Students satisfaction with campus facilities

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ARTICLE INFO	ABSTRACT
	The study was designed to examine the students' satisfaction with the existing facilities provided by their university. Main objective of the study was to weigh students satisfaction related with skills based educational experience, university resource and personal development. The population of study was comprised of public university. Random sampling technique was used to draw representative sample from the population and sample size was 100. A questionnaire was used as the instrument for data collection. The questionnaire was comprised of 30 questions which were categorized into four categories to measure students satisfaction related to areas of skills development, university resources, educational experiences and personal development. The collected data was tabulated, analyzed and interpreted in the light of objectives of the study. Results revealed that students are overall satisfied with university resource, than other variables of satisfaction. Most of the students are satisfied with the aspect of university resources which includes library resources, use of AV aids, internet and computer facilities, photocopy shop and parking.

Introduction

Kotler define satisfaction as a person's feeling of pleasure that result from comparing a products perceived performance to their expectation. In both academic and non-academic settings satisfaction is the well-researched topic. Student satisfaction has never been considered as important issue in the past. But now students are recognized as the customers of educational organizations and these organizations are paying much more attention to the satisfaction of their customers. In the last fifteen years number of students' enrollment in higher education institutes is increased tremendously. It is very important for the institute to satisfy their admitted students because the success and sustainability of institute highly depends upon the satisfaction of students.

Satisfaction actually covers issues of students perception and experiences during their academic years. Satisfaction is the persons' feelings of pleasure that is the result from comparing a product's outcome to their expectations. Over the last several years the environment of higher education institutions is changed. Students' satisfaction is the key to the success of educational institute. When we talk about the students' satisfaction with their institute it refers to the students expectations from their institute. The more the university facilitates students by providing facilities that make their experience conducive and help them in attainment of necessary skills and abilities more the students satisfied.

According to Bolton (1998), there is a relationship between customer's retention, intentions and satisfaction and a satisfied customer is financial asset for the company. The aim of educational institute is to satisfy their customer which is students. Elliott and Shin (2002. p: 198), define students satisfaction as; "the favorability of a students' subjective evaluation of the various outcomes and experiences associated with education, student satisfaction is being shaped continually by repeated experiences in campus life". Now the concern is not

only the higher education but also the higher education institutions. Purpose of higher institute is:

➢ Imparting of employment skills in students
➢ Providing opportunities for lifelong learning and training them for changing circumstances
➢ Promoting the general powers of mind in students
➢ Providing advancement in research
➢ Promotion of culture
➢ Sustainment of a learning society
➢ Inspiring and enabling individuals to develop their potentials and capabilities to the highest level.

Studies show that satisfied students are more committed with their institute and motivated towards continuing their studies. Satisfaction effect both students and the institution. Several theories are proposed to better understand the students' satisfaction. In 2002 Dollard, Cotton and de Jonge give a theory named "Happy-Productive" which suggests that students' satisfaction depends upon different psychosocial factors which includes coping, well-being and stress. Different evidence was provided in this theory that if psychological distress is high among students it results in lower satisfaction.

Another model given by Hatcher, Prus, Kryter and Fitzgerald in 1992 named "Investment-Model" explains the relationship between academic performance and students' satisfaction. When the reward of study increased on the same time student satisfaction is increased.

There are many factors affecting students satisfaction related to their educational institute which are following:

1. Social Connectedness: It is one of the most important factors of being connected with others in the institute which includes teachers, seniors, peers and other students. Students want to explore and enhance their social being.
2. Faculty Approachability: The relationship between students and faculty is very important for the success of student and the institute, and to facilitate this relationship approachability is very important. It involves accessibility and approachability of

3. faculty/teachers inside and outside of the institute for the student.

4. Learning Experiences: Providing meaningful learning experiences to students is the important mission of educational institutes. It helps to produce economically independent and civic responsible citizens. When meaningful learning experiences are absent then students become dissatisfied.

5. Student Support Services: Providing academic assistance at this level to students is very much helpful in increasing students' satisfaction. When the student gets admitted in any university or college he has many expectations with his institute to provide him services that will help to succeed.

6. Learning Environment: Satisfaction with learning environment of institute positively affect the learning of students. If the educational institute provide a healthy environment student will be more comfortable and satisfied.

7. Students' views and participation: Approach of students satisfaction emerges from the belief that students view's matter. At higher level education students should be recognized as a key stakeholder a freedom should be given to students for feedback because it is very important for the quality assurance.

8. Instructional Effectiveness: Effectiveness of instruction and teachers are very important in and out of the class for students' satisfaction.

The purpose of this study was to determine the students' satisfaction at higher level education institute. Educational institute is practice ground for students where the students learn and acquire necessary skills and abilities to cope in the future with different professional and personal situations.

Methodology

The study was a descriptive type of research and was based on survey technique. A quantitative approach was applied for the collection and interpretation of data.

 Statement of the problem

The present study aims at exploring the university students' satisfaction with educational services provided by the university.

Objectives of the study

1. Determining which aspects of the student educational experience are most closely related to satisfaction. (skill development , personal development, learning instruction)

2. To identify aspects of educational experiences at university related with the students satisfaction.

Research Questions

1. Is there a relationship between the educational experiences of students with their satisfaction?

2. Is the unavailability of campus facilities, professional teachers and staff are the causes of dissatisfaction among students?

3. What is the difference in the satisfaction level of the students from different socio-economic level?

4. Are female university students are more satisfied with campus facilities than male university students?

5. Are employed university students are more satisfied with campus facilities than unemployed students?

Population and sample size

Population of the study was consisted of the students of MA/MSC, M.Phil. and PHD. Simple Random sampling was used to draw representative sample from the population. Sample size was comprised of one hundred students.

Data Collection

This study is aimed only at one Public Sector University which is National University of Modern Languages Islamabad. Data was collected through the personal visits to the sample universities.

Results

In order to determine the reliability of the research questionnaire it was administered on 100 respondents, split half reliability was determined by dividing test into two halves each part contain 15 reliability of part one is .771 and the value of part 2 was .803.

Table 1. Reliability Statistics

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.771
		N of Items	15[a]
	Part 2	Value	.803
		N of Items	15[b]
	Total N of Items		30
Correlation Between Forms			.651
Spearman-Brown Coefficient	Equal Length		.789
	Unequal Length		.789
Guttmann Split-Half Coefficient			.788

Table 2. Age wise Difference of Students' Satisfaction with University

Age						
	22 – 26		27 – 31		32 – 36	
Variables	M	Std.dev	M	Std.dev	M	Std.dev
Resource Satisfaction	39.8	5.7	40.5	5.3	45.0	4.5
Skill Development	7.0	2.1	6.8	1.5	6.7	1.5
Educational Experiences	12.7	4.7	12.9	1.8	12.7	2.1
Personal Development	23.8	5.5	25.2	4.9	23.6	5.9
Total	83.3	18	85.4	13.5	88	14

Table 2 describes the differences of students' satisfaction scores on the variable age. From this table it can be seen that older students are more satisfied with the services provided by their universities than the younger students. Overall older students are more satisfied with the resource provided by their university (M=85, Younger, M=83.3).

Table 3. Gender wise Difference of Students' Satisfaction with University

Gender				
	Male		Female	
Variables	Mean	Std. deviation	Mean	Std. deviation
Resource Satisfaction	39.8	5.0	41.4	6.2
Skill Development	6.9	1.9	7.1	1.9
Educational Experiences	14.9	2.8	12.7	2.5
Personal Development	21.0	4.9	23.8	5.5
Total	82.6	14.6	85	16.1

Table 3 provided us the details of the gender wise difference between the satisfactions of students with the existing facilities provided by their university. Results showed that overall female students with the mean value of 85 were more satisfied with their universities as compared to the male students with the mean value 82.6. Female students were more satisfied with university resource whereas, male students were more satisfied with educational experiences of universities.

Table 4. Course -Wise Difference of Students' Satisfaction with University

Variables	Course					
	MA		MPhil		PHD	
	M	Std.dev	M	Std.dev	M	Std.dev
Resource Satisfaction	40.1	6.5	41.6	4.6	39.3	5.0
Skill Development	7.2	2.5	7.1	1.9	6.5	1.1
Educational Experiences	12.9	3.3	13.1	2.9	12.3	1.9
Personal Development	22.5	5.8	24.1	5.0	23.3	4.5
Total	82.7	18.1	85.9	14.4	81.4	12.5

Table 4 gave the information about the details of the course wise difference between the satisfactions of university students with the existing facilities provided by their university. Results showed that overall MPhil students were more satisfied with their universities than the students of PH.D and M.A level. As compare to M.A students, PH.D students were more satisfied with university resource whereas, male students were more satisfied with educational experiences of universities.

Table 5. Employment Wise Difference of Students' Satisfaction with University

Variables	Employed			
	Employed		Unemployed	
	M	Std.dev	M	Std.dev
Resource Satisfaction	40.4	5.0	47.7	4.9
Skill Development	6.8	1.6	9.5	2.8
Educational Experiences	12.8	2.4	14.7	4.4
Personal Development	23.5	5.2	26.5	6.3
Total	83.5	14.2	98.4	18.4

To find out the difference between employed and unemployed students satisfaction level mean and standard deviation was calculated. In Table 5 result showed that the mean level of unemployed students was higher than employed students. From this table it can be seen that unemployed students are more satisfied with the services provided by their universities than the employed ones. Employed students mean result was 83.5; on the other hand unemployed students mean result was 98.4.

Table 6. Mother profession wise difference of students' satisfaction with their university

Variables	Teacher		Non-Working		Doctor	
	M	Std.dev	M	Std.dev	M	Std.dev
Resource Satisfaction	43.0	7.2	35.5	.70	39.0	1.7
Skill Development	7.0	2.1	5.0	.00	6.3	.57
Educational Experiences	12.9	2.3	12.0	1.4	13.3	2.3
Personal Development	23.8	6.3	17.5	2.1	23.6	1.5
Total	86.7	17.9	69.5	4.2	82.2	6.07

Table 6 describes the differences of students' satisfaction scores on the variable mother profession. This variable is categorized into four categories: teacher, non-working and doctor. Mean level shows that those students are more satisfied with the services provided by their universities whose mothers are teachers with the mean result of 86.7 students those whose mother are not working they are least satisfied with their university (mean value of 69.5).

Table 7 provided the details of the department wise difference between the satisfactions of university student with the existing facilities provided by their university. Mean result of 97.6 showed that student of English department overall more satisfied as compare to the students of other departments.

The comparison of the income showed that students who belong to less monthly income with less monthly family income was least satisfied with overall campus facilities as compared to students with high monthly income the mean level of the income. Table also provides information that students' satisfaction gradually increase with gradual increase in family income.

Table 9 provided the details of the difference between the satisfactions of university student with the existing facilities provided by their university on the basis of difference of ethnic differences. Mean results showed that students with Balti students are more satisfied as compared to students having other ethnic and regional representations. Moreover, Hindko students are least satisfied with their campus facilities.

Table 10 showed the difference among the students according to their father profession about their satisfaction level with their universities. Children of contractors are more satisfied (92.5) as compared to the children of other professional groups. The lowest mean value of 75 showed that students with engineering as father profession were less satisfied with the university as compared to others students having different father professions.

Conclusion

This project was intended to assess the satisfaction of university students in regard to campus facilities, services, educational experience, personal development and skill development. Primary aim was to determine which aspects of the student educational experience, skill development, personal development, instruction are most closely related to satisfaction and to identify aspects of educational experiences at university related with the students' satisfaction.

Nine different demographic variables were used to measure students' satisfaction with their university which includes gender, age, course, department, employed, income, mother tongue, mother profession and father profession. With the exception of few variables, overall mean value of the variables reflected students' satisfaction. But some areas must need a keen attention of authorities. Overall result of mean analysis clearly reflects that students are largely satisfied with campus facilities, personal development, skill development and learning experiences.

Result showed that there a relationship between the educational experiences of students with their satisfaction, unavailability of campus facilities, professional teachers and staff are the causes of dissatisfaction among students but result showed that students was satisfied with the available campus facilities. Result revealed that there was not such difference between the satisfaction levels among the students of different socio economic background. Female university students are more satisfied with campus facilities than male university students. As compare to employed university students, unemployed university students were more satisfied with campus facilities.

Recommendations

1. University should provide opportunities of personal development to the students by providing them better opportunities of socialization by arranging different activities in the university to improve students' social life.

2. Students support services should be provided by university to help students to deal and cope with their daily life problems in the university such as problems related with the courses, instructional techniques and guidance and counseling.

Table 7. Department Wise Difference of Students' Satisfaction with University

	Department											
	Education		Mass-com		Economics		MBA		English		Arabic	
Variables	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev
Resource Satisfaction	42.4	6.3	42.8	3.9	37.3	2.8	36.3	5.8	45.2	7.1	40.0	1.4
Skill Development	7.6	2.0	7.6	2.5	6.7	1.0	5.8	2.1	9.2	2.3	7.5	1.0
Educational Experiences	13.4	3.2	13.0	2.2	12.3	2.9	11.3	2.7	16.2	3.1	12.7	4.5
Personal Development	25.4	5.6	22.3	5.1	22.1	3.7	20.0	5.3	27.0	6.6	23.2	2.8
Total	88.8	17.1	85.7	13.7	78.4	10.4	73.4	15.9	97.6	19.1	83.4	9.7

Table 8. Income -Wise Difference of Students' Satisfaction with University

	40000 – 60000		60000 - 80000		81000 – above	
Variables	M	Std.dev	M	Std.dev	M	Std.dev
Resource Satisfaction	38.5	4.1	41.1	4.9	41.5	7.2
Skill Development	6.6	1.1	6.8	1.8	7.4	1.8
Educational Experiences	13.0	2.7	11.6	1.3	14.5	1.8
Personal Development	23.4	4.4	23.4	5.8	25.0	6.6
Total	81.5	12.3	82.9	13.8	88.4	17.4

Table 9. Mother Tongue Wise difference of Students' Satisfaction with University

Mother tongue								
Urdu		Punjabi		Pashto		Sindhi		
Variables	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev
Resource Satisfaction	40.0	4.8	39.6	6.1	43.9	7.1	42.2	5.9
Skill Development	6.7	1.7	6.2	1.4	8.2	2.8	8.2	3.2
Educational Experiences	12.4	2.3	12.1	2.2	14.5	3.6	12.5	1.9
Personal Development	23.0	5.1	22.9	4.9	25.3	7.4	23.7	3.0
Total	82.1	13.9	80.8	14.6	91.9	20.9	86.6	14
Saraiki		Balti		Hindko		Khetarani		
Variables	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev
Resource Satisfaction	38.6	3.4	42.0	0	36.8	3.5	39.0	0
Skill Development	6.5	1.6	9.0	0	6.8	.8	8.0	0
Educational Experiences	12.7	3.0	16.0	0	11.4	1.8	16.0	0
Personal Development	20.6	2.8	27.0	0	21.6	3.4	21.0	0
Total	78.4	10.8	94	0	76.6	9.5	84	0

Table 10. Father Profession wise difference of students' satisfaction with their university

	Father Profession											
	Businessmen		Government job		Contractor		Account officer		Army		Doctor	
Variables	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev
Resource Satisfaction	38.9	6.7	40.8	6.3	42.0	9.8	38.2	3.1	40.3	4.5	44.6	9.0
Skill Development	6.8	2.1	6.9	1.9	8.0	1.4	7.0	1.2	6.3	1.6	8.0	2.6
Educational Experiences	12.7	2.9	11.8	3.2	13.5	3.5	11.2	1.0	13.8	2.4	13.6	2.0
Personal Development	22.9	5.7	22.0	4.5	29.5	2.1	26.4	3.5	21.1	5.8	26.3	6.1
Total	81.3	17.4	81.5	15.9	93	16.8	82.8	8.8	81.5	14.3	92.5	19.7
Teacher		Shopkeeper		Worker		Engineer		Agricultural		Politician		
Variables	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev	M	Std.dev
Resource Satisfaction	39.7	2.9	37.5	6.3	41.0	0	37.0	0	39.0	2.9	46.5	4.9
Skill Development	6.6	1.7	6.0	.0	6.0	0	6.0	0	6.8	1.5	9.5	4.9
Educational Experiences	12.7	2.1	13.5	2.1	12.0	0	12.0	0	13.7	3.0	11.0	.0
Personal Development	22.8	5.0	18.5	2.1	21.0	0	20.0	0	22.7	3.3	23.0	2.8
Total	81.8	11.7	75.5	10.5	80	0	75	0	82.2	10.7	90	12.6

3. University social environment can be improved by conducting different festivals, competitions and seminars so that students get opportunity to interact with each other and with teachers.

4. University may provide facilities of AV aids to teachers and students to make learning more long term, understandable and easy.

5. Male students are less satisfied with their campus facilities than the female students they may provide professional counseling and guidance and assign more challenging task so they get opportunity to display their hidden talent.

6. Students from low income families are less satisfied towards their campus facilities they may encourage by the university management through fee concessions or scholarships.

Applied Significance

Measurement of student satisfaction will helps the higher education institutes to help them to point out the strengths and weaknesses of those areas which cause dissatisfaction among the students and help them to improve those areas. It also helps to identify the different aspects of educational experiences that are related with the students' satisfaction.

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