Student's Satisfaction Level: A Tool For Performance Management

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ABSTRACT

This study was to examine the satisfaction level of students as a tool for measuring performance of an educational organization by means of six factors; facilities, equipment, financial support, teaching aptitude, teaching methodology, and management.

The sample was 200 students who were chosen from four constituent colleges of DAVV Indore. A survey opinion poll questionnaire was circulated to each student with a return rate of 87%(N=168). Statistical analyses were conducted using the SPSS statistical package.

Key Words: Students, Satisfaction, Educational Organizations.

INTRODUCTION

The fundamental problem of this study was to examine the satisfaction level of student as a tool for measuring performance of an educational organizationby means of six factors; facilities, equipments, financial support, teaching aptitude, teaching methodology, and management.

Dictionary defines satisfaction as fulfilment and gratification. But Franklin and Nitecki (1999) pointed out "Since 1980s consumer research has moved away from the literal meaning of customer satisfaction towards consumer experiences."As defines by Applegate (1997) user satisfaction as a personal, emotional reaction to a service or a product."Hernon and Altman (1998) pointed out: "By inference, satisfaction levels from a number of transactions or encounters that an individual experiences with a particular organization fuse to form an impression of service quality for that person. The collective experiences of many persons create an organizations reputation for service quality."Winsniewski M and Stewart D (2002) while working with a number of Scottish local authority services to develop an information portfolio that would meet the performance measurement needs of diverse stakeholders found ' With continuing pressures for transparency, accountability and value for money, measuring the performance of public sector organizations is attracting increasing management attention. However, little attention appears to have been paid to the performance information needs of stakeholders." Bitner and Hubbert(2002) suggested that "it consists of service encounter satisfaction, 'the consumers (dis)satisfaction with a discreet service encounters, 'and overall service satisfaction.' The consumers overall (dis)satisfaction with the organization based on all encounters and experiences with that particular organization.'

University of California, San Diego Business Affairs uses a set of measurement tools in its performance measurement system. These are (1) Customer Satisfaction Survey for faculty and staff (2) Customer Satisfaction Survey for students (3) organizational Climate Survey for business affair staff (4) Financial ratios for self supporting business affairs operations (5) benchmark Surveys performed by professional association and University of California. Walvoord& Anderson (1998) discussed " Students learning's begins in the classroom and improving students performance often involves changes in teaching in the individual class room.Changes in teaching techniques will have a much more immediate impact on

student'sperformance than changes to the curriculum or academic services. Classroom assessment includes a variety of methods that can be used to evaluate learning and learning processes in the classroom.

Franklin et. al (1999)while using satisfaction as a tool for performance measurement in libraries discussed about limitations of using satisfaction alone as a measure of performance of an organization," A drawback of using satisfaction alone as a measure of library performance is that it provides managers little insight into what contributes to dissatisfaction, or what problem in the organization or services require improvement. The broader focus in satisfaction surveys gathers information about the user's behaviour and the specifics of the experience with the library. Coupled with indications of satisfaction, such information begins to offer general directions to librarians seeking to improve library performance."

RESEARCH METHODOLOGY

Descriptive type of research design is used for the following study. Students of DAVV universities are considered as a population of the study. The sample in the study was both male and female students of different U.G., P.G., PhD, Diploma and certificate courses of DAVV University. 200 students were taken as a sample size, out of which 168 responses were obtained. The investigators constructed a survey questionnaire tool for the students to point out their satisfaction levels. Responses to questions were made on a five point Likert scale and were averaged to yield the overall satisfaction level for each factor.

STATISTICAL ANALYSIS

Descriptive statistics: frequency percentage distribution is used to examine student's demographic characteristics. One way ANOVA was conducted to find out if there were statistically significant differences among the means of the student's satisfaction levels.

Results

Demographic characteristics of subjects

Of a total students 90(58.3%) were male students, and 78 (41.7%) were female students. Seventy two (42.9%) students were ages of 18 to 21 and 60(36.9%) were ages of 22 to 25. Only six students (3.6%) were over 30 years old. One hundred students (59.5%) were resident of university hostels and 56 (33.3%) were day scholars. A few were doing daily up down from the nearby places. The classification of the students by faculty is shown in Table 1, indicating faculty of science(58.9%), faculty social science and humanities(36.4%), and law(4.7%).

Table 1 : Percentage Analysis Table

Classification of the students		
Faculty	N	%
Science(58.9%)		
Post Graduation	25	14.9
PhD	16	9.5
Under Graduation and P.G. Diploma	58	34.5
Social Science and Humanities (36.4%)		
Post Graduation	31	18.5
Under Graduation, P.G. diploma and Certificate	30	17.9
Law(4.7%)	8	4.7
Total	**168**	**100**

One hundred twelve students (67%) who were previously studying in some private college altered their college. Their reason for shifting were as follows: the chance to study in universities constituent college(28.5%), poor previous results of their college(23.2%) or dislike of the environment of their previous college(21.4%). Of those students who did change previous college, 90 students(80.7%) were satisfied with the new college.

Satisfaction Levels

114 students (67.8%) were satisfied or very satisfied with their library and laboratory facilities and 98(58.3%) were satisfied or very satisfied with their sports and cultural facilities. For the hostel, lavatories and medical facilities, 94 students (56.7%) were satisfied or very satisfied.

68 students (42.0%) were satisfied or very satisfied with their training and teaching equipment, and 82(45.2%) were satisfied or very satisfied with their sports equipment's. For special teaching equipment such as computer and other IT related equipment, 66 students (39.2%) were satisfied or very satisfied.

96 students (57.1%) indicated they were satisfied or very satisfied with their teachers personal communication skills and 92 (54.7%) were satisfied or very satisfied with their teachers technical skills and knowledge. 84 students(50%) were satisfied or very satisfied with their teachers approach.

84 students (47.6%) were satisfied or very satisfied with their teachers, for teaching methodology (57.1%) were satisfied with or very satisfied with their teachers teaching and training plan. Eighty-four students (50.0%) were satisfied or vey satisfies with the teacher's feedback.

102 students (62.9%) were satisfied or very satisfied with their teachers friendliness and openness, and 110 (68.7%) were satisfied or very satisfied with their teachers ethical demeanour. As for the teacher's talent to motivate and inspire, 102 students 62.9% of the sample were satisfied or very satisfied.

Only 50 students (29.9%) were satisfied or very satisfied with the financial support they received from their college, universities or government. Most students were not satisfied with the financial support. The majority of the students in this study received financial support from their family.

Difference in students satisfaction levels

The result of the one-way ANOVA revealed there were statistically significant difference among means of the six factors; facilities, equipment, financial support, teaching aptitude, teaching methodology, and management. (Table 2)

H01: There is no significance satisfaction level of students found for all the six factors.

Table2 : ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	237.80	5	47.56	82.00	.003
Within Groups	581.16	1002	.58		
Total	818.96	1007			

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Facilities	168	.9235	.19535	.04368	.8321	1.0149	.62	1.25
Equipment	168	.9740	.29605	.06620	.8354	1.1126	.22	1.50
Financial Support	168	.4560	.10253	.06765	.2349	1.3516	.62	1.79
Teaching Aptitude	168	2.3600	.98712	0.0544	.6541	1.1121	.76	2.12
Teaching Methodology	168	1.3454	.68940	0.0987	.5671	.9871	.56	1.14
Management	168	1.8795	.56431	0.14682	.7453	1.0518	.72	1.036
Total	1008	8.6924	3.03476	.47745	4.7024	6.6301	2.99	8.836

Levene Statistic	df1	df2	Sig.
.974	5	1002	.384

Source: Authors Calculation with the help of SPSS

DISCUSSION AND CONCLUSION

The result of this study indicated the students of DAVV University were by and large satisfied with facilities, teaching aptitude, teaching methodology and management. From the descriptive statistics that only 29.9% students were satisfied with financial support provided by university or Government. Student's satisfaction level with their financial support from the college, university or government was comparatively low. For the reason that, the majority students indicate they are dependent upon financial support from their parents. In this regard, many students have been dropping their higher education, and their retention of the students has been become difficult.

Sudharani D Ravindran (2012) discussed "New demands on universities administrators have created interest in developing alternative performance measures. Recruitments and retention of gifted students as well as

outstanding faculty have become competitive concern. Student's satisfaction with their academic experience contributes to both their own and their parent's sense of value for the money spent to attend college.

The DAVV University also established a policy by which scholarships can be given to the students who stood first in the university merit. The government also gives scholarships to the SC and ST students. This might be one of the ways to augment motivation and satisfaction for needy students. For a student to be satisfied with one's higher education, he or she must have suitable motivation to involve himself in the activities of universities. It was found that institute should make their own mechanism for the performance measurement. In the government of British Columbia, Ministry of Advance Education, 1998 performance report it was found that "Institutes, which serve a provincial mandate, received the lowest percentage of 'completely satisfied or 'good instruction quality' ratings on these measures, although this difference disappeared when 'mostly satisfied or adequate quality' ratings were also considered. Hernon, et.al explored areas to increase student's satisfaction. The statements cover three general areas: resources, the organization, and service delivery. He encourages staff to review the statements and identify those regarded to be go highest priority to meet user expectations for excellent service.

RECOMMENDATIONS: As per result of this study, the following recommendations were made

1. Teachers must detect whether the subject combination in which their students are studying is suitable for them. If it is understand to be unsuitable , the students must be encouraged to alter their subject combination. By doing so, the students may get hold of improved results and as consequence experience greater satisfaction.

2. It is desirable to disburse additional money on providing students with quality teaching and training equipment needed to increase satisfaction.

3. It is desirable to develop a financial support plan for sport and other co-curricular activities, if implemented, possible will increase students satisfaction.

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