

Student Satisfaction: Role of Students and Teachers

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Abstract

The objective of this study is to know the role of students and teachers in student satisfaction. Primary data is collected from 100 students from one Government College in Rajasthan to know their perception regarding teachers' role, their (students') role in service delivery process and their satisfaction. This study finding indicates that student role has more impact on student satisfaction than teacher role.

Keywords:

Teacher role, Student role, Satisfaction, College.

Introduction

Student satisfaction has become buzz word of academic institutes. Mushrooming educational institutes without quality are creating threat as it is a roadblock in achieving student satisfaction. Differentiation among products is easy because of tangibility but differentiation among services is difficult because of their unique characteristics; intangibly, perishability and heterogeneity and inseparability of production and consumption. When services are inseparable then presence of service provider and student is must during service delivery process. This service delivery process is one of the major factors of student satisfaction due to student's presence. Satisfaction is defined as the consumer's cognitive evaluation of and emotional reaction to his/her perception of whether the characteristic met or exceeded is to his/her expectations (Oliver, 1993).

Objective of this paper is to examine the strength of association between teacher and student role in service delivery & student satisfaction. Primary data is collected from 100 students from one Government College in Rajasthan to know their perception regarding teacher role and their (students') role in service delivery process.

Literature Review and Hypotheses

Perceived teacher role in service delivery and student satisfaction

The importance of the element of human interaction/intervention in the service delivery has been reiterated by various researchers (Schneider et al., 1994). According to Armando (2005), successful service providers are able to meet and, whenever possible, exceed consumers' needs and wants in delivering services, due to certain specific characteristics of services (eg intangibility, simultaneity, variability and perishability).

The human aspects are very important drivers of service performance in different service contexts (Dash et al., 2007; Lenka et al., 2009).

This study, therefore, proposes that the perceived teacher role in service delivery has a positive influence on student satisfaction.

H1-1: Perceived teacher role in service delivery has a positive impact on student satisfaction.

Perceived student role in service delivery and student satisfaction

Students and teachers both participate in service delivery. Their participation is unavoidable in service delivery. So, both are responsible for students' satisfaction. Customers can't be separated from the production process of service firms and can contribute to their own satisfaction. But, the level of participation may be different across different service firms (Hubbert, 1995).

It is found that customers are contributors to their own satisfaction by their participation in service delivery (Bitner et al., 1990; Schneider and Bowen 1995). This study, therefore, proposes that the perceived student role in service delivery has a positive influence on student satisfaction.

H1-2: Perceived student role in service delivery has a positive impact on student satisfaction.

Gap Areas

Based on literature review, the current study focuses to address following identified gaps:

Most of the studies have used service quality as antecedent of student satisfaction & ignored student role in explaining student satisfaction. To fill this gap, the present study focuses on the following objectives:

1. To examine the strength of association between teacher role in service delivery process & student satisfaction.
2. To examine the strength of association between student role in service delivery process & student satisfaction.

Methodology

A total of 100 students from a government college in Rajasthan were approached personally to fill questionnaires. Students were contacted through convenience sampling. These students were from humanity background.

Student Role

Four items depicting student role were developed for the study. Response categories were on a five-point Likert type scale varying from 'strongly disagree' (1) to 'strongly agree' (5). Items were:

I am always present in the class, I participate in class-discussion, I try to cooperate with my teachers, I fulfill my duties as student.

Teacher Role

Six items depicting teacher role were adapted from the scale of Sureshchandar et al. (2002). Response categories were on a five-point Likert type scale varying from 'strongly disagree' (1) to 'strongly agree' (5). Items were: Teachers are willing to help students; Teachers have knowledge to answer student's specific queries, Teachers deal with students' grievance effectively, Teachers give prompt reply to students' queries, Teachers provide services as per promised schedule and Teachers understand students' academic needs.

Student Satisfaction: Satisfaction was measured using a three item scale developed for this study. Response categories against each item were on a five-point Likert type scale varying from 'strongly disagree' (1) to 'strongly agree' (5). Items were: 'My decision to select this college is perfect'; 'I am having full support of faculty members'; and 'Services of this college are exactly same what I need'. Higher scores on these three items indicated greater student satisfaction.

Results

Factor Analysis Results

The data were subjected to factor analysis. The factor analysis was done using principal component with varimax rotation as they appeared to be interrelated with each other. The items with the highest loading were considered to be the representative of the respective scales. Factors of all the scales obtained from factor analysis were further subjected to statistical analysis to draw the inferences. The summary of factor analysis results for all the scales used in the research are given below.

Scale of student role

Factor analysis performed for four items scale of student role resulted in one factor. No item was dropped from the scale. Scale had Eigen value of 2.75, and explained a variance of 78.11 per cent. A summary of factor analysis result is presented below.

Table 1: A summary of factor analysis for student role scale

Factor1	
Student Role	
Variable	Loading
1	0.81
2	0.82
3	0.9
4	0.72
Eigen value	2.75
Percent of Variance	78.11
Total variance explained	78.11

Scale of Teacher Role

Factor analysis performed for six items scale of teacher role

resulted in one factor. No item was dropped from the scale. Scale had Eigen value of 4.02, and explained a variance of 69.11 per cent. A summary of factor analysis result is presented below.

Table 2: A summary of factor analysis for teacher role scale

Factor1	
Teacher Role	
Variable	Loading
1	0.90
2	0.85
3	0.72
4	0.75
5	0.81
6	0.91
Eigen value	4.02
Percent of Variance	69.11
Total variance explained	69.11

Scale of Student Satisfaction

Factor analysis performed for three items scale of student satisfaction resulted in one factor. It confirmed the original scale.

No item was dropped from the scale. Scale had Eigen value of 1.79, and explained a variance of 68.11 per cent. A summary of factor analysis result is presented below.

Table 3: A summary of factor analysis for student satisfaction scale

Factor1	
Student satisfaction	
Variable	Loading
1	0.88
2	0.71
3	0.72
Eigen value	1.79
Percent of Variance	68.11
Total variance explained	68.11

order to examine the strength of association between predictor and criterion variables, multiple regression analysis (MRA) was performed.

To identify whether student role and teacher role has influence on satisfaction, regression analysis was used. R2 indicates that 38% change in student satisfaction is due to student role and teacher role (Table 4). The relative importance of variables in predicting student satisfaction can be determined by comparing standardized

regression coefficients (Beta co-efficient). Values of Beta are .31 and .29 respectively for student role and teacher role (Table 4). It indicates that student role has more impact on student satisfaction than teacher role. T statistics help to determine which variables in the model are good explanatory variables of the dependent variable. Table 4 Indicates that all variables in the model are explanatory variables of the dependent variable. F-test helps in testing the model. F statistics value is significant at 1% significant level (Table 4). Therefore, model can be said good overall.

Table 4 : Summary of multiple regression analysis results considering student role and teacher role as independent variable and student satisfaction as dependent variable

	Unstandardized Coefficients		Standardized Coefficients	t-value	Significance
	B	Std. Error	Beta		
(Constant)	1.1	.023		1.9	.000
Student Role	.275	.028	.312	4.1	.000
Teacher Role	.266	.029	.299	3.7	.000
R	.62				
R ²	.38				
Adjusted R ²	.61				
F	15.54				.000

Notes: *p<.01

Dependent Variable: Satisfaction

Conclusion

Findings revealed that student role and teacher role help in increasing student satisfaction. These results confirmed past research results. Past studies in other sectors have explained that human aspect is very important driver of service performance (Lenka et al., 2009; Dash et al., 2007; Hartline et al., 2000). A study revealed that customers are contributors to their own satisfaction by their participation in service delivery (Bitner et al., 1990). Earlier researches are not conducted to find that whether student role has more impact on student satisfaction or teacher role has more impact on student satisfaction. This study finding indicates that student role has more impact on student satisfaction than teacher role. Some students simply enjoy participating in service delivery, in addition to contributing to their own satisfaction. In this study it is found that student role has more impact on student satisfaction than teacher role. This study is restricted to Rajasthan only and sample size is also small. Therefore, caution should be made while generalizing results. It will be advisable to increase sample size to have a better insight. In this study, demographic variables are considered as constant. In future researches impact of demographic variables should also be considered. For example, male students behavior may vary from female students behavior.

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