. It is very expensive course and the school paid for me because that is relevant to the curriculum development and to what I'm teaching"* (St2, 3/11/2014).

Despite allocation of time and money for the staff to attend training sessions, SBS does not evaluate their training courses if not organised by the school. This may be due to the nature of this job and the knowledge that will be integrated in the work:

> *"Now, no one goes: alright you went away did a day training... I'm going to come back and embed that into my teaching"* (St3, 11/11/2014).

Meanwhile, the school evaluates training courses organised by the school:

> *"At the end of your training; you will complete one of these module evaluation forms"* (St5, 7/5/2015).

When staff members are taking a qualification from another university, if they have not received this qualification the school starts to enquire. Overall, staff members were quite satisfied with training received. Through the eight interviews conducted no one had a negative opinion regarding school policy for training, except for two lecturers who discerned training courses to be more beneficial when they were customised.

> *"Our group... should have more resources... Bring a lecturer, set up a seminar for us, training sessions, very experienced professor from another university"* (St4, 28/4/2015).

> *"No... not effective at all, it's efficient because you can manage to train fifteen people in one hour but they are not trained, so it's not effective... it's the big classic thing about efficiency and effectiveness"* (St6, 5/11/2015).

In terms of organisational support, interviewed staff had varied opinions. The majority (six) stated that the management support employee welfare, not merely because of policy but also as part of school regulations and culture:

> *"I suppose if you came and you have a sort of illness, you get time off, that's in the regulations"* (St3, 11/11/2014).

Academic staff members were also convinced that they would be supported if they faced any problems during their work:

> *"I have experienced students complain, students discipline procedures, and the management were very supportive. I even myself once complained about students and it was treated very well"* (St2, 3/11/2014).

One member of staff explained that the support she received, not only from her line manager, but also from her colleagues, presents the teamwork environment positively that is available at the school:

> *"I report directly to the [XX] who is my line manager… He researches and teaches in the same discipline area as me, so if it's an issue concerning my teaching or my research (my discipline based research) then I can certainly go to him. I'm also*

very well supported in terms of professional services colleagues… I do feel that I'm well supported" (St1, 5/11/2014).

One member, who had not faced any problems, could not answer this question based on their experience:

"I haven't any problem... I have asked my colleagues and they have told me that their welfare has been reduced during the last 5 or 10 years" (St4, 28/4/2015).

Another two members had a different opinion. They both agreed that *"they have not being supportive... no"* (St8, 20/10/2015). Moreover, they mentioned that they solve any issues by themselves *"I go to people I know in authority and speak to them about it"* (St6, 5/11/2015).

In addition to organisation support, staff highlighted other factors such as academic freedom.

"I mean freedom to work, freedom to do whatever you want to do without any restrictions, without bullying without pressure without harassment" (St2, 3/11/2014).

Though this was mentioned by four of the interviewed staff that the school supports academic freedom, two of the staff did not agree on that, while the rest did not mention this factor. One stated that due to the shortage of staff, the school appointed him as a supervisor for students whose work was in a completely different research area:

"Their dissertation is not in my area, so they have told me that they have lack of staff and they have to allocate more students to each staff because that department we don't have enough staff so we have shifted those students to this department, please ask them to do something in relation to [XYZ]!" (St4, 24/8/2015).

The same was with autonomy; less than half of the staff (three members) mentioned this factor. Two of them expressed their satisfaction with the level of autonomy they enjoy at SBS:

"I also value autonomy or relative level of autonomy and decision making within kind of clear parameters about what's required... we've got a voice, we have lots of different ways that we've supported with our voice… I have a voice within the management team" (St1, 5/11/2014).

"I do research, I do teaching, I do enterprising activity with companies, consultancy work, I do travelling as part of research and also possibly as an external visiting professor in universities abroad" (St7, 12/10/2015).

On the other hand, one staff indicated that she does not have this privilege:

"Unit manager decide who are you going to teach with!" (St8, 20/10/2015).

It was interesting that just two staff mentioned respect during interviews. While one of them was very satisfied with the respect she receives at SBS:

"I've worked in organizations where you know someone is shouting at you from the day in, to the day out... from the second you walk in there" (St3, 11/11/2014).

The other one was on the other side; she was extremely dissatisfied:

"You wouldn't believe it unless you witnessed it... the most dreadful situation... shouting..." (St8, 20/10/2015).

Finally, teamwork was highlighted by a two members of staff. In two incidents staff mentioned that there was a good working relationship with their colleagues:

"My colleagues are supportive, within team we are working good" (St4, 28/4/2015).

"Work as a part of an effective team" (St1, 5/11/2014).

Figure 5.14 summarises the school environment main node and the related seven sub nodes.
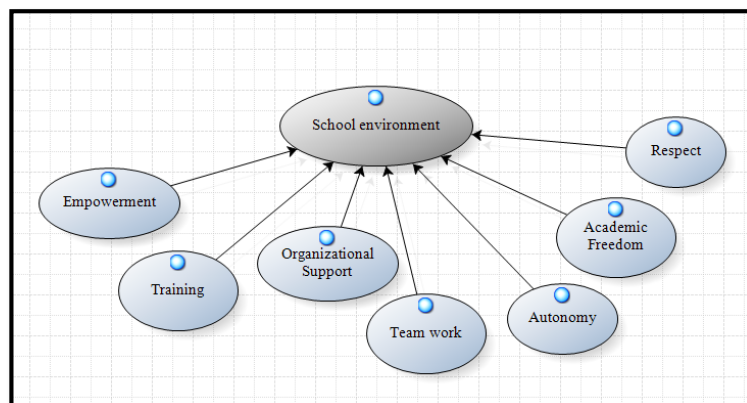
Figure 5.14: School environment node and related sub nodes

Possessing previous experience in different fields and different places (either academic or non-academic jobs) provided an advantage to the staff from the student perspective that staff members were capable of integrating their experience into teaching, which would enrich the module and students knowledge. It also provided management with the advantage of staff being able to appreciate flexibility, and how their jobs are designed in an attractive and interesting way. This is in addition to the autonomy three staff members at SBS confirmed they enjoyed:

> *"If you come to this job after working in… SME… you know, you got to be there quarter to nine in the morning, you can't be leaving at least until half past five; five days a week… this is a very nice job"* (St3, 11/11/2014).

While another member of the staff saw that the autonomy that they had was not enough:

> *"You can't just say you so this from this time to this time, and then you can do that. It's about personal interaction, it's about developing relationships, it's about all sort of things and you need to have a great deal of flexibility, you need to have support"* (St6, 5/11/2015).

Even though most of the interviewed members of staff were satisfied with their jobs and the quality of service they received, two of them indicated that if they got a better offer, where they would get a chance to work more on research, then they would certainly consider moving. Another two members stated that they were dissatisfied because of the working environment.

Moreover, while five staff stated that they would recommend SBS as a place to work, for their colleagues at other schools:

> *"I'm quite happy to come in here, so I do have job satisfaction"* (St3, 11/11/2014).

One staff indicated that he would recommend it for new staff due to the insufficient time allocated for research, which is essential to academic career:

> *"For start yes, if you have good publication it might be worth more to someone else"* (St2, 3/11/2015).

Another two mentioned that they would not recommend SBS as a place to work.

Finally, when staff members were asked about whether they perceive management commitment to quality affecting staff satisfaction, they all agreed. One of the staff

members added that this commitment would lead to improvements and enhancements, and that this has a positive effect on the staff. While another stated:

> *"It depends what they mean by quality. If they were really interested in quality then they would do two things: they would make sure that the staff are happy, because happy staff give a better service. Secondly, instead of allocating personal tutors meetings with this, ticking boxes, filling in forms... why don't you just get a meeting with the students from somebody else, not from me and just talk to them and say what's the problems if any?"* (St6, 5/11/2015).

Interviewed staff member pointed out that management commitment to quality means providing appropriate resources that help them to do their jobs such as: *"Infra structure, IT working properly, timetabling"* (St7, 12/10/2015), having a clear communication strategy, and supporting academic staff to do more research were among the factors they used to define management commitment to quality. Staff also stated that having standard levels of the courses offered by SBS (on campus and of campus) is an indicator of management commitment to quality:

> *"Observing how that is done... because you do see different levels of what I consider quality... There is a vast range of quality in how people produce materials for the students, produce assignments, how they produce feedback sessions... and I don't think SBS really manage that... They try"* (St3, 11/11/2014)

Overall, staff interviewed believed that the previous management team were committed to quality and it was still early to judge the new team. Figure 5.15 illustrates the nodes that were mentioned by staff.
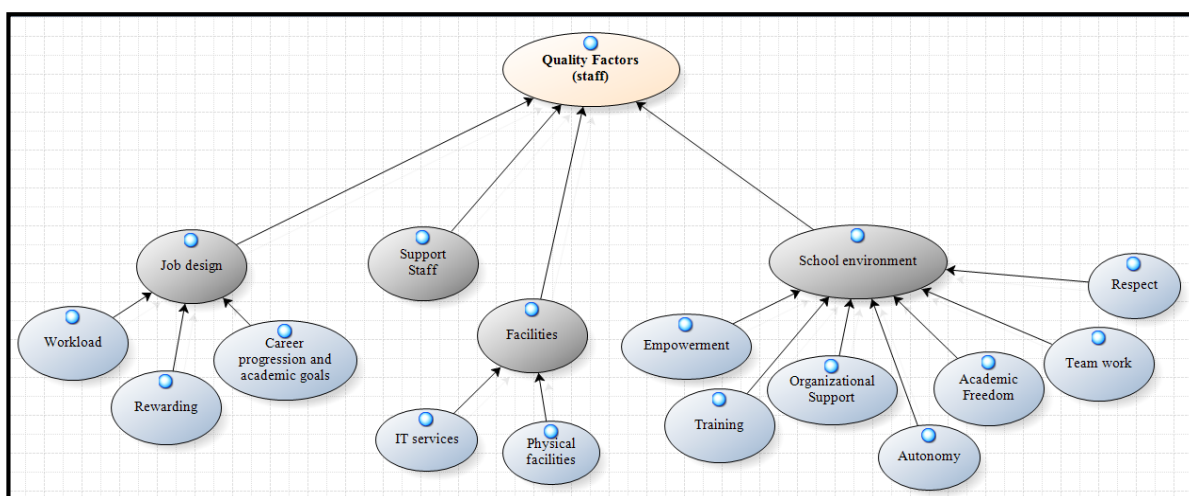
Figure 5.15: Nodes and sub-nodes representing quality factors from staff point of view.

Figure 5.16 represents the nodes mentioned by academic staff. The width of the coloured strips is proportional to the number this node was coded through interviews. Figure 5.17 summarises the nodes emerged from academic staff interviews.
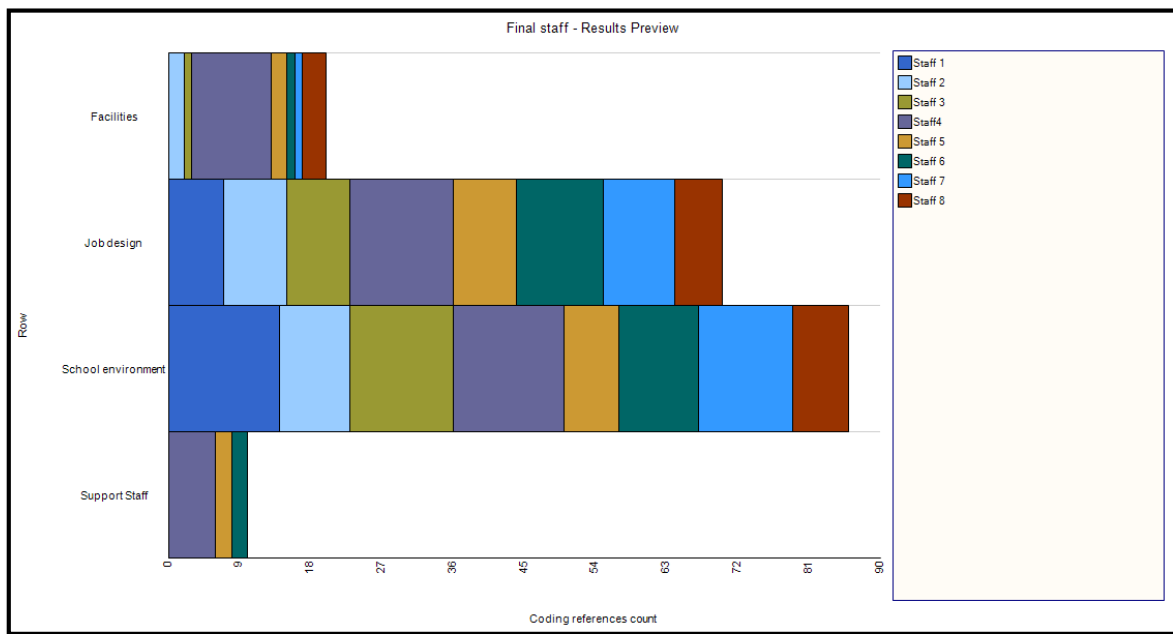
Figure 5.16: Matrix query of the text passages coded for academic staff.

Figure 5.17: Nodes emerged from the analysis process.

Overall, throughout the first part, students and staff were questioned in relation to factors that they consider important in service quality offered by Salford Business School. Despite this there were some factors that affected their satisfaction in a negative way, and the improvement of these factors could increase their satisfaction, either through working or studying at SBS.

As mentioned in the literature (section 2.1.3), O'Neill (2003) argued that the tools used currently are faulty and needs to be revised. Based on the findings, using interviews along with CIT was useful in explaining student and academic staff reaction. Moreover, a few factors emerged during interviews that were not highlighted in the literature which will be explained in the discussion chapter.

5.1.2   Part two: satisfaction and feedback

Throughout part one, students and academic staff discussed the service quality factors that they considered important in HE service. In part two, I asked the students about a specific lecturer and discussed with them whether their satisfaction levels affect their feedback, and whether they express this feedback to the lecturers from one side. From the other side, I interviewed lecturers who were mentioned by students and tried to understand whether this feedback affected their job satisfaction.

To understand student feedback, it was important to evaluate whether the students were satisfied with this lecturer or not, which is why they were asked about how they evaluate lecturers. I also asked about their teaching skills, accessibility and other items that affect their satisfaction with a lecturer. In this part the analysis is conducted in units, i.e. for each lecturer there is a group of students who will talk about him/her.

5.1.2.1   Unit one

Through this unit, three students were talking about one of their lecturers. Students were very satisfied with the lecturer's accessibility:

> *"She was very busy... We had to communicate via emails and arrange meetings, I don't think I could've just dropped in or called when I wanted"* (St1S1, 20/10/2014).

> *"She was accessible... online, through our blackboard discussions and emails"* (St1S3, MBA student, 5/12/2014).

Additionally, students indicated that despite the busy schedule, the lecturer had regular meetings with the groups, and was keen to help them, answer their questions, as well as advise them. She understood that as students they needed guidance:

> *"She has helped us a lot if we were not sure about something or we did a piece of work we would ask her advice to make sure that we are on the right track"* (St1S1, MBA student, 20/10/2014).

Regarding her teaching and communication skills, one student was satisfied with the lecturer, until she started to compare her to another tutor (in the same block module). She stated that:

> *"She was good in the communication skills, but in the teaching skills she wasn't good as [XX]"* (St1S1, MBA student, 20/10/2014).

She returned that feeling to the nature of the course:

> *"It's probably because that the particular project was very technical and we needed a lot help on the technology part… and she wasn't as hot as [XX] in the technological side"* (St1S1, MBA student, 20/10/2014).

While the other two students were satisfied with that lecturer:

> *"Really engaging... using mixture of different learning materials"* (St1S2, MSc student, 25/10/2014).

Students were satisfied with the lecturer's overall attitude as friendly and fair. One of the students also agreed that the grades had an impact on her evaluation of the lecturer, although not extensively, as the assignment was a group task, and she had stated that not the entire group participated in the assignment: "it was the group problem" (St1S1, 20/10/2014). Thus, it had been challenging to obtain a high grade, and that the lecturer could not be blamed for that. This was also supported by the interviews of the other two students:

> *"No it doesn't because sometimes it's you who didn't put much effort into it!"* (St1S3, MBA student, 5/12/2014).

When students were asked specifically to think about taking the course again with the same lecturer, two of them confirmed they would, while for the third student the answer was delayed. That student said that she would attend it with another lecturer because the course needed technological knowledge, which he exceeded in, and overall she was more satisfied with that lecturer. Likewise, when asked in regards to their feedback whether they had expressed it previously, two stated that although they were satisfied with that lecturer, they had not informed anyone and the third student had sent the lecturer a card to say thank you:

> *"Ya I sent her a card [the participant smiled]"* (St1S2, MSc student, 25/10/2014).

On the other hand, one of the students stipulated an incident where she and other students had not been satisfied with a lecturer, which they had reported to the director of MBA, where consequently the lecturer was changed.

Despite the fact that two of the students' positive feedback for the lecturer was not provided, one of them thought that the feedback might have provided a positive effect on the lecturer:

> *"I think it does it's always nice to get the pat on the back that someone is happy with them... it's always nice to get this pat especially from those who you have being teach"* (St1S1, MSC student, 20/10/2014)

While the other student believed that his feedback would not make a difference:

> *"I think it's down to the individual perception. If that person is like me, I don't think they would take other people opinion as such, so whether they are satisfied or not I don't think it would affect that individual... because I know the level of, the standard I produce"* (St1S3, MBA student, 5/12/2014)

Upon interviewing that lecturer I asked about the manner of assessing students satisfaction. The lecturer indicated that she used the MEQ in addition to the surveys that are used by the university such as the postgraduate taught experience surveys (PTES), which gives students the opportunity to express positive or negative feedback.

As students stated, they value the lecturer's expertise and belief that it enriches their learning experience. Upon discussing this issue with the lecturer, she said: "*I think they really value us bringing case studies and examples from my research into the classroom*".

"*I think it's the reason we all come into teaching... Is a reward in itself...*" this is how the lecture described the effect of positive feedback on her satisfaction. She mentioned that she received positive feedback several times as a lecturer and that this positive feedback duly affects her satisfaction. However, she also received some negative feedback remarks because of her teaching style or administered grades. According to the lecturer, she used this negative feedback as a process of personal learning, and following certain occurrences she asked other colleagues' advice about this feedback. Nonetheless, the lecturer stated that: "*you always take it personally*" especially if it came from good student. She also receives feedback from students as their personal tutor; "*I always make sure that if its positive that I feed it back to other members of staff and if it is negative that I will take steps to see why did that happen*".

Throughout this unit, although that the three students were satisfied with the lecturer and two of them knew that their feedback would affect that lecturer job satisfaction, two of them did not report it. On the other hand, the lecturer stated that positive and

negative feedback affected her satisfaction in both positive and negative ways. Figure 5.18 represents this relation, as the blue dotted line indicates that the relation is not present, and the black solid line indicates that this relation is evident.
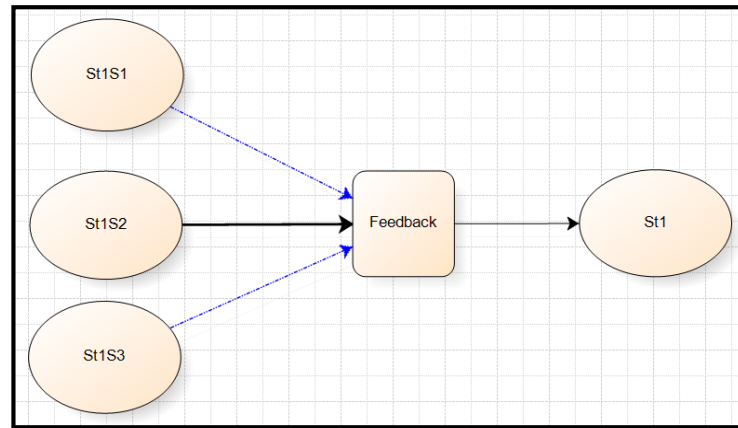
Figure 5.18: Relation between student and staff through the feedback (unit 1)

5.1.2.2   Unit two

Through this unit, three students discussed their opinions in regards to one tutor.

Regarding this lecturer's accessibility, students agreed that he was very accessible; not only after the lecture, but also through emails and office hours:

> *"He was very accessible, once I send him an email he replies. He has office hours, where I can see him. He was very accessible and helpful"* (St2S1, MSc student, 27/10/2014).

> *"He is a very good lecturer with a strong background; he has great knowledge and experience. He helped us to understand what is research"* (St2S2, MSc student, 27/10/2014).

This is how one described his teaching skills. All interviewed students mentioned that although he was tough and very committed to work, he was an exceptional lecturer and that he managed simultaneously to balance between appearing friendly and acting tough in order to coerce them to work harder:

> *"He has a great combination, he is very friendly and helpful and at the same time he is tough"* (St2S1, MSc student, 27/10/2014).

> *"He's friendly, very helpful. He was fair; you feel that he wants to help you to understand the subject"* (St2S3, MSc student, 5/10/2015).

One of the students indicated that it was his first course of his MSc and his first time to hear about research, but he felt that if this lecturer did not push him to work harder, he would have had problems with the rest of the courses.

Students indicated that he was fair in his treatment and in his grades. One student added: "*your English doesn't matter as long as he understands you, and this gave me confidence*" (St2S2, MSc student, 27/10/2014). She considered him fair as he did not discriminate or give her the feeling that she was less than others who their first language is English or those who had "*better English*" according to her.

It was clear during the interviews that students were very satisfied with this lecturer. This satisfaction could be due to the high grades or because this lecturer was friendly. What was interesting was when they were asked if the grading affects their satisfaction or their evaluation, the St2S1 student indicated that her grades were fine, and to some extent it affected her evaluation. But the two other students stated that their grades were not as expected, but they were grateful for what they learnt:

> "*We are here to learn, so we need someone to guide us and he did*" (St2S2, MSc student, 27/10/2014).

> "*The grade I had wasn't up to my expectation, but what I got at the end of the day, the knowledge I was impacted. The impact that his lectures, or his teaching, had on me influence the choice of my dissertation topic*" (St2S3, MSc student, 5/10/2015).

They all indicated that he understands students, and how students come from different backgrounds and had different needs. They all would be happy to take this course or any other course with him again:

> "*It was just one course. If I will have it here, defiantly I'll take it with him*" (St2S2, MSc student, 27/10/2014).

Overall, students were very happy with their experience with this lecturer. Nonetheless, when students were asked whether they expressed this extremely positive feedback to that lecturer, their answer was invariably *"No"*. The St2S2 student indicated that the only relative feedback that she provided was when she marked that she felt "very satisfied" on a Module Evaluation Questionnaire (MEQ) at the end of the module, although she did not send any emails or even talk to him. When she was asked to think whether feedback affects satisfaction, she stated: "*No, I don't think they care*".

A similar response was provided by St2S1. When questioned about his feedback, he said that he did not try to express his feedback or say "thank you", even though he was very satisfied, as he stated that, *"he did his job and I don't feel that I have to thank him for doing his job"* according to him. Furthermore, the student's answer in relation to whether this feedback could affect the satisfaction of the lecturer was negative: *"I don't think it will have any effect on him"*. Subsequently, when he was asked why he thought that his feedback would not make any difference he indicated that he felt that the lecturer was just doing his job and that he would not care about feedback. Similarly, this was mentioned by St2S2, who said that the lecturer is just determined to do his job and that he would not care whether they are happy or not, as long as he undertakes what is necessary in the role.

As for the third student, St2S3, he didn't provide any feedback as well as he did not think about it, though when he was asked if the feedback, in his opinion could affect staff satisfaction, he said:

> *"It should... because... there is a saying in where I'm coming from that a leader is not successful until his subordinates' succeed. If you are a leader now and I'm working under you, if you in a position and I'm working under you... you cannot say that you are successful yet until I succeed. So it's when I'm satisfied that he will note as he can joy... yes he will be satisfied... just like customer and employee, so if your customer is not satisfied so you have not deliver any service"* (St2S3, MSc student, 5/10/2015).

Students were very satisfied with that lecturer, and stated that they were willing to have the same course instructed by him again. Indeed, neither of these students met their personal tutor.

The second step following these interviews was to interview the particular academic staff member. He indicated that the only form of assessing student satisfaction is through the MEQs, which are distributed at the end of the module. He added that in some modules when he has a very small class (average 7-8 students) he receives feedback directly from students which is usually positive feedback relating to the fact that they learnt something new. However, in large classes, responses are often mixed which depends on the nature of the student; whether they are serious and willing to take pressure or not. *"I may say, it depends very much on the course, depends on the teaching and students"*, was one statement by this specific lecturer into how he perceives the situation.

In relation to lecturer response to student feedback, he explained that positive feedback does affect him, and in terms of course development, specific comments help him to review and improve his teaching syllabus, topics and activities used in class. Likewise, positive feedback would also increase his satisfaction. As for negative feedback, he stated that "*sometimes it's quite disappointing and de-motivating*", whereas sometimes it does not affect him at all (depends on the student). Moreover, he believed that a relation between the feedback and the students did exist, as good students came and provided positive or constructive feedback.

To summarise this unit, it can be stated that even though the three students were very satisfied with their lecturer, they did not express their feedback to him, as two of simply thought that he would not care and that it would not affect his satisfaction, and one did not think about it. Nevertheless, this belief is completely contrary to the reality, because the lecturer believed that positive or constructive feedback affects his overall satisfaction with his job and he would care about constructive feedback whether positive or negative.

Figure 5.19 summarises the relationship, the dotted link between students and feedback indicating that this link is not available due to the students feeling that their feedback does not affect the staff satisfaction. While the link between feedback and staff satisfaction is solid as the academic staff stated that feedback affects his satisfaction.
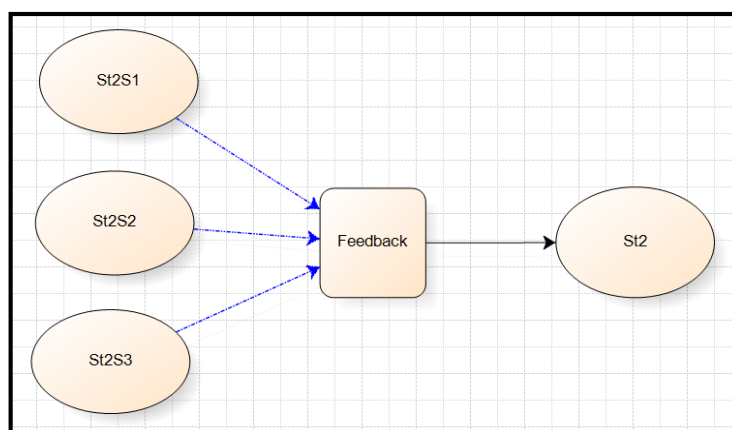
Figure 5.19: Summary for Unit two relationships.

5.1.2.3   Unit three

Two students were interviewed and they shared their ideas and thoughts about one lecturer, who was also subsequently interviewed.

Both students agreed that the lecturer very accessible, although she was very busy:

> "*I know that St3 is very busy as well but she manages to see us*" (St3S2, MSc student, 30/10/2014).

Moreover, they indicated that she generally responded to their emails immediately:

> "*She was the most accessible lecturer I had in the university, very accessible. Somebody who responds to emails quickly, once I email her about anything I get her feedback instantly. Even if she is not going to answer my email she will tell me that she is in weekend and she will reply when she is back. One thing that I'm certain about is that she replies. Not only me; we discussed that among us (students)*" (St3S1, MSc student, 27/10/2014).

Nonetheless, it was evident when I attempted to arrange a potential interview with this specific lecturer that she was very busy, her schedule was full, although she did manage to find time.

Her teaching was admired by both of the interviewed students not merely due to her experience and knowledge, but also because:

> "*She tries to involve everybody in the class; she tries to make sure that everybody has something to contribute. She is really good*" (St3S2, MSc student, 30/10/2014).

Moreover, she commonly organised informal meetings with students outside the classes to discuss their assignments in a friendly environment:

> "*We sit down to discuss about our assignments. This extra miles... very unlike any other lecturer, there is no lecturer that sparing time outside classroom to give the students the opportunity to come and interact in a different ground not as in typical running learning environment*" (St3S1 MSc student, 30/10/2014).

This student was also distinctly satisfied and happy thought that her style should be adopted back in his native country:

> "*I even told one of my lecturers after I went back to Nigeria, for semester break, that you need to see how can you progress and connect between you and your students*" (St3S1, MSc student, 27/10/2014).

When the lecturer was asked about those informal meetings, she indicated they had started these because of the new block delivery model when she realised that quiet students might not find sufficient time in getting to know other students. Thus, they would be alone during the first two or three weeks, the reason why she began to invite them to her informal sessions and has subsequently continued to do the same, as students get to know each other and get the opportunity to talk about their assignments and ideas.

The lecturer was described as a very friendly person and very fair by both students:

> *"Part of her fairness that when everybody send her email she replies, it's part of the fairness to make the drop in session for everyone where you can go and meet her with your own problem and leave, No, she created an opportunity where all the students come at a time and raise any issues that will ordinarily you as a student you will not be able to raise... another student will ask in front of you his own area of concern so you will be able to learn from your colleague student so that's fairness... it will open another way of thinking"* (St3S1, MSc student, 27/10/2014).

While one of the students stated that grades do not have an effect on his satisfaction, the other students agreed that grades had an effect. He was very keen to send me a message that she was very fair regarding grades:

> *"Students feel safe in the hands of [XX]"* (St3S1, MSc student, 27/10/2014).

During the interview this student stated that most of his friends as well as himself, wished to have this specific lecturer as their supervisor. He said that it was not because of the grades, but because she was knowledgeable and capable of assisting students.

Both students agreed that she understood that students have needs, and she was keen to help them, not just during her course, but even following that. One of the students was confused about what he would work on during his dissertation, so before assigning him a supervisor, he sent her an email asking for guidance for his dissertation, to which she offered him an appointment:

> *"She even... she took a paper and I sat down and I explained what I want to write and she gave me a scope of what I should do. In terms of this how you write a proposal, and this is how you go about it... I still have the paper with her handwriting and I can show you. She also did the same thing to my friends but the level of our presentation to her may be varied some didn't know or have a clear*

idea of what they want to they didn't have as much guidance as I do have from her" (St3S1, MSc student, 27/10/2014).

This was consistent with what the lecturer mentioned during the interview; that she helped certain students who had specific problems with their supervisor, and especially when she knew that they were committed students.

Both students appreciated her knowledge and expertise. What was more appreciated was that she accepted others' opinions and contribution to the learning process:

> *"During the last module, we had assignments; there was something I saw that it's going to be helpful to everybody, so during one of our drop-in sessions I pointed out to her. I sent her and email with a copy of the material I saw, she saw it and went through it and she emailed the resource to everyone personally. She tries to involve you in the whole process"* (St3S2, MSc student, 30/10/2014).

This statement agrees with the lecturer, who noted that *"I don't think I know every single thing in the world, I'm not arrogant in any shape or form..."*, and added that she is attempts to engage the students and make them talk.

They were both very happy with their experiences together with that lecturer and they both answered that they definitely would love to enrol on another course with her (through the knowledge that it was the first time to be taught by this lecturer):

> *"If I can sneak and enter one of her current students' class I will go to her class again"* (St3S1, MSc student, 27/10/2014).

Both students were so satisfied with the process, that they sent emails to express their gratitude and thanks to this lecturer. In their opinion, positive feedback will have a positive effect on her:

> *"Certainly that this will affect her, she is human being... when you sit down at your own office seeing an email from your students telling you yes I'm happy, certainly you should feel sort of encouragement, to do better and see how can you assess and help students"* (St3S1, MSc student, 27/10/2014).

> *"Everybody like to be appreciated definitely ya. I think it is going to encourage her to just keep doing what she is doing"* (St3S2, MSc student, 30/10/2014).

In fact, they did not just use the MEQ to express their satisfaction, as they sent emails to thank the lecturer for her efforts and demonstrate that they appreciated and enjoyed everything that she had done through the course delivery. Similarly, this aligns with the

lecture interview. During the interview she indicated that she is not solely dependent on MEQ to assess student satisfaction, but rather alternative ways. For instance, this can originate from: emails she receives to thank her, thank you cards, when she sees them during graduation, or when she sees them in corridors or in the cafeteria, "*they don't sort of avoid you*" as she said.

According to her, positive feedback does affect her satisfaction: "*it's quite nice if you do speak to them or if they do sort of send emails back: thanks very much, that's obviously, you know you are a human being*". One of her students took an additional step presenting her with a video of the module she taught. He collected lots of photos and recordings during her class and added a musical background to say "thank you". However, unlike positive feedback, negative feedback does not affect her: "*because generally they are students who all of our colleagues had an issue with*" and it depends on the source of this negative feedback.

Through this unit, both students were very satisfied with their lecturer, not just her knowledge and expertise, but also her communication skills and manner of treating the students. They both expressed their satisfaction through emails of thanks to her for her efforts, and they believed that this would encourage her to offer more for students in the future. Likewise, the lecturer appreciated positive feedback and stated that it affects her satisfaction. Figure 5.20 summarises the correlation between students and feedback from one side and between the feedback and lecturer satisfaction from the other side.
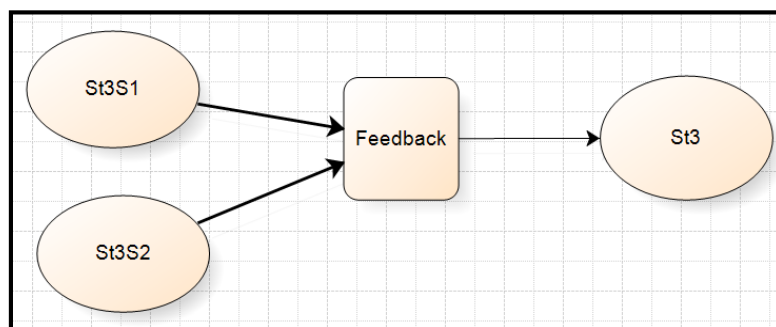
Figure 5.20: Summary for Unit three relationships.

Unlike previous units, the two students in this particular interview expressed overall negative feedback. Indeed, the first student was not completely satisfied with this lecturer:

> "*His teaching was fine; especially if we compared him to [YY]*" (St4S1, MSc student, 10/4/2015).

He explained that this lecturer was good in attempting to explain everything, while the other lecturer *[YY]* according to the student "*might had a lot of information, but he didn't give me any*".

While the other student mentioned that:

> "*I find him quite well; it went well with him actually*" (St4S2, MSc student, 20/4/2015).

In regards to communication, the first student (St4S1) indicated that communication with this lecturer (and others in the same module) was of a particularly poor standard:

> "*They don't reply on emails... and if you kept asking the answer you receive is 'as I explained in the lecture'. Even if something outside the assignment and you want to understand it, you don't get any answer!*" (St4S1, MSc student, 10/4/2015).

This opinion was supported by the second student (St4S2). She stated that when she initially emailed the lecturer that she still had to re-sit an exam and enquire to how she should proceed, the lecturer did not reply. Nonetheless, St4S2 indicated that other emails were responded to, such as when she had a problem with the blackboard and could not view her grades.

In addition, when the lecturer was interviewed, he explained that in certain cases he receives a lot of emails. More specifically, in one incident there was a problem with the turnitin system, as instead of hiding grades from students, they were hidden from the lecturers:

> "*I had received about 60 emails*" (St4, MSc student, 28/4/2015).

He also explained that in some courses that he personally taught, the number of students might exceed 100, which increases his workload, even though the school treat it equally through other classes with fewer students.

Through looking at the effect of grades on students' satisfaction, St4S1 indicated that it might not be the grade itself that is indicative, but the entire process. He explained that there was a specific problem with his exam, as they did not mark one question, as well as

another question graded incorrectly, which resulted in the student attempting to rectify his grades. His lecturer supported him but did not encourage him to ask for a remarking, which was not fair from his perspective. Additionally, he mentioned that the grading system was not fair, as according to him: *"I saw that some students, they get 80's in their assignments and in the exam 50's and when you discuss something with him or her, it's clear that they don't have the knowledge that gives him or her 80!"*. On the other hand, St4S2 agreed that grades have an impact on satisfaction.

Overall, St4S1 believed that the lecturer was good at teaching, although he did not understand his personal needs or that he was an international student. Consequently, St4S1 would not choose the same lecturer if he was presented with the opportunity. Furthermore, St4S2 was not satisfied with his communication, which she felt very important because of the block delivery mode.

The two students did not express dissatisfaction with the communication to their lecturers or tutors directly. While St4S2 used the MEQ to provide her feedback, St4S1 thought that his opinion would not prove beneficial:

> *"As lecturers? I don't think they care about our satisfaction. If they care, they would receive us, answer our questions (as students), and explain the parts that we don't understand, so I don't think they care"* (St4S1, MSc student, 10/4/2015).

Regardless of their thoughts, St4 stated that he enjoyed teaching as a lecturer and that it was the main reason for leaving the industrial field. Moreover, the positive feedback he received via emails or MEQ did affect him in a positive way. Similarly, he stated that the negative feedback affected him *"Definitely"* and this depends on the student and how does he / she express their negative feedback. He explained that he became frustrated *"when students are disrespectful"*.

Despite the fact that both students were not satisfied with the lecturer, they both agreed with him that block delivery is not a good system:

> *"I don't think that the block delivery works, block delivery system is good for people who are working, not good for fulltime students"* (St4, 28/4/2015)

This unit contrasts to the previous three units, as both students in this unit were not satisfied with the lecturer due to his manner of communication. Moreover, they indicated that if they had the opportunity, they would not take this course with him again, although this was not due to his teaching but because of communication, which

retains great value for them in block delivery. Despite this dissatisfaction, this unit was similar to other units in relation to students not sharing their feedback with the lecturer, as they believed that the lecturer did not care. On the other hand, the lecturer stated that both positive and negative feedback affect him, although he described negative feedback as "Definitely" affecting him. Figure 5.21 summarises unit four's relationships.
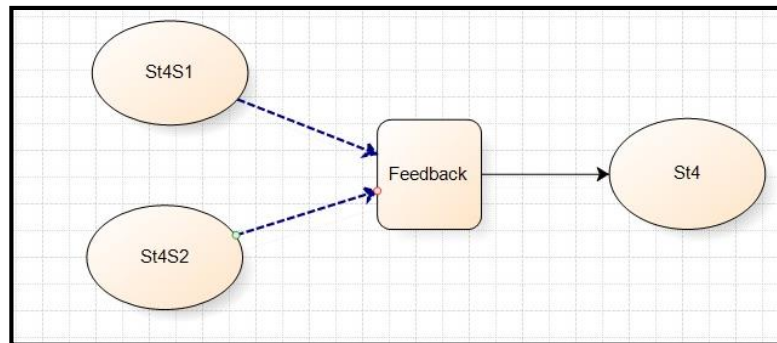
Figure 5.21: Summary for Unit four relationships.

5.1.2.5 Unit five

One of the students described her lecturer by stating that:

> "*I enjoyed [XX], because she like gave real life experiences, which is good and she engage with you a bit more*" (St5S1, MSc student, 27/4/2015).

In addition to her very good teaching, knowledge and communication skills, both students appreciated her previous experience, as she managed to incorporate this into teaching, which confirms what the lecturer mentioned during her own interview:

> "*I was a researcher; my research does come through in my teaching*" (St5, 7/5/2015).

She was also able to engage with students more than the other lecturers in the same module. Additionally, being accessible, helpful and supportive was reflected in one specific student satisfaction, especially because it was his first module:

> "*She was very accessible. She responds to your email within the day or so... She is knowledgeable; she is excellent, very supportive as well... She was very supportive especially that it was my first module in the MSc*" (St5S2, MSc student, 28/4/2015).

As for the grades, both students thought that it did not affect their satisfaction:

"Not really because I had put that down to maybe myself" (St5S1, MSc student, 27/4/2015).

"Well, I passed, I could've done better but with working full time job as well... it's a lot to do" (St5S2, MSc student, 28/4/2015).

It was the first time to have that particular lecturer for both students, and they would have been willing to take another course with her. Both students expressed their satisfaction:

"I did, we said thank you at the end" (St5S2, MSc student, 28/4/2015).

In addition, it was interesting when one student indicated that it was not easy to express the negative feedback, and that in this case she preferred to use the forms:

"I don't know how would you say that you are dissatisfied, it's awkward, isn't it? But I think it would affect her because she'd be... I think it depends on the person, doesn't it? If they can take negative feedback... I think that's what are the forms are for, aren't they? Because it's anonymous as well" (St5S1, MSc student, 27/4/2015).

On the other hand, the lecturer was clear that she depended mainly on the MEQ to obtain students feedback, and sometimes emails can be another tool, as she stated that they would take time to write if they were dissatisfied (as with all consumers):

"You know, I think it can be measured to some extent the enjoyment by not saying anything. But you know little things like last year one of my student blocks, they gave me a Christmas card and they'd signed it, they all signed it, you know it said we've really enjoyed this module and that was really nice. So little things like that can tell you that..." (St5, 7/5/2015).

Moreover, she stated that neither positive nor negative feedback affects her own satisfaction:

"I'm not sure that increases my satisfaction... I think you know that's good or that's really worked well, but you can never go into the next block thinking that will work as well... so I suppose I can just take it as it is for about moment in time, that was good and that worked well and I'm really happy with that" (St5, 7/5/2015).

"I suppose I'm quite thick skinned, I think academics are quite thick skinned, I try not to take it personally, and ok I need improve this or I need to change this... If it's personal then I'll take it down to just personality differences" (St5, 7/5/2015).

In this unit two students were satisfied with their lecturer, and they were keen to let

their lecturer know that they were satisfied, as well as showing appreciation for her efforts and knowledge. They would take a course with her again if the chance presented itself. Unlike the previous units, the lecturer in this unit stated that neither negative or the positive feedback affected her satisfaction. Figure 5.22 summarises unit five's relationships.
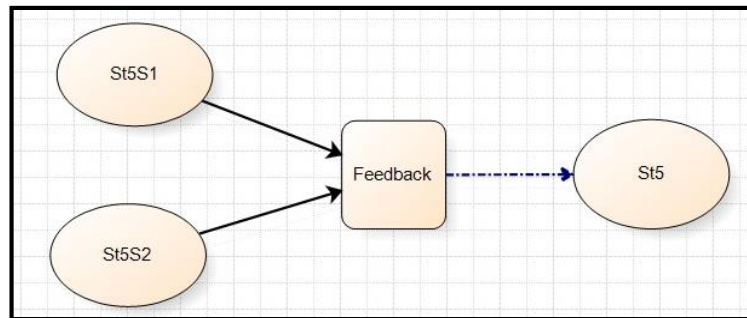
Figure 5.22: Summary for Unit five relationships.

5.1.2.6   Unit six

In this unit, four MSc students evaluated the criteria of one of their lecturers. As a starting point, the four students agreed that this lecturer is knowledgeable and experienced:

> "*I particularly loved his method of teaching because he was very approachable, he's very funny... down to earth, he breaks it down he doesn't just teach in class, he relate it to real life situations, what's happening, contemporary situations*" (St6S1, MSc student, 16/2/2015).

This was also supported by one of the students who had her undergraduate degree from SBS and he was one of her lecturers then:

> "*He's very good; he has the top teaching skills I received during my experience both in undergrad and masters... He knows how to engage with students, he knows how to captivate their attention but at the same time he does it in a way that makes the material very accessible and understandable*" (St6S4, MSc Student, 10/11/2015).

Though, two of his students had a slightly different opinion. Despite that they agree that he is a very good lecturer in terms of knowledge and experience but:

> "*If students are struggling on his course, from my personal point of view, and you needed help like verify things or have a question, he's not very interested to be honest*" (St6S3, MSc student, 23/10/2015).

This was supported by another:

> "*He's a good lecturer I'm gonna give him credit for that, engaged in the class, he knows the stuff but it's just what he's outside of the classroom I just felt intimidated, I felt like wasn't welcomed, it was more just... like don't bother me, just leave me alone*" (St6S2, MSc student, 28/4/2015).

This feeling was due to an incident where the students had to submit their assignment on turnitin:

> "*There was a problem with one of the submission links and I had emailed him about it, like sir this is the issue, do you have any suggestions as how can I resolve it? And he just simply says I'm not a technician, this is not my job I suggest you... you know talk to [XYZ]... you know you can say it in such a nice way... So, it's just like... little things like that*" (St6S2, MSc Student, 28/4/2015).

While two students (St6S2 and St6S3) indicated that his communication was not very good and he was not helpful outside the class:

> "*He is not interested in you asking any questions*" (St6S3, MSc student, 23/10/2015).

The other two students had a different opinion:

> "*You could go and meet him, he gives you an appointment, he will be there, and go and see him... He was very approachable*" (St6S1, MSc Student, 16/2/2015).

> "*He responds to emails as quickly as he could... but the way he did it was: yes you sent me an email with a phone number and if I can't reply to your email I'll contact you by phone, which is very helpful because I don't need to wait for weeks to receive an email or an answer to a question I've post, I just email him and either on the next day I receive a reply or I get a phone call say ok we can meet at this time is it ok for you?*" (St6S4, MSc student, 10/11/2015).

Upon asking about his friendliness and fairness the same response was received. While St6S2 and St6S3 saw that he is not friendly and to some extent not fair because he is not willing to help them outside the class: *"He's not friendly as well"* (St6S3, MSc Student, 23/10/2015). The other two students St6S1 and St6S4 stated that he was very friendly, fair and helpful:

> "*He was very friendly, very engaging, there was pretty much no barrier that separates students from a lecturer, he wanted to talk with us, it was very easy to*

communicate with him during the breaks as well" (St6S4, Msc Student, 10/11/2015).

As for grades, again there were two different opinions. St6S1 and St6S3 mentioned that grades have an effect on their satisfaction:

"Yes of course it does relate... definitely because at the end of the day, you came here for a reason... your good grades is gonna give you satisfaction" (St6S3, MSc student, 23/10/2015).

On the contrary, St6S2 and St6S4 argued that grades have no effect on their satisfaction:

"Grades represent how much effort you put into your work... I got a really good feedback I wrote to X said look this is my assignment and this is the grade I got what did I do wrong? He sat down, he explained; look this is you did very well, this you need to work on because of this, this and this... the grade for me is not that important, it's what I get from the material, from the lectures" (St6S4, Msc Student, 10/11/2015).

Overall, students were satisfied with the lecturer's knowledge though they have different opinions regarding his communication and friendliness. Three students were satisfied with their overall experience and one was not. Only one student was keen to inform the tutor that she is satisfied with him:

"I managed to talk to him about case classes... I expressed that I was really satisfied; he was glade" (St6S4, Msc Student, 10/11/2015).

As for the rest of the students, they did not provide any feedback. Two of them thought that feedback affects staff satisfaction and though they didn't express their satisfaction, and the last one believed that being dissatisfied will not affect his satisfaction:

"I don't think it will affect him... because I think... he's older in age and when you are in a certain stature, you don't really care about a 20 something years old student giving you advice, it's like who are you in comparison to me..." (St6S2, MSc Student, 28/4/2015).

Following the interviews, I interviewed the identified lecturer. He stated:

"The only thing we have at the moment is the official one is the MEQs... I have quite a few who come up and say to me, thanks very much and we really enjoyed it... there are a few who come and say things, others send cards and things".

Moreover, he added that he knows that sometimes students might not express their satisfaction because of cultural aspects such as *"power distance"* or consumer behaviour psychology, and they might be very satisfied but not sufficiently satisfied to come over and say that.

However, in relation to the effect of positive or negative feedback, he explained that he received positive feedback, but he never received a negative feedback regarding his teaching and that the negative feedback is usually related to the facilities. He also mentioned that receiving positive feedback is very nice and it is appreciated but *"what good does it do me and my career, absolutely nothing!"* and when he was asked how will a negative feedback affects him, he said that "*It depends what the feedback was and where it come from"*.

To summarise this unit, it can be stated that even though three students were satisfied with their lecturer, just one student took it one step further and expressed her feedback to him, as the rest thought that it would not affect his satisfaction or simply did not think about it. Even for the last student, she did not express her negative feedback as well. This assumption was somehow true, because the lecturer stated that it's nice to receive a positive feedback but he believed that it does not affect his career. As for the negative feedback, it might affect him but it depends on the source.

Figure 5.23 summarises the relationship with the dotted link between students and feedback indicating that this link is not available due to the students feeling that their feedback does not affect the staff satisfaction. While the link between feedback and staff satisfaction is dotted as the academic staff stated that feedback does not do any good for his career.
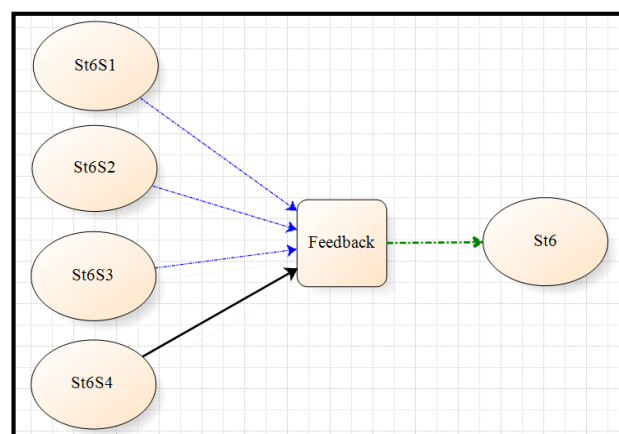
Figure 5.23: Summary for Unit six relationships.

5.1.2.7 Unit seven

Throughout this unit two students shared their thoughts and opinions about one of the lecturers they were satisfied with at their MSc and MBA programmes at SBS. Both students agreed that he was accessible:

> "*He responds as soon as he can... I don't find any problem with communicating with him*" (St7S2, MSc student, 1/10/2015).

Moreover, he had a good knowledge, helped students and encouraged them to communicate:

> "*It was an interactive class, where you actually benefit from others experience*" (St7S1, MBA student, 1/10/2015).

He was also friendly and encouraged students to participate and ask questions. As for being fair there were different opinions. While the first student saw he was fair, the second student disagreed because of an incident where he did not stick to the guidelines he put out for the assignment: "*I felt that he wasn't fair*" St7S2.

Despite this issue, both students agreed that grades did not have an impact on their satisfaction with this lecturer:

> "*I evaluated him on his professional teaching and delivery*" (St7S1, MBA student, 1/10/2015).

Additionally, the second student added that the grades represent her effort:

> "*With me, not really, because I feel like for each grade I get; 75% is me and 25% is the lecturer; but 75% it's me, because... this is what they teach me, if I don't understand, it's up to me to book to see them because they are literally open to help me up! But if I don't want to book in to go and ask questions to them then I'm the one who is having problem, so for each grade I get, I don't blame lecturers, I blame it on myself cause it means that I didn't put much effort*" (St7S2, MSc student, 1/10/2015).

Though it was the first time for both students to meet this lecturer, when they were asked to think about having another course with the same lecturer they both welcomed the idea. Likewise, both stated that they expressed their satisfaction with his knowledge, teaching and communication after the course. They believe that his satisfaction will be affected by this positive feedback:

> "*I told him that towards the end of the module, it was the last day, I don't know if*

he has carried it on with others... I saw that he was excited" (St7S1, MBA student, 1/10/2015).

"*In a positive way, yeah; cause I think every person... you get affected by a positive comment; people really do care about you, people really value what you do... so I feel like yeah it would*" (St7S2, MSc student, 1/10/2015).

From the lecturer side, when he was asked how he would evaluate his student satisfaction, he mentioned four ways: "*At the end of each module there is the MEQ... Another way of assessing it is you ask feedback from your students in an informal manner... Sometimes students do go and give positive feedback, and also staff students' committee meetings*". When he was asked if he received positive or negative feedback and how did this affect his satisfaction, he replied saying that he didn't receive any negative feedback directly form students, whereas on the other hand he stated that sometimes students just pass by to say thank you or send emails or even cards. He also mentioned that this affects his satisfaction:

"*Definitely, it gives you a buzz, because you think yeah somebody recognised what I've done or somebody appreciated and taken the botheration to write you an email because they don't have to, but they are taking the effort to write an email so therefore, that's quite positive, yeah*".

In this unit both students were satisfied with the lecturer in regards to his teaching and knowledge. Furthermore, they took it one step further and they were keen to express their satisfaction to him, though one of them was not satisfied with her grades, but this did not affect her overall satisfaction. As for the lecturer, he stated that he is affected by positive feedback. Figure 5.24 summarises unit four's relationships.
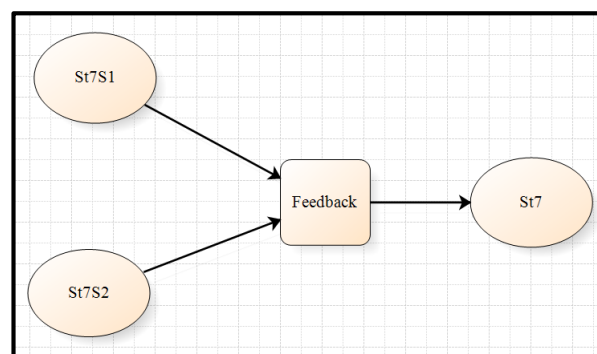
Figure 5.24: Summary for Unit seven relationships.

> "*She was good... she has experience and she knows what she's talking about... her communication during lectures was good, encourages students to participate*" (St8S1, MSc student, 8/9/2015).

This is how one of the students described her lecturer. This description aligns with the other student opinion. Both students agreed on the lecture's experience, knowledge and communication. They also both agreed that due to her busy schedule she was not communicating with them properly outside the class:

> "*Even when you send emails to her, it took long for her to answer... you need to send emails to book an appointment... she is not very easy to get... I know that she has other responsibilities... So she is not really accessible like that!*" (St8S2, MSc student, 1/10/2015).

They also agreed that she was fair and friendly:

> "*She does the right thing like... she sugar coat what she's gonna tell you if you are doing something and it's not right or... not up to the right level; this is better I think rather than... be awfully harsh and kind of make you feel a bit silly but she's fine about it, she just tells you: no that's how it should be...*" (St8S1, MSc student, 8/9/2015).

With regards to the grades and their effect on satisfaction, they both agreed that grades do not affect satisfaction. Moreover, one of the students joked saying that:

> "*we received the grades and I wasn't happy with the grade, so I should be saying a lot worse about her [the participant smiled]*" (St8S1, MSc student, 8/9/2015).

While the other student explained that grades are an outcome of students effort:

> "*Her grades were good... I passed this course, it's more about... you know at time, it's not all about like teaching, teaching, teaching; there times you should be able to sit down and read for yourself... so if she is giving you the notes and giving you handouts, explained it to you to the best of her knowledge, it's now left to you to go sit down read and understand it much better in a way*" (St8S2, MSc student, 1/10/2015).

Students also were happy with overall experience of her, though it was her first time to teach them. Upon asking if they would take another course with her, one said yes, while

the other one stated that she did not like the block delivery so most probably she will go somewhere else:

> "*I'm not sure... it might be because of the long hours lecture, it's boring...*" (St8S2, MSc student, 1/10/2015).

As for the feedback, despite that both of the students were satisfied, they did not tell the lecturer, one of them stated: "*if something really bad happened or something really good, something not in their line of duty; probably then I would take it up*" (St8S1). They just filled in the evaluation form. And they had different views of the effect of this feedback on the lecturer satisfaction:

> "*Yes, because may be if you... if a student said thank you, it was great; then maybe you are gonna be like happier and may be you are gonna carry on and keep trying to help students*" (St8S1, MSc student, 8/9/2015).

While the other student believed that her opinion will not affect lecturer satisfaction:

> "*No I don't think so... because whenever you gave them negative or positive feedback; I don't really think it moves them or makes them understand that... You know and in most cases, even on those forms, because everybody is kind of in a rush to fill it in and go, so sometimes people don't really give their honest opinion about if the class was really that horrible or it was good, so I would say it doesn't really affect*" (St8S2, MSc student, 1/10/2015).

Upon interviewing the academic staff she explained that she assesses students satisfaction via MEQ at the end of the module and reflection. She asks the students to write down the three things they enjoyed and the three things they learned during the module. She also explained that she receives positive feedback and that it affects her satisfaction. On the other hand, she stated that she received negative feedback and again it depends on the source of this feedback:

> "*Well, negative feedback, you listen and you think well, are they right? are they wrong? Why are they saying it?... it's welcomed as well, it depends what it is and what's wrong*".

Through this unit, although those students were satisfied with the lecturer and one of them realised that this feedback would affect that lecturer's job satisfaction, she did not report it. On the other hand, the lecturer stated that positive feedback affects her satisfaction in positive way, and that negative feedback might affect her depending on

its source. Figure 5.25 represents this relation, as the blue dotted line indicates that the relation is not present, and the black solid line indicates that this relation is evident.
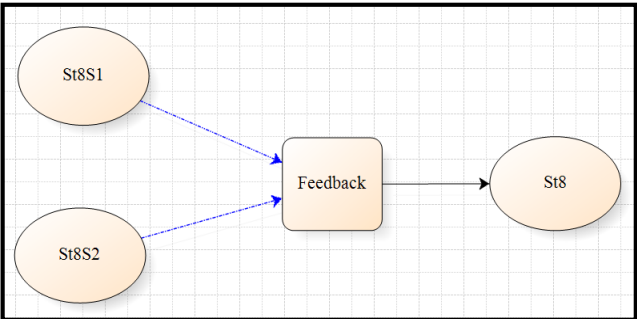
Figure 5.25: Summary for Unit eight relationships.

Students were interviewed throughout the eight units. More than half of the students (twelve) did not express their feedback to their lecturers, although that the majority were satisfied. This was either simply because they did not think about it, or because they thought that the lecturer would not care about their feedback (as shown in Figure 5.26). On the other hand, interviews revealed that most of the academic staff members are highly affected by positive feedback, as it increases their satisfaction (as shown in Figure 5.27). They also stated that negative feedback might affect their satisfaction, but this depends on the source of this feedback.
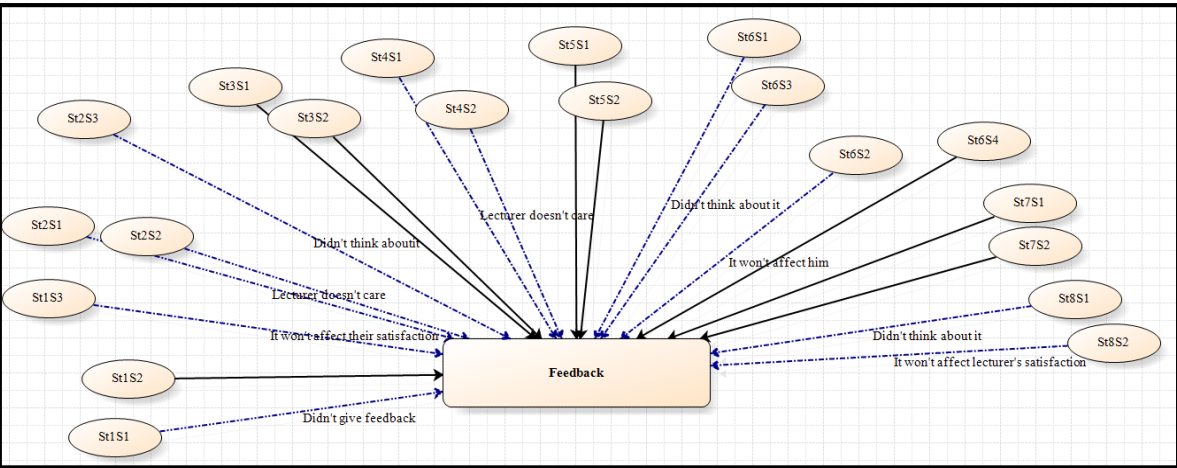
Figure 5.26: Summarises the relationship between the students interviewed and feedback.
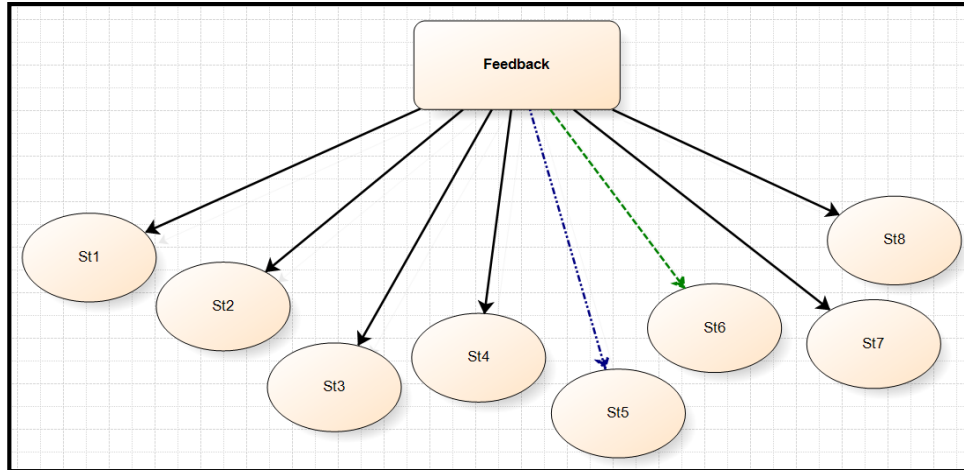
Figure 5.27: Summarises the relationship between feedback and the staff interviewed.

Finally, Figure 5.28 represents the whole conceptual framework along with the nodes that emerged throughout the interviews.
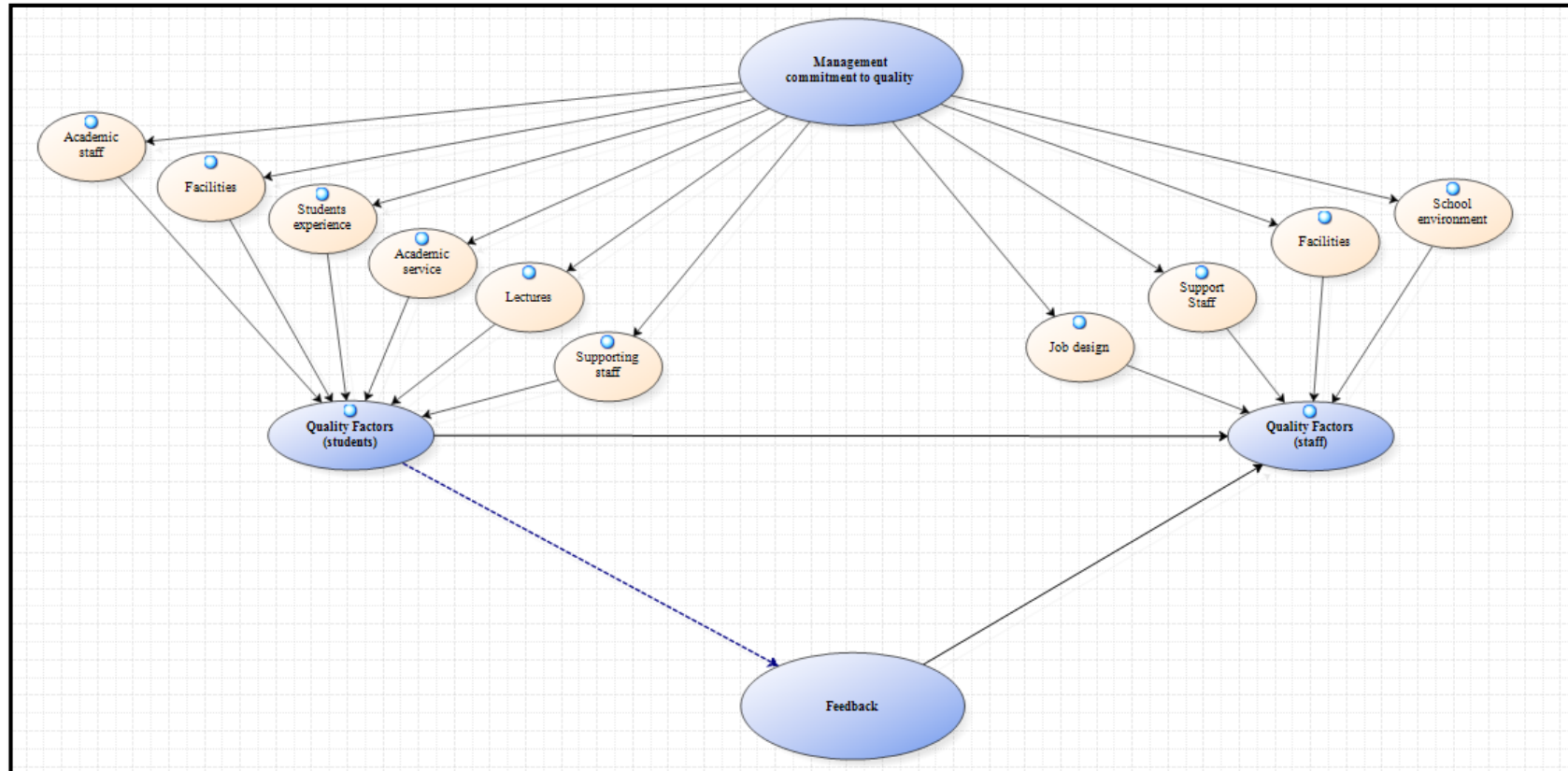
Figure 5.28: Represents the whole conceptual framework along with the nodes that emerged from the interviews

5.2 How does the marketisation affect PG student perceptions of HE?

To investigate the second research question, students were asked about their expectations of the service provided by SBS and the tuition fees they pay.

Through the interviews, it was ascertained that students built their expectations from several factors, such as their experience during their UG studies. Also of note is that eight students had their done UG degree at SBS. Expectations also were based on what students were promised through the school website; the ranking of the school and finally the open days that were organised by the school.

> "*I look at the ranking… I looked at what the university provides, the quality of the teaching which was known by recommendation*" (St1S1, MBA student, 20/10/2014).

Students interviewed saw that the tuition fee price as an indicator of the quality of service they had anticipated.

> "*I think for me it has impact it will serve as a factor that student will consider, the price... for me, it worth the service I received compared to other universities. It worth what I have been enjoying here*" (St3S1, MSc student, 27/10/2014).

Invariably, this factor depended on the background of students. Even though international students evaluated the fees as high, some of them were satisfied with the quality of service offered by the university and perceived the price to be value because of past experiences of HE in their native countries.

> "*Being from the Middle East, the price is high, so I expect high level of service. For what I paid, I think I received good service, it's worth it*" (St2S2, MSc student, 28/10/2014).

While others were expecting more especially because they are paying more than home students:

> "*I think the fees are, it's all business, really, I just know they appeal to international students because we do pay more of it. But I think we get the same services as everybody else does and I think fees is just basically you pay the fee, you can learn here*" (St6S2, MSc student, 18/9/2015).

As for the MBA students because they pay high fees they consider themselves customers:

> "*We are paying customers and we want the best for the money we pay for it... I'm*

paying a lot of money for it and I will make sure that I get the maximum that I paid for". (St1S3, MBA student, 12/5/2014).

"*I believe giving up that money; it's a lot of money, so I consider myself as a customer*" (St7S1, MBA Student, 1/10/2015).

Students explained that they are customers not just because of the tuition fees but because of the promise they had from the school to provide a high quality service. According to the students, these promises gave them the right to complain if they are not happy with the service provided:

"*One tutor, we were not happy with and we have complained to the director of the MBA about it and subsequently the module was actually... The lecturer was changed for the subsequent part of the module and this purely because there was some complains about her*" (St1S1, MBA student, 20/10/2014).

They also explained that good service covers several items such as: lecturers with knowledge, experience and good communication skills, physical facilities, and helpful administrative staff. They indicated that the school should offer more than just teaching:

"*Free Gym membership or something like that… make something free, you are paying so much money...*" (St6S2, MSc student, 18/9/2015).

"*As a customer... I expect a better service*" (St1S2, MSc student, 25/10/2014).

"*You know a very good customer service like fast in response even though when things are wrong… at least they respond. That's good that someone has an interest and trying to help rather than no interest at all.*" (St6S3, MSc student, 23/10/2015).

As explained in part two (feedback), students had different ideas about grades. While four students saw that it contributes to their satisfaction, fourteen stated that it is not:

"*I'm really satisfied ... because I felt that I learnt something. The feedback I got from him was 'strong' good*" (St2S2, MSc student, 28/10/2014)

Other students explained that though they did not get a high grade they do not blame the school or the lecturer:

"*Not really because I had put that down to maybe myself*" (St5S1, MSc student, 27/4/2015).

Moreover, one of the students explained that although he didn't receive a high grade he was satisfied with the lecturer and he was praising the lecturer during the interview:

"I wasn't happy with the grade, so I should be saying a lot worse about he [the participant smiled]" (St8S1, MSc student, 8/9/2015).

Most of the students interviewed (fourteen students) stated that grades do not affect their satisfaction (as shown in Figure 5.29).
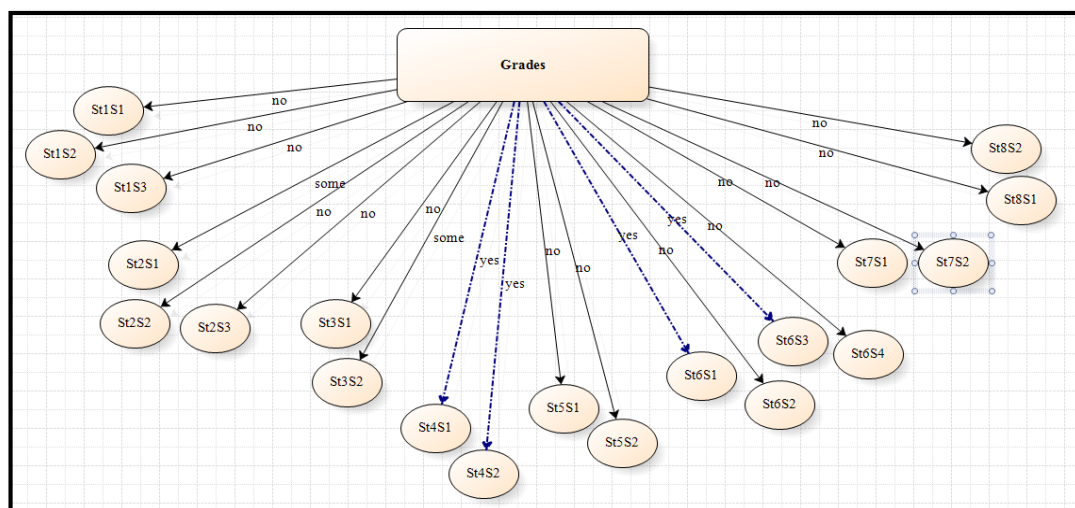
Figure 5.29: Students' feedback regarding grades.

Overall, most of the students interviewed considered themselves as customers. Out of the twenty interviews, seventeen stated explicitly that they consider themselves as customers. They even compared the service provided by the school with service provided by other suppliers:

"We are the reason why they are here (referring to the academic staff), he as a lecturer has to teach us 'the students' so if we are not satisfied... just like customer and employee, so if your customer is not satisfied so you have not deliver any service" (St2S3, MSc student, 5/10/2015).

"If you buy anything online even on Amazon people always look at the customer reviews before they even look at the product description because you wanna know how satisfied are these people with this product, so I think it's the same that works with anything... universities services are the same thing so, you can make it all look pretty on your website but one bad comment... because you just like oh it could be that bad, is it really worth it?" (St4S2, MSc student, 20/4/2015).

The tuition fees they pay along with school marketing communications and previous experience, made them capable of assessing the service provided and this adds to their feeling of being customers. Despite that feeling, the PG student had a mature approach to

learning and did not expect to receive a high grade as results of paying fees. They were concerned more about the knowledge they acquire during their study.

Figure 5.30 illustrates the factors that contribute to students perception as being customers: this includes both tuition fees and service provided by the school. As explained above, the expectations students have from their previous experience along with marketing communication affects student perception of service provision. It was also noted that grades were not amongst the factors that contributes to this perception.
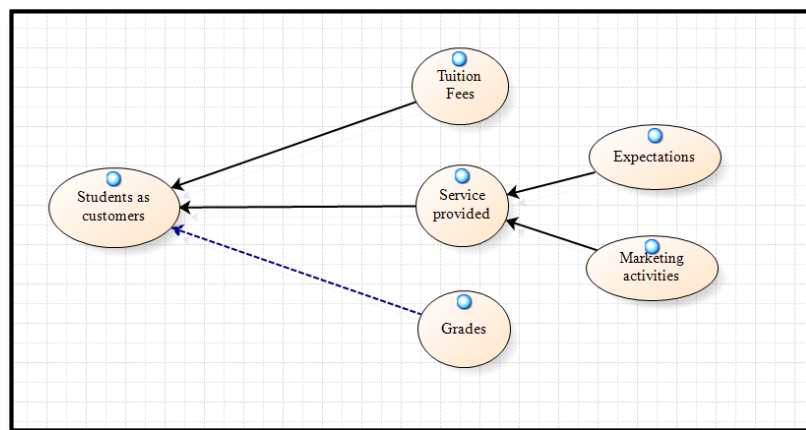
Figure 5.30: Nodes and sub-nodes related to the students perception as customer.

5.3   Chapter summary

This chapter started by presenting the steps of analysis using NVivo along with the advantages and disadvantages of using this software. Later, the data drawn from interviews were analysed into two main sections based on the research questions. As it was explained, data sourced from two key groups; PG students and academic staff at SBS.

The first section of this chapter presented PG student and academic staff point of view regarding the service provided at SBS and if management through their commitment to quality affects their satisfaction (part one). As for the second part, the data is presented in terms of units. Each unit represents one academic staff and their students. On the other hand, the second section explored the effect of HE marketisation on PG students' perception. The findings represented in this chapter will be discussed thoroughly in relation to the literature discussed in chapter two.

Chapter Six: Discussion

The aim of this research is to explore the relation between PG student satisfaction and academic staff satisfaction within a commercialised HE context. In order to achieve this aim two theories have been used in this research:

1. Balance Theory (Heider, 1946)
2. Herzberg's Motivation-Hygiene Theory (Herzberg, 1968, 1989)

The reason for this have been explained within conceptual framework, Chapter 2.

This chapter will discuss the similarities and contradictions between the research findings (Chapter Five) and the literature (Chapter Two). The structure of this chapter is based on the research questions of this study. I begin by addressing the first question. This will discuss how PG student satisfaction links to academic staff satisfaction explored through Herzberg's Motivation-Hygiene Theory and Balanced Theory (Figure 6.1). Later, the second question will discuss how the commercialisation of HE is affecting PG student perception of HE. Findings in each section will be discussed in relation to the reviewed literature.
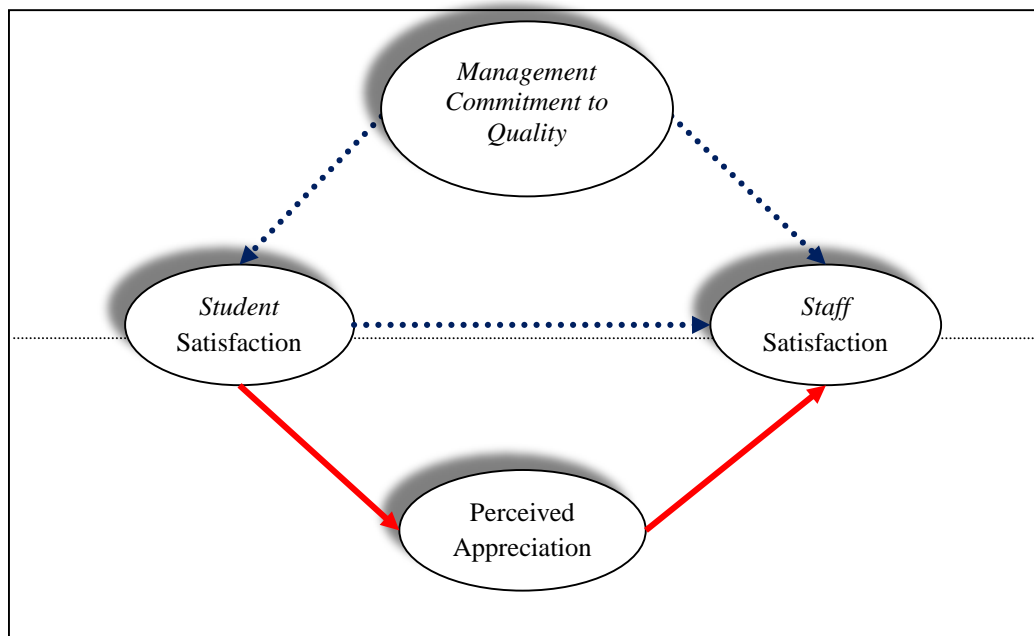
Figure 6.1: Conceptual framework

6.1 How can PG student satisfaction be linked to academic staff satisfaction and explored in relation to Herzberg's Motivation-Hygiene Theory and the Balance Theory?

6.1.1 Part one: quality and satisfaction

Service quality is strongly related to managerial practice (Potočnik et al., 2011; Slåtten, 2010). Moreover service oriented environments emphasise the importance of commitment to service quality by management to create a good climate for service (Schneider et al., 2005).

As HE has different stakeholders, two of them are included within this research: PG students and academic staff. Because each category maintains its own particular view of quality, depending on needs (Voss et al., 2007) the relationship of quality and satisfaction will be discussed through two sub sections: student and academic staff perspectives (See Figure 6.2).
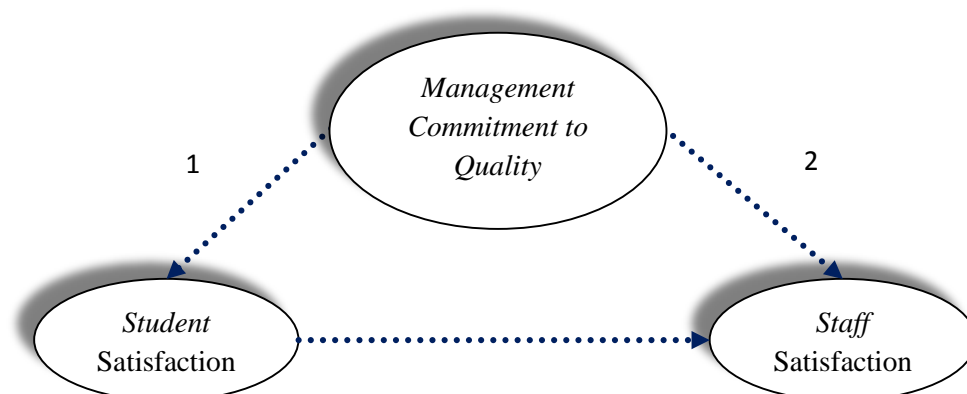
Figure 6.2: Management commitment to quality effect on both students and staff satisfaction

Service quality factors affecting student satisfaction (link 1)

Service quality is based on perspectives of customers, which is defined as the difference between customer expectation and perception of service (Parasuraman et al., 1988). In the literature, HE institutions have been regarded as a service provider, which means they have to satisfy and meet needs as well as expectations of their customers (Cheong Cheng & Ming Tam, 1997). That said, researchers have suggested that measurement of student satisfaction is not an easy or direct process and it does not merely depend on education provision (Elliott & Shin, 2002; Hanaysha et al., 2011; Kotler & Fox, 1995; Richardson, 2005).

Many studies have linked student satisfaction to service quality. Through these studies, satisfaction has been linked to product quality, tuition (fees) and other factors. Invariably, student satisfaction has been considered as a source of advantage for which universities compete against each other. Therefore, throughout the current research the assessment of student satisfaction is based on student perspectives.

In chapter two (section 2.2.1) several service quality definitions were discussed. It was explained how all client judgments are subjective. They are based on the difference between expected and perceived quality, leading to satisfaction if perceived is greater than the expected (Grönroos, 1990; Zeithaml et al., 1985). In 2014, Sultan & Wong defined service quality as:

> "… *a set of market driven and dominant features of an offered service that have a long-term performance effect on sustained provider–customer relationship*" (p. 490).

In HE Sahney et al. (2004) stated that quality may follow the general definitions of quality, such as:

- Meeting or exceeding customer expectations of education.
- Excellence in education.

That said, Chong & Ahmed (2015) found that service quality definition varies amongst individuals.

In this section students were asked to list service quality factors that they consider important from their point of view. Their answers (presented in chapter 5) will be discussed in relation to the literature review.

a. **Academic Staff:**

This was the first factor mentioned by students and repeated in the coding process of all SBS student interviews. They explained that skills such as tutor communication, knowledge and experience are the most important quality factors in their perception (Figure 6.3).
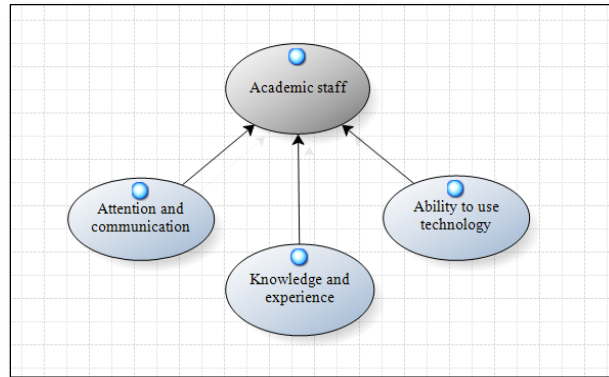
Figure 6.3: Criteria of academic staff

As discussed (section 5.1.1) more than half of students highlighted the importance of communication between themselves and academic staff. This was repeated nine times during the coding process where communication was positive, while on five occasions, communication was discussed negatively. Consequently, it can be perceived that some students are not satisfied with current levels of communication. This aligns with the literature:

- Douglas et al. (2015) found that communication can be a source of dissatisfaction.
- Stukalina (2012) emphasises the essential nature of internal communication for knowledge transfer in educational institutions and that technology is a vital factor in driving this.

These findings contradict Herzberg's Motivation-Hygiene Theory (1968, 1989): in theory communication is part of interpersonal relations and should be considered as a source of dissatisfaction and not satisfaction as indicated by my findings.

During interviews most students indicated that they prefer tutors who enable them with opportunity to engage, participate and create through active environments. This is consistent with the findings of Angell et al., (2008) which indicated that being a skilled and engaging lecturer are amongst the most important factors to students. That said, this contradicts the findings of Zineldin et al., (2011), which found that the skill of lecturers is ranked third in relation to perceived quality factors (following quality of atmosphere and quality of infrastructure, including classroom cleanliness).

Table 6.1 summarises the findings of the current research, literature and Herzberg's Motivation-Hygiene Theory.

The current research	Literature	Herzberg's Theory
Nine times → as a source of satisfaction Four times → as a source of dissatisfaction	• It can act as a source of dissatisfaction, • It's considered as one of the most important factors by students • It is important for knowledge transfer • It might not come in the first place.	Communication is a part of interpersonal relationships and so it is a source of dissatisfaction
New insight: communication is mostly perceived as a source of satisfaction. This extends existing literature and contradicts Herzberg's Theory.		

Table 6. 1: Summary of the **communication findings** and literature

Students also highlighted the importance of academic staff knowledge and experience. Though it was coded six times during open ended questions, it was important to all students in their evaluation of their lecturers. This agrees with Hill et al. (2003) research findings which suggest that students want lecturers who have knowledge about the subject and who are organised. This also was supported by academic staff interviews that indicated that experience (either in the academic field or the practical field) is highly appreciated by students. Their experience reflects on the course material and examples lecturers use through their teaching. Northrup (2002) in his research indicated that students usually demonstrate increased satisfaction when course material is pinned to real life examples, cases and facts. This is consistent with Kashif & Ting (2014) who concluded that knowledge, experience and expertise of subject are considered an essential to being a good lecturer. It also aligns with Hill et al.'s (2003; p. 19) qualitative research which indicated how student felt the:

"… *quality of their educational experience is influenced by teacher expertise in the classroom*".

Table 6.2 summarises the findings, literature and PTES results concerned with academic staff knowledge and experience.

The current research	Literature	PTES
Coded six times as a source of satisfaction.	Students appreciate lecturers who have good knowledge about the subject, experience and who are well organised. Students show more satisfaction if the course material involves real life examples, cases and facts.	80% of the students indicated that staff members are capable of explaining things
Insight: Current study supports the literature and PTES findings that staff knowledge and experience acts as a source of satisfaction by the students		

Table 6. 2: Academic **staff knowledge and experience** in the current research, literature and PTES.

Effective use of technology (by lecturers) was mentioned twice by students. They used this to compare between two lecturers teaching on the same module. The students justified this by explaining that this module required experience and knowledge of new technologies, which may be the main reason this factor was not mentioned by other interviewed students, whose specialisations did not require technology teaching. That said, this factor was considered a main factor that affects student satisfaction by Wilkins & Stephens Balakrishnan (2013). This was not found in the literature as a factor that affects the quality of the service provided at universities.

Table 6.3 compares the current research findings and literature.

The current research	Literature
Coded once as a source of satisfaction Coded once as a source of dissatisfaction	One of the main factors that affect students' satisfaction.
Insight: Current study does not fully support the literature findings. Effective use of technology was not as important for SBS PG students as it was in literature.	

Table 6. 3: Effective use of **technology** (by lecturers) and students' satisfaction.

b. Academic services

As discussed in section 5.1.1, students divided the academic services provided by SBS into three sub nodes: research environment, international experience, and personal tutors (Figure 6.4).
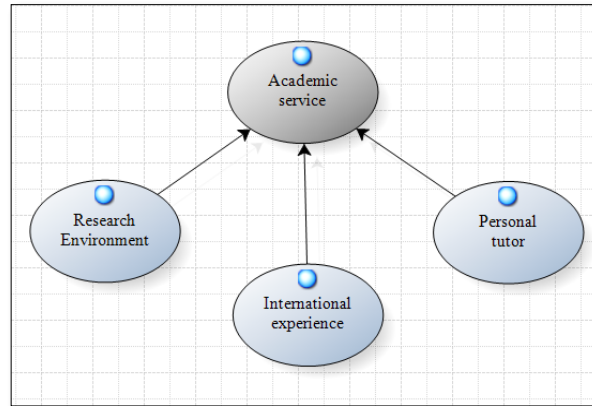
Figure 6.4: Academic service node and associate sub nodes.

As an academic service provided by SBS, students discussed the research environment that was provided through workshops and trainings held by the school. They highlight the advantages of the training courses as well as English courses that helped students to improve their academic writing. These findings were consistent with Sultan & Wong (2014, 2013) and Hill et al. (2003); they found that workshops, seminars and conferences, which are held by the university as service facilities are required to create a competitive HE environment.

Table 6.4 compare the current research findings to the literature and PTES results.

The current research	Literature	PTES
Coded five times as a source of satisfaction.	Training courses, workshops, and seminars affects students' satisfaction.	85% of students believed their research skills have been developed during their courses.
Insight: Current study findings are consistent with the literature and PTES results that training courses, seminars and workshops acts as a source of satisfaction by the students		

Table 6. 4: **Research environment** and students satisfaction.

On the other hand, the international experience provided by the school to its MBA and MSc students was a source of satisfaction, especially since it was not highlighted when applying for their course – in reality they gained more than they had expected. The literature highlighted the benefits of international exposure and linked it to intellectual development (Durkin et al., 2012). It was also found to develop intercultural communication skills (Williams, 2005). Moreover, in their research Banerjee & Mandal (2013) concluded that global exposure

improves programme quality and increases student opportunities to achieve employment. That said, the literature did not find it to be one of the factors that affect student satisfaction.

Table 6.5 summarises the findings and literature concerned with international experience provided by SBS.

The current research	Literature
Coded four times as a source of satisfaction.	Did not link between international exposure and satisfaction.
Insight: Current study findings indicated that international experience acts as a source of satisfaction by the students, which was not highlighted by literature.	

Table 6. 5: **International experience** and students' satisfaction

Despite the rich body of literature that explores the role of personal tutors in supporting students and their positive effect on student satisfaction (Braine & Parnell, 2011; J. Douglas et al., 2006; Wilcox et al., 2005), this factor was coded only eight times during the analysis process. Four of the students did not have any contact with or knew their personal tutors. This may be linked to high workload of lecturers, in addition to the fact that sometimes they do not have access to their personal tutees. This was mentioned by one of the staff:

> *"I just had to contact five of my personal tutees to arrange meetings with them, three they gave me the wrong email address... and two have left the programme and nobody told me"* (St6, 5/11/2015)

As for those who managed to communicate with their personal tutors, they were very satisfied and their feedback aligned with the literature. Overall, it seems that the school needs to make more effort to establish a link between the students and their personal tutors; from this research personal tutors increase student satisfaction, by helping and supporting them through their studies at SBS.

Table 6.6 compare personal tutor effect on students' satisfaction in the current research findings to the literature review.

The current research	Literature
Coded eight times: Two times → Did not know that they have personal tutor Two times → Did not manage to meet them (source of dissatisfaction) Four times → managed to meet their personal tutor (source of satisfaction).	Personal tutor contributes positively to students' satisfaction.
Insight: Current study supports the literature that personal tutors acts as a source of satisfaction by the students.	

Table 6. 6: **Personal tutor** and student satisfaction.

c. Facilities

As mentioned in the previous chapter (section 5.1.1), facilities were considered in two parts: physical and IT services provided by SBS (figure 6.5).
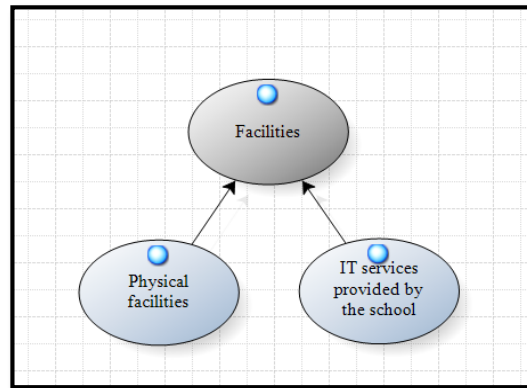
Figure 6.5: Facilities node and its sub nodes.

Despite this Khan et al., (2011: p. 163) emphasised that:

> *"Students don't rate institute on the basis of building and physical appearance but on the grounds of quality of education".*

As mentioned in the analysis chapter (section 5.1.1) twelve students indicated that resources provided by the university (such as library, buildings, venues, IT equipment) were to their expectations which in turn affected their satisfaction. This supports Wells and Daunt (2011), who proposed a conceptual model where student satisfaction is affected by the physical environment of a HE institute (Wells and Daunt, 2011 cited in Wilkins & Stephens Balakrishnan, 2013). Similarly, Oldfield and Baron (2000) also stated that physical evidence, which is linked to the service, can be developed to create higher levels of satisfaction.

Moreover, research of Hanssen & Solvoll (2015) concluded that library quality influence student satisfaction with institution facilities and overall satisfaction with their HE provider. This was supported by students who expressed their satisfaction with the library and services provided there.

During interviews students highlighted that IT services affect their satisfaction. This agrees with Wismantoro (2014) and Sherifi (2015) who concluded that IT services have a positive impact on student satisfaction.

On the other hand, these findings do not align with Herzberg's Motivation-Hygiene Theory (1989). In his Theory Herzberg considered resources as a hygiene factor, i.e. resources are considered as a source of dissatisfaction not satisfaction as interviewees indicated.

Nonetheless, even though findings contradict parts of Herzberg's Motivation-Hygiene Theory, it appears that infrastructure and facilities provided by the school are very important for students who consider it a source of satisfaction. Their satisfaction was displayed through a high agreement percentage in the Postgraduate survey, where 88% of the students indicated that library and services were good.

Table 6.7 compares research findings to the literature, Herzberg's Motivation-Hygiene Theory and PTES.

The current research	Literature	Herzberg's Theory	PTES
Physical facilities: Coded twelve times as a source of satisfaction IT services (including Blackboad): coded eight times, two of them as a source of dissatisfaction	Most of the literature linked between facilities (physical and IT) and students' satisfaction.	Facilities are considered as a part of the working conditions which are a source of dissatisfaction.	88% of the students were satisfied with the library, resources and support services
New insight: Facilities are generally perceived as a source of satisfaction which aligns with existing literature and PTES results but contradicts Herzberg's Theory.			

Table 6. 7: **Facilities** effect on students satisfaction.

d. **Support staff**

In addition to academic staff the research findings showed that through ten incidents students were dissatisfied with supporting staff members. This contradicts the research of Sumaedi et al. (2012) that defined supporting staff as having influence on student satisfaction.

These findings emphasise the importance of supporting staff and this aligns with the research of Sultan and Wong (2013). They suggest that supporting staff are important to quality and need to be considered in research alongside academic aspects of HE service (Angell et al., 2008). It is also supported by Poon & Brownlow (2015) who argued that in order to deliver a high quality service HE institutions must ensure interaction between students and supporting staff:

> "… *adheres to the principles of quality customer service*" (P. 105).

That said, these findings contradict Coskun's (2014) research, which suggested that administrative staff members are the final factor that affects student satisfaction following academic staff, technology, campus facilities and relationships.

In consequence, it appears that in this current research, supportive staff members play a major role in student satisfaction, which means management need to develop and train these staff to provide a supportive administrative environment within SBS.

A comparison between current research findings and literature is presented in table 6.8.

The current research	Literature
Coded eleven times: One time → as a source of satisfaction. Ten times → as a source of dissatisfaction	Most of the literature confirmed that supporting staff contributes positively to students' satisfaction.
Insight: Current study contradicts the literature as supporting staff acted as a source of dissatisfaction.	

Table 6. 8: **Supporting staff** effect on student satisfaction.

e. **Lectures**

Through interview analysis (section 5.1.1) there were two major points that were used to assess the lectures delivered to MSc and MBA students at SBS. The first one was the delivery mode used (Block delivery) and the second was the venues and timing (figure 6.6).
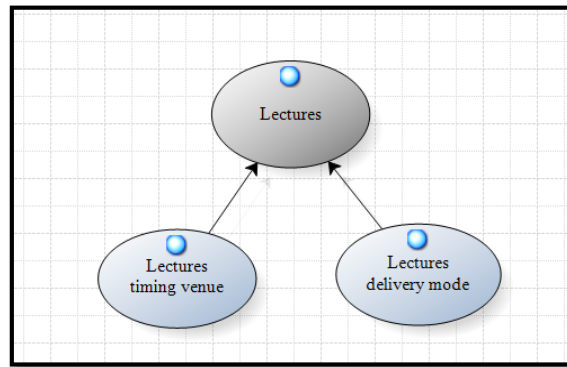
Figure 6.6: the 'lectures' as a main node and related sub nodes.

Other research that investigated the quality factors affecting student satisfaction did not consider block delivery. However, students mentioned block delivery in this current research several times and emphasised that it is a quality factors that affected them.

This research revealed two contradicting opinions about block delivery. Six students considered that block delivery presented them more opportunity to focus on the module and gave them a better, deeper understanding of the subject. Moreover, it worked with their busy schedule for those who were working full time. These opinions support the literature that state that block delivery gives students more time for in-depth exploration and reflection. In fact, some students do not see a major difference in learning through the use of this mode over the more traditional ones. Moreover, certain students preferred this delivery mode to the traditional one, which supports most literature considered (Ho & Polonsky, 2007; Karaksha et al., 2013; McCarthy, 2010; Ramsay, 2011).

The other eleven students who represented the majority evaluated this delivery mode negatively, as in general it did not give them sufficient time to engage with their lecturers and build relationships with fellow students. Hence, these students were not completely satisfied with the duration of contact with staff during lectures although they were satisfied with staff attempts to offer support during office hours. These findings contradict existing literature supporting block delivery. It also highlights this deliver mode as a quality factor that directly affects experience and satisfaction of SBS students.

Students also felt that the long hours created by use of this mode (two and a half days) make it hard for them to retain focussed on the current subject and that by the end of the lecture and it is harder to follow up with a specific lecturer. This is one of the intensive delivery mode drawbacks mentioned by Hesterman (2015). When universities apply this mode of teaching the research of Young et al. (2009) recommended short breaks, different presentations and media material to be used in order to maintain student attention.

Table 6.9 compares research findings to the literature and PTES.

The current research	Literature	PTES
Six times → as a source of satisfaction. Eleven times → as a source of dissatisfaction	Most of the literature highlighted the advantages of the Block Delivery mode. Few authors mentioned that long hours are the main negative aspect of Block Delivery.	Around 45% of the students failed to agree that the contact time was sufficient as they meet their lecturers for two and half days every three weeks.
New insight: Block delivery is mostly perceived as a source of dissatisfaction which extends existing literature and aligns with the PTES results.		

Table 6. 9: **Block delivery** from students, literature and PTES perspectives.

Students also highlighted that some venues allocated to them as PG students were not to expectation. This is either because the layout did not support group activities or because if they arrived late and this forced them sit at the end of the room without a sound system. This agrees with the literature that linked between student satisfaction to lecture venues (Alam Malik et al., 2012; Gruber et al., 2010; Robertson et al., 2012).

f. Students Experience

Arambewela and Hall, (2009); Douglas et al. (2015); and Sumaedi et al., (2012) emphasised the importance of social activities that help students interact and build relationships. Comparatively, students at SBS did not feel having social activities was overly important. It was mentioned only four times during the coding process as being one of the drawbacks of block delivery leading to a lack of interaction time between students.

The current research	Literature
Coded four times → as a source of dissatisfaction	Literature highlights the importance of having social activities as contributing positively to student satisfaction.
Insight: Current study supports the literature and emphasise on the importance of having social activities and interaction between students.	

Table 6. 10: Current research findings and literature concerning **social activities and interaction**

Despite literature such as Gregory (2008) highlighting the importance of having international students on campus to create a diversified culture and ensure student positive outcome, this was just mentioned only by four students. This implies that this does not affect students satisfaction yet it remained a positive aspect of studying at SBS. In their research, Shaw et al. (2015) concluded that having international students in learning groups:

"…*broadened the exposure of domestic students*" (p. 127).

This agrees with the opinion of students that showed increased satisfaction through:

"*International environment, having students from different countries... different cultures and different experience*" (St6S3, MSc student, 23/10/2015).

Table 6.11 compares students experience from students' perspective to literature review.

The current research	Literature
Coded four times → as a source of satisfaction.	Few literature links between having an international environment and students' positive outcome.
New insight: Having international environment was perceived as a source of satisfaction which extends existing literature.	

Table 6. 11: **International environment** in the current research and literature.

Despite most previous studies using a quantitative approach, this research used the qualitative data to explore the service quality factors that affect student satisfaction. Also, most previous researches looked at UG students, while this current research deals only with PG taught students.

As a consequence, this leads to some factors not mentioned in the literature, as well as other discussed in the literature that were not mentioned by SBS PG students; these include things

such as the UKBA (UKVI) regulations. International students were dissatisfied with the paper process. They believed the school need to clarify the process and who is responsible for what. Furthermore, they should explain to all that it is a national border control policy and not internal to UoS.

International students highlighted the importance of synchronising systems between the school and their university accommodation so that they did not need to pay for time before starting their programme. This agrees with the research of Arambewela and Hall (2009) which stated that international students expect accommodation to be provided by universities with at least minimum standards of comfort and at an acceptable price.

Comments of interviewed students reflected the importance of supportive services and the effect they had on their satisfaction. Services considered were:

- IT services.
- Library
- Research environment
- Accommodation

This contradicts Elliott & Healy (2001) research that stated that student satisfaction results only from HE educational experience. Findings also contradict Ware & Williams (1975) who found that students are incapable of assessing the service quality provided since they do not know what to expect. This may be applicable to UG students, but the current research suggests that PG students had knowledge and experience raising their awareness of what they could expect from SBS.

The findings of the current research match that conducted by Letcher & Neves (2010). Their research indicated that students do not relate their satisfaction with a specific subject to general programme satisfaction. This was demonstrated when some students stated that they were dissatisfied with one of the courses. That said, when asked about their overall satisfaction they indicated that they were very satisfied with the programme as a whole. This was also shown by other students who were dissatisfied with personal tutor or lecturers they had worked with for supervision, as overall they were satisfied with the programmes they were doing. This also agrees with the research of Bitner and Hubbert (1994) that highlights that a tolerance is developed by a customer in the case of long-term service relationships when

previous experiences has been positive; in these cases a customer does not overemphasise negative ones (Bitner and Hubbert, 1994, cited in Van Doorn, 2008).

These research findings also contradicts Jancey & Burns (2013) who concluded that PG students have different needs to UG students. Many of the same factors in this research were identified in their researched conducted with UG students (Yusoff et al., 2015; Coskun, 2014; Sumaedi & Bakti, 2012; Briggs, 2006; Oldfield & Baron, 2000) as in this body of research.

Overall, the findings of the current study are consistent with the research by Cheung and To (2010) which showed management commitment to quality affects student satisfaction. All students interviewed indicated that management commitment to quality affects the quality of service provided and consequently their satisfaction.

In the literature considered it was found that a relationship between service quality and satisfaction exists (Angell et al., 2008; Smith et al., 2007; Sultan & Wong, 2013), and the present research agrees with those studies.

Based on the above discussion, in the current study using Critical Incident Technique in HE sector, the service quality scope covers a broad range of factors: academic and supporting staff, academic services, facilities, lectures and students experience. Nonetheless, there were some factors that had a negative impact on their satisfaction. That said overall they were satisfied with their experience at SBS. Therefore, **these findings indicate a positive relationship between management commitment to quality and student satisfaction** (Link 1).

So, quality in HE is about having both academic and professional services, infrastructure to deliver an educative service, student life and personal development meeting student expectations that match the pre-student offer acceptance communications. Student satisfaction can thus be summarised as:

- **The overall perception of pleasure and enjoyment achieved by students.**
- **The feeling that results when their expectations of teaching, facilities and learning support are met by the actual experience.**

- **The result of student comparison of expectations to their previous experience, word of mouth and HE institution promises (through their websites, open days and marketing).**
- **The expectations related to educational and their lives on campus**.

These findings support Gruber's (2010) claims that service quality measurement is a difficult process. Moreover, through the interviews it was clear that it is a subjective process where the level of satisfaction is affected by student background. The findings support Gronroos (2000) seven dimensions of good perceived service quality (section 2.1.1):

Dimension	Description	Current research
Professionalism and skills	Employees, service provider, physical resources, in addition to the required skills and knowledge that are used in order to solve customer issues professionally.	SBS have highly trained and experienced academic staff, as well as up to date resources to provide a high level of service to PG students
Accessibility and flexibility	Provision and easy access to a service and its provider through their location and operating hours, which are prepared in a flexible way in order to address customer requirements.	SBS provides the students with both online and physical libraries that are available 24/7. Also most academic staff are approachable via email. That said, students were not entirely satisfied with the supporting team.
Attitudes and behaviour	How contact people (service employees) interact with customers and help them solve their problems in a friendly manner.	Academics were the main factor affecting students satisfaction: most of them were approachable and showed real interest in helping students.
Reliability and	Customer dependence on the	SBS is keen to satisfy their

trustworthiness	service provider to perform and keep promises. Thus demonstrates that the customers' best interest is central to the organisation.	students and they use different surveys to assess the service they provide. Moreover, they assign personal tutors to each PG student to make sure that that if they face any problem they have someone to go to. As mentioned, the school needs to stress the importance of personal tutors as some of the students did not know about them or never managed to meet them.
Service recovery	At times when something unpredictable occurs or goes wrong, the service provider will take an immediate and active response to find an acceptable and a new solution.	SBS is keen to provide an immediate recovery to problems as mentioned by the MBA students.
Serviscape	Physical surrounding in addition to aspects of the service environment that help and support positive experiences throughout the service process.	As discussed, physical facilities had an important role in student satisfaction.
Reputation and credibility	Trust that the service provider will provide value for money that represents value and good product execution for the customer.	As it will be discussed in section 6.2, the tuition fee plays a role in students expectations and satisfaction.

Table 6. 12: Applying Gronroos dimensions

Based on the level of the service provided, students assess management commitment to quality. Moreover, the current research indicates that the quality of the academic service provided at the school is not the only source of satisfaction. Students also assess the physical facilities as well as other services provided including those they expected to be provided by the school. Figure (6.7).
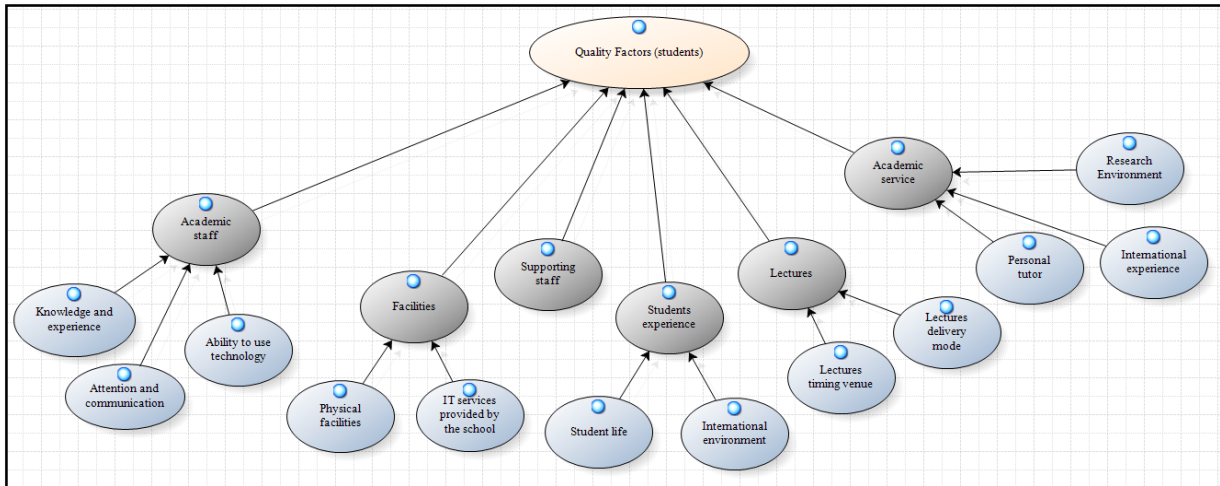
Figure 6.7: Nodes and sub-nodes representing quality factors mentioned by students

Quality factors affecting academic staff satisfaction (link 2)

According to Sabharwal & Corley (2009) academic staff has not received much attention, because it has been presumed that a high level of job satisfaction exists in universities. However, various literatures have tried to explore factors that affect academic staff satisfaction and dissatisfaction (Adetoro, 2014; Machado et al., 2011; Ololube, 2006).

In order to explore the effect of management commitment to quality on academic staff satisfaction, as mentioned in the previous chapter (section 5.1.1), academic staff members were asked to share their ideas about factors they consider an indicator of management commitment to quality. In addition, they were asked to provide feedback regarding organisational support, training, empowerment and rewards, which were the factors that were highlighted in literature as indicators of management commitment to quality (Babakus et al., 2003; Kim et al., 2009; Cheung and To, 2010).

As discussed in the analysis chapter (section 5.1.2), four main nodes emerged from the interviews analysis. The following part will discuss each of these nodes, and their sub nodes, in the light of the literature discussed in chapter two (section 2.2.4).

a. Job design

Staff mentioned three points that are related to their job design, which are: workload, career progression and rewarding.
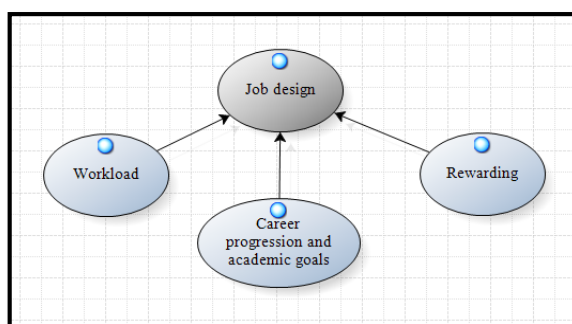
Figure 6.8: Job design node.

Research findings revealed that workload is one factor associated with academic staff dissatisfaction (table 6.12). It was the first factor that was mentioned, repeated and coded throughout all interviews. This indicates its importance to the academic staff. Moreover, one explained that workload might include tasks which are not related to teaching or research, but this affects the time allocated for research. This is consistent with the researches of Sanderson et al. (2000); Roelen et al., (2008); Ahsan et al. (2009); Awang et al. (2010) and Mustapha & Ghee (2013) which indicate that there is a negative relation between workload and job satisfaction. It also agrees with the research by Porter and Umbach (2000) that found academic staff workload covers multiple factors other than teaching, such as (Porter and Umbach 2000, cited in Mustapha, 2013).:

- Research time.
- Administrative work.
- Student evaluation.
- Courses and material preparation.

The research of Herzberg et al. (2010) identified work itself as one of the factors that can impact job satisfaction positively. This contradicts what staff members said during my research. They stipulated that it can be a factor that causes dissatisfaction. During interviews it was also noted that workload affects the time allocated for research, which subsequently causes increased dissatisfaction.

Table 6.13 summarises the current research findings, literature and Herzberg's Motivation-Hygiene Theory.

The current research	Literature	Herzberg theory
Coded seven times → as a source of dissatisfaction	• There is a negative relation between workload and satisfaction • Workload is due to duties such as teaching, research and administrative time.	Workload is a part of work. According to Herzberg, work is a source of satisfaction
Insight: workload is mostly perceived as a source of dissatisfaction which aligns with existing literature and contradicts Herzberg's Theory.		

Table 6. 13: **Workload** and staff satisfaction.

While workload was a source of dissatisfaction, career progression was generally a source of satisfaction for most of the interviewed academic staff. Moreover, they were satisfied with their Personal Development Review (PDR). Six of the staff were satisfied with their career progression while the other two stated that the school does not care about the academic progression. This does not align with the research of Rolfe, Stevens & Weale (2005). They noted that career progression equally raised and lowered academic staff satisfaction. The two who were dissatisfied had issues with the school actions. In their opinion high workload means they do not have enough time for research and consequently they cannot work towards their PDR objectives.

Nonetheless, this factor aligns with Herzberg's Motivation-Hygiene Theory as the PDR is merely a part of the work itself and a source of satisfaction.

Table 6.14 compares the current research findings, literature and Herzberg's Motivation-Hygiene Theory.

The current research	Literature	Herzberg Theory
Coded six times → as a source of satisfaction Coded twice → as a source of dissatisfaction	• Career progression raise and lower academic staff satisfaction.	PDR is a part of work. According to Herzberg, work is a source of satisfaction.
Insight: Current study supports the literature that PDR can act as a source of satisfaction and dissatisfaction. At the same time, findings contradict Herzberg's Theory as the same factor cannot be a source of satisfaction and dissatisfaction.		

Table 6. 14: **Career progression**.

In addition to linking rewards to employee satisfaction, Babakus at al. (2003) indicated that rewarding is perceived by employees as:

"… *genuine commitments on the part of management*" (p. 276).

This creates positive responses from employees. Through interviews staff members were presented with two opinions. The majority of staff (seven) indicated that financial rewards are linked to promotion, which are consequently linked to research and publications, and that they are not based on student feedback. **Thus, they do not depend on the quality of teaching, which is actually the main aim for the school.** Ultimately, this puts pressure on staff members as they are forced to balance their workload and research in order to be promoted and consequently rewarded. Furthermore, some staff members stated that there were financial rewards such as the VC award based on student feedback. Despite this, other staff argued that they did not have time to apply for this. Overall, it seems that the majority of staff were dissatisfied with the rewarding system. This aligns with Bustamam, Teng, & Abdullah's (2014) research that linked rewards to job satisfaction. This was also shown in the staff experience survey 2014 results that indicated that only 10% of staff thought the university sufficiently financially rewarded excellent performance. These findings contradicts literature by Hofmans et al. (2013) and Terera & Ngirande (2014) who found that rewarding is not related to job satisfaction although it affects employee retention.

As for non-financial rewarding through recognition, in two incidents staff indicated that through having published or by attending a conference as a speaker, they had received praise through the university website or internal newsletters and emails. That said, the majority of staff members indicated that working as an academic staff member was not recognised. They felt that not being recognised affected their satisfaction negatively. This aligns with Osakwe

(2014) who concluded that recognition has a positive impact on academic staff satisfaction. That said, the findings of the current research contradict Herzberg et al. (2010) who identified recognition as an intrinsic factor that can positively affect job satisfaction.

In the context of SBS it seems that rewarding is linked merely to publication and discounts the teaching and learning which are the main jobs of lecturers. Even with the VC award, lecturers need to apply, supporting their application with student comments and feedback and it is not driven by school management. As for the recognition it appears this needs to be handled positively by school management.

Table 6.15 represents the current research findings, literature, Herzberg's Motivation-Hygiene Theory and staff experience survey.

The current research	Literature	Herzberg's Theory	Staff Experience Survey 2014
Rewards do not depend on teaching → coded seven times as a source of dissatisfaction	Literature linked between rewards and job satisfaction.		Just 10% indicated that they either strongly agreed or agreed that "Excellent performance is financially rewarded by the University". While 87% stated that they strongly disagreed or disagreed with the same statement.
Recognition→ coded five times as a source of dissatisfaction	Literature suggested that recognition increase academic staff satisfaction.	Recognition as one of the intrinsic factors that can affect job satisfaction which are a source of dissatisfaction.	Half of the staff are satisfied with the recognition they receive, taking into consideration that the percentage of employees that believe their pay and benefits system to be fair to have declined from 80% (2011) to 76% (2014).
New insight: rewarding and recognition were mostly perceived as a source of dissatisfaction which agrees with existing literature and contradicts Herzberg's Theory. The findings also support the staff experience survey 2014 results.			

Table 6. 15: **Rewarding** and recognition.

b. Support staff

Support staff have been recognised as one factor that lead staff dissatisfaction. It was coded as a source of dissatisfaction ten times from three members of the staff:

> *"In order to be good academic we need good academic support in terms of time tabling, in terms of students support"* (St5, 7/5/2015).

In 2014 De Lourdes Machado-Taylor et al. indicated that along with the working environment, personal and professional development, facilities, and colleagues, support staff are considered as a source of academic staff satisfaction in Portuguese HE. The findings of this research contradict De Lourdes Machado-Taylor et al. (2014) and Noordin & Jusoff (2009) researches in that the supporting staff affecting academic staff were found to be a source of dissatisfaction.

As an extrinsic factor supporting staff are a source of dissatisfaction which aligns with Herzberg's Motivation-Hygiene Theory.

It is worth considering that in the current research support staff were a source of dissatisfaction for half of the students and part of the academic staff interviewed at SBS.

Table 6.16 summarises the current research findings, literature and Herzberg's Motivation-Hygiene Theory.

The current research	Literature	Herzberg's Theory
Coded ten times by three members of academic staff → as a source of dissatisfaction	• Literature mainly classifies supporting staff as a source of satisfaction for academic staff.	Supporting staff can be classified under personal relations and work environment; both are Hygiene factors that cause dissatisfaction.
New insight: supporting staff was perceived as a source of dissatisfaction which extends existing literature and aligns with Herzberg's Theory.		

Table 6. 16: **Supporting staff** and academic staff satisfaction.

c. Facilities

Findings from this research have indicated that facilities, whether IT services or physical services (figure 6.9), can be a source of satisfaction and dissatisfaction.
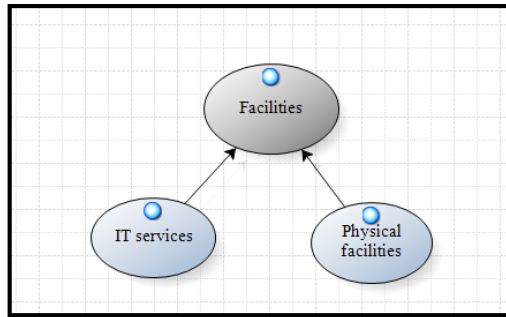
Figure 6.9: Facilities node and the two sub nodes IT services and physical facilities.

Four academic staff members indicated that the IT service were of low standard and that they could be improved upon. Moreover, half of them indicated that it is one thing that caused dissatisfaction. This agrees with the study done by Shin and Jung (2014) which indicated that there is a relationship between job satisfaction and extrinsic factors such as "Technology support". On the other hand, these findings contradict Adetoro's (2014) research which indicated that the availability and use of IT had no direct relation to job satisfaction of academic staff.

The findings of the current research agree with Herzberg (1989) Theory that there are factors that can lead to job dissatisfaction (Hygiene Factors) and one of these factors is working conditions including tools that the employee uses.

Table 6.17 compares the current research findings, literature and Herzberg's Motivation-Hygiene Theory

The current research	Literature	Herzberg's Theory
IT services was coded four times → as a source of dissatisfaction	Literature concluded that IT services affect academic staff satisfaction or there is no relation between IT services and satisfaction.	Working conditions are Hygiene factors that cause dissatisfaction.
New insight: IT services were perceived as a source of dissatisfaction which extends existing literature and supports Herzberg's Theory.		

Table 6. 17: **IT services** and academic staff satisfaction

On the other hand physical facilities were one of the reasons that four academic staff members were dissatisfied. That said, the new and modern facilities at Media City were a source of satisfaction for another two staff. These findings partially contradict Karabit-Yik & Anbar

(2008) and De Lourdes Machado-Taylor et al. (2014) who considered facilities as a source of academic staff satisfaction. Furthermore, these findings do contradict Herzberg's Motivation-Hygiene Theory, as factors which are classified as source of satisfaction cannot be a source of dissatisfaction. Moreover, it indicates that the working environement as tools and space are considered sources of dissatisfaction.

Table 6.18 compares the current research findings, literature and Herzberg's Motivation-Hygiene Theory.

The current research	Literature	Herzberg's Theory
Coded four times → as a source of dissatisfaction Coded once → as a source of satisfaction	Most of the literature concluded that facilities affect academic staff satisfaction.	Working conditions are Hygiene factors that cause dissatisfaction.
New insight: Physical facilities is mostly perceived as a source of dissatisfaction which extends existing literature and contradicts Herzberg's Theory.		

Table 6. 18: **Facilities** and academic staff satisfaction

d. <u>School environment</u>

Academic staff interviewed mentioned seven factors that relate to the school and working environment, which were: empowerment, training, organisational support, teamwork, autonomy, academic freedom, and respect (figure 6.10).
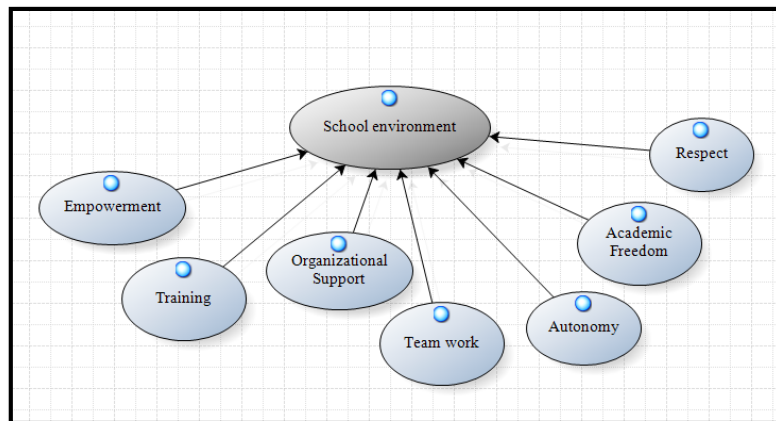
Figure 6.10: School environment node and related sub nodes

Research findings indicated that the academic staff interviewed were satisfied with levels of empowerment. They also stated that they did not require further empowerment and they were well supported by line managers. This agrees with Rafiq and Ahmed (1998) and Babakus et al.

(2003) who found that training and development programs are essential in order for empowered employees to become effective, and concluded that empowerment is positively linked to job satisfaction. Through the current research academic staff indicated that they have the authority to make decisions and to deal with issues related to their jobs. This is consistent with the research findings of Ashill at al. (2006) that empowerment permits employees to handle service delivery processes as well as deal with customer requests skilfully.

Table 6.19 compares current research findings about empowerment and literature.

The current research	Literature
Coded eight times → as a source of satisfaction	Linked empowerment positively to job satisfaction.
Insight: Current study supports the literature that empowerment acts as a source of satisfaction for academic staff	

Table 6. 19: **Empowerment** and academic staff satisfaction

It has been shown in the literature that training has been linked to job satisfaction (Babakus et al., 2003; Kim et al., 2009; Cheung and To, 2010). The data gathered from the academic staff indicated that SBS supports training, not just in direct cost (e.g. training cost and transportation), but indirect cost (e.g. covering lectures) which increases their satisfaction. Even though the interviewed staff members were not new, they all indicated that they had to attend training sessions continually which are related to their work or to their student supervision.

Despite that the majority of the interviewed staff were satisfied with the training provided, two were not. They had some concerns that the training conducted is not specifically tailored for them:

> *"It should be more customised its general course for all staff, all around the university, no it wasn't customised for business school"* (ST4, 28/4/2015) and that it is *"not about training; it's about ticking boxes to say they have done it"* (St6, 5/11/2015).

Moreover, all of the staff indicated that the training is unevaluated. These findings contradict literature that indicates the importance of assessing training needs, designing, delivering, and evaluating training in order to improve future training provision (Bimpitsos and Petridou, 2012).

Overall, it seems that the school is interested and cares about increasing staff knowledge and skills, as well as keeping this up to date. That said they still need to revise the training process and consider staff needs during its development.

Table 6.20 summarises the current research findings, literature and Herzberg's Motivation-Hygiene Theory.

The current research	Literature	Herzberg's Theory
It was coded six times → as a source of satisfaction. Coded twice → as a source of dissatisfaction	• Literature that training has been linked to job satisfaction. • Literature highlighted the importance of assessing training needs, designing, delivering, and evaluating the training in order to improve the training provided	Factors can either cause satisfaction or dissatisfaction.
Insight: Current study supports the literature that training is considered as a source of satisfaction. On the other hand, findings contradict Herzberg's Theory.		

Table 6. 20: Academic staff **training** and Job satisfaction

Organisational support is considered a factor that indicates management commitment to service excellence (Kim et al., 2009). The literature reviewed has confirmed a link between organisational support and job satisfaction especially in service providing organisations (Susskind et al., 2000; Kim et al., 2005; Kim et al., 2009). This is supported in the findings of this research as the majority of the interviewed staff members felt that supporting staff welfare is a part of the policy of SBS as well as being embedded in its organisational culture. They also indicated that the school supports them with their problems, which makes them feel that they can rely on management. Management also support staff with their careers and through their personal development reviews. Thus, this psychological process creates a trust link between employees and SBS, which consequently increase employee commitment and satisfaction (Kim et al., 2009). It also seems that support depends largely on line managers. Several respondents indicated that they receive support from their line manager.

Table 6.21 compares organisational support in the current research, literature and Herzberg's Motivation-Hygiene Theory perspectives.

The current research	Literature	Herzberg's Theory
It was coded six times → as a source of satisfaction Coded twice → as a source of dissatisfaction	Linked between organisational support and job satisfaction.	Factors can either cause satisfaction or dissatisfaction.
Insight: Current study aligns with the literature that organisational support affects academic staff satisfaction. Findings contradict Herzberg's Theory.		

Table 6. 21: **Organisational support** and academic staff satisfaction

Throughout analysis of data, academic freedom was cited four times. A staff member mentioned that he had the freedom to do what he felt appropriate in terms or teaching, research or expression without bullying, pressure or harassment, and another explained that she had a voice where she could express her opinions. Both staff members demonstrated throughout their interviews that their academic freedom is a source of satisfaction. On the other hand, another two expressed their dissatisfaction with the degree of freedom and mentioned that they actually feel constrained. It was interesting that only half of the interviewed staff discussed this during interviews. This implies that either they are satisfied which is why they did not mention it or that it is unimportant to the staff. This potentially could be the reason as they tended to mention factors that either caused satisfaction or dissatisfaction. The literature highlighted the link that exists between academic freedom and job satisfaction and stressed its importance (de Lourdes Machado-Taylor, 2014; Houston et al., 2006; Verhaegen, 2005). These findings contradict Herzberg's Motivation-Hygiene as the same factor (academic freedom) causes job satisfaction and dissatisfaction (Table 6.22).

The current research	Literature	Herzberg's Theory
Coded twice → as a source of satisfaction Coded twice → as a source of dissatisfaction	Linked between academic freedom and job satisfaction.	Factors can either cause satisfaction or dissatisfaction.
Insight: Current study aligns with the literature that academic freedom affects academic staff satisfaction. Findings contradict Herzberg's Theory.		

Table 6. 22: **Academic freedom** and job satisfaction

During the interviews 'Autonomy' was not a factor mentioned by the staff. It was mentioned by less than half of staff and only one of them was dissatisfied with the level of autonomy at

SBS. This contradicts Bellamy & Watty (2003), Watty et al. (2008). Renzulli et al. (2011) and Osakwe (2014) who indicated that autonomy is the most important factor that affects staff satisfaction representing the positive aspects of academic life quality. Furthermore, two of them suggested that it is one of the main reasons for why staff remain in academic fields (table 6.23).

The current research	Literature	Herzberg's Theory
Coded twice → as a source of satisfaction Coded once → as a source of dissatisfaction	Concluded that autonomy is the most important factor that affects academic staff satisfaction.	Factors can either cause satisfaction or dissatisfaction.
Insight: Current study findings did not highlight autonomy as an important factor as in Literature. Furthermore, findings contradict Herzberg's Theory.		

Table 6. 23: **Autonomy** and academic staff satisfaction

Interviewees also did not pay attention to respect as a factor, except in two cases where one was very satisfied and another very dissatisfied. Again these findings support literature that highlights the concept that organisations that treat their employees with respect help create workplace environments that promotes loyalty and engagement. This leads to satisfaction (Lockwood, 2007). Also it has been stated that respect affects staff satisfaction (Bozeman & Gaughan, 2011). That said, these findings contradict Herzberg (1989) as this factor is both a cause of satisfaction and dissatisfaction (table 6.24).

The current research	Literature	Herzberg's Theory
Coded once → as a source of satisfaction Coded once → as a source of dissatisfaction	Respect has a positive effect on academic staff satisfaction.	Factors can either cause satisfaction or dissatisfaction.
Insight: Current study findings did not highlight respect as an important factor that affects staff satisfaction as in Literature. Furthermore, findings contradict Herzberg's Theory.		

Table 6. 24: **Respect** and academic staff satisfaction.

Throughout this research teamwork was mentioned twice as a source of satisfaction; it was not a primary factor and it was just mentioned in positive terms. This is contrary to the research findings of Renzulli et al. (2011). They felt that support from co-workers is strongly related to

job satisfaction. Teamwork was found to be positively related to job satisfaction in several scholarly works (Houston et al. 2006; Rhodes at al. 2007; Volkwein and Parmley 2000 cited in Ahmed et al, 2010). The current research findings contradict Herzberg (1989) as relations between peers are considered a source of dissatisfaction (table 6.25).

The current research	Literature	Herzberg's Theory
Coded twice → as a source of satisfaction	Teamwork was positively related to job satisfaction.	Personal relations are Hygiene factors that cause dissatisfaction.
New insight: Teamwork was not one of the main factors that affects staff satisfaction, which extends existing literature and contradicts Herzberg's Theory.		

Table 6. 25: **Teamwork** and academic staff satisfaction

Overall, throughout the second section staff members were asked to discuss and assess quality factors that affect their satisfaction along with factors that they consider indicator of management commitment to quality. Job design, facilities, supportive staff and school environment were some factors mentioned by academic staff. The results of this research support some literature regarding the relation between some factors such as job design, facilities, supportive staff and academic staff satisfaction. It also revealed that some factors were unimportant to staff such as autonomy and team work. In general, despite a distinct level of dissatisfaction academic staff members were generally satisfied and they agreed that management commitment to quality affects their satisfaction. This aligns with Forrester (2000) and Babakus et al. (2003) who confirmed that management commitment to service quality has an impact on job satisfaction. They emphasised the need to measure the commitment to quality from the employee perspective.

Through the interviews academic staff pointed out that management commitment to quality means:

- Providing appropriate resources to help them to do their jobs.
- Having a clear communication strategy.
- Supporting academic staff to do more research

These were among the factors staff used to define management commitment to quality. These findings align to Cheung and To's (2010) definition of management commitment to quality

(section 2.4.1) that management needs to provide resource and engage in activities that create a culture for quality service.

The current findings **support all factors mentioned in the literature as an indicator of management commitment to quality. That said the reward related factors** amongst academics means that **research paper production is the rewarded activity and of higher value than teaching**.

Part one summary:

Now it is useful to review some points:

- As this study was conducted using a qualitative approach with PG students who are taught through Block delivery mode, it should be noted that quality factors mentioned are slightly different than in previous researches. Moreover, some factors such as teaching mode have been highlighted as affecting student satisfaction. The international experience, in addition to having international students and staff on campus enriched student experience and caused satisfaction. Academic staff, lectures and facilities provided by the school were the most important factors from student points of view.

- On the other hand, academic staff had their own unique factors that affected their satisfaction. Using the qualitative approach gave staff freedom to express their feeling and talk about things that they consider important. It was interesting to find out that academic freedom, team work and autonomy were not mentioned in the majority of interviews. Workload, rewarding and career progression were amongst the most common factors discussed by the staff.

- It is also worth mentioning that facilities and supporting staff were common factors for both staff and students.

- It was also noted repeatedly that different factors acted as sources of satisfaction and dissatisfaction contradicting Herzberg's Motivation-Hygiene Theory (1989). This supports Johnston's research (1995) that sources of satisfaction are not always contrary to sources of dissatisfaction.

- The research findings support the idea that management commitment to quality affects both customer and employee satisfaction (Azadehdel et al., 2013; Cheung and To, 2010; Malhotra & Mukherjee, 2004).

To summarise this first part which examines the relation between management commitment to quality and satisfaction, both **students and staff members agree that school management through their commitment to quality affects satisfaction in a positive way**. This draws attention to the fact that both students and staff members were satisfied with the quality offered by the school, meaning that the **link between management commitment to quality and student satisfaction is positively linked, and the connection between management commitment to quality and staff satisfaction is equally positive**.

As discussed in Chapter two the Balance Theory argues that people try to find consistency in their life's relations through equilibrium and that a lack of equilibrium causes unbalanced and unpleasant states from which people try to find and restore their equilibrium. It also states that in the three elements model proposed by Heider in 1946 balance occurs when there are three positive relations or two negative and one positive between elements. **In the current research the links between management commitment to quality (from one side) and students and academic staff satisfaction (from the other side) are positive. According to Balance Theory this means that there is a positive relationship between student and academic staff satisfaction**.

Despite the difference between this research and the research of Frey et al., (2013) in that:

- This research is *qualitative*, while the study by Frey et al., (2013) is *quantitative*.
- This research applied the ***Balance*** Theory using three elements as in Heider's original model, while the study by Frey et al., (2013) suggested that the client as a "person with more social power" is the most powerful part in the professional services triadic relationship, and this convinces others (employees) to amend their attitudes.
- This research was conducted in SBS in the UK. The study by Frey et al., (2013) was conducted using data subjects that were within professional services in EU nations.

Despite these differences both researches conclude that by applying Balance Theory there is a positive relation between students and academic staff satisfaction.

6.1.2   Part two: satisfaction and feedback

In the previous part student satisfaction was evaluated based on their perception of management commitment to quality (section 6.1.1). In this part, findings of the research will be linked to the literature discussed in Chapter Two, and will be divided into two sections. The first one will discuss if the student feedback is affected by their satisfaction (Link 1) and the second part will discuss the impact of feedback (perceived appreciation) on academic staff satisfaction (See Figure 6.11).
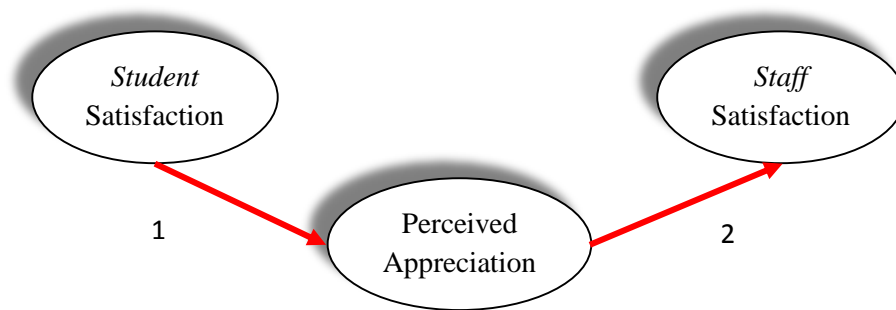
Figure 6.11: Perceived appreciation role in the relation between student satisfaction and staff satisfaction.

Student satisfaction and perceived appreciation (link 1)

Satisfaction has always been an important concept in marketing. Satisfaction has been defined as a post purchase phenomenon where customers compare the input / output ratio with others (Yi 1990, cited in Parker & Mathews 2001; Giese and Cote, 2002). Wilkins & Balakrishnan (2013) stated that it is not determined by teaching and learning experiences, but rather it depends on overall experience.

As with any other service provider, by focusing on student satisfaction, universities have a guide as to how effectively they meet (or exceed) their student needs. This leads to a higher level of loyalty, higher consumption and higher acquisition of new students, in addition to student retention, motivation and fundraising (Petruzzellis et al., 2006; Fontaine, 2014).

Additionally, there is a relationship between satisfaction and positive "*word of mouth*" (Alves & Raposo, 2010; Elliott & Shin, 2002).

Using the dyadic sampling technique (section 4.8) this part will explore student satisfaction with a specific lecturer. The concept of selecting a specific lecturer was made in order to connect a student to a lecturer and evaluate whether the student was satisfied or not and the effect of their feedback on lecturer satisfaction.

Academic staff were the first factor mentioned by students as an indicator of service quality offered by SBS (as highlighted in section 5.1.1). Literature defined effective lecturers as being competent, well organised, friendly, always involving students, and as a readily available. A lecturer who fulfils these criteria influences student satisfaction (Chireshe, 2011; Hill et al., 2003). Through this, students were asked to name specific lecturers and questioned in regards to several factors they consider important in a lecturer such as:

- Teaching.
- Communication skills.
- Friendless.
- Ability to understand their needs to assess satisfaction with the lecturer.

Subsequently, they were asked about their feedback and whether they tried to send it to their lecturer by direct or indirect means.

Teaching and experience

Research findings give high importance to academic staff (section 5.1.2); students were generally satisfied with their lecturers teaching and experience. This aligns with Hill et al.'s (2003) research findings indicating that students appreciate lecturers who have good knowledge about the subject and who are organised. This also was supported when academic staff mentioned that they feel that their experience (either academic or the industrial fields) is appreciated. This experience reflects in the course material and the examples lecturers use in their teaching. Northrup (2002) in his research found that students usually show more satisfaction if the course material involves real life examples, cases and facts (Kashif & Ting, 2014; Northrup, 2002) (table 6.26).

The current research	Literature
Coded twenty times → lecturer's knowledge and experience is a source of satisfaction	Lecturers who: have subject knowledge, organised and use real life experience act as a source of satisfaction.
Insight: Current study supports the literature: academic staff teaching and experience affects students' satisfaction.	

Table 6. 26: Academic staff **teaching and experience** and its effect on students' satisfaction

Communication Skills

Communication has been defined as both formal and informal means that are used to share information. This has been related to a lecturer ability to explain complicated issues clearly (Hefferman et al., 2010). Moreover, it is one of the characteristics that Voss (2014) and Voss & Gruber (2006) identified in effective instructors. Through interviews some students mentioned that being able to participate in the lecture was reason for satisfaction. This agrees with the literature and specifically Brophy's (2001) research that lecturers must perform different tasks in addition to their teaching. These include providing feedback, stimulating students motivating them, and assisting engagement in the learning process (Brophy, 2011 cited in Long et al., 2013). This also agrees with Northrup's (2002) research, which stated that course design should have potential to initiate rich communication and it has an impact on student learning and satisfaction.

At SBS, communication was not limited to the lectures. Students found that they were able to book appointments with their lecturers even though they were increasingly busy. This was a source of satisfaction for the students. This agrees with the research of Oldfield & Baron (2000) which indicates that showing courtesy and genuine interest towards students has great benefits and cost nothing. Moreover, some students explained that in some cases they just go for quick and urgent consultation. According to the interviewees most of the academic staff members were accessible either through their office hours or by booking an appointment. Voss et al. (2007) indicated that approachable members of staff affect student satisfaction.

Furthermore, Kim and Sax (2009) stated that contact between faculty and students, either inside or outside class, increases student development and aids their learning outcomes. Long

et al., (2013) also indicated that interaction between student and lecturer is imperative to the learning process as well as knowledge construction and social relationships. Invariably, this process of exchanging information about educational content is essential for learning, as it affects student satisfaction. Long (2013) indicated that staff should be able to understand the diverse, different natures and backgrounds of students. This was the case for SBS interviewed students who indicated that most staff members understood their needs and were capable of considering the different backgrounds of students.

That said, these findings contradict Herzberg's Motivation-Hygiene Theory. Considering communication as a part of student working conditions and interpersonal relations, it should be a source of dissatisfaction, not satisfaction. These findings are outlined below in table 6.27.

The current research	Literature	Herzberg's Theory
Coded sixteen times → as a source of satisfaction Coded four times → as a source of dissatisfaction	Lecturers' communication with students inside and outside classes increase learning outcomes and it affects students' satisfaction.	Factors can either cause satisfaction or dissatisfaction.
Insight: communication is mostly perceived as a source of satisfaction which extends existing literature and contradicts Herzberg's Theory.		

Table 6. 27: **Communication** and students satisfaction

Friendly and Fair

In their researches Voss and Gruber (2006) and Chireshe (2011) linked friendly and fair staff to effectiveness. Their findings indicate that being friendly and fair are amongst the characteristics that are perceived by students to define effective lecturers. Overall, these findings were supported throughout the study research. The current study findings point out that friendly lecturers encourage students to ask questions which affects their learning process and satisfaction. In addition, students mention that fairness is not merely in relation to their grades but also in the manner of their treatment, which links again to the communication (table 6.28).

The current research	Literature	Herzberg's Theory
Coded seventeen times → as a source of satisfaction Coded three times → as a source of dissatisfaction	Friendly and fair lecturers contribute to students' satisfaction.	Factors can either cause satisfaction or dissatisfaction.
Insight: being a friendly and fair lecturer is mostly perceived as a source of students' satisfaction. This aligns with existing literature and contradicts Herzberg's Theory.		

Table 6. 28: **Friendly and fair** academics and its effect on students satisfaction

Overall satisfaction

Overall, through analysis of the interviews (section 5.1.1 and 5.1.2) most students were satisfied with their lecturers because of their knowledge, experience, and teaching skills. Despite that, all of those lecturers were busy in both student's opinions and lecturers' statements that their workload is high; that said, most were accessible to their students. Their communication skills and grades provided students with the feeling that they were fair and that they did not differentiate between students. Those lecturers also took into consideration the student backgrounds and managed to help them by understanding their needs whether home or international students. This agrees with Long et al. (2013) who stated in their research that a good lecturer has three dimensions:

1. Competence - referring to the degree the lecturer is perceived as a source of knowledge by students.
2. Care - referring to the extent that the lecturer expresses concern and attention about students.
3. Character – referring to the extent that a lecturer is considered honest and trustworthy by students.

Furthermore, students expressed that when they were satisfied with a lecturer it encouraged them to attend further classes with this particular lecturer and recommend them to other students. This agrees with Devinder and Datta (2003) research.

Relation between satisfaction and feedback

Students at SBS demonstrated that they were generally satisfied. The following step was to investigate how their satisfaction affected the feedback they gave.

Customer positive feedback has been defined as customer communication with the supplier to express the overall satisfaction with the service or product offered (Söderlund, 1998). This feedback can help improve service in the case of constructive suggestions. Literature findings suggest that there is a positive and significant correlation between satisfaction and positive feedback (Söderlund, 1998; Tohidinia and Haghighi, 2011). However, the current research findings contradict this literature. Even though most of interviewed students were satisfied with their lecturers, less than half of them (eight) expressed positive feedback to their lecturer. The remaining students thought that the lecturers did not care or that they simply did not think about doing this. These findings contradict Söderlund (1998) and Tohidinia and Haghighi (2011) but are consistent with Saha and Theingi, (2009), who indicate that there is a weak positive relation between satisfaction and feedback. Furthermore, this may be further explained by the research of Hofstede (1986). His research classified the UK as a country with high individualism and according to Saha and Theingi (2009) feedback is more important in collectivist communities (table 6.29).

According to the literature feedback is available in collective societies but the UK is not one of those. Thus, despite SBS's international culture and students from diverse backgrounds and cultures students act according to the culture of the country where they are studying.

The current research	Literature
More than half of the interviewed students (Twelve students) **did not** provide a feedback, despite that there were satisfied. Eight students provided feedback	There is a strong link between satisfaction and positive feedback.
New insight: research findings suggest that there is a weak and insignificant relation between satisfaction and feedback which contradicts existing literature.	

Table 6. 29: Students satisfaction and feedback

These findings question the reliability of the student surveys that are used to measure the satisfaction of students. Most students agreeing to participate in this research had an issue they wanted to share. This implies that students with an unhappy experience tend to share their experience more than others. This aligns with the PTES 2015 response rate. The response rate was just 16% at UoS whereas the sector response rate was 29%. This low response rate highlights a need to change the feedback culture in HE.

Overall, findings from this section indicate that the first link between student satisfaction and positive feedback (perceived appreciation) is not activated even though students were satisfied. It also contradicts findings of Frey et al., (2013) that showed how satisfied clients express feeling of satisfaction with service they receive through positive feedback and provide more rapid feedback than that the employees may receive from supervisors (figure 6.12).
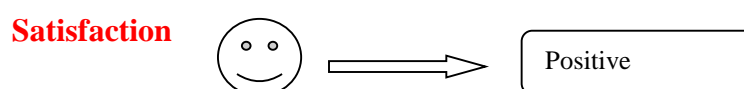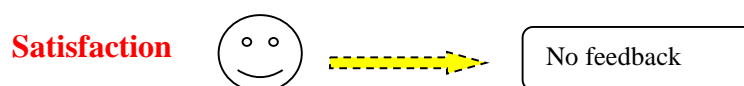
Figure 6.12: Relation between satisfaction and feedback

Perceived appreciation and academic staff satisfaction (Link 2)

The feedback employees receive can be from supervisors as well as co-workers or customers. The current research is concerned with feedback from students. As mentioned in the last chapter (section 5.1.2) there were different ways in which academic staff assessed student satisfaction such as MEQs, reflection, direct conversations, and reception of emails or cards.

Research results revealed that most academic staff members are highly affected by positive feedback, as it increases their satisfaction. Moreover, one of them stressed the importance of this positive feedback by saying:

"I think it's the reason we all come into teaching" (St1, 5/11/2014).

Despite that one member of staff stated that although he appreciates positive feedback it does not do anything for his career:

"What good does it do me and my career, absolutely nothing!" (St6, 5/11/2015).

This is consistent with Herzberg's Motivation-Hygiene Theory and supported by Kacel et al. (2005) who state that there is a relation between motivators and job satisfaction. According to

Theory the two main motivators are *achievement* and *recognition* - this has been defined as receiving "*direct feedback*" (Herzberg, 1987) (as it was explained in section 2.2.4). In her research Winfrey (2009) stressed that perceived appreciation from students affects tutors in a positive way.

Despite this positive relation in the current research, academic staff had different reactions towards negative feedback. The majority indicated that it affects them negatively:

"*You always take it personally*" (St1, 5/11/2014).

While two lecturers indicated that negative feedback does not affect them. Overall, staff agreed that the source of negative feedback determines its value. Receiving feedback from good students whether positive or constructive is what academic staff care about.

To summarise, results reveal that positive feedback affects academic staff satisfaction while in the case of negative feedback it depends more on the student and it may not be considered by staff (table 6.30).

The current research	Herzberg's Theory
Positive feedback contributes to academic staff satisfaction. **Negative** feedback contributes to academic staff dissatisfaction depending on the feedback source.	• Perceived appreciation (**positive** feedback) is one of the motivators that contributes to employees' satisfaction. • **The theory did not mention the effect of negative feedback**.
New insight: positive feedback is mostly perceived as a source of satisfaction which extends existing literature and contradicts Herzberg's Theory.	

Table 6. 30: Feedback and academic staff satisfaction

Part two summary:

Through the second part of this chapter I explored whether there is an indirect relation between student and academic staff satisfaction through perceived appreciation (feedback). **It appears that this relation is not activated, as not all students wanted to share their feedback with their lecturers whether satisfied or not**. Moreover, some of them thought that lecturers did not care. These thoughts were related to lecturer behaviour through their lectures. That said, although positive feedback affects lecturer satisfaction, negative feedback

is linked to student academic achievement and personality. So in order to consider this negative feedback it should originate from a good student. Overall, it can be argued that **students underestimate the importance of giving feedback to their academics which in turn reduces the likelihood of the staff to be motivated to teach (Figure 6.13).**

At professional services, Frey et al., (2013):

| Satisfied Customers' | ☺ ⟹ | Positive feedback | ⟹ ☺ | Employees' satisfaction |

At SBS:

| Satisfied Students' | ☺ ⇢ | Feedback | ⟹ 😐 | Academic staff |
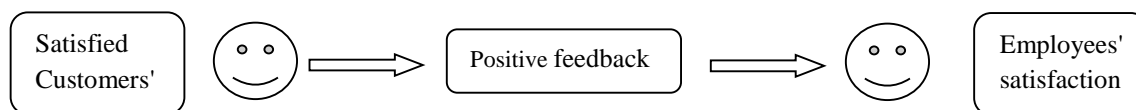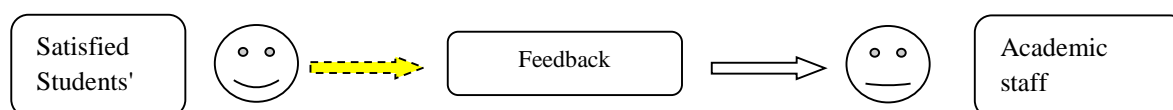
Figure 6.13: Comparison between Frey et al., (2013) research conclusions and this research.

6.2   How does the marketisation affect PG student perceptions of HE?

As presented in the analysis chapter (section 5.2) students were asked to determine sources of information that affected their experience and consequently their satisfaction. In the literature it has been stipulated that consumer perceptions may be influenced by the prior experiences. This may be either with the same provider or a similar one. Similarly, direct, indirect explicit or implicit information received from institutions before enrolment has a role in student perception (Devlin et al., 2002; O'Neill, 2003; Sultan & Wong, 2013; Zeithaml et al., 1993). This aligns with students interviews, as they had built their expectations on past experiences (either at SBS or any other educational institution), through information sent by SBS through its website, school rankings and finally open days organised by the school (section 5.2). Despite various sources of information being evident it seems that student past experiences were the main source that provided them with a concept about what to expect and determined their expected standards of future service which they used to make their evaluations.

One finding of the current research indicated that for those students who had previous experience of SBS and were satisfied, this was the main motive encouraging them to choose SBS when decided to study for a PG degree qualification. This agrees with the literature that a

positive perception is the main aim for any organisation. It will help to retain and attract new customers and as the literature indicated there is a strong relation existing between positive perceptions of service quality and customer retention and loyalty. This is also related to studying further at the same institution (Caruana, 2002; Petruzzellis et al., 2006; Sultan & Wong, 2013; Venetis & Ghauri, 2004). It is worth to highlight that eight of the students interviewed had taken their undergraduate degree at SBS. **This implies that SBS had succeeded in building positive perceptions during previous degree programmes**.

Through the discussion into the price and its effect on the student satisfaction all interviewed students agreed that the price they had paid (whether they were home or international students) was used as an indicator of the quality of service they had anticipated (section 5.2). Despite this, it was mentioned that international students pay too much in comparison to home students. Overall, most students were satisfied with the service that they received. This might be explained by the research by Angell et al. (2008) which found that PG students are different from UG students, as they consider overall expenditure secondary to the knowledge and quality of service they receive.

Even though interviewed MBA students were satisfied one mentioned that she expected a service worth paying for. When she and her colleagues had a problem in a module they complained to the director and behaved like customers because they pay more than the MSc students:

> *"We are paying customers and we want the best for the money we pay for it... I'm paying a lot of money for it and I will make sure that I get the maximum that I paid for".* (St1S3, MBA student, 12/5/2014).

This agrees with the research by Voss et al. (2007) who discussed that the introduction of tuition fees will probably create a consumerist approach. Moreover, they stressed that universities should offer value for the money that they receive from students. The MBA student interview also agreed with Gruber et al. (2010) in regards to introducing the:

> *"… price variable in the Zeithaml et al. (2008) model of customer perceptions of quality and customer satisfaction, may have an impact on student satisfaction as well"* (p. 119).

In addition to previous experience and fees literature linked grades to students perception of being customers. Different research has investigated whether there is a direct relation between grades and student satisfaction. In 2001 Elliott & Healy suggested that a relation exists between grades, student retention and satisfaction. Unlike Gruber et al. (2010) who indicated that student class ranking could also impact satisfaction, Dong & Lucey (2013); Lazibat et al. (2014) and Umbach & Porter (2002) concluded that there is a relation between student performance (reflected by their marks) and satisfaction. **The findings of this research challenge previous researches. In this current research the majority of the students interviewed at SBS stated that grades had none or only a slight impact on their evaluation (figure 6.14).** Even when low grades were achieved they were satisfied with the tutor because either:

- It was a group task.
- They felt that they were still learning and receiving low grades was part of the learning process.

This was true throughout except for two cases. One occurred when there was a problem with marking and the student did not feel that he received the necessary support. The other incident highlighted that a student failed a course because of improper communication (in her opinion). This agrees with the findings of Bean and Bradley that there is no evidential correlation between grades and student satisfaction (Bean & Bradley (1986) cited in Umbach & Porter, 2002). **These findings contradict Herzberg's Motivation-Hygiene Theory which considered recognition for achievement (grades in this case) as a source of satisfaction; most of the students in this research agreed that it had no effect on their satisfaction**.
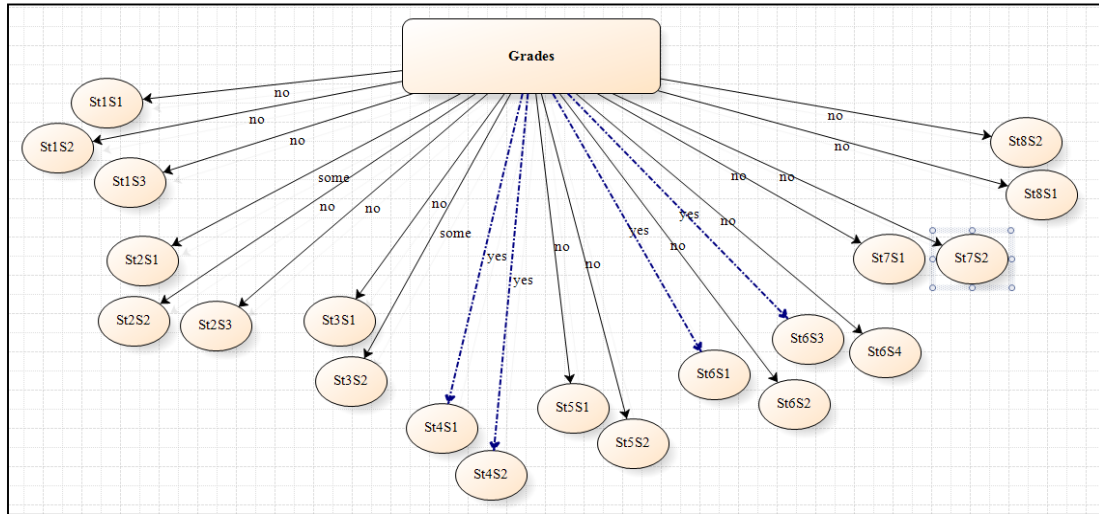
Figure 6.14: Students' feedback regarding grades.

Finally, it seems that the tuition fees along with the service provided increased student feelings of being customers of the HE system (seventeen students out of the twenty interviewed). The fees students pay along with the school marketing communications and previous experience, make students capable to assess the service provided and this adds to their feeling as customers. That said, PG students had a mature approach to learning and did not expect to receive a high grade as results of paying fees. This contradicts researchers such as: Finney & Finney (2010), Clayson & Haley (2005) and Parsell (2000). Moreover, the findings of this current research argue there is a weak link between grades and satisfaction (Figure 6.15).
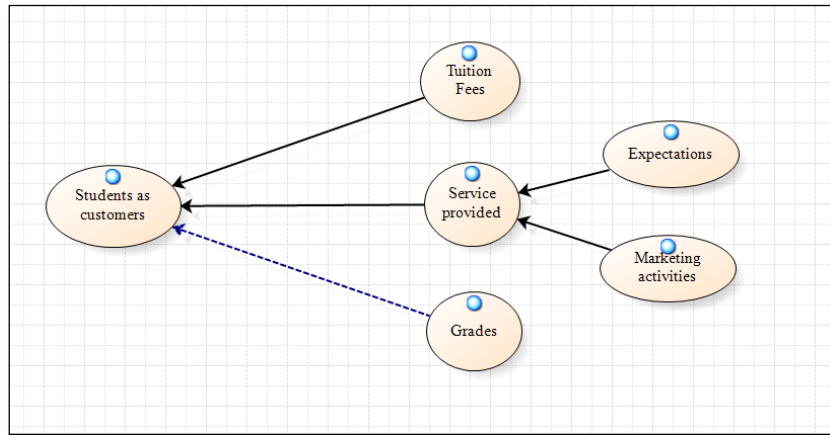
Figure 6.15: The effect of tuition fees and service provided by the school on students perception of themselves as customers.

6.3   Chapter summary

In this chapter findings from interviews (Chapter 5) were discussed and compared to the literature considered in chapter 2. The discussion shows that **students and staff are satisfied with the service quality provided by SBS management**. When applying **Balance Theory this supports a positive relation between student and academic staff satisfaction** at SBS. This means that there may be a relation between these based on the Balance Theory.

Comparatively, interviewees revealed that being a satisfied student does not mean that you provide positive feedback to your lecturer. Nonetheless, lecturers indicated that positive feedback affected their satisfaction and some indicated that they were affected by negative feedback too. This means that by applying **Herzberg's Motivation-Hygiene Theory** the **relation between student and academic staff satisfaction exists but it is not activated since students do not actually feedback.**

Furthermore, this chapter discussed the effects of HE commercialisation on PG student perception. The findings suggest that **PG students consider themselves HE customers**.

The next chapter will summarise the thesis, contributions of the research as well as the limitations and future research possibilities.

Chapter Seven: Conclusion

This is the final chapter of the current research. Firstly this chapter will revisit the research rationale and look again at how the research was conducted. It then reviews the contributions to knowledge, methodology and practice. Then Klein & Myers' (1999) guidance for interpretive research evaluation will be used to outline and research limitations. The final part of the chapter focuses on potential future directions for future studies in this area building on the knowledge acquired in the current study.

7.1 Research summary

The aim of this research was exploration of the relation between PG student and academic staff satisfaction within the context of commercialised HE.

As discussed in the introduction and literature review there is a lack of literature that covers the relation between student satisfaction and academic staff satisfaction. With increased commercialisation of the HE sector the relationship between student satisfaction and academic satisfaction is very important (Nassar & Heinze, 2016; Tomlinson, 2016). The current study builds on previous established research such as those of Bhaskar & Khera (2013) and Jeon & Choi (2012) who investigated the relation between employee satisfaction and customer satisfaction in commercial environments. However, the current study adopts an opposite perspective for studying this relationship following Frey et al., (2013) who researched the relation between customer satisfaction and its impact on employee satisfaction in professional services companies.

The tension of the drive to commercialise in the HE field is part of another related debate of whether we should consider students as customers (DeShields Jr et al., 2005; Yeo, 2008) or not (Finney & Finney, 2010; Svensson & Wood, 2007) (as argued in chapter 2). This debate is answered in the current study with an original angle targeting taught PG students on block delivery modes of teaching and learning at SBS (as discussed in chapter 3).

Consequently, in order to generalise findings of this work to theory, two theories were combined: Balance Theory and Herzberg's Motivation-Hygiene Theory. This was justified in chapter 2.

The research aim was explored using an interpretive paradigm that accommodates the exploratory nature of the current study. Due to the social nature of the current research, a qualitative interpretive approach has been implemented through in-depth semi-structured interviews. Using Critical Incident Technique interviews were conducted with twenty PG students and eight academic staff mentioned by students in their critical incidents.

In order to evaluate the research outcome each research question has been addressed using the structure of interpretive research contributions suggested by Walsham (2006):

> *"Construct our piece to aim at a particular type of **audience** or audiences. In addition, we can ask to **what literature** we are aiming to contribute. Thirdly, what does the piece of written work claim to **offer that is new** to the audience and the literature? Finally, how should others **use the work**?"* (Walsham, 2006: p. 326).

The first question addressed in this study is:

Q1: How can PG student satisfaction be linked to academic staff satisfaction and explored in relation to Herzberg's Motivation-Hygiene Theory and the Balance Theory?

Based on the adopted conceptual framework, two theories were used to explore the relation.

- **What is the audience?** - The audience for this question are researchers who are asking for more work in subject areas such as management commitment to quality (Sureeyatanapas, Yang, & Bamford, 2015; Cheung & To, 2010; Babakus, Yavas, Karatepe, & Avci, 2003), service marketing (Svensson & Wood, 2007) service quality in the HE sector (Jackson & Helms, 2011; Munteanu et al., 2010) and particular those who are interested in intensive block teaching models (Karaksha et al., 2013; McCarthy, 2010).

- **What literature?** - The findings of this research will contribute to HE management research literature that addresses the service quality factors that affect PG student satisfaction. As argued by Jancey & Burns (2013) few scholars evaluated the satisfaction of PG students. It will also contribute to literature concerned with academic staff satisfaction (Mustapha & Ghee, 2013; Sabharwal & Corley, 2009). Finally, this research responds to the recommendations of Frey et al. (2013). Their recommendations emphasises a need to investigate the relationship between customer satisfaction and employee satisfaction in service contexts.

- **What is new?** - The Balance Theory was used as a proxy to explain the effect of management commitment to quality on relations between PG student satisfaction and academic staff satisfaction. The findings revealed that in terms of service quality **PG students have similar needs as UG students**. This contradicts Jancey & Burns (2013) who concluded that PG students have different needs to UG students. In the current research, students mentioned service quality factors they consider important and essential to them. These included academic reputation, staff teaching abilities, approachability of teaching staff, learning resources and physical learning environment such as campus, building and classrooms. The same factors were identified in research conducted with UG students (Yusoff et al., 2015; Coskun, 2014; Sumaedi & Bakti, 2012; Briggs, 2006; Oldfield & Baron, 2000).

Having done this work, the contribution to the theoretical understanding of student satisfaction is definable as;

- The overall pleasure and enjoyment perception achieved by a student
- The feeling that results when student expectations of teaching, facilities and learning support are met or exceeded by the experience of reality.
- The sum of student expectations based on their previous experience, word of mouth and educational institution promises (through their websites, open days and marketing communications). These expectations are related to the educational aspects as well as campus life.

Furthermore, through the literature review it was demonstrated that previous research investigated management commitment to quality in different sectors:

- Manufacturing sector (Sureeyatanapas et al., 2015).
- Service sectors such as public sector of governmental department, health care, banking and hotels (Cheung & To, 2010; Rod & Ashill, 2010; Kim et al., 2009; Ashill et al., 2008; Babakus et al., 2003).

The literature highlighted organisational support, training, empowerment and rewards as factors that demonstrate the management commitment to service quality. The current findings **support all but rewards factors**; amongst academics the **rewards are research activity**

focused and not for high quality teaching. The contribution to knowledge is that the **HE sector has moved into a commercial age but its teaching and quality systems have not kept pace with this commercialisation**.

It was found that PG students and academic staff at SBS were overall satisfied with the management commitment to quality at SBS. This is despite their partial dissatisfaction with the quality of some services offered to them by SBS. Thus, management commitment to quality affects both student and academic staff satisfaction positively. By applying the Balance Theory, **there is a demonstrable relation between student satisfaction and academic staff satisfaction**. **This means that when applying Balance Theory if students are satisfied academic staff are also satisfied.**

That said, the second part of the conceptual framework used Herzberg's Motivation-Hygiene Theory to explore this relation. It was noted that PG students were not keen on expressing feedback. Though the majority were satisfied with the lecturers less than half of the students expressed this satisfaction to lecturers. **These findings contradict the literature that suggests there is a positive and significant relationship between satisfaction and positive feedback** (Tohidinia & Haghighi, 2011; Söderlund, 1998). This also **challenges the reliability of student surveys being conducted to measure satisfaction of students. The current study found that unhappy experiences are shared more rapidly and this highlights the need to change feedback cultures in HE.**

Moreover, most of the academic staff members stated that they were affected by positive feedback. At the same time they all stated that negative feedback might only affect them depending on the type of student giving the feedback. The academics said that if the students were "good students" their views would have more impact compared to those students who were less engaged with their learning.

This finding means that depending on the type of student, feedback might act as a source of dissatisfaction therefore making it a "hygiene factor". This contradicts Herzberg's Motivation-Hygiene Theory, which declares that factors affecting satisfaction (Motivators) cannot be the same as those affecting dissatisfaction (Hygiene Factors).

The role of feedback contributes to Herzberg's Motivation-Hygiene Theory understanding within HR settings. His original theory did not consider the effect of negative feedback. That said Herzberg Motivation-Hygiene theory should be amended to consider negative feedback when used in the HE context. This aligns with the findings of Johnston (1995) which were applied to the banking sector.

However, although this research was not designed to test the **Herzberg's Motivation-Hygiene Theory**, some points of his Theory were supported through the current study, such as the effect of workload and IT services. In this current research these are examples of working condition factors that impact on satisfaction. **Comparatively, other points contradicted his Theory through the consideration of factors such as:**

- Facilities
- Communication process between students and academic staff
- Effect of grades on student
- Administrative staff

Some suggested that these factors were sources of both satisfaction and dissatisfaction. **These finding support other critics of Herzberg's Motivation-Hygiene Theory who argue that the same factors can be both motivators and hygiene factors** (Byrne et al., 2012; Oshagbemi, 1997; Ssesanga & Garrett, 2005)**.**

Overall, by using Herzberg's Motivation-Hygiene Theory **we can see that there is a relation between PG student satisfaction and academic staff satisfaction. This means that when applying Herzberg's Motivation-Hygiene Theory, having satisfied students means that the academic staff are also satisfied. However, there is a disconnect. This is due to the fact that students do not actively share their positive feedback with their lecturer. Instead they only prefer to focus on negative aspects. The current study highlights that students underestimate the importance of giving feedback to academics. This in turn may reduce staff motivation to teach.**

The methodological conclusion is that both the **Balance Theory and the Herzberg's Motivation-Hygiene Theory findings in support one another in the current research.**

- **How should this new knowledge be used? -** The current research findings conclude that Herzberg's Motivation-Hygiene Theory can be augmented to acknowledge that motivators can also be hygiene factors. Moreover, it should now consider the negative feedback impacts as well. Findings also recommend combination of the two theories in future researches concerned with students and academic staff satisfaction.

The data analysis and findings of the current research highlight that the rewarding structure in HE systems are out of synch with the increasing commercialised view of HE. Rewarding structures in HE need further exploration.

Q2: How does the marketisation affect PG student perceptions of HE?

- **What is the audience**? - The primary audience for this question is researchers who are interested in students as HE customers (D. B. Saunders, 2014; Watjatrakul, 2010). Also, researchers interested in studying the effect of tuition fees on student perceptions (Tomlinson, 2016; Wilkins & Stephens Balakrishnan, 2013; Voss, Gruber, & Szmigin, 2007). Moreover, marketing researchers are considered amongst the audience for this question, in that they need to identify the factors that satisfy PG students.
- **What literature?** - As a contribution to literature this exploratory case study is of the HE service sector. According to Saunders (2014) and Vuori (2013) there is a lack of recent empirical studies in this area. Given the likely increase in tuition fees in coming years where national governments are searching for resources to fund HE this is becoming a drastically important area of study.
- **What is new?** - Even though some of the literature contradicts considering students as customers (Finney & Finney, 2010; Clayson & Haley, 2005; Parsell, 2000), **the key finding is that PG students do consider themselves as customers.** The fees students pay along with the school marketing communications and previous experience mean students are able to assess the service provided and this contributes to their feeling of being customers. **This means that they expect high quality service in return for the fees they pay**. Despite this, the majority of interviewed PG students had a mature approach to learning and did not expect to receive a high grade as results of paying fees. In return for their fees most importantly in terms of value, they expected to gain **knowledge and experience**. The findings of this research contradict Dong & Lucey (2013) **who said that**

grades are a proxy for student satisfaction. The current study identified that there is a weak link between grades and their satisfaction. This means that PG taught students care about the knowledge they receive more than their grades. These findings supports Rothwell's (2016) **article that argued that universities are not just about degrees and grades, but they should** *"broaden your horizons and deepen your awareness, give you opportunities to grasp new experiences"* (Rothwell, 2016). **Consequently, universities should start to change their image from being a gate to a better career into being a route to: i). gain better understanding of the community; ii). have an opportunity to benefit from this community and; iii). gain better experience.**

- **How should this new knowledge be used?** - Finding should be considered by both HE researchers and institutions. University systems and processes do not encourage staff to recognise that students are customers. This means that while students as 'customers' care about teaching, universities systems care primarily about research. The rewarding and recognition systems of HE are based on research not teaching.

In order to engage with satisfied customers Bowden (2011) suggests that relationship marketing could be appropriate for HE institutions. Effective usage of relationship marketing leads to progress in the recruiter and prospective student relationship. Moreover, these findings should be considered during the planning and execution of marketing plans.

7.2   Methodological contribution

- **What is the audience?** - The audience for this theoretical contribution are researchers who are interested in studying quality and satisfaction in HE (Bhaskar & Khera, 2013; Frey et al., 2013; Jeon & Choi, 2012).

- **What literature?** - The current research contributes to the literature that uses dyadic sampling. As stated by scholars (Arnett et al., 2005; Frey et al., 2013; Lambe et al., 2002) few studies employ this method due to the difficulties associated with gathering dyadic data (Arnett et al., 2005; Lambe et al., 2002). Additionally this data is gathered by a third

party not a student or member of staff which introduced an additional level of objectivity and cross-modular comparison.

- **What is new?** – Adoption of a qualitative approach using in-depth semi-structured interviews and CIT helped to identify important service quality factors provided by students and academic staff of SBS. The methodological contribution lies in the use of a dyadic sampling study design combined with CIT – only when a student mentioned a critical incident was a particular lecturer contacted and interviewed. As highlighted in literature there are only a few studies that use the dyadic sampling (Arnett et al., 2005; Frey et al., 2013; Lambe et al., 2002). None that I am aware of have combined CIT and dyadic sampling. **The original contribution shows that data collected from members of the dyadic relationship, PG students and academic staff who teach them, offers a good understanding of services provided by SBS.** Applying this technique was not an easy process taking over a year (from between 20th October 2014 until 30th November 2015). That said it helped enrich the insights into the relations between PG students and their corresponding academic staff at SBS.

- **How should this new knowledge be used?** - These findings should be considered by other researchers who are interested in the relation between students and staff in the HE sector. Moreover, as a part of future studies it is recommended to use this technique to explore the relation between academic staff and management. This approach is a good example of how data driven analysis and investigation helps develop understanding of relations. In this research it was particularly valuable for investigating the block teaching delivery mode. This is because there were multiple lecturers involved in the delivery of a module. Due to difficulties identifying relevant samples of staff and students dyadic sampling with CIT introduces a level of complexity and takes the research directions and along many dead ends. Sometimes when students identified a member of staff they were often not available or did not want to take part in an interview.

7.3   Practical contributions

The practical contribution of this research can be presented in five main points:

1. Using the qualitative data collection tools (interviews & CIT) along with dyadic data gave insight and more details about factors that PG students and academic staff consider important from their perspective and that should be prioritised by management. Using questionnaires does not give students the opportunity to express their feedback and reflect on the module. Furthermore, staff do not get a detailed constructive feedback that highlights the strong points or parts that need to modified. It also gives SBS an idea of the competencies that academic staff should have.

2. Based on the current research findings PG student satisfaction affects academic staff satisfaction. This means that investing in student satisfaction may have value increasing and enhancing both student and academic staff satisfaction.

3. PG students consider themselves HE customers because of the tuition fees they pay and service quality they were promised. Findings suggest that it would be beneficial if the school management can highlight the effect of student feedback on their policies and present this to students. SBS should also emphasise the feedback channels that students can use.

4. Moreover, findings suggest that one of the HE system drawbacks is its focus on research. These findings were supported by Rothwell's (2016) article. She discussed how a university's reputation is derived from research quality. This acts as the main focus of universities meaning that teaching is often neglected. So it would be positive if management could focus more on teaching. Currently, with the VC teaching award staff must apply. Applying for this award may be problematic in two ways. Some of the staff indicated that time constraints mean they cannot go through with the application process. Others asked why should they apply when the school has all the student feedback from the MEQ? This implies that the Key Performance Indicators (KPIs) used in the current system are aligned to research not for teaching which is fundamentally one of the university missions. The school management need to highlight the role of the academic staff in terms of their teaching.

5. SBS should consider the drawbacks of the Block delivery mode. These include low levels of student community engagement, low levels of staff-student interaction and long

learning hours for intensive parts of the course. On the other hand, the school should highlight the benefits of block teaching as suggested by students. These include flexible start dates and the opportunity to combine study and work. This means students do not have to attend daily classes and can focus on one subject at a time.

7.4   Research evaluation

As discussed in chapter four (section 4.8), research integrity will be maintained by adhering to seven principles set out by Klein & Myers' (1999) that are used to evaluate interpretive research.

Table 7.1 summarises the principles and how they were reflected through this research.

Klein and Myers' principle	How is reflected in the current research
Hermeneutic circle: The understanding and knowledge of the parts and their relationship to the whole and how will this lead to an understanding of the complex whole.	Data analysis was an iterative work process, where reading and rereading of gathered material was undertaken several times in order to make the right link and get a better understanding of the whole problem. This also helped in defining the information needed and how it would be obtained. Moreover, comparisons between the meaning of single statements, surrounding statements and the data as a whole have been made. Categories were also created in order to describe interviewee ideas as precisely as possible.
Principle of contextualisation: Research results must be reported within the social and historical context that they were acquired, as the relationships between people, organisations and technology are not fixed but constantly changing.	In order to meet this principle literature has been reviewed in Chapter Two. A description of the SBS context has also been used to connect the reader with the research context and explain interviewee responses.

Principle of interaction between the researcher and the subject: This principle recognises the effects of the interaction between the researcher and the participants (through their understanding and perception).	It would be ideal if the researcher could remove all potential factors that affect data through interaction with participants. However, in the current study the researcher avoided presenting preconceptions to the respondents. Interviewee participation was completely voluntary and they were willing to participate, which indicates that they were happy to talk about their own understanding in of events. In order to avoid bias throughout the data collection and analysis, a detailed description of the data collection process, as well as the analysis was documented to minimise this. The research aim was used as the base for interpreting interviewees' answers.
Principle of abstraction and generalisation: Data collected needs to be related to general concepts and one and two general principles describing the human nature.	In trying to fulfil this principle, detailed descriptions and illustrations of interviewee statements were categorised. The principle of generalisation is met through discussion of the research results in relation to the ideas and concepts originating in previous research papers. By doing this the research results will apply to multiple situations.
Dialogical reasoning principle: This principle requires the researcher to acknowledge and declare the preconceptions, prejudices and assumptions that guided the original research process.	The researcher's background, previous experience and assumptions were all documented in the fourth chapter (section 4.11). Subsequently, the researcher explained the philosophical approach, literature and provided a detailed explanation for each step through data analysis and coding process to make it transparent for the reader.

Multiple interpretation principle: Requires sensitivity to possible differences in interpretations amongst participants as are typically expressed in multiple narratives or stories of the same sequence of events under study. Similar to multiple witness accounts even if all tell it as they saw it.	Interview transcripts were analysed iteratively following the interviews. After forming categories, data was re-visited so as to be re-analysed. The next step was to compare the categories formed with the results, and this was done to increase sensitivity to possible differences in interpretations. Multiple interpretations were given in the Analysis Chapter. During interviews follow up questions were issued when situations arose where multiple interpretations were possible for answers. For example, when students stated that they did not give feedback, they were asked about the reasons where some indicated because of the lecturers or because of their background.
Principle of suspicion: Requires sensitivity to possible "biases" and systematic "distortions" in the narratives collected from the participants.	The main aim was to avoid possible biases. This has been done by collecting data from different individuals and analysing it in different stages. The researcher background was also introduced (section 1.6). Discussions with senior researchers as well as describing data collection and analysis processes in details help the reader to follow the narrative flow of the research.

Table 7. 1: Research evaluation summary

7.5 Research limitations

As with any research, this research has limitations:

1. This research was limited to a single case, SBS, so generalisation of the findings is limited to SBS.

2. It is English HE specific to universities where students pay tuition fees. In other countries tuition fees may not apply and research results may be different.

3. Research findings are limited to one university of the University Alliance group. Findings may change upon using data from research intensive universities that focus on research more than customer satisfaction.

4. There is a lack of studies previously conducted in this area.

5. Large amounts of data were collected during the interviews. In order to avoid missing important information, data was transcribed following interviews along with notes and memos to minimise the risk of missing important information.

6. During interviews the researcher did not know if respondents were divulging true information or if they were concealing certain aspects. This limitation was minimised by asking for incidents and asking for the same information in different terms. Furthermore, the researcher stressed research anonymity in order to give participants the confidence that their data would not be revealed.

7. Some students either refused to participate in the research, refused to allow recording or gave very short answers. These limitations were overcome by discounting these problematic interviews, and by sourcing new more valuable ones.

8. This research is limited to PG taught student cohorts. Future research should consider PG research students.

9. The research findings are limited by the use of the Balance Theory and Herzberg's Motivation-Hygiene Theory.

7.6 Future Research

As this research has focused on a single case at SBS, further research could be done in other schools of UoS and UK business schools in order to generalise findings of this study. The choice of sample in this research considered only taught PG students. That said it would be beneficial to investigate if the findings of this research apply also to PG research students who deal with multiple supervisors for at least three years. Rothwell (2016) has indicated that universities are much more than a "passport to a better career". With this in mind future researches should consider student motive to go to university.

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Appendix 1... Ethical Approval

University of
Salford
MANCHESTER

College of Arts & Social Sciences
Room 631 Maxwell Building
The Crescent
Salford, M5 4WT
Tel: 0161 295 5876

08 September 2014

Mona Nasser
University of Salford

Dear Mona

Re: Ethical Approval Application – CASS130040

I am pleased to inform you that based on the information provided, the Research Ethics
Panel have no objections on ethical grounds to your project.

Yours sincerely

Deborah Woodman
On Behalf of CASS Research Ethics Panel

Appendix 2... Consent Form

Participant Consent Form / Consent Withdrawal

Full title of Project: Exploring the relation between students' satisfaction and staff satisfaction: Salford Business School case study

Name of Researcher: Mona Nassar

Participant Identification Number for this project:

	Please Initial Box
1. I confirm that I have read and understand the information sheet dated: [/ /2014] for the above study and have had the opportunity to ask questions.	
2. I understand that my participation is voluntary and that I am free to withdraw at any time, **without giving reason**.	
3. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses.	
4. I agree to the interview being audio recorded	
5. I agree to the use of anonymised quotes in publications	
6. I agree to take part in the above study.	

Please complete Section A or B at any one time - Thank you.

Section A. Consent Form:

———————————————   ——————————   ————————————————

Name of Participant   Date   Signature

——————— Mona Nassar ————————   ——————————   ————————————————

Name of Researcher   Date   Signature

Signed consent form will be stored securely by the researcher.

Section B. Consent Withdrawal:

 I withdraw my consent to participate in research outlined above. By signing below I agree that any information given by me will not be used for the above research purpose.

———————————————   ——————————   ————————————————

Name of Participant   Date   Signature

Appendix 3... Information Sheet

Research Project Title

Exploring the relation between students' satisfaction and staff satisfaction: Salford Business School case study

Invitation paragraph

I would like to invite you to take part in a research project. Before deciding, you need to understand why this research is being done and what it will involve. Please take a minute to read the following information carefully. Ask questions if anything is not clear or if you would like more information. Take time to decide whether or not to take part.

What is the purpose of the study?

To explore the impact of students' satisfaction on academic staff satisfaction in Salford Business School. This research study is part of my thesis for the degree of: Doctorate of Science from the University of Salford, Salford Business School (SBS).

Why have I been invited?

The interviews will be conducted with academic staff from SBS and some of their students who had spent at least one semester in the school. You have been invited because you can provide a comprehensive illustration on your experience and perception on the quality of service provided by the school.

Do I have to take part?

It is totally up to you to take part or not. In case you agree to participate, we will discuss the study and go through the information sheet (which you will get). You will be also asked to sign a consent form and you still have the freedom to withdraw your consent at any time without giving any reasons.

What will happen to me if I take part?

The interview will take 20 - 30 minutes (approximately). You as an interviewee will be asked to sign the consent form. The interview will be recorded with your permission. Your identity will be confidential and no one other then the researcher will have access to these interviews.

What do I have to do?

During the interview, you will need to answer the questions based on your experience in SBS. You have the right not to answer any question without giving a reason.

What will happen if I don't carry on with the study?

You have the freedom to withdraw at any point without giving a reason. In that case, all information and data collected from you will be destroyed.

What are the possible disadvantages or risks of taking part?

There will be no possible disadvantage or risk of taking part of this research. In case any disadvantage or risk appeared during the interview, this should be brought immediately to

attention of the researcher. If you are a student, your participation will not have any impact on your grades.

What are the possible benefits of taking part?

There will be no intended benefit for the participants in this research process, but the information of the study will help to increase the understanding of satisfaction (for students and academic staff).

What happens if the research study stops earlier than expected?

If the research study stopped earlier, another meeting will be scheduled based on the interviewee convenience.

What if there is a problem?

If there is a problem or a complain regarding the study, participant can report this to the researcher supervisor.

Will my taking part in the study be kept confidential?

- All collected data will be kept strictly confidential.

- Transcribed interviews will be kept in a password protected file.

- All data will be kept anonymous and participants will be given a research code which is known just to the researcher.

- Under no circumstances your identity will be revealed in this report or any other publications.

- Data will be anonymously shared mostly in an aggregated format. Hard copy files will be held securely. All raw data will be destroyed after the completion of this research.

What will happen to the results of the research project?

All data will be entirely confidential and will not be shared with any third party. The results of this research will be available at University of Salford.

Who is organising and funding the research?

The researcher is organising this research. It is a self funded research.

Who has ethically reviewed the research project?

The research has been ethically approved via the college Research Ethics Panel (REP) of the University of Salford and its Code of Ethics.

Contact for further information

PhD student Contact: Mona Nassar Salford Business School University of Salford Room (517), Maxwell building Greater Manchester United Kingdom, M5 4WT Mobile: +44 (0) 77 06 222 540 Email: m.nassar@edu.salford.ac.uk	**PhD Supervisor Contact:** Dr: Aleksej Heinze Salford Business School University of Salford Room (511c), Maxwell building Greater Manchester United Kingdom, M5 4WT Tel: +44 (0) 161 29 55024 Email: a.heinze@salford.ac.uk

Appendix 4... Interview Questions

Staff Interview Questions

Research Questions	Literature	Interview Questions	Relevant Literature
* How can PG student satisfaction be linked to academic staff satisfaction and explored in relation to Herzberg's Motivation-Hygiene Theory and the Balance Theory?	- Balance Theory - Service quality perception - Herzberg Theory - Customer feedback	1. What are the *factors* that you consider important in evaluating service quality at SBS? Are they provided by SBS? 2. What does management commitment to quality means to you? 3. Does the school management consider employees' welfare? If you have a work related problem, do you receive support? Can you rely on them if there is a problem? Does the management consider your goals? Do they design your job in an interesting and rewarding way? (incident) 4. Is there job specific training made by SBS? What do you think of it? Is it effective? Was it before starting your job or after it? Did it help you to deal with students? Do they help you through allocating money and time for training? Are these training courses evaluated? Do you think it's useful? (incident) 5. Does SBS management provide financial rewards for good performance? Is it based on students' evaluation? Is it affected by your ability to teach and handle students' issues? Do you receive recognition when you do a good job? (incident) 6. Does the SBS management encourage you to handle students' problems (work related problems) by yourself or do you need to get management approval first? To what degree? Do you think you need more authority? (incident) 7. What does management commitment to quality mean to you? Is the	- Ashill et al. (2006) - Babakus et al. (2003) - Cheung, M. F., & To, W. M. (2010). - Frey et al., (2013) - Herzberg (1987). - Herzberg (1989). - Kim et al. (2009) - Parasurman et al., (1985)

		management at SBS committed to quality?	
		8. If you could choose, would you work in the future with any other Business School (other than SBS)? Would you recommend SBS?	
		9. Overall do you think that you are satisfied with your job and the quality of service provided by the school management?	
		10. Overall, does school management commitment to quality affect staff satisfaction? How? Does SBS management committed to quality?	
		11. How do you assess your students' satisfaction at SBS?	
		12. Do you feel that your expertise is appreciated by your students at SBS?	
		13. Do you receive feedback from your students at SBS? What kind of feedback is it? Can you explain?	
		14. What does it mean to you? How does it affect you?	
		15. Do you receive feedback on other colleagues from your personal tutees at SBS?	
		16. Can you give me two examples for an incident where you received feedback from a student (one positive and one negative) in SBS? How did you feel?	
		17. How does it affect your satisfaction with your job?	

Students Interview Questions

Research Questions	Literature	Interview Questions	Relevant Literature
* How can PG student satisfaction be linked to academic staff satisfaction and explored in relation to Herzberg's Motivation-Hygiene Theory and the Balance Theory? * How does the marketisation affect PG student perceptions of HE	- Balance Theory - Service quality perception - Herzberg Theory - Customer feedback - Students as HE customers	1. What are the *factors* that you consider important in evaluating service quality at SBS? Are they provided by SBS? 2. What does management commitment to quality means to you? 3. Can you describe an *instance* of satisfaction or dissatisfaction with the service provided by SBS? Why? 4. What do you think about the *ideal* service in SBS? 5. What does management commitment to quality mean to you? 6. Overall, does commitment to quality of the SBS management affect students' satisfaction at SBS? How? Does SBS management committed to quality? 7. What are the factors that you consider important in a lecturer? (incident) 8. What do you think about the accessibility of lecturer (during office hours, outside class, i.e. emails, telephone, individual contact)? (incident) 9. What do you think about the Teaching & Communication skills of your lecturer at SBS (well prepared, skilled, encourage participation and questions, dynamic and energetic, hold your interest)? (incident) 10. What do you think about the friendliness & fairness of academic staff at SBS towards students? For example, are they making students feel welcome in seeking help? (incident) 11. What do you think about the Evaluation grades at SBS (assignments grade influence your evaluations of the lecturer)? (incident) 12. What do you think of the tuition fees you are paying? Does it affect your	- Angell et al., (2008) - Arambewela and Hall (2009) - Douglas et al. (2015) - Finney & Finney (2010) - Frey et al., (2013) - Gruber et al. (2010) - Malhotra & Mukherjee, 2004 - Parasurman et al., (1985) - Söderlund (1998) - Sultan and Wong (2013) - Voss et al. (2007) - Zeithaml et al., (1993)

		perception with the service provided? How?	
		13. Did this lecturer teach you before at SBS? If you have the chance to start over, would you choose him/her?	
		14. Does your tutor understand your needs at SBS? (incident)	
		15. Overall, are you happy with your experience with your lecturer at SBS?	
		16. Can you give me two examples for an incident where you gave feedback to any member of academic staff (one positive and one negative) in SBS? How did they feel? How does it affect their satisfaction with their job?	
		17. Do you inform the lecturer directly or do you talk to your personal tutor?	
		18. What do you think about the role of tuition fees (price) in service quality at SBS?	
		19. What are your expectations concerning the service provided by the SBS? Why? On what basis did you build those expectations?	

Appendix 5... PhD Research Map

Research map: The relation between postgraduate students' satisfaction and academic staff satisfaction: exploratory case study of Salford Business School				
Chapter 1 **Research Problems:**	**Chapter 1** **R. Questions**	**Chapter 2** **Literature**	**Chapter 5** **Data**	**Chapter 6/7** **Research Contributions**
Lack of literature on the using the Balance Theory and Herzberg's Motivation -Hygiene Theory in studying PG student feedback effect on academic staff satisfaction in higher education sector	- How can PG student satisfaction be linked to academic staff satisfaction and explored in relation to Herzberg's Motivation-Hygiene Theory and the Balance Theory?	- Balance Theory - Herzberg's Motivation - Hygiene Theory - Service quality (& Management commitment to quality) - Customer feedback	(Case of Salford Business School). Interviews PTES Staff experience survey.	Using the Balance Theory and Herzberg's Motivation-Hygiene Theory in a new setting. Using two theories and the same set of data to look at the same aspect, I found that one theory supported the relation while the other did not. According to the Balance Theory, there is a relation between PG student satisfaction and academic staff satisfaction, while the Herzberg's Motivation - Hygiene Theory shows that there is no relation. The Balance Theory findings contradict the Herzberg's Motivation- Hygiene Theory findings in the current case study. Based on my interpretation, using management commitment to quality and the

				Balance theory, the results were not conclusive as it assumes that there will be a positive relation between PG student; satisfaction and academic staff satisfaction. Consequently, studies that use Balance theory in this context might be questioned and their reliability is in doubt. This question also concludes that the method used can determine the results of the research. As it was highlighted; using the same data set and two different theories resulted in different outcomes.
Lack of literature of the effect of tuition fees on PG students (using intensive teaching mode) perception of HE.	- How does the marketisation affect PG student perceptions of HE?	- Review literature that represents the debate whether students should be considered as customers or not.	(Case of Salford Business School). Interviews	Exploratory case study of commercialised view in the service sector that is "higher education": confirming the increasing perception of students as customers – even at PG level, although there are some who still don't see themselves as customers. On the other hand, university systems and processes do not encourage staff to recognise that students are customers, as the rewarding and recognition system is based on research not teaching.

Appendix 6... Staff Interview Coding

Appendix 7... Students Interview Coding