Business Research Methods – Carla Rinne

How Administration, Infrastructure, and Academics Shape SRH Berlin Students' Overall Satisfaction: A Multifactor Analysis

Kamaljit Singh **SANDHU**	3121416
Teodor **Cisár**	3120588
Emil **Gasanov**	3122039
Zarina **Suyunova**	3121523
Hsu Thiri **Htike**	3120413

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Abstract

This study examines how SRH Berlin students' perceived quality of administration, infrastructure, and academics relates to overall student satisfaction at SRH Berlin University of Applied Sciences. Using survey data collected from 42 valid student responses and analyzed with Jamovi, the study applies reliability testing, descriptive statistics, correlation analysis, and linear regression modeling. The results indicate that all three quality dimensions are positively associated with overall satisfaction, with academic quality emerging as the strongest predictor. These findings extend existing research on student satisfaction and provide actionable insights for institutional quality improvement.

1. Introduction

Student satisfaction is a central indicator of quality in higher education, reflecting how effectively universities meet students' academic and service-related expectations. Prior research highlights that satisfaction is shaped by administrative efficiency, campus infrastructure, and teaching quality. However, the relative contribution of these dimensions varies across institutional contexts.

Accordingly, this study investigates how perceived quality of administration, infrastructure, and academics influences overall student satisfaction among SRH students. The primary objective is to identify which dimension explains the greatest variance in satisfaction and to assess their combined predictive power.

2. Literature Review

Existing scholarship consistently demonstrates that student satisfaction is strongly linked to service quality and academic experience. Administrative services influence students' perceptions of institutional reliability and support, while infrastructure quality affects usability and comfort of the learning environment. Academic quality, particularly teaching effectiveness and course organization, has been identified as one of the strongest predictors of satisfaction in higher education.

Despite these insights, limited empirical work has examined the simultaneous effects of administration, infrastructure, and academics within a single institutional setting. This gap underscores the relevance of a multifactor approach, as adopted in the present study.

3. Methodology

3.1 Data Screening and Preparation

The initial dataset consisted of 71 survey responses collected via an online questionnaire. Responses were excluded if participants did not provide informed consent, reported careless responding, or completed the survey unusually quickly (Time RSI > 2). After applying these criteria, 29 cases were removed, resulting in a final analytical sample of 42 valid responses.

The cleaned dataset was imported into Jamovi for statistical analysis. Questionnaire items were aggregated into four composite scales: perceived quality of administration, infrastructure, academics, and overall satisfaction, with each scale calculated as the mean of its respective items.

3.2 Measures and Reliability Analysis

All constructs were measured using Likert-scale items. Internal consistency was assessed using Cronbach's alpha. Results indicated good to excellent reliability across all scales: administrative quality and academic quality demonstrated good reliability, infrastructure showed acceptable reliability, and overall satisfaction showed excellent reliability. Item-rest correlations confirmed that all items contributed meaningfully, and no items were removed.

4. Results

4.1 Descriptive Statistics

Descriptive analyses revealed that infrastructure received the highest mean ratings, followed by academic quality, while administrative quality received the lowest average score. Overall student satisfaction was slightly above the midpoint of the scale, indicating a moderate level of satisfaction. The proximity of medians to means suggests relatively symmetric distributions across all variables.

Visual inspection of pooled Likert plots further confirmed that infrastructure and academics received a higher proportion of positive responses compared to administration, which showed a more polarized distribution.

4.2 Correlation Analysis

Pearson correlation coefficients indicated that all three quality dimensions were positively correlated with overall satisfaction. Academic quality showed the strongest association, followed by administrative quality, while infrastructure exhibited a weaker but still statistically meaningful relationship. Additionally, moderate intercorrelations among the independent variables suggest that students who evaluated one aspect positively tended to evaluate others positively as well.

4.3 Regression Analysis

Three simple linear regressions demonstrated that each quality dimension independently predicted overall satisfaction. Academic quality explained the largest proportion of variance, followed by administrative quality, with infrastructure explaining a smaller share.

A multiple linear regression model, including administration, infrastructure, and academics simultaneously, confirmed that academic quality remained the most influential predictor when controlling for the other dimensions. This indicates that while all three factors contribute to satisfaction, academic quality exerts the most substantial unique effect.

5. Discussion

The findings align with prior research emphasizing the dominant role of academic quality in shaping student satisfaction. While infrastructure and administration contribute meaningfully, their effects appear comparatively weaker once academic quality is accounted for. One possible explanation is that teaching effectiveness and course structure directly influence students' daily learning experiences, thereby carrying greater evaluative weight.

These results underscore the importance of prioritizing academic excellence while maintaining adequate administrative support and infrastructure quality to foster a holistic student experience.

6. Conclusion

This study set out to examine how perceived quality of administration, infrastructure, and academics influences overall student satisfaction at SRH Berlin. The results indicate that all three dimensions are positively associated with satisfaction, with **academic quality emerging as the strongest predictor**.

Despite its contributions, the study is subject to limitations, including convenience sampling, self-report bias, and a cross-sectional design that precludes causal inference. Future research should employ larger samples and longitudinal designs to further clarify causal relationships and institutional dynamics influencing student satisfaction.