



A STUDY ON STUDENTS AWARENESS AND LEVEL OF SATISFACTION TOWARDS CLUBS AND FORUMS OF VARIOUS COLLEGES

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ABSTRACT:

This study explores the awareness levels and satisfaction of students towards the clubs and forums offered by various colleges. With a focus on understanding the engagement patterns, the research examines the extent to which students are aware of these extracurricular opportunities and their satisfaction levels with the activities provided. The study employs a mixed-methods approach, combining surveys and interviews to gather data from college students across different institutions. Results indicate varying levels of awareness and satisfaction among students, influenced by factors such as promotion strategies, diversity of offerings, and perceived value of participation. Findings from this research can inform colleges in enhancing their club and forum offerings to better meet the needs and preferences of their student body, ultimately fostering a more vibrant and engaged.

Keywords: Student engagement, Extracurricular activities, College clubs, Student forums, Awareness levels, Satisfaction levels, Campus involvement, Student organizations, College life, Student experiences.

INTRODUCTION

In the lively landscape of college experiences, “Students are naturally attracted to the diverse array of clubs and forums, forming dynamic hubs that foster engagement and learning throughout the campus.”

College clubs and forums are like lively meeting places for students, attracting a diverse crowd from various parts of campus. These vibrant hubs offer a mix of activities, from exploring interesting topics to having lively discussions. Students find these spaces not only useful but also captivating, as they provide a unique blend of learning and social interaction. Beyond academic benefits, the clubs contribute to the lively atmosphere of college life, making education not just about books but a dynamic and engaging experience for everyone. Essentially, these hubs become the center of campus life, pulsating with the energy of shared passions and the excitement of exploration.

College clubs and forums are dynamic arenas within higher education, fostering student connections, leadership, and personal growth. This project aims to explore their role in shaping student experiences, providing valuable insights for enhancing educational practices and campus engagement.

OBJECTIVES OF THE STUDY

- To know the level of awareness among college students with the available clubs and forums.
- To analyze the influence of clubs and forums in enhancing student development.
- To determine the level of satisfaction and their versatility through engagement in clubs and forums.
- To find out the underlying causes behind students' lack of involvement in clubs and forums.

RESEARCH METHODOLOGY

TYPE OF RESEARCH

The present type of research belongs to the category of ‘Descriptive study’. A descriptive study research design aims to observe, document, and describe the characteristics or behaviours of a particular phenomenon without altering it. It focuses on providing a detailed account of the subject under investigation, often utilizing surveys, observations, or interviews to collect data. This type of research is valuable for understanding patterns, relationships, and trends within a specific context or population.

SOURCES OF DATA

The research should keep in mind two types of data while collecting data via primary data.

PRIMARY DATA:

Primary data may be described as those data that have been observed and recorded by the researcher for the first time to their knowledge. The survey method frank questionnaire with general face-to-face interaction of students. A questionnaire was prepared and with the help of which the primary data has been collected.

AREA OF THE STUDY:

The area of study is confined to Students of Arts and Science Colleges in Coimbatore city, popularly known as "Manchester of South India" situated in western part of the state of Tamil Nadu. It is a bustling city in Tamil Nadu famed for its textile industry. With over two million residents, it's the state's second-largest city, recognized for its educational institutions, Coimbatore fosters a vibrant academic environment alongside its industrial prowess. It has become a leading educational & health care hub.

SAMPLE SIZE

The sample size of the study is to be 120 respondents.

FINDINGS**1. SIMPLE PERCENTAGE ANALYSIS****GENDER OF THE RESPONDENTS**

Table 1 describes the gender-wise distribution of the respondents selected for the study. The gender is classified as male or female.

TABLE 1

| GENDER | NO OF RESPONDENTS | PERCENTAGE OF RESPONDENTS |
|---------------|--------------------------|----------------------------------|
| Male | 35 | 29.2% |
| Female | 85 | 70.8% |
| TOTAL | 120 | 100% |

(Source: Primary data)

INTERPRETATION

It is evident from table 1 that out of 120 respondents, 29.2% are male and 70.8% are female.

SOURCE OF GETTING AWARENESS OF CLUBS AND FORUMS

Table 2 describes the awareness of college students in various clubs and forums through various platforms. The platforms selected for this study are College orientation, College websites, Word of mouth, Social media and Others.

TABLE 2

| AWARENESS OF VARIOUS CLUBS AND FORUMS | NO OF RESPONDENTS | PERCENTAGE OF RESPONDENTS |
|--|--------------------------|----------------------------------|
| College Orientation | 65 | 54.2% |
| College Websites | 19 | 15.8% |
| Word of Mouth | 22 | 18.3% |
| Social media | 13 | 10.8% |
| Friends | 1 | 0.8% |
| TOTAL | 120 | 100% |

(Source: Primary data)

INTERPRETATION

From Table 2, it is made clear that, out of 120 respondents, 54.2% are getting awareness of various college clubs and forums through College orientation, 15.8% through College websites, 18.3% through Word of mouth, 10.8% through Social media, and 0.8% through Friends.

FACTORS CONTRIBUTE TO SATISFACTION

Table 4.3 describes the factors contribute to the respondents satisfaction and ability to adapt flexibly and effectively in college clubs and forums. The factors determined are Range of topics discussed, Diversity of offerings, Different forms of engagements, Opportunities for leadership and Flexibility in participation.

TABLE 3

| FACTORS CONTRIBUTE TO SATISFACTION | NO OF RESPONDENTS | PERCENTAGE OF RESPONDENTS |
|---|--------------------------|----------------------------------|
| Range of topics discussed | 40 | 18.30% |
| Diversity of participants | 41 | 18.70% |
| Different forms of engagement | 52 | 23.70% |
| Opportunities for leadership | 44 | 20.10% |
| Flexibility in participation | 42 | 19.20% |

(Source: Primary Data)

INTERPRETATION

It is evident from Table 3, 18.30% of the respondents Range of topics discussed factor contribute to their satisfaction, 18.70% for Diversity of participants, 23.70% for Different forms of engagement, 20.10% for Opportunities for leadership and 19.20% for Flexibility in participation.

2. CHI-SQUARE ANALYSIS

GENDER AND TYPE OF CLUB OR FORUM ACTIVITIES AWARE AND MOST INTERESTED

TABLE 4

H0: There is no significant relationship between gender and type of club or forum activities aware and most interested.

H1: There is significant relationship between gender and type of club or forum activities aware and most interested.

Chi-Square Tests

| | Value | Df | Asymptotic Significance (2-sided) |
|---------------------------------|---------------------|----|--------------------------------------|
| Pearson Chi-Square | 16.595 ^a | 3 | <.001 |
| Likelihood Ratio | 16.641 | 3 | <.001 |
| Linear-by-Linear Association | 11.347 | 1 | <.001 |
| N of Valid Cases | 120 | | |

Level of significance: 5% or $\alpha=0.05$

INTERPRETATION

Chi-square test is applied to find the relationship between gender and type of club or forum activities aware and most interested. Since the calculated value is <.001 which is less than the significance level $P<0.05$. It is stated that null hypothesis is rejected and alternative hypothesis is accepted.

3. ANOVA ANALYSIS**YEAR OF STUDY & SATISFACTION OF OVERALL EXPERIENCE OF CLUBS AND FORUMS****TABLE 5**

| | | Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------------|----------------|----------------|-----|-------------|-------|-------|
| Diversity of Offerings | Between Groups | 5.235 | 4 | 1.309 | 1.328 | 0.264 |
| | Within Groups | 113.36 | 115 | 0.986 | | |
| | Total | 118.59 | 119 | | | |
| Membership Engagement | Between Groups | 10.614 | 4 | 2.653 | 2.466 | 0.049 |
| | Within Groups | 123.75 | 115 | 1.076 | | |
| | Total | 134.37 | 119 | | | |
| Personal Growth | Between Groups | 1.561 | 4 | 0.39 | 0.565 | 0.688 |
| | Within Groups | 79.43 | 115 | 0.691 | | |
| | Total | 80.992 | 119 | | | |
| Inclusivity and Accessibility | Between Groups | 2.067 | 4 | 0.517 | 0.401 | 0.808 |
| | Within Groups | 148.3 | 115 | 1.29 | | |
| | Total | 150.37 | 119 | | | |
| Networking Opportunities | Between Groups | 6.258 | 4 | 1.564 | 0.668 | 0.615 |
| | Within Groups | 269.33 | 115 | 2.342 | | |
| | Total | 275.59 | 119 | | | |
| Resource Availability | Between Groups | 12.764 | 4 | 3.191 | 2.933 | 0.024 |
| | Within Groups | 125.1 | 115 | 1.088 | | |
| | Total | 137.87 | 119 | | | |
| Feedback Mechanism | Between Groups | 7.089 | 4 | 1.772 | 1.17 | 0.328 |
| | Within Groups | 174.21 | 115 | 1.515 | | |
| | Total | 181.3 | 119 | | | |
| Community Impact | Between Groups | 14.416 | 4 | 3.604 | 3.292 | 0.014 |
| | Within Groups | 125.91 | 115 | 1.095 | | |
| | Total | 140.33 | 119 | | | |

The above table gives a result of relationship between Year of study and Satisfaction of overall experience of clubs and forums using One-way ANNOVA. The eight overall experience are Diversity of offerings, Membership engagement, Personal growth, Inclusivity and Accessibility, Networking opportunities, Resource availability, Feedback mechanism and Community impact.

INTERPRETATION:

H0: There is no significant relationship between gender and source of getting awareness

H1: There is significant relationship between gender and source of getting awareness

Relationship between Year of study and Diversity of Offerings

From the table the significant value of association between year of study and diversity of offerings is >0.05 (0.264). So, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is no significant association between year of study and diversity of offerings.

Relationship between Year of study and Membership engagement

From the table the significant value of association between year of study and membership engagement is <0.05 (0.049). So, we are rejecting null hypothesis and accepting alternative hypothesis. So, there is significant association between year of study and membership engagement.

Relationship between Year of study and Personal growth

From the table the significant value of association between year of study and personal growth is >0.05 (0.688). So, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is no significant association between year of study and personal growth.

Relationship between Year of study and Inclusivity and Accessibility

From the table the significant value of association between year of study and inclusivity and accessibility is >0.05 (0.808). So, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is no significant association between year of study and inclusivity and accessibility.

Relationship between Year of study and Networking opportunities

From the table the significant value of association between year of study and Networking opportunities is >0.05 (0.615). So, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is no significant association between year of study and networking opportunities.

Relationship between Year of study and Resource availability

From the table the significant value of association between year of study and resource availability is <0.05 (0.024). So, we are rejecting null hypothesis and accepting alternative hypothesis. So, there is significant association between year of study and resource availability.

Relationship between Year of study and Feedback mechanism

From the table the significant value of association between year of study and feedback mechanism is >0.05 (0.328). So, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is no significant association between year of study and feedback mechanism.

Relationship between Year of study and Community impact

From the table the significant value of association between year of study and community impact is <0.05 (0.014). So, we are rejecting null hypothesis and accepting alternative hypothesis. So, there is significant association between year of study and community impact.

CONCLUSION

The research emphasizes, in general, how important college forums and clubs are to enhancing students' academic experiences and building a sense of community on campus. These extracurricular activities support students' overall satisfaction with their college experience, as well as their personal and skill development, by providing a variety of possibilities for involvement outside of the classroom. However, challenges like inadequate awareness and inclusion problems continue to exist, underscoring the necessity for institutions to give these clubs and forums top priority when it comes to effective communication, organizational enhancements, and inclusivity initiatives. In conclusion, educational institutions must work together to raise students' awareness of and satisfaction with campus clubs and forums.

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