

SATISFACTION REPORT

(1431 – 1432 H)

EDUCATION PLANNING & QUALITY UNIT
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1. Introduction

An important key performance indicator of the quality of training is the satisfaction of stockholders. The stakeholders of training include but not limited to students, instructors and employers of graduates. This report is devoted to the measurement of students' and staff members' satisfaction with different aspects of the training process as well as work environment in Jubail Technical Institute (JTI).

Previously, the feedback from students has been included in the Institute Annual Report. This year, the Coordination Council of JTI thought it might be beneficial to separate this part of the annual report in a standalone issue in order to put more focus on the opinions of students and to make better use of it.

This report is composed of two main parts. One part addresses the feedback from student and the second part presents the feedback from both training staff members and administrative staff members.

2. Student Satisfaction

The feedback from students on the learning process has been surveyed by means of questionnaires designed specially to address several aspects of training. A sample of JTI's students has been selected and their response to the questionnaire has been recorded. The sample size ranges between 30% to 80% of the students and the average sample size is about 55%. Figure 1 shows the breakup of sample size over different training programs.

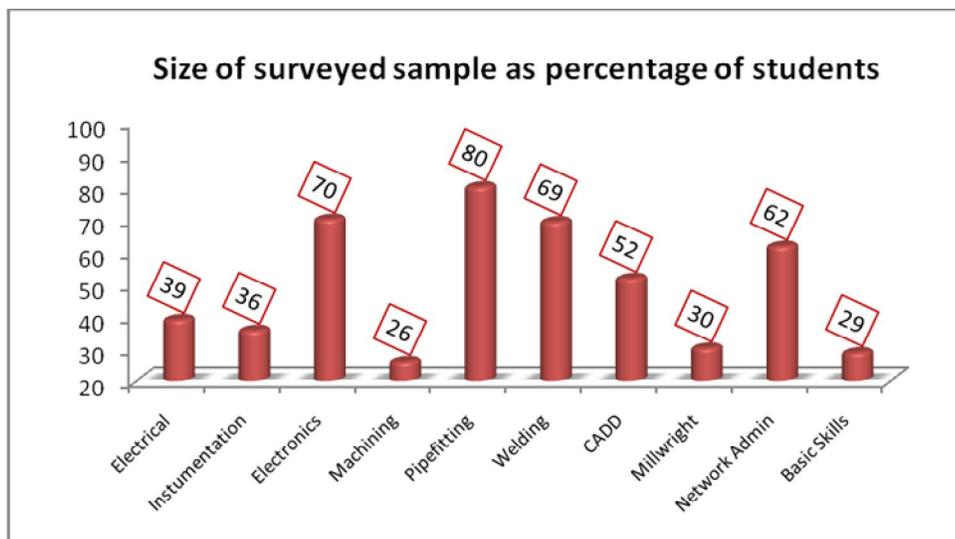


Fig. 1. Size of student samples in different training programs targeted by the survey.

2.1. Layout of Questionnaire

The questionnaires are designed in compliance with the recommendation of quality standards. The first section of the questionnaire contains a brief explanation of its importance and a description of how it would be answered. The information part of the questionnaire includes the module name and code, level of study, training period, academic department, date of responding to survey and an optional field for student's name. A space is provided for free opinion and remarks that the student wishes to express. The questionnaire body is divided into 6 sectors; each sector addresses one aspect of the training process. These sectors are concerned with the satisfaction of students with the following areas:

1. Curricula and training program
2. Styles of teaching and training
3. Assessment and examinations
4. Services provided to students
5. Teachers and trainers
6. Students compliance with rules and regulations

For each sector, a set of clear and straightforward questions has been selected such that it does not create confusion to students and lead to results that can be easily analyzed. Some questions also approach the same point from different attack angles to find out the true comments of students.

2.2. Collecting Feedback

A timetable has been scheduled to survey students' feedback. A team from Education Planning and Quality Unit (EP&Q) visited classrooms, workshops and other training halls. With the help and permission of the instructor in-charge of the class, the students have been briefed about the process and were guided through it. This step was thought necessary judging from the previous experience with the students.

Students were asked to give a response to every question by putting a mark in the column that reflects their opinion. The choices are as follows:

Strongly agree, agree, not sure, disagree, and strongly disagree

2.3. Scoring

All collected data has been converted into electronic records. A student is considered to be satisfied when his answer is either agree or strongly agree. In case of questions phrased in negative sentences, satisfaction is expressed by Disagree and Strongly Disagree. The number of answers reflecting satisfaction is counted and its percentage out of the total sample is calculated. The results of feedback analysis are averaged over modules, levels, skills and departments. Finally, an overall average for JTI has been obtained. All numbers reported in this study are percentages (%) and thus the symbol (%) will not appear in most of graphs.

2.4. Analysis of Student Feedback

Detailed results for each module and level are available at the EP&Q Unit. These results will be uploaded, as we usually practice, in the shared folders of JTI Network for all concerned staff. However, a discussion on students' satisfaction at the training program level, departmental level, and all-over the institute is presented in this report.

Comprehensive analysis of the feedback is conducted from the responses of students. However, we believe that a tabulation of the results of calculations performed to extract information from the raw data might help those who are interested in a more thorough investigation. Table 1 shows the results obtained from various calculations performed on the collected data. The training program is abbreviated by the same letters used in coding modules offered in that program.

Table 1 Results calculated and information processed from raw data

Department	Skill	Curricula	Teaching Method	Exams	Student Services	Instructors	Rules
Basic Skills (BS)	BSEL2	78	72	59	54	92	92
	BSEL2	78	67	67	47	84	77
	BSEL4	73	70	51	35	83	75
	BSEL4	69	66	50	39	62	73
	BS2	75	78	73	58	93	83
	BS4	70	58	57	32	69	61
BS L2 only		77	72	66	53	90	84
BS L4 only		71	65	53	35	71	70
English L2 & L4		75	69	57	44	80	79
BS Modules		73	68	65	45	81	72
All BS		74	69	60	44	81	77

Table 1 Continuation

Department	Skill	Curricula	Teaching Method	Exams	Student Services	Instructors	Rules
Electrical Dep't	IELT2	58	59	48	44	78	94
	IELT4	88	64	75	44	83	88
	INCT2	83	58	84	18	92	77
	INCT4	74	64	77	38	72	81
	IENX4	83	79	71	68	94	100
L2 only		71	59	66	31	85	86
L4 only		82	69	74	50	83	90
Electrical Skills		73	62	62	44	81	91
Instrumentation Skills		79	61	81	28	82	79
All Electrical Dep't		77	65	71	42	84	88
Mechanical Dep't	IMCH2	90	77	75	47	70	88
	CADD4	89	75	81	27	91	88
	IMWT4	92	67	93	75	100	70
	IMWT2	89	71	52	32	94	93
	IMWT1	96	76	74	58	93	83
	IWLD4	82	89	78	53	87	61
	IPFT2	90	75	92	56	100	88
L2 only		90	74	73	45	88	90
L4 only		88	77	84	52	93	73
Millwright Skills		92	71	73	55	96	82
All Mechanical Dep't		90	76	78	50	91	82
IT Dep't	ITNA4	69	69	81	50	82	56
All L2 JTI		79	68	68	43	88	86
All L4 JTI		77	70	73	47	82	72
JTI		77	70	72	47	84	76

2.5. Results for Training Programs

The satisfaction rates for students in different training programs with the different sectors of the survey are presented in Fig. 2 to Fig. 7. It can be seen that Network Administration students are the least satisfied with training curriculum, while Millwright and Machining students are the most satisfied students. Students in Electrical skills and Instrumentation skills are not happy with the training styles, unlike Welding students who are most satisfied with the training methods. Though Network Administration students are not satisfied with the curriculum, they are satisfied with the assessment process. Basic skills

students are not satisfied with the examinations. Generally, the majority of students are not satisfied with the services provided to them in the areas of accommodation, catering, social and academic counseling, sports and cultural activities.

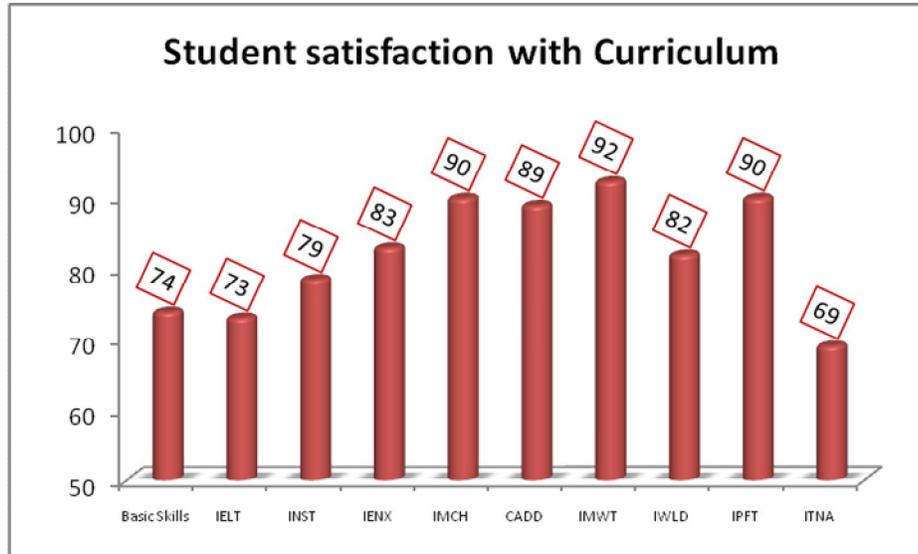


Fig. 2. Students satisfaction with training curriculum in different skill programs

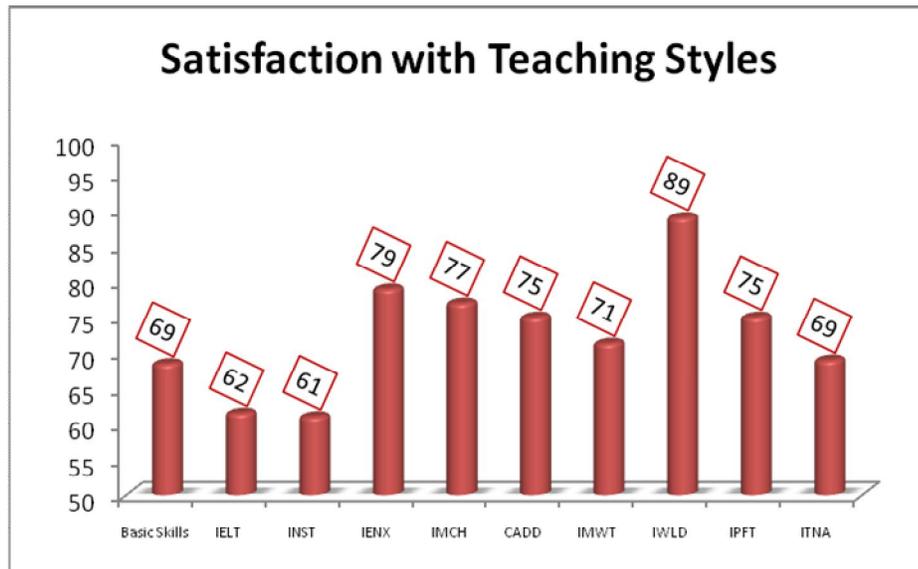


Fig. 3. Students satisfaction with teaching and training styles in different skill programs

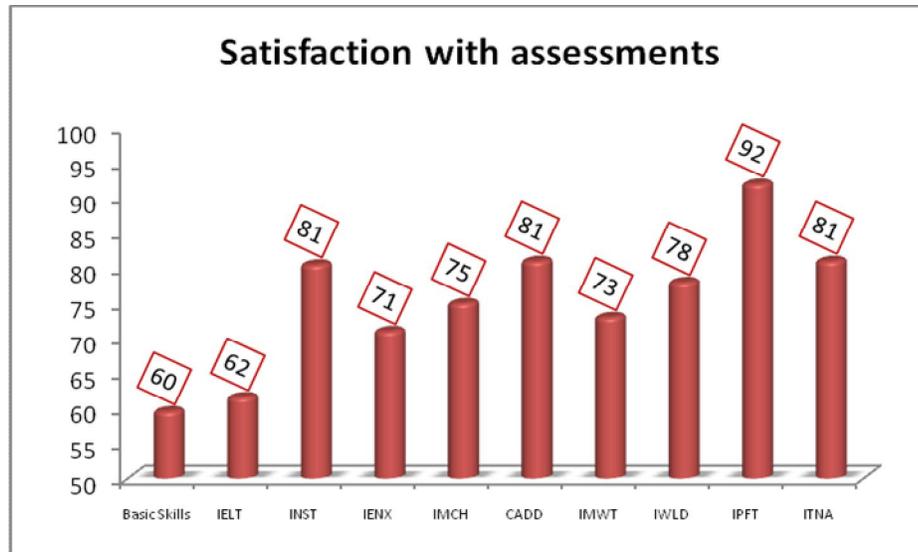


Fig. 4. Students satisfaction with assessments and examinations in different skill programs

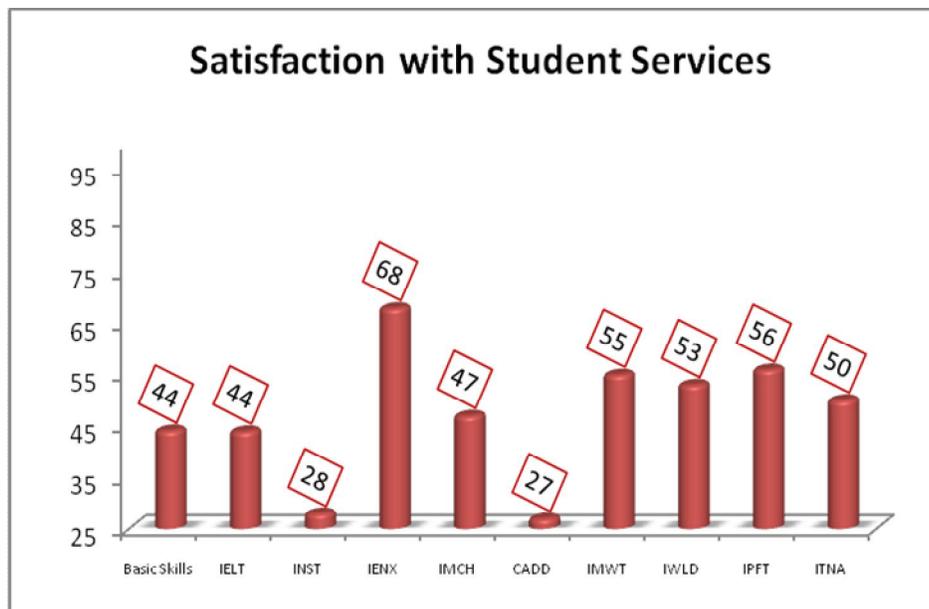


Fig. 5. Students satisfaction with the services provided to them

Almost all students are satisfied with the performance of their teachers and trainers. A remarkable satisfaction with trainers in Pipefitting, Millwright and CADD is noticed. It is also noticed that Machining students who were satisfied with the training curriculum expressed the lowest satisfaction with their teachers.

Students also have reported that they comply with JTI rules and regulations to a large extent. However, Network administration and Welding students expressed the smallest percentages for compliance with the rules. When compliance with rules is compared between different levels of study, an unfortunate result was noticed. Lower levels students comply with rules by higher rates and as they spend longer period in the institute and advance to higher levels, their compliance reduce. For example, Level 2 students all over JTI comply with rules by 86% while level 4 students comply by 72%.

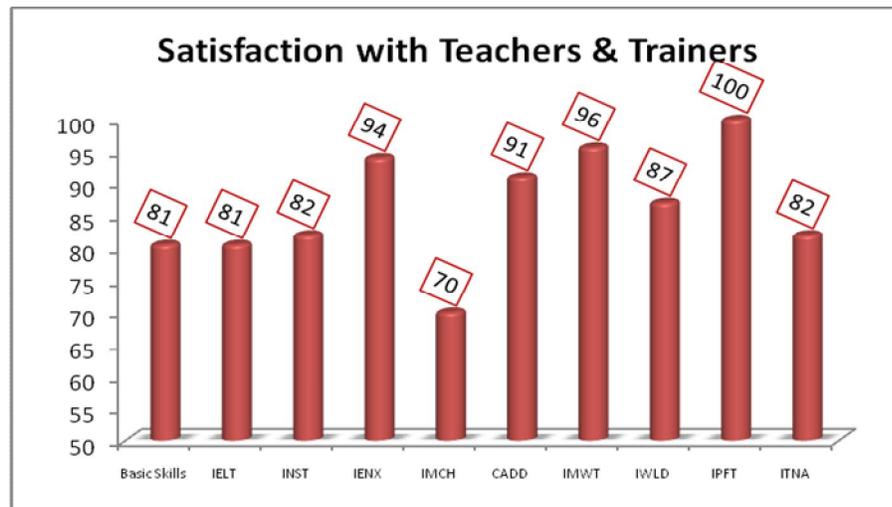


Fig. 6. Students satisfaction with performance of teachers and trainers

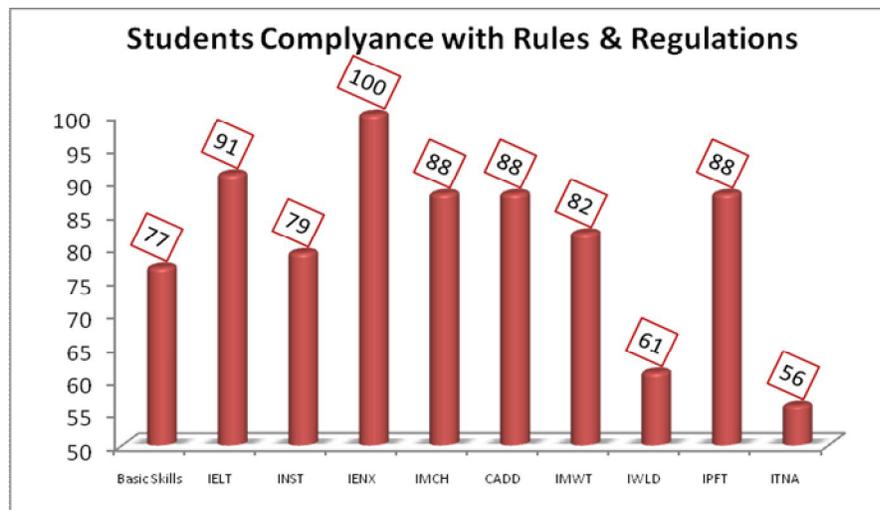


Fig. 7. Students satisfaction with their own compliance with rules and regulations

Comparisons of the preceding results can also be facilitated by tabulating the highest and smallest rates in each sector as shown in Table 2. The comparison points out the following comments:

Table 2. Highest and Lowest Satisfaction Rates

Limit \ Sector	Curricula	Teaching Styles	Assessment	Teacher Performance
Highest	IMWT IPFT IMCH CADD	IWLD	IPFT INCT CADD ITNA	IPFT IMWT IENX CADD
Lowest	ITNA IELT BSK	INCT IELT	BSK IELT	IMCH

- Students in TWO training programs, namely; CADD and Pipefitting, expressed highest rates of satisfaction with curricula, assessments and teachers performance. The efforts of staff members in those skills have to be acknowledged and appreciated.
- Rates of satisfaction consistently lower than other skills are noticed from students in Electrical Skills for the curriculum, training styles and assessment. No one should feel offended by this comment; this program is academically demanding which affects the response of students. But, efforts ought to be considered to make the training process more enjoyable by students.
- The table shows also that some skills appeared in the two opposite limits (highest and lowest) in related sectors. Such as:
 - .1. In Machining; highest satisfaction with curriculum and lowest with teachers performance
 - .2. In Network Administration; lowest satisfaction with curriculum and highest with assessment
 - .3. In Instrumentation; lowest satisfaction with teaching styles and highest satisfaction with assessments.

2.6. Results for Levels of Study in Training Programs

Considering a training program extending over two academic years, the first year takes place in the Basic Skills and the second year in one of the specializations skills. The student satisfaction with different sectors of the study is presented in figures 8 to 12. In Each figure, a graph (a) is shown to represent a training program averaged over Electric Skills programs and a graph (b) represents a training program averaged over Mechanical Skills programs.

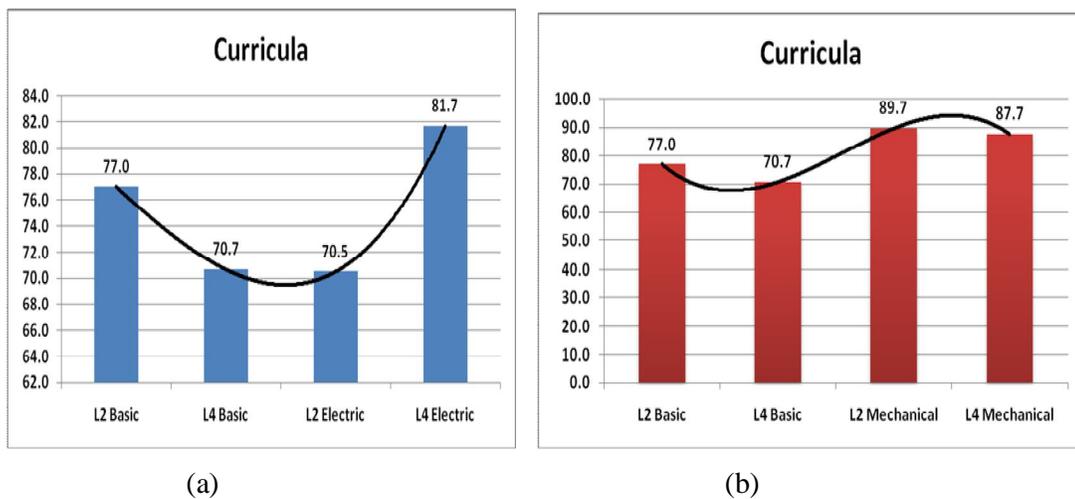


Fig. 8. Satisfaction of students in different levels with curriculum

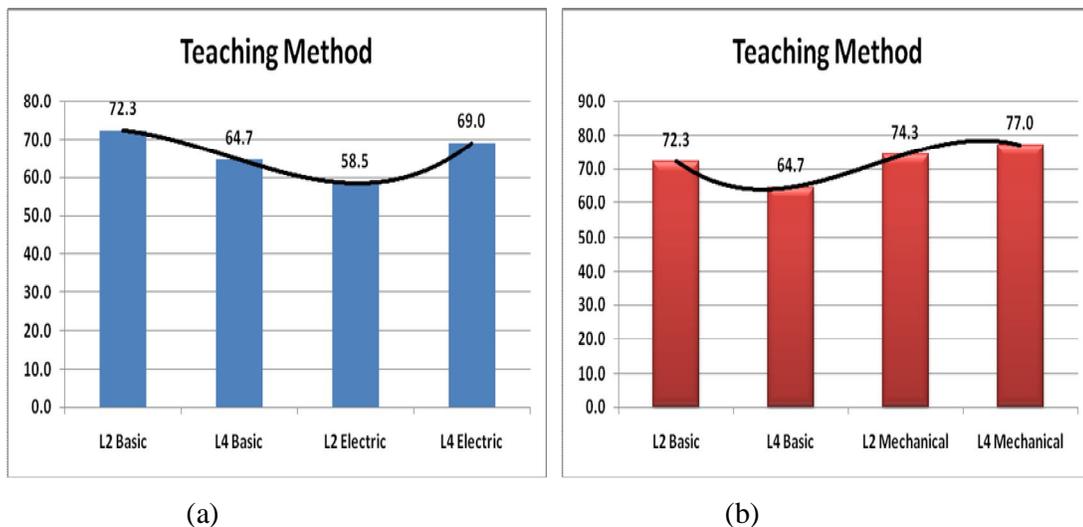


Fig. 9. Satisfaction of students in different levels with teaching styles

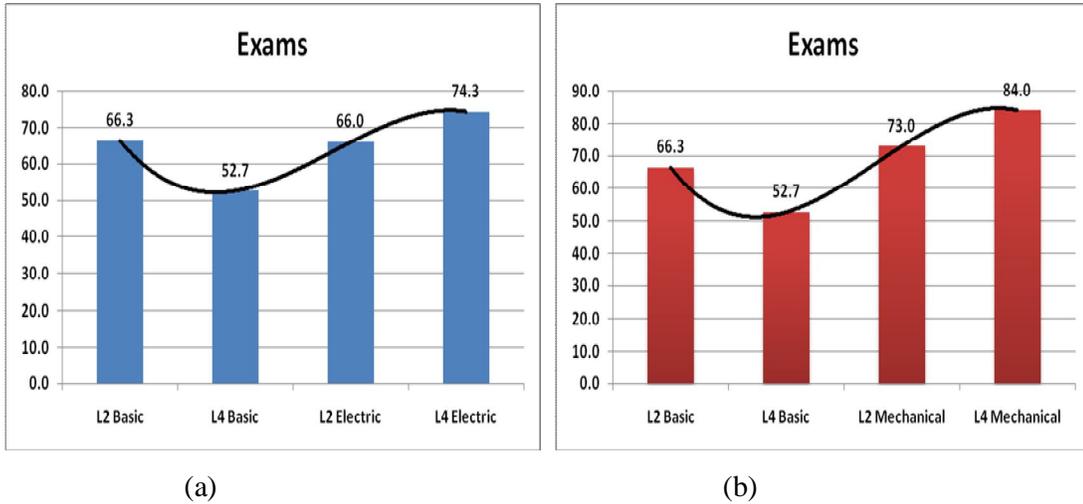


Fig. 10. Satisfaction of students in different levels with assessments and examinations

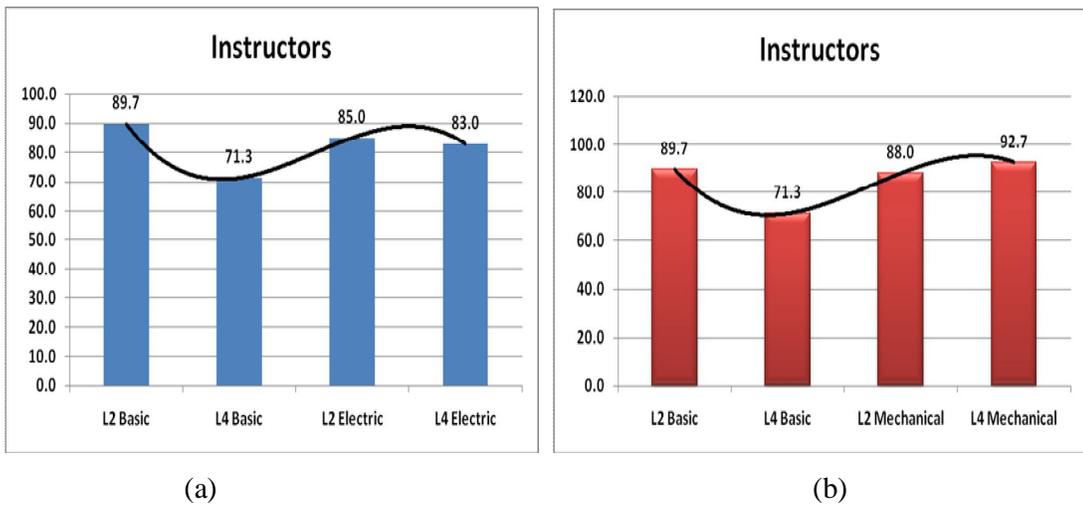


Fig. 11. Satisfaction of students in different levels with performance of instructors

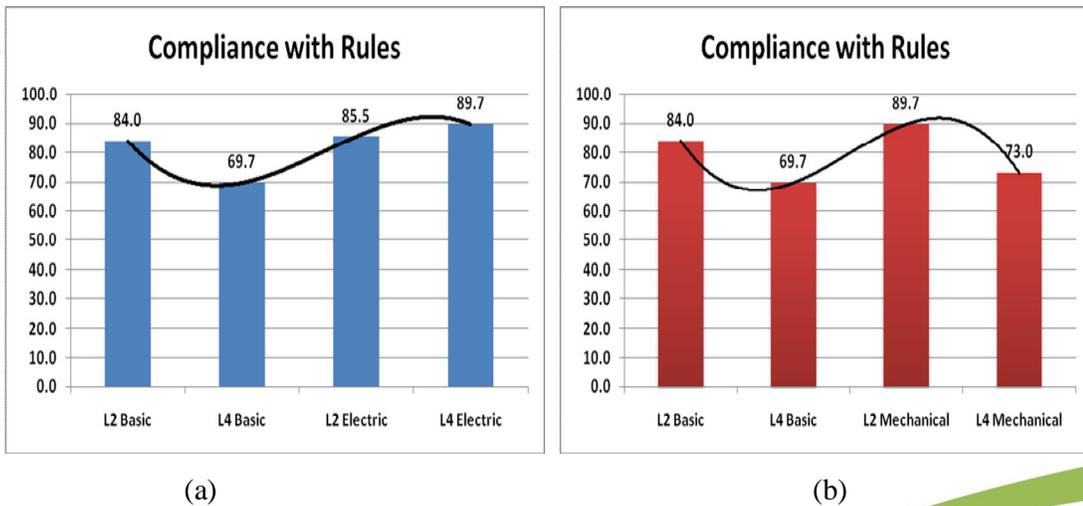


Fig. 12. Satisfaction of students in different levels with their compliance with rules

It can be clearly seen that all satisfaction rates are above 50 %. But regardless of the magnitudes of satisfaction rates, the trend of variation of magnitudes looks approximately the same. A common conclusion from these figures is that the student satisfaction with any parameter considered in the study starts at a relatively high value at earlier levels of study. It decreases gradually in the second semester of the first and the first semester of the second year. When students approaches the end of their study (second semester of the second year) their level of satisfaction increases again. Figures 8 (b), 11 (a) and 12 (b) show that the satisfaction of students in higher levels of each year of study is always smaller than that of lower level students.

2.7. Results for Training Departments

Averaging the satisfaction rates from different programs offered by the same department yields an average student satisfaction all over the department for each parameter considered in the current study. The satisfaction of students in each department with the training curriculum is presented in Fig. 13(a) and with the styles of teaching and training in Fig. 13(b).

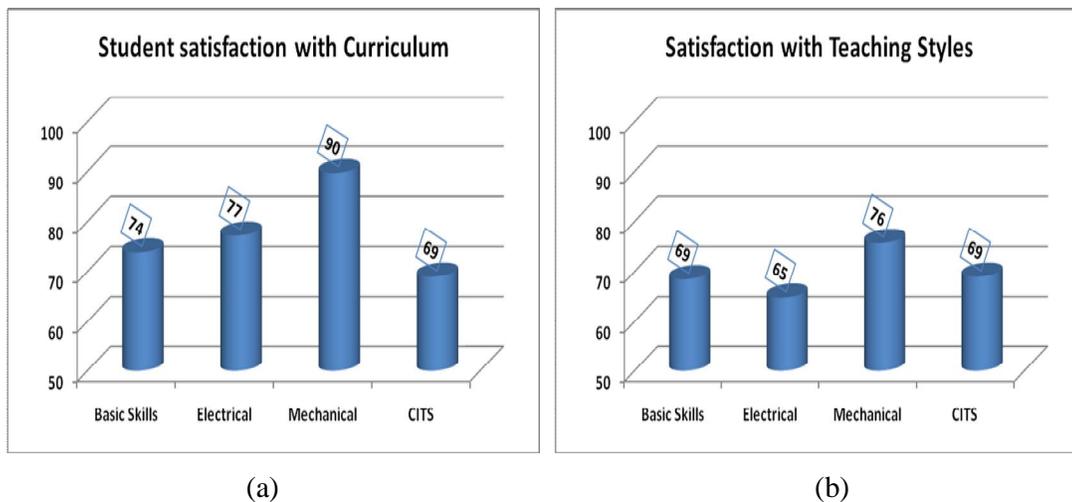


Fig. 13. Satisfaction of students in different departments with curriculum and teaching styles

Mechanical department students are satisfied to a great extent with the curriculum. Their satisfaction with teaching styles is comparatively higher than students in other departments. Approximately, equal satisfaction of students in Basic skills and Electrical skills with the curriculum is observed. A slightly lower rate of satisfaction with curriculum

is expressed by CITS students. The free comments from students indicated that they require training manuals and handouts to read from at home after regular training hours in classes. Good satisfaction with teaching styles in expressed by students in Basic skills, CITS and Electrical skills, but the rate in the later department is 4% lower than the other 2 former departments.

Figure 13 shows the satisfaction of students in different departments with (a) assessments and examinations, and (b) performance of teachers and trainers. The graph shows that satisfaction with assessments starts from a minimum of 60 % in the Basic skills and gradually increases in Electric skills, Mechanical skills until it reaches the maximum of 81% in Computer and Information Technology skills. It has to be noted that CITS students were satisfied by the lowest rate with curriculum and teaching styles, but now they are satisfied by the maximum rate with the assessment process. This might imply that all departments might adopt assessment process similar to what CITS follows. It can also indicate that assessment in Basic skills is quite challenging, thus, it is not liked much by students.

Some verbal feedback has been given on the assessments in some departments but since we have no other evidence to endorse it, these will not be reported here but will be discussed with the respective departments.

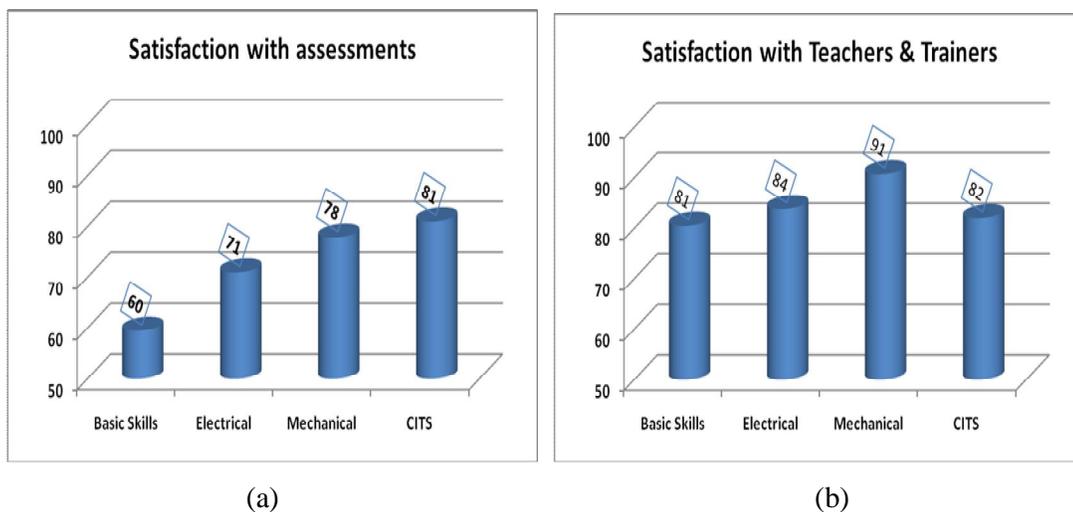


Fig. 14. Satisfaction of student in different departments with assessments and performance of instructors.

Student Satisfaction with different services provided to them is presented in Fig. 15(a) while their satisfaction and with their own compliance with JTI's rules and regulations is presented in Fig. 15(b). It can be easily concluded that students need more services and support from JTI to make their life on campus a more pleasant experience. Regarding safety rules, attendance, commitments and other regulations, Electric department students believe they comply with it by an excellent factor. Mechanical students and Basic skills students report that they have very good compliance with rules, and mechanical students have slightly higher rate when magnitudes are compared. In CITS department, students admit they comply with rules only by an acceptable factor.

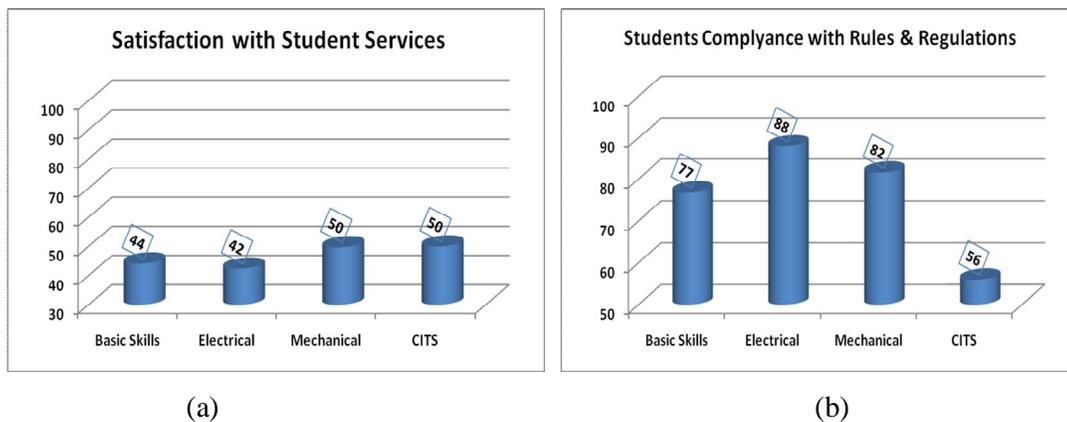


Fig. 15. Student satisfaction with services and with their compliance with JTI's rules.

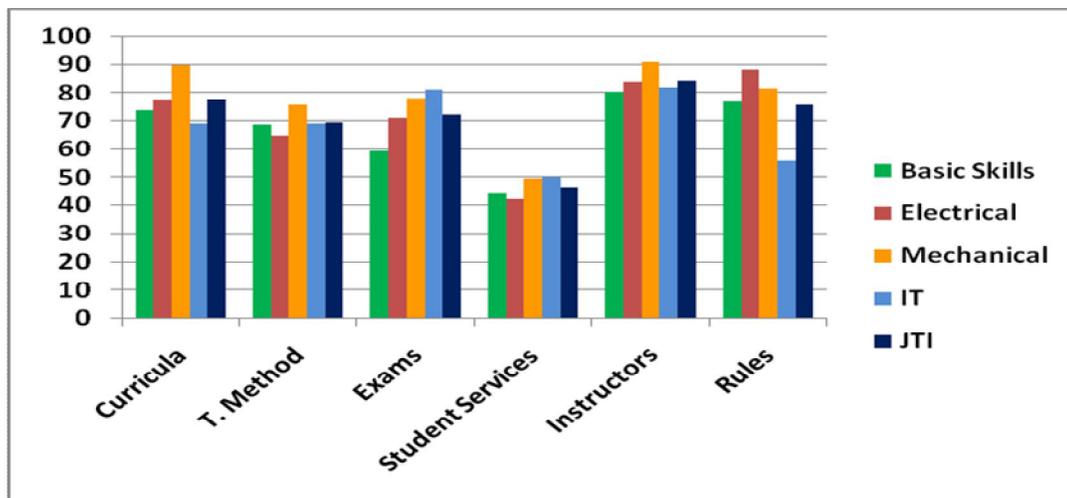


Fig. 16. Comparison of student satisfaction rates in different departments.

Figure 16 shows a comparison between satisfaction of students with different factors considered in this study averaged over training departments.

2.8. Results for Training Departments

The overall satisfaction factors averaged over departmental level and over the institute level are illustrated in Fig. 17 and Fig. 18 respectively. The students in Mechanical Skills reflect higher satisfaction rates. Students Computer and Information Technology skills and Basic Skills show lower satisfaction rates compared with other departments. The lowest satisfaction rate in any department is good. Students in Electrical Skills show satisfaction equal to the overall average across the institute. For all sectors of the survey, excluding student services, the satisfaction rates of students range between 70 and 84% averaged all over the institute.

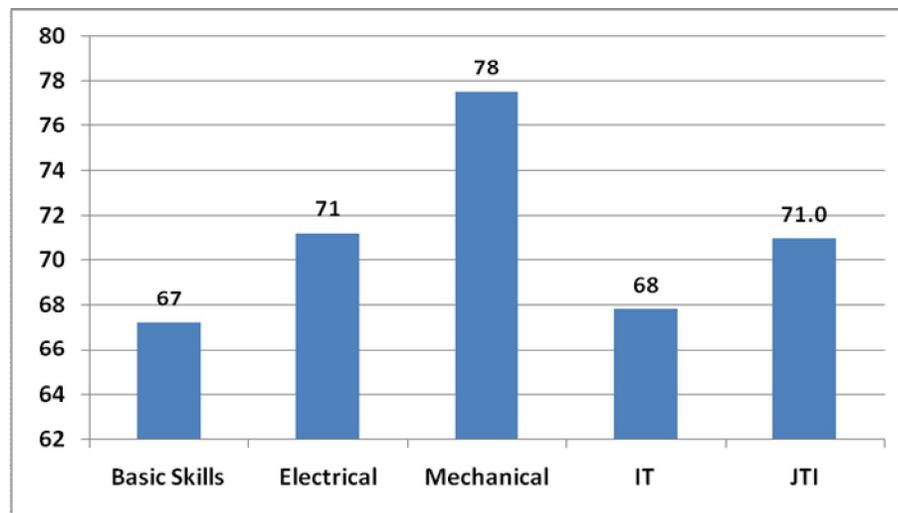


Fig. 17. Overall Student Satisfaction rates in different departments.

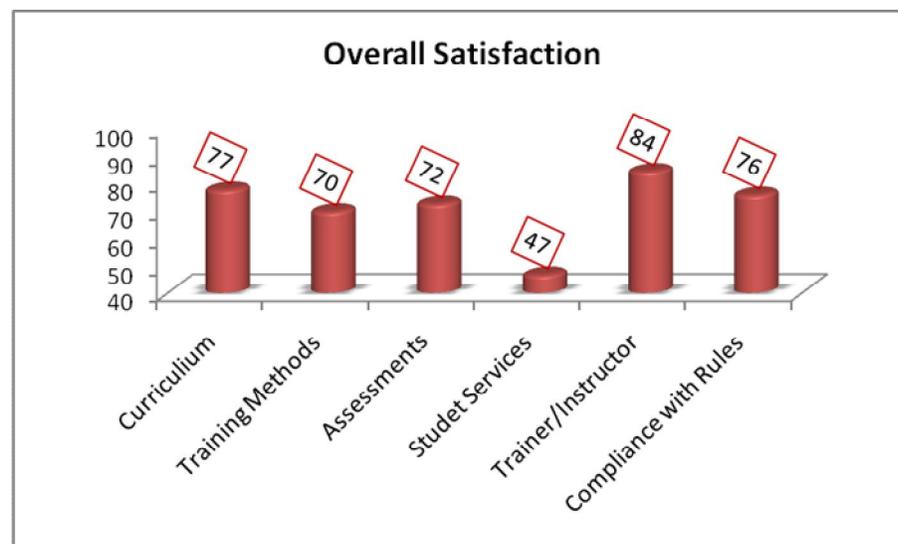


Fig. 18. Overall Student Satisfaction rates with parameters of the study on the Institute's Level.

3. Staff Satisfaction

The feedback from staff members on the work conditions has been surveyed also by means of questionnaires. The questionnaires are written in both Arabic and English languages, and have been distributed to all staff members by e-mail. Staff has been given sufficiently ample time margin to fill the questionnaire and return it either by hand or by mail. Provisions are made to keep the contribution from each employee anonymous.

The participation of staff was much lower than what was expected. Out of 70 employees in administrative and supporting positions, only 25 responses were collected. Similarly, 45 responses were collected from training staff members whose total number is 98. Hence, the sample size is found to be 35.7% and 45.9% respectively for administrative staff and training staff members. The overall sample size is 41.7% of the total human resources count in the institute as seen from Fig. 19.

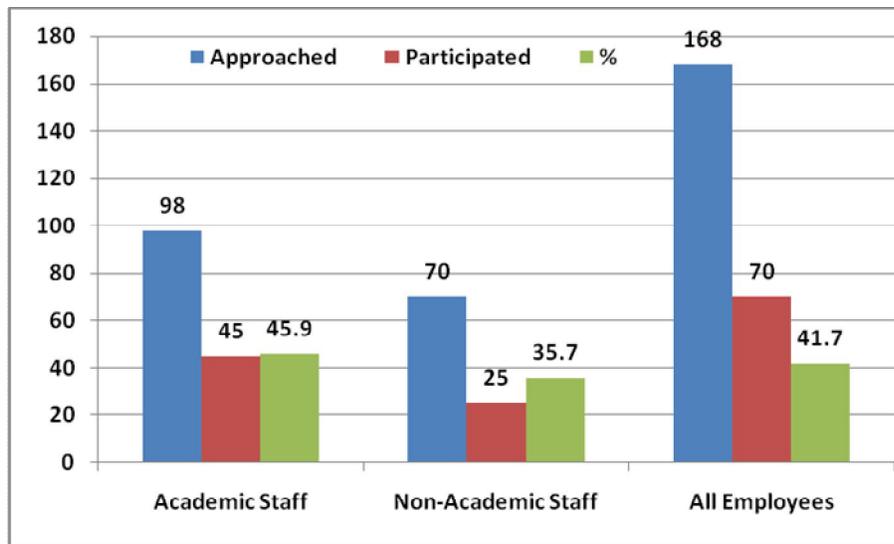


Fig. 19. Number of staff members participated in the feedback survey

An unacceptable practice, which needs not to be encouraged, was noticed from few staff members. Though the survey should have been confidential, few staff sent their responses back with copies to their managers. It could be interpreted as they have nothing to hide, and out their honesty, they express their feedback regardless of whether they agree or disagree with all survey questions. But it could also have totally different interpretations.

3.1. Layout of Questionnaires

Two different questionnaires have been prepared, one for training staff members and the other for administrative staff. Both questionnaires are designed to address common aspects of working in JTI in addition to specific areas related to the nature of jobs each category of staff do.

The common aspects of questionnaires are:

1. Strategic planning, duties and responsibilities
2. Work environment
3. Performance and professional development
4. Overall satisfaction

For training staff members, other parameters are added to cover teaching and training, assessment, and student involvement. For non-academic staff member, other parameters are added to address operation procedures and inter-departmental cooperation.

The total number of questions is 26 for academic staff questionnaire and 20 questions for non-academic staff members.

3.2. Data Processing

All collected data has been processed in a manner similar to what was explained earlier in section 2.3 of this report. The results of feedback analysis are averaged over each parameter of the study and the numbers are reported in percentage (%) format.

A start comment needs to be made. It could be understood that some staff might have a neutral opinion when it is difficult for him to clearly agree or disagree with a particular statement. But, it was not understood why some staff abstained from giving any response to one or more questions. The count of responses showed 29 neutral responses and 15 cases of abstain responses in the complete set of staff responses. Accordingly, more efforts are needed to encourage staff to give their feedback openly and freely.

3.3. Feedback Analysis

Figure 20 shows the results of feedback collected from training staff members. The minimum satisfaction rate is about 73% with work performance and professional development, while the maximum satisfaction rate is 84.4% for overall working

conditions in JTI. About 83% of academic staff members are satisfied with the work environment JTI provides for them and around 75% are satisfied with the performance of their students.

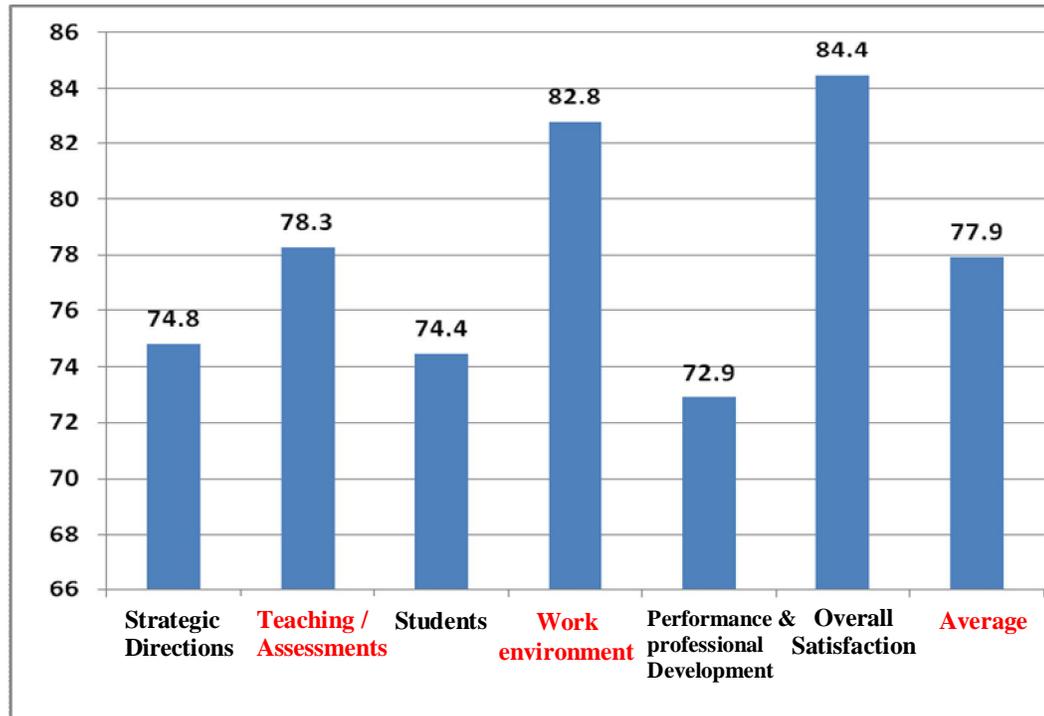


Fig. 20 Results of feedback from training staff members

Figure 21 shows the results of feedback collected from non-academic staff members who occupy any position other than teaching and training. The minimum satisfaction rate is about 61% with work organization and operating procedures, while the maximum satisfaction rate is 80% for performance and professional development. About 63% of non-academic staff members are satisfied with the work environment JTI provides for them and around 76% have expressed their overall satisfaction with working in JTI.

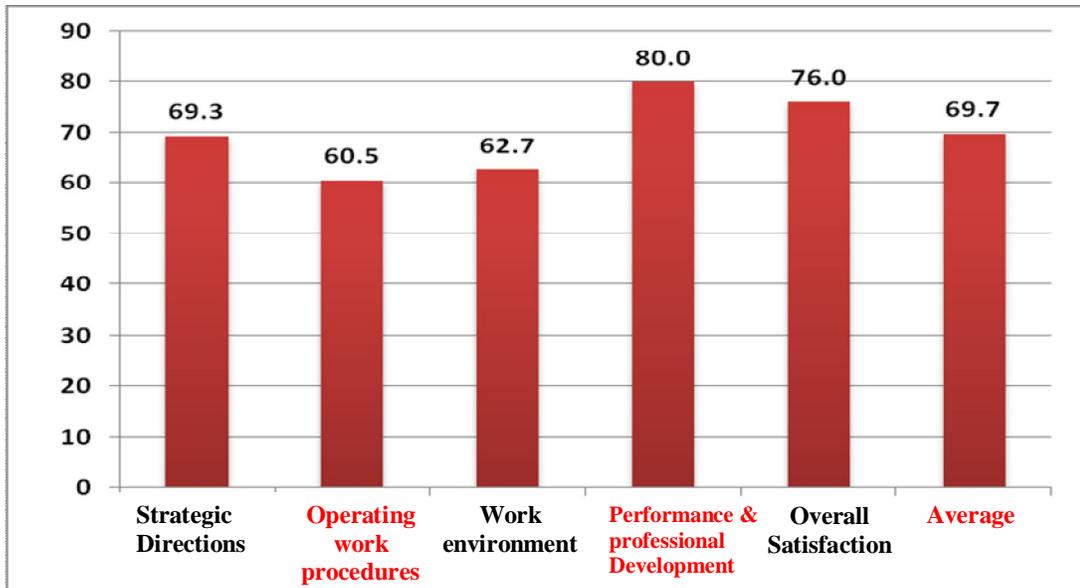


Fig. 21 Results of feedback from Non-Academic staff members

It is worth mentioning that the results of the survey will be useless if not used for development and improvement purposes. It is hoped that sincere and collaborative efforts would be done in order to address issues raised from this study. JTI plans to raise the levels of staff satisfaction to above 80% with all parameters related to working conditions. The strategic framework developed for the period from 2011 to 2015 comprises several tasks and activities in different parameters to ensure high quality staff members. This factor has been planned to be the first strategic goal of the institute and all activities related to it have been given highest priority.

For these reasons, the satisfaction rates of staff members have been communicated to all JTI employees in the weekly Quality Messages that EP&Q unit sends regularly to staff. The messages were number 28 and 29 and looked like what is given in Fig. 22.



Fig. 22. Quality messages number 28 and 29 showing the survey results to all JTI staff

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