



**MOTIVATION AND SATISFACTION OF ASIAN AND
EUROPEAN MBA STUDENTS AT SIAM UNIVERSITY**

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**An Independent Study Submitted In Partial Fulfillment Of The
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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.

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.

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CHAPTER ONE

1. 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.

In this study, Researcher comes up to the question, what are the difference motivation and satisfaction between Asian and European MBA students at Siam University. Hard copy questionnaire were distributed among the Asian and European 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).

1.1 Background of Study

Education is a key implement to development society, country, region and human alert, in the age of globalizations, recently, strategy and innovation are changing and developed all the time, education seems to be even more important to serve globalizations conditions. Accordingly higher education is attractive from many applicants including general people and organization human resources. Anyway, the opportunity to study higher education would raise careers progress and also most of organizations prefer in high performance skill of human resources in order to increase and drive competitive advantage.

In researcher point of view, changing situations especially knowledge and science innovation are affect to the education system therefore, people society need to improve themselves, as the reason, education institutions be required to develop and expand study program to conform with the requirement of in every societies of labor markets, push ahead to students to

realize of duty, role regarding type of education and course study pattern that has been provided in education institutions is it consider to be for a time to develop or another reason to produce personals skill in to society.

To be able to develop organizations, the drivers from good potential personal knowledge skills and people standard of living are considered of being a good position as well. It might be possible to explain that study program (focus on Master of business administration MBA) would be a part to produce high personal performance skill for economic and social community. As the reason, according to MBA is more famous in this era, this seems to be interesting to study what are the motivation and satisfaction those lead students decide to study MBA in Siam university. Researcher hopes that the information of this research would be useful for the faculty and university to determine and adapt or develop policy plan to conform to the climate situation suitably in the future time.

1.2 Purposes of Study

The purpose of this study is to ask Asian and European 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 studied 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.

1.3 Scope of Study

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.

1.4 Limitations and Problems

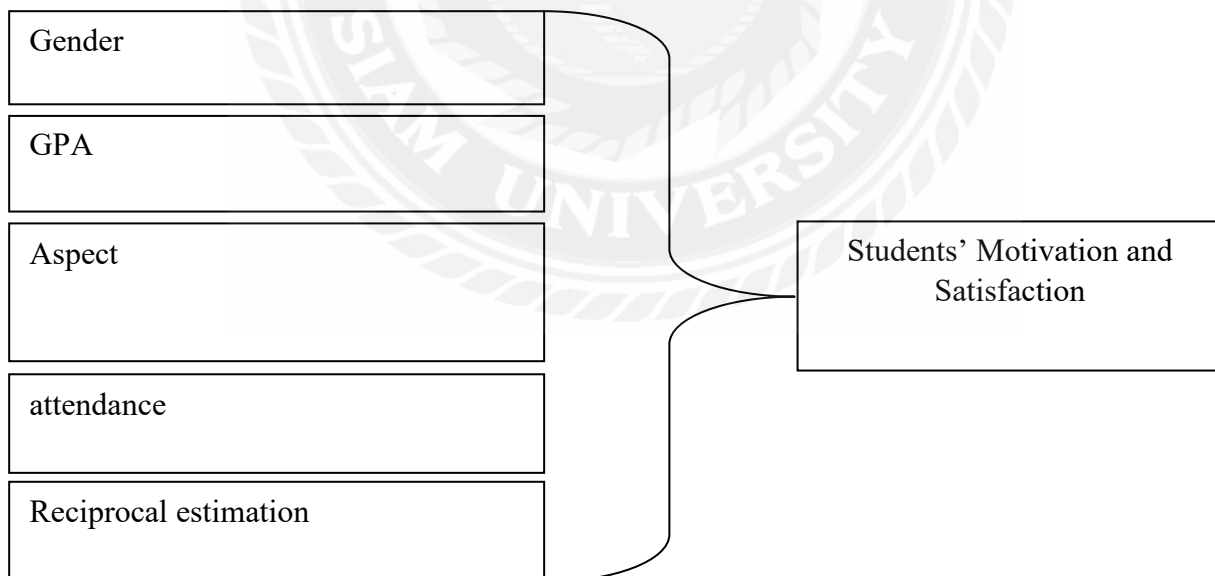
The area of this research focus on Master of business administration (IMBA) perspectives of international students from Western Countries and local students from Asia Countries who study Semester 3/2014 (April 16, 2015 to August 5, 2015) at Siam University in Thailand and investigate factor of students motivation, satisfaction and absent all from free mover and exchange students during the third semester of 3/2014 academic year.

Culture and relative countries and region differences are unable to avoid in this research and it can be one factor that influence students motivation, satisfaction and absent that's why researcher ask only for Western Countries and Asia Countries students so that is one part of limitation of study. In Addition, there are different experiences, which consist of one semester exchange program and full degree master program in Siam University respondent. The problem of researcher is limitation of time and limitation of survey questions.

1.5 Conceptual Framework

Independent variable (IV)

Dependent variable (DV)



Definition of terms

Gender

A number of studies have been conducted to examine the effect of gender on students' satisfaction; many studies have concluded that gender has a significant influence on student's satisfaction (LPC, 2009; Moro-Egido and Panades, 2010; Perry, Sekelsy and Skarsten, 2003; Renzi et al., 1993; Sax & Harper, 2005; Umbach & Porter, 2002).

GPA

Previous research has shown students' satisfaction and academic achievement (GPA) to be directly related to student persistence (Bryant, 2009; Elliott & Healy, 2001; Pascarella & Terenzini, 2005). GPA is often taken as the best predictor of a student's graduation and future educational attainment (Mortenson, 2005; Pascarella & Terenzini, 1991).

Aspect

Academic aspects includes positive attitudes, good communication skills, sufficient consultation, regular feedback to students, and outsourcing ability of teaching staffs which relate to the responsibilities of academics (Firdaus, 2005).

Non-academic aspects refer to aspects that relates to duties carried out by non-academic staff (Firdaus, 2005).

Attendance

Among student-related factors, lecture quality is one of the most frequently cited reasons for non-attendance. Dolnicar et al. (2009) found the quality of the lectures as perceived by the student to be a factor in attendance in a group of marketing students. Trotter and Roberts (2006)

Another factor commonly reported by researchers to be related to non-attendance is students' engagement in part-time work. Friedman et al. (2001) and Kirby and McElroy (2003)

Aspect

Academic aspects includes positive attitudes, good communication skills, sufficient consultation, regular feedback to students, and outsourcing ability of teaching staffs which relate to the responsibilities of academics (Firdaus, 2005).

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Reciprocal estimation

The model posited that the reciprocal relationship, namely, from student engagement to teacher behaviour, would be mediated by teachers' perceptions of student motivation. That is, teachers would be likely to modify their behaviour toward individual children on the basis of their perceptions of the students' behavioural and emotional engagement. Two kinds of reciprocal relations were possible (Kindermann & Skinner, 1991).

1.6 Research Hypothesis

Based on the literature describe in the previous part and on all those research works summarized in Annex, 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.

1.7 Definition of MBA

“Master of business Administration (MBA) is considered a professional Master’s degree rather than a traditional or academic Master’s degree. However, completion of a professional

MBA does not usually preclude admission to a PH.D Programs for research-oriented engagements. Schools that offer the MBA are usually known as either management or business schools” (Word iq.com 2008).

Pallab Dutta (2009) has described the definition of an MBA degree that, “The MBA (Master of Business Administration) is a master’s degree in business management and administration. It is generally a 2 year, full-time program taught in business schools of major universities and colleges. An applicant must pass the graduate Management Admission Test (GMAT) for admission. The instruction is made up of theoretical and practical training, and degree holders can opt for specialization in marketing, finance, international business and human resource management. In recent decades, students are acquiring MBA degrees in techno-commercial management as well. The Professionals with MBA degree is highly sought in the marketplace and generally lead challenging and fulfilling careers” (Dutta 2009).

1.8 History of Master of business administration (MBA)

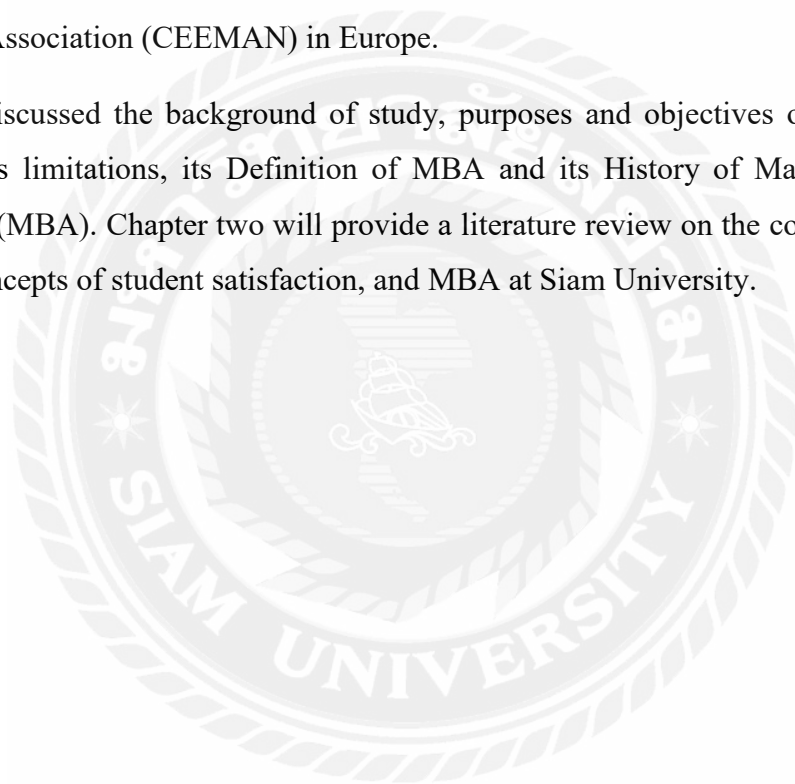
Master of Business Administration (MBA) has begun in the 20th century in United States of America. There were two year postgraduate courses where applicants could admit directly without working experience after they graduated from Bachelor’s degree.

In year 1950, American MBA was seen as the second rate world business school. In this situation, American took action by increasing standard of admission and teaching to American MBA programs. Understanding of management practices was conducted into the courses and followed by particular or further study (Jones 2003).

Studying for an MBA requires a certain determination and strength of character. In recent years, the business world has become rapidly integrated across once restricting borders, and anyone with high goals in the business world must have an international perspective and be aware of the realities of different international arenas. Researcher is unique, and uniquely fortunate, to have a diverse background both academically and professionally which has exposed me to different continents, peoples, cultures, and languages. As a native of Asia, researcher is familiar with the increasingly important markets of this region, and as such who is thoroughly prepared for the demands and challenges presented by undertaking study in the MBA program. Accreditation agencies outside the United States include the Association of MBAs (AMBA), a UK-based organization that accredits MBA, DBA and MBM programs

worldwide, government accreditation bodies such as the All India Council for Technical Education (AICTE), which accredits MBA and Postgraduate Diploma in Management (PGDM) programs across India. Some of the leading bodies in India that certify MBA institutions and their programs are the All India Council for Technical Education (AICTE) and the University Grants Commission (UGC). A distance MBA program needs to be accredited by the Distance Education Council (DEC) in India. The Council on Higher Education (CHE) in South Africa, the European Foundation for Management Development operates the European Quality Improvement System (EQUIS) for mostly European, Australian, New Zealand and Asian schools, the Foundation for International Business Administration Accreditation (FIBAA), and Central and East European Management Development Association (CEEMAN) in Europe.

This chapter discussed the background of study, purposes and objectives of this study, its significance, its limitations, its Definition of MBA and its History of Master of business administration (MBA). Chapter two will provide a literature review on the concept of student motivation, concepts of student satisfaction, and MBA at Siam University.



CHAPTER TWO

2. Related Researches (Literature Review)

This chapter talks about the key concepts of student motivation and satisfaction, and further on outlines the key motivation and satisfaction theories. As a result, Maslow and Herzberg theories, literature review of independent variables, demographic factors related to this study, decision making/ reasoning skills and others previous studies related to student motivation and satisfaction. The aim of this chapter was to review literature in relation to the main focus of the study that is factors motivation and satisfaction for Asian and European students at Siam University. The review is important because it familiarizes the readers with the debate and theories on motivation and satisfaction.

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 decision making 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.

Regression, factor, and decision tree analyses have been used to understand the determinants of student satisfaction of business schools (Letcher & Neves, 2010; DeShields, Kara, &

Kaynak, 2005), online programs (Johnson, Aragon, & Shaik, 2000), classroom motivational processes (Ames & Archer, 1988), and field placement (Fortune, et al., 1989). Most satisfaction studies are of large, public and private universities (Thomas & Galambos, 2004; Einarson & Matier, 2005), which are in many ways different from small, liberal arts colleges. Liberal arts students are more likely to participate in diversity related activities and demonstrate greater gains in understanding diverse people than their peers (Umbach & Kuh, Student Experiences with Diversity at Liberal Arts Colleges: Another Claim for Distinctiveness, 2006). Campus life is more likely to include a sense of community, faculty are more likely to show interest in student progress and opinions, and students are more satisfied with the teaching and personal interactions with faculty at liberal arts colleges (Carnegie Foundation for the Advancement of Teaching, 1985).

Education is one of the key drivers of economic growth. Within an increasingly competitive market in the higher education sector, university student satisfaction is an important component in attracting and retaining high achievers, who, in turn, improve the reputation and standing of the university. Increasingly, the funding models for universities are dependent on indicators of research achievement and student satisfaction. First of all, it is necessary to define the notion of satisfaction and especially student satisfaction. Satisfaction - a fulfillment of need or desire, the pleasure obtained by such fulfillment. Satisfaction is the feeling of pleasure or disappointment attained from comparing a product's perceived performance (outcome) in relation to his or her expectations. If the performance falls short of expectations, the customer is dissatisfied. If the performance matches the expectations, the customer is satisfied. If the performance exceeds expectations, the customer is highly satisfied or delighted" (Wikipedia). Student' satisfaction is defined by Wiers-Jenssen, Stensaker and Groggaard (2002: 185) as student's assessments of the services provided by universities and colleges. Student satisfaction is a continually changing construct in the Higher Education environment due to repeated interactions (Elliott and Shin 2002). It is a dynamic process that requires clear and effective action as a result of an institution listening to its students.

Student satisfaction is a complex construct influenced by a variety of characteristics of students and institutions (Thomas and Galambos 2004: 252). Student satisfaction is an overall response not only to the learning experience of a student (WiersJenssen 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. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Emily R. Lai April 2011).

2.1 Concept of Student Motivation

2.1.1 Student Motivation

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or non-involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. According to Marzano, R. J. (2003), if a student is not interested in what he/she is learning, his/her corresponding achievement will suffer. Some students may be reluctant to engage or persist in certain subjects &/or tasks due to difficulties in coping with task demands and discouragement from unsuccessful learning experiences for a variety of reasons. Other students may not be interested in certain teaching and learning activities because the content is outside their realm of interest or prior experience. Consequently, when a student is experiencing academic difficulties teachers, teacher aides, parents, administrators, school-based intervention and/or Individualized Educational Plan (IEP) teams must consider the student's motivation.

2.1.2 Human motivation

Abraham Maslow's "Need Hierarchy Theory"

Human motivation works as an internal factor that explains human real needs. Human motivation concept is used in this research in order to support internal factors as it is one of the factors influencing students to study MBA.

According to the Maslow's theory of human motivation (Maslow 1943), he believed that man is a wanting animal and it is difficult that human will meet the stage of complete satisfaction because human need is unlimited. In the theory of Maslow's hierarchy of needs, Maslow

defined that when human is satisfied in one thing, he will demand to be satisfied in other things continuously. Maslow said that the desires of human have been innate carrying and these desires will normally step up from the basic need to the higher levels.

Maslow's hierarchy of needs is often described in the shape of a pyramid. The need in the bottom must be satisfied before a person can pass to more advance needs. This hierarchy of needs can be described in details as follows. (See Figure 2.1.2)



Figure 2.1.2 Maslow's hierarchy of needs Source:
(<http://www.businessballs.com/maslow.htm>)

The Maslow's hierarchy of needs (Maslow 1943) explained the motivations of human ordering from the bottom to the top of the pyramid.

The first motivation is the physiological needs. These needs are the basic needs which are required for life existence such as the needs for air, food, water, and sleep. The satisfaction in this stage will trigger the needs in next steps. On the other hand, if physiological needs are not yet satisfied, individuals will be subject to them and other requirements in the hierarchy will not appear or become secondary needs. The physiological needs are important for

understanding individual's behavior as well as they are more influential than other needs and driving forces of these demands also happen to anyone prior than other requirements.

The second level is safety needs. These needs emerge when physical needs are met. The safety needs refer to that all of individuals are normally eager to be safe and they will find the way that they can gain the sense of security and stability in their lives. For that reason, people attempt to hedge themselves through all sorts of ceremonials, laws, disciplines, rules and formulas, in order to avoid something unfamiliar and strange that can be harmful for their lives.

The third level is the love needs. When both the physiological and the safety needs are satisfied, a person will come up to the love and affection and belongingness needs. People will desire for affectionate relations with the others such as family, friends, sweetheart, and also would like to be placed in group where they will not be left behind. The love needs can be both giving love to other people and receiving love from other people. The lack of these subjects is often a cause of mental stress and inability of self adjustment.

The fourth level is the esteem needs. These needs will occur after the needs in the prior stage are satisfied. According to Maslow, this level of need may be classified into two subsidiary sets. The first one is a desire for strength, for achievement, for adequacy, for confidence, and for independent and freedom. This can be defined as self-respect or self-esteem because it comes from inside of the persons themselves. The second one is a desire for reputation, recognition, attention, importance or appreciation. This is defined as respect or esteem from other people. Maslow also stated that people can return from the degree of requirement in the fourth level back to the third level if their demands for the third level or love needs are affected by something or lost immediately. However, when they can re-fulfil those lost needs they will turn back to the esteem needs again.

Lastly, the final level on the top of the pyramid is the need for self-actualization. This refers to individuals require to understand their true needs in order to achieve the peak of their potential or their target set. It is believed that a person who know what he want and can achieve goals is the one who truly know himself (Maslow 1943). According to Maslow's concept, people's motivation is generally based on this hierarchy of desire. This would lead people to decide or choose the way that can fulfil their needs and make them satisfied.

Refer to education institution, the purpose of institution is not business organization where seeking to generate profit, but in contrast, education is institution where creates and provides human knowledge skill for the society. Therefore, the term satisfaction generally is a concept of how to build customer satisfaction meet with the high profit, such as value affect benefit divided by price which can be increase customer satisfaction, this will not directly mention in satisfaction concept in this thesis.

According to the Maslow’s theory of human motivation has described about motivation model. In addition, Maslow’s theory also has given the information which related to the human basic need and stage of satisfaction and researcher also attempt to find out the education system satisfaction.

2.1.3 Types of motivation

There are basically two types of motivation as originally described by Herzberg, Mausner, and Syndrome (1959). The first one is the intrinsic motivation and the second is extrinsic motivation: This hierarchy of needs can be described in details as follows. (See Figure 2.1.3)

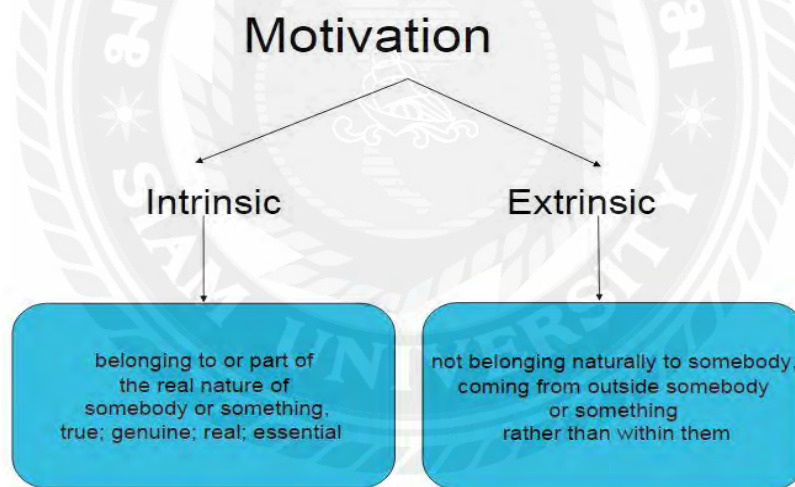


Figure 2.1.3 Type of motivation

(i) *Intrinsic motivation* - this was defined by Herzberg as ‘motivation through the work itself. It is concerned with self-generation factors that influence an individual to behave in a particular way. It involves the aspects of the work people do and the work environment which create job satisfaction and influence people to behave in a particular way or to move in a particular direction (Armstrong, 2007). According to Herzberg (cited in Gitman & McDaniel, 2008, p. 241) intrinsic motivations are also called *job satisfiers* for they tend to motivate employees and thus lead to job satisfaction. These factors belonging to or part of the real

nature of somebody or something, true; genuine; real essential such as recognition, appreciation, responsibility, autonomy recognition, status, and respect.

(ii) *Extrinsic motivation* – it concerns factors outside one’s job. It is about what is to be done to or for the employees in order to motivate them. Extrinsic motivation has immediate effect but it may not necessarily last long. According to Herzberg, extrinsic motivations are *hygiene* factors for they do not provide lasting satisfaction but can cause dissatisfaction if the organization gets them wrong (Armstrong, 2008). According to Herzberg (cited in Dzimbiri, 2009, p. 69) these factors not belonging naturally to somebody, coming from outside somebody or something rather than within them such as money, supervision, and security, working condition, policies and interpersonal relationship. Herzberg associated these factors with job dissatisfaction – they stem from the individual’s overriding need to avoid physical and social deprivation. The Herzberg’s typologies will be further explored below under theories of motivation.

2.1.4 Process of motivation

Motivation process, according to Luthans (2005), consists of the following elements, which are interactive and interdependent: This hierarchy of needs can be described in details as follows. (See Figure 2.1.4)



Figure 2.1.4 Basic Motivation Process

(i) *Needs* – these are created whenever there is physical or psychological imbalance. For example, a need exists when a body is deprived of food or water.

(ii) *Drives* – the term is sometimes used interchangeably with motives. This is simply defined as a deficiency with direction. Physiological and psychological drives are action oriented and

provide an energizing thrust toward reaching an incentive. For example, the needs for food and water are translated into the hunger and thirst drives.

(iii) *Incentives* – incentive is defined as anything that will alleviate a need and reduce a drive. It can also be a source of push for someone to do or refrain from doing something (Prasad, 2007). Thus, attaining an incentive will tend to restore physiological or psychological balance and will reduce or cut off the drive. Thus, eating food and drinking water will tend to restore the balance and reduce the corresponding drives of hunger and thirst.

2.2 Concept of Student Satisfaction

2.2.1 Student Satisfaction

A term “student satisfaction” can be explained many ways. Kaldenberg *et al.* (1998) discussed and found that in the college, student satisfaction was driven by evaluating the quality of coursework and other curriculum activities and other factors related to the university. Lecturers should treat students with sensitivity and sympathy, and assistance should be provided when necessary. Even simple listening is appreciated. Grossman (1999) discussed that student could be treated like a customer or a client within the college and in that case, the college serve the students on a better priority to fulfil their expectations and needs. Elliot and Healy (2001) proposed student satisfaction is a short-term attitude, derived from the evaluation of the received education service. Satisfaction, in general, can be defined as the fulfilment of a need or enjoyment derived from an activity. Student satisfaction is defined by Astin (1993) as the learner’s perceived value of their educational experiences in an educational setting. Student satisfaction is an important issue and should be considered in the evaluation of course and program effectiveness. In blended learning environments, it is one important outcome that needs to be tracked (Garrison & Kanuka, 2004). Student satisfaction is identified as one of the five pillars in the quality framework for online education developed by the Sloan Consortium (Moore, 2002). Other pillars include: access, faculty satisfaction, learning effectiveness, and institutional cost effectiveness. Researchers have pointed out that student satisfaction may lead to higher levels of motivation, engagement, learning, performance, and success (Sahin & Shelley, 2008; Wickersham & McGee, 2008); therefore, it is an important concept that should not be overlooked. Factors associated with student satisfaction in distance learning are flexibility, computer expertise, and usefulness (Sahin & Shelley, 2008). In blended learning settings, students value or associate perceived satisfaction with convenience, self directedness, accessibility, availability

of good resources, flexibility, diverse assessment methods, instructor availability, active communication and interaction, appropriate levels of workload, and a variety of activities and assignments (Ausburn, 2004; El Mansour & Mupinga, 2007; Ginns & Ellis, 2007; Welker & Berardino, 2005/2006). Several factors affect satisfaction of students in online courses. Bolliger and Martindale (2004) identified factors such as interaction among course participants, behaviors of instructors, and access to reliable computer technologies. Other researchers identified students' perceptions of task value, self-efficacy, and social ability. Flexibility, variety, and usefulness of assignments influence perceived student satisfaction. The quality of the delivery system and its ease of use, multimedia elements, and other instructional design issues are also important to students (Liaw, 2008; Lin, Lin, & Laffey, 2008; Sun, Tsai, Finger, Chen, & Yeh, 2008).

2.2.2 Human Satisfaction

We humans can never be satisfied. Nor could satisfaction rest on a specific accomplishment or object. I think that it comes from the fact that we humans must be supremely adaptive. That means we must have a kind of generalized, non-specific attraction or yearning for more that can be applied to novel situations. Humans must always have a kind of unfulfilled need or yearning for "something more." Nothing can fully satisfy us or we would not be prepared to make choices in the next novel situation. It is the unpredictable that we must be prepared for and this requires an open-ended attraction or yearning for "something more". The general feeling that there must be something more to life keeps us open to the next situation. For that reason, we can never be fulfilled. To be fulfilled means the journey is over. We have to love the journey, not where it ends.

University students' satisfaction with their institution has individual, institutional and social implications. From an institutional point of view, satisfied students are more likely to continue in their studies (retention) and are more likely to succeed academically and this is likely to enhance the financial position and reputation of the institution. Satisfied students also make effective public relations agents. High student satisfaction helps in attracting and retaining high achievers who in turn increase the reputation and standing of the university.

Maintaining and improving students' satisfaction has been considered an important goal of education and universities (Orpen, 1990), with the assumption that student satisfaction is indicative of institutional effectiveness (Barton, 1978). A key factor of student satisfaction is

the quality of the teaching staff. As a result, the use of student rating scales as an evaluative component of their teaching system has increased. The majority, if not all, teaching staff at most universities have been required or expected to administer some type of teaching evaluation form to their students during each course offering for some time (Seldin, 1993).

Assessing student satisfaction provides a way that universities can focus directly on issues of quality development in order to ensure that educational standards are high (Wiers-Jenssen, Stensaker, & Groggaard, 2002). Measures of student satisfaction can also assist in identifying and implementing areas for development.

Universities initially set up satisfaction surveys to serve two purposes: to help administrators monitor teaching quality and to help teaching staff improve on their teaching. University student satisfaction surveys are being used today in more ways than ever before (Kulik, 2001). For example, to evaluate the quality and availability of the library resources, to assess whether there is sufficient IT assistance and support for students and to consider student opinions on the social aspects of university life to name a few.

Many teachers approve of the increased use of satisfaction surveys in universities. Teaching staff view these surveys as reliable and valid measures that bring methodical precision to the evaluation of teaching. However, not all teachers share this view. Some teachers view students' satisfaction surveys as meaningless quantification. Teaching staff fear that students too often abuse this anonymous power to get even or get back at teaching staff and warn that satisfaction surveys may turn the evaluation of effective teaching into a personality contest (Kulik, 2001).

2.2.3 Student Satisfaction Theories

Several theories have been proposed in an effort to better understand the psychosocial dynamics of student satisfaction. For example, the "happy-productive" student theory (Cotton, Dollard, & de Jonge, 2002) suggests that student satisfaction is mediated by psychosocial factors such as coping, stress and well-being. Based on the "happy-productive" theory, (Cotton, Dollard, and de Jonge (2002) provided evidence that high levels of psychological distress at university related to lower satisfaction.

The "investment model" explains the relationship between student satisfaction, attrition and academic performance. Satisfaction increases when the rewards of study increase (higher grades). When costs like financial and time constraints are lower and alternate options are

study are low, satisfaction was higher (Hatcher, Kryter, Prus, & Fitzgerald, 1992). Using the investment model, students at risk for "dropping-out" can be identified and offered counselling and other student support services as a preventative measure. To improve retention rates and the quality of graduates, universities need to consider the satisfaction needs of students including those currently under-represented such as non-traditional, indigenous and regional Australians (Bradley, 2009).

A third theoretical approach, based on consumer satisfaction theory, considers satisfaction as a function of the extent to which students' expectations about university are met with positive confirmations of expectations leading to higher levels of satisfaction (Churchill & Suprenant, 1982).

2.2.4 Satisfaction Measurement

The satisfaction concept is another explanation to analyze motivation and Satisfaction of Asian and European students at Siam University. This concept will be the one important implement to find out the solution and problem which come from international student's perspective toward education institution. This can be used to update institution for future development to provide quality of people knowledge skill to serve society.

Satisfaction is to measure customer whether product or service meets with their expectations. Expectation usually comes from many features of product or service activities. Satisfaction measures about psychological of people toward experiences in product and service. Satisfaction measures emotion and it is the outcome of customer opinions toward product or service experience. Satisfaction and attitude concept are linked together. The satisfaction concerns to the human "post experience" which has been built by product or service quality or value (Smith 2007). As previous article has mentioned that, satisfaction concept is to measure that product or service meets expectation or not. It can be described that after student has an experience with education institution for a while, then students can perceive and recognize and they could have their opinion toward education service. Education service in the opinion of researcher is considered such as teaching, time learning schedule, education system, etc.

2.3 Literature Review of Independent Variables

2.3.1 Gender

A number of studies have been conducted to examine the effect of gender on students' satisfaction; many studies have concluded that gender has a significant influence on student's satisfaction (LPC, 2009; Moro-Egido and Panades, 2010; Perry, Sekelsy and Skarsten, 2003; Renzi et al., 1993; Sax & Harper, 2005; Umbach & Porter, 2002). Faculty women believe gender bias is part of the institutional culture, and contrapower harassment in ratings of **female** faculty by **male** students is likely. Statham, A., Richardson, L., & Cook, J. A. (1991). *Gender and university teaching: A negotiated difference* (ed. Vol.).

2.3.2 GPA

Previous research has shown students' satisfaction and academic achievement (GPA) to be directly related to student persistence (Bryant, 2009; Elliott & Healy, 2001; Pascarella & Terenzini, 2005). GPA is often taken as the best predictor of a student's graduation and future educational attainment (Mortenson, 2005; Pascarella & Terenzini, 1991).

2.3.3 Attendance

Among student-related factors, lecture quality is one of the most frequently cited reasons for non-attendance. Dolnicar et al. (2009) found the quality of the lectures as perceived by the student to be a factor in attendance in a group of marketing students. Trotter and Roberts (2006)

Another factor commonly reported by researchers to be related to non-attendance is students' engagement in part-time work. Friedman et al. (2001) and Kirby and McElroy (2003)

2.3.4 Aspect

Academic aspects includes positive attitudes, good communication skills, sufficient consultation, regular feedback to students, and outsourcing ability of teaching staffs which relate to the responsibilities of academics (Firdaus, 2005).

Non-academic aspects refer to aspects that relates to duties carried out by non-academic staff (Firdaus, 2005).

2.3.5 Reciprocal estimation

The model posited that the reciprocal relationship, namely, from student engagement to teacher behaviour, would be mediated by teachers' perceptions of student motivation. That is, teachers would be likely to modify their behaviour toward individual children on the basis of their perceptions of the students' behavioural and emotional engagement. Two kinds of reciprocal relations were possible (Kindermann & Skinner, 1991).

2.4 Demographic Factors Related to This Study

Demographic factors consist of gender, age, ethnic group, tuition fee sponsors, terms and university category. Demographic characteristics are most often used as the basis for market segmentation and also affect the extent to which a person uses products in a specific product category (Pride and Ferrell, 1997).

In this research one of the demographic variables “tuition fee sponsor” was tested as a research question. It was developed on the basis of Hofstede (1997) as an outcome of one of the dimensions of cultural values. The dimension is individualism VS collectivism. According to Hofstede (1997), the members of the culture define themselves apart from their group membership. In individualist cultures, people are expected to develop and display their individual personalities and to choose their own affiliations. In collectivist cultures, people are defined and act mostly as a member of a long term group, such as the family, a religious group, an age cohort, a town, or a profession, among others (<http://www.wikipedia.org>).

The researcher assumes the student who pays their tuition fee themselves is more likely to fall into the category of individualist and the student who gets tuition fee paid is likely to fall into the category of collectivist.

2.5 Decision making / reasoning skills

The literature review of decision making has described that, decision making is the method of what do people considering the possible result of differ alternative (Beyth-Marom et al. 1991; Von Winterfeldt & Edwards 1986). Thinking system is a skill in decision-making process (Fischhoff et al.1999). There are the basic processes which usually influence to decision-makers. These consist of: 1.listing relevant choices 2.identifying potential consequences of

each choice 3.assessing the likelihood of each consequence actually occurring 4.determining the importance of these consequences and 5.combining all this information to decide which choice is the most appealing (Beyth-Marom et al. 1991). Another important factor that is explained by previous literature review also focuses on cognitive, psychological, social, cultural and societal factors (Gordon 1996), these might influence people making decision. The mature of decision making process is related to the age and experience by people brain development and knowledge. And also family, peer group, religious beliefs, economic condition, and ethnicity are the social and psychological factors that lead to making decision (Gordon 1996).

Therefore, the data from previous article has explain that, factor of psychological, social, culture, age, experience, family, peer group, religious beliefs, economic condition and ethnicity might be the dynamic that influence people in making decision. Even the data is not directly identified the effective toward people in case of higher education decision making; unfortunately, it might be the other factor aspect.

In this research, researcher assumes that the information, concept, and theory that we have described above are associated with our study as they might have an impact on the student's decision, motivation, and satisfaction. Therefore, we attempt to find out the relationship between this knowledge and the result from student's perspectives. In this case, researcher specifies a group of international students who decided to study in Siam University as their options.

2.6 Interdependence related factors of Student's Motivation and Satisfaction

Satisfaction is the attitude an individual has; the internal state of mind which is determined by both actual rewards received and perceived level of rewards from the institution for a given standard of performance. Satisfaction comes from interdependence factors which are influenced by an individual or an institution (educational) or its management. The factors are education, individual, social related and management.

2.6.1 Management related factors

The rule in an organization states that the management gives the directives or order and the minors follow the instructions, this makes the relationship very important because the extent

to which the relationship is upheld gives the outcome of student's performance, attitude and determination towards their career. Minors obey and respect order from above because they know that punishments can be applied to any disobedient student and it could even lead to expulsion (Victor H. & Edward L. 1992, 180).

2.6.2 Education related factors

A comfortable and well-designed study environment helps to motivate students which increase the level of motivation. Motivation is a psychological concept related to the strength and direction of behaviour. People have different ways of being motivated, so if the university strengthens all the study related factors that may motivate students, for example the studying environment is pleasant to the students, their studying areas and facilities are sufficient and conducive, they have access to everything the university offers and there is the easy flow of information from top to bottom and vice versa. These factors will influence the students' motivation thereby directly affecting job satisfaction.

A person's attitude, thinking, feeling and action toward a task are termed as satisfaction. Emotional reaction to a task is inevitable. A person's level of satisfaction is formed through experience. The attitudes are influenced by the task itself as well as communication from others. The students' expectation about a task greatly influences his or her interpretation and evaluation of task related experiences (Robert P. 1991, 118).

Student physical and mental well-being is directly proportional to studies satisfaction in that more highly satisfied students have better physical and mental health records. Serious education dissatisfaction as manifested by stress, can lead to a variety of physiological disorders including ulcers (Robert P. 1991, 118-119).

Student satisfaction can also play a major role in an education institution to attract and retain other qualified students. Educational institution's survival rest heavily on this ability, in that any education institution that is known for poor performance will have difficulty in drawing students. Low level of student satisfaction have been related to such problem as students tending to not finish their studies in time, absenteeism in classes, high rate of dropouts just to mention but a few. Student satisfaction is important for the well-being of the institution and as well for the individual (Robert P. 1991, 119).

Teachers can often readily identify students who demonstrate high or low motivation in a certain task. Motivated students engage in the task with intensity and feeling, whereas unmotivated students procrastinate and indicate in other ways that they would rather do something else. These differences exemplify the quantitative dimension of motivation, ranging from high to low. Teachers can often also identify highly motivated students who engage in tasks in different ways. Some may attempt to finish the task quickly, while others may seek more information. Some may persist, while others may begin enthusiastically but give-up when they encounter difficulty. These differences reflect the qualitative dimension of motivation. The distinction between the intrinsic and extrinsic motivation has been one of the important theoretical conceptualizations of qualitative defences in engagement (Education articles 2006-2010).

Intrinsic motivation refers to engagement in an activity with no reason other than the enjoyment and satisfaction of engagement itself. By comparison, extrinsic motivation refers to engagement that provides means to ends that go beyond the engagement itself. The goals of extrinsically motivated engagement might be attainment of tangible rewards such as money, a sense of worthiness, or even a sense of conscientiousness; or the avoidance of tangible and intangible punishments such as time –out, scolding, rejection or sense of low self-worth (Ibid).

Human beings can be motivated to reach a certain desirable point when performing a task, but if the desire to reach a certain goal or to achieve a certain objective is blocked, there are two options. The student can remove the barrier or repair the damage and can substitute it with an alternative. As we know, the opposite of repair or substitution is frustration which is a negative response to the blockage of a student trying to achieve his/ her goals. This happens when the student is unable to solve the problem; frustration reduces a student's motivation which leads to a behaviour which is aggressive or regressive. The educational institutions should take note of such situations and try to solve it for the better.

2.6.3 Reward related factors

Incentives play a very important role in students' behaviour. Action can become instrumental to achieving specific rewards. Reward can be earned through hard work and increase through seniority for example a good study environment, recreational facilities like the gym in the

universities premises and other benefits from the educational institution. There are also individual rewards of recognition awarded to outstanding students based on individual merit, other forms of reward comes with the performance and behaviour a student produces in a certain amount of time.

Another form of reward is the approval from the top director to a certain group members (e.g. a group of students who have or will represent the university in a function) in recognition of their job done which helps to motivate a group and also the recognition by one member from he/ her group for outstanding leadership and hard work within the group (Victor H. & Edward L. 1992, 180-181).

2.6.4 Individual related factors

Expression and determination of students are on the basis of identifying with their studies, the role they perform which is derive from a level of satisfaction by the students, this helps the students to identify with the educational institution, if the students not only find the same ideology with the institution but also expressing the same value, they become more committed and dedicated to the institution by trying to meet the requirements and standards of the institution for example very student has to pass a certain mark before proceeding to the next class or semester (Victor H. & Edward L. 1992, 181).

2.6.5 Society related factors

The importance of the primary group has been emphasized, especially the potentiality of the group for providing the sense of task accomplishment and closure that is usually thought of only in individual terms. The great advantage of the cohesive group is that its members can find in group responsibility and achievement of satisfaction for their individual needs, for self-expression and self-determination as well as affiliation (Victor H. & Edward L. 1192, 189).

2.7 Siam University

Siam University was founded in 1965 by the late Dr. Narong Mongkhonvanit as the first 3-year private engineering school in Thailand. It began by educating a student body of only two

hundred, offering only one program, Mechanical Technical Power, which led to the equivalent of an associate's degree (two-year) in the United States by virtue of the Thai Private School Act. In 1973 the Siam Technical College, was formally established as a private, higher education institution with the authorization to grant degrees. Soon after, in 1975, the university launched programs leading to a bachelors' degree in Accounting, Marketing or Secretarial Science. Within those programs, students majored in banking, finance, personnel management or marketing. Later, in 1986, Siam Technical College became Siam Technical University, and three years later became 'Siam University' to show diversity in fields of study.

Over nearly five decades of steady growth and development, driven by a devotion to academic excellence, Siam University has contributed more than 60,000 graduates in various fields to Thailand's national work force as well as other countries around the world. In fact, it has become the fifth largest private university with a student body containing over 15,000 students across eight schools, including an International and Graduate Program. The undergraduate schools include: Business Administration, Communication Arts, Engineering, Law, Liberal Arts, Nursing, and Science. The Graduate Program offers masters and doctoral degrees in the following: Business Administration, Communication Arts, Engineering, Educational Administration, Public Administration and Information Technology. For convenience, Siam University's various programs and courses are often available in both day and evening classes.

In 1995 the international program was established, offering Bachelor's and Master's degrees in International Business and International Hotel and Tourism Management. Currently there are over 400 students are enrolled in this program. With students from at least twelve nationalities, Siam University is ranked among Thailand's top ten Universities for its population of International students by Thailand's Commission of Higher Education, part of the Thai Ministry of Education.

Many of Siam's faculty members have been carefully selected among qualified scholars who are native speakers of English from Europe and North America. This enhances the intercultural activities in which students can participate and enjoy. The University also offers its students opportunities to work and study abroad for valuable experiences. Siam is affiliated with more than twenty universities and institutions on four continents, including the Philippines and Japan. In addition, to gain insight into local Thai culture, student activities

include various study visits to important heritage sites within the Kingdom of Thailand (<http://www.inter.siam.edu/siam-university/>).

Mission and vision

Siam University has used educational innovation and state-of-the-art technology to supply its students with the knowledge and skills they will need to succeed at the dawn of this new century. Siam's mission is to produce students who are competent, efficient and confident in their fields of study and ultimately in their chosen fields of work. These traits along with a sound ethical and moral grounding, and an understanding of diversified cultures, will provide them with the insight and abilities needed for continuing development after their school years have concluded. To help achieve these objectives, Siam University has promoted research, extended educational services, and concentrated on national cultural preservation through close cooperation with local communities and industries(<http://www.inter.siam.edu/mission-and-vision/>).

STUDENT LIFE; Siam has welcomed international students for over 10 years in its two undergraduate programs which use English as medium of instruction.

SU provides a full academic, social, multi-cultural experience. Embrace university life and embark on one of the most exciting chapter of your life.

A New Home; SU wants your new home to be as comfortable as possible. For this reason the university provides on-campus services and facilities that help make students feel at home: canteens and restaurants, convenient stores, a bookstore, a bank, several ATMs, copy centers, etc.

International Student Center (ISC); The International Student Center (ISC) provides assistance and support in areas such as lodging; airport transfer on arrival; orientation of newly arrived students; advising and counseling; extra-curricular activities; internship and job placements; and more. The staff speaks English, Chinese, Thai and French.

The center is located in building 19 on the 9th floor.

Course Registration; Undergraduate students enroll in at least 12 credits and no more than 21 credits per semester. The course registration period is published on the academic calendar and is usually scheduled 1 month prior to the beginning of the next semester. Students must

meet with their advisor to receive suggestions about the selection and sequence in which to register courses and complete their studies.

Advising & Counseling; A full-time faculty is assigned to every student for support and counseling to help students make the best of their academic experience. The advisor may suggest a customized plan of study or participation in certain activities to fit the specific needs of each individual.

Grading & Examination; SU uses a letter grading system similar to the one in the US. Two or more tests including mid-term and final examinations are scheduled each semester. Students must maintain a cumulative grade point average of not less than 2.00 for a bachelor's degree completion and 3.00 for a master's and doctoral degree.

Internet & E-mail; Internet and Internet services have always been important tools in students' academic lives. Students receive an internet and e-mail account at the time of admission.

Central Library; The central library is located in building 12. It contains hundreds of thousands of printed and electronic publications in Thai and English languages. Some publications are also available in other languages such as French, Chinese and Japanese. Students can borrow publications on presentation of their matriculation card.

Career Center; International students can obtain useful information and advises concerning job and internship placement at the International Student Center (ISC).

Student Volunteering; SU provides ample opportunity to make a difference: managing clubs; editing newsletters; tutoring kids; etc.

University instructors are more than scholars and practitioners: they are also mentors and facilitators who constitute an invaluable bridge to knowledge and professional expertise.

SU faculty members come from various countries and cultures. Together they represent a wide array of academic disciplines and work practices. Through case studies and term project students have the possibility to benefit from faculty's unique insight and experience. Students may seize the opportunity to participate in a research projects or articles with their professor to further immerse themselves in cutting-edge ideas, gaining additional competency in view of their future career. Student accommodation is readily available in the campus vicinity at very affordable price. Rooms are usually furnished. Monthly rent ranges from

1,500 B to 9,500 B. Siam Residence Hall 1 & 2 offers world-class studios and apartments in walking distance from campus.

The Campus Map of Siam University

Siam University campus is located in South-West Bangkok and comprises 20 main buildings with a total floor area of roughly 140,000 square metres.



Figure 2.7 Siam University Campus

Source: <http://www.inter.siam.edu/the-campus/campus-map>

Building 1 Administration Building: houses a radio broadcasting studio, the Public Relations Department, the Office of Finance and the Accounting Department.

Building 2 One of the Original University building: contains classrooms, language laboratories, teachers' offices, the Siam University Bookstore, the Siam University Post Office, the TMB bank's SU Branch, the International Business Office and a Judo Gym and Muay Thai Boxing on the Top Floor.

Building 3 The Dr. Narong Mongkhonvanit (founder of Siam University) Memorial Building: contains seven computer laboratories, a Hotel and Tourism operating room, the Graduate School Library, a teaching and learning-facilities Centre, teachers offices, classrooms and the Purchasing Department.

Building 4 The Siam University Culture Centre: a three-story building housing the Cultural Centre, a Hotel and Tourism operating room, a television operating room, physics laboratories, a demonstration court for legal practice, photography and movie production house, teachers offices and classrooms and a canteen on ground floor.

Building 5/6/7 The School of Engineering; Operation Building 1 to 3: used for engineering course instruction and experiments.

Building 8 The School of Engineering; Main Building: contains a mechanical-engineering laboratory, a computer mechanical-analysis laboratory, a liquid-machanics laboratory, a design and CAD-CAM laboratory, a power-electricity laboratory, an electronic laboratory, the office of academic training and services, teachers' rooms and classrooms.

Building 9 The School of Engineering; Operation Building 4: used for engineering course instruction and experiments.

Building 10 The Science Complex Building.

Building 11 The Science and Technology Innovation Centre: contains offices, classrooms and laboratories and is a central location for the development and display of innovative technological creations from the Engineering and Science Departments.

Building 12 The Royal Majesty Jubilee Building: the name is in memoriam of the sistieith birthday of King Bhumibol Adulyadej. This ten-story building houses an auxiliary Office of the President, the Office of Academic Affairs, the Office of Educational Services, the Central Library, a 1200 seat auditorium, a seminar room, a demostration room for banking practice, a cafeteria, lecture rooms, a small meeting room and teachers offices.

Building 13 The ATM Kiosk.

Building 14 The Science Complex Building: housing the Faculty of Science, the Faculty of Nursing, teachers' offices, seminar rooms, food-science laboratories, chemical laboratories and the Computer Centre for engineering and sciences.

Building 15 The Thirtieth Anniversary Building is a five-story building with 3,500 square meters of space containing lecture rooms, an Internet Centre with more than 300 personal computers, classrooms and teachters' offices.

Building 16 New Canteen- is the 1-story steel- structured building, it is used as the canteen for the students and teachers.

Building 17 The Students' Clubs Building: houses the Guidance and Placement Division, the Office of the Student Union, a 7-Eleven convenience store, offices of student clubs and the University Guest House.

Building 18 The Electrical Engineering Operations Building: contains a power/electricity experiment- and analysis laboratory, a fibre-optic cable communications system, a computer hardware operation room and an electronic laboratory.

Building 19 The Golden Jubilee Building: the tallest building on the campus. This building contains the admissions office, the University Council Conference Room, the Office of the President, the Office of Graduate Schools, the University theatre, the Siam Heritage Lounge, a small demonstration hotel, a 700 car parking garage, a research room, lecture rooms and additional Placement Division services, as well as it houses the Southeast Asia office of the International Association of University Presidents.

Most important, the building is home of the department of the IMBA program on the third floor and the International Office on the ninth floor.

Building 20 Siam University Sports Complex and Auditorium: the newest building on the Siam University Campus with an area of 2,400 square meters and a seating capacity of over 1,000. It features an air-conditioned fitness centre with the latest equipment, full-sized basketball, volleyball and badminton courts and table tennis facilities.

2.7.1 Siam University International MBA program

Siam University provides Master of Business Administration in both Thai and English language, as the latter program is referred as International Master of Business Administration, being the only available option for Master's level in English. Completion of IMBA takes normally between 1,5 to 2 years, divided into three trimesters annually. Trimesters start in August, January and April, running for about fifteen weeks each, having no significant holiday periods between trimesters. The Dean of MBA is currently Dr. Vijit Supinit.

Since our establishment in 1986, The Graduate School of Business Administration at Siam University has been one of the pioneers in Thailand to offer an MBA program and continuously dedicated its resources and expertise to provide the most outstanding MBA education. Throughout our 18 year history, The Graduate School has graduated several

thousands of superior top executives to business and government enterprises. Our MBA graduates have become proactive leaders with sound vision, innovative minds and high professional integrity. The wide range of MBA programs prepares students to succeed in both the private and public sectors.

The Graduate School has maintained an extensive network of collaborations with various top universities in North America, Europe, Australia and Asia to enhance our educational quality at the world standard. Not only in curriculum improvement, but also providing our students have the opportunities to participate in our international student exchanged programs.

Rationale

In the fast changing domestic and international economic environments, with increasing intensity of globalization and international competition, human resources with relevant skills and international prospective need to be cultivated to facilitate national economic development and enhance the capability of Thailand as a nation substantially dependent on international economic activities.

Philosophy

Siam's M.B.A. International Program will cultivate professionals who possess current business education with good moral principles and high social responsibility.

Objectives

Our vision is to have the M.B.A. International Program act as a knowledge warehouse delivering business training and expertise, with the following emphasis:-

1. To educate graduates to become good businessmen and managers with technical excellence and international prospective who are able to make business decisions efficiently with high moral and ethical standards as well as social responsibility
2. To prepare graduates in the arts of applying modern business and technological knowledge in management information, business research and business experience in the environments of risks, uncertainties, and intense international competition.
3. To produce graduates in business management with high caliber in wide ranging disciplines to be administrators or leaders of public and private business organizations.

4. To instill international prospective for graduates of various nationalities to facilitate the expansion of businesses and business networking between Thailand and other nations, most essential for the future of international economic relationship, considering Thailand as a key member and the hub of the ASEAN community (<http://www.inter.siam.edu/master-degree-program/masters-in-business-administration/>).

With this motto and under the supervision of Dean Dr. A. Vijit Supinit, the MBA international school is committed to provide educational service to both; international and the thai students. It offers eight areas of specialization, namely (Student Manual Guidebook and Curriculum, MBA English Program):

- Accounting
- Marketing Management
- Human Resources Management
- Financial & Banking Management
- International Business Management
- General Management
- Hotel and Tourism Management
- SEAN Studies Management

Curriculum Structure

Plan A. Thesis

Option Number of credits from subjects 36 credits

	credits
Total	48
• Required courses	27
• Major-field elective courses	9
• Thesis	12

Plan B. Thesis

Option Number of credits from subjects 48 credits

credits

Total	48
• Required courses	30
• Major-field elective courses	18
• Written and Oral Comprehensive	-

Examinations

Master of Business Administration (English Program) Curriculum is managed as a Trimester basis (15 weeks per semester) of study.

Registration for Study

In a regular academic term, a student must register at least 6 credits and not more than 12 credits. Registering less than the stipulated credits is allowed if those are the remaining credits required for a student to graduate. The Master of Business Administration Curriculum has two study plans, that is,

- **Plan A.** Thesis option
- **Plan B.** Non-Thesis option which must include a written Comprehensive Examination and an Oral Comprehensive Examination

The learning in each subject under this study system uses English language as the medium and has an accumulated-credit type of study format. For a student to complete the study the student must register and pass examinations with accumulated GPA not less than 3.0 and has accumulated a total curriculum credits of not less than 48 credits.

Plan A. Choosing thesis option requires a student to register for elective courses in a chosen major Subject Group. The student must register for at least 9 credits.

Plan B. Choosing non-thesis option, a student is required to register by selecting and complying with one of the following guidelines:

- 1. Select one emphasized subject group** Students are required to register in the elective courses of a chosen subject group by choosing one subject group and must register for at least 6 courses or 18 credits.

2. Select two emphasized subject groups Students are required to register in the elective courses of a chosen subject group by choosing one subject group and must register for at least 3 courses or 9 credits and concurrently choose a second subject group and must register for at least another 3 courses or 9 credits.

3. Select one emphasized subject group and free elective courses Students are required to register in the elective courses of a chosen subject group by choosing one subject group and must register for at least 3 courses or 9 credits and concurrently choose any other courses (the free elective group of courses, the group of subjects which the university consider to offer in each academic term) in addition of at least 3 courses or 9 credits (http://admission.siam.edu/course_m_mba_eng.php).

The Syllabus and Faculty of MBA Graduate School, Siam University, have reached a high standard competitive with other leading universities in Thailand. The physical environments and equipments are up to date and complete. But the distinctive advantage we have is that the size of student body is still relatively small, enabling us to have a close contact with students. The MBA program is well- rounded and consistent with the need of the Asian economy in this globalized era.

The philosophy behind Siam's IMBA program is combining an intensive modular course structure in Bangkok together with mobile learning support technologies, to meet the demands of fast track managers with executive potential with are highly motivated.

2.7.2 International Student Center

Siam University comprises of Thai and International programs and they share the same academic calendar but operate in different ways. The programs are set in different systems for regulating activities conducted under each program to be in line with the University's settings.

The International Student Center was established to assist the newly international student at SIAM. The entire International programs in the University both Bachelor's and Master's programs, respectively, function under the office of International Student Center.

SIAM also recruits students to work in the office of International Student Center (ISC), who is likely to work both inside and outside the university to ensure that the needs of the New

Index are met. These students are responsible in supporting the new students with basic information about the University and its vicinity.

Questions about Siam University are welcomed from the new students in the office of the ISC and, petition forms are dispatched in every program under the office of ISC for further clarifications new students might request from the University.

The International Student Center (ISC) provides students with the following needs:-

Assistance and support in areas such as lodging;

Airport transfer on arrival;

Orientation of newly arrived students;

Advising and counseling; extra-curricular activities;

Internship and job placements; and more.

Visa extension;

Academic plans;

The staff speaks English, Chinese, Thai and French for students who might prefer to be addressed in a different language. And, the pamphlets are printed at the office of the International Student center for international student guidebooks and basic instruction (<http://www.inter.siam.edu/international-student-center-2/>).

2.8 Others Previous Studies

According to Levie et al., (2009) “individuals may receive education and training at several points in their lives, such as at school, university, or after formal education, and it may take the form of traditional learning or experiential immersion in the phenomenon, through a placement, for example”.

According to the academic level where the courses were received, we can classify previous literature in the following three groups:

- i) High school studies: Wilson, Kickul, and Marlino (2007) intent to reach to knowledge of the interactions of gender with entrepreneurial self-efficacy and entrepreneurial career

intentions. Athayde (2009) measures the impact of entrepreneurship programs among young people.

ii) Undergraduate Studies: About courses, Vesper and Gartner (1997) analyze ranked university entrepreneurship programs. They explored how universities determined what courses constituted a program in entrepreneurship and how they determined the criteria that impact an entrepreneurship program's quality. Peterman and Kennedy (2003) and Solitaries, Zerbinati and Al-Laham (2007) test the effect of entrepreneurship programmes on the entrepreneurial attitude and intentions of the students. Gürol and Atsan (2006) explore the entrepreneurship profile of students and make an evaluation of their entrepreneurship orientation by comparing them with non-entrepreneurially inclined students. Levie, Hart, and Anyadike-Danes (2009) analyze the effect of enterprise training on opportunity perception and entrepreneurial skills perception of trainees.

iii) Masters Postgraduates Studies: It is shown that graduates of business schools benefited from entrepreneurship courses have a higher propensity to become entrepreneurs (Vesper and Gartner, 1996). Wright, Piva, Mosey and Lockett (2009) examine the current role of business schools in academic entrepreneurship, specially the contribution of business schools to the transfers of knowledge to enable academic entrepreneurship. Being able to participate in a successful entrepreneurship increases the demand for quality of MBA programmers (Callan and Warshaw, 1995). However when researcher's analyzing the impact of the success programs (failure) on corporate incentive after the completion of an MBA, should be taken into consideration prior business experience demonstrated by the student. So success could be explained, at least in part, by the knowledge gained by past experience (Krueger and Brazeal, 1994, Matlay, 2008).

The next chapter is going to discuss about the method to be used for collecting data, survey and data analysis.

CHAPTER THREE: METHODOLOGY

This chapter explains about the research methodology. It includes research methods used, target population, sample size, questionnaire, data collection process, and data analysis. This chapter shows an overview of the data collection procedure that is conducted to answer the research question and the overall purpose.

3.1 Quantitative Research Method

According to Bryman & Bell has described that deductive theory represents the relationship between theory and research. This theory represents the basic researcher from theoretical toward area of interest. In summary a hypothesis will be found out by observations/finding (Brymen & Bell 2007).

Quantitative analysis is the collecting of data that can be expressed in numerical form. This involves data that is measurable and can include statistical results, financial data, or demographic data which is a deductive vie of the relationship between theory and research. (Bryman & Bell 2003, 68)

In this research, Primary data represents motivation and satisfaction factor theories and this research finds out difference between Asian and European 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 Statistical Package for the Social Sciences (SPSS).

3.2 Target Population and and Sample Size

Due to the limitation of time, According to Keller (2009, p.5), "a population is the group of all items of interest to a statistics practitioner". According to McDaniel (2001) target population is a total group of people from whom the researcher may obtain information to meet the research objectives. As a Sample Size, research focus on Master of business administration (IMBA) perspectives of international students from European and students

from Asian who study Semester 3/2014 (April 16, 2015 to August 5, 2015) at Siam University in Thailand. So, the target population is the Asian and European students attending Siam university in Thailand.

3.3 Questionnaire

The questionnaire is structured into five different parts in accordance with the theoretical framework created for that purpose. These parts comprises of a general question that deals with the Biographical Characteristics of students' personal, Questions about the Motivation, Questions about the Satisfaction, Questions about the Absence, and Questions about the perception of Motivation. The information gathered from this questionnaire will answer the research problem of aeronautical students' level of motivation and satisfaction of Asian and European students at Siam University. The last question on the questionnaire is an open ended question which allows the students to his or her comment which will lead to greater motivation and satisfaction subsequently to increase effectiveness, efficiency and productivity of MBA students at Siam University.

3.4 Data collection process

The questionnaire was printed and delivered on the 18th of June 2015 to the Asian and European students of Siam University to fill out during the third week of June of their semester period. The questionnaire was handed to the various classes who handed them to the students as they handed in the class time. The students had to fill in the questionnaire and hand it in after they finish the class. Researcher collected all the data in two months because of the technique problem of researcher. The questionnaires were written in only English because this Program is MBA international (English) program and this research is approach on Asian and European students who speak English.

The primary data was collected from the handed questionnaires received during the Semester 3/2014 (April 16, 2015 to August 5, 2015). The secondary data were collected from books, internet websites sources, and other researches of Siam University MBA students from University Library, 6th Floor of Royal Jubilee Building No.19. All this documents were important to help in the analysis of this Independent Study.

3.5 Data Analysis

This is a process of analysing interpreting text, interviews and numbers. Quantitative data will be analysed using statistical package for the social sciences (SPSS) which is a data management and analysis product produced by SPSS Company. Among its features are modules for statistical data analysis, including descriptive statistics such as plots, frequencies, charts and lists, as well as sophisticated inferential and multivariate statistical procedures like analysis of variance (ANOVA), factor analysis, cluster analysis and categorical data analysis. SPSS is particularly well suited to survey research, though by no means is it limited to just this topic of exploration.



CHAPTER FOUR

4 Empirical Analysis and Results

The empirical results collected from the respondents of Asian and European students who are studying MBA in Siam University indicate a difference in motivation and satisfaction analysed during the study of Master's Degree in Thailand and the university. The entire data analysis is divided into two parts: Descriptive statistics and inferential statistics. Descriptive and inferential analyses are two statistical techniques used in the data analysis. The program SPSS was used to analyze the collected data.

4.1 The Data Descriptive statistics

This part provides the facts of the research we conducted at Siam University. The interview was conducted from the beginning of July until the end of July 2015, on sixty five international students who are studying in International Master of Business Administration program at Siam University. Due to the limitation of time, research has been collecting data from the fellow students we picked out randomly to fill out a six pages long survey in order to reach convenient survey and smooth approach. For most of the questions we used a likert-scale to measure personal preferences and so-called items (Clason and Dormody, 1994, 31). We categorized the explicit response-categories from „I totally disagree“ to „I totally agree“. For some questions, like the ask for satisfaction and the GPA we used an open format and added our own likert-scale afterwards. We used questionnaires (Appendix A) instead of qualitative interviews to get as possible valid and reliable data.

4.1.1 Personal Data and general information's

The results are divided into several parts; the first part is related to MBA students 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 absentism-related questions. To be understandable, figures of the respondent's data will be put in an Appendix.

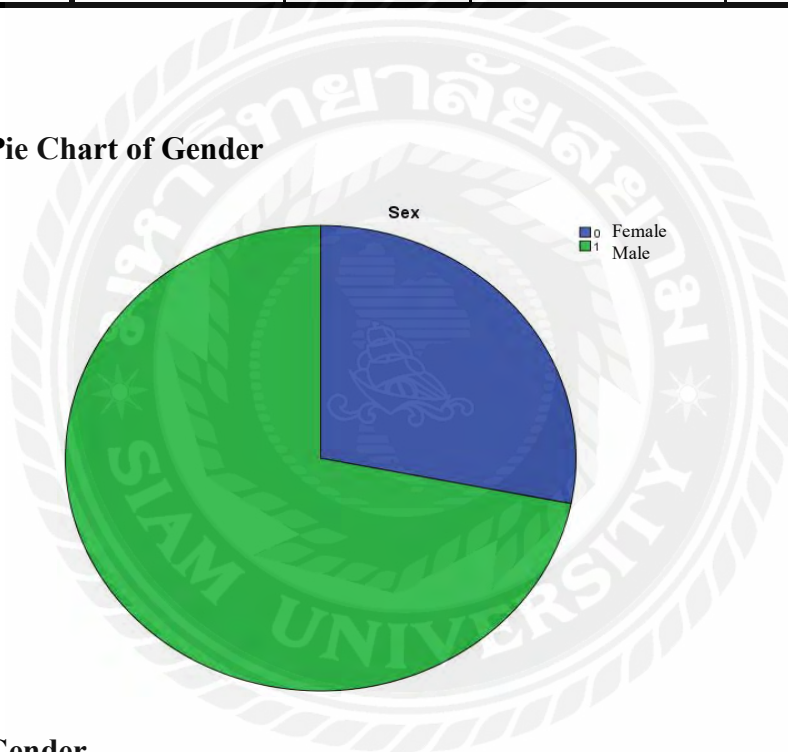
4.1.1.1 Gender and Age

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%).

Table 4.1.1.1 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	

Chart 4.1.1.1 Pie Chart of Gender



Bar Chart of Gender

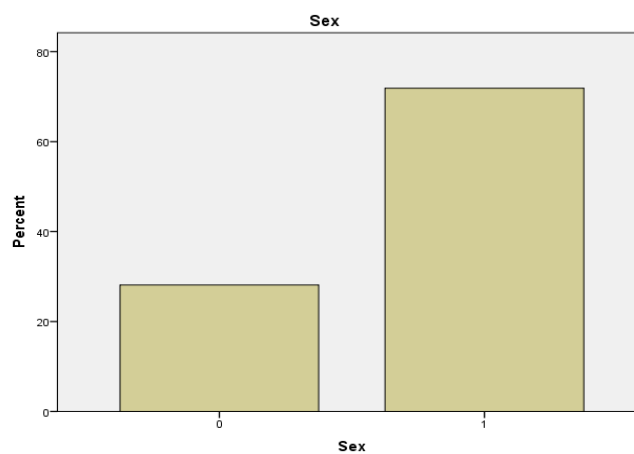
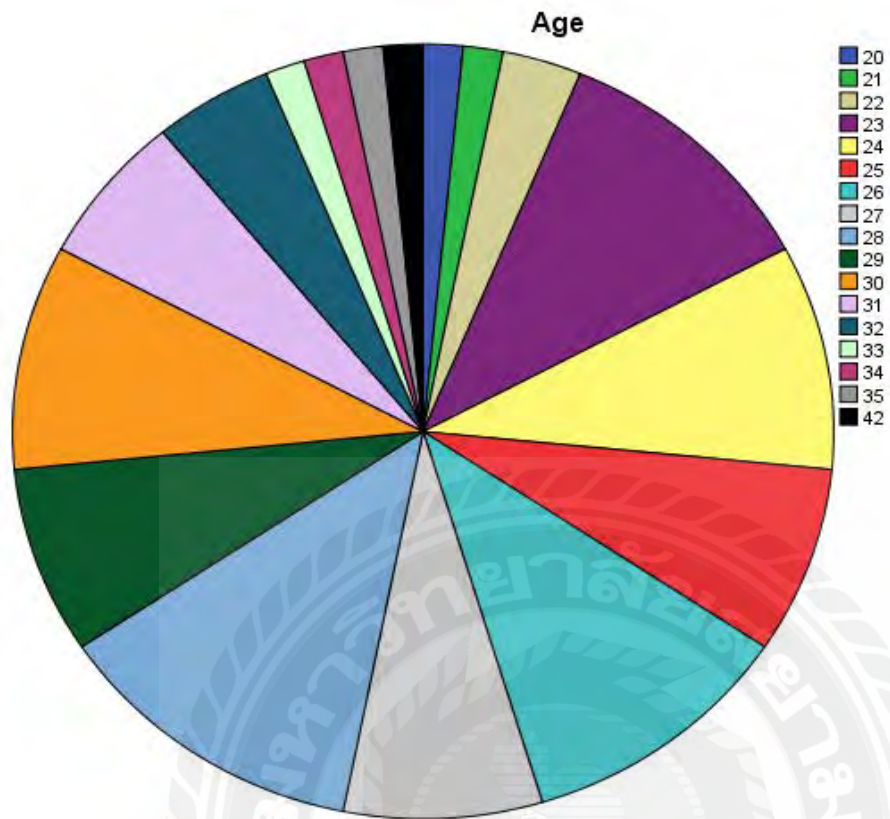


Table 4.1.1.2 Frequency of Age Group

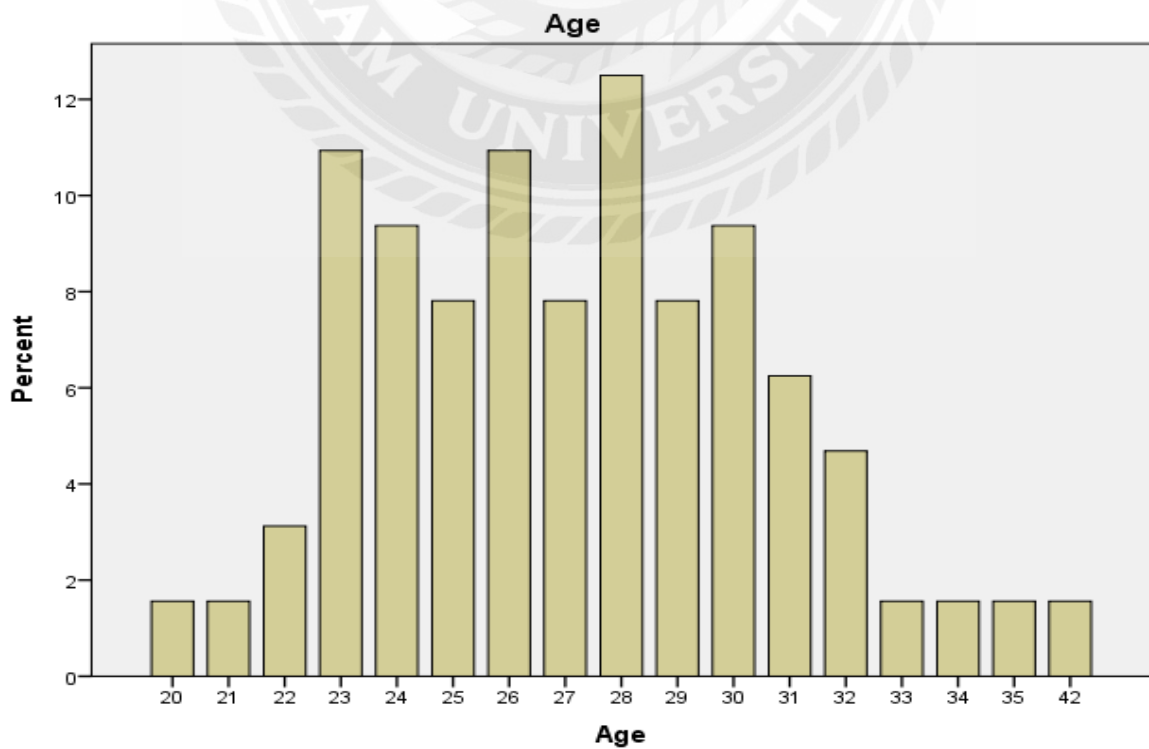
Age Group

		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	

Pie Chart 4.1.1.2 Pie Chart of Age Group



Bar Chart 4.1.1.2 Bar Chart of Age Group



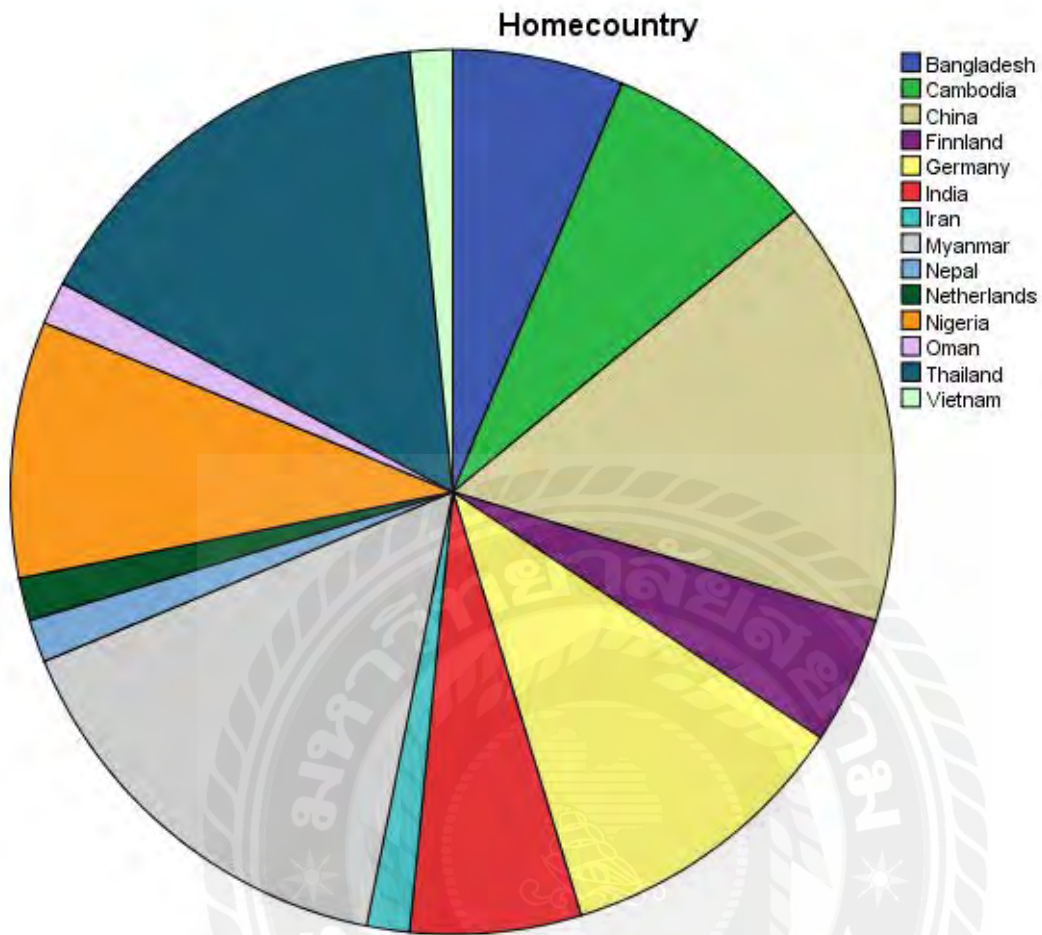
4.1.1.2 Home Country

The sample consists of 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).

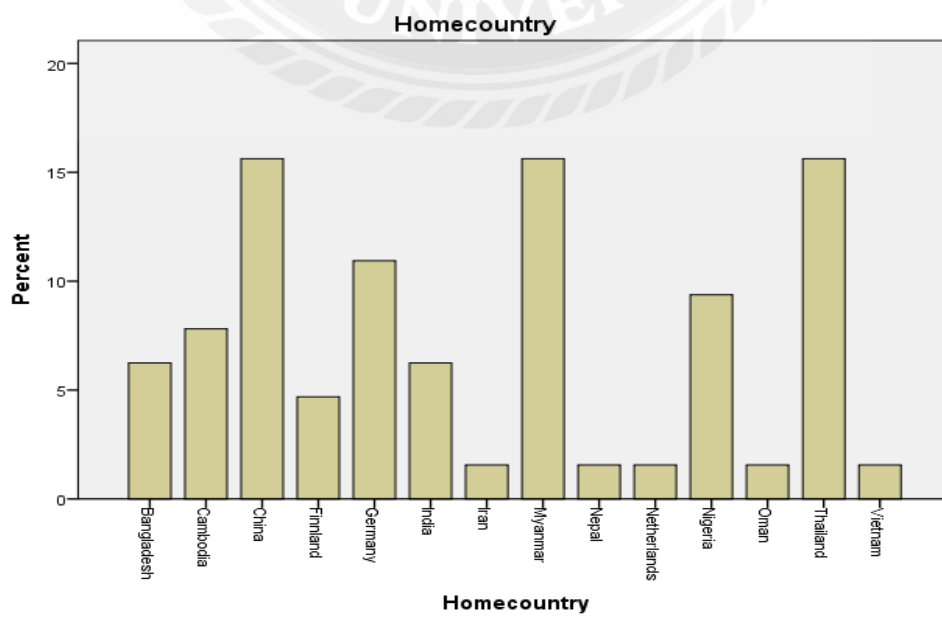
Table 4.1.1.2 Frequency of Home Country

		Home country			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bangladesh	4	6,3	6,3	6,3
	Cambodia	5	7,8	7,8	14,1
	China	10	15,6	15,6	29,7
	Finland	3	4,7	4,7	34,4
	Germany	7	10,9	10,9	45,3
	India	4	6,3	6,3	51,6
	Iran	1	1,6	1,6	53,1
	Myanmar	10	15,6	15,6	68,8
	Nepal	1	1,6	1,6	70,3
	Netherlands	1	1,6	1,6	71,9
	Nigeria	6	9,4	9,4	81,3
	Oman	1	1,6	1,6	82,8
	Thailand	10	15,6	15,6	98,4
	Vietnam	1	1,6	1,6	100,0
	Total	64	100,0	100,0	

Pie Chart 4.1.1.2 Pie Chart of Home Country



Bar Chart 4.1.1.2 Bar Chart of Home Country



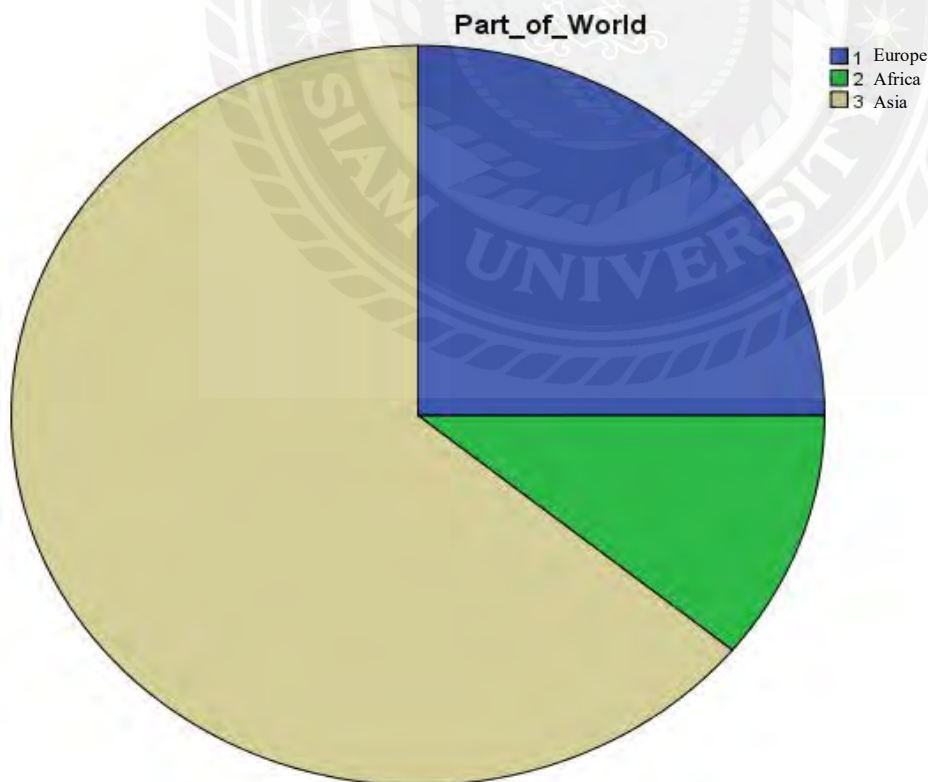
4.1.1.3 Part of the world

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.

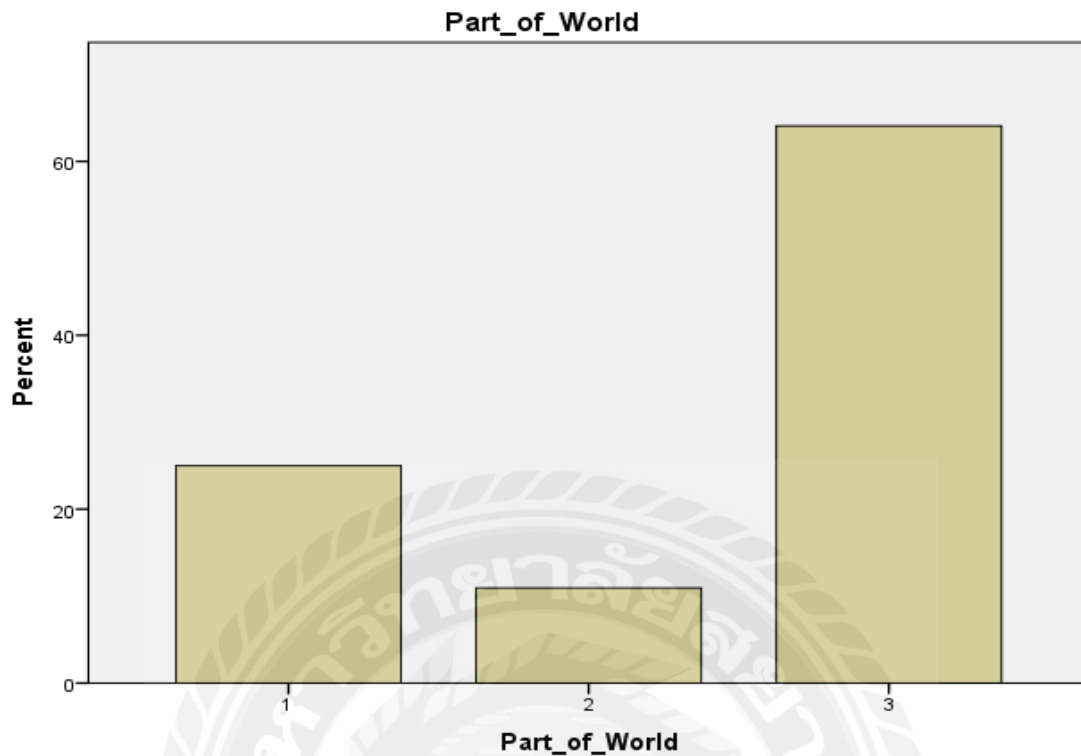
Table 4.1.1.3 Frequency of Part of the world

		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	

Pie Chart 4.1.1.3 Pie Chart of Part of the world



Bar Chart 4.1.1.3 Pie Chart of Part of the world



4.1.1.4 Degree Status and Year of Study

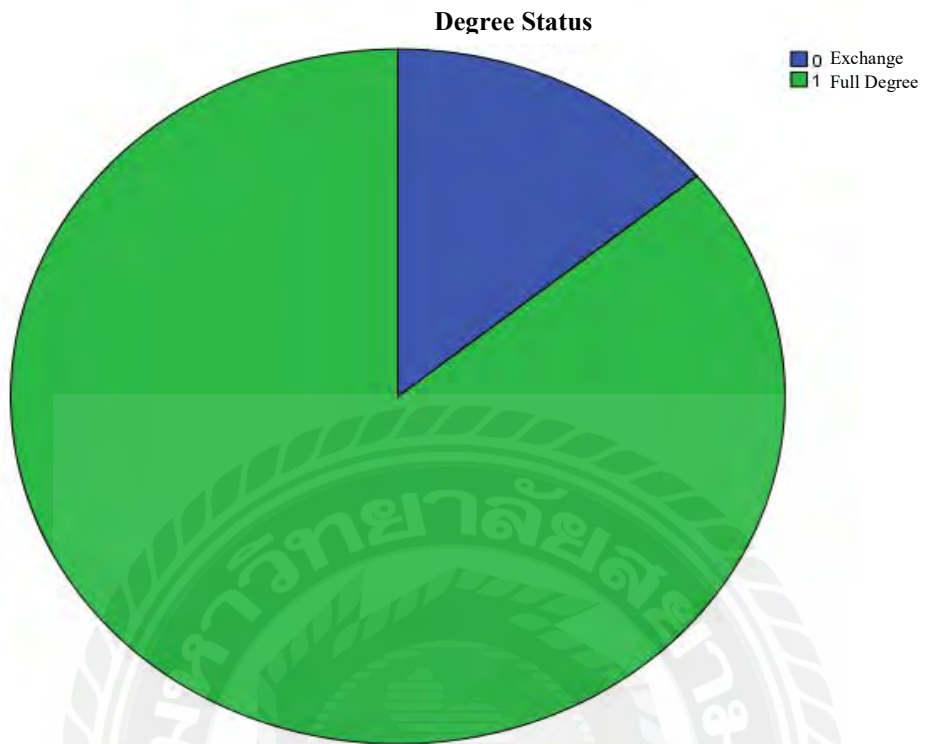
In the sample the majority (85,9%, 55 respondents) are full degree students. Just 9 students (14,1%) are exchange students and study for one semester at Siam University.

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.

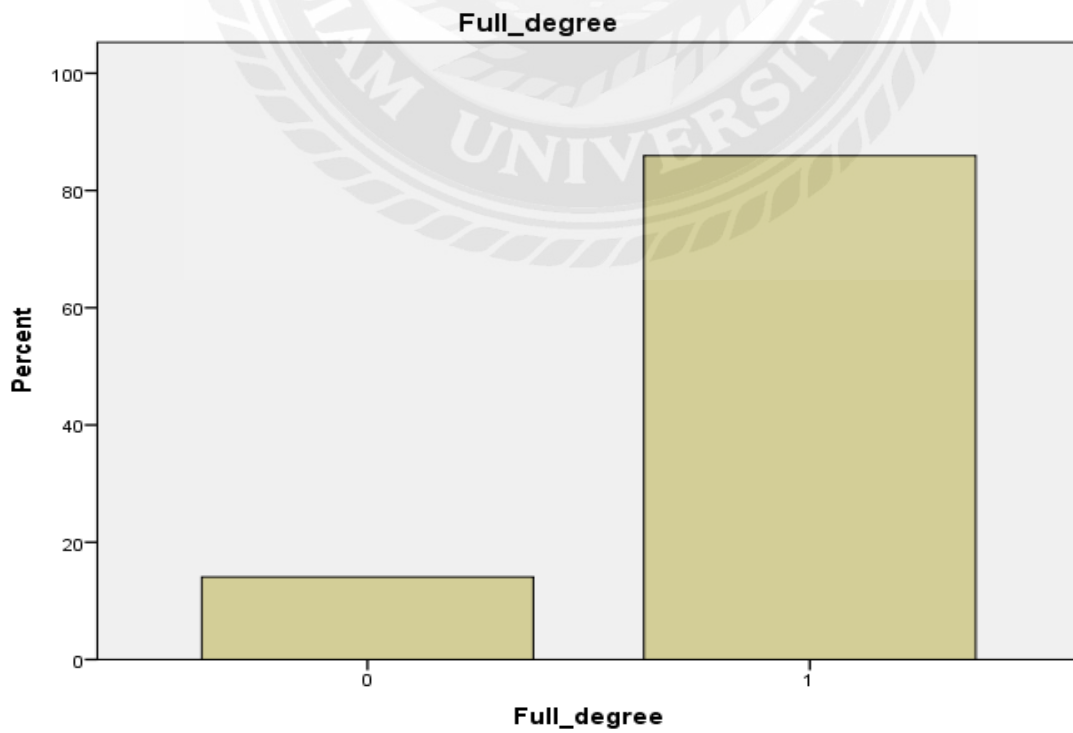
Table 4.1.1.4 Frequency of Degree Status

		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	

Pie Chart 4.1.1.4 Pie Chart of Degree Status



Bar Chart 4.1.1.4 Bar Chart of Degree Status



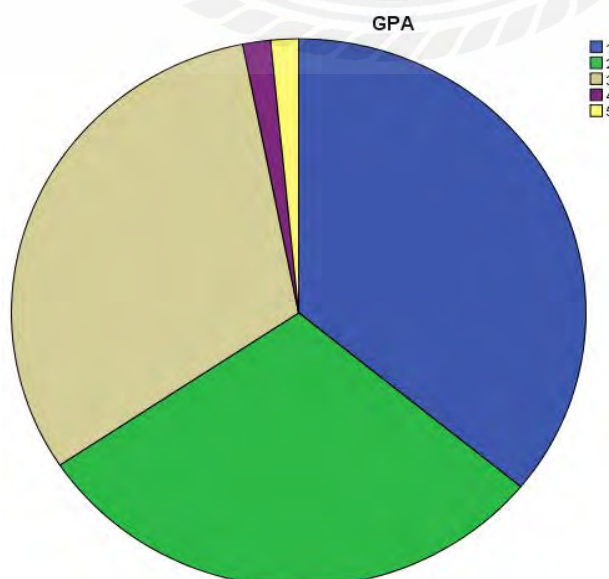
4.1.1.5 GPA

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.

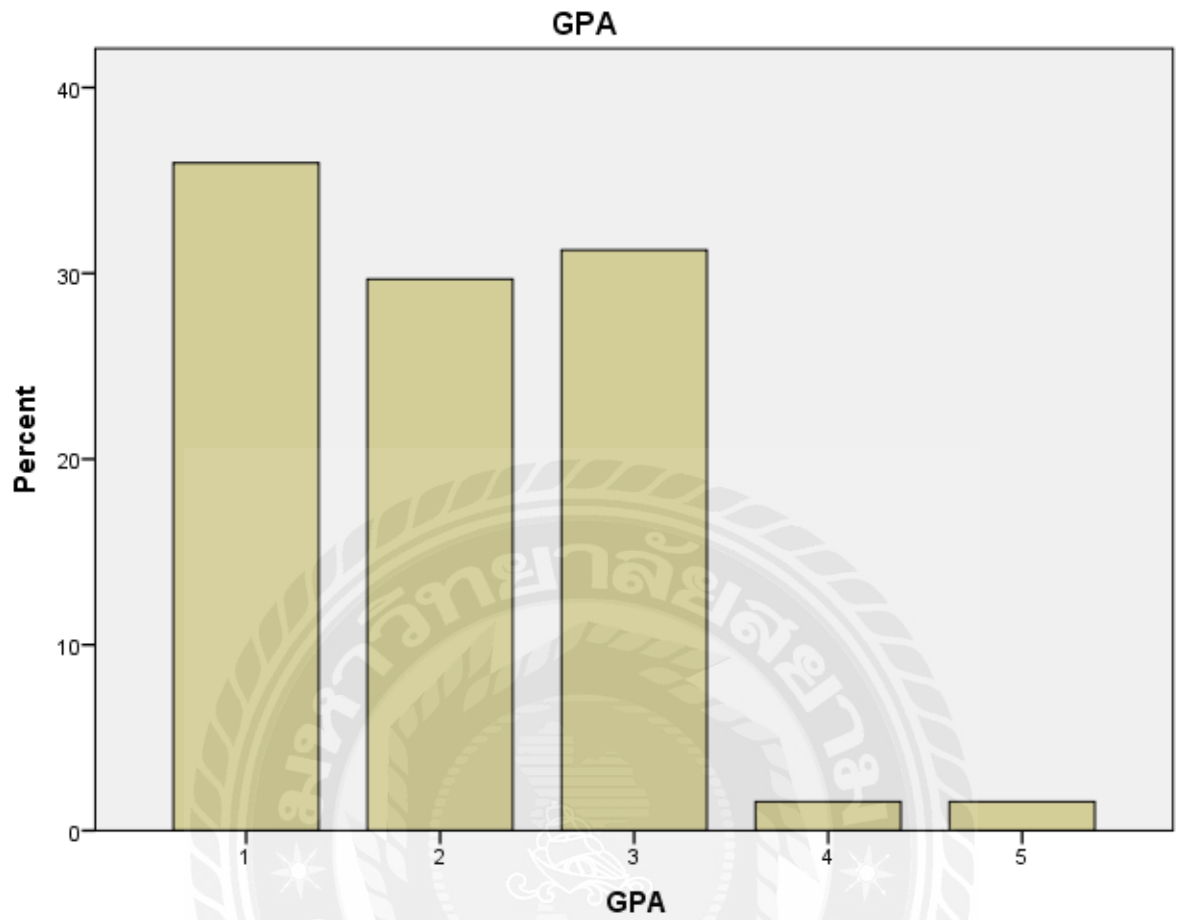
Table 4.1.1.5 Frequency of GPA

		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	

Pie Chart 4.1.1.5 Pie Chart of GPA



Bar Chart 4.1.1.5 Bar Chart of GPA



4.2 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 research question, the data analyzed by the statistical software IBM SPSS Statistics and Microsoft Excel. The methods to analyze the data are the linear regression analysis and the Mann-Whitney U test using SPSS Statistics. The linear regression is used to check the value of a variable based on the value of another variable. The variable which is predict is the dependent variable and the variable used to predict the other variable's values called the independent variable. Additionally the Mann-Whitney U test is used to compare differences between two independent statistically groups.

To find out, If students from asian countries have different behaviours and attitudes regarding the class attendings, motivation and motivation for attending classes, we used following hypothesis:

1. There is no statistically significant relation between the age and the grade point average (hereafter GPA).
2. There is no statistically significant difference between the GPA of Asian and Western students.
3. There is no statistically significant difference between a facet of motivation of Asian and Western students.
4. There is no statistically significant difference between the absenteeism of Asian and Western students.
5. There is no statistically significant difference between a facet of satisfaction of Asian and Western students.
6. There is no statistically significant difference in the reciprocal estimation of Western and Asian students.

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.

4.2.1 Hypothesis concerning socio-demographic characteristics

In this sub chapter the hypothesis concerning socio-demographic characteristics like sex and origin will be analyzed. The first null hypothesis will examine the statistically significant connection between the age and the GPA.

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 testvariable the GPA is used as nominal scale the 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 which 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.

4.2.2 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 subquestions (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 facets 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.

4.2.3 Hypothesis concerning absenteeism

The following hypothesis will examine the differences in the behaviour of class attending of asian and western students.

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.

4.2.4 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, where 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 university 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 satisfaction, 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 and Matier (2005) identified that Asian students reported significantly lower overall satisfaction than White counterparts.

4.2.5 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.

4.3 The survey comments of students opinions on Motivation and Satisfaction

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 Universtiy 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 Universtiy. 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.

CHAPTER FIVE

5.1 Conclusion

In this study, we have attempted to determine the differences in Motivation, satisfaction, and absent among Asian and European 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 making decision 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 motivation, satisfaction and absent 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.

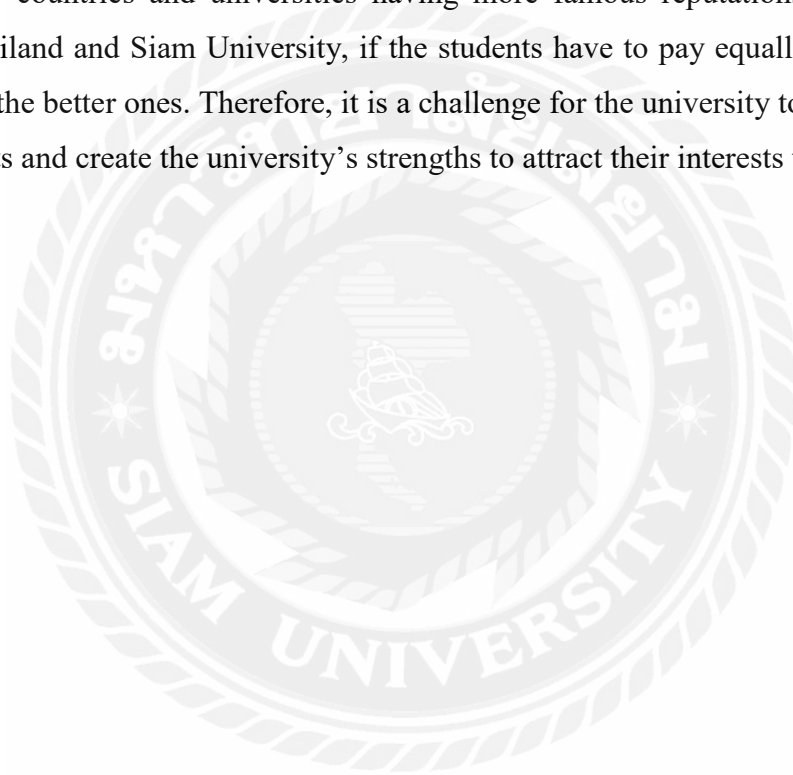
In summary, the students study MBA because they have been motivated inside by their real need of becoming more valuable person and they are also pushed by labor market considered as an external factor. While the reason why they choose Thailand and Siam University as their best choice comes from external factors such as better education than their countries(Asian), 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 facilities, education system, but they still require more psychological characteristics as they wish the university could provide such as student’s support.

5.2 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.

Future Research, According to this research, researchers hope it can be developed to future research in terms of what and how the university should improve to serve both group of student's 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 student for developing countries to study in Thailand since their main motivation to study here is the cheaper tuition fees and better quality education than their 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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Annex

Siam University – Satisfaction survey

Thank you very much for taking our survey.

To improve the experiences of SIAM University IMBA students, I am asking about **YOUR** opinion about your *motivation*, *satisfaction* and *absence*.

I greatly request you to answer all the questions carefully and honestly. The survey should take approximately 10 minutes to complete. All surveys are kept confidential, all of your responses will be anonymous, your name will not be associated with the survey.

I am looking for differences between Asia and Europe students. I don't want to offend anyone or any country. So **please feel not sore, if your country is not part of our research.**

Please mark your answers very carefully, making sure that you tick the box obvious. If you wish to change your response to a question, erase your first mark completely and then blacken the correct response.

If you have already taken this survey in another class, it is not necessary to fill it out again.

Thank you again for helping me with this important research.

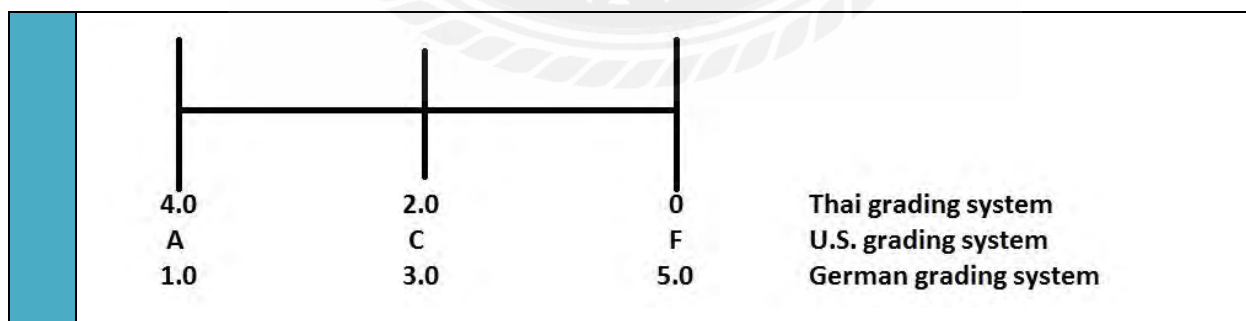
Part 1 – Biographical characteristics

Home Country: _____

Age: _____

	To which part of the world you feel most related to?	<i>Please tick the appropriate box.</i>
	Europe / USA („The Western World“)	<input type="radio"/>

Africa	<input type="radio"/>
Asia	<input type="radio"/>
Sex	<i>Please tick the appropriate box.</i>
Male	<input type="radio"/>
Female	<input type="radio"/>
Are you a full degree student?	<i>Please tick the appropriate box.</i>
Yes	<input type="radio"/>
No	<input type="radio"/>
What is your current semester of study?	<i>Please tick the appropriate box.</i>
1	<input type="radio"/>
2	<input type="radio"/>
3	<input type="radio"/>
4	<input type="radio"/>
5+	<input type="radio"/>
Your current GPA (please mark it on the scale)	



Part 2 – Questions about the motivation

		<i>Please tick the appropriate box:</i>				
		I strongly agree	I somewhat agree	neutral	I somewhat disagree	I strongly disagree
Why did you choose to study at the Siam University?						
	Financial reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Quality of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reputation of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Easiest applying rules of access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Rejected at other universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Others: _____					
Why did you choose to study in Bangkok / Thailand						
	Financial reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Interests in the culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Looking forward to increase my future earnings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Easier access to further professions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Family reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Loyalty to my roots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Others: _____					
What motivates you the most in getting/maintaining a high GPA?						
	Attention of future employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Outside motivation (i.e. pressure from parents, friends)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Competition with fellow students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Self-recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I often visit the university's library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	To get / maintain a high GPA is important for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 3 – Questions about the absence

		<i>Please tick the appropriate box.</i>				
		I strongly agree	I somewhat agree	neutral	I somewhat disagree	I strongly disagree
	There is no difference in attending class or self-studying the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	It is possible to get a good grade in the exam without attending class regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Why do you attend classes?					
	Compulsory attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	To not miss relevant content for the exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	To meet friends and classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	To increase my knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Others: _____					

			Never	Rarely	Occasionally	Regularly
		How often do you choose to skip classes (not including illness / accidents / unexpected emergencies)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 4 – Questions about the satisfaction

Please value the following statements		<i>Please tick the appropriate box.</i>				
		I strongly agree	I somewhat agree	neutral	I somewhat disagree	I strongly disagree
	The teaching at Siam University is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The facilities at Siam University are well-maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	It is easy to register for courses at Siam University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel safe while being on the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	It is easy to obtain resources from the university library system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The food served at Siam University is healthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The dormitory facilities at the Siam University are appropriate clean and not crowded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The choices of university-sponsored extracurricular activities at this university are sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The classrooms meet the learning needs of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	students.					
	I would recommend this university to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you in general?

I am totally
frustrated

I am totally
satisfied



Part 5 – Questions about the perception of motivation

		<i>Please tick the appropriate box.</i>				
		I totally agree	I somewhat agree	neutral	I somewhat disagree	I totally disagree
	European students are very motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	European students are often absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	European students have a high GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<i>Please tick the appropriate box.</i>				
		I totally agree	I somewhat agree	neutral	I somewhat disagree	I totally disagree
	Asia students are very motivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<input type="checkbox"/>	Asia students are often absent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/>	Asia students have a high GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any comments you wish to make related to your experiences as a MBA student at Siam University:

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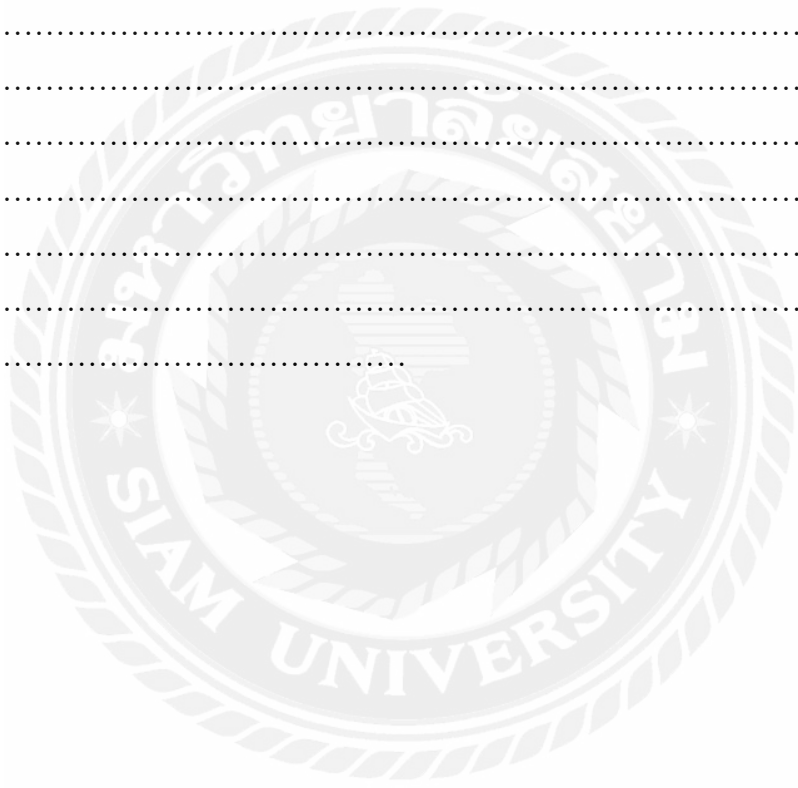
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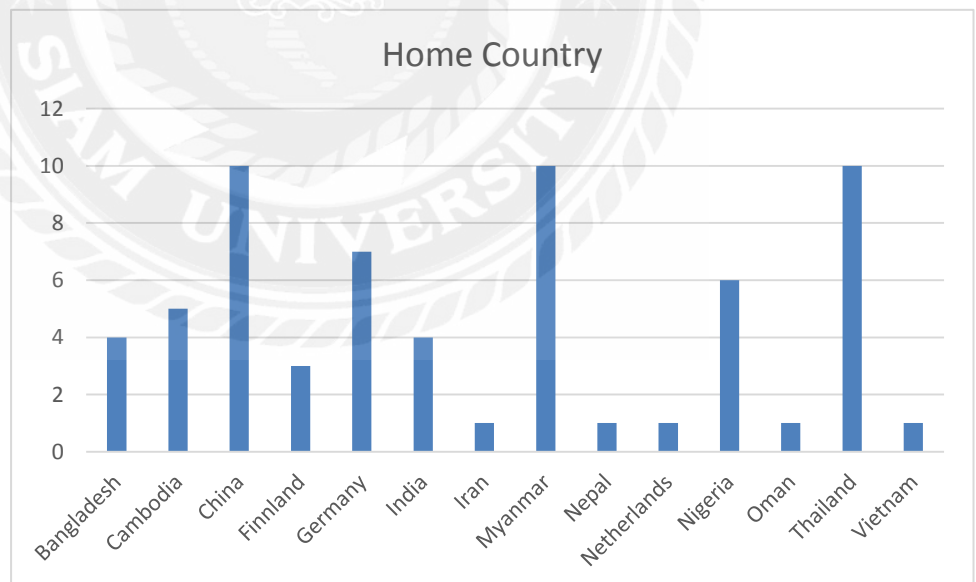
Appendix A

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	64	20	42	27,27	3,818
Part_of_World	64	1	3	2,39	,866
Sex	64	0	1	,72	,453
Full_degree	64	0	1	,86	,350
Year_of_Study	64	1	5	2,89	1,210
GPA	64	1	5	2,03	,942
Valid N (listwise)	64				

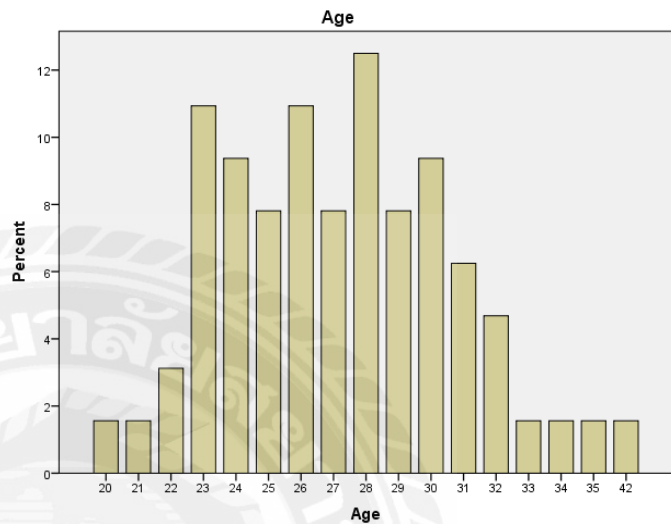
Home Country

Home Country	Ergebnis
Bangladesh	4
Cambodia	5
China	10
Finnland	3
Germany	7
India	4
Iran	1
Myanmar	10
Nepal	1
Netherlands	1
Nigeria	6
Oman	1
Thailand	10
Vietnam	1



Age

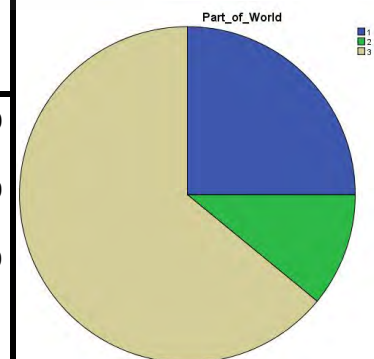
	Frequency	Percent
20	1	1,6
21	1	1,6
22	2	3,1
23	7	10,9
24	6	9,4
25	5	7,8
26	7	10,9
27	5	7,8
28	8	12,5
29	5	7,8
30	6	9,4
31	4	6,3
32	3	4,7
33	1	1,6
34	1	1,6
35	1	1,6
42	1	1,6
Total	64	100,0



Part of the world, students feel most related to

Part_of_World

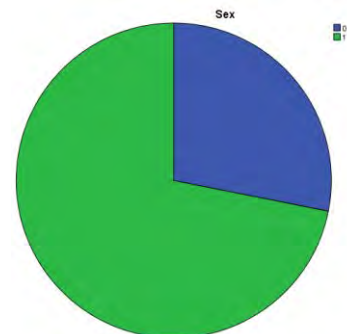
	Frequency	Percent	Valid Percent	Cumulative Percent
1	16	25,0	25,0	25,0
2	7	10,9	10,9	35,9
3	41	64,1	64,1	100,0
Total	64	100,0	100,0	



Sex

Sex

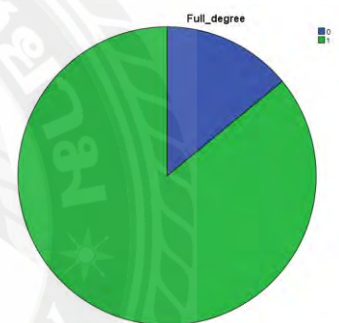
	Frequency	Percent	Valid Percent	Cumulative Percent
0	18	28,1	28,1	28,1
1	46	71,9	71,9	100,0
Total	64	100,0	100,0	



Status of degree

Full_degree

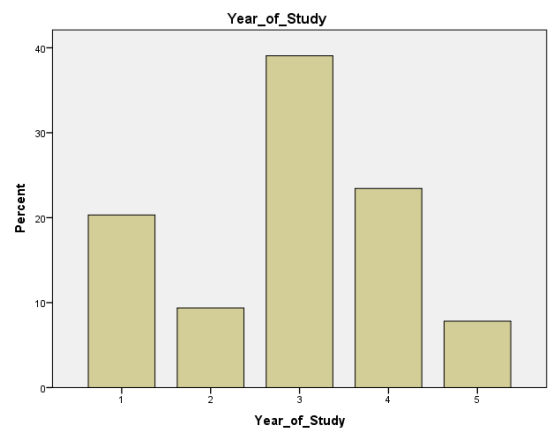
	Frequency	Percent	Valid Percent	Cumulative Percent
0	9	14,1	14,1	14,1
1	55	85,9	85,9	100,0
Total	64	100,0	100,0	



Current Semester of Study

Year_of_Study

	Frequency	Percent	Valid Percent	Cumulative Percent
1	13	20,3	20,3	20,3
2	6	9,4	9,4	29,7
3	25	39,1	39,1	68,8
4	15	23,4	23,4	92,2
5	5	7,8	7,8	100,0
Total	64	100,0	100,0	



GPA

GPA

	Frequency	Percent	Valid Percent	Cumulative Percent
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	

