

国家大学生学情调查研究

丛书主编 史秋衡

Research on  
National College Student  
Survey

# Student Learning Satisfaction in Higher Education Institutions of Pakistan: An Empirical Study

巴基斯坦大学生学习满意度实证研究

【巴基】古尔扎·阿里·沙阿布哈里(Syed Gulzar Ali Shah Bukhari) 著



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Student Learning Satisfaction in Higher Education Institutions of  
Pakistan: An Empirical Study

Dr. Syed Gulzar Ali Shah Bukhari

## Dedication

This book is dedicated to my dearest family (my parents, siblings, wife and five kids), my loving mentor Prof. Shi Qiuhe, all my honorable teachers and my friends.

## 丛书总序

国家的未来在人才,人才培养质量是高等教育发展的永恒主题和生命线。虽然高等教育质量是一个复杂的概念,但毋庸置疑,高等教育质量建基于“学生”这一人才培养主体。国际高等教育质量观曾经将声誉和资源作为最主要的评价标准,但最终回归到了强调学生主体质量提升这一核心议题上来,其内涵包括学业挑战度、学生能力建构、学生成功等话题,甚至超越这些话题。因为学生才是高等教育质量的生成主体,理所当然地也是高等教育质量体现的主体。

在美国高等教育院校认证模式中,新的认证原则要求关注学生在校期间的学习体验;在英国的院校审计模式中,强调院校应当采取严格的手段提升学生的学习质量;在我国的审核评估模式中,学生发展被列为评估的一级指标。以学生为主体的高等教育质量评估实践存在不同的表现形式。一方面,学生可以作为“质量承载者”对学习结果进行评估,比如学生学业挑战度测评、学习成果测评、学生满意度测评;另一方面,学生也可以作为“质量体验者”对学习过程进行感知,比如学习方式养成、学习投入度调查、学生能力建构。

从强调以学生为主体的高等教育质量评估理念,到注重以学生为主体的高等教育质量评估实践,这一转化过程中存在着知与行之间的鸿沟,而大数据分析则是填补这一鸿沟的利器。在世界范围内兴起的大学生学习调查,如美国的“大学生学习投入度调查”(NSSE)、英国的“大学生调查”(NSS)、澳大利亚的“大学生课堂体验调查”(CEQ)、中国的“国家大学生学情调查”(NCSS),都体现了一种基于大数据的循证管理。所谓大数据,强调的是全面数据、完整数据与系统数据,据此考察数

据之间的关系并发现未知的规律。<sup>①</sup>循证管理包含用大数据说话,但不仅仅指用大数据说话。在循证中,研究证据观强调在决策及实践中以最佳的科学研究证据为基础;研究证据与个体体验证据结合观则强调利用个体体验判断对研究证据进行搜寻、记录、批判性评价以指导决策;多重证据观在以上观点基础上又将具体情境证据和利益相关者的偏好纳入证据中。<sup>②</sup>也就是说,在获得数据及把握其因果关系的基础上,还应该结合具体情况很好地解读数据。大数据和循证管理两者相辅相成,缺一不可。

遵循以学生为主体的理念,以大数据发展规律为手段和方式,这是国际高等教育质量评估的新趋势。作为世界高等教育大国,中国在21世纪也做出了高等教育评估范式的战略转型。2010年,国家社会科学基金“十一五”规划教育学重点课题“大学生学习情况调查研究”(课题批准号:AIA100007)面向全国公开招标,本人有幸成为课题的首席专家和主持人。依托此国家重点课题,课题组根据国内外大学生学习与人才培养的相关理论、调查方案设计和实践进展,科学严谨地编制了具有自主知识产权的本土化的国家大学生学情调查问卷及研究方案。在众多协作校的大力支持下,本人领导的课题组对全国大学生进行了每年定期抽样调查,建立了连续8年调查形成的大型的、结构化的国家大学生学情调查数据库(NCSS),还先后开展了巴基斯坦、文莱和英国的大学生学情调查或联合调查。同时,课题组在这一数据库的基础上,围绕大学生学情的整体状态、重要专题、规律规则开展了深入的分析 and 全面的研究,并形成了宝贵的研究成果,现集结成本丛书出版。

“国家大学生学情调查研究”系列丛书是在整体研究、重要专题和规律规则研究成果的基础上进一步修改完善而成。研究总报告将按课题立项设计,整体把握国家大学生学情状态的基本特征、重要规律、重大问题与解读要点。大学生学习信念专题重点厘清大学生学习信念的多维系统结构,找出其基本要素,探寻我国大学生学习信念的多样化特征及影响机制,研究大学生学习信念在学习过程中如何发挥价值支持与动力支撑的作用,以及如何决定着学习的总体方向。大学生学习方式专题在集合前期研究基础上设计调研方案,有效解读我国大学生学习方式现状,并重点

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① 舍恩伯格,库克耶.大数据时代——生活、工作与思维的大变革[M].盛杨燕,周涛,译.杭州:浙江人民出版社,2013:V.

② 颜士梅,梅丽珍.循证管理中“证据”的内涵及测量[J].软科学,2012(11).

分析学习观和课堂学习环境如何对学习方式产生重要影响。大学生学校适应专题探寻多维结构基础上的系统适应特点,把握不同阶段的动态过程,并探讨校园压力和校园活动对大学生学校适应的重要影响机制。大学生学习满意度专题采用学生参与理论对大学生在大学学习中所扮演的角色进行描述,并在此基础上结合大学学习过程的要素理论,分析大学生总体学习满意度的特征及其重要性,剖析大学生学习满意度的内部结构,并从个人发展、群体收获、项目管理和制度建设等层面构建大学生学习满意度评价的逻辑模型。大学生学习成果专题从通识教育、专业教育和软技能学习成果三个维度,考察我国大学生学习成果的基本情况,探讨影响大学生学习成果的因素及其相互关系,分析我国大学生学习成果的形成机制。大学生学习投入度专题测量我国大学生学习投入度总体水平,分析大学生学习投入度对学习成果的作用方式与影响途径,研究改善学习成果的方式方法。大学生人际交往对学习力影响研究以哈贝马斯的交往理论、社会建构主义理论等相关理论为依据,考察大学生学习力的维度、结构以及人际关系对大学生学习力的影响方式,分析人际交往对不同群体大学生学习力各维度的影响特征。

丛书具有“顶天”“立地”两大鲜明特点。“顶天”主要体现在两个方面:一方面,丛书研究成果建基于相关研究的国际前沿,与国际大学生学情调查和人才培养质量的研究焦点、研究成果以及评估范式接轨;另一方面,丛书所基于的课题获得国家社科基金教育学重点课题立项,研究成果致力于有效提升高校人才培养质量提供重大对策和建议。“立地”也体现在两个方面:一方面,丛书从大学生主体的视角出发,以国家大学生学情调查研究数据库为支撑,在对全国大学生学习情况调查的基础上形成实证研究成果,注重与大学生和协作校进行交互印证,从而保证了研究成果的客观性和准确性,有助于课题协作校的稳步发展和全国高校人才培养质量的有效提升;另一方面,丛书在总报告、研究专题和相关博士学位论文的基础上修改完善而成,有着扎实的理论基础、严谨的研究方法、浓厚的学理性和原创的研究结论。

基于上述“顶天”“立地”的特点,丛书的出版必将极大地充实我国大学生学情研究,推进我国高等教育理论的成熟与完善。同时,丛书的出版也将为我们找准全面提高高等教育质量的抓手,丰富课程与教学论、高等教育学理论,推进高校人



人才培养模式的改革与实践，加快我国从高等教育大国迈向高等教育强国贡献一分力量。

是为序。

史秋衡

2018年9月28日

# Foreword

All over the world the higher education institutions are considered highly accountable in terms of students' academic output and professional grooming; as a result, they place strong emphasis on student learning and development. Consequently, the concept of student learning satisfaction plays an important role in boosting up the learning process of students and helps administrators to monitor the quality standards. Conversely, maintaining the standards and ensuring student learning satisfaction have become common challenges for higher education institutions all over the world. This valuable book of Dr. Bukhari addresses all these challenges employing several scientific approaches, strategies, and methods.

The book explores the empirical findings of both large-scale quantitative and qualitative data collected from all regions of Pakistan related to multi-dimensional nature of student learning satisfaction in higher education institutions of Pakistan. The study provides the connection among the student experiences, involvement, self-reported learning gains and learning satisfaction. Moreover, the book demonstrates how students' background and institutional characteristics influence students' learning process, their experiences, learning satisfaction, involvement as well as students' learning gains.

The book offers a vivid account of the strong and weak areas existing in the system of higher education and provides plausible structure to strengthen educational resolutions to practical actions. Based on Dr. Bukhari's findings and recommendations, the university management can take initiatives to enhance the learning quality, and to promote intellectual integration through socializing students' behaviors and reducing individual differences.

I hope that the information presented in this book will be highly beneficial for the policy planners, administrators, academic researchers, teachers and students concerned with higher education.

Prof. SHI Qiuheng ( 史秋衡 )

# Preface

Student learning satisfaction is one of the globally recognized indicators of the quality management system in higher education. It is a well-known fact that quality programs help improve student learning experiences and learning gains, which lead to a positive increase in student learning satisfaction. A recognized structure of quality assurance goes beyond the traditional concept of teaching-learning; nevertheless, sharpening the focus on the talent development and boosting up the learning efficiency of the students. In order to add to the transparency and accountability in the process, scholars devote considerable attention to outcome-based assessment approaches in higher education. As a result, the accrediting bodies and the institutions have adopted several effective tools to know what students expect and how well the programs meet the needs of undergraduates. One of the most popular and accepted tools among the managers is student satisfaction survey because the cost is low and it is easier to develop and administer than other tools of assessment. Student satisfaction surveys make a breakthrough in the process of reforms and improve the quality of students' academic life. In an international perspective, many universities all over the world conduct student satisfaction surveys on a regular basis. However, at a national level in Pakistan, there is a paucity of such types of surveys except the informal gathering of student feedback to evaluate the teachers' performance at the end of the course.

This book is the modified and to some extent abridged version of my doctoral dissertation accepted by the Institute of Education, Xiamen University, China in September 2015 with the title "An Empirical Research on Student Learning Satisfaction of Higher Education Institutions in Pakistan". From the original dissertation, I have omitted about forty percent of the material; however, the book contains all the necessary and illuminating material and

guidelines that the readers will find interesting and enlightening. This book brings together a comprehensive research with a sound theoretical and empirical context on undergraduate students of Pakistan related to learning satisfaction. This investigation combines student learning satisfaction with other major concepts, namely student experiences, student involvement, and self-reported learning gains. It aims to explore how students invest their time and energy in realizing their educational goals and to what degree they are satisfied through the perceptions and experiences of multilevel stakeholders of the university, including students, teachers, and administrators.

This book describes the overall situation and quality of undergraduates' academic life, presents unique characteristics of internal structure of learning satisfaction, addresses the key factors influencing student learning satisfaction, discerns the differences based on students' backgrounds and institutional characteristics, determines relationship among student and institutional characteristics, student experiences, involvement, self-reported learning gains and learning satisfaction, and finally presents the empirical model for student learning satisfaction.

The model presented in this study is more precise yet comprehensive, empirically supported as well as statistically well-grounded, which serves as a reference or guideline for the development of long-term goals for higher education. This model highlights and forwards solutions to the most pressing issues of the higher education in Pakistan. The model not only can be applied in the context of Pakistan, but also has the potential to be applied in other countries that have similar cultural and educational background, such as India, Bangladesh, Bhutan, Nepal, Maldives, Afghanistan. Hence, this book contributes in three directions, namely theoretical, methodological, and practical understanding of the student learning satisfaction in Pakistan analogous with a global perspective and provides a beacon for the higher education sector in policy reforms in Pakistan.

## **The Audience**

The contents of this book will be useful to a wide spectrum of individuals who are directly

related to higher education. The full range includes policy planners, Higher Education Commission, Ministry of Education of Pakistan, administrators, academic researchers, faculty members, and students concerned with higher education. Policy-makers and administrators are better able to gain insights into the development of long-term goals, re-engineer their institutions, manage different programs and activities, and develop continuous monitoring and assessment mechanism. Academic researchers who have an interest in the studies related to student learning and development, educational management, and assessment will find a comprehensive literature review in developing their own research ideas, and will also get prospective directions in which they possibly proceed their own research projects. The faculty members can take full advantage of this book as a guide in understanding and designing more effectual learning environment for students' personal development by recognizing how much time and energy they utilize in their everyday jobs, such as how frequently they should advise the students, how they transfer knowledge, how much they respond to the students' needs and expectations, and how they make a conscious attempt to amalgamate research activities for students rather than just to focus on traditional teaching. This book can also benefit students in their learning process by informing them how they should invest their time and energy in the learning process, how they should resolve their issues like barriers in realizing their goals, and how they may develop competencies. The book can enlighten students on how their personal backgrounds affect their learning process, experiences, their involvement in purposeful activities, learning satisfaction and learning gains.

## **Structure of the Book**

The book is divided into seven chapters. The first chapter sets the main stage and supplies the introduction and research background with the importance and need for student learning satisfaction, including the overview of undergraduate education system in Pakistan, significance of the study, operational definitions of core and substitute concepts, research design and methods, along with theoretical and conceptual framework, research objectives,

questions, and hypotheses.

The second chapter provides an overview of the existing literature related to student learning satisfaction vis-à-vis their experiences with the university environment, assessment tools, key factors, and other related concepts as well as theoretical, methodological and empirical perspectives and findings of previous studies associated with the current study.

The third chapter presents the process of questionnaire development, data sources, and data analysis procedures along with the findings of the validity and reliability of the questionnaire. In addition, this chapter also provides a descriptive analysis of the general features and internal structure of student learning satisfaction, along with the current status of learning satisfaction, involvement, and self-reported learning gains.

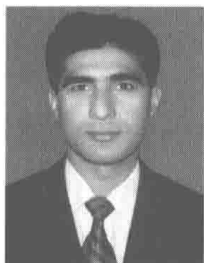
The fourth chapter presents empirical data analysis in terms of analysis of variance on overall learning satisfaction, student involvement, and self-reported learning gains based on student backgrounds and institutional characteristics.

The fifth chapter is about the development of an empirical model of student learning satisfaction, which also presents the hypotheses for the model, methods of data analysis, and the findings of the relationships among student backgrounds, institutional characteristics, student experiences, student involvement, and self-reported learning gains with overall learning satisfaction by making use of regression analysis. It also presents the direct and indirect effects of predictor variables on overall learning satisfaction through path analysis.

The sixth chapter discusses an in-depth analysis of student learning satisfaction through interviews, along with interview planning and data collection processes, organization and coding procedures, and finally presents some interesting exploratory findings drawn from the qualitative content analysis.

The last chapter presents conclusions, interpretations, discussions, and implications of the findings along with recommendations for system improvement. This chapter also provides direction for future research and presents the original contribution of this research in the existing body of knowledge.

# About the Author



Dr. Syed Gulzar Ali Shah Bukhari

Department of Science and Technical Education,  
Faculty of Education, University of Sindh, Jamshoro,  
Pakistan

Assistant Professor

Dr. Syed Gulzar Ali Shah Bukhari is currently working as an assistant professor at the Department of Science and Technical Education, Faculty of Education, University of Sindh, Jamshoro, Pakistan. His career in higher education began after he earned his PhD degree in education with specialization in higher education at Xiamen University, China in 2015. Before working in higher education, he served as a principal of a private school for four years, then worked as a senior teacher in the Federal Government Educational Institutions of Pakistan for 12 years, where he remained principal for six months and also trained teachers as a master trainer. Similarly, he has worked as a chairperson of the Department of Education at the University of Turbat, Pakistan for ten months and at Shah Abdul Latif University, Shikarpur Campus, Pakistan for six months.

His research interests include higher education management, educational evaluation and assessment, student learning and development, teacher education, and educational technology. Over the last 18 year of his career, he earned several awards, including the Silver Medal and Shield (1994) awarded by Board of Intermediate and Secondary Education Sukkur, Best Performance Shield (2004) awarded by MESSAGE Larkana, Best Instructor (Master-Trainer) Award (2009) awarded by FG Public School Hyderabad, and Best Teacher Award (2010 & 2011) awarded by Association for Academic Quality and FG Junior Public School, Badin respectively.



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