

**Motivation and Satisfaction of Asian and European MBA Students at Siam University**

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**Abstract**

The analysis of student's motivation and satisfaction for their university experience is important within the educational evaluation. The aim of the study was to examine difference motivation and satisfaction factors between Asian and European students to study Master of Business Administration (MBA) at Siam University in Thailand, explore the reasons what are the different motivation and satisfaction factors of two groups of Asian and European MBA students at Siam University. Framework had been collected form secondary data. The study had explained the main factors that lead students to motivate and satisfy during the study MBA at SIAM University. The study adopted the method and used a survey research design for data gathering. Data were collected by self-administered survey questionnaire on a 5-point Likert scale and comments with sixty-five MBA students who study Semester 3/2014 (April 16, 2015 to August 5, 2015) at Siam University in Thailand. Results show that the students study MBA because they have been motivated inside by their real need of becoming more valuable person and they are also pushed by labor market considered as an external factor. While the reason how is the different Motivation and Satisfaction at Siam University.

After analyzing the GPA data of the 18 female and 46 male students the results are, that there is no statistically significant relation between the GPA and the gender. The mean rank of the 18 female students is 29 and 33, 87 of the male students. western students has the interested in the thai culture and asian students the loyalty to the roots and family reasons as main motivations for studying in thailand.

The study reported that 25% of responds are from European and 64% of respondent are from Asia and the rests are from Africa's questionnaire, the coeffricient alpha *reliability* value for Motivation and Satisfaction was computed to be **.80**, which is regarded as reliable.

Furthermore students from asian nations tend to stay in asia to be near to the family, friends and the culture. western students also skip classes significantly more frequent than asian students. As their best motivation and satisfaction comes from external factors such as better education than their countries (Asian), image of the university/course (Product) and personnel (People) the most, Promotion, educational

management process, education fees (Price), good location for European and anyothers citizens. After the students have been studying in the university, they are satisfied enough with the physical characteristics such as university's MBA office, education system, and services but they still require more psychological characteristics as they wish the university could provide such as student's support, and job opportunity.

**Keyword: Asian and European MBA Students at Siam University / Motivation / Satisfaction / Student Characteristics**

### **Introduction**

This study shows the difference motivation and satisfaction factors between Asian and European students to continue study Master of Business Administration (MBA) and the reasons of students to select Siam University as their alternative. Conceptual Framework had been collected from using surveys as primary data. Theories also collected information from the previous studies as secondary data. Research analysis the driving factors to improve the conditions for students at Siam University and hope that his findings can be useful for difference between Asian and European students, and the university to improve the quality of study by gaining an insight what students motivate and satisfy. The factor such as requirement of MBA increases because of globalization change. Organizations prefer efficiency business solving-problem skill, at the same time people need to improve their professional career.

The statement of the problem of this study is that the researcher conducted motivation and satisfaction, which has not previously been conducted yet, especially between Asian and European MBA students at Siam University. Students from European have higher motivation to do in different lessons rather than students from Asian. It is because they are slightly different culturally. Students who grew up in Asia countries are less motivation during the class in terms of participations, term work or group work. One of the reasons why they are lacking motivation is that they deeply respect to their teachers and they feel shy. However, the students having studied in European are highly motivated to do in their respective activities in the classroom.

In this study, Researcher comes up to the question, what are the difference motivation and satisfaction between European and Asian MBA students at Siam University. Hard copy questionnaire were distributed among the European and Asian MBA students studying Semester 3/2014 at Siam University in Bangkok, Thailand. The data was analyzed using the Statistical Package for the Social

Sciences (SPSS). The study focuses on the perception of MBA student's motivation and satisfaction towards the quality of education, mindset of the student and there in class experience. The survey was only Semester 3/2014 at Siam University in Thailand. The target group of this research was the graduate student who was currently studying MBA at Siam University in Bangkok, Thailand. So, graduate students who are planning to studying at Siam University, other universities in Thailand and universities other countries are beyond the scope of this study.

### Objectives

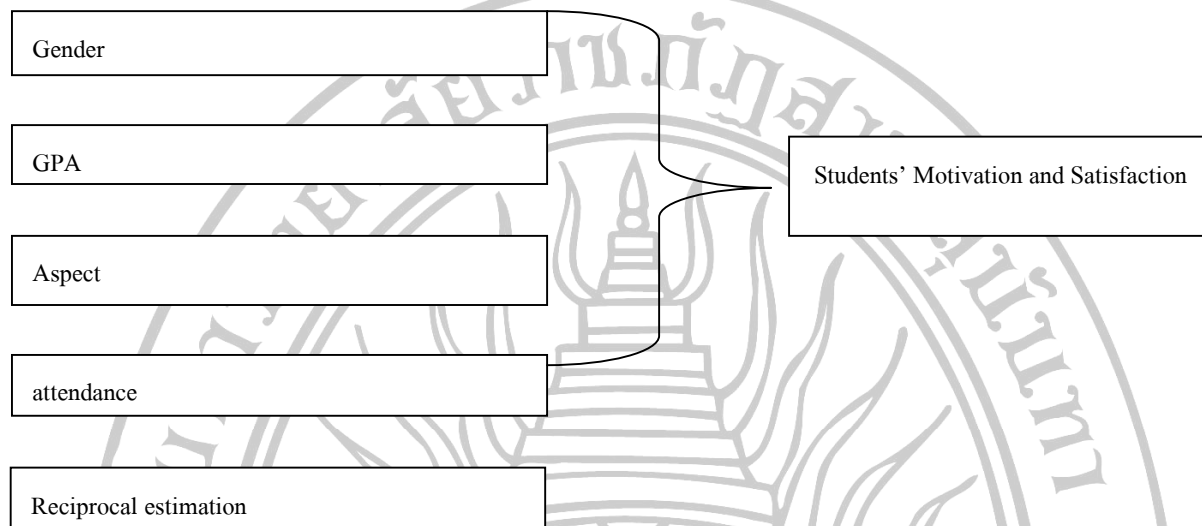
The purpose of this study is to ask European and Asian student's attitude towards their motivation that influences them to study MBA at Siam University and their satisfaction towards the university and MBA program. This research is conducted in order to examine the motive factors affecting student's decision making to study MBA at Siam University, their duration needs, their family demand, and so on, as well as to explore the demand and interest of the students if there is something needed to be changed or improved. Furthermore, researcher hopes that the study have to understand more about motivation theories and satisfaction evaluation in order to analyze this research.

1. To study the statistical significant relation between gender and the GPA of the students.
2. To analyze the statistical significant difference between the GPA of Asian and Western students.
3. To probe the statistical significant difference between an Academic and Non-academic aspects of motivation of Asian and Western students.
4. To test the statistical significant difference between the absenteeism of Asian and Western students.
5. To evaluate the statistical significant difference between an aspect of satisfaction of Asian and Western students.
6. To probe the statistical significant difference in the reciprocal estimation of Western and Asian students.

## Conceptual Framework

### Independent variable (IV)

### Dependent variable (DV)



### Hypothesis

Based on the literature describe in the previous part and on all those research works summarized in Table, researcher hypothesis the following six assessments.

**Null Hypothesis 1:** There is no statistically significant relation between gender and the GPA of the students.

**Null Hypothesis 2:** There is no statistically significant difference between the GPA of Asian and Western students.

**Null Hypothesis 3:** There is no statistically significant difference between an Academic and Non-academic aspects of motivation of Asian and Western students.

**Null hypothesis 4:** There is no statistically significant difference between the absenteeism of Asian and Western students.

**Null hypothesis 5:** There is no statistically significant difference between an aspect of satisfaction of Asian and Western students.

**Null hypothesis 6:** There is no statistically significant difference in the reciprocal estimation of Western and Asian students.



**Literature Reviews:**

Motivation and Satisfaction are defined as an emotional positive response results from subjective individual's evaluation of his or her situation of Gender, GPA (grade point average (GPA) is the measure used for academic achievement at Siam University. Student will find his or her GPA listed on unofficial academic transcript. Student GPA is calculated using his or her grades and the credit point value of the courses his or her has completed), Aspect, Attendance, and others Reciprocal Estimation (Kondou, 1999). Moreover Student's Motivation and Satisfaction related to primary and secondary data which are Country education system, Siam and the world-wide boom in MBA program. Human motivation and satisfaction can come from external and internal factors. The external factors such as society, culture, experience, family, peer group, religious beliefs, economic condition and ethnicity as well as influence of media, new culture experience can influence people in making decision as well as the internal factors such as perspective and psychological need can also drive people to their decision as well (Sochipan and Sineenat 2011). Student satisfaction is correlated with retention (Roberts & Styron Jr., 2010; Schreiner, 2009; Keaveney & Young, 1997), recommendation (Guolla, 1999; Alves & Raposo, 2007), and alumni giving (Clotfelter, 2001; Gaier, 2005) Additionally, campus services (Patti, Tarpley, Goree, & Tice, 1993), academic achievement and experiences (Thomas & Galambos, 2004; Einarson & Matier, 2005; Guolla, 1999), and relationships with peers, faculty and staff (Thomas & Galambos, 2004; Einarson & Matier, 2005; Schreiner, 2009) have been shown to influence satisfaction. Student satisfaction is a complex construct influenced by a variety of characteristics of students and institutions (Thomas & Galambos, 2004, p. 252). Student satisfaction is an overall response not only to the learning experience of a student (Wiers Jenssen et al., 2002). Student satisfaction is especially important to faculty and administrators of colleges and universities. It may also matter to future employers of college graduates. Student satisfaction predicts academic, personal and professional achievement, all of which an employer would desire in his or her employees (Bean & Bradley, 1986; Pike, 1993). Student Motivation refers to those reasons that underlie behavior that is characterized by willingness and volition. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure.

## Methods

In this research, Primary data represents motivation and satisfaction factor theories and this research finds out difference between European and Asian MBA student's motivation and satisfaction at Siam University in Thailand.

A five-point Likert scale was used for data analysis. The points on the scale were the following: 5 = ISA (I Strongly Agree), 4 = ISA (I Somewhat Agree), 3 = N (Neutral), 2 = ISD (I Somewhat Disagree), and 1 = ISD (I Strongly Disagree). Following collection of the surveys, the data were entered into the Mann-Whitney U test in Statistical Package for the Social Sciences (SPSS).

This research is inductive qualitative research, which used secondary data from different sources to analyze the research problem. Inductive reasoning begins with specific observations and concludes with broader generalizations and theories. This research is applied research because it was carried out to understand a particular business phenomenon and its effect on the future. As the applied research definition suggests "*Applied research* is done to solve specific, practical questions; for policy formulation, administration and understanding of a phenomenon. It can be exploratory, but is usually descriptive". The research has been carried out in natural settings and therefore it is non-contrived. The research has used qualitative data analysis software in order to analyze the data through coding and then applying text search and word frequency query at the end.

## Results

The results of this study are divided into several parts; the first part is related to their personal information such as home country, age, sex, degree status and the country they feel the most related to, the second part is related to their answers to the motivation-, satisfaction- and absenteeism-related questions.

**Home Country**

	Frequency	Percent
Bangladesh	4	6,3
Cambodia	5	7,8
China	10	15,6
Finland	3	4,7
Germany	7	10,9
India	4	6,3
Iran	1	1,6
Myanmar	10	15,6
Nepal	1	1,6
Netherlands	1	1,6
Nigeria	6	9,4
Oman	1	1,6
Thailand	10	15,6
Vietnam	1	1,6
Total	64	100,0

The sample consists of ten respondents from fourteen different countries. Respectively ten respondents are from China, Myanmar and Thailand. Seven respondents are from Germany, six from Nigeria and five from Cambodia. There are furthermore respondents from Bangladesh (4), India (4), Finland (3), Iran (1), Nepal (1), Netherlands (1), Oman (1) and Vietnam (1).

**Part of the world**

The question to which country the respondent is most related to answered 25% (16 respondents) with Europe/USA (the western world). 7 respondents feel most related to Africa and the majority (64,1% /41 persons) answered Asia.

**Frequency of Part of the world**

<b>Part_of_World</b>					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Europe	16	25,0	25,0	25,0
	Africa	7	10,9	10,9	35,9
	Asia	41	64,1	64,1	100,0
	Total	64	100,0	100,0	

**Gender and Age**

The respondent's ages are between 20 and 42 years old and 27,27 years on average. We surveyed 18 females (28,1%) and 46 males (71,9%).

**Frequency of Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Female	18	28,1	28,1	28,1
	Male	46	71,9	71,9	100,0
	Total	64	100,0	100,0	



**Frequency of Age Group**

<b>Age Group</b>					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	20	1	1,6	1,6	1,6
	21	1	1,6	1,6	3,1
	22	2	3,1	3,1	6,3
	23	7	10,9	10,9	17,2
	24	6	9,4	9,4	26,6
	25	5	7,8	7,8	34,4
	26	7	10,9	10,9	45,3
	27	5	7,8	7,8	53,1
	28	8	12,5	12,5	65,6
	29	5	7,8	7,8	73,4
	30	6	9,4	9,4	82,8
	31	4	6,3	6,3	89,1
	32	3	4,7	4,7	93,8
	33	1	1,6	1,6	95,3
	34	1	1,6	1,6	96,9
	35	1	1,6	1,6	98,4
	42	1	1,6	1,6	100,0
	Total	64	100,0	100,0	

**Degree Status and Year of Study**

In the sample the majority (85,9%, 55 respondents) are full degree students. Just 9 students (14,1%) are exchange students and study for one semester at Siam University.

Most of the students who completet our survey are in their third semester (39,1%). The other amounts of semesters are represented quite equal. Most respondents (all in all 68,8%) are students of the first three semesters.

**Frequency of Degree Status**

		Degree Status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exchange	9	14,1	14,1	14,1
	Full Degree	55	85,9	85,9	100,0
	Total	64	100,0	100,0	

**GPA**

The average GPA of all respondents is 3,2 (Thai Grading System). More than the half of the students (65,9%) have got a current GPA higher/better than 2,6 and nearly all students (96,9%) have got a higher/better current GPA than 1,8. It is quite wondrous, that one third of the respondents answered to have a GPA higher/better than 3,2.

**Frequency of GPA**

		GPA			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	23	35,9	35,9	35,9
	2	19	29,7	29,7	65,6
	3	20	31,3	31,3	96,9
	4	1	1,6	1,6	98,4
	5	1	1,6	1,6	100,0
Total		64	100,0	100,0	

**Analysis Inferential Statistics**

The following part will show the analysis of the main hypothesis of this research. These hypothesis are including the main research questions, If there are statistically significant differences between the satisfaction, absenteeism and motivation of asian and western students. The aim of this study

was to find out If students from asian countries have different behaviours and attitudes regarding the class attendings, motivation in the Siam University and motivation for attending classes and studying on this university. To analyze these hypothesis it is necessary to use only the students from the sample, which answered the question. To which part of the world you feel most related to “with Europe/USA” or “Asia”. The sample of this research composed of 64 students. Of these 64 students, 41 are from Asia, 7 from Africa and 16 from Europe or USA. Because of this, the sample used to analyze the hypothesis is 57.

### **Hypothesis concerning socio-demographic characteristics**

***Null Hypothesis 1:** There is no statistically significant relation between gender and the GPA of the students.*

To analyze this null hypothesis it is necessary to use a nonparametric test for two independent samples. For this the Mann-Whitney U test is the matching method. As test variable the GPA is used as nominal scale the sex used as group variable with two manifestations; female or male. After analyzing the GPA data of the 18 female and 46 male students the results are, that there is no statistically significant relation between the GPA and the gender. The mean rank of the 18 female students is 29 and 33,87 of the male students. The asymptotic significance (2-tailed) is the p-value and is only 0.321. Because of this the first null hypothesis can be verified. This result is a contrast to the findings of Conger and Long (2010), which could examine a gender gap in the academic performance considering the GPA.

The next interesting question is, If there is a statistically significant difference between the GPA of asian and western students. This will be analyzed in the following null hypothesis.

***Null Hypothesis 2:** There is no statistically significant difference between the GPA of Asian and Western students.*

The examination of this hypothesis also done by the Mann-Whitney U test. The sample size used for this analysis is 57, only the students who answered the question. To which part of the world you feel most related to “with Europe/USA” or “Asia”. After analyzing the data of these 57 students with the Mann-Whitney U test it is evident, that there is a slight tendency, that western students has better grades than the asian students. The mean rank of the western students is 28.66 and of the asian students 29.13. This figure indicates which group can be considered as having better grades. Considering the p-value of 0.918 there is no statistically significant differences between the GPA of western and asian students, why this second null hypothesis is verified. The following third hypothesis is primarily concerned with the

motivation of the students to attend classes and study at the Siam University. In contrast, other evidences like Sacerdote (2001) show, that racial gaps in academic achievement and graduation rates exist.

### **Hypothesis concerning motivation**

In this survey the 64 students were asked altogether 17 questions about the motivation to study at the Siam University, in Thailand and about the motivation to attend classes and preparing for exams. These questions should help to answer a part of the main research questions, If there are differences between western and asian students in motivation, satisfaction and absenteeism. The following hypothesis is about the possible differences in the facets of motivation of asian and western students.

***Null Hypothesis 3:** There is no statistically significant difference between a facet of motivation of Asian and Western students.*

The main question about motivation to attend classes and study at the Siam University in Thailand is split into 17 sub-questions (hereafter facets of motivation). Every single question is a facet of motivation of the students, split into the question-categories regarding the motivation to study at the Siam University, to study in Thailand and to attend classes for a better GPA. To examine the hypothesis and answer the question If there are differences between the motivations of the students, it is necessary to use the Mann-Whitney U test with the origin as the group variable. After checking the results of all the 17 sub-questions of motivation it is evident, that there are statistically significant differences in 3 of them out of the categorie regarding the motivation to study in Thailand. In view of the analysis, western students has the interested in the thai culture and asian students the loyalty to the roots and family reasons as main motivations for studying in thailand. The differences of these answers are statistically significant at the 5% level for *family reason* ( $p = .015$ ) and highly significant at the 1% level for *loyalty to my roots* ( $p = .09$ ) and *interest in the culture* ( $p = .001$ ). Because of this results, the third null hypothesis can be falsified.

These results are intuitive, because people from different cultures are more often interested in other cultures and thats why they would choose another country for studying. Furthermore students from asian nations tend to stay in asia to be near to the family, friends and the culture.

This research could not find any statistically significant differences between Asian and Western students in the motivation in class preperations and study methods. Other studies like Mau and Lynn (1999) could found motivational differences between ethnic groups in educational context. They found out that Asian students spending the most time on homework, followed by White and African students.



**Hypothesis concerning absenteeism**

*Null hypothesis 4: There is no statistically significant difference between the absenteeism of Asian and Western students.*

The analysis of this hypothesis show statistically significant differences in two answers regarding absenteeism. In view of the analysis and results of the Mann-Whitney U test, western students tend to attend classes significantly more often to meet friends and classmates ( $p = .004$ ). Furthermore western students also skip classes significantly more frequent than asian students ( $p = .037$ ). This results show, that western students seem to prefer social interaction with classmates more than asian students. Furthermore a reason for the more frequently absenteeism could be the travelling of the western students. Because of this, the null hypothesis four needs to falsified.

**Hypothesis concerning the satisfaction**

The next hypothesis will examine the possible differences of the satisfaction of the students at the Siam University.

*Null hypothesis 5: There is no statistically significant difference between a facet of satisfaction of Asian and Western students.*

After analyzing the answers of the 11 questions regarding the general, teaching, facility, ressource and organizational satisfaction with the Mann-Whitney U test, two important results founded. The satisfaction with the course registration process is statistifally significant different between asian and western students. The mean rank of the answers of the western students is 36.31 and from the asian students 26.15. This figure indicates which group of students is more satisfied with the course registration process. It is possible to see, that western students more often disagree with the statement. It is easy to register for courses at Siam University. This result is statistically significant at the 5% level ( $p = .032$ ). The reason could be the difference to the methods in western countries, were the registration process is possible to do online. Another result is, that western students statistically more often disagree with the statement, that “The choice of university-sponsored extracurricular activities at this univeristy are sufficient” ( $p = .040$ ). That results make the falsification of this hypothesis necessary.

The reason of this results could be the fact, that most of the foreign and western students don't know that this kind of activities are offered by the university. In considering the results of the answers regarding the general statisfaction, no statistically significant differences in the answers of western and

asian students founded ( $p = .333$ ). Other studies with focus on overall satisfaction could find significant results. In their research of the overall satisfaction of students, Einarson & Matier (2005) identified that Asian students reported significantly lower overall satisfaction than White counterparts.

### **Hypothesis concerning the reciprocal estimation**

The last hypothesis is about the reciprocal estimation of the students.

***Null hypothesis 6:** There is no statistically significant difference in the reciprocal estimation of Western and Asian students.*

In this hypothesis the answers of following questions analyzed: “European students are very motivated”, “European students are often absent”, “European students have a high GPA” and in reverse with asian students. After examination of the answers, the results show, that asian and western students are not prejudiced. There is no statistically difference in the answers of western and asian students. The estimation of the western and asian students are balanced in both groups. Because of this the last null hypothesis can be verified.

From the analysis of comment and interview results, motivations and satisfaction in this case can be considered as followings.

The most important motivation that leads students to continue MBA is the labor market. The student stated that if they got MBA degree, they would have more opportunities in their career advancement or have more chances to find a good job because most companies prefer students who graduate from business degrees. University gives 30% discount for Asean and some other students. Therefore, besides of being interested in MBA program, the major motivation that leads Asean students to choose to study in Siam University. Moreover, the reason that they chose Siam University is because they prefer the university’s location near sky train station which transportation cost is cheaper. Siam University gives chance to choose for subjects. It includes university’s reputation, provided courses and programs, at least five students can request for one subject. In this case, the empirical result shows that the university’s marketing that affects student’s decision the most is the courses. They do not worry about the reputation or rating of the university as long as it provides the courses or programs which meet their requirement. From the empirical result, it shows that most of respondents decided to continue MBA by their own decisions whereas only a few of them were influenced by other people such as parents, friends, and relatives. Most students, especially the students who did not have business background before, believe that

if they study MBA, they would be able to improve their managerial skills and knowledge and also to increase their values that would lead to their higher position in the organization. The higher position would create their strength, their achievement, their reputation, and their importance.

From the survey, the students expected the most in study aspect such as the courses, the programs, and the education system. The following expectation is a chance to learn new things. Some of students had no expectation. However, after they have been studying here for a period of time of one semester, most students confessed that the overview of the university could meet their expectation. According to their satisfaction, they tended to compare what they have experienced here with what they had experienced before in their countries. This aligns as smart statement that satisfaction concerns to the human post experience. The students think of is open class. They are satisfied with the class in terms of they have freedom to think, to share ideas, to discuss with teacher and classmates, and to show their identities. This implies that the students have esteem need to which desires for confidence, independent and freedom (Maslow, 1943) and they will be satisfied when they are provided with those characteristics. They are happy with the environment that grade is not important for some of them, but the importance is what is in their minds such as their ideas, their knowledge, and their creative thinking. With the Thai grading system. Moreover, the students are satisfied with more relax and flexible education system at Siam University. For example, if they got low grade in exam or assignment, they have a chance to do it again by discussing with teachers. After finish MBA at Siam University, all respondents replied that they would like to get a good job. This can be referred as a consequence of the needs of safety. From the overall opinions about Siam University, all respondents said that they were satisfied with the university. However, they still had some suggestions on some aspects that they would like the university to change or improve. We gave them to talk freely whatever they would like to suggest or complain. From all suggestions collected from the respondents. Although students are happy with the flexible class, they do not want too much freedom because that would decrease their intention to attend the class. They still need the teaching style that is able to stimulate and activate them to attend the class even that might create stress on them. The students need the teachers to be their advisors when they have problems with their studies. But in sometimes, there are too late reply email from teachers, on the other hand, the teachers have not enough time for their students.



## Conclusions

In this study, we have attempted to determine the differences in Motivation, satisfaction, and absent among Asia and Western MBA students at Siam University. Those three things can come from external factors and internal factors. The internal factors such as perspective and psychological need can influence people in motivated as well as the external factors such as society, culture, experience, family, peer group, religious beliefs, economic condition and ethnicity as well as influence of media, new culture experience can also drive people to their decision as well.

This study arose from the question “What makes students study?” Research concluded that there is not a single answer to this question of Motivation, satisfaction and absent during the schooling MBA and that it is difficult to neatly align student motivation, satisfaction and absent with any single classic management motivation theory. It revealed that the interest in science represents the principal motivation, followed by the ambition for future work. In addition, an important role is representing by the ability of the teacher to maintain the students’ attention and to provide encouragement and advice. We also found that the efficiency of services, in particular the timeless of information have a positive influence on the student’s satisfaction. These variables influence variously the students’ satisfaction between two groups: for European it was a decisive “encouragement” to have always achieved good results in school, while the appreciation of class was the most important motivation for students. The judgments made by students require further attention in several areas, including the abandonment of university studies, the time to complete a degree, and future careers, to better analyse aspects related to motivation and satisfaction with GPA.

## Recommendation

The recommendation for faculty that arises from this study is that they should use multiple motivational methods in each class setting, be clear teacher voice, explain and announce in English, and following the lecture ‘course outline’. A student wishing to motivate his or her class should challenge the strong students, provide connections to real-world applications for those students motivated by the useable content of the course, not only to teach theory but also should teach practical experience, and continue to administer regular exams since, regardless of need level, most students are motivated to study most when nervous about an upcoming test. According to this research, researchers hope it can be developed to future research in terms of what and how the difference both group of student’s Motivation and satisfaction as



requirement in the future. In case of policy that requires students to pay for tuition fees, that surely decreases the numbers of the students from outside Thailand coming especially students from developing countries to study in Thailand since their main motivation to study here is the cheaper tuition fees than other developed countries and better quality of education than their home countries. As there are many countries and universities having more famous reputations in MBA field rather than Thailand and Siam University, if the students have to pay equally they generally tend to pay for the better ones. Therefore, it is a challenge for the university to learn the needs of these students and create the university's strengths to attract their interests to study here.

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