"A study of relation between student's satisfaction and its impact on admissions in business Schools"

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Abstract : The admission process followed in business schools has a strong relationship with the satisfaction level of the students .The students select the college for their better future only on the basis of certain important aspects like alumnus feedback, placements and Faculties .It is always observed that during the selection procedure of any college the students undergo a research kind of activity and then only take admission some take admission but later when they find the college not as per their expectation level ,they tend to become dissatisfied which may lead to negative publicity and can have a negative impact on the admission process. Few students also take break or gap of one year to select and get a admitted to the college of their choice and interest. When huge funds also are unable to match the expectations of wide expansion programmes. This paper provides a platform to understand and learn the different selection criteria's and policies adopted by the students.

Keywords: Satisfaction, Alumnus, Selection, Policies, Admission, Faculties .

Introduction: A right selection of college by the students and the right students by the institute ,both plays a vital role in admission process. It creates a direct impact on the image of the institute .The effective student selection provides a better quality and internal efficiency of the programmes being offered by the institutes .

As per world bank report ,

To educate their students effectively ,institutes should be able to enrol only as much as students as they can teach, groom, and to accept only students who possess the knowledge and ability to fully benefit from their studies .selectivity should help ensure that enrolment growth is related to instructional capacity and ,if selection criteria have good predictive validity ,that opportunities for further study will be allocated to those who are most likely to benefit academically .Students perform best when they follow courses of study that match their abilities and interest (higher education: issues and options for reform 1993,p.32).Many Colleges and their administrators use satisfaction surveys to measure student perceptions of the campus experience in order to identify those areas where the institution is performing well. The colleges also use survey findings to target areas for any kind of improvements required or to identify a need for new programs. Strengthening academic and co-curricular programs forms the basis for high-achieving institutions. The research done by Bryant indicates that dissatisfied students often become drop-outs (Bryant, 2006). Few leave the college in between, that lowers down the enrolment rate, also impact the institutional reputation. The best way to retain and attract good students is to effectively market the institution, ensuring an optimal student/college "fit" (Schertzer &

Schertzer, 2004). When there is a mismatch, it leads to dissatisfaction. Colleges with higher satisfaction levels enjoy higher retention and graduation rates, lower loan default rates and increased alumni interactions (Miller, 2003). Now the colleges have started investing huge capital in infrastructure and facilities, events and new opportunities in their total tenure of learning and memorable experiences. The bond and a kind of relationship between retention, student satisfaction, and institutional goals is a strong one (Schertzer & Schertzer, 2004). Institutions can utilise the data for decision making that develop an in-depth understanding of students as critical consumers and meet their needs more effectively.

Literature review: Kotler et al. (2009, p.120) define satisfaction as 'a person's feeling of pleasure that result from comparing a product's perceived performance (or outcome) to their expectation'. It means if the performance matches the expectation, the customer will be satisfied. In the context of higher education, the matter of satisfaction is what students expect from their educational institution, in fact, everything that makes them eligible to become productive and successful person in their practical lives. Reid (2008) has identified few basic characteristics that employers normally seek from university graduate. These include knowledge, intellectual abilities, ability to work in modern organizations, interpersonal skills, and communication skills (Reid, 2008). In addition, there are other hidden or invisible characteristics required by the market and that include: willingness to learn, be participative and positive to work in teams, problem solving skills, analytical abilities, leadership qualities, adaptability, flexibility, positive attitude, interest in arranging events , ability to summarize key issues, and at last ,loyalty towards team/organizational member. The parents too expect the same from the universities when they decide to send their children for higher education. However, among the earlier researchers, Cameron and Ettington (1988) and Hartnett and Centra (1977) measured the impact of departmental culture and climate on student's learning and satisfaction . Researchers have also measured student's satisfaction in context of many tangible and intangible elements and characteristics. For example, Feldman and Newcomb (1969) and Pascarella and Terenzini (1991) have explored relationship between student learning experiences and satisfaction. Pike (1994) and Pace (1979) have suggested alumni satisfaction as an excellent tool for assessing the effects of educational institution on students. Based on the studies of Pascarella and Terenzini (1991) and Umbach and Porter (2002), intellectual and personal developments are two main satisfaction outcomes of any educational institutions. Moreover, they found variables like faculty interactions with students, research emphasis, and proportion of female students had significant impact on student satisfaction. Ewell (1989) has observed negative correlation between institutional culture and its impact on student performance. However, Centra and Rock (1983) and Lavin (1965) observed significant relationship between grades and student satisfaction. On the other hand, limited attempts have been made to measure impact of gender, ethnicity, race, religion, and migrations from one educational institution to another, on student satisfaction. Numerous studies have addressed the issue of service quality and student satisfaction. For example, Fitri et al. (2008) have observed service quality dimension i.e. tangibility, responsiveness, reliability, assurance, and empathy as positive contributors towards student satisfaction. Faculty continues to be the most significant influence on student experience and satisfaction in universities. Many colleges take students feedback and make them feel important and a part of the institute. In this regard, universities have adopted student evaluation of teaching effectiveness to enhance student satisfaction.

Methodology: The paper is to understand the role and relationship between student's satisfaction and its impact on admissions. The method of research is totally descriptive in nature and is based on secondary data collected from numerous sources like internet, college magazines references ,students feedbacks and textbooks.

Departments where faculties are effective in building relation and maintaining open communications are more likely to engage their students in college events. In smaller departments, students feel isolated because of the low quality and less frequency of their interactions with faculties. Many focus group discussions revealed that students made a distinction between social life (programming constructed for them by the college) and personal life (self-directed, private activities).

Purpose of the Study:

The purpose of this study is to identify the factors that contribute to college student satisfaction and its relation with the admission process.

- to explain and understand the reasons behind students leaving college in between and to develop intentional development programs for them.
- to understand the relationship between student's admission process with the students satisfaction level.
- to understand institutional strengths and weaknesses, in order to support recruitment, branding, and marketing programs.

Theoretical and Supportive Background: There are many researches, focusing on college student satisfaction highlights those factors contributing to overall student satisfaction, and the connection between retention and a student's social/academic integration. It has been found that a student's positive perceptions of academic programs ,events and personal affiliations with faculty, staff, and students contribute to a feeling of "student-centeredness" (Elliott, 2003). This phenomenon makes students feel connected to and welcomed by their institution, making them more likely to stay in school and feel satisfied with their overall experience.They ultimately determined that the quality of classroom interactions, the way of the curriculum conduction ,positive feelings about their faculties and staff , connections to nonteaching and the sense of involvement in college level events develops belongingness. Borden (1995), who studied the relationship between student satisfaction and persistence, found that high levels of satisfaction in the first year indicated that students would likely persist 4 to degree completion. Part of the satisfaction of students is deeply related to his or her relations with the mentor. Students should feel like talking to the faculties and a faculty should also try to be a role model to the students. Students who were able to make the positive connection with their curriculum and the course of learning , short term and long term goals in life are found to be more assertive and promote the brand to others . The faculties act as a role model, mentor and a bridge between the college and the students. they can build the reputation and can also ruin it. A single satisfied faculty can address the students and motivate them to achieving more and be positive about

the institute. In turn if a faculty himself is not satisfied enough, how we can expect him or her to motivate the others. they help the students to adjust with the environment.

Factors responsible for positive attitude building among students:

- **Course of learning**: The extent to which student have learnt, gained educational experiences, and are able to match their expectations.

- **Overall Development of personality**: The problem-solving skills, analytical and thinking patterns shapes the personality of the students .

- **Mentorship Program**: The number of times a students meets and discuss his or er problems ,shares his gain in knowledge and seek advises ,leads to a great bond between a faculty and a student that develops a trust and positive side towards institute where faculties acting as an advisors/mentors.

- **Social Existence:** The number of events and competitions in colleges develop the social interactions and connections among the students and with the staff members The relationship with teaching and nonteaching staff members is a long term relation that cannot be forgotten by any students in his or her whole lifespan.

Suggestions:

1. The students are the pillars of any college or university. They can give you business and they can ruin the set   business.

2. The students should also be given chance to promote their college by taking part in different inter college competitions and counselling sessions during admission process.

3. The unity and loyalty of the students should be checked at all the stages or phases of their course time.

4. The representative of the student side (GS), should be involved in college event meetings ,Academic Calender preparations , exam conductions, and even organising visits to the industry and given the chance to prove their point of view.

5. The staff should be kept satisfied and positive. Their satisfactions will automatically lead to students satisfaction.

6. Competitions and reward programmes should be kept on frequent basis .

7. The students should always feel happy in the college environment and they should be provided with a cheerful atmosphere by the management too.

8. The students can assist their teachers and continuously have mentoring sessions.

9. The Faculties must feel like giving best to their students and support them in every manner they can.

10. The management, Faculties and students should work together towards one goal and that is achieving excellence in education and to become a responsible citizen of India.

Conclusion: The quality of instruction proved to be an essential factor in student satisfaction. Students are satisfied with the quality of academic instruction and challenges of the curriculum. They need innovative ideas and techniques to learn and update themselves in this competitive era. A single satisfied student creates a

positive atmosphere that appeals others to take admission. They can convince much better during the counselling sessions.

Competitive environment for learning is always welcome by the students. Students will also strongly agree that they have developed critical thinking and problem-solving skills during their tenure at the college life only.

Interactions with faculties, especially as part of the mentorship program proved to be a boon for the students. Student ratings and feedbacks regarding access, instructions, participation and leadership skills of the faculties has also improved a lot. The overall development and social connections are always on the priority list among the students. They feel belonged and caring if they are treated as a part and parcel of the community. The more they feel they belonged, the more likely they will feel satisfied and contended in their college life.

Based on above stated observations and learning, it can be concluded that majority of the students studying in Indian universities are satisfied with current offerings. Teaching facilities including teaching methods & techniques need to be improvise a little and they also need administrative support somewhere. This cannot be denied on the other hand that the universities are providing   remarkable resources (in term of infrastructure) like unlimited access of digital libraries, high speed internet and incredible range of local and international scholarships programs for the students. This research should be considered as a first step to know the level of satisfaction of university students in India. The results of this study can be generalized, if the scope of research extends to more universities & disciplines. The satisfied students create positive impact and vice versa.

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