

# srh

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

### Introduction

- Student satisfaction is a key indicator of quality in higher education.
- Higher satisfaction is associated with stronger engagement and academic performance.
- Administration, infrastructure, and academics shape students' overall study experience.
- This study examines how these factors influence student satisfaction at SRH Berlin University.

### Methodology

- **Research Design:** Quantitative, cross-sectional study examining how administration, infrastructure, and academics influence SRH students' overall satisfaction.
- **Participants:** 42 SRH Berlin students
- **Data Collection:** Online survey via [SoSci Survey](#) (voluntary and anonymous)
- **Measures:**
  - Administration: clarity, responsiveness etc.
  - Infrastructure: classroom quality, equipment, technical reliability etc.
  - Academics: lecturer competence, curriculum relevance etc.

Likert scales (5 points), reliability confirmed (Cronbach's  $\alpha \geq 0.70$ )

- **Reliability:**

Scale	Cronbach's $\alpha$
Administration Quality	0.866
Infrastructure Quality	0.725
Academics Quality	0.834
Overall Satisfaction	0.946

- **Data Analysis:** Descriptive statistics summarized student responses. Pearson correlations explored relationships between variables, and multiple linear regression tested how administration, infrastructure, and academics predicted overall satisfaction. Significance was set at  $\alpha = 0.05$
- **Limitations:** Convenience sampling, self-report bias, cross-sectional design limits generalizability and causal inference

$r=0.610$ ,  $p=1.82e-05$   
X-axis = Overall satisfaction  
Y-axis= Administration quality

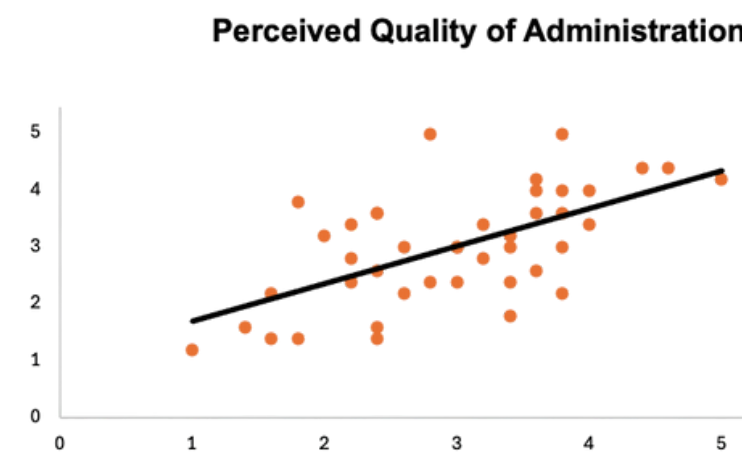


Fig 1- Administration quality vs overall satisfaction

$r=0.310$ ,  $p=0.0459$   
X-axis = Overall satisfaction  
Y-axis= Infrastructure quality

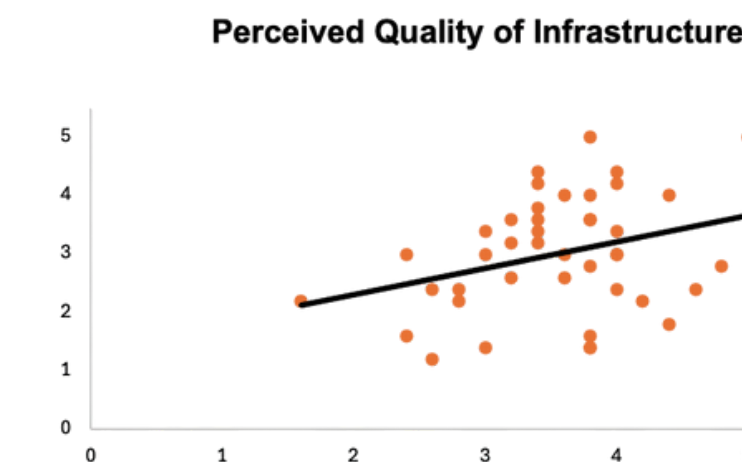


Fig 2- Infrastructure quality vs overall satisfaction

$r=0.804$ ,  $p=1.46e-10$   
X-axis = Overall satisfaction  
Y-axis= Academic quality

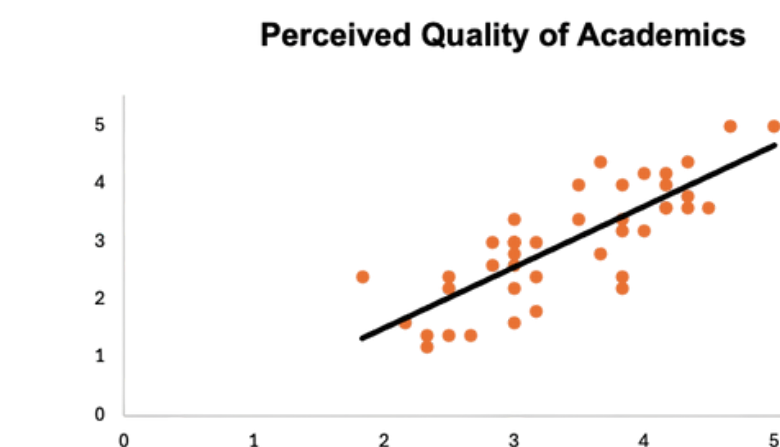


Fig 3- Academic quality vs overall satisfaction

Sample (N=42):

- Mean age = 23.05 (SD=2.49)
- 66.7% male, 31% female, 2.3% PNTS
- 86% Bachelor, 14% Master
- Years of study: 1<sup>st</sup> - 16.7%  
2<sup>nd</sup> - 38.1%; 3<sup>rd</sup> - 28.6%  
4<sup>th</sup> - 7.1%; 5<sup>th</sup> or higher - 4.8%  
P.N.T.S. - 4.8%

Descriptives (Means, SDs):

- Administration: M = 2.98, SD = 0.92
- Infrastructure: M = 3.54, SD = 0.68
- Academics: M = 3.41, SD = 0.76
- Overall Satisfaction: M = 3.01, SD = 0.99

### Discussion

- Administration quality has a positive and significant relationship with satisfaction ( $r = 0.610$ ,  $p < 0.001$ ).
- Infrastructure shows a weak but statistically significant relationship with satisfaction ( $r = 0.310$ ,  $p < 0.05$ ).
- Academic quality shows the strongest relationship with overall satisfaction ( $r = 0.804$ ,  $p < 0.001$ ).

#### Academic Quality (Strongest Influence)

- Learning experience directly affects users' goals and success.
- Teaching quality and academic support shape daily experiences, strongly influencing satisfaction.

#### Infrastructure Quality (Weak Influence)

- Facilities may be viewed as basic expectations rather than key satisfaction factors.
- Users are more influenced by service and learning experiences than by physical spaces.

Academic  
Quality



Administration  
Quality



Infrastructure  
Quality

- An unexpected finding was the weak relationship between infrastructure quality and overall satisfaction.
- Facilities may be viewed as basic expectations, while academic and administrative service quality have a stronger impact on overall experience.
- Better infrastructure may also raise expectations, leading to lower satisfaction if teaching and support do not match that standard.

To enhance student satisfaction at SRH Berlin, institutions should prioritize improving academic quality and strengthening administrative services, as these have the greatest impact on the overall experience. Facility upgrades are valuable, but their effect is maximized only when accompanied by strong teaching and student support.

### Conclusion

The findings support the hypotheses that perceived quality of administration, infrastructure, and academics are positively associated with overall student satisfaction. Among these factors, academic quality emerged as the strongest predictor, suggesting that teaching quality and curriculum relevance play a particularly influential role in shaping satisfaction among SRH Berlin students.

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### Resources



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