

INFLUENCE OF STUDENTS' SATISFACTION WITH STUDENT LIFE QUALITY ON THEIR PERFORMANCE: THE CASE OF HIGHER EDUCATION INSTITUTIONS IN PORTUGAL

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ABSTRACT : This paper discusses the student satisfaction, student's life quality and their performance. The main goal of this paper is to further elaborate which factor influences the overall student life satisfaction to the greatest extent. Furthermore, the aim of this paper is to establish if there is a direct link between student life satisfaction and life in general and the link between student life satisfaction and students' performance. The verification of research goals is based on the review of literature. On the basis of previous research, a valid research instrument was created. The verification of research goals are empirically analysed among the students of the University of Aveiro, Portugal. It is believed that research results can assist managers of educational institutions in creating a strategy, leading to the better students satisfaction with student life quality and there performances.

INTRODUCTION

A number of research projects have been conducted on the subject of students' satisfaction and the effect thereof on achieved results and overall life satisfaction of student population. Many authors have elaborated this subject in order to determine if there was a connection between the students' personal satisfaction and the achieved success during studying and to establish what causes student satisfaction. Numerous variables were analysed, in particular Thien and Razak (2012) examined the quality of the environment where the classes were conducted, Simomu and Dahl (2012) the quality of teachers' performance, workload, social life, religious life, sports activities, family influence, employment opportunities, future expectations, difference between part-time and full-time students; Mark (2013) analysed the *student-customer* model. Data obtained from this research can be utilised by higher education institutions in their attempt to provide a better quality service than their competition and thus attract new generations of students.

Precisely the aforementioned variables encouraged Thien, Razak (2012) to closely examine in their paper the non-cognitive studying outcomes which they refer to as "*Student Quality of School Life (SQSL)*", i.e. Student Life Quality. The effect of *Academic Coping (ACOP)*, *Friendship Quality (FQUA)* and *Student Engagement (SENG)* on student life quality was examined. On the other hand, Gibson (2010) examined students' satisfaction and included some non-academic aspects therein, e.g. university reputation, contact personnel quality in administrative departments, acknowledgements and services, quality of teaching and IT facilities and student body diversity. Simomu and Dahl (2012) are based more on teaching quality analysis and the effect of that variable on students' satisfaction. However, not all authors observe students' satisfaction through the classical prism of academic and non-academic variables and their effect on satisfaction. Hence Mark, E. (2013) in his paper deals with the achievement of students' satisfaction through the controversial student-customer model.

The scientists in Portugal have also dealt with the subject of students' satisfaction in order to meet the students' needs to the greatest extent possible, improve the studying process and remove any potential problems. According to Alves and Raposo (2007), in the past two decades the higher education sector in Portugal underwent some sweeping changes, as well as in the USA and in the rest of the European

countries. It is primarily caused by the considerably reduced number of candidates enrolled as government measures to increase the quality level and introduce the minimum level of points that need to be registered, and secondly by the decreased birth rate. Furthermore, the decrease in public financing and the increase in the perspective of "money value" have been confirmed, which requires greater responsibility from the institutions in this sector in terms of quality and efficiency, Aleves, Raposo, (2007). On the other hand, the higher education institutions are facing different types of students (young students at the beginning of the study, graduates and post-graduates, experts with continuous personal improvement and adults seeking knowledge update or professional evaluation) with different needs and studying goals, and satisfaction perspective. This competitive scenario became even more intense due to the agreement on the Bologna Declaration harmonising academic degrees in the European Union. The main goal of this paper is to further elaborate which factor influences the overall student life satisfaction to the greatest extent. Furthermore, the aim of this paper is to establish if there is a direct link between student life satisfaction and life in general and the link between student life satisfaction and students' performance.

THEORETICAL ASPECTS OF STUDENTS' SATISFACTION

According to Ozretić Došen (2002) service quality and users' satisfaction are undoubtedly closely connected, mutually intertwined values. The most commonly cited and applied definition in marketing compares expectations and perceptions of users each time they are faced with the service. According to Ozretić Došen (2002), the company should strive towards maximising the users' satisfaction. Furthermore, Vranešević (2000) states that the concept of clients' satisfaction is based on the concept of value and we have previously mentioned that the value aspect (i.e., the aspect of expected benefit) is mostly influenced by quality. In their paper, Young, Ennew (2001) explain the connectedness of consumers' satisfaction with their loyalty to a certain product/ service and the effect of loyalty on the realisation on the company's profit goals. The powerful connection between employees' satisfaction and consumers' satisfaction is examined in the paper of Gelade, Young (2005), where they explain that the practice has shown significant, positive correlation between the employees' work experience and the financial results of company's business operations.

Budić, Andričić (2011) define users' satisfaction as the consequence of value of the received product or service with respect to the expected value, which could cause positive or negative feelings evoked in the client by using a certain product or service. In order to achieve optimum users' satisfaction, the companies should create products and services which would ensure a complete product or service, i.e. contain the product/service and support thereof. Furthermore, Badri et al. (2010) in their paper deal with measuring the modified users' satisfaction index model in Abu Dhabi assumed from the original *American Customer Satisfaction Index (ACSI)* model. The particularity of Badri et al. (2010) research is the measurement of parents' satisfaction at measuring satisfaction in schools/faculties, because they enable schooling to their children. In fact, parents' satisfaction is considered similar to users' satisfaction and their satisfaction influences the parents' loyalty to the school their child is attending (Bhote, 1996; Salisbury et al, 1997; Scheuing, 1995, cited from: Badri et al. 2010). Research conducted by Badri et al. (2010) is based in two factors: perceived quality and users' expectations and quality level expected by the users before using the service. Research was conducted on 4774 persons (parents and students). Research findings show that on the scale from 1 to 100, the parents' satisfaction with public schools/faculties their child is attending has a high-ranking grade of 69.52, whereas in the USA it received a low-ranking grade of 6.9. It is similar with the private universities; ADEC received the grade of 75.48, whereas in the USA the importance of parents' satisfaction was graded as low as 7.1, which is extremely low with respect to ADEC. Consequently, there is no point in implementing the same reforms in the educational system of the USA and the UAE, because they would not be enacted. Therefore, each country should determine its current position and the prospective direction, and on that basis determine the strategy of achieving the desired goals, taking into account the social norms.

Furthermore, numerous authors have examined the effect of each individual item constituting the overall studying impression (library, student registration office, canteen, personnel, technical support etc.), and consequently their effect on students' satisfaction. Jayasundara et al. (2010) have analysed the significance of library service satisfaction in the overall students' satisfaction, i.e. studying experience since the library is an intrinsic element of the study process. Model on which the research was conducted is based on the modification of the SERVQUAL (*Service Quality*) model developed in 1988 by

Parasuraman, A., Berry, L.L., Zeithaml, V.A. (1988, 1990, 1991). Examinees confirmed the hypothesis that their overall satisfaction is proportional to the improvement of the library service quality. Also, the research has shown that there is room for improvement, but it depends on different work practices, methods, community and library resources. It was proven that culture can have a significant influence on service quality and customers' satisfaction. Moreover, numerous research projects have demonstrated that students' satisfaction with their faculties positively influences their motivation, regular attendance of classes, possible recommendations of the faculty to future students, which increases the faculty's reputation and budget (Alves and Raposo, 2013).

In their research, Simomu and Dahl (2012) are based more on teaching quality analysis and the influence of that variable on students' satisfaction. Evaluation methods are based on student's success rate based on different measures determined by the teacher or the educational system. However, not all authors observe students' satisfaction through the classical prism of academic and non-academic variables and their effect on satisfaction. Hence Mark, E. (2013) in his paper deals with the achievement of students' satisfaction through the controversial *student-customer model* and explains positive and negative sides of that model. According to Marku, E. (2013), many scientists refute the idea that the quality management principles (*Total Quality Management – TQM*), whose significant component is the focus on customers, can be transferred onto education. One of the most crucial reasons thereof is the fact that the focus on customers can be potentially harmful in the learning process (Albanese, 1999; Bay & Daniel, 2001; Buck, 2002; Cloutier & Richards, 1994; Franz, 1998, cited from Mark, E. 2013), because in order to ensure students' satisfaction, their demands should occasionally be met, although it is not currently the best idea since it might encourage the students to blame the institution for their personal failures. One of the arguments is that the students simply do not have enough knowledge of what they need in order to achieve successful learning (Albanese, 1999; Wambsganss & Kennett, 1995, cited from Mark, E. (2013). Besides, there is no significant incongruity between what the students want and what they actually need (Rinehart, 1993; Schwartzman, 1995, cited from Mark, E. (2013).

THEORETICAL ASPECTS OF MEASURING PERFORMANCES

Educational sector is a part of the public sector whose basic purpose is to satisfy the public needs. With the aim of monitoring the extent to which those needs have been met, many countries use different success indicators. Rowe (2004) describes them as indices by which data on functionality and quality of service providers and public sector are measured and assessed. According to Vašiček, Budimir, Letinić (2007), one of the most significant issues occurring in the higher education institutions is quality guarantee. Higher education quality represents the core of establishing the European Higher Education Area. In that respect, it is extremely important to develop the common criteria and methodology of quality assurance. Furthermore, Vašiček, Budimir, Letinić (2007) compare in their paper the types of measurements of success indicators between Australia, Great Britain and Canada. Authors state that, for instance, in Australia, success rate is measured through four groups of indicators (Department of Education, Science and Training, 2005; cited from: Vašiček, Budimir, Letinić, 2007): *student indicators*; *staff indicators*; *finance indicators*; *research indicators*. In Great Britain, the *Higher Education Statistics Agency - HESA* each year publishes a series of higher education success rate indicators. The following success rate indicators are calculated: enrolment indicators; completion indicators (yes/no); efficiency; employment indicator; research activity. In terms of Canada, the educational system has considerably improved, which they achieved by introducing the total quality management. However, it is interesting to emphasise that this manner of management defines the students and the public as clients. This type of understanding perceives the higher education institutions as based on entrepreneurial principles. In the Canadian higher education system, the state prescribed several groups of indicators, namely: (Beaton, 1999b, cited from: Vašiček, Budimir, Letinić, 2007): indicators based on programme results (student indicators); indicators measuring financial efficiency; indicators based on research activity.

In their paper Schochet and Chiang (2010) schematically divided performance measurement into two parts. In the first part the authors deal with the internal school issue: "Which teacher performs their job in a certain educational institution exceptionally well or exceptionally poorly with respect to all other teachers in that institution?", while in the second part they examine the inter-school issue: "Which teachers perform their job exceptionally well or exceptionally poorly with respect to all other teachers in the entire school district?". Furthermore, Rittschof and Chambers (2011), with the help of modern information graphs, tend to better understand the differences in the students' performances. Also, E. Umble and M. Umble (2012) conducted the performance measurements in a very interesting way. In fact,

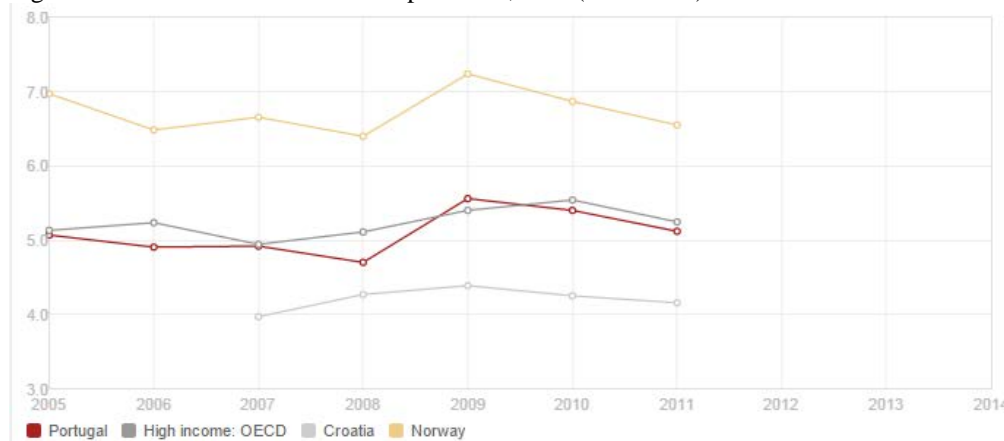
they illustrated the effect of the performance measurement system on the organisational performances among the students through the game “*The Blue-Green Game*”. This game illustrated the significance of performance measurement, student encouragement system and their strength to reconsider their decisions on such an important subject. Hanushek (1996) studied in his paper the difference between performances of seventeen-year old students based on race and ethnical affiliation. Rode et al. (2005) researched not only the effect of satisfaction with the faculty on students’ performances, but the influence of the overall life satisfaction on them. Research has shown that the students who are more satisfied with their overall life have better results and cope more easily with studying challenges and vice versa. In both cases, the research has demonstrated that life satisfaction is important, not only from the aspect of influencing the social environment or keeping students, but academic performance as well. Numerous studies have shown that the satisfaction with particular life areas is in strong correlation with the overall life satisfaction (e.g., Andrews & Withey, 1976; Campbell, Converse, & Rodgers, 1976; Near, Smith, Rice, & Hunt, 1983; Near, Smith, Rice, & Hunt, 1984; Rice, Near, & Hunt, 1979, cited from Rode et al., 2005). From all of the aforementioned, we can deduce that there are numerous possibilities for conducting performance measurements. Sergy et al. (2010) also examined the issue of students’ satisfaction and its influences. In their paper, these authors have based their research on the examination of satisfaction with the academic aspects of student life, e.g.: satisfaction with the faculty, satisfaction with the teaching methods, satisfaction with the class environment, satisfaction with the workload, satisfaction with the academic reputation and academic differences. Furthermore, the research included the social aspects of student life, such as: satisfaction with campus accommodation, satisfaction with international programmes and services, satisfaction with spiritual programmes and services, satisfaction with clubs and student social organisations and satisfaction with recreational activities.

EDUCATION AND HIGHER EDUCATION IN PORTUGAL

One of the most commonly implemented definitions of education was provided by Haralambos and Holborn (2002), which states that “education is simply the aspect of socialisation which includes acquisition of knowledge and learning of skills”. Different educational sectors, from pre-school education to research, personal improvement of teachers and long-distance learning, have developed in parallel (Grosjean, 1994). When we discuss the present-day higher education system within the European Union, we must mention the Bologna Process which is a constituent part of the unified educational system of Europe. The Bologna Declaration was signed on 19th June 1999 by twenty nine European countries (Polšek, 2004). According to Vassiliou (2012), the Bologna Process has entirely changed theretofore higher education scene in Europe. However, this kind of educational organisation set new challenges before the social community. Therefore the ministers who gathered in Leuven/Louvain-la-Neuve in 2009 agreed that the newly occurred issues should be modified in the changing environment and set the following four goals for the new decade (Vassiliou, 2012): finalisation of the structural reform and deepening of its implementation through consistent understanding and implementation of developed tools; enforcement of higher education quality connected with research, lifelong learning and promotion of employment; ensuring the realisation of the social dimension by enabling the students to enrol in and complete the higher education and that the diversity of student population in Europe is reflected; ensuring that at least 20% of graduates in the European Higher Education Area underwent professional training abroad.

Before elaborating the situation of higher education in Portugal, we need to lay out the amount the Portuguese government invests in the educational sector in general. According to the 2011 Worldbank indicator, the Portuguese government awards 5.1% of the total GDP funds to the educational system. This indicator includes the expenditures financed by the transfers from international to governmental resources. Government refers to local, regional and central government.

Figure 1: Governmental education expenditure, total (% of GDP)



Source: The World Bank, <http://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS/countries/PT--XS-HR-NO?display=graph>

For instance, Figure 1 shows how much money the governments of Portugal, Republic of Croatia and Norway provided for the educational system from the overall GDP. This indicator indicates that the developing countries should continue to increase their expenditures in the educational sector because it is the key to better and better quality society as a whole, which is best attested by the highly developed countries investing on average 6-8% of the overall GDP in the educational system. However, Portugal is slowly approaching that limit. In Portugal in 1996/1997 there were 82.140 officially registered students, and until 2008/2009 that number substantially increased to 115.372 students. The number of graduated students has also increased from 68.511 in 2002/2003 to 84.009 in 2007/2008 (GPEARI, 2009a, cited from: Bisinoto et al, 2014). According to File (2008), the most significant changes in the Portuguese educational system occurred after the parliamentary election at the end of 2005. Educational reform was the key item in the pre-election campaign, hence it became the important part of the new government programme. The government accepted the provisions of the Bologna Process with regard to the three-part education – bachelor's, master's and doctoral degree. In June 2005, Portugal approached the implementation of OECD (*The Organisation for Economic Cooperation and Development- OECD*) review of the Portuguese higher education system within the education programme of the OECD Board for Public Survey. In May 2006, the Portuguese technological plan was issued. The key goals of this plan which should be realised by 2010 include the duplication of the number of PhD holders and the increase in the number of science and technology graduates by 50% (File, 2008). Furthermore, in the sense of systematic diversity, the Portuguese higher education is rather diversified in terms of institutions which constitute the system. There are three principal lines of institutional differentiation: binary difference between the university and college institutions, difference between specialised schools with usually one focus and larger integrated multi-oriented institutions and finally the co-existence of public and private sector of higher education (OECD, 2007, cited from: File, 2008). According to the OECD data from 2012, Portugal is among the countries which show the best progress in terms of improving the qualification bases, but it still lags far behind with respect to secondary and higher level of education. Nonetheless, Portugal has one of the lowest rates of secondary education attendance among the 25-34 age population (52% with respect to the OECD average of 82%, Portugal is at the 34th place out of 36 countries). However, the situation is considerably different for graduate studies. The rate of completed graduate studies in 2010 surpassed 100% (with respect to the average OECD grade of 84%), and more than 40% of students were over 25 years of age. In terms of student financing, higher education in Portugal rests on the assumption that the parents/families are responsible for the students' living expenses, and not the state. Slightly over half of Portuguese students come from families with a better financial status. Around 70% of students receive funds from their families in order to support themselves, whereas around 50% live at home. Only around 20% of students pays for their own education.

EMPIRICAL RESEARCH

Research model

The research model occurred as a combination of two models from different authors and, based on them, it was adjusted to the needs of the Portugal research. Authors of the original models are Rode et al. (2005) and Sirgy et al. (2010). Both models deal with students' satisfaction and affecting elements. The model in Figure 2 illustrates how satisfaction with the faculty, faculty facilities and accommodation influences the overall students' satisfaction with the student life and to what extent the overall satisfaction with the student life influences student performances.

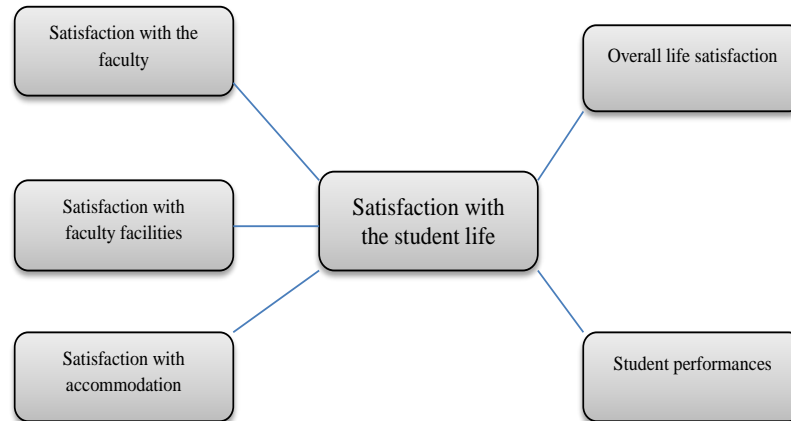


Figure 2: Research model

Satisfaction with the student life encompasses the following aspects:

- satisfaction with the faculty (teachers, teaching methods, academic reputation) - cited from Rode et al. (2005), in the original model, the influence of this item on the overall life satisfaction and performances was analysed.
- faculty facilities, bodies and services (student registration office, library, infolab, parking) – cited from Sergy et al. (2010), in the original model, the influence of this variable on the satisfaction with academic and social aspects was analysed.
- accommodation (whether the students live in dorms, private accommodation or with parents) – cited from Rode et al. (2005), the influence of this factor on the overall life satisfaction and students' performances was analysed.

Research was conducted among the students of the Faculty of Economics in Aveiro, Portugal. Here, we should emphasise one of the specificities of higher education in Portugal. The students of, for instance, primarily mathematical faculty can sign up for economics courses they deem interesting or useful. Furthermore, there is a certain number of economics courses (related to management and company management), which are mandatory for all students regardless of the faculty they are attending, because the Portuguese government believes that every person with higher education, who will one day work in the factories (e.g. engineers) or similar companies, should know the economic, i.e. managerial part of their domain. At the Faculty of Economics in Aveiro, there are 2000 students from the 1st to the 5th year. Survey questionnaire was conducted on the random sample of 150 examinees. For the specificity of the environment where the research was conducted, the survey questionnaire was personally given to each individual examinee. In fact, in Portugal there is a poor students' response to online surveys. The analysis of the collected data was performed at the Statistical Package for Social Sciences - SPSS.

RESULTS

The study included 60.7% women and 39.3% men. The largest number of respondents (46%) had between 21 and 23 years, and the smallest number of respondents (3.4%) is 27 years old and more. From 18 to 20 years of age have 37.3% of respondents, while 24 to 26 year is 13.3% of respondents. The largest

number of respondents (45.3%) is the third year of undergraduate study. The minimum number of respondents did not answer this question, 1.3% of them. On the second year of undergraduate study, 26% of respondents, the first year of graduate studies is 14.7% of the respondents, the second year of graduate studies is 10% of the respondents, while 2.7% of respondents in the first year of undergraduate study. Most of the respondents were full-time students, some 94%, part-time students is 4.7%, while 1.3% of respondents did not answer this question. As in Portugal, the University of Aveiro, it is possible to enrol on subjects from different study programs at the same time, some respondents noted multiple choice answers. The survey showed that most respondents listens Management study program (45.3%) and the lowest number of respondents are from Psychology study program (1.3%). Subjects from Languages programs listens 27.3% of respondents, from Industrial engineering program 16% of respondents, from Economy Program 8% of respondents, from other branches of engineering, 4.7% of respondents, and the exact sciences, 2% of respondents.

H₁: The greater the satisfaction with the teachers' teaching methods and knowledge, the greater the satisfaction with the overall student life

For the purpose of determining the connectedness of the observed variables, we will use the Pearson's linear correlation coefficient, which is also the most well-known measure of linear correlation.

Table 1: Impact of the quality of teaching on Satisfaction with the student life

		The quality of teaching	Satisfaction with the student life
The quality of teaching	Pearson Correlation	1	0,359
	Sig. (2-tailed)		0,000
	N	150	150
Satisfaction with the student life	Pearson Correlation	0,359	1
	Sig. (2-tailed)	0,000	
	N	150	150

Table 1 illustrates that Pearson's correlation coefficient amounts to $r = 0.359$, which means that there is a weak positive correlation between the teaching quality and the overall satisfaction with the student life. Analogously to the aforementioned, two other variables were analysed, Table 2.

Table 2: Value, the direction and intensity of Pearson linear correlation coefficient

VARIABLES	VAULE OF THE COEFFICIENT	DIRECTION AND THE INTENSITY OF THE COEFFICIENT
The quality of teaching	0,359	weak positive correlation
Knowledge of the professors of subjects they teach	0,090	weak positive correlation
Regularity of classes	0,209	weak positive correlation

The influence of the faculty on students' satisfaction with the student life has a positive impact in all three observed variables, i.e. in all three cases there is weak positive correlation. Based on the performed analysis, the decision was made to *accept Hypothesis H₁: The greater the satisfaction with the teachers' teaching methods and knowledge, the greater the satisfaction with the overall student life.*

H₂: The greater the satisfaction with the faculty facilities, the greater the overall satisfaction with the student life

The effect of the faculty facilities was observed through three categories, each consisting of certain claims. The total of 10 claims were observed, and pursuant to that 10 tests were conducted in order to reach the final decision on accepting or refuting the hypothesis.

Table 3: The impact of the library staff to the total satisfaction of student life

	Library staff	Satisfaction with the student life
Satisfaction with the student life	Pearson Correlation	1
	Sig. (2-tailed)	0,267
	N	150
Satisfaction with the student life	Pearson Correlation	0,267
	Sig. (2-tailed)	0,001
	N	150

Table 3 shows that Pearson's correlation coefficient amounts to $r = 0.267$, which means that there is weak positive correlation between the satisfaction with the library staff and the overall satisfaction with the student life. Analogously to the previous research, other tests were conducted and all tests for all 10 claims are presented in Table 4.

Table 4: Value, the direction and intensity of Pearson linear correlation coefficient

VARIABLES	VAULE OF THE COEFFICIENT	DIRECTION AND THE INTENSITY
Library staff	0,267	weak positive correlation
Organization of library materials	0,216	weak positive correlation
Availability of materials	0,195	weak positive correlation
Availability of computers	0,317	weak positive correlation
Speed of Internet connection	0,304	weak positive correlation
Equipment quality	0,325	weak positive correlation
Age of computers	0,269	weak positive correlation
Availability of parking	0,196	weak positive correlation
Sports and recreational facilities	0,169	weak positive correlation
Purchase of books and other material	0,234	weak positive correlation

The influence of the faculty facilities on students' satisfaction with the student life, Table 4, in all ten observed variables has a positive impact, i.e. in all ten cases there is weak positive correlation. Based on the performed analysis, the decision was made to accept Hypothesis H_2 : *The greater the satisfaction with the faculty facilities, the greater the overall satisfaction with the student life.*

H_3 : The greater the satisfaction with accommodation, the greater the overall satisfaction with the student life

Prior to the testing, the structure of examinees was presented regarding the type of accommodation with respect to satisfaction, Table 5.

Table 5: Students' satisfaction with regard to the type of accommodation

	Type of accommodation				Total
	Dormitory	Private accommodation	With parents/family	Other	
Satisfaction sufficient	1	4	0	0	5
good	7	15	13	1	36
very good	9	52	33	1	95
excellent	1	10	3	0	14
Total	18	81	49	2	150

Table 5 shows that the majority of examinees reside in private accommodations and the least number of examinees reside in other forms of accommodation. The majority of examinees, regardless of the type of accommodation, marked their accommodation arrangements as very good, whereas the least number of examinees marked them as sufficient. Not even a single examinee marked their accommodation arrangements as insufficient.

Table 6. The impact of satisfaction with accommodation on the overall satisfaction with the student life

	Satisfaction with accommodation	Satisfaction with the student life
Satisfaction with accommodation	Pearson Correlation	1
	Sig. (2-tailed)	0,211
	N	150
Satisfaction with the student life	Pearson Correlation	0,211
	Sig. (2-tailed)	0,009
	N	150

Table 6 illustrates that Pearson’s correlation coefficient amounts to $r = 0.211$, which means that there is weak positive correlation between the students’ satisfaction with accommodation and the overall students’ satisfaction with the student life quality.

Based on the performed analysis, the decision was made to *accept Hypothesis H₂: The greater the satisfaction with accommodation, the greater the overall satisfaction with the student life.*

H₄: The greater the overall satisfaction with the student life, the greater the overall life satisfaction

Table 7: The impact of student life satisfaction to overall life satisfaction

	Satisfaction with the student life	The overall life satisfaction
Satisfaction with the student life	Pearson Correlation	1
	Sig. (2-tailed)	0,225
	N	150
The overall life satisfaction	Pearson Correlation	0,225
	Sig. (2-tailed)	0,006
	N	150

Table 7 shows that Pearson’s correlation coefficient amounts to $r = 0.225$, which means that there is weak positive correlation between the overall students’ satisfaction with the student life and the overall life satisfaction.

Based on the performed analysis, the decision was made to *accept Hypothesis H₄: The greater the overall satisfaction with the student life, the greater the overall life satisfaction.*

H₅: The greater the overall satisfaction with the student life, the greater the student performances

Student performances were observed through 3 variables. At the beginning, one variable (studying regularity) will be demonstrated with respect to the overall satisfaction with the student life. Then, for the purpose of establishing the connectedness of other observed variables, Pearson’s linear correlation coefficient will be applied.

Table 8: The respondents' satisfaction and regularity of studying

	Regularity of studying				Total
	BO	Repeat few years of studying	Repeat one year of studying	Regularly passed	
Satisfaction with the student life	0	1	1	3	5
sufficient	0	7	8	21	36
good	2	7	18	68	95
very good	0	0	4	9	13
excellent	2	15	31	101	149
Total					

Table 8 shows that the majority of examinees regularly enrolled at the subsequent years of study, and the least number of examinees repeated several years. It is discernible from Table 8 that the majority of examinees marked the overall satisfaction with the student life as very good, and the least number of examinees marked it as sufficient, regardless of the studying regularity. Not a single examinee marked

the overall satisfaction with the student life as insufficient. Analogous to the aforementioned, two more variables were analysed. Table 9 shows that Pearson's correlation coefficient amounts to $r = 0.351$, which means that there is weak positive correlation between the overall satisfaction with the student life and the learnt material quality, and that Pearson's correlation coefficient amounts to $r = 0.157$, which means that there is weak positive correlation between the overall satisfaction with the student life and the faculty success rate.

Table 9: Value, the direction and intensity of Pearson linear correlation coefficient

VARIABLES	VAULE OF THE COEFFICIENT	DIRECTION AND THE INTENSITY
Learnt material quality	0,351	weak positive correlation
Faculty success rate	0,157	weak positive correlation

Based on the performed analysis, the decision was made to *accept Hypothesis H₅: The greater the overall satisfaction with the student life, the greater the student performances.*

H₆: The greater the satisfaction with multiculturalism, the greater the satisfaction with the faculty

This hypothesis will aim to determine the effect of the satisfaction with multiculturalism on the satisfaction with the faculty, i.e. the influence on 3 variables observed through the category of the faculty. Table 10 illustrates that Pearson's correlation coefficient amounts to $r = 0.152$, which means that there is weak positive correlation between the satisfaction with multiculturalism and the teaching quality; Pearson's correlation coefficient amounts to $r = -0.090$, which means that there is weak negative correlation between the satisfaction with multiculturalism and the teachers' knowledge and Pearson's correlation coefficient amounts to $r = 0.054$, which means that there is weak positive correlation between the satisfaction with multiculturalism and the teachers' knowledge.

Tablica 10: Value, the direction and intensity of Pearson linear correlation coefficient

VARIABLES	VAULE OF THE COEFFICIENT	DIRECTION AND THE INTENSITY
The quality of teaching	0,152	weak positive correlation
Knowledge of the professors of subjects they teach	-0,090	weak positive correlation
Regularity of classes	0,054	weak positive correlation

The effect of the satisfaction with multiculturalism on the satisfaction with the faculty has different impact on the observed variables. The conclusion of the performed analysis is that the greater satisfaction with multiculturalism influences the greater satisfaction with the teaching quality and the teaching performance satisfaction, whereas the greater satisfaction with multiculturalism leads to the reduced satisfaction with the teachers' knowledge of their respective courses. Based on the performed analysis, the decision was made to *partially accept Hypothesis H₆: The greater the satisfaction with multiculturalism, the greater the satisfaction with the faculty.*

CONCLUSION

After analysing the results, we can say that the students at the department of the Faculty of Economics in Aveiro, Portugal, are satisfied with the faculty, student life and life in general. Also, the research has shown that their satisfaction with these items positively affects their performances. When we conducted the research of satisfaction with the student life with respect to gender, not a single examinee, regardless of the gender, marked this variable as insufficient. Among the male examinees, the majority (61.02%) marked the satisfaction with the student life as very good, and not a single examinee marked it as sufficient or insufficient. Among the female examinees, the majority (64.84%) marked the satisfaction with the student life as very good, while the least number of female examinees (5.49%) marked it as sufficient. The research has also determined that the total amount of average monthly income does not affect a better score during studying. The conducted research has revealed the extent to which certain variables, such as faculty bodies, teaching quality, library, accommodation etc. affect the achievement of students' satisfaction and performances and eventually the extent to which they influence the overall life

satisfaction. This research can be useful not only for the institution where it was conducted, but also for other educational institutions as guidelines for service provision. The said examination determined the current status, students' opinions and future expectations. These data can be useful for the educational institutions to better understand the students' needs, desires and expectations. Also, the fact that the students' expectations tend to change does not mean that the educational institutions are not up-to-date with that trend which largely influences students' satisfaction. This paper can also be used as a contribution to the subject of whether the universities have to follow the trends and expectations among the students or they should uphold their own standards and "conservative" principles. Labour market is increasingly demanding, competition is fierce and it is expected that the students' expectations with respect to the institutions they are attending will change accordingly. Our recommendation is to conduct the research at the level of the entire university, and eventually in the entire educational sector in Portugal in order to gain information regarding the direction in which education as a whole should evolve and to rectify the hitherto errors and avoid any potential future errors.

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