Assessing Student Satisfaction and Quality Improvement Strategies: A Case Study of Yagyodaya Dudhnath Tharu Multiple Campus in Shuddhodhan Rural Municipality, Nepal

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Abstract

The student satisfaction survey is a practical and effective tool for attempting to concentrate resources on areas with low satisfaction but significant importance. This study concludes with the support of students' views obtained through the structured questionnaire that students' satisfaction in the public campus at Suddhodan rural municipality is on average level i.e., agree on category, Satisfaction with the laboratory of the campuses and educational results are much poorer than all other parameters. This study's research design is descriptive, and convenience sampling techniques were adopted. Today, educational institutions all over the world ask students for feedback on all key aspects of academic life through a satisfaction survey. any existing studies on student satisfaction surveys predominantly focus on private institutions. There might be a research gap in understanding the unique challenges and satisfaction factors specific to public campuses. This study aims to describe how a survey was developed and put into use to measure bachelor's and master's level students' satisfaction. This study provides comprehensive details regarding the calculation, methodology, and results of the exercise using Likert scale analysis. Statistical methods are used to conduct the analysis. This survey's findings clearly show the value and adaptability of the approach for assessing overall satisfaction, satisfaction related to a particular parameter, and valuable feedback on the quality of education, teaching methods, and overall learning experience. Educational institutions can use this information to identify areas that need improvement and implement strategies to enhance the quality of education.

Keywords: Feedback, Public Campus, Quality Rural Municipality, Student satisfaction.

Introduction

Implementing a robust student satisfaction survey system for quality improvement on campuses is not just a proactive measure; it is an essential strategy that not only elevates the educational experience but also empowers institutions to address shortcomings, foster meaningful changes, and ultimately ensure a higher standard of academic excellence. The main indicator of a college's progress is student satisfaction. Understanding the students' diversity, socioeconomic status, expectations, and academic preferences are very useful parameters for the crucial progress of the college. This study is based on the views presented through the questionnaire filled out by the students of the public campuses located in Suddhodhan Rural Municipality of Rupandehi district, Lumbini province, Nepal.

The government of Nepal implemented a new local administrative structure, with the implementation of the new local administrative structure on 12 March 2017, VDCs have been replaced with municipal and Village Councils. Nepal is divided into 753 local units one of them is Suddhodan, which lies in Rupandehi district, Lumbini province, Nepal.

Higher education is the education received at a campus or university level and is regarded as one of the most essential mechanisms for a nation's individual, social, and economic development (Mukhtar et al., 2015). Higher institutions are growing very rapidly all over the world in the present day. New and varied subjects are demanding in higher education due to Globalization and digitalization. The rapid increase in the number of institutions has led to extreme competition in higher education. Isani & Virk, (2005) argued that several new institutions have been established and enrolment is also on the rise. Students can get information easily and instantly due to advancements in technology. In this competitive environment, only those institutions can exist that provide quality education and a constructive environment to their students since these factors can influence their choice of admission. And such factors can satisfy students in their institutions and can affect their decisions to attend. Much more research has been done studying the factors which can affect satisfaction. Quality education provides healthier learning opportunities and suggests that the levels of satisfaction strongly affect the student's success or failure of learning from the student's point of view (Aldridge and Rowley 1998). Deshields et al. (2005) state that Higher education institutions are focused on identifying and satisfying the needs and expectations of the students, which include students' academic achievement, faculty performance, classroom environment, learning facilities, and institution reputation.

The satisfied students and faculties will have greater efficiency and will contribute to the extra progress of the institution. Students who are studying in a higher educational institution would seek more quality education and an excellent system, in terms of accessibility of the place, good infrastructure, excellent education system, and services of the institution which is the strength of the institution.

Literature review

Researchers have conducted their research to measure student satisfaction at the higher education level in the developed part of Nepal. Valuable factors have been recognized that can affect the student's satisfaction with different education facilities provided by the campuses. Terenzini and Pascarella, (1980) state that Students' informal contact with faculty members was consistently related to withdrawal/ persistence decisions. Retention of students was often considered a sign of student satisfaction with their campus program and, hence, indirectly, the quality of higher education (Druzdzel & Glymour, 1995). Faculty mentoring programs are positively interrelated with academic performance and lower dropout rates (Campbell and Campbell, 1997).

Overall impression of the campus, the overall impression of the quality of the education, teachers' proficiency and interest in their subject, the quality and approachability of IT facilities, and the prospects of the degree fostering students' careers were the most influential forecasters of the student's satisfaction in higher education (Mai 2005). Likewise, Deshields et al. (2005) used Herzberg's two-factor theory and a satisfaction model to inspect the determinants of student satisfaction with education. And concluded that classes and faculty performance were the crucial factors that determined the quality of campus experience for students which in turn led to satisfaction. The creation of prepared minds of students is the main purpose of higher education (Fortino, 2012). Hence, higher education institutions are gradually recognizing and placing greater emphasis on meeting the expectations and needs of their students as rightly pointed out (DeShields et al., 2005). Campuses are facing more competition from their competitors and meeting the requirements and expectations of present students. Several studies have been carried out to reveal the factors that influence student satisfaction in higher education. Student satisfaction is a short-term attitude, resulting from an evaluation of a student's educational experiences. It is a multidimensional process that is influenced by a multiplicity of factors (Elliot and Healy 2001). According to Walker-Marshall and Hudson (1999), GPA is the most influential element in student satisfaction.

Personal and institutional factors were two groups of influences on student satisfaction in higher education. Age, gender, employment, preferred learning style, and student GPA, are personal factors while institutional factors include instruction quality, punctuality of instructor feedback, clarity of expectation, and teaching style Appleton-Knapp and Krentler (2006). Furthermore, Douglas et al. (2006) and Palacio et al. (2002) emphasized that teaching ability, curriculum flexibility, university status and prestige, independence, faculty care, student growth and development, student-centeredness, campus climate, institutional effectiveness, social conditions have been identified as major determinants of student satisfaction in higher education. SERVQUAL is the most popular broadly used service quality model that has been applied to measure students' satisfaction around the world. SERVQUAL is a questionnaire designed, developed, and tested on the business ground by Parasuraman (1985) to measure the service quality and client satisfaction of a business based on five dimensions: tangibility, trust ability, empathy, responsiveness, and assurance. Similarly, all the service quality dimensions; tangibility, reliability, responsiveness and assurance, and empathy have positive and significant influences on student satisfaction, Thapa, M. (2022).

In the beginning, industry-based satisfaction models were applied to explain student satisfaction, and later higher education-based models to explain it. The "Service Product Bundle" method was developed to investigate influences on student satisfaction in higher education, considering 12 dimensions, though

numerous models are available, it is difficult to directly apply any of them due to the diverse nature of our educational system (Douglas et al., 2006). Nepal with the maximum diversity of religion, culture, demography, language, and the education system itself, it is more difficult to have a single parameter to finalize student satisfaction. Therefore, there is a need to design a survey suitable to the specific need of campuses.

These studies highlight certain factors of education offerings that determine the students' satisfaction with education and focus trustworthiness of the institution. This study is innovative in its approach as it has designed a survey considering the local needs to meet international standards, to analyze student satisfaction, using a survey which is designed to obtain feedback on the administrative practices, college infrastructure, teacher quality, and extra facilities on the campus. This exercise also aims at the confidence of a variety of practices that were introduced at campuses to guide students centered on their provisions. The feedback obtained through questionnaires measures student satisfaction and experience in the campuses located in Suddhodan rural municipality which may lead to better experience leading to overall personality development of the students. Another very important observation in this regard is that most of the Nepalese public colleges in rural municipalities have been suffering from the problem of poor performance in terms of facilities and educational results. And students from all socio-economic backgrounds prefer better facilities, quality, and above all availability of good infrastructures on their campus. Therefore, the objective of this study is to analyze student satisfaction in higher education for the improvement of the quality of campuses at Suddhodan rural municipality which has been growing well in recent years.

Methodology

The research design is descriptive and relies on data collection from respondents using structured questionnaires. Convenience sampling techniques were adopted to reach the target population who were students on various campuses. Besides some initial demographic questions, all other questions are framed to get responses on the 5-point scale designed using the Likert scale, where 1 indicates poor and 5 indicates excellent satisfaction as described by Norman (2010), Adnan et al. (2016). Altogether 27 questions were framed in three categories with important dimensions viz. Teaching materials, Infrastructure Facilities, Student Support, and administrative roles were finalized for which students were asked to give responses on a 5-point scale.

Sample

The Population of the students for the institutes was around 700. A sample group from campus having both bachelor's and master's students in all the two streams (Education and Commerce) and having a minimum of 1 year of experience

with the institution was identified and more than 150 students were selected for this study by using simple random sampling method but only 125 questionnaires were accepted.

Result and Discussion

Results

The students were administered the survey and could participate without disclosing their identities to avoid any sort of biased responses from the students or any pressure on the students to give biased responses. The demographic details were not subject to any statistical analysis. The percentage-wise distribution for each question was directly obtained using IBM SPSS statistical data analysis. The following Tables show the set of responses obtained for all the sample questions.

Table No. 1

Satisfaction level of physical and academic conditions in the classroom

Title	Mean	Median
Sitting Condition	2.96	3.00
Light, Electricity, and Fan condition	2.77	3.00
Use of Educational materials	3.73	4.00
Management of timetable	3.48	4.00
about positive thought and the prize system	2.51	3.00
Practical opportunity	3.58	4.00
Respect for students' voice	3.89	4.00
Participate to students	3.34	4.00
Use of classroom management code of conduct	3.14	3.00
Use of teaching material	3.76	4.00

Table No. 2

Satisfaction level of physical and academic conditions in the classroom. (In percent)

Title	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Sitting Condition	8.8	17.6	40.8	26.4	6.4
Light, Electricity, and Fan condition	-	29.6	23.2	41.6	5.6
Use of Educational materials	33.6	28.0	23.2	8.0	7.2
Management of timetable	40.8	12.8	17.6	11.2	17.6
Positive thought and the prize system	3.2	16	33.6	23.2	24.0
Practical opportunity	24.8	34.4	22.4	10.4	8.0
Respect for students' voice	39.2	26.4	22.4	8.0	4.0
Participate to students	20.0	32.8	21.6	12.0	13.6
Use of classroom code of conduct	3.2	32.8	40.0	23.2	0.8
Use of teaching material	35.2	28.8	20.0	8.8	7.2

Table No. 3

Satisfaction level of service provided by the campuses.

Title	Mean	Median
About administration and account section	3.47	4.00
E-Library or Library	3.30	3.00
About counseling and direction	3.33	3.00
Availability and transparency of scholarship	3.97	4.00
Communication system	3.02	3.00
Condition of drinking water	3.20	3.00
Condition of canteen	3.85	4.00
Condition of toilet	3.30	3.00
Condition of playground	4.17	5.00
Condition of laboratory	1.75	2.00
Use and management of sanitary pad	3.67	4.00

Table No. 4

Satisfaction level of service provided by the campuses. (In percent)

Title	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
About administration and account section	16.0	42.4	22.4	11.2	8.0
E-Library or Library	19.2	24.0	28.0	24.8	4.0
About counseling and direction	15.2	32.8	28.8	16.0	7.2
About the availability and transparency of scholarship	45.6	24.8	15.2	9.6	4.8
Communication system	10.4	25.6	32.0	19.2	12.8
Condition of drinking water	12.8	36.0	24.8	11.2	15.2
Condition of canteen	36.8	32.0	15.2	11.2	4.8
Condition of toilet	15.2	31.2	26.4	22.4	4.8
Condition of playground	55.2	21.6	10.4	10.4	2.4
Condition of laboratory	0.8	5.6	11.2	32.8	49.6
Use and management of sanitary pad	36.0	25.6	12.8	20.8	4.8

Table No. 5

Satisfaction level of educational quality Parameters of the campuses.

Title	Mean	Median
Educational result	3.31	3.00
Extra curriculum activities	3.70	4.00
Relation between lecturers, staff, and students	3.40	4.00
Participation of guardians	3.98	4.00
Participation of community	4.00	4.00
Administrative monitoring	3.93	4.00

Table No. 6

Satisfaction level of educational quality parameters. (In percent)

Title	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Educational result	13.6	29.6	37.6	12.8	6.4
Extra curriculum activities	30.4	31.2	21.6	12.0	4.8
Relations between lecturers, staff, and students	20.0	32.8	20.8	20.0	6.4
Participation of guardians	44.8	24.8	17.6	8.8	4.0
Participation of community	39.2	34.4	17.6	4.8	4.0
administrative monitoring	31.2	37.6	24.8	5.6	0.8

- This study has listed innovative methods that pose flexibility to combine some parameters to get feedback on a specific issue. As an example, to analyze the academic environment based on inputs from teachers based on their efficacy for the use of education and teaching materials, knowledge through association activities, counseling, and fairness. For this purpose, analyzed questions number 1 (c), 1 (j), 2(c), and 3(c).

- Similarly, to find the condition of library services and their effectiveness, question number 2(b) was analyzed.

- The parameter effectiveness is obtained by analyzing each question related to the concerned parameter. As an example, question number 3(a) gives the overall satisfaction level of students in terms of educational results. Here researcher has matched excellent responses with Strongly Agree, good responses with Agree, average responses with Neutral, poor with Dissatisfied, and very poor responses with Strongly Dissatisfied. Responses obtained for this aspect show that 13.6% of students are strongly satisfied, 29.6% are satisfied, 37.6% are neutral, 12.8% are dissatisfied and 6.4% are strongly dissatisfied at all. The sample size should be large enough to get the true picture of satisfaction level as highlighted by Solinas et. al. (2012) and Silva and Fernandes (2012). The sample size taken for the study is 150 students, out of them 125 questionnaires were accepted.

- Question number 2 (j) was analyzed to find the laboratory condition of the campuses, which shows the poor condition of the laboratory.

Table 7

Statistical analysis of data obtained for feedback.

Headings	Mean	Std. Deviation	Variance
Physical & academic condition	3.3152	.70825	.502
Facilities by college	3.5585	.55607	.309
Educational qualities	3.7200	.61950	.384

Discussion

After the calculation and statistical analysis of the data which has been presented above conclude the following results.

Table 7 shows the mean value of parameters, Physical and academic condition, facilities, and educational qualities of campuses are 3.3152, 3.5585, and 3.7200 respectively. The physical and academic condition of campuses is poorer than other parameters. Hence, the campuses at Suddhodan rural municipality are at an average level. And standard deviation is 0.70825, 0.55607, and 0.61950 respectively which means most of the parameters are close to the average. The variance shows us the variability of data, the lower the value of the variance, the more appropriate the results. The statistical analysis also indicates that the overall feedback obtained for the institution is good. Physical and academic conditions in the classroom, services provided by the campuses, and educational quality of the campuses are more towards an Agree category (good response).
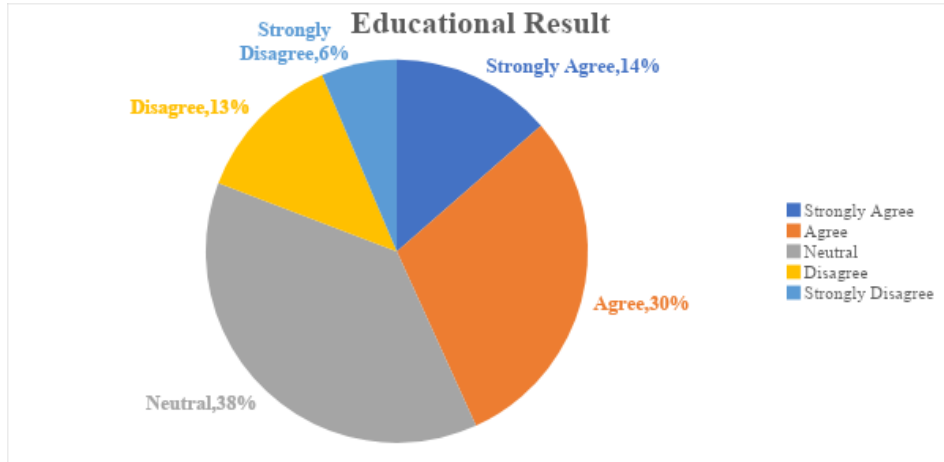
The above table 1 of the data analysis showed that the Physical facilities parameters inside the classrooms like sitting conditions or facilities (Q.N. 1a), lighting & fan conditions (Q.N. 1b), and enhancing the positive thoughts & prize system (Q.N. 1e), are comparatively poor (mean value are 2.96, 2.77, and 2.51 respectively) than other parameters.

Satisfaction with the laboratory of the campuses (Q.N. 3j) is poorer than all other parameters. Students' satisfaction with the educational results of the campuses is much poorer, which is shown in Figure no. 1. So, firstly the campus must give more attention to increasing the educational results by recruiting qualified faculties, conducting training and development programs for existing faculties, lunching motivational program for students, enhancing the learning environments, and improving the educational facilities. And secondly, physical facilities also should be improved as a necessity for the number of students.
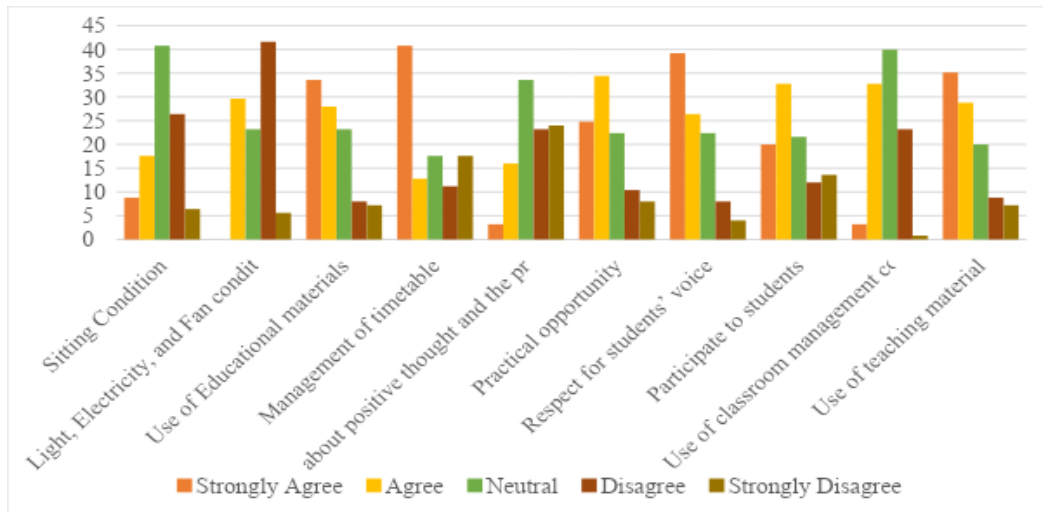
Figure. 1

Graphical representation of responses about the educational result
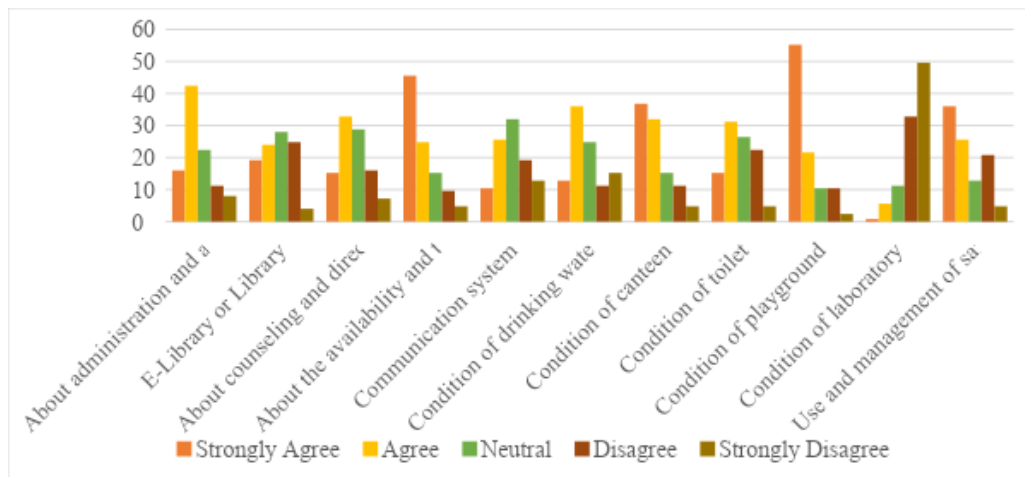

Figure 2

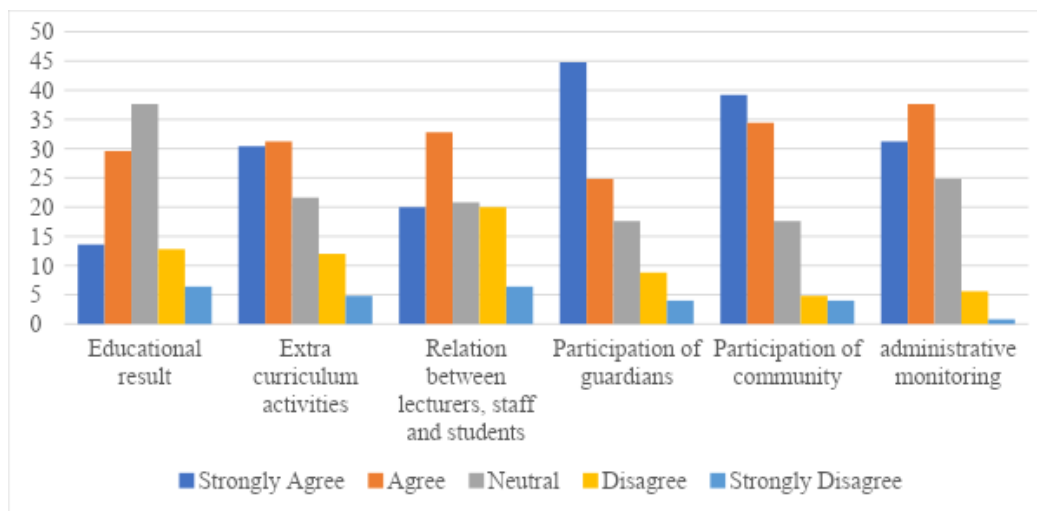*Bar graph showing satisfaction level of different parameters for physical conditions.*

Figure 3

Bar graph showing the satisfaction level of different parameters for educational conditions.

Figure 4

Bar graph showing satisfaction level of different parameters for educational quality

Conclusion

   This study concluded that the Physical facilities parameters inside the classrooms like sitting conditions or facilities, lighting & fan conditions, and enhancing the positive thoughts & prize system are comparatively poor than other parameters. Satisfaction with the laboratory of the campuses and educational results are much poorer than all other parameters. This study comprehends how

students think, what they enjoy, and what they don't like, but more significantly, which educational opportunities they value the most and which facilities need to be improved. Depending on the requirements of the institution, the questions may be modified and updated. This method allows for a variety of interpretations. Numerous characteristics and features of higher education institutions might be highlighted by a single survey study. This study helps in identifying the variables that need further development and adjustment to provide students with higher levels of satisfaction. It also helps in determining the factors that determine where institutions are strong and where they may improve. It offers details on what may be done to keep satisfaction levels high and enhance the institution's student learning environments. More pleasure will undoubtedly lead to better results.

Each of the questions emphasizes a distinct aspect of an underlying perception. A reasonably precise measure of satisfaction may be established, and the efficiency of that parameter can be easily assessed, by grouping a few questions together and even using a Likert scale. For instance, the usefulness of library services and the effectiveness of teachers in delivering curriculum are both examined in the observation which might be improved. If this strategy is applied frequently, it may offer several insights regarding the degree of student happiness, changes in student priorities, the caliber of teachers, and things that influence students' satisfaction. The research also underlines the necessity of informing students of goals and expected learning results. And to increase efficiency, organizations' physical, as well as educational facilities and services, might be upgraded day by day. This study presents a simple, reliable, and precise quality evaluation technique to get feedback from students without spending extra money on software or training. But the geographic context, the research area is Suddhodan rural municipality, may limit the generalizability of the results. The factors which are connected to higher education experiences are especially tried to investigate. It is not possible to conclude that overall student satisfaction is a stable feature within each subject field and change of time. This study as a new contribution to knowledge provides a starting point for future research. The results suggest that different student satisfaction dimensions do have significant influences on consequences. Maybe more important for the student satisfaction stream, results provide further support for the multidimensional nature of student satisfaction, as the influences differ among the student satisfaction dimensions.

This study also suggests to the entire team of Suddhodan rural municipality office or representatives and the responsible team of the campuses that student satisfaction can be enhanced through the improvement of facilities and qualities of public campuses to develop this geographical area. Therefore, it is hoped that this study will encourage more research into the background and significance of student satisfaction.

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