

Satisfaction of students in higher education: A perspective of Private Indian University

Mr. Dhawal Gaud¹, Dr. Bijal Zaveri²

¹Parul Institute of Management and Research, Faculty of Management, Parul University, P.O Limda, Waghodia, Vadodara, Gujarat-391769

²Dean and Director, Faculty of Management studies, Parul University, P.O Limda, Waghodia, Vadodara, Gujarat-391769

Abstract

This study examines the satisfaction of students in India's higher education system. The study focuses on factors such as the expertise of the teachers, offered courses, learning environment and facilities in the classroom. The response of the students was calculated on a 5-point likert scale via questionnaire. The study's sample size was composed of 200 pharmacy students from Parul University, Gujarat, India. The results of regression analysis reveal that, although with varying degrees of strength, all attributes have significant and positive impact on the satisfaction of the students in higher education. However, the expertise of teachers is the most influential factor among all variables, and therefore the policymakers and institutes need special attention.

Keywords:-Higher education, student satisfaction, learning environment

I. INTRODUCTION

In the last few years, the education market has expanded very rapidly across the world¹. Globalization and the digital revolution have generated demands for new and diverse educational disciplines². Because of improved teaching methodologies and learning resources with increasing inflation worldwide, the cost of providing education has gone up manifold³. The numbers of new institutions have been developed and enrolment is also growing. Thanks to advancements in technology and globalization, students can get information easily and instantly. Only those institutions that provide their students with quality education and a positive atmosphere can excel in this competitive climate, because these factors will affect their choice of admission. Such factors may satisfy students at their universities, and may influence their attendance decisions⁴.

There have been several studies performed in developed part of the world to assess student satisfaction at university level⁵⁻⁹. Different factors have been established that could potentially affect student satisfaction with various university educational services⁹. The informal interactions between the students and faculty members were consistently related to withdrawal/persistence decisions. Student retention was often seen as an indication of student satisfaction with their university program and, therefore, indirectly, the quality of the university education. Faculty mentoring programs positively correlated with academic success and lower dropout levels¹⁰. Some studies investigated a group of students to measure their level of satisfaction at a UK university. The findings showed that a model of negative quality is useful in the management of this phenomenon. The model stressed that organizations should endeavor to respond to incidents that lead to dissatisfaction as they arise as continued perception of poor quality will result in attrition^{11,12}. Similarly, other researchers assessed that psychological factors, i.e. life events during university, self-esteem, social

competence, social support, personal identity, psychological well-being and satisfaction with the university's learning, administrative and social structures, have an effect on the success of the universities^{13,14}. Some researchers carried out studies in German universities using a student loyalty model. This study proved that teaching quality and the emotional commitment of students to their institutions were crucial for student loyalty^{15,16}. Summary of these studies included that the overall impression of the school, the overall impression of the quality of the education, the competence of the teachers and their interest in their subject, the quality and accessibility of the IT facilities and the prospects of furthering the careers of the students have been the most influential predictors of the satisfaction of the students. Majority of these studies emphasize those aspects of educational offerings that decide the satisfaction of the students with the education and in effect loyalty to the institution. Based on the literature referred to above, this study has established some important educational services such as the expertise of teachers, courses provided, learning environment and classroom facilities which that affect student satisfaction with the quality of education offered by private universities in India. Therefore, the goal of this study is therefore to examine the student satisfaction in higher education in India which has been rising well in recent years.

II. MATERIAL AND METHODS

Study population: This research explores the relationship between the satisfaction of students and the educational offerings such as the competence of teachers, the courses offered, the learning atmosphere and the facilities in the classroom. Replies from 200 pharmacy students belonging to Parul University, Gujarat, India were collected for this purpose. The sample was broken down into two broad categories, male and female.

Study instrument: A questionnaire had been used to gather the respondents' information. This questionnaire was developed on the basis of instruments used by previous studies^{5,6} and according to local educational environment. The questionnaire included six sections. Section I included demographic attributes such as age, gender, education and discipline. Section 2 consisted of student satisfaction questions calculated on a 5-point Likert scale, represented by “very satisfied” (1) to “very dissatisfied” (5). Sections 3-6 related to the expertise of teachers, courses offered, learning environment and classroom facilities and asked respondents to indicate their perception on a 5-point Likert scale from “strongly agree” (1) to “strongly disagree” (5). Reliability analysis showed the alpha coefficients of the Cronbach for this questionnaire ranging from 0.82 to 0.64 for different sections, which were considered relatively high and internally consistent.

The questionnaires were conveniently distributed among 300 pharmacy students belonging to the University of Parul, Gujarat, India, of whom 200 were received and completed in the study for analysis in all aspects. Before the respondents filled out the questionnaire, the purpose of the questionnaire was explained to each of the respondents. Proper instructions were written on the questionnaire and the respondents were given further instructions to fill out the questionnaire properly. Regression analysis and independent Sample T-test were performed to do analysis, and SPSS (version 16) was used for this purpose.

Research Hypothesis:

The study's conceptual framework and literature reviewed suggest some imperative relationship between different educational offerings and satisfaction of students [Fig. 1](#). Based on such evidence it is developed following hypotheses:

- H1: Teachers Expertise is positively related to students' satisfaction
- H2: Courses Offered is positively related to students' satisfaction
- H3: Learning Environment is positively related to students' satisfaction
- H4: Classroom Facilities is positively related to students' satisfaction

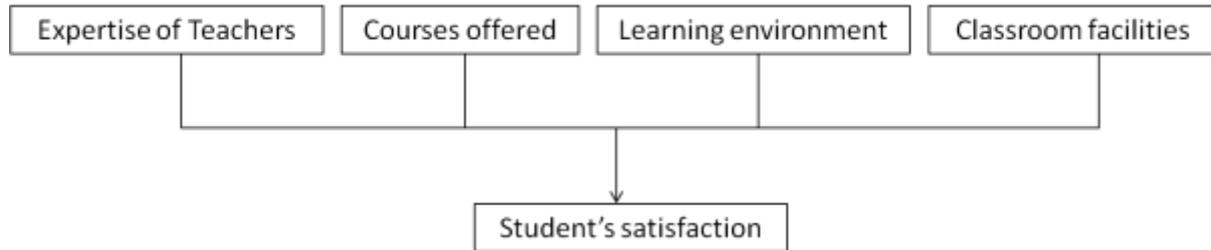


Fig. 1. Conceptual framework of the study with research hypothesis.

III. Result

The purpose of this study was to define the relationship between the satisfaction of the students and different educational facilities. In addition, it also examines the degree of satisfaction between male and female students. Various tests are carried out for this purpose, and results are summarized below Table.1

Table 1: Level of satisfaction between Male and Female Students (Independent Sample T-Test)

Parameters	Group	Mean	Standard deviation	p-value
Level of satisfaction	Male	1.7127	0.2119	0.001
	Female	2.1292	0.2587	

T-test is applied to calculate the difference in satisfaction between male and female students after making the presumption of equality of variances ($p > 0.05$). The T-test tests indicate a substantial difference between the two-group responses ($p < 0.05$). The mean female respondent's value is greater than that of male respondent's, i.e. 2.1292. It indicates that female students are less than male students satisfied with their education.

Table 2: Results of regression analysis for students' satisfaction

Parameters	Statistical analyses	Constant	Teachers expertise	Courses offered	Learning environment	Classroom facilities	R-square	F-statistic
Level of satisfaction	Multiple regression coefficient	0.672	0.384	0.209	0.249	0.128	0.498	47.000
	Standard Error	0.259	0.628	0.089	0.059	0.148		
	t-values	2.497	5.692	3.193	5.398	2.189		
	F-statistic	0.05	0.000	0.014	0.000	0.029		0.001

The table above displays the effects of the regression analysis to satisfy the students. From the results it is obvious that the model matches the data well ($p < 0.05$), and a good positive relationship exists between dependent variables and predictors (F-statistics=47.00 and $R^2=0.498$). The model's independent variables explain variations of 49 per cent in the dependent variable. The variables are all significant ($p < 0.05$) when compared on an individual basis. The coefficient of regression for the expertise of teachers is 0.384, which suggests that the satisfaction of students is significantly sensitive to the expertise of teachers, bringing about a 38 per cent change in satisfaction. In this model, the regression coefficient

of courses offered is 0.209, which means that satisfaction is increased by 20 per cent. The learning environment regression coefficient is 0.249, so for satisfaction, students consider it to be around 25 per cent important. Whereas the classroom facilities regression coefficient is 0.128, it has close to 13 percent impact on the satisfaction of the students. All four variables have significant impact, but with varying degrees of strength, and are positively related to student satisfaction. The findings support the existing hypotheses so we embrace those hypotheses.

IV. CONCLUSION

Due to some serious steps taken by the government, higher education sector in India has grown remarkably in terms of number of institutions and students enrolment in recent years. This situation appeals to and enhances the interest of the Indian students in higher education¹⁷. Our study explores the determinants of student satisfaction in higher education and their influence on satisfaction levels. From the results it is obvious that pharmacy students in India are satisfied with higher education, however different levels of satisfaction exist among male and female students. Since all variables are linked significantly and positively to the satisfaction of the students, it is concluded that the skill of the teachers, the courses offered, the learning atmosphere and the classroom facilities enhance the satisfaction of the students in the higher education. According to the results the competence of the teachers is the most significant influence on the satisfaction of the students, while the courses offered and the learning atmosphere are next important factors and the facilities of the classroom are the least important factor among all variables. This means that the expertise of the teachers, the courses offered and the learning environment do a good job of improving the satisfaction of the students in higher education. Here are some suggestions and recommendations for enhancing the determinants of satisfaction of students, and hence the degree of satisfaction, in the light of the above findings. Government and institutions should pay particular attention to increasing the learning opportunities and environment for male and female students alike. To promote quality education, efforts should be made to induce, train and retain qualified and expert teachers. Courses should be designed to address the market's current challenges and needs. Universities should provide conducive and favorable learning environment, and classroom facilities should be upgraded using state-of-the-art technology¹⁸. Good and engaging contact between students and teachers/administration should be built in order to provide them with all relevant information about curriculum, offerings, and opportunities¹⁹.

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