universities, especially from post graduate teaching programs. To reach the goals of a post graduate program it is important to bring out the perceptions of self-efficacies of students about the field they studied during their post graduate education (Vekkaila, Pyhältö, & Lonka, 2013). Research, learning and teaching are basic component of student's especially in graduate levels and they have critical roles in improving educational processes to develop scientific products in society (Gorji, Darabieniya, & Ranjbar, 2015). Having and honing the research skills that encompass every level of research in various graduate disciplines is a key to an undergraduate developing the foundation for a successful career in research (Showman et al., 2013).

B. Curriculum and Instruction

Curriculum and instruction as area of students' satisfaction is shown. The average rating given by the student is 4.80 with a descriptive rating of "Very Satisfactory). The result implies that program's goals and objectives are well-defined; program's course requirements are appropriate and provide adequate preparation for subsequent courses and are reflected in the syllabi. Program's curriculum provides a balanced scope of material needed for overall graduate-level competency in my area of specialization; courses are offered regularly and as scheduled; instructional procedures and techniques in the classroom encourage active faculty and student interaction; evaluation activities measure the attainment of objectives stated in the syllabi; and the quality of curriculum and instruction is very satisfying. These findings were reinforced by Bueno (2017), when he concluded that the faculty in graduate school were outstanding in achieving the objectives of the graduate program by showing mastery of subject matter, relating current issues and community needs, and participating the activities of professional organizations. Moreover, Bueno (2017), elucidated in terms of instructional procedures and techniques as standards, the faculty members were outstanding in providing opportunities for independent study, utilizing instructional materials with depth and breadth expected for the graduate level, requiring students to make extensive use of print and non-print reference materials, using instructional procedures and techniques to encourage active students' interaction; using interdisciplinary and/or multidisciplinary approaches whenever possible; and enforcing definite rules and policies for effective classroom management. However, they were very satisfactory in providing a functional and well-planned syllabus which specifies the target competencies, research and class activities required for course, and in using varied methods and innovative approaches (seminars, fora, field observations, problem-based discussion).

C. Research

Data reveals the satisfaction rating given by the students on research area. As reflected, the average rating is 4.70 with a descriptive rating of "Very Satisfactory". This implies that in the graduate school, the faculty members teaching research courses or assigned thesis advising have adequate experience; research is an integral part of all course requirements; results are made available for students to help them gain self-understanding; research seminars, workshops and lectures for students are regularly offered; materials and guidelines are provided for the development of research skills; sufficient statistical assistance for research is provided by qualified faculty or staff.; research abstracts are published as monographs or appear in institutional and/or professional journals; intellectual honesty and creativity are values that the school emphasizes; and there are support services for research, thesis and other requirements, like critiquing and editing for language and format of research reports. Quality has become one of the key elements of the Millennium Development Goals (MDGs). Quality in education aims at bringing the attention to the education for human rights and also emphasize the importance of the economic, social and environmental grounds of a certain area. The definition of quality in higher education is to certain extend complex, although sometimes it is easy to identify it from a multidimensional perspective including teaching, research, staff-students relationships, services and facilities (Rahman & Zarim, 2014). Thus, all the universities should have a moral obligation to improve and contribute to the social, intellectual, cultural and economic background of the individuals in the society. In doing so, universities contribute to both the intellectual vitality and the economic well-being of society; produce educated citizens; train the next generation of leaders in the arts, sciences, and professions; and actively engage in community service activities that bring faculty knowledge and research findings to the attention of citizens and industry (Türkiye, Prof, & Caglar, 2014). Moreover, numerous research have pointed out that there are high proportions of graduate student who fail to complete their studies within the time given. Many factors contributing to this and the major problem is related to the supervisory contribution (Showman et al., 2013). Their needs in this particular matter are always become a conflict as they did not have any other sources in guiding them to go through their studies (Eduljee & Lebourdais, 2015). Lack of student-supervisor relationship will caused them to extend their studies and have difficulty to finish their project (Abiddin & Ismail, 2011). This situation will also lead to a poor quality of students' research (Japos & Tumapon, 2010). Whilst the interaction between supervisor and student allows a considerable degree of free expression, it is enacted within a wider context of institutional power which itself is continuously modified by that interaction (Heidari-gorji, Ghorbani, Darabi, & Ranjabr, 2016). Supervision is a

complex social encounter which involves two or more parties with both converging and diverging interests (Kurbanoglu, Akkoyunlu, & Umay, 2006). Therefore, balancing these interests is very crucial to the successful supervision of postgraduate research projects.

D. Admissions and Registration Office.

Data depicts the degree of satisfaction of graduate students relative to admissions and registration office. As reflected, the rating is 4.59 with a descriptive rating of "Very Satisfactory". This reveals that the policies of the selection and admission of students reflect the institutional objectives and are strictly enforced; the retention policies and criteria are clearly stated and made known to the students; policies and procedures are contained in the school's catalogue or bulletin of information; the staff are prompt in releasing requested credentials; the staff are accommodating to the needs of the students; the staff uphold confidentiality of students' records; and the services of the staff are very satisfying. Bueno (2017), emphasized that the school-related factors relevant to graduates' employment statuses are collectively grouped to administration and governance, curriculum and instruction, research subjects, professional and cognate courses, student services like the admission and registration services office, library, internet laboratory, inter-disciplinary learning, and teaching/ learning environment are the related factors which contributed a lot to their current employment status. The results reveal that the presence of these relevant factors really hones their knowledge, skills, and values which are considered by them as a very important instrument for land in various prestigious jobs among the graduates.

E. Library

Data reveals the degree of satisfaction of graduate students relative to library. As reflected, the rating is 4.60 with a descriptive rating of "Very Satisfactory". This result implies that there are professional librarians to meet the needs of the students; reading materials and references in print and / or non-print formats are easily accessible; the collection of books, periodicals and other library materials are adequate to support the demands for research and instruction; the written policies covering acquisition and utilization of books, periodicals and non-print materials are enforced; the library maintains regular and adequate hours of service on the class days and non- class days; the library provides an atmosphere conducive for reading, study and research; the open-shelf system is adopted; and the service of the staff is very satisfying. Important developments and changes occurring in science and technology have influenced the field of education as well. New paradigms have been shaped in learning and teaching processes and strategies as a result of these changes (Ahmed, 2011). Education as a service is provided by the educators who consider both physical and social environment to positively influence student satisfaction (Saif, 2014). Since the education system has undergone through many changes due to science and technology advancement, so do change all the components of education. Today staff and professors take the role of following, guiding and supporting the students' learning process accompanied with sufficient library resources (Budiendra, Wandebori, & Marketing, 2012). Moreover, nowadays academic libraries need to be ahead of other information service providers to ensure their existence. They need to know their users' needs and wishes, have to work effectively and efficiently, and especially should be able to anticipate the future of information services and management needs for the students (Düren, 2012); sustainable areas must be taken into consideration in evaluating library's sustainability regarding the space, green IT, strategies, collection management, location and environmental awareness of both public and staff (Karioja, 2013); and the library being the most essential pillar of any academic institution needs utmost attention to avoid total collapse of the entire university community (Salman, 2013). That is why, Ogunmodede, and Ebijuwa (2013), emphasized that the libraries in third world countries despite the constraints of finance confronting them still make huge investment on acquisition of library resources, and the deterioration of library resources has been one of the greatest challenges plaguing the libraries.

F. Accounting Office

The degree of satisfaction of graduate students relative to accounting office is reflected. The rating is 4.51 with a descriptive rating of "Very Satisfactory". The result implies that the members of the accounting staff are prompt in releasing requested information for payments during enrolment; friendly, approachable and respectful to students; honest in collecting and returning the right amount of fees of students; provides accurate information regarding school fees; and shows evidence of orderliness and systematic work management. The understanding of satisfaction that appears to underpin these somewhat crude measures is a very narrow one. It equates with a form of contentment, with the positive and happy feelings that derive from everything being settled within the school environment with responsive accounting staff and personnel (Tasirin, Omar, Esa, Zulkifli, & Amil, 2015). Bueno (2017) further emphasized that the school-related factors relevant to graduates' employment statuses are collectively grouped to administration and governance, and the student services like the accounting office staff, and other areas such as the library, laboratories, inter-disciplinary learning environment are the related factors which contributed a lot to the graduates' employability.

G. Other Resources and Services

The degree of satisfaction of graduate students relative to other resources/ services is reflected. The rating is 4.66

with a descriptive rating of "Very Satisfactory". This result implies that photocopying facilities are readily available in school. There are enough classrooms readily available for classes, comprehensive and oral examinations. Moreover, there is consultation room which provides privacy in the graduate school; there is an internet laboratory for easy website access; and there is a canteen that serves nutritious, safe, well-balanced and reasonably priced meals. Furthermore, the school has maintenance and security personnel; technical personnel are available in case of emergency or sudden breakdown of equipment; there is a functional academic advising system for the graduate students from start until completion of their graduate programs; and auxiliary services such as guidance, dental, medical, religious are made available for students. To achieve good results in higher education, it is important to know what other things and resources are required of students in the learning process. In today's competitive academic environment where students have many options available to them, factors that enable educational institutions to attract and retain students should be seriously studied (Fitri & Hasan, 2008). Higher educational institutions are putting a lot of emphasis on understanding and attempting to improve student satisfaction due to current competitive pressures in the industry (Kara et al., 2016). In such an environment with sufficient educational services, the students find opportunity to become more familiar with each-other, more helpful and spent much more time with each-other at the university campus. When an educational setting aims at keeping the student in the focus of its services, then each component of the social environment contributes toward student satisfaction (Songsathaphorn, Chen, & Ruangkanjanases, 2014). They are also encouraged to participate in indoor activities where most of them are part of a student organization. All the faculty members are willing to help the students find connections for their internship opportunities and match them with a study program at a top university abroad. Having a relatively small number of students in a certain field of study, makes it easier to spend more quality time one-on-one with the students (Al-alak, Salih, & Alnaser, 2012).

V.   CONCLUSIONS AND RECOMMENDATIONS

The graduate school students are very satisfied in relation to various factors such as faculty, curriculum and instruction, research, admissions and registration office, library, accounting office, and other resources and services. The degrees of satisfaction of students are attributed by the continuous improvement in the graduate school since the beginning of its voluntary submission to PACUCOA accreditation. Educational institutions can address these issues by allocating more resources to hire the right staff

and to provide training and staff development programs to enable staff to continuously satisfy students. Teaching staff should also reflect their willingness to assist students and be more approachable; not just in the classroom, but also by providing some consultation hours that are flexible to students. Even though students place less importance on physical facilities, these facilitate the interaction process. As such, providing comfortable and conducive learning environment can enhance the core service provided by educational institutions. Quality and sustainability are emerging as themes that are rapidly spreading within higher educational institutions. The results of this study indicate that quality is vital to students. Educational institutions need to focus on the factors that can be linked to quality education and to be able to sustain them in the future. With regards to quality improvement, educational institutions may consider introducing quality standards for explicit services and enhancing the quality of teaching and learning aspects. It is important for educational institutions to actively monitor the quality of services they offer and to commit to continuous improvements. Continue the best practices in the graduate school both academic and non-academic factors for the benefits of the stakeholders. The faculty of the graduate school may exert more efforts to assist graduate students in developing research competencies. They may likewise encouraged students to use library resources and other instructional materials. The faculty members may always make use of instructional procedures and techniques in the classroom to encourage active faculty- student interaction. Regular research seminars, workshops and lectures for students may be conducted and evaluated. The admissions and registrations staff may continue being prompt and accommodating to the needs of students. A regular acquisition and collection of books, periodicals and other library materials may be continuously done. The accounting staff may always manifest being friendly, approachable and respectful to students. Technical personnel always be available in case of emergency or sudden breakdown of equipment. The internet laboratory and services always be updated for easy and faster website access. Regular survey of graduate students' satisfaction level be done to improve services given to them.

VI.   ACKNOWLEDGMENT

VII. REFERENCES

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