AN EMPIRICAL STUDY ON COMPARATIVE ANALYSIS OF STUDENT SATISFACTION OF PUBLIC AND PRIVATE UNIVERSITIES IN GUJARAT

Janak.J.Kavaiya
Phd scholar
Department of statistics
Gujarat University
Ahemadabad

Dr . A.J. Patel,
Associate Professor,
R.H.Patel Arts & commerce collage,
Nava Wadaj,
Ahemadabad-380013

ABSTRACT: The study tried to identify factors which make significant impact on the students satisfaction of public and private university of Gujarat.The outcomes demonstrated that student satisfaction related to faculty is highest and lowest for extra curriculum related activities. Student satisfaction varies with the gender of students and the university type also. Female students are more satisfied compare to male students and students of public university are more satisfied than students of private university.
The Interactive effect of Gender and University type has significant impact on extra curriculum factor which indicate that differences in the satisfaction level of male in private and public university compare to female are significantly high. Where, in other all factors differences are not statistically significant.

INTRODUCTION

Education is widely recognized as the foundation of a progressive society. The recent trends in globalization underscore the importance of 'market ready' trained human resources. This trait of being 'market ready' is not attainable without quality education. Education is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth. It plays an important role in the development of any country, in the economy better of that country, upgrading the standards of living of people, etc. Every country tries to develop such institutions which produce high quality professionals in every field. Gujarat is also developing and also trying to develop its people with respect to their standard of living by delivering more and more education by setting up educational institutions especially higher education institutions are focused. The number of institutions delivering higher education in Gujarat has increased in the last few years, as well as the enrollment in these institutions has increased very much.

Table 1 Number of Universities during last 7 years	
Year	**No, of Universities in Gujarat**
2010-2011	36
2011-2012	38
2012-2013	41
2013-2014	44
2014-2015	49
2015-2016	57
2016-2017	62

(All India Survey on Higher Education, 2016-2017)[1]

With the increasing number of university, the number of enrollments in such universities are also increasing . As per All India survey on Higher Education 2016-2017, the total number of students that got enrolled in higher education was 1134089 which consist of both who enrolled in private and government universities.

Table 2 Enrolment in Private and Government Colleges in Gujarat state	
College Type	**No. of enrolment**
Private Un-Aided	469526
Private Aided	464828
Total Private	934354
Government	199735
Total	1134089

(All India Survey on Higher Education, 2016-2017)[2]

Though the number of enrollments in universities is increasing, it cannot be said that the quality education is which aims at skill development will be achieved. The kind of skills which are needed to survive in the current market can be achieved through student involvement in curriculum and co-curriculum activities and the same can be observed with the help of student satisfaction survey.Students' satisfaction

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[1] (2016-2017). *All India Survey on Higher Education.* New Delhi: Government of India

[2] (2016-2017). All India Survey on Higher Education. New Delhi: Government of India

surveys are important in ascertaining whether colleges and universities are fulfilling their mission. It is well known that the most important product of educational institutions qualifies graduates.

In order to best prepare students so that they are sought after by employers upon graduation, an effective curriculum is needed. Students must understand the value of their education and be satisfied with their overall experience in order to promote and support their higher educational institution as a student and as an alumnus. Certain parameters such pedagogy of teaching, curriculum activities, resources and aids available for students, extracurricular activities. Etc. The initiatives of government plays a vital role in engaging students to optimazically satisfy them. One of major initiative by Gujarat Government is Saptdhara activies. Under the auspices of Mission for Excellence, the colleges and universities across Gujarat will have to focus various areas of education, art and knowledge for the manifold progress of the youth. These areas of focus are known as Band/Cluster/Spectrum/Continuum/Symphony of Activities(Dharas)[3]

LITERATURE REVIEW

Student satisfaction is the subjective perceptions, on students' part, of how well a learning environment supports academic success. Strong student satisfaction implies that appropriately challenging instructional methods are serving to trigger students' thinking and learning. Important elements in student satisfaction are likely to concern the role of the instructor and of the students; these elements may be central to student learning. The present study explored some of these elements, in an effort to begin identifying the ones most helpful for ensuring students' academic success (Winberg and Hedman, 2008).[4]In academic settings, satisfaction has been defined as the extent to which students are satisfied with a number of college-related issues such as advising, quality of instruction, course availability, and class size.Satisfaction is a relevant measure because many studies have demonstrated that other factors being equal, satisfied individuals are likely to be willing to exert more effort than unsatisfied individuals (Bryant, 2006[5]; Özgüngör, 2010[6]). Interest in factors affecting satisfaction has increased in both academic and non-academic settings. This is mainly due to the fact that satisfaction (motivation) affects both individual and organizational performance (Cranny et al., 1992[7]; Decenzo & Robbins, 2010[8]).

Mahle (2011)[9] suggest that the relationship between interactivity and student satisfaction may be dependent. Satisfaction occurs when perceived performance meets or exceeds the students' expectations and it is considered a short-term attitude about education service. Most higher education satisfaction studies focus on the delivery and operational aspects of the student educational experience. Student feedback can influence how a course is delivered and areas in which it might improve. According to Hill et al. (2003)[10], the factor that influenced students' perceptions is the teacher's quality and the quality of the student support. Most students believe that they receive high quality teaching from staff with high levels of expertise in their academic courses. We need to accept that teaching is no longer the poor brother of research. Universities must encourage good teaching and assessment. This study seeks to determine which areas (Professor, curriculum, university, rescuers, and extracurricular activities, saptadhara activities.)Students have high expectations, and whether or not they are being met. There fare, the analysis at the results have developed recommendations for universities so that they can continue to provide high quality educational resources or to begin providing such services if they are not doing so already.

RESEARCH METHODOLOGY

Single cross sectional descriptive research design was used for the study. Total 500 samples, 250 students from government university viz. Gujarat University, Saurastra University, Bhavnagar University, Hemchandracharya North Gujarat University and Sardar Patel University were selected and 250 students from private university viz. Rai University, C. U. Shah University, Kadi University, Ganpat University and Ahmedabad University were selected as sample size. The questions were developed using Noel-Levitz student satisfaction index (SSI) modified version was used for the primary data collection. Questionnaire has six factors which measure satisfaction on various parameters through 28 items on five point Likert scale.The research was conducted using non probabilistic quota sampling method.

DATA ANALYSIS

Student level of satisfaction for all six parameters are shown in figure 1 which indicate that student satisfaction related to faculty is highest, followed by Curriculum related satisfaction, Institution related satisfaction, resources related satisfaction, spatdhara related satisfaction and extra curriculum related satisfaction.

[3] Saptadhara - KCG - Knowledge Consortium Of Gujarat N.d. https://kcg.gujarat.gov.in/initiatives_saptadhara.php, accessed April 11, 2018

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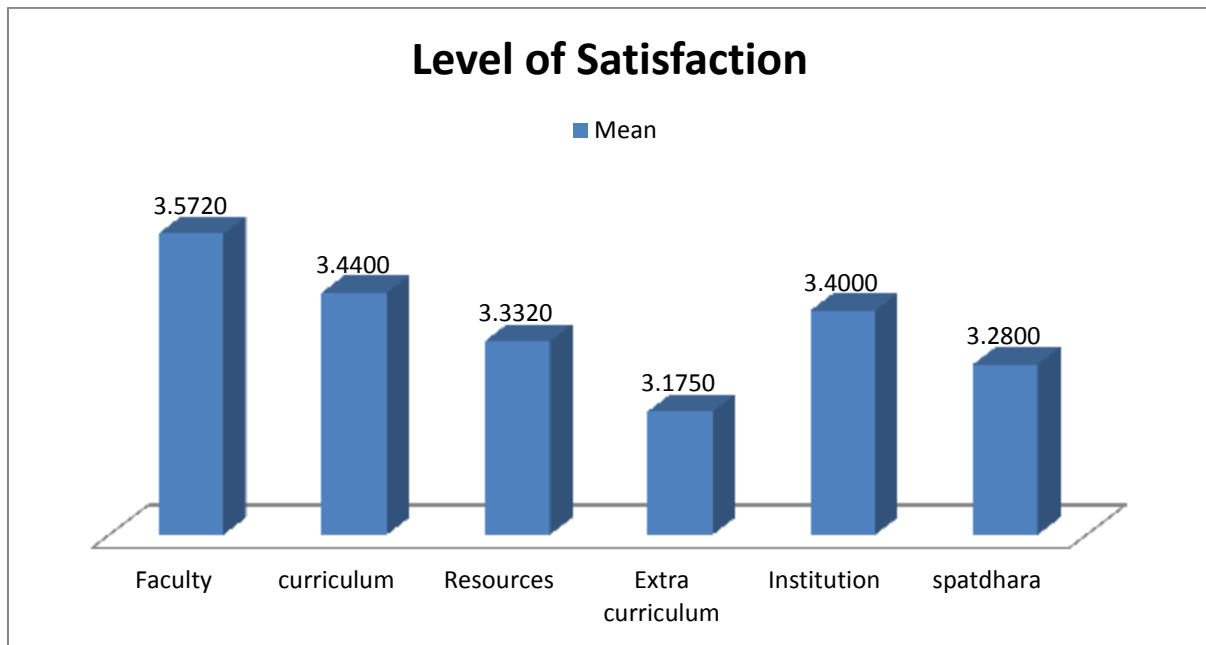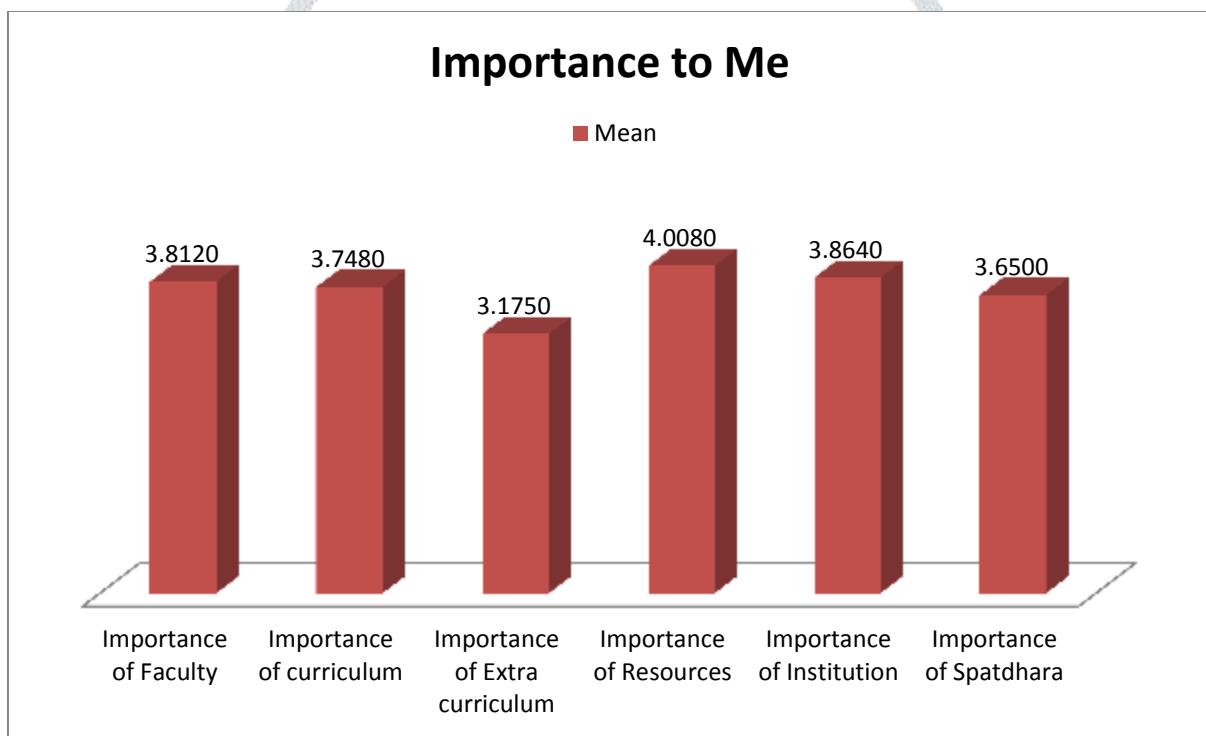
Figure 1 Level of Satisfaction

Figure 2 Importance to Me

Todays Inovation worlds students have many perceptions related to college and university. They possess many expectations and if it fulfill then they feel delighted with their academic life. Many things are important to them which are shown in figure 2, for academic satisfaction it must be fulfilled. Figure 2 indicate that Campus resources and Institution are two most important factors to them followed by faculty, curriculum, spatdhara and extra curriculum activities.

Table 3 Descriptive Statistics

	Government	Private
	Mean	Mean
Faculty Gap	.3520	.1280
Curriculum Gap	-.0320	.6480
Resources Gap	.4140	.1160
Extra curriculum Gap	.6960	.6560
Institution Gap	.2960	.6320

Spatdhara Gap	-.1200	.8600
Overall Satisfaction	3.7200	2.9200
Level of expectation met	4.0800	3.6000

Table 3 shows the result of gap between importance and level of satisfaction, Overall satisfaction and level of expectation met. Saptdhara and curriculam shows the negative gap which indicate that overall students satisfied more than their expectation regarding curriculum and spatdhara. Majority gaps are in extra curriculum activities and resource factors. Students are not as much satisfied as expected. Overall, students feel that their expectation met and because of that they are satisfied.

Student satisfaction measured through six factors namely Faculty, Curriculum, resources, extra curriculum, institution and spatdhara which are measured on a five point scale. Student satisfaction treated as the dependent variable and University type and gender, which were categorical variable, were inserted as independent variables in the TWO WAY MANOVA test.

Table 4 Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Gender	Pillai's Trace	.210	21.706[b]	6.000	491.000	.000
	Wilks' Lambda	.790	21.706[b]	6.000	491.000	.000
	Hotelling's Trace	.265	21.706[b]	6.000	491.000	.000
	Roy's Largest Root	.265	21.706[b]	6.000	491.000	.000
University type	Pillai's Trace	.534	93.629[b]	6.000	491.000	.000
	Wilks' Lambda	.466	93.629[b]	6.000	491.000	.000
	Hotelling's Trace	1.144	93.629[b]	6.000	491.000	.000
	Roy's Largest Root	1.144	93.629[b]	6.000	491.000	.000
Gender * University type	Pillai's Trace	.080	7.148[b]	6.000	491.000	.000
	Wilks' Lambda	.920	7.148[b]	6.000	491.000	.000
	Hotelling's Trace	.087	7.148[b]	6.000	491.000	.000
	Roy's Largest Root	.087	7.148[b]	6.000	491.000	.000
a. Design: Intercept + Gender + University_type + Gender * University_type						
b. Exact statistic						
c. Computed using alpha = .05						

P value for four multivariate tests shown in the above table is less than 0.05 for Gender, University type and Gender * University type with the F value of 21.706, 93.629 and 7.148 respectively. Here the result of the test reject the null hypothesis and conclude that there is significant difference among gender, University type and Gender * University type categories and student satisfaction factors.

Table 5 Tests of Between-Subjects Effects

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	Faculty	4.786	1	4.786	36.220	.000
	curriculum	8.877	1	8.877	29.329	.000
	Resources	19.130	1	19.130	46.183	.000
	extra_curr	16.273	1	16.273	15.054	.000
	Institution	6.246	1	6.246	18.830	.000
	Spatdhara	24.407	1	24.407	29.896	.000
University type	Faculty	19.889	1	19.889	150.529	.000
	curriculum	104.557	1	104.557	345.444	.000
	Resources	17.249	1	17.249	41.643	.000
	extra_curr	55.652	1	55.652	51.482	.000

	Institution	91.319	1	91.319	275.290	.000
	Spatdhara	216.281	1	216.281	264.920	.000
Gender * University type	Faculty	.097	1	.097	.735	.392
	curriculum	.491	1	.491	1.622	.203
	Resources	1.298	1	1.298	3.134	.077
	extra_curr	17.790	1	17.790	16.457	.000
	Institution	.654	1	.654	1.971	.161
	Spatdhara	.328	1	.328	.402	.526

Tests of Between-Subjects Effects between Gender, University type and Gender * University type show the result of the individual ANOVA for the six factors of student satisfaction. P values of all factors and gender is 0.000 which is less than the significant value (0.005) so it can be concluded that student satisfaction varies with the gender of students. . P values of all factors and University type is 0.000 which is less than the significant value (0.005) so it can be concluded that student satisfaction varies with the university type also. The Interactive effect of Gender and University type has significant impact on extra curriculum factor as the p value for this factor is less than 0.05. Other factors have p value greater than 0.05 so these factors have no significant interactive effect of gender and University type.

Table 6 shows the gender wise as well as university type wise mean score for all the six factors. Table 6 indicates that there was significant difference in mean score of all factors of male and female. Female have higher mean compare to man regarding all six factors which indicate that female students are more satisfied then male students. Table 6 also indicate the mean score of private and public university students regarding all the six student satisfaction factors. It also reported significant difference in the mean score of public and private university students' satisfaction. Public university students are more satisfied compare to the private university students.

Table 6 Descriptive Statistics							
		Type of University					
		Government		Private		Total	
		Gender		Gender		Gender	
		Male	Female	Male	Female	Male	Female
Faculty	Mean	3.6727	3.8429	3.2400	3.4667	3.4667	3.6483
	Std. Deviation	.41329	.29557	.42923	.33311	.47253	.36700
Curriculum	Mean	4.0909	3.7571	3.1000	2.8933	3.6190	3.3103
	Std. Deviation	.32469	.37304	.63086	.73225	.69971	.72825
Resources	Mean	3.8000	3.3000	3.3200	3.0267	3.5714	3.1586
	Std. Deviation	.29677	.79114	.77954	.57167	.62572	.69875
Extra Curriculum	Mean	3.9091	3.1607	2.8500	2.8667	3.4048	3.0086
	Std. Deviation	.39014	1.12047	1.40885	.99860	1.14048	1.06754
Institution	Mean	4.0000	3.7000	3.0600	2.9067	3.5524	3.2897
	Std. Deviation	.17134	.41379	.70238	.77153	.68589	.73956
Spatdhara	Mean	4.1818	3.7857	2.9000	2.4000	3.5714	3.0690
	Std. Deviation	.38746	.55988	1.04929	1.25853	1.00579	1.20354

Interactive of gender and university type on the all the six satisfaction parameters are shown in the below figures. Figures indicate that there is no significant interactive effect of gender and university type on students' satisfaction factors except extra curriculum activities. Extra-curricular indicate that difference in the satisfaction level of male in private and public university compare to female are significantly high. Where, in other all factors difference are not statistically significant.
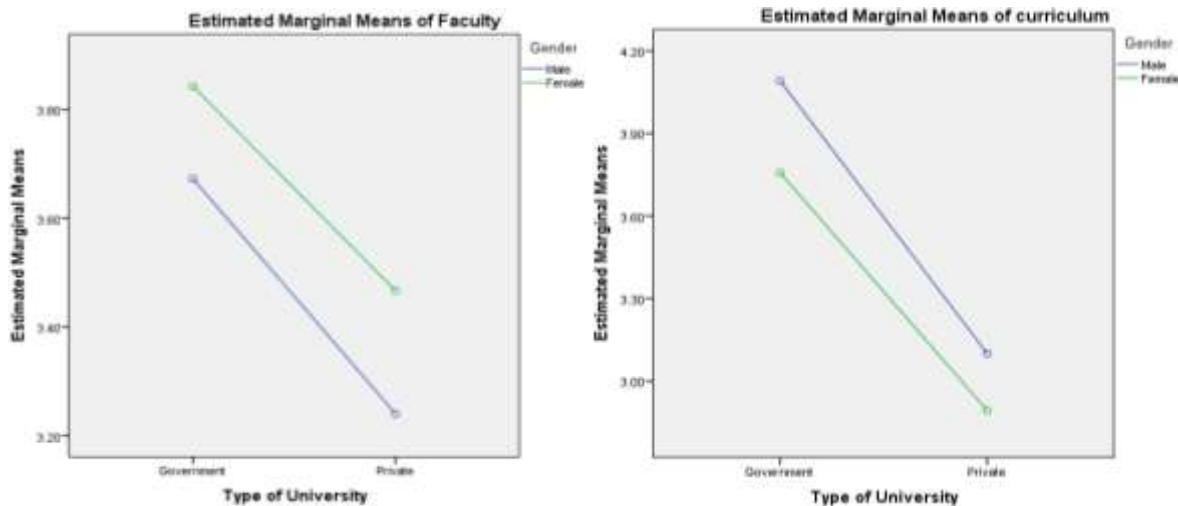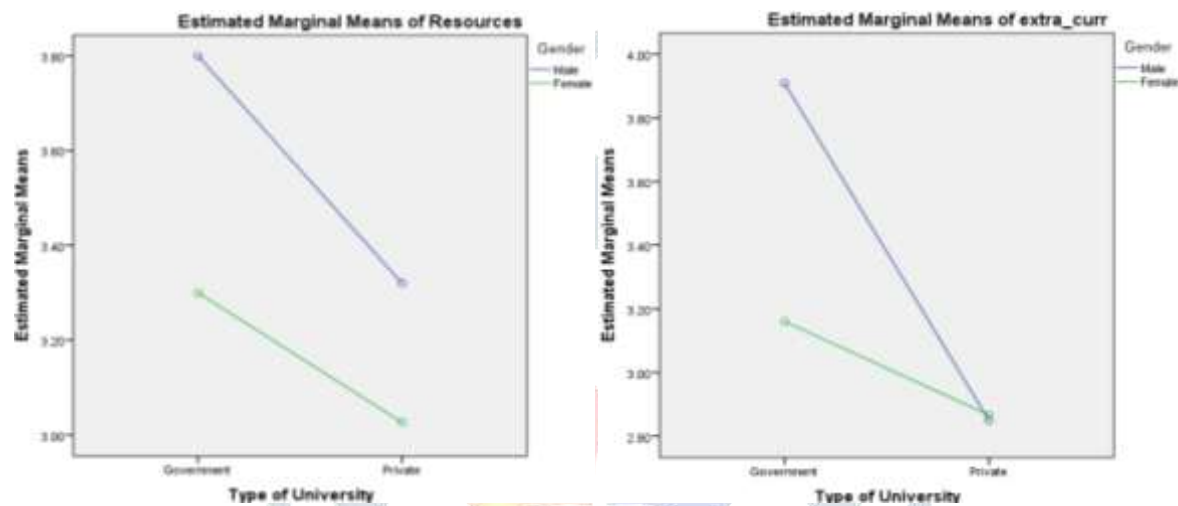
Figure 3　　　　**Faculty**　　　　　　　　　　　　　　　　　　　**Curriculum**

Figure 4　　　　**Resource**　　　　　　　　　　　　　　　　　　**Extra Curriculum**

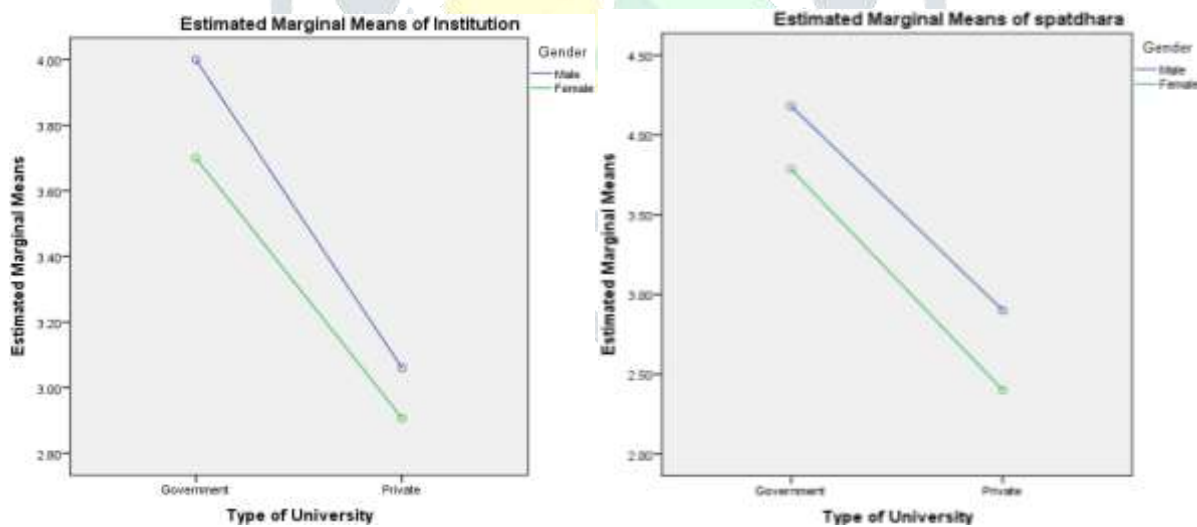**Figure 5**　　　　**Institution**　　　　　　　　　　　　　　　　　　**Spatdhara**

CONCLUSION

This paper concludes that student satisfaction related to faculty is highest and lowest for extra curriculum related activities. Campus resources and Institution are two most important factors to students followed by faculty, curriculum, spatdhara and extra curriculum activities. Over all students satisfied more than their expectation regarding curriculum and spatdhara. Majority gaps are in extra curriculum activities and resource factors.

This paper also concludes that student satisfaction varies with the gender of students and the university type also. Female students are more satisfied compare to male students and students of public university are more satisfied than students of private university. The Interactive effect of Gender and University type has significant impact on extra curriculum factor which indicate that differences in the satisfaction level of male in private and public university compare to female are significantly high. Where, in other all factors differences are not statistically significant.

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Name of University :_____　　　Public University_____ Private University_____

Gender : Male _____ Female_____

Importance to Me						Level of Satisfaction				
Not Important	Slightly Important	Moderately Important	Important	Very Important		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
					Professors care about me as an individual					
					Professors are fair and unbiased of an individual in their treatment					
					Professors provide timely feedback about student progress in a course					
					Professors are usually available after class and during office hours.					
					Professors understand of student unique life circumstances.					
					The content of the courses with in my major is valuable.					
					I am able to experience in intellectual growth here.					
					The assessment and course placement procedures are reasonable.					
					There is a good variety of courses provided on this campus					
					cost as factor in decision to admission/enroll					
					The campus staffs are caring and helpful.					
					Computer labs are adequate and accessible.					
					Library resources and services are adequate.					
					Campus is Technologically well equipped					
					On the whole the campus is well maintained.					
					There are a sufficient number of weekend activities for student					
					Male and females have equal opportunities to participate in inter collegiate activities					
					I can easily get involved in campus organizations					
					To what extent my social needs and nurtured at campus					
					Conduction of job placement activities at Institute					
					Organization of National and International conference at Institute					
					Provides good amount of research insights					
					Institute has transparent management					
					Institute possesses Government accreditation program					
					Saptadhara activities provide opportunity to utilize skill and talents					
					Saptadhara activities provide a good learning platform to students					
					saptadhara activities narrow downs gap between academic and industry					
					Saptadhara is good initiative for overall skill development of students					
Over all I am satisfied with my institution and university.										
Over all I feel that my institute and University met with my expectation.										