

# **Factors Influencing the Loyalty of Eastern Mediterranean University Graduates**

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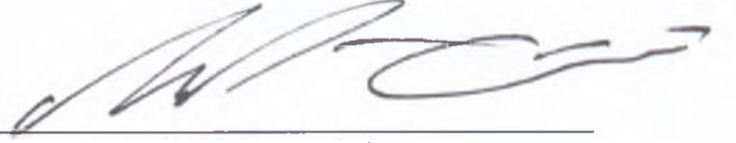
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Approval of the Institute of Graduate Studies and Research


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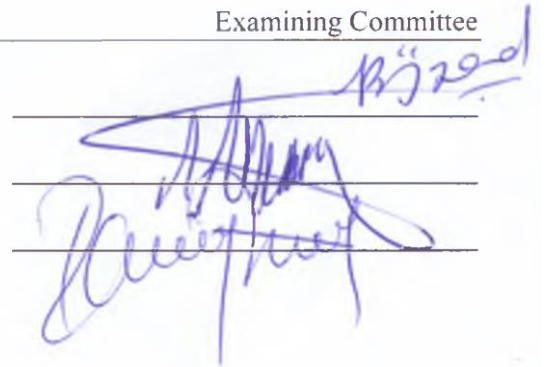
We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in Communication and media studies.



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## **ABSTRACT**

The aim of this study is to determine factors affecting the overall perceptions and experiences of the Eastern Mediterranean University alumni. The objective of this study was to measure how satisfied the graduates were with the level of communication and education they experienced their studies on a demographic and attitudinal basis.

This study is based on the case study conducted through the quantitative research methodology by using the survey method with new EMU graduates. One of the most prominent issue was that of fairness among the issues raised from this research. Students believe that occasionally, their course instructors may not be fair or treat their students as 'equal' when grading. This may lead to the lack of self-esteem in students, affect their sense of belonging and directly impact their studies.

The results of this study also indicate that students require additional support and that the necessary facilities should be in place from the very beginning of their studies, ensuring they have the support and facilities, they require in place for them to achieve a sense of belonging and the channels to voice their needs. It indirectly indicates that instructors also require additional support when it comes to interpersonal communication and some teaching skills.

**Keywords:** Loyalty, Alumni Satisfaction, Sense of Belonging, Perception, University Graduate.

## ÖZ

Bu araştırmanın amacı, Doğu Akdeniz Üniversitesi mezunlarının genel algı ve deneyimlerini etkileyen faktörleri belirlemektir. Bu çalışmanın hedefi mezunlarının demografik ve tutum açısından iletişim ve eğitim düzeyleri ile ne kadar memnun kaldıklarını ölçmektir.

Bu çalışma, DAÜ mezunlarının anket yöntemini kullanarak nicel araştırma metodolojisi vasıtasıyla vaka incelemesine dayanmaktadır. Bu araştırmadan çıkan sorunlar arasında en belirgin sorun, adillik sorunudur. Öğrenciler, zaman zaman öğretim üyelerinin, ders notlamasında adil olmayabileceklerine inanmaktadırlar. Bu, öğrencilerde öz saygı eksikliğine sebep olabilir, aidiyet duygularını ve çalışmalarını doğrudan etkileyebilir.

Ayrıca bu araştırmanın sonucuna göre öğrenciler, eğitim başlangıçlarından itibaren ek desteğe ve gerekli araçlara gereksinim duymaktadırlar ki bu destek ve kanallar aracılığı ile aidiyet duygusunu hissedebilsinler, ihtiyaçlarını dile getirebilsinler. Bu aynı zamanda dolaylı olarak öğretim üyelerinin de kişisel iletişim ve öğretim becerileri geliştirme de desteğe ihtiyaçları olduğunu da göstermektedir.

**Anahtar Kelimeler:** Bağlılık, Mezun Memnuniyeti, Aidiyet Duygusu, Algı, Üniversite Mezunu.

## **DEDICATION**

To my wife Anıl, my children Eral and Ayşe, my brothers, my mother Serpil and my late father Ali, my mother-in-law Ayşe and my late father-in-law Cafer.

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## LIST OF ABBREVIATIONS

Adminstaff	Administrative Staff
Announquiz	Announced Quiz
Campuservice	Campus Services
ClassCom	Communication in Classroom
CommunSatisf	Communication Satisfaction
Coursegrading	Course Grading
Courseprojects	Course Project
Cultactiv	Cultural Activities
Decisionsatif	Decision Satisfaction
EducCareer	Preparing for Future Career
EducSatisf	Educational Satisfaction
Experiencesatif	Experience Satisfaction
Experientiallearnng	Experiential Learning
Extracurricularactiv	Extra Curriculum Activities
Fairmarking	Fair Marking
GoodQualEduc	Good Quality of Education
Groupprojects	Group Project
GuidanceSatisf	Guidance Satisfaction
LocalsEhelpful	Local People are Helpful
Nonotifquiz	Quiz without Prior Notification
Objectivegrading	Objective Grading
Offcampuscom	Communication Outside of the Campus
OfficeCom	Communication at Teachers' Office

Practicalcourses	Practical Courses
PromotingEMU	Promoting EMU
QualityStandStudentPos	Relatedness of Quality Standards with Students' Positive Attitudes
QualityStandTeach	Quality Standards of Teaching
QualTeaching	Quality of Teaching
Sportingactiv	Sporting Activities
Takehomeexams	Take-home Exam
UnracistLocals	Local People are not racist
UnracistStudents	Students are not racist
UnracistTeachers	Teachers are not racist

# Chapter 1

## INTRODUCTION

Alumni's attitude towards the tertiary institution in which they studied for their university degree influences their attachment to the host university. The present study seeks to explore 2017 Spring Semester graduates' attitudes towards Eastern Mediterranean University located in Famagusta, North Cyprus.

### 1.1 Background of the Study

The first public university of the Turkish Republic Northern Cyprus, Eastern Mediterranean University, was first founded as an institute, Higher Technological Institute, in 1979 with the aim of training individuals to serve as technicians in civil and mechanical engineering. In 1986, the Institute was transformed into the country's first public university and from then on was re-named as the Eastern Mediterranean University (EMU). Today, there are 47,086 bachelor's degree holders of this university all over the world (Alumni Communication and Career Research Directorate Database, 2017).

Those alumni that felt they had received a good standard of education and had a good university experience socially are the most precious assets of the institution. In other words, they are the ambassadors of their institutions. The alumni that generally praise their institution also contribute to increase the institution's public image. Nonetheless, there are two main factors that should be taken into account by institutions; the first factor is the potential of graduates becoming a future employer and the high possibility

of providing employment and internship opportunities to other graduates and current students. The second reason is an opportunity to obtain feedback from graduates to improve curriculum development, attaining the needs of industries related to new jobs and skills, and positing newly emerging research areas that are vital for universities. Therefore, it is imperative for educational institutions to sustain good quality communication with their former students.

Exactly at this point, Eastern Mediterranean University Alumni Communication and Career Research Directorate (known as MİKA) play an important role of maintaining satisfactory communication with their graduates. The Directorate was founded in 2000 and immediately set to work in establishing communication with existing graduates. It introduced specific engagement programs to maintain alumni involvement with the institution. Due to the fact that these programs were not based on any empirical studies, it could be said that the Directorate's activities were mainly based on trial and error.

## **1.2 Motivation for the Study**

As an individual working for a long period of time in the office of Alumni Communication and Career Research Directorate, I am in the position to have a strong view on the weaknesses present within our day-to-day service. Due to this I am motivated to be involved in an empirical study, where the findings will lead to necessary strategic changes for the better of the Eastern Mediterranean University, its alumni and the service we provide together. In addition to the points mentioned above, being a graduate of the Eastern Mediterranean University, not only I have the emotional connection present to this university, I can also empathize with the university graduates position and as an alumni feel the lack of connection present.

### **1.3 Aims and Objectives of the Study**

The aim of this study is to determine the factors affecting the overall perceptions and experiences of the Eastern Mediterranean University alumni. The alumni who possess philanthropic characteristics are very important assets of a university. The fact that alumni can share their career experiences, help current students, and promote the university should be considered as an asset for EMU. Therefore, it is very important to keep such alumni affiliated with close communication with the host institution. Eastern Mediterranean University has currently got 16,894 undergraduate students enrolled and 47,086 alumni who are in possession of an Eastern Mediterranean University bachelor's degree (Alumni Communication and Career Research Directorate Database, 2017). The objective of this study is to measure how satisfied new graduates are with the level of communication and education they had during and after their studies on a demographic, and attitudinal basis.

A survey was conducted in July 2017 and administered via e-mail aimed to assess alumni perceptions. As it has been mentioned earlier, the survey gathered demographic and attitudinal data. Indeed, the study attempted to gain graduates' general perceptions of attitudes towards satisfaction in the areas of; communication inside and outside the classroom, technology available, decision to attend institution, educational experience, objective grading, reputation of Eastern Mediterranean University and interactions with local surroundings. This thesis examined the raw data obtained from the above mentioned survey and analyzed the factors that contribute to alumni loyalty, with Eastern Mediterranean University as the case study.



## **1.4 Research Questions**

This study attempts to locate the answer for the following question: “What are the casual factors and processes involved in generating institutional involvement of Eastern Mediterranean University’s graduates?” In order to posit the factors influencing graduates’ involvement it was aimed to understand graduates’ overall perception related to standard of good education, satisfactory communication, facilities offered, fairness, career benefits and etc. Briefly, it was aimed to understand what factors are involved when creating strong ties between alumni and the Eastern Mediterranean University.

## **1.5 Significance of the Study**

Until present time, such a study has not been conducted in the Eastern Mediterranean University. We have come to a time, with the university recently celebrating its 38<sup>th</sup> year of educational service that such a study is imperative in understanding how to engage with Eastern Mediterranean University alumni. With the graduate numbers increasing year on year, this gives way for the above problem to thus grow exponentially. It is an additional hope that this research will also assist with future strategies involving alumni.

## **1.6 Limitations of the Study**

This study was only conducted on the 2017 Spring Semester bachelor’s degree graduates. Potentially we may need to conduct future surveys for this study to further develop the findings and further areas of research can be to assess the expectations of students for the benefit of service provider before they come to their higher education institution, that the any further surveys covers a diverse range of student nationalities.

## **Chapter 2**

### **LITERATURE REVIEW**

Chapter 2 present the literature review conducted for the present study. With this respects it comprises research into sense of belonging and perceptions of quality university education.

#### **2.1 Sense of Belonging**

The assertions of the need to belong; that human beings are fundamentally and incisively motivated by, is abounded in psychological and social sciences literature. Baumeister and Leary (1995) define sense of belonging as the need to be, and the perception of being involved with others at different interpersonal levels, which contributes to one's sense of connectedness (being part of, being accepted, fitting in) and esteem while providing reciprocal acceptance, caring and valuing each other (Levett-Jones et al., 2007).

In order to discuss belongingness elaborately, it is essential to take in to consideration its antithesis 'Alienation'. Alienation is defined by Hajda (1961: 758-759) as the feelings an individual experiences, such as discomfort or uneasiness, that are a result of exclusion or self-exclusion, from any form of social or cultural inclusion and participation. Furthermore; it can be said that alienation has strong ties with a person's beliefs, norms and values and how she/he articulates her/his needs and desires within a particular group she/he belongs to.

When creating his theory on motivational hierarchy, Maslow (1968) ranked 'love and belongingness needs' after life necessities such as food, hunger, safety and some other basic needs, but before other feelings such as esteem and self-actualization.

More than one definition can be located for sense of belonging, each carrying characteristics of the discipline they derive from. For social scientists, sense of belonging is an individual's experience of 'personal involvement' to any environment or system, to the point that said individual actually has the sense of being integral and a part of the system (Anant, 1967).

While attempting to analyze the concept of belongingness, Hagerty et al. (1992) noted two separate defining attributes. First of all, the individual needs to feel that they have a 'valued involvement,' as in they need to feel as though their involvement is accepted, while being valued and needed. Second of all, the individual needs to feel as though they 'fit' in to the system or environment in question, as they feel that the characteristics they obtain either compliment or articulate the system or environment.

While working on trying to understand what constitutes to human need, Maslow (1987) echoes the above and reiterates that in order for an individual to feel a sense of belonging, they need to feel appreciated, recognized, valued and accepted by another group of individuals.

It can be said that the most comprehensive definition of belongingness can be located from the work of psychologists Baumeister and Leary (1995). Here, the definition of belongingness is said to be an individuals need and perception of having an involvement with a range of interpersonal levels. This sense of involvement

contributes to an individual's feeling of connectedness and esteem as in the feeling of being cared about, valued and respected. This is a reciprocal process where the individual must also provide the same level of care, value and respect to the others within the environment.

Maslow (1987), based on clinical experience alone, identified 5 basic goals within a hierarchy of needs for any individual, that needs to be realized in the correct order for it to be successful. They are: physiological, safety and security, sense of belonging and acceptance, self-esteem and self-actualization. According to Maslow, each stage within the hierarchy needs to be met in order successfully, to enable the individual to focus on the next stage. Based on this, in order for an individual to experience self-esteem and true self-actualization, they must establish sense of belonging, acceptance and appreciation, otherwise they will not be able to fully focus on the next levels and their progress will be thwarted. The fact that this theory is based on clinical data alone and is not supported by original data lead Maslow to state that this theory should 'stand or fall, not so much on facts currently available or evidence presented, as upon researches yet to be done' (Maslow, 2000, p.253).

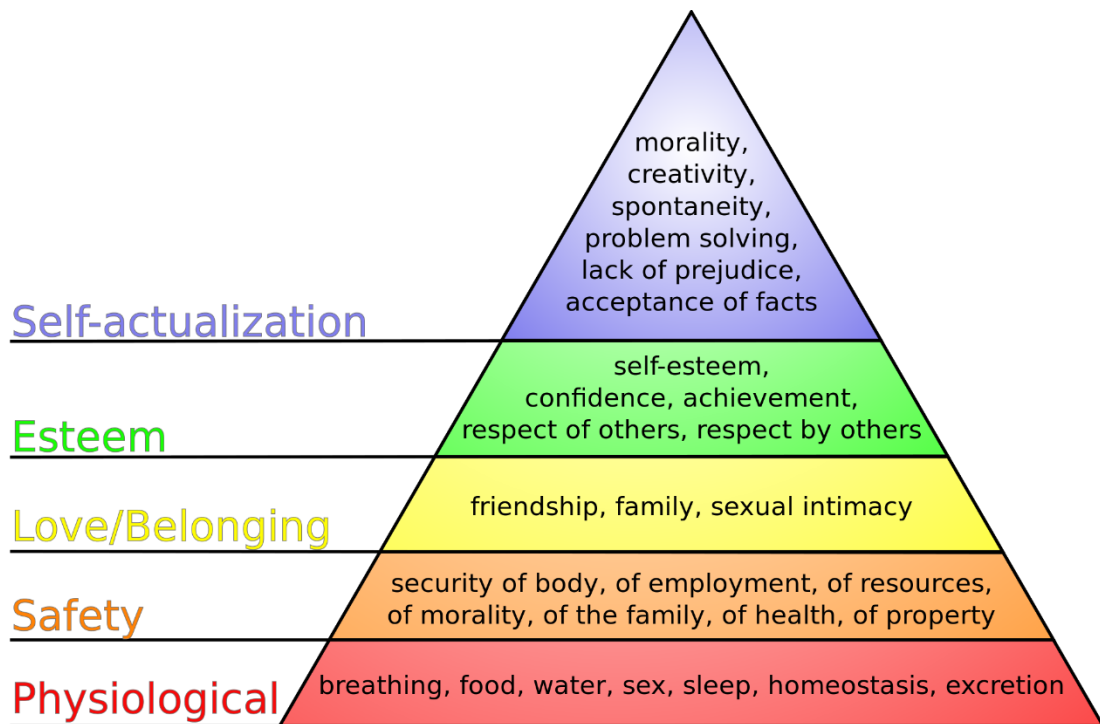


Figure 1. Maslow's hierarchy of needs

Should an individual not feel belonging to any of the institutions they belong to, it has been made evident by research that this sense of exclusion impacts on the individual negatively. These individuals experience feelings of deprivation, failure in social reactions and lack of value.

Individuals need to have a perception that they belong to and have the similar values as the society and groups they belong to. It is important that these individuals feel connected on common emotional, behavioral and attitudinal levels. When these needs are not met, they are disconnected socially, in other words, they become alienated. This is because they have had difficulties in complying and conforming to social values and norms and they experience a sense of disillusion.

‘The main task of human perception is to amplify and strengthen sensory inputs to be able to perceive, orientate and act very quickly, specifically and efficiently’ (Gregory, 2009).

Essentially, perception is an assessment of an individual’s environment and where they stand in their perceived reality of this environment. It is important to note the use of the words ‘perceived reality,’ as while perception of an environment will be similar amongst most participating in it, it is important to remember it will not be identical, as each individual’s perception is shaped by their upbringing, life experiences and previous education. It is here one might pose the question; how can one environment meet the needs of all those participating, providing a sense of inclusion to all, while fundamentally meeting their expectations? Students’ sense of being accepted, valued, included, and encouraged by others (teacher and peers) in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class. More than simple perceived liking or warmth, it also involves support and respect for personal autonomy and for the student as an individual. (Goodenow, 1993, p. 25)

It is the undertaking of an excellent university to ensure they meet the perceptions of each student, regardless of individual students differing needs, as ultimately it is the meeting of these needs that create their perception. A university must ensure it is providing the level of education necessary, maintaining diversity, providing a decent social structure and academicians of a high quality standard, with the ideal environments to teach in. The predecessor of all of the above is a university’s reputation. Reputation is asset of any institution that is hardest to build and maintain, but above all, the most important to put the stones in place and keep in place. A reputation starts with a university providing great delivery, excellent content, good

competency, good communication and tangible facets. The reputation survives as long as the above achievements survive. They go hand in hand and create a vicious circle in the sense that the reputation of a university will deliver a perception in a student of what to expect before they even attend the university. This perception must then be met, by the expectations being met when the student finally attends the university. Should this perception be satisfied, the reputation will live on through the words and the view of the student that perceived it.

A university's image plays a large role in influencing a student's decision as to whether they will or will not recommend it and numerous authors have taken on this very subjects in prior research.

Research performed by Bringula and Basa (2011) identified indicators relating to an institutions image. Initially factors such as tuition level, payment method for academic fees, course planning, admission process, study programs, facilities offered, scholarships, faculty profile, relatives recommendations, campus security and performance level required to get the degree were all indicated, however the researches also concluded that young adults also consider campus accessibility, nearby, location of the university, general ambiance and university atmosphere.

A model developed by Drapinska (2012) displayed the relationship between a student's trust and loyalty in their university and their emotional involvement with it. Drapinska also indicated a positive correlation among university image, word of mouth communication and trust which in turn leads to satisfaction increase.

Rojas-Mendez et al. (2009) explains that a student trust is established via their personal experience with the higher education institution, particularly their relationship with the institutions employees. In order to accomplish a long-lasting relationship between a university and students, it is necessary for the university to win the students trust, which has an impact on their willingness to recommend it to others.

In a study performed at the Southeastern University, results proved there was an association between: '(a) students' sense of class belonging and their academic efficiency, intrinsic motivation, task value, (b) students sense of class level belonging and their perceptions of instructors' warmth and openness, encouragement of student participation, and organization; and (c) students' sense of university-level belonging and their sense of social acceptance. The authors found smaller effects on students' sense of university-level belonging for faculty pedagogical caring and for class-level sense of belongings.' (Freeman, Anderman & Jensen, 2007).

Research carried out among American first-year college students aimed to highlight the importance of belonging when trying to understand a students' level of persistence. In order to establish this result, the authors examined the predictors of sense of belongings, including the effects of a deliberate intervention they designed to measure its effects. Additional to the above, the authors also examined whether a students' sense of belonging may predict whether they have an institutional commitment and intentions to persist with their education, while ensuring they keep in mind any background variables (race, gender, financial difficulty, and SAT) as well as other variables that commonly predict persistence (peer interactions, faculty interactions, academic integration, peer support and parental support).



According to the authors; “We found that several of these variables were associated with sense of belonging at the beginning of the academic year. Students who reported more peer-group interactions, interactions with faculty, peer support, and parental support also initially reported having a greater sense of belonging” (Hausmann, Schofield, & Woods, 2009). However, at this point it should be noted that the variables that were all quite social in nature.

Across the world people need to have a sense of belonging, it is universal, it is pervasive. This need to for belonging exerts a strong influence on thought processes, behavior, emotions happiness and health. Any individual that feels deprived of belongingness are highly likely to then suffer from diminished self-esteem, increased levels of stress and anxiety, potential for depression; therefore a general decrease in well-being.

Research on staff-student relationships established that these relationships were the most important influence, when it came to a students’ sense of belonging to the institution and effects on their learning. Within this relationship, factors such as inclusion/exclusion, receptiveness, recognition and appreciation, legitimization of the student role and challenge and support were all inclusive and important (Levett-Jones et al., 2007).

Retention is a very important factor for universities and is an increasing problem for higher education institutions. Key risk factors in student retainment that also pose risks to students in completing their higher education are; mental health issues, disability, socioeconomic status and ethnicity (Hausman, Schofield & Woods; 2007).

Students establishing a sense of belonging within their higher education institution is recognized as a critical factor when dealing with student retention. For a university to successfully impart a sense of belonging to its students, it is imperative for it to create a welcoming environment full of care and support. A university can succeed this environment by ensuring positive student/faculty relationships, encouraging diversity and difference across its institution and creating a highly resourceful counselling center (O'Keeffe, 2013).

Other previous studies performed on students in order to prove the correlation between the sense of belonging and stress, displayed a positive correlation between the two feelings. As a conclusion 'the study supported the concept of sense of belonging as a fundamental human need, having a positive influence and impact on students' learning, motivation and confidence. In contrast, perceived stress has negative consequences on the students' self-concept, learning skills and competence (Grobecker; 2016).

## **2.2 Perceptions of Quality Education**

Quality means compatibility of the provided services with the customers' needs and expectations. Focusing on quality, universities as a professional service industry have now increased investment in marketing, and students as the main customers are at the center of attention (Durkin & McKenna, 2011). The result of such a situation is increasing competition between universities and institutes to attract and retain students (Alves, 2010). This highlights the importance of marketing as a necessity of higher education institutes in order to tailor their services to the changing needs of the market (Gajic, 2012). Therefore, institutes should have a better understanding of the needs and expectations of their students (Vrontis, Thrassou, & Melanthiou, 2007). Although

understanding these needs are not simple (Ng & Forbes, 2008), complete knowledge of students' needs and expectations requires the establishment to have a close relationship with them (Ndubisi, 2007). The essence here is communication that each institution needs to establish in its greatest possible form.

Both satisfaction and reputation (name and renown) of the institutes affect students' loyalty (Helgesen, 2010). In terms of satisfaction, other important factors that affect students' satisfaction is interpersonal communication between students and the interaction and communication with professors and staff (Nicolescu, 2009). Customer satisfaction is a judgmental mindset based on customer experience compared to its expectation (Helgesen, 2010). Student satisfaction is an attitude that comes from assessing their experience of received educational services (Elliot & Healy, 2001). Several factors affect student satisfaction, which are divided into individual and organizational groups. Individual factors include age and gender related to the student, however organizational factors include teacher teaching methods, teaching quality, facilities, etc. that are related to the educational institution (Thomas, 2011).

Service quality has become a strategic option for many institutions of higher learning around the globe. The role of service quality has also become critical to the success of an organization (Landrum et al., 2007). Perception of service quality has become a paramount strategic importance for an organization due to its influence on the post-enrolment communication behavior of the students (Russell, 2005).

The institutional features are highly important factors for students that influence them to choose the university or not, which is highly important for the institution's economics. Moreover, enjoyment of attending the university and to what extent the

universities' education can provide them a place in the labor market, are in the interest of students. Therefore, what students expect about job opportunities (Schaafsma, 1976; Lazear, 1977), and personal development and experience (DesJardins & Toutkoushian, 2005), are important factors when enroll in universities. It is this point where having good credence and experience are important drivers in higher education and the very things that are perceived about universities. The higher rank of universities and award of a quality label are quality signals for students that can influence in their decision to enroll in universities (Mueller & Rockerbie, 2005; Schwartz, 2011) and especially affect the choice of high-ability students (Gibbons, Neumayer, & Perkins, 2015; Griffith & Rask, 2007).

The research result of Jiewanto, Laurens & Nelloh (2012), Gallarza & Saura (2006), Al-Alak & Alnaser (2012), and Abu Hasan et al. (2008) shows that quality of service affects student satisfaction. Teacher's quality and behavior is also the most important factor in providing quality education services (Butt & Rehman, 2010; Voss, Gruber & Szmigin, 2007). Moreover, the research result of Helgesen (2010) and DeBourgh (2003) suggests that quality of education in comparison with technology has a greater impact on student satisfaction. Among other influential factors on student satisfaction, educational facilities (Butt & Rehman, 2010) and social activities (Helgesen, 2010) can be mentioned importantly.

Customer satisfaction is not enough to maintain the students and, consequently, the success and profitability of the organization. Meanwhile, variables such as institute's reputation and customer loyalty are important (Gee, Coates & Nicholson, 2008). The results of Gallarza & Saura (2006) showed that customer satisfaction affects its loyalty to the institute. Therefore, customer satisfaction can lead to positive behaviors such as

loyalty and word-to-mouth advertising. In the case of higher education institutions, students who are satisfied with oral communication attract new students and return to college for postgraduate studies themselves (Voss, Gruber & Szmigin, 2007). The results of the research indicate the effect of student satisfaction and university reputation on loyalty and the university's offer to others to study (Helgesen, 2010; Jiewanto et al., 2012).

According to the Harvey & Green (1993), quality can be defined from different perspectives i.e. transformative, excellence, value for money, fitness for purpose, and perfection. Quality as excellence is defined as the high level of quality to achieve traditional views of academicians. Quality as fitness for purpose is defined as a fitness of quality based on customers' need, desires and wants. Quality as transformative is defined as the process of transformation, quality as value for money is defined as the maximum achievable quality based on minimum price (Campell & Rozsnyani, 2002). Quality as fitness for purpose and quality as value for money can explain the quality of education (Harvey & Green, 1993). Accordingly, quality as the fitness of purpose in higher education aims to establish the standardization of higher education (Lomas, 2002).

According to Joseph & Joseph (1997), higher education customers are divided into six groups i.e. current students, potential students, employers, employees, industry, and government, all linked to this value chain. Students are the primary customers, as they are part of the input and output of the process of learning in higher education (Yeo, 2008). These students also can be considered as potential employers, that the connection between needs' of employers and current course modules in the universities is necessary (Jaraiedi & Ritz, 1994). Therefore, students as educational

goods; customers of the universities are delivering the educational service, as they are evaluators of these services which are provided by the universities. Hence, what these students perceived is important.

Perceptions of the customers are the detection of the process of receiving the service, organizing and assessment of that by the five senses of the customers, which means the overall understanding of the experience of the service (Kotler & Fox, 1985). Perceived service quality is the difference between customers' expectations and their experience of real performance (Zeithaml, Bitner, & Gremler, 1996). Students as customers of higher education has their own perceptions, which is overall assessment of their universities' services (Fosu & Owusu, 2015). Students' perceptions about quality of higher education services consist of numerous aspects of delivering service such as their assessment of lecturer, staff, facilities, etc. (Oldfield & Baron, 2000).

The perceptions of students in higher education was evaluated in a study and the result display that perceptions is more related to their assessment of the quality of teaching, which is different before and after grading (Zakari, 2016).

Hill (1995) mentioned that students are a precious source for managers of the universities and institutes, in terms of information. Students have the greatest information, especially those who have graduated recently, as they experienced the service first-hand (Schertzer & Schertzer, 2004). Therefore, it can be said that by knowing the expectations of these new graduate students and comparing to the current situations, managers can improve their quality of education (Hill, 1995). So, student's perception of the quality of higher education depends on their expectations and their values (Telford & Masson, 2005). Student satisfaction (Marzo-Navarro, Pedraja-

Iglesias, & Rivera-Torres, 2005) is based on the students perceived positive qualities, when they become satisfied they will in-turn behave positively and engage others by their word-of-mouth positivity, which it leads to the positive reputation of the university (Wiers-Jenssen, Stensaker, & Groggaard, 2002).

According to Gummesson (1993), perceptions is about expectations and experiences whereby satisfaction is achievable if the experience is greater that expectation and vice versa. However, the expectations of the students are different from various aspects of delivering services in higher education (Zeithaml & Bitner, 2003).

According to Arpin (2007), determinants of customers' satisfaction are "service or product features", "customers' emotions", "attribution for service success or failure", "perception of equity and fairness", and "family members and other students", which influence the student's satisfaction. Since students' satisfaction is achieved institutes are looking for their loyalty. For example by providing alumni department in their institutes to show mutual belongings of each other.

Universities have become a professional service industry with increased investment in marketing. Students here are observed as the main customers and are at the center of attention (Durkin & McKenna, 2011). This situation has resulted in increased competition between universities and institutes to attract and retain students (Alves, 2010). In turn, this has highlighted the importance of marketing as a necessity of higher education institutes, in order to tailor their services in compliance to the changing needs of the market (Gajic, 2012).

Due to increased competition, universities are forced to prepare themselves with the necessary marketing information, enabling them to challenge and become a player in the international market of higher education (Binsardi & Ekwulugo, 2003).

The abovementioned increasing competition has lead higher education to need a distinction in terms of their educational services to fulfill satisfaction internally and externally. The satisfied internal, is shown in the value of an institutes influence and motivation in their employees, and subsequently their loyalty, which it can lead to higher level performances. The satisfied students (external customers) become loyal to the institutions (Khan & Matlay, 2009).

Based on the literature reviewed above, it is high-time to conduct a research into graduating students of EMU and explore the extent to which these students feel satisfied with the education they received in EMU.



## Chapter 3

### METHODOLOGY

The main purpose of this study was to investigate the perceptions and experiences of university graduates about the education they received and communication experience. Accordingly, this chapter consists of several parts such as research methodology, research design, population, data collection procedures, reliability and validity of the study.

#### **3.1 Research Methodology**

The study consists of the general framework of the quantitative research methodology. The study seeks to explore the interaction between the independent and the dependent variables in order to assess the perception of graduates about their education and communication experience they have during their study. The task at hand was to perform this style of research in order to elaborate further the quantification when collecting and analyzing the data. This requires a deductive approach when dealing with the ties between research and theory, where emphasis is asserted on the testing of these theories. In our study the theory; “acts loosely as a set of concerns in relation to which the social researcher collects data” (Bryman, 2012, p. 161). In order to be successful in reaching the quantitative data we desired, it was necessary to use the natural scientific models norms and practices. Here, social reality is deemed as an external, objective reality (Bryman, 2012).

### **3.2 Research Design**

This study is based on case study design used to investigate the particular complex of perception of graduates regarding the educational and communication experiences they had. The main reason for using case study methodology is that through case study we can research intensively, investigating one or a small set of cases, focusing on many details within each case and the context, in which it examines both details of each case's internal features as well as the surrounding situation (Merriam, 1998). Robert K. Yin (1984) defines the case study research design as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context". Therefore, the case study design is a suitable method when trying to understand a real-life situation is the purpose of the research (Yin, 2009). This study adopted the quantitative research methodology. An in-house questionnaire was prepared and used in order to understand the graduates' perceptions regarding their satisfaction level of education that they had received and the quality of communication that they had experienced. The questionnaire was prepared to be administered on the graduating students of the Eastern Mediterranean University, North Cyprus.

### **3.3 Data Collection Instrument**

An in-house questionnaire was prepared which consisted of 50 questions. A pilot study was conducted face-to-face with 30 alumni Spring Semester 2017 to test the understandability of the items. A few amendments were included based on the alumni's suggestions. The Research Ethic Committee of the Eastern Mediterranean University confirmed that the prepared questionnaire adhered to ethical norms.

Data collection was conducted during one month when the emails were sent. An e-mail reminder was sent in the first two weeks. Only 204 surveys were received at the

end of one month. The surveys were developed in English and Turkish and sent to graduates based on their nationality.

The questionnaire comprised two sections. The first section sought to collect demographic information about students. The second part consisted of 5-points Likert scale questions. The research process typically involves the development of questions as well as scales that were used to measure feelings, satisfaction and other important variables at 5-points Likert scale (Likert, 1932). For the present study, questionnaire data was collected in the form of a survey by asking the demographic information such as: age, gender, nationality, etc. beside questions related to the different aspects of students' perception, which all were measured in a total 38 questions.

### **3.4 Population of the Study**

The population of the study includes EMU graduates of 2017 Spring Semester. The total number of graduates was 1200 who succeeded to obtain minimum 2.00 CGPA. The demographic information of population that was surveyed defined by criterias such as gender, age, faculty and nationality. An e-mail was sent to all the graduates however only a number of 204 graduates replied. Such a low response rate may be due to undeceived mails or spam mail. The existing literature indicates that while some researchers use a range of alternative media (e.g., mails, telephones, and short messaging services), in delivering surveys via the web, most often the mode mostly preferred is e-mails. On the pro side, the use of emails can be said to be a fast way of reaching the contact, with low costing involved, but as a con, there are two challenges faced by the use of emails; the reduction in response rates and the technical issue of low internet coverage and the increased presence of spamming filters. (Fan & Yan, 2010).

### **3.5 Data Collection Procedures**

The quantitative research approach of analysis data, which were gathered via a survey in this study, consists of analyzing the following sections of survey: demographic section including age, gender, and nationality. The characteristics of education experience of students section including faculty, department, CGPA, and number of years of studying. The general information of choosing their university including how and why they chose their university.

The IBM SPSS 23.0 program was used for the statistical procedures of this study to analyze the research questions. The descriptive statistical analysis in order to summarize and describe the basic features of the data in this study, with simple graphics analysis to virtualize the quantitative analysis of data comprising means, standard deviation, frequencies etc. was applied.

In order to compare the difference between groups in the variables of this study, t-test for comparing two groups and ANOVA for comparing more than two groups was done. Additionally, Tukey HSD post hoc test was applied to find means that are significantly different from each other between the groups of variables.

Furthermore, the correlation analysis in order to explore the relationship between an independent and a dependent variable or between two independent variables was done for understanding the linear relationship between variables.

### **3.6 Reliability and Validity of the Study**

The reliability analysis was carried out in order to examine the properties of measurement scales and the items that compose the scales, to show to the extent to

which a scale produces consistent results if the measurements are repeated a number of times. Therefore, Cronbach's alpha (Santos, 1999) which is the most common measure of reliability (internal consistency), when the multiple Likert questions in a survey/questionnaire used, was examined. For the present study, Cronbach's alpha for the 5 point Likert scale items was found to be 0.949 which indicates almost excellent reliability. Detailed reliability test results will be given in chapter 4. For the study, an in-house questionnaire was prepared which consisted of 50 questions. A pilot study was conducted face-to-face with 30 alumni Spring Semester 2017 to test the understandability of the items. A few amendments were included based on the alumni's suggestions. From pilot study, we came to conclusion that questionnaire is valid.

## Chapter 4

### FINDINGS

This chapter consists of several sections namely demographic analysis including descriptive analysis, characteristics of studying in EMU, and attitude scales, and findings including comparing means by t-test and ANOVA analysis, reliability, and correlation analysis.

#### 4.1 Descriptive Statistics

This section present descriptive analysis of the questions that seek to collect data on demographic characteristics of the participants.

##### 4.1.1 Demographic Information Questions

Table 1. Descriptive analysis of variable: Gender

Variable	Frequency	Percent
Female	124	60.78
Male	80	39.22
Total	204	100.00

The result of descriptive analysis for gender variable in Table 1 shows that the majority of the respondents were female.

Table 2. Descriptive analysis of variable: Age

Variable	Frequency	Percent
21-23	104	50.98
24-26	75	36.76
More than 27	25	12.25
Total	204	100.00

The result of descriptive analysis for age variable in Table 2 shows that the majority of the respondents were in 21-26 ages.

Table 3. Descriptive analysis of variable: Nationality

	Frequency	Percent
Turkish	113	55.39
Cypriot	28	13.73
Nigerian	22	10.78
Azerbaijani	5	2.45
Syrian	4	1.96
Jordanian	4	1.96
Palestinian	4	1.96
Zimbabwean	3	1.47
Iranian	2	0.98
Iraqi	2	0.98
Kazakh	2	0.98
Tajik	2	0.98
Swazi	2	0.98
Somali	1	0.49
Ukrainian	1	0.49
Canadian	1	0.49
Egyptian	1	0.49
Afghan	1	0.49
British	1	0.49
Kyrgyz	1	0.49
Russian	1	0.49
Pakistani	1	0.49
Albanian	1	0.49
Libyan	1	0.49
Total	204	100.00

The result of descriptive analysis for nationality variable in Table 3 shows that the majority of the respondents was from Turkey, Cyprus and Nigeria.

#### 4.1.2 Characteristics of Studying in EMU

Table 4. Way of choosing EMU

	Frequency	Percent
friends	79	38.73
family	56	27.45
internet	33	16.18
former graduate	13	6.37
agent	12	5.88
other	6	2.94
advertisement	5	2.45
Total	204	100.00

According to the result of Table 4, the majority of students have chosen Eastern Mediterranean University through their friends and family (66.18 %).

Table 5. Reason of choosing EMU

	Frequency	Percent
quality of education	116	56.86
tuition fee	46	22.55
location	19	9.31
safety reason	15	7.35
other	8	3.92
Total	204	100.00

The result of Table 5 shows that the main reason for choosing Eastern Mediterranean University by students is quality of education (56.86%).

Table 6. Frequency statistics of Faculty

	Frequency	Percent
Architecture	31	15.20
Business & Economics	30	14.71
Health Sciences	27	13.24
Education	26	12.75
Engineering	23	11.27



Tourism	20	9.80
Arts & Sciences	19	9.31
Communication and Media Studies	15	7.35
Law	12	5.88
Pharmacy	1	0.49
Total	204	100.00

The result in Table 6 shows that the respondents were from different faculties.

Table 7. Frequency statistics of Department

	Frequency	Percent
Architecture	28.00	13.73
Pre-School Teacher Education (Turkish)	14.00	6.86
Law (Turkish)	12.00	5.88
Nutrition & Dietetics (Turkish)	12.00	5.88
Tourism and Hospitality Management	10.00	4.90
Psychology	8.00	3.92
Banking and Finance	7.00	3.43
International Relations	7.00	3.43
Public Relations and Advertising	7.00	3.43
Information Technology	6.00	2.94
Guidance and Psychological Counseling (Turkish)	5.00	2.45
Physiotherapy and Rehabilitation (Turkish)	5.00	2.45
Civil Engineering	5.00	2.45
Health Management (Turkish)	4.00	1.96
Nursing (Turkish)	4.00	1.96
Translation and Interpretation	4.00	1.96
Visual Art And Visual Communication Design	4.00	1.96
Civil Engineering (Turkish)	4.00	1.96
Computer Engineering (Turkish)	3.00	1.47
Gastronomy and Culinary Arts (Turkish)	3.00	1.47
Interior Architecture (Turkish)	3.00	1.47
International Trade & Business (Turkish)	3.00	1.47
Mechatronics Engineering	3.00	1.47
Psychology (Turkish)	3.00	1.47
Business Administration (Turkish)	3.00	1.47
Economics	2.00	0.98
English Language Teaching	2.00	0.98
Human Resources Management	2.00	0.98
Industrial Engineering	2.00	0.98

Management Information Systems	2.00	0.98
Mechanical Engineering	2.00	0.98
Banking and Insurance	2.00	0.98
Molecular Biology & Genetic	2.00	0.98
Music Teaching (Turkish)	2.00	0.98
Business Administration	2.00	0.98
Radio-TV and Film Studies	2.00	0.98
Turkish Language & Literature (Turkish)	2.00	0.98
Computer Education and Instructional Technology (Turkish)	2.00	0.98
Computer Engineering	2.00	0.98
Computer Technology & Information Systems	1.00	0.49
Electrical and Electronic Engineering	1.00	0.49
Elementary School Teacher Education (Turkish)	1.00	0.49
Guidance and Psychological Counseling	1.00	0.49
Marketing	1.00	0.49
New Media and Journalism (Turkish)	1.00	0.49
Nutrition & Dietetics	1.00	0.49
Pharmacy (B.Pharm.)	1.00	0.49
Political Science	1.00	0.49
Total	204.00	100.00

The result in Table 7 shows that the respondents were from different departments.

Table 8. Frequency statistics of CGPA

CGPA	Frequency	Percent
2	3	1.47
2-2.49	42	20.59
2.50-2.99	62	30.39
3.00-3.49	65	31.86
More than 3.50	32	15.69
Total	204	100.00

According to the results of Table 8, the majority of the students had taken the high CGPA more than 3.00.

Table 9. Frequency statistics of years of studying in EMU

	Frequency	Percent
3years	30	14.71
3.5-4.5 years	128	62.75
5 years	33	16.18
5.5-6.5 years	10	4.90
More than 7 years	3	1.47
Total	204	100.00

According to the results of Table 9, the majority of the students were studying between 3.5-4.5 years in Eastern Mediterranean University.

#### 4.1.3 Attitude Questions

For the present study, 5 point Likert scale items were ranked from 1-strongly agree to 5-strongly disagree. The cut points are taken according to the Balcı's (2004) recommendation as follows: 1-1.79 strongly agree; 1.80-2.59 agree; 2.60-3.39 undecided; 3.40-4.19 disagree; and 4.20-5 strongly agree.

Table 10. Descriptive statistics of questionnaire variables

Variables	Mean	Mode	Std. Deviation	Minimum	Maximum	Attitude scale
Decisionsatif	1.84	2	0.753	1	5	Agree
PromotingEMU	2.10	2	0.957	1	5	Agree
Experiencesatif	1.96	2	0.861	1	5	Agree
EducSatisf	1.88	2	0.749	1	4	Agree
GuidanceSatisf	2.19	2	1.005	1	5	Agree
EducCareer	2.28	2	0.966	1	5	Agree
GoodQualEduc	2.12	2	0.859	1	5	Agree
TuitionFees	2.46	2	1.146	1	5	Agree
Location	1.65	1	0.744	1	5	Strongly agree
Safety	1.59	1	0.693	1	4	Strongly agree
QualTeaching	1.78	1	1.111	1	5	Strongly agree
UnracistTeachers	2.78	1	1.416	1	5	Undecided

UnracistStudents	2.56	2	1.216	1	5	Agree
UnracistLocals	2.52	2	1.193	1	5	Agree
LocalsEhelpful	2.31	2	1.139	1	5	Agree
CommunSatisf	2.32	2	0.878	1	5	Agree
ClassCom	2.23	2	0.763	1	5	Agree
OfficeCom	2.00	2	0.910	1	5	Agree
Offcampuscom	2.07	2	0.913	1	5	Agree
QualityStandTeach	1.96	2	0.964	1	5	Agree
QualityStandStudentPos	1.77	2	0.716	1	4	Strongly agree
Training	2.29	2	0.957	1	5	Agree
Practicalcourses	1.62	1	0.769	1	4	Strongly agree
Technology	1.84	2	0.995	1	5	Agree
Campuservice	1.77	1	0.946	1	5	Strongly agree
Adminstaff	1.84	1	0.955	1	5	Agree
Sportingactiv	1.96	2	0.956	1	5	Agree
Cultactiv	1.79	2	0.846	1	5	Strongly agree
Extracurricularactiv	1.87	2	0.890	1	5	Agree
Coursegrading	2.35	2	1.133	1	5	Agree
Objectivegrading	2.46	2	1.150	1	5	Agree
Fairmarking	2.38	2	1.158	1	5	Agree
Courseprojects	2.14	2	1.038	1	5	Agree
Groupprojects	2.67	2	1.222	1	5	Undecided
Experientiallearnng	1.68	1	0.782	1	5	Strongly agree
Announquiz	1.75	1	0.825	1	5	Strongly agree
Nonotifquiz	3.25	3a	1.290	1	5	Undecided
Takehomeexams	2.14	2	1.071	1	5	Agree

a. Multiple modes exist. The smallest value is shown

According to the Balcı (2004), the result of Table 10 shows that except UnracistTeachers, Groupprojects, and Nonotifquiz variables, the attitude scale of the variables were strongly agree and agree.

Table 11. Descriptive statistics of Likert scale questions

Variables	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Freque	Percent	Freque	Percent	Freque	Percent	Freque	Percent	Freque	Percent
	ncy		ncy		ncy		ncy		ncy	
Decisionsatif	67	32.84	110	53.92	20	9.80	6	2.94	1	0.49
PromotingEMU	52	25.49	104	50.98	32	15.69	8	3.92	8	3.92
Experiencesatif	63	30.88	100	49.02	32	15.69	5	2.45	4	1.96
EducSatisf	64	31.37	108	52.94	25	12.25	7	3.43	0	0.00
GuidanceSatisf	55	26.96	82	40.20	47	23.04	14	6.86	6	2.94
EducCareer	44	21.57	82	40.20	60	29.41	12	5.88	6	2.94
GoodQualEduc	47	23.04	101	49.51	41	20.10	14	6.86	1	0.49
TuitionFees	42	20.59	77	37.75	49	24.02	21	10.29	15	7.35
Location	95	46.57	91	44.61	15	7.35	0	0.00	3	1.47
Safety	104	50.98	84	41.18	12	5.88	4	1.96	0	0.00
QualTeaching	122	59.80	30	14.71	30	14.71	18	8.82	4	1.96
UnracistTeachers	57	27.94	33	16.18	39	19.12	48	23.53	27	13.24
UnracistStudents	43	21.08	67	32.84	50	24.51	25	12.25	19	9.31
UnracistLocals	44	21.57	68	33.33	49	24.02	27	13.24	16	7.84
LocalsEhelpful	49	24.02	89	43.63	35	17.16	16	7.84	15	7.35
CommunSatisf	20	9.80	125	61.27	41	20.10	9	4.41	9	4.41
ClassCom	19	9.31	137	67.16	34	16.67	10	4.90	4	1.96
OfficeCom	66	32.35	89	43.63	33	16.18	15	7.35	1	0.49
Offcampuscom	64	31.37	75	36.76	53	25.98	11	5.39	1	0.49
QualityStandTeach	73	35.78	86	42.16	33	16.18	5	2.45	7	3.43
QualityStandStu	76	37.25	104	50.98	19	9.31	5	2.45	0	0.00
dentPos										
Training	26	12.75	128	62.75	26	12.75	13	6.37	11	5.39
Practicalcourses	107	52.45	75	36.76	15	7.35	7	3.43	0	0.00
Technology	86	42.16	87	42.65	18	8.82	3	1.47	10	4.90
Campuservice	92	45.10	85	41.67	16	7.84	3	1.47	8	3.92
Adminstaff	86	42.16	82	40.20	25	12.25	4	1.96	7	3.43
Sportingactiv	74	36.27	81	39.71	38	18.63	5	2.45	6	2.94
Cultactiv	85	41.67	86	42.16	26	12.75	4	1.96	3	1.47
Extracurricularac	77	37.75	89	43.63	30	14.71	3	1.47	5	2.45
tiv										
Coursegrading	47	23.04	83	40.69	44	21.57	15	7.35	15	7.35
Objectivegrading	38	18.63	87	42.65	46	22.55	14	6.86	19	9.31
Fairmarking	46	22.55	84	41.18	40	19.61	18	8.82	16	7.84
Courseprojects	58	28.43	89	43.63	36	17.65	12	5.88	9	4.41
Groupprojects	38	18.63	62	30.39	55	26.96	28	13.73	21	10.29
Experientiallearn	97	47.55	82	40.20	19	9.31	5	2.45	1	0.49
Announquiz	90	44.12	85	41.67	20	9.80	8	3.92	1	0.49
Nonotifquiz	22	10.78	41	20.10	49	24.02	49	24.02	43	21.08

Takehomeexams	66	32.35	74	36.27	40	19.61	17	8.33	7	3.43
Average	63.2	30.97	85.32	41.82	34.0	16.67	12.8	6.30	8.7	4.24

The frequency and percentage of respondents' perception regarding to each questions of the questionnaire is shown in Table 11. The result shows that majority of them perceived strongly agree and agree.

## 4.2 Findings

This section present the comparing means of the variables including t-test and one-way ANOVA analysis. The independent variables taken for this comparison are gender, age, CGPA, and years of studying in EMU.

Table 12. Comparing means of all the variables and gender

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	
Decisionsatif	1.044	0.308	2.222	202	0.027 *	0.238	0.107	
PromotingEMU	9.668	0.002	2.606	202	0.010 *	0.353	0.135	
Experiencesatif	0.454	0.501	1.932	202	0.055	0.237	0.123	
EducSatisf	0.246	0.620	3.294	202	0.001 **	0.346	0.105	
GuidanceSatisf	0.073	0.787	1.445	202	0.150	0.208	0.144	
EducCareer	1.611	0.206	0.928	202	0.354	0.129	0.139	
GoodQualEduc	10.804	0.001	3.100	202	0.002 *	0.374	0.121	
TuitionFees	0.654	0.420	0.767	202	0.444	0.126	0.165	
Location	0.024	0.878	1.910	202	0.058	0.202	0.106	
Safety	0.225	0.636	1.441	202	0.151	0.143	0.099	
QualTeaching	6.614	0.011	1.457	202	0.147	0.231	0.159	
UnracistTeachers	3.702	0.056	-0.238	202	0.812	-0.048	0.204	
UnracistStudents	0.027	0.869	-1.264	202	0.208	-0.220	0.174	
UnracistLocals	0.222	0.638	0.245	202	0.807	0.042	0.171	
LocalsEhelpful	0.203	0.653	-0.843	202	0.400	-0.138	0.164	
CommunSatisf	3.754	0.054	-0.470	202	0.639	-0.059	0.126	
ClassCom	3.697	0.056	-0.832	202	0.406	-0.091	0.109	
OfficeCom	1.697	0.194	-0.630	202	0.530	-0.082	0.131	
Offcampuscom	0.005	0.942	0.080	202	0.936	0.010	0.131	

QualityStandTeach	0.075	0.784	-0.962	202	0.337	-0.133	0.138
QualityStandStudentPos	0.042	0.838	-1.115	202	0.266	-0.115	0.103
Training	2.395	0.123	1.028	202	0.305	0.141	0.137
Practicalcourses	2.283	0.132	-1.196	202	0.233	-0.132	0.110
Technology	1.555	0.214	0.944	202	0.346	0.135	0.143
Campuservice	0.081	0.776	-0.448	202	0.655	-0.061	0.136
Adminstaff	0.044	0.835	0.082	202	0.935	0.011	0.137
Sportingactiv	0.334	0.564	0.770	202	0.442	0.106	0.137
Cultactiv	0.028	0.867	-0.090	202	0.929	-0.011	0.122
Extracurricularactiv	2.558	0.111	0.353	202	0.724	0.045	0.128
Coursegrading	2.175	0.142	1.494	202	0.137	0.242	0.162
Objectivegrading	0.331	0.566	-0.307	202	0.759	-0.051	0.165
Fairmarking	1.638	0.202	0.545	202	0.586	0.091	0.166
Courseprojects	0.116	0.733	-0.051	202	0.959	-0.008	0.149
Groupprojects	1.042	0.309	-2.049	202	0.042 *	-0.356	0.174
Experientiallearn	0.006	0.937	-0.459	202	0.647	-0.052	0.112
Announquiz	0.017	0.898	0.000	202	1.000	0.000	0.119
Nonotifquiz	0.496	0.482	-1.180	202	0.239	-0.218	0.185
Takehomeexams	2.971	0.086	-1.122	202	0.263	-0.172	0.153

\*. The mean difference is significant at the  $P \leq 0.05$  level.

\*\* . The mean difference is significant at the  $P \leq 0.01$  level.

The result of independent samples t-test in Table 12 shows that there is significant different between the male and female in only means of Decisionsatif, PromotingEMU, EducSatisf, GoodQualEduc, Groupprojects variables.

Table 13. Comparing means of all the variables and age

		Sum of Squares	df	Mean Square	F	Sig.
Decisionsatif	Between Groups	0.855	2	0.428	0.753	0.472
	Within Groups	114.125	201	0.568		
PromotingEMU	Between Groups	2.253	2	1.126	1.232	0.294
	Within Groups	183.787	201	0.914		
Experiencesatif	Between Groups	2.302	2	1.151	1.560	0.213
	Within Groups	148.301	201	0.738		
EducSatisf	Between Groups	0.705	2	0.352	0.626	0.536
	Within Groups	113.231	201	0.563		
GuidanceSatisf	Between Groups	5.973	2	2.987	3.017	0.051
	Within Groups	198.948	201	0.990		

EducCareer	Between Groups	1.583	2	0.792	0.847	0.430
	Within Groups	187.927	201	0.935		
GoodQualEduc	Between Groups	1.903	2	0.952	1.292	0.277
	Within Groups	148.033	201	0.736		
TuitionFees	Between Groups	0.980	2	0.490	0.371	0.691
	Within Groups	265.706	201	1.322		
Location	Between Groups	1.034	2	0.517	0.934	0.395
	Within Groups	111.255	201	0.554		
Safety	Between Groups	0.469	2	0.234	0.486	0.616
	Within Groups	96.943	201	0.482		
QualTeaching	Between Groups	0.070	2	0.035	0.028	0.972
	Within Groups	250.440	201	1.246		
UnracistTeachers	Between Groups	0.562	2	0.281	0.139	0.870
	Within Groups	406.511	201	2.022		
UnracistStudents	Between Groups	3.012	2	1.506	1.018	0.363
	Within Groups	297.282	201	1.479		
UnracistLocals	Between Groups	3.900	2	1.950	1.376	0.255
	Within Groups	284.977	201	1.418		
LocalsEhelpful	Between Groups	5.358	2	2.679	2.086	0.127
	Within Groups	258.186	201	1.285		
CommunSatisf	Between Groups	0.141	2	0.070	0.090	0.914
	Within Groups	156.506	201	0.779		
ClassCom	Between Groups	0.035	2	0.017	0.029	0.971
	Within Groups	118.137	201	0.588		
OfficeCom	Between Groups	0.770	2	0.385	0.463	0.630
	Within Groups	167.230	201	0.832		
Offcampuscom	Between Groups	0.239	2	0.119	0.142	0.868
	Within Groups	168.801	201	0.840		
QualityStandTeach	Between Groups	0.881	2	0.441	0.472	0.625
	Within Groups	187.722	201	0.934		
QualityStandStudentPos	Between Groups	0.352	2	0.176	0.340	0.712
	Within Groups	103.820	201	0.517		
Training	Between Groups	1.630	2	0.815	0.889	0.413
	Within Groups	184.306	201	0.917		
Practicalcourses	Between Groups	0.300	2	0.150	0.251	0.778
	Within Groups	119.877	201	0.596		
Technology	Between Groups	8.265	2	4.132	4.310	0.015 *
	Within Groups	192.716	201	0.959		
Campuservice	Between Groups	1.521	2	0.761	0.849	0.429
	Within Groups	180.106	201	0.896		
Adminstaff	Between Groups	0.069	2	0.035	0.038	0.963
	Within Groups	184.911	201	0.920		
Sportingactiv	Between Groups	1.021	2	0.511	0.556	0.575
	Within Groups	184.665	201	0.919		



Cultactiv	Between Groups	0.567	2	0.283	0.393	0.675
	Within Groups	144.786	201	0.720		
Extracurricularactiv	Between Groups	0.223	2	0.112	0.140	0.870
	Within Groups	160.463	201	0.798		
Coursegrading	Between Groups	5.474	2	2.737	2.157	0.118
	Within Groups	255.114	201	1.269		
Objectivegrading	Between Groups	2.958	2	1.479	1.119	0.329
	Within Groups	265.645	201	1.322		
Fairmarking	Between Groups	3.328	2	1.664	1.244	0.290
	Within Groups	268.849	201	1.338		
Courseprojects	Between Groups	0.042	2	0.021	0.019	0.981
	Within Groups	218.835	201	1.089		
Groupprojects	Between Groups	0.190	2	0.095	0.063	0.939
	Within Groups	303.143	201	1.508		
Experientiallearnng	Between Groups	0.943	2	0.472	0.768	0.465
	Within Groups	123.346	201	0.614		
Announquiz	Between Groups	0.233	2	0.116	0.170	0.844
	Within Groups	138.017	201	0.687		
Nonotifquiz	Between Groups	11.183	2	5.592	3.442	0.034 *
	Within Groups	326.562	201	1.625		
Takehomeexams	Between Groups	0.310	2	0.155	0.134	0.875
	Within Groups	232.568	201	1.157		

\*. The mean difference is significant at the  $P \leq 0.05$  level.

The result of one-way ANOVA test in Table 13 shows there is significant different between the ages of respondents in only means of technology and Nonotifquiz variables. It means there is significant different between the respondents' perception of technology and Nonotifquiz, for different their ages.

Table 14. Tukey HSD post hoc test for age and other significant variables

Dependent Variable			Mean Difference	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Technology	21-23	24-26	-0.424	0.148	0.013 *	-0.774	-0.074
		more than 27	-0.037	0.218	0.984	-0.552	0.478
	24-26	21-23	0.424	0.148	0.013 *	0.074	0.774

	more than 27	0.387	0.226	0.204	-0.147	0.921
	more than 27	0.037	0.218	0.984	-0.478	0.552
	24-26	-0.387	0.226	0.204	-0.921	0.147
Nonotifquiz	21-23	0.131	0.193	0.775	-0.325	0.587
	more than 27	0.745	0.284	0.025 *	0.074	1.415
	24-26	-0.131	0.193	0.775	-0.587	0.325
	more than 27	0.613	0.294	0.096	-0.082	1.308
	21-23	-0.745	0.284	0.025 *	-1.415	-0.074
	24-26	-0.613	0.294	0.096	-1.308	0.082

\*. The mean difference is significant at the  $P \leq 0.05$  level.

In addition to the result of Table 14, according to show between which groups of variables with significant different of means, the result of post hoc test of tukey HSD test in this Table shows that there is for technology variable between ages of 21-23 years and 24-26 years, as well as Nonotifquiz variable between ages of 21-23 years and more than 27 years.

Table 15. Comparing means of all the variables and CGPA

		Sum of Squares	df	Mean Square	F	Sig.
Decisionsatif	Between Groups	1.005	4	0.251	0.439	0.780
	Within Groups	113.975	199	0.573		
PromotingEMU	Between Groups	2.095	4	0.524	0.567	0.687
	Within Groups	183.944	199	0.924		
Experiencesatif	Between Groups	1.967	4	0.492	0.658	0.622
	Within Groups	148.636	199	0.747		
EducSatisf	Between Groups	0.221	4	0.055	0.097	0.983
	Within Groups	113.715	199	0.571		
GuidanceSatisf	Between Groups	3.994	4	0.998	0.989	0.415
	Within Groups	200.928	199	1.010		
EducCareer	Between Groups	5.169	4	1.292	1.395	0.237
	Within Groups	184.340	199	0.926		
GoodQualEduc	Between Groups	1.953	4	0.488	0.657	0.623
	Within Groups	147.983	199	0.744		
TuitionFees	Between Groups	3.442	4	0.861	0.651	0.627

	Within Groups	263.244	199	1.323		
Location	Between Groups	1.374	4	0.344	0.616	0.651
	Within Groups	110.915	199	0.557		
Safety	Between Groups	0.889	4	0.222	0.458	0.766
	Within Groups	96.523	199	0.485		
QualTeaching	Between Groups	3.522	4	0.881	0.709	0.586
	Within Groups	246.988	199	1.241		
UnracistTeachers	Between Groups	16.734	4	4.183	2.133	0.078
	Within Groups	390.340	199	1.962		
UnracistStudents	Between Groups	2.550	4	0.637	0.426	0.790
	Within Groups	297.744	199	1.496		
UnracistLocals	Between Groups	9.200	4	2.300	1.636	0.167
	Within Groups	279.678	199	1.405		
LocalsEhelpful	Between Groups	2.422	4	0.605	0.461	0.764
	Within Groups	261.122	199	1.312		
CommunSatisf	Between Groups	4.356	4	1.089	1.423	0.228
	Within Groups	152.291	199	0.765		
ClassCom	Between Groups	5.086	4	1.271	2.237	0.066
	Within Groups	113.086	199	0.568		
OfficeCom	Between Groups	2.954	4	0.739	0.891	0.471
	Within Groups	165.046	199	0.829		
Offcampuscom	Between Groups	0.903	4	0.226	0.267	0.899
	Within Groups	168.136	199	0.845		
QualityStandTeach	Between Groups	2.260	4	0.565	0.603	0.661
	Within Groups	186.343	199	0.936		
QualityStandStudent	Between Groups	1.257	4	0.314	0.608	0.658
Pos	Within Groups	102.915	199	0.517		
Training	Between Groups	7.829	4	1.957	2.187	0.072
	Within Groups	178.108	199	0.895		
Practicalcourses	Between Groups	2.069	4	0.517	0.872	0.482
	Within Groups	118.107	199	0.594		
Technology	Between Groups	0.945	4	0.236	0.235	0.918
	Within Groups	200.036	199	1.005		
Campuservice	Between Groups	2.173	4	0.543	0.603	0.661
	Within Groups	179.454	199	0.902		
Adminstaff	Between Groups	2.876	4	0.719	0.786	0.536
	Within Groups	182.104	199	0.915		
Sportingactiv	Between Groups	4.127	4	1.032	1.131	0.343
	Within Groups	181.559	199	0.912		
Cultactiv	Between Groups	3.937	4	0.984	1.385	0.240
	Within Groups	141.416	199	0.711		
Extracurricularactiv	Between Groups	3.522	4	0.881	1.115	0.351
	Within Groups	157.164	199	0.790		
Coursegrading	Between Groups	21.285	4	5.321	4.425	0.002 **

Objectivegrading	Within Groups	239.304	199	1.203		
	Between Groups	11.303	4	2.826	2.185	0.072
Fairmarking	Within Groups	257.300	199	1.293		
	Between Groups	10.263	4	2.566	1.949	0.104
Courseprojects	Within Groups	261.913	199	1.316		
	Between Groups	2.934	4	0.734	0.676	0.609
Groupprojects	Within Groups	215.943	199	1.085		
	Between Groups	16.048	4	4.012	2.779	0.028 *
Experientiallearnng	Within Groups	287.285	199	1.444		
	Between Groups	1.577	4	0.394	0.639	0.635
Announquiz	Within Groups	122.712	199	0.617		
	Between Groups	1.005	4	0.251	0.364	0.834
Nonotifquiz	Within Groups	137.245	199	0.690		
	Between Groups	2.800	4	0.700	0.416	0.797
Takehomeexams	Within Groups	334.946	199	1.683		
	Between Groups	7.594	4	1.898	1.677	0.157
	Within Groups	225.284	199	1.132		

\*. The mean difference is significant at the  $P \leq 0.05$  level.

\*\*. The mean difference is significant at the  $P \leq 0.01$  level.

The result of one-way ANOVA test in Table 15 shows there is significant different between the CGPA of respondents in only means of Coursegrading and Groupprojects variables.

Table 16. Tukey HSD post hoc test for CGPA and other significant variables

Dependent Variable		Mean Difference	Std. Error	Sig.	95% Confidence Interval		
					Lower Bound	Upper Bound	
					Coursegrading	2	2-2.49
		2.50-2.99	-1.280	0.648	0.283	-3.064	0.505
		3.00-3.49	-0.928	0.648	0.607	-2.711	0.855
		more than 3.50	-0.448	0.662	0.961	-2.271	1.375
	2-2.49	2	1.286	0.655	0.289	-0.518	3.090
		2.50-2.99	0.006	0.219	1.000	-0.597	0.609
		3.00-3.49	0.358	0.217	0.469	-0.240	0.955
		more than 3.50	0.838	0.257	0.011 *	0.129	1.546
	2	2	1.280	0.648	0.283	-0.505	3.064

	2.50-	2-2.49	-0.006	0.219	1.000	-0.609	0.597	
	2.99	3.00-3.49	0.351	0.195	0.374	-0.185	0.887	
		more than 3.50	0.832	0.239	0.005 **	0.175	1.489	
	3.00-	2	0.928	0.648	0.607	-0.855	2.711	
	3.49	2-2.49	-0.358	0.217	0.469	-0.955	0.240	
		2.50-2.99	-0.351	0.195	0.374	-0.887	0.185	
		more than 3.50	0.480	0.237	0.256	-0.172	1.132	
	more than 3.50	2	0.448	0.662	0.961	-1.375	2.271	
		2-2.49	-0.838	0.257	0.011 *	-1.546	-0.129	
		2.50-2.99	-0.832	0.239	0.005 **	-1.489	-0.175	
		3.00-3.49	-0.480	0.237	0.256	-1.132	0.172	
Group	projects	2	2-2.49	-0.524	0.718	0.949	-2.501	1.453
			2.50-2.99	-0.355	0.710	0.987	-2.310	1.601
			3.00-3.49	-0.923	0.710	0.691	-2.876	1.030
			more than 3.50	-1.000	0.725	0.642	-2.997	0.997
		2-2.49	2	0.524	0.718	0.949	-1.453	2.501
			2.50-2.99	0.169	0.240	0.955	-0.492	0.830
			3.00-3.49	-0.399	0.238	0.450	-1.054	0.256
			more than 3.50	-0.476	0.282	0.443	-1.252	0.300
	2.50-	2	0.355	0.710	0.987	-1.601	2.310	
	2.99	2-2.49	-0.169	0.240	0.955	-0.830	0.492	
		3.00-3.49	-0.568	0.213	0.063	-1.155	0.019	
		more than 3.50	-0.645	0.262	0.102	-1.365	0.075	
	3.00-	2	0.923	0.710	0.691	-1.030	2.876	
	3.49	2-2.49	0.399	0.238	0.450	-0.256	1.054	
		2.50-2.99	0.568	0.213	0.063	-0.019	1.155	
		more than 3.50	-0.077	0.259	0.998	-0.791	0.637	
	more than 3.50	2	1.000	0.725	0.642	-0.997	2.997	
		2-2.49	0.476	0.282	0.443	-0.300	1.252	
		2.50-2.99	0.645	0.262	0.102	-0.075	1.365	
		3.00-3.49	0.077	0.259	0.998	-0.637	0.791	

\*. The mean difference is significant at the  $P \leq 0.05$  level.

\*\* . The mean difference is significant at the  $P \leq 0.01$  level.

In addition to the result of Table 16, according to show between which groups of variables with significant different of means, the result of post hoc test of tukey HSD

test in this Table shows that there is for Coursegrading variable between CGPA of 2-2.49 and more than 3.5, but there is not significant different between groups of CGPA and Groupprojects variable.

Table 17. Comparing means of all the variables and years of studying in EMU

		Sum of Squares	df	Mean Square	F	Sig.
Decisionsatif	Between Groups	6.871	4	1.718	3.162	0.015 *
	Within Groups	108.109	199	0.543		
PromotingEMU	Between Groups	8.251	4	2.063	2.309	0.059
	Within Groups	177.788	199	0.893		
Experiencesatif	Between Groups	7.254	4	1.813	2.518	0.043 *
	Within Groups	143.349	199	0.720		
EducSatisf	Between Groups	6.491	4	1.623	3.005	0.019 *
	Within Groups	107.445	199	0.540		
GuidanceSatisf	Between Groups	6.083	4	1.521	1.522	0.197
	Within Groups	198.838	199	0.999		
EducCareer	Between Groups	6.938	4	1.735	1.891	0.113
	Within Groups	182.571	199	0.917		
GoodQualEduc	Between Groups	7.093	4	1.773	2.470	0.046 *
	Within Groups	142.843	199	0.718		
TuitionFees	Between Groups	7.485	4	1.871	1.437	0.223
	Within Groups	259.201	199	1.303		
Location	Between Groups	3.554	4	0.888	1.626	0.169
	Within Groups	108.735	199	0.546		
Safety	Between Groups	1.942	4	0.485	1.012	0.402
	Within Groups	95.470	199	0.480		
QualTeaching	Between Groups	1.960	4	0.490	0.392	0.814
	Within Groups	248.550	199	1.249		
UnracistTeachers	Between Groups	2.450	4	0.612	0.301	0.877
	Within Groups	404.624	199	2.033		
UnracistStudents	Between Groups	3.234	4	0.808	0.542	0.705
	Within Groups	297.061	199	1.493		
UnracistLocals	Between Groups	5.742	4	1.435	1.009	0.404
	Within Groups	283.136	199	1.423		
LocalsEhelpful	Between Groups	8.424	4	2.106	1.643	0.165
	Within Groups	255.120	199	1.282		
CommunSatisf	Between Groups	2.353	4	0.588	0.759	0.553
	Within Groups	154.295	199	0.775		
ClassCom	Between Groups	2.427	4	0.607	1.043	0.386
	Within Groups	115.745	199	0.582		

OfficeCom	Between Groups	8.380	4	2.095	2.612	0.037 *
	Within Groups	159.620	199	0.802		
Offcampuscom	Between Groups	5.360	4	1.340	1.629	0.168
	Within Groups	163.679	199	0.823		
QualityStandTeach	Between Groups	2.374	4	0.593	0.634	0.639
	Within Groups	186.229	199	0.936		
QualityStandStudentPos	Between Groups	3.373	4	0.843	1.665	0.160
	Within Groups	100.799	199	0.507		
Training	Between Groups	9.457	4	2.364	2.666	0.034 *
	Within Groups	176.479	199	0.887		
Practicalcourses	Between Groups	2.136	4	0.534	0.900	0.465
	Within Groups	118.040	199	0.593		
Technology	Between Groups	9.275	4	2.319	2.407	0.051
	Within Groups	191.705	199	0.963		
Campuservice	Between Groups	18.622	4	4.656	5.684	0.000 **
	Within Groups	163.005	199	0.819		
Adminstaff	Between Groups	9.983	4	2.496	2.838	0.026 *
	Within Groups	174.998	199	0.879		
Sportingactiv	Between Groups	6.927	4	1.732	1.928	0.107
	Within Groups	178.760	199	0.898		
Cultactiv	Between Groups	0.598	4	0.149	0.205	0.935
	Within Groups	144.755	199	0.727		
Extracurricularactiv	Between Groups	1.525	4	0.381	0.477	0.753
	Within Groups	159.162	199	0.800		
Coursegrading	Between Groups	9.663	4	2.416	1.916	0.109
	Within Groups	250.925	199	1.261		
Objectivegrading	Between Groups	7.890	4	1.973	1.506	0.202
	Within Groups	260.713	199	1.310		
Fairmarking	Between Groups	4.731	4	1.183	0.880	0.477
	Within Groups	267.445	199	1.344		
Courseprojects	Between Groups	2.519	4	0.630	0.579	0.678
	Within Groups	216.358	199	1.087		
Groupprojects	Between Groups	5.364	4	1.341	0.896	0.468
	Within Groups	297.969	199	1.497		
Experientiallearn	Between Groups	2.515	4	0.629	1.028	0.394
	Within Groups	121.774	199	0.612		
Announquiz	Between Groups	2.937	4	0.734	1.080	0.368
	Within Groups	135.313	199	0.680		
Nonotifquiz	Between Groups	2.297	4	0.574	0.341	0.850
	Within Groups	335.448	199	1.686		
Takehomeexams	Between Groups	0.504	4	0.126	0.108	0.980
	Within Groups	232.374	199	1.168		

\*. The mean difference is significant at the  $P \leq 0.05$  level.

\*\*. The mean difference is significant at the  $P \leq 0.0$  level.

The result of one-way ANOVA test in Table 17 shows there is significant different between the ages of respondents in only means of some variables namely Decisionsatif, Experiencesatif, EducSatisf, GoodQualEduc, OfficeCom, Training, Campuservice, and Adminstaff.

Table 18. Tukey HSD post hoc test for years of studying in EMU and other significant variables

Dependent Variable		Mean	Std.	Sig.	95% Confidence Interval		
		Differenc	Error		Lower	Upper	
		e			Bound	Bound	
Decisionsatif	3 years	3.5-4.5 years	-0.013	0.150	1.000	-0.424	0.399
		5 years	-0.048	0.186	0.999	-0.560	0.463
		5.5-6.5 years	-0.100	0.269	0.996	-0.841	0.641
		more than 7 years	-1.533	0.446	0.006 **	-2.762	-0.305
	3.5-4.5 years	3years	0.013	0.150	1.000	-0.399	0.424
		5 years	-0.036	0.144	0.999	-0.432	0.360
		5.5-6.5 years	-0.087	0.242	0.996	-0.754	0.579
		more than 7 years	-1.521	0.431	0.005 **	-2.706	-0.336
	5 years	3years	0.048	0.186	0.999	-0.463	0.560
		3.5-4.5 years	0.036	0.144	0.999	-0.360	0.432
		5.5-6.5 years	-0.052	0.266	1.000	-0.784	0.681
		more than 7 years	-1.485	0.444	0.009 **	-2.708	-0.261
	5.5-6.5 years	3years	0.100	0.269	0.996	-0.641	0.841
		3.5-4.5 years	0.087	0.242	0.996	-0.579	0.754
		5 years	0.052	0.266	1.000	-0.681	0.784
		more than 7 years	-1.433	0.485	0.029 *	-2.769	-0.098
	3years	1.533	0.446	0.006 **	0.305	2.762	
	3.5-4.5 years	1.521	0.431	0.005 **	0.336	2.706	
	5 years	1.485	0.444	0.009 **	0.261	2.708	
	5.5-6.5 years	1.433	0.485	0.029 *	0.098	2.769	
EducSatisf	3 years	3.5-4.5 years	-0.075	0.149	0.987	-0.485	0.335
		5 years	0.073	0.185	0.995	-0.438	0.583
		5.5-6.5 years	-0.500	0.268	0.341	-1.239	0.239
		more than 7 years	-1.200	0.445	0.058	-2.425	0.025
	3.5-4.5 years	3years	0.075	0.149	0.987	-0.335	0.485
		5 years	0.148	0.143	0.841	-0.247	0.543
		5.5-6.5 years	-0.425	0.241	0.399	-1.089	0.239
		more than 7 years	-1.125	0.429	0.070	-2.307	0.057
	3years	-0.073	0.185	0.995	-0.583	0.438	



Campuservice	5 years	3.5-4.5 years	-0.148	0.143	0.841	-0.543	0.247
		5.5-6.5 years	-0.573	0.265	0.200	-1.303	0.157
		more than 7 years	-1.273	0.443	0.036 *	-2.493	-0.053
	5.5-6.5 years	3years	0.500	0.268	0.341	-0.239	1.239
		3.5-4.5 years	0.425	0.241	0.399	-0.239	1.089
		5 years	0.573	0.265	0.200	-0.157	1.303
	more than 7 years	more than 7 years	-0.700	0.484	0.598	-2.032	0.632
		3years	1.200	0.445	0.058	-0.025	2.425
		3.5-4.5 years	1.125	0.429	0.070	-0.057	2.307
	years	5 years	1.273	0.443	0.036 *	0.053	2.493
		5.5-6.5 years	0.700	0.484	0.598	-0.632	2.032
		3.5-4.5 years	0.326	0.184	0.391	-0.179	0.831
	3 years	5 years	0.270	0.228	0.762	-0.359	0.898
		5.5-6.5 years	-0.833	0.330	0.090	-1.743	0.076
		more than 7 years	-1.033	0.548	0.329	-2.542	0.475
	3.5-4.5 years	3years	-0.326	0.184	0.391	-0.831	0.179
		5 years	-0.056	0.177	0.998	-0.543	0.430
		5.5-6.5 years	-1.159	0.297	0.001 **	-1.977	-0.341
	5 years	more than 7 years	-1.359	0.529	0.080	-2.815	0.096
		3years	-0.270	0.228	0.762	-0.898	0.359
		3.5-4.5 years	0.056	0.177	0.998	-0.430	0.543
	5.5-6.5 years	5.5-6.5 years	-1.103	0.327	0.008 **	-2.002	-0.204
		more than 7 years	-1.303	0.546	0.123	-2.806	0.199
		3years	0.833	0.330	0.090	-0.076	1.743
6.5 years	3.5-4.5 years	1.159	0.297	0.001 **	0.341	1.977	
	5 years	1.103	0.327	0.008 **	0.204	2.002	
	more than 7 years	-0.200	0.596	0.997	-1.840	1.440	
more than 7 years	3years	1.033	0.548	0.329	-0.475	2.542	
	3.5-4.5 years	1.359	0.529	0.080	-0.096	2.815	
	5 years	1.303	0.546	0.123	-0.199	2.806	
		5.5-6.5 years	0.200	0.596	0.997	-1.440	1.840

\*. The mean difference is significant at the  $P \leq 0.05$  level.

\*\*.. The mean difference is significant at the  $P \leq 0.01$  level.

In addition to the result of Table 17, according to show between which groups of variables with significant different of means, the result of post hoc test of tukey HSD test in this Table shows that there is for Decisionsatif variable between years of studying in EMU of 3 years, 3.5-4.5 years, 5 years, 5.5-6.5 years and more than 7 years. Also, for EducSatisf variable between years of studying in EMU of 5 years and

more than 7 years, as well as Campuservice variable between years of studying in EMU of 3.5-4.5 years and 5 years and 5.5-6.5 years. However, there is not significant different between groups of years of studying in EMU and Experiencesatif, GoodQualEduc, OfficeCom, Training, and Adminstaff variables.

Table 19. Preferences frequency analysis of variables by grouping gender (only strongly agree or agree)

Variable		Total		Gender			
				male		female	
		Count	N %	Count	N %	Count	N %
Safety	Strongly Agree + Agree	188	92.16	72	38.30	116	61.70
Location	Strongly Agree + Agree	186	91.18	71	38.17	115	61.83
Practicalcourses	Strongly Agree + Agree	182	89.22	76	41.76	106	58.24
QualityStandStudentPos	Strongly Agree + Agree	180	88.24	72	40.00	108	60.00
Experientiallearnng	Strongly Agree + Agree	179	87.75	71	39.66	108	60.34
Decisionsatif	Strongly Agree + Agree	177	86.76	66	37.29	111	62.71
Campuservice	Strongly Agree + Agree	177	86.76	71	40.11	106	59.89
Announquiz	Strongly Agree + Agree	175	85.78	68	38.86	107	61.14
Technology	Strongly Agree + Agree	173	84.80	68	39.31	105	60.69
EducSatisf	Strongly Agree + Agree	172	84.31	61	35.47	111	64.53
Cultactiv	Strongly Agree + Agree	171	83.82	66	38.60	105	61.40
Adminstaff	Strongly Agree + Agree	168	82.35	68	40.48	100	59.52
Extracurricularactiv	Strongly Agree + Agree	166	81.37	61	36.75	105	63.25
Experiencesatif	Strongly Agree + Agree	163	79.90	62	38.04	101	61.96
QualityStandTeach	Strongly Agree + Agree	159	77.94	66	41.51	93	58.49

PromotingEMU	Strongly Agree + Agree	156	76.47	57	36.54	99	63.46
ClassCom	Strongly Agree + Agree	156	76.47	67	42.95	89	57.05
OfficeCom	Strongly Agree + Agree	155	75.98	63	40.65	92	59.35
Sportingactiv	Strongly Agree + Agree	155	75.98	57	36.77	98	63.23
Training	Strongly Agree + Agree	154	75.49	59	38.31	95	61.69
QualTeaching	Strongly Agree + Agree	152	74.51	57	37.50	95	62.50
GoodQualEduc	Strongly Agree + Agree	148	72.55	49	33.11	99	66.89
Courseprojects	Strongly Agree + Agree	147	72.06	59	40.14	88	59.86
CommunSatisf	Strongly Agree + Agree	145	71.08	60	41.38	85	58.62
Takehomeexams	Strongly Agree + Agree	140	68.63	61	43.57	79	56.43
Offcampuscom	Strongly Agree + Agree	139	68.14	53	38.13	86	61.87
LocalsEhelpful	Strongly Agree + Agree	138	67.65	60	43.48	78	56.52
GuidanceSatisf	Strongly Agree + Agree	137	67.16	51	37.23	86	62.77
Coursegrading	Strongly Agree + Agree	130	63.73	47	36.15	83	63.85
Fairmarking	Strongly Agree + Agree	130	63.73	54	41.54	76	58.46
EducCareer	Strongly Agree + Agree	126	61.76	49	38.89	77	61.11
Objectivegrading	Strongly Agree + Agree	125	61.27	53	42.40	72	57.60
TuitionFees	Strongly Agree + Agree	119	58.33	44	36.97	75	63.03
UnracistLocals	Strongly Agree + Agree	112	54.90	48	42.86	64	57.14
UnracistStudents	Strongly Agree + Agree	110	53.92	51	46.36	59	53.64
Groupprojects	Strongly Agree + Agree	100	49.02	46	46.00	54	54.00
UnracistTeachers	Strongly Agree + Agree	90	44.12	39	43.33	51	56.67

Nonotifquiz	Strongly Agree + Agree	63	30.88	31	49.21	32	50.79
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According to the number of respondents who has strongly agreed or agreed with each variables, the result of Table 19 shows that the most of respondents are strongly agree or agree with the safety variable, but the least of are strongly agree or agree with Nonotifquiz variable. In addition, females and males perceived differently, as the most of the respondents who are strongly agree or agree with the safety variable are female, but for the Nonotifquiz variable this almost males and females perceived similarly.

Table 20. Comparing means of nonracist variables with nationality

		Sum of Squares	df	Mean Square	F	Sig.
UnracistTeachers	Between Groups	62.644	23	2.724	1.423	.105
	Within Groups	344.430	180	1.913		
UnracistStudents	Between Groups	33.780	23	1.469	.992	.478
	Within Groups	266.514	180	1.481		
UnracistLocals	Between Groups	29.776	23	1.295	.899	.599
	Within Groups	259.101	180	1.439		

In addition to Table 20, the result of one-way ANOVA test in this Table shows there is not any significant different between the nonracist variables and nationality of respondents.

Table 21. Frequency analysis of nonracist variable by grouping Nationality

UnracistTeachers				UnracistStudents				UnracistLocals			
N	% N	%	Count	N	% N	%	Count	N	% N	%	Count
Nationality	Total			Nationality	Total			Nationality	Total		
Turkish	42.22	33.63	38	Turkish	50	48.67	55	Turkish	53.57	53.1	60
Cypriot	13.33	42.86	12	Cypriot	15.45	60.71	17	Cypriot	17.86	71.43	20
Nigerian	12.22	50	11	Nigerian	7.27	36.36	8	Nigerian	7.14	36.36	8
Jordanian	4.44	100	4	Zimbabwean	3.64	100	4	Zimbabwean	3.57	100	4
Zimbabwean	3.33	100	3	Jordanian	2.73	60	3	Jordanian	2.68	60	3
Azerbaijani	2.22	40	2	Azerbaijani	2.73	75	3	Syrian	1.79	50	2

Syrian	2.22	50	2	Iraqi	1.82	100	2	Iraqi	1.79	100	2
Kazakh	2.22	100	2	Iranian	1.82	100	2	Swazi	1.79	100	2
Iraqi	2.22	100	2	Swazi	1.82	100	2	Tajik	1.79	100	2
Iranian	2.22	100	2	Palestinian	1.82	100	2	Azerbaijani	0.89	25	1
Swazi	2.22	100	2	Syrian	0.91	25	1	Iranian	0.89	50	1
Palestinian	1.11	25	1	Kazakh	0.91	33.33	1	Palestinian	0.89	50	1
Tajik	1.11	50	1	Tajik	0.91	50	1	British	0.89	100	1
Kyrgyz	1.11	100	1	British	0.91	100	1	Afghan	0.89	100	1
British	1.11	100	1	Afghan	0.91	100	1	Canadian	0.89	100	1
Afghan	1.11	100	1	Canadian	0.91	100	1	Ukrainian	0.89	100	1
Canadian	1.11	100	1	Ukrainian	0.91	100	1	Albanian	0.89	100	1
Ukrainian	1.11	100	1	Somali	0.91	100	1	Libyan	0.89	100	1
Somali	1.11	100	1	Albanian	0.91	100	1	Kazakh	0	0	0
Albanian	1.11	100	1	Pakistani	0.91	100	1	Kyrgyz	0	0	0
Pakistani	1.11	100	1	Russian	0.91	100	1	Somali	0	0	0
Russian	0	0	0	Libyan	0.91	100	1	Pakistani	0	0	0
Libyan	0	0	0	Kyrgyz	0	0	0	Russian	0	0	0
Egyptian	0	0	0	Egyptian	0	0	0	Egyptian	0	0	0

In addition to Table 21, this Table shows that the frequency of respondents' nationality for nonracist variables including UnracistTeachers, UnracistStudents, and UnracistLocals who has strongly agreed and agreed with nonracist variables. The result of this Table shows that although there is not statistically significant different between nationality of respondents and their perception of nonracist variables, the majority of the respondents was Turkish and none of them was Egyptian. However, this majority of respondents are comprise of only 1/3 of their nationality (33.63% of total Turkish respondents) for UnracistTeachers variable but for UnracistStudents and UnracistLocals variables are almost half of them.

Table 22. Reliability analysis - Item-Total Statistics

Variables	Corrected Correlation	Item-Total	Cronbach's Alpha if Item Deleted
Decisionsatif	0.631		0.948
PromotingEMU	0.690		0.947
Experiencesatif	0.717		0.947
EducSatisf	0.593		0.948
GuidanceSatisf	0.739		0.947
EducCareer	0.677		0.947
GoodQualEduc	0.633		0.947

TuitionFees	0.494	0.949
Location	0.589	0.948
Safety	0.389	0.949
QualTeaching	0.497	0.949
UnracistTeachers	0.486	0.949
UnracistStudents	0.537	0.948
UnracistLocals	0.580	0.948
LocalsEhelpful	0.560	0.948
CommunSatisf	0.607	0.948
ClassCom	0.630	0.948
OfficeCom	0.537	0.948
Offcampuscom	0.525	0.948
QualityStandTeach	0.646	0.947
QualityStandStudentPos	0.532	0.948
Training	0.530	0.948
Practicalcourses	0.425	0.949
Technology	0.552	0.948
Campuservice	0.581	0.948
Adminstaff	0.700	0.947
Sportingactiv	0.612	0.948
Cultactiv	0.625	0.948
Extracurricularactiv	0.635	0.947
Coursegrading	0.670	0.947
Objectivegrading	0.648	0.947
Fairmarking	0.655	0.947
Courseprojects	0.592	0.948
Groupprojects	0.486	0.949
Experientiallearnng	0.447	0.949

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A reliability analysis was carried out on the perceived student satisfaction scale comprising 35 items. Cronbach's alpha showed the questionnaire to reach acceptable reliability,  $\alpha = 0.935$ . Most items appeared to be worthy of retention, resulting in a decrease in the alpha if deleted. The one exception to this was 3 items, which would increase the alpha to  $\alpha = 0.949$ . As such, removal of these items should be considered. Accordingly, the reliability analysis shows the excellent ( $\alpha \geq 0.9$ ) reliability (George and Mallery, 2003).



The result of Table 23 shows that between almost all of the variables, there is significant relationship except some of them namely as below:

- Safety ⇔ EducCareer, UnracistTeachers, Training, Technology, Courseprojects, Groupprojects
- TuitionFees ⇔ Practicalcourses, Experientiallearnng
- UnracistTeachers and UnracistStudents ⇔ Practicalcourses, Experientiallearnng
- OfficeCom and Offcampuscom ⇔ Technology
- Fairmarking ⇔ Practicalcourses

Table 24. Was your secondary school education in English? (This question is for those who studied in programs instructed in English)

	Frequency	Percent
yes	82	40.2
no	122	59.8
Total	204	100.0

Table 25. If your answer is yes: Do you think that your lecturers English language standard were good?

	Frequency	Percent
yes	77	37.7
no	127	62.3
Total	204	100.0

Table 26. If your answer is no: Did you have any difficulty in understanding lectures in English?

	Frequency	Percent
yes	128	62.7
no	76	37.3
Total	204	100.0



The result in Tables 24, 25, and 26 shows that out of 204 of respondents 82 of them studied in English in their secondary schools, and out of those 82 respondents 5 of them think that their lecturers English language standard were not good. It means 77 of the respondents have experienced the English language standards of their lecturers, which only one respondent had difficulty in his/her understanding lectures in English. Therefore, 128 of respondents had problem with English before coming to the university, which is the majority of them.

According to the “Additional thoughts” (the last question of the questionnaire), the overall ideas of the students was as same as the questions of the questionnaire, which it shows that students completely understand what is the purpose of the questionnaire that can be consider as validity of the questionnaire.

## **Chapter 5**

### **CONCLUSION AND DISCUSSION**

This chapter seeks to pull the strings of the study together. In order to realize this, first, a summary of this study is given. Then, conclusions drawn from the study, and managerial implications are given. Last, but not the least recommendation for further research is presented.

#### **5.1 Summary of the Study**

The aim of this study was to determine the factors affecting the overall perceptions and experiences of the Eastern Mediterranean University alumni. The growing competition of higher education institutions has led many of these institutions to focus on maintaining students in addition to attracting students. With this in mind; several research questions were asked to find out the casual factors and processes involved in generating institutional involvement of Eastern Mediterranean University's graduates. Moreover, it was aimed to understand graduates' overall perception related to standard of good education, satisfactory communication, facilities offered, fairness, career benefits and more. Because the nature of the study was of a descriptive nature, the survey model was conducted. Data were gathered through a survey with questions as well as scales, used to measure feelings, satisfaction and other important variables on a 5-points Likert scale.

In this study the research questions was tested and the findings were examined. The case study research method was employed, because the aim of the case study is

interested in an in-depth investigation and description of the particular complex case of students' perceptions of the quality of education. The data was analyzed by using techniques of descriptive analysis, correlation, and analysis of variance. The study revealed important results, which are explained within the context of existing literature below.

The result of descriptive analysis have shown that the majority of the respondents were female in the age of 21-26 years, which mostly were from Turkey, Cyprus and Nigeria.

The majority of students have chosen Eastern Mediterranean University through their friends and family, which the main reason for choosing Eastern Mediterranean University by them was quality of education. Since the quality of higher education depends on the students expectations and their values (Telford & Masson, 2005), it means the students of the EMU have perceived this quality. Therefore, by perceiving the quality positively, it means they are satisfied, which it appeared in their behavior positively by engaging other students as they have recommended EMU to their friends and family (Wiers-Jenssen et al., 2002), which it results in reputation of the university. The majority of the students had taken the high CGPA more than 3.00 with studying 3.5-4.5 years in Eastern Mediterranean University.

According to the Balçı (2004), the result have shown that except Teachers are not racist, Group projects, and Quizzes without prior notification variables, the attitude scale of the variables were strongly agree and agree.

According to the Balçı (2004), is the average of Likert scale in the questionnaires in which the average is between 1-1.79 is considered as strongly agree attitude, 1.8-2.59

as agree attitude, 2.6-3.39 as undecided, 3.4-4.19 as disagree, and 4.2-5 as strongly disagree. Almost all of the variables of the questionnaire have shown agree and strongly agree attitude, which means the students perceived that variable as agree or strongly agree.

For example, the attitude of the students about Promoting EMU and Decision satisfaction have shown as agree, which it shows students promote EMU. It means they perceived its quality of education positively and they want to promote it as word-of-mouth, which has been proven in the study of Wiers-Jenssen et al. in 2002. Additionally, for the Experience Satisfaction, Education Satisfaction, Guidance Satisfaction, Prepared for Future Career, and Good Quality of Education variables students perceived agree.

Although, the attitude of Tuition Fees, has shown agree, the average of Likert scale is 2.46 which is very close to the undecided attitude, which it has shown that minority of the students response were strongly agree with that, in the descriptive statistics of questionnaire. It means students perceived the tuition fees of the EMU is high.

The attitude of Teachers are not racist variable has shown undecided which the majority of the students were strongly disagree to natural with it. It means students perceived that teachers in this university do not behave same to the students from different countries, as they do not have equal opportunity in terms of interrelationship with the teachers.

Although, the attitude of Students are not racist and local people are not racist, has shown agree, the average of Likert scales are 2.56 and 2.52 which are very close to the

undecided attitude, which it means students perceived that students and local people behave differently with the students from different countries.

Although, when it comes to the attitude of objective grading, the results show that there is an agreement on this subject, the average on the Likert scale is 2.46, which is very close to the 'undecided attitude'. This shows that the response of the minority of the students were that they strongly agreed on this matter in the descriptive statistics of the questionnaire. It indicates that students perceived there is no objectivity when it comes to grading. As Drapinska (2012) highlighted, trust is one of the main factors when it comes to increasing students' satisfaction.

For Group projects, students perceived that group projects are not good because of not enough motivation for team working.

Technology, is important for all the students in different groups of ages, as the longer they stay the less they are satisfied with the campus services provided. Essentially the institution a student finds themselves within needs to ensure they are innovative and up-to-date with the technological times. Should a university find themselves unable to follow the latest technological trends, it has a direct impact on the motivation of the students that study there and thus the length of the students study.

Students who have a low CGPA have been found to be not complacent with course instructor's objectivity. The lack of motivation in their learning whether due to technological reasons or another reason, can be seen to manifest itself in to blaming other factors that may not actually be the case, rather than the issue being addressed. This of course in turn has an impact on the student's duration of study.

It can also be said that the longer a student stays at any one institution, the decrease of overall education satisfaction. The positive relationships between service quality and student satisfaction, which are consistent with the results of previous studies (Jiewanto et al., 2012; Al-Alak & Alnaser, 2012; Helgesen, 2010; Abu Hasan et al., 2008; Gallarza & Saura, 2006), showed that the quality of services has a positive effect on student satisfaction. The better the university's services, the more satisfied students will be. Also, the quality of service affects university reputation, but not as much as its impact on student satisfaction.

## **5.2 Conclusions Drawn from the Study**

As the aim of this study was to determine the factors affecting the overall perceptions and experiences of the Eastern Mediterranean University alumni, this research revealed important results.

Almost half (45.1 %) of the students that chose Eastern Mediterranean University, did so through the influence of their friends (39.73 %) and former graduates (6.37 %). These results show that word-of-mouth communication plays an important role in admission rate. Moreover, internet (16.18 %) had more effect on students to choose Eastern Mediterranean University than agents (5.88 %).

The research question set for the study in chapter 1 was "What are the casual factors and processes involved in generating institutional involvement of Eastern Mediterranean University's graduates?". It is found that the student needs to have the feeling of being valued, having a good education in terms of excelling in their studies, fairness again which connects to the matter of lack of communication with their course instructors and the institution as a whole and their sense of belonging. The students

also require additional support that the necessary facilities need to be in place to ensure that from the very beginning of their studies, they have the support and the facilities in place for them to feel the sense of belonging and the channels to voice their needs. It has already been found that the longer duration a student is found at an institution, the lesser their sense of loyalty.

One of the important issues raised from this research was the issue of fairness. Students believe that from time-to-time their course instructors may not be objective and in-turn; fair, treating their students as 'equal' when marking their work and giving grades. Another issue raised from this study is the issue of the instructor-student relationship, which derives from a lack of institutional communication. What is at play here, is the fact that course instructors at times can have better communication with some students over the others, and this better 'rapport' with certain students may create an illusion that there is "favoring", thus creating a sense of disappointment.

This matter connects to a lack of self-esteem found in students, affecting their sense of belonging and thus having a direct impact on their studies. It has already been found that the longer duration a student is found at an institution, the lesser their sense of loyalty can be found.

Ultimately a student needs to have the feeling of being valued, again which connects to the matter of lack of communication with their course instructors and the institution as a whole and their sense of belonging. The lack of value perceived by a student has an effect on the student's confidence. All of the above indicates that these students require additional support that the necessary facilities need to be in place to ensure that

from the very beginning of a student's studies, they have the support and the facilities in place for them to feel the sense of belonging and the channels to voice their needs.

There is a certain attitude towards quizzes without prior notification, and research indicates that new alumni are critical of being given quizzes without prior notification, for they believe that this denies them the chance to well-prepare. This fact, indeed, indicates that the teaching is such that students are requested to comprehend and further memorize the information given by the lecturers.

In a more progressive education in which students gain experience in addition to theoretical information while well-equipped with technology, may be more suitable at the tertiary level.

Students indicate that there is almost no racism prevalent within both the local people and academicians, however that they found that on a level, academicians were more racist towards them. This outcome needs to be studied and elaborated on in future studies. The fact that they found teachers more racist than the general public may be due to the intensity of interaction with instructors and the fact there is no language barrier present between teachers and students. When students communicate with the local community, they either do not understand or communication is assisted by a translator who does not translate any racist statements.

The new alumni point out that at the difficulties they face through school fees. This is a relative issue. Other universities on the island provide larger number of scholarships for they earn from side industries such as dormitories and food. Yet, being a state university, EMU does not have this opportunity. What is more, other universities



request additional fees for other services offered. This issue should be further elaborated in publicity campaigns.

### **5.3 Managerial Implications**

For those instructors that may need additional guidance on how to better create an environment for their students, where all of them have a sense of belonging and value, a teaching excellence center should be created where important and necessary teaching values such as quality of communication, especially interpersonal communication skills, equal-opportunities in terms of interrelationship for students of all nationalities, how to provide extra-curricular activities, student objectivity and objectivity in assessment, providing supporting needs, to empower students and provide them a voice of their needs and also their aspirations and suggestions. With this instructors will be enabled to better themselves in the classroom and their relations with their students. Issues such as objectivity and arising complaints will be mostly eradicated and student retention will be increased. In order to monitor the developments of such a center and to further insure the solidity of the university reputation and the business it carries, a student retention center should be established, or the existing career center should be empowered to carry out such observations and services.

The education authorities must add English classes in the student's curriculum for secondary education. Due to a large number of students coming from Turkey and Northern Cyprus, university officials should provide almost all courses in both the Turkish and English languages. Since these students do not have an adequate level of the English language, it may pose difficulties for the instructor of courses where the language of conduct is English as it is highly possible that the learning outcome is reduced due to the instructor facing difficulties in imparting the knowledge to all

students at an equal level, thus having a negative impact on the students who do have a good conduct of the English language. All of the above may result in a general belief among the students that the quality of education at EMU is low. Sense of belonging reduces for both the students with and without good English, resulting in a loss of their loyalty to the institution. Moreover, in the classroom, it causes that they do not have enough confidence to participate in the classes activities. Then it effect in their learning efficiency to decrease it, which later they cannot become highly skilled employees. In long-term, this can be lead to decrease the inter-centralizing of the labor market in the host country, which it will be forcing employers to invite talented employees from abroad.

From the very first day of a student's attendance at university, it is imperative they attend a proper induction process to prepare them for the new environment they are about to embark. The learning process should be based on comprehension and conceptualization in order to ensure the students are learning their course materials and not memorizing them. The university should pay more attention to publicity of offered scholarships and unpaid services provided.

#### **5.4 Suggestions for Further Research**

It is recommended that better communication is established and maintained with those students who have left the university before completing their education, to ensure feedback is required and the arears highlighted improved upon. Further research is advised on the teachers and staff to gain their perception on the issue of student retention. It is important to ensure that while these matters are being researched, to crystalize each area, only singular dimensions need to be taken in to hand to ensure each is dealt with in full.

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## **APPENDICES**

## Appendix A: Figures

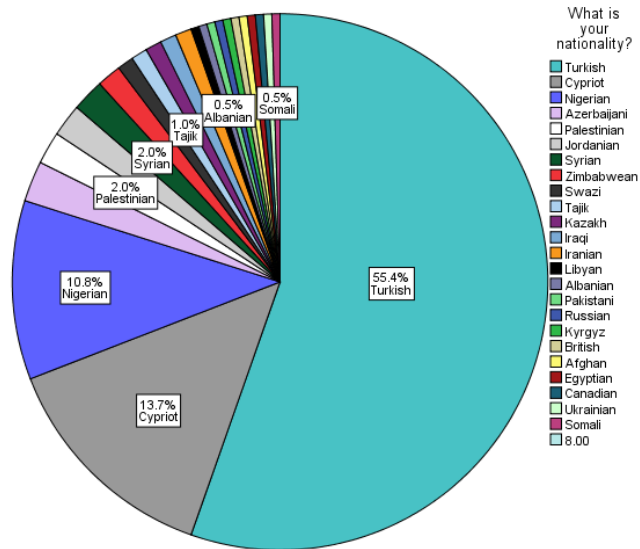


Figure 2. Pie chart of percentage of nationality of respondents

According to the result of table 3, in figure 1 it shows that almost 80 percent of the respondents was from Turkey, Cyprus and Nigeria.

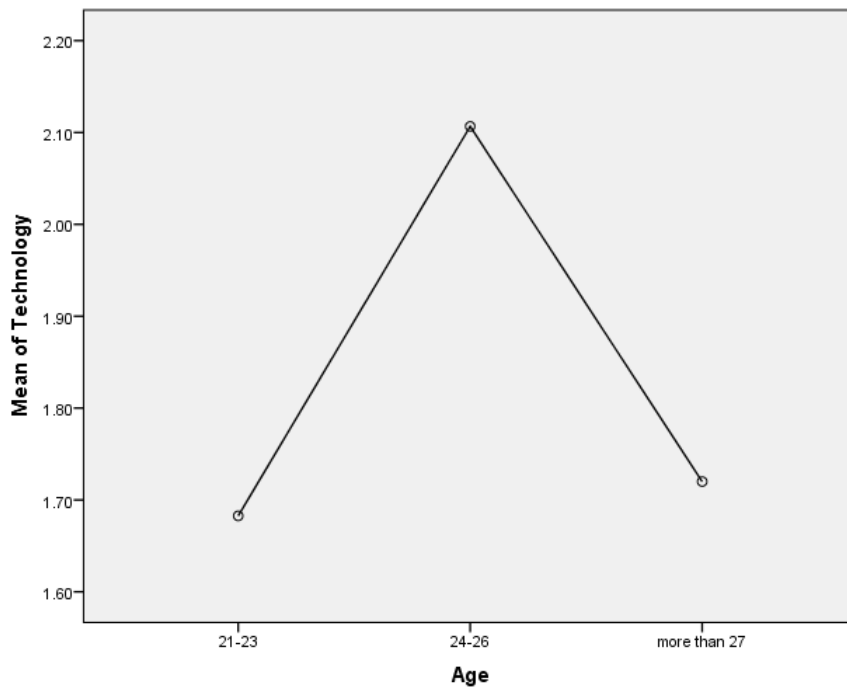


Figure 3. Means plot of technology and age

According to the result of table 13 and 14, figure 2 shows that differences between groups of ages 21-23 and 24-26, and 24-26 and more than 27 for the technology variable.

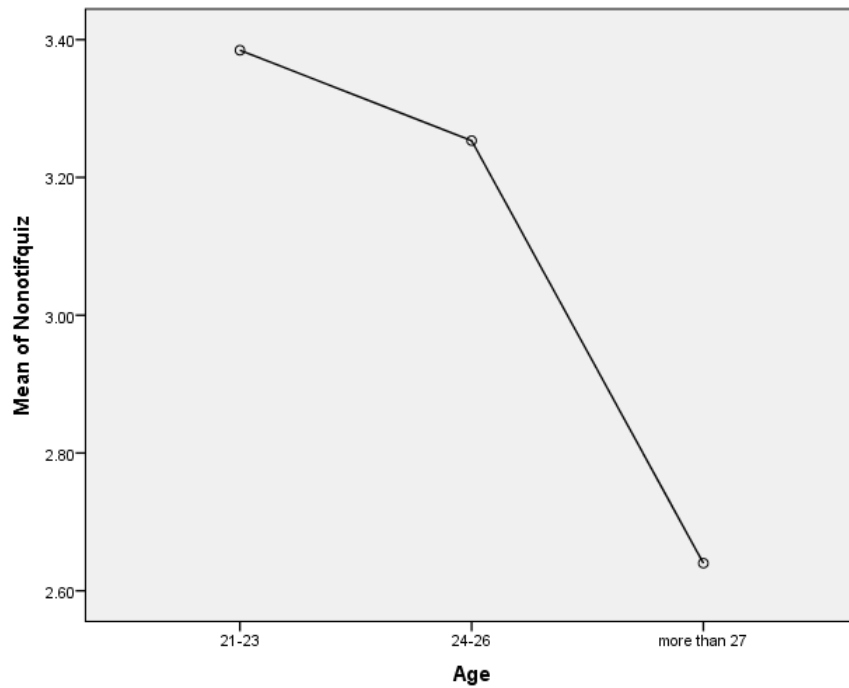


Figure 4. Means plot of Nonotifquiz and age

According to the result of table 13 and 14, figure 3 shows that difference between groups of ages 21-23 and more than 27, and 24-26 and more than 27 for the Nonotifquiz variable.



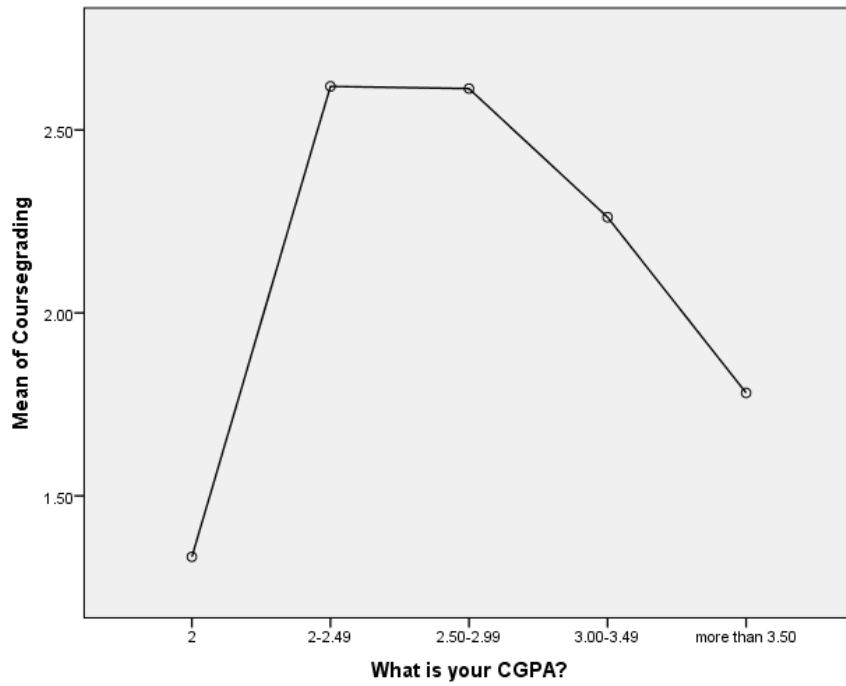


Figure 5. Means plot of Coursegrading and CGPA

According to the result of table 15 and 16, figure 4 shows, that differences between groups of CGPA 2-2.49 and more than 3.5, and 2.5-2.99 and more than 3.5 for the Coursegrading.

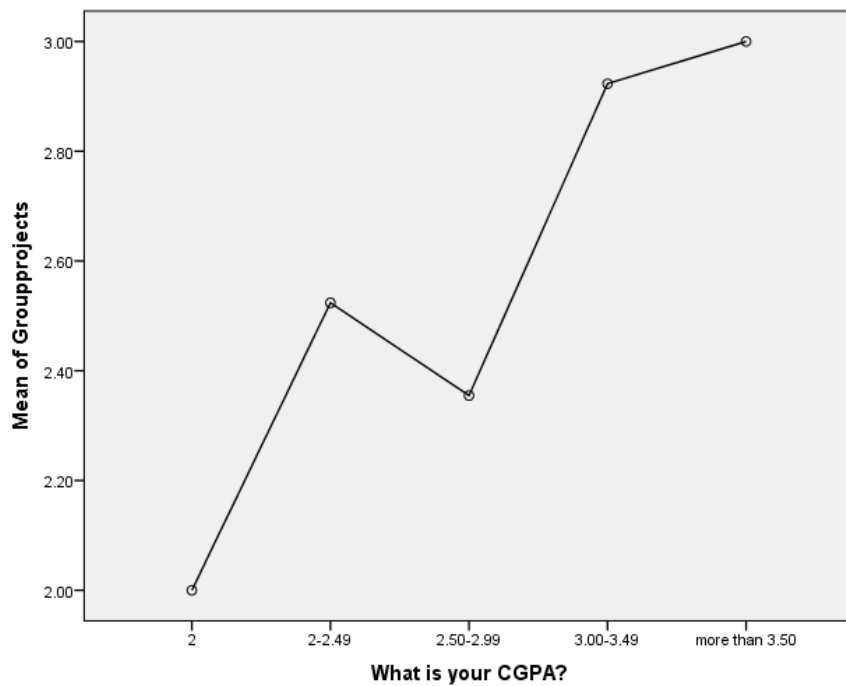


Figure 6. Means plot of Groupproject and CGPA

According to the result of table 15 and 16, figure 5 shows that differences between all groups of CGPA for the Groupproject variable.

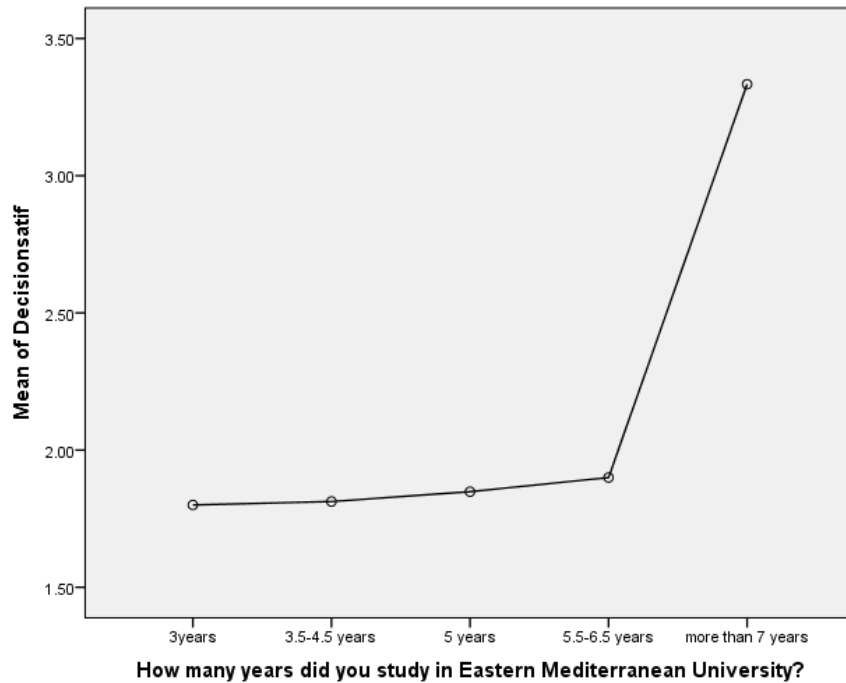


Figure 7. Means plot of Decisionsatif and Years of studying in EMU

According to the result of table 17 and 18, figure 6 shows that differences between years of studying in EMU for 3, 3.5-4.5, 5, 5.5-6.5 and more than 7years for the Decisionsatif.

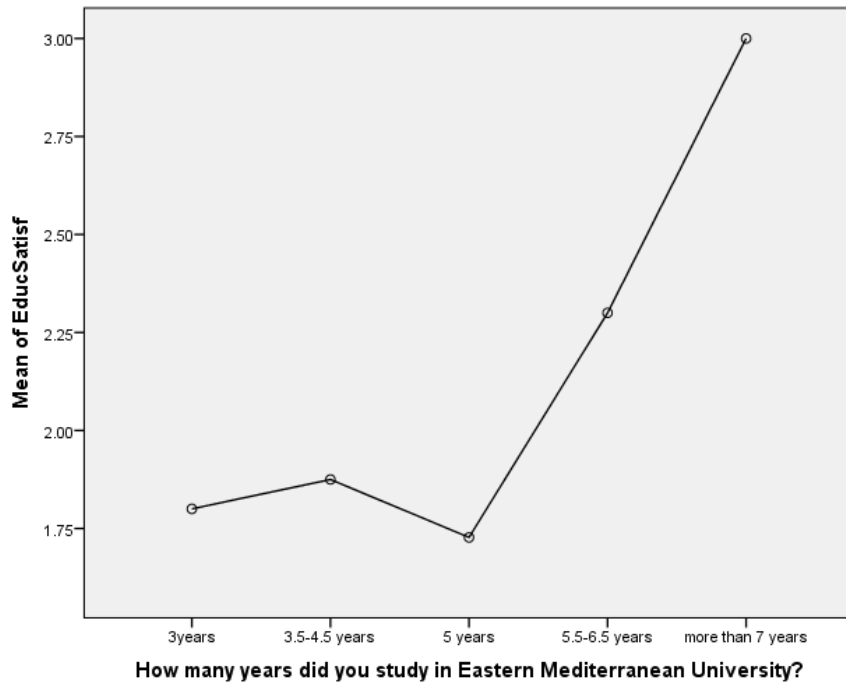


Figure 8. Means plot of EducSatisf and Years of studying in EMU

According to the result of table 17 and 18, figure 7 shows that differences between years of studying in EMU for 5 years and more than 7 years for the EducSatisf variable.

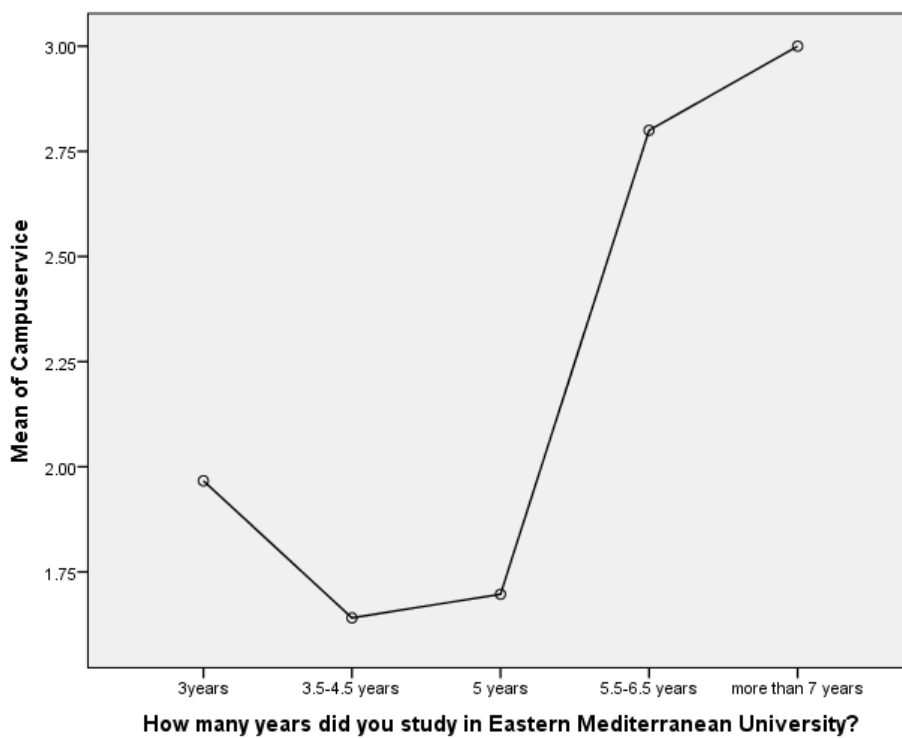


Figure 9. Means plot of Campusservice and Years of studying in EMU

According to the result of table 17 and 18, figure 8 shows that differences between years of studying in EMU for 3.5-4.5, and 5 years and more than 5.5-6.5 years for the Campusservice variable.

## Appendix B: Questionnaire

### Eastern Mediterranean University Graduate Questionnaire

1. Gender:    Female            Male

2. Age:            a) 21-23                            b) 24-26                            c) 27+

What is your nationality?    Choose

3. What is your faculty?    Choose

4. What is your department? Choose

5. What is your CGPA?

a) 2    b) 2.01-2.49    c) 2.50-2.99    d) 3.00-3.49    e) 3.50+

6. How many years did you study in Eastern Mediterranean University?

a) 3 years    b) 3.5-4.5 years    c) 5 years    d) 5.5-6.5 years    e) 7+ years

7. How did you choose to attend Eastern Mediterranean University?

a) Agent    b) Friends    c) Internet    d) Family    e) Former    f) Graduate  
g) Advertisement    h) Other

8. What is the main reason you chose Eastern Mediterranean University?

- a) Quality of education      b) Tuition fee      c) Location      d) Safety reasons  
e) Other

9. Was your secondary school education in English? (This question is for those who studied in programs instructed in English)    a) Yes      b) No

10. If your answer is yes: Do you think that your lecturers English language standard were good?    a) Yes      b) No

11. If your answer is no: Did you have any difficulty in understanding lectures in English?    a) Yes      b) No

Please indicate your agreement or disagreement regarding the following statements:

- a) Strongly agree (SA)      b) Agree (A)      c) Undecided (U)  
d) Disagree (D)      e) Strongly disagree (SD)

	SA	A	U	D	SD
12. I am satisfied with my decision to attend the Eastern Mediterranean University.					
13. I promote Eastern Mediterranean University all the time.					
14. Overall, I am satisfied with my experiences as a student.					
15. Overall, I am satisfied with the education I received from Eastern Mediterranean University.					

16. Overall, I am satisfied with the pieces of advice I received from my lecturers throughout my education.					
17. The education I received from Eastern Mediterranean University prepared me extremely or very well for my future career.					
18. The quality of education in Eastern Mediterranean University is very good.					
19. Tuition fees are reasonable.					
20. The university's campus is ideally located.					
21. North Cyprus is one of the safest locations to study.					
22. My academic performance is directly related to the quality of teaching.					
23. At Eastern Mediterranean University lecturers are not racists.					
24. At Eastern Mediterranean University students are not racists.					
25. Local people are not racists.					
26. Although some of the local people may not speak English, they try to be helpful.					
27. Overall, I am satisfied with teacher-student communication.					
28. I am satisfied with teacher-student communication in the class.					
29. I am satisfied with teacher-student communication in lecturer's office (during office hours).					

30. I am satisfied with teacher-student communication off campus.					
31. The university's quality standard is related to the lecturer's good standard of teaching.					
32. The university's quality standard is related to the students' positive attitudes towards their studies.					
33. University's approved work placement (compulsory training) improve my education experience or are vital to my future success.					
34. I prefer practical components in my courses.					
35. The availability of updated technological provision is a sign of a good university.					
36. The university students' happiness is directly proportional to the quality of campus services (accommodation, restaurant, environment, etc).					
37. The university's quality standard is directly proportional to the high working standard of the administrative staff.					
38. The university's quality standard is directly proportional to the provision of sporting activities (raises the standard of the university).					
39. The university's quality standard is directly proportional to the provision of cultural activities (raises the standard of the university).					



40. The university's quality standard is directly proportional to the provision of extra-curricular activities (raises the standard of the university).					
41. I am satisfied with the courses' grading.					
42. I find courses' grading objective.					
43. In my opinion lecturers are fair in their marking.					
44. I prefer course projects.					
45. I prefer course projects in groups.					
46. I prefer experiential learning approach to teaching (learning by doing).					
47. I prefer announced quizzes.					
48. I prefer quizzes without prior notification.					
49. I prefer take-home exams.					
50. I am leaving Eastern Mediterranean University with the feeling of .....					
51. Additional comments (additional thoughts)					