**Assessing Factors Influencing Students Satisfaction Level Post Course Enrollment**

**Dr.Hardaman Singh Bhinder**

**Assistant Professor**

**Department of Tourism, Hospitality & Hotel Management Punjabi University Patiala Punjab**

**Abstract**

In today’s scenario prospective students search for educational institutes that will provide them unique and memorable experiences. Students have wider alternatives available and they have to choose and make decisions for the right choice. Universities have to become more market oriented as they increasingly compete for students. In the last decade expectations of prospective students and demand of the education community has been changed radically so in order to attract and retain students, universities should aim to meet the expectations of the students and extend satisfaction and take preventive measures to reduce student dissatisfaction level. It is also observed that many youth in Punjab are going abroad to pursue education after their schooling .It is essential to explore what elements of foreign education experience attracts them and which is not they perceived as available in Indian education set up. The satisfaction of the students in the context of educational service can be referred as how the students evaluate their outcomes regarding the education and experiences in the educational institutions (Oliver and Desarbo 1989).Purpose-The purpose of the present paper is to provide an overview on various factors that influence student’s satisfaction level post course enrolment. -Research explored secondary data sources such as journals; magazine and newspaper articles in order to get an overview. Findings of the present study will provide inputs for government to emphasize on the betterment of universities and not focus solely on teaching and learning as well as research and development.

**Key words:**

**Assessing Factors Influencing Students Satisfaction Level Post Course Enrolment**

**Introduction:**

In today’s scenario prospective students search for educational institutes that will provide them unique and memorable experiences. Students have wider alternatives available and they have to choose and make decisions for the right choice. Universities have to become more market oriented as they increasingly compete for students. In the last decade expectations of prospective students and demand of the education community has been changed radically so in order to attract and retain students, universities should aim to meet the expectations of the students and extend satisfaction and take preventive measures to reduce student dissatisfaction level. It is also observed that many youth in Punjab are going abroad to pursue education after their schooling .It is essential to explore what elements of foreign education experience attracts them and which is not they perceived as available in Indian education set up. Measurement of student satisfaction could be useful to universities in order to identify their strengths and areas for improvement. Universities want to gain competitive edge in the future, may need to begin searching for effective and creative ways to attract, retain and foster stronger relationships with students. The satisfaction of the students in the context of educational service can be referred as how the students evaluate their outcomes regarding the education and experiences in the educational institutions (Oliver and Desarbo 1989).

**Chapter Objective:**

The purpose of the present paper is to provide an overview on various factors that influence student’s satisfaction level post course enrolment. -Research explored secondary data sources such as journals; magazine and newspaper articles in order to get an overview. Findings of the present study will provide inputs for government to emphasize on the betterment of universities and not focus solely on teaching and learning as well as research and development.

**Review of Literature:**

**Hasan, H.F.A et al (2008)** conducted research to explore the aspects of service quality and the level of satisfaction among students of private higher education institutes. Results proven that the service quality dimensions (tangibility, assurance, reliability, responsiveness, empathy) have a significant relationship with student’s satisfaction. The two dimensions that are empathy and assurance were more significant than the other dimensions. It means that these two critical factors contribute most to the student satisfaction.**Butt & Kashif Rehman (2010)** have examined students satisfaction in higher education in Pakistan. This study focused on the factors with theoretical frame work like classroom facilities, courses offered, learning environment, and subject experts. The result reveal that all four variables have significant impact and positively related to objective though it has varying degree of strength also it support the hypotheses. As per the analysis it is found that teachers' expertise is the most influential factor on the students' satisfaction**.** On the other hand, coursed offered and learning environment are less important factor than expertise. But, classroom was the least important factor among these. **Sojkin et al (2012)** performed a research study to identify the determinants of higher education choices and student satisfaction in Poland. Factor influencing decision about the choice of a university was professional advancement and least important were courses offered, cost of studies and accessibility of financial aid. Professional advancement and university reputation were more important for those students who targeting non public universities where as cost of studies and accessibility of financial aid were important who decided to submit their applications to a public university. The most important factor of satisfaction was social conditions. **Tessema, M.T et al (2012)** have conducted a research to find out the factors affecting college students' satisfaction with major curriculum. The five factor identified (quality of instruction, academic advice, capstone experience, overall college experience and preparation for career or graduate schools have revealed statistically significant positive impact in explaining satisfaction with major curriculum .**Kumar,V (2014)** has conducted a research on students' satisfaction level in higher education public institutes of Sirsa District (Haryana) India. **This research revealed that in public institutes the satisfaction level of students was highly satisfied with teacher's regularity, their behaviour, parking space, and library and fee structure of the course**. **Shukla,V (2015)** pointed out that educational institutions do not know the expectations of the students. The institutions have not planned desired designs and standards to meet the student's expectations. There is a huge difference between student's expectation and perception, which is known as Customer Gap. The paper concluded that placement of students should be the most significant consideration of the professional educational institutes. **Daniel et al (2017)** have conducted a research for the assessment of students' satisfaction in Ethiopia University, a case study of Dire Dawa University. Study revealed that majority of students was satisfied with the existing offerings in facilities **except those related with computer and internet facilities**. However there is significant variation in satisfaction across gender regarding student -instructor interaction, administrative student support service and facility supervision and no differences were found between UG and PG students. **Chandra T., Ng M., Chandra S. & Priyono (2018)** has conducted a research to explore the effect of service quality on student satisfaction and student loyalty in higher education institutions in Riau Province of Indonesia. The purpose of the research was to study the influence of service quality on student satisfaction and student loyalty in higher education institutions in Riau. The Findings revealed that there was a positive influence of service quality on student satisfaction, its shows that student’s satisfaction can be increased by focusing on service quality**.** Research also explored that student satisfaction had significant influence on student loyalty, which means that satisfied student students could be more loyal to their institute. This research found that there was no influence of student quality on student loyalty. For further, future studies “Image of institutions” can be considered as a Variable. **Onditi E.O., Wechuli T.W., (2017)** the researcher has attempted to review Literature on “Service Quality and Student Satisfaction in Higher Education Institutions. This research paper has revealed that service quality in higher educational institutions have a significant influence on student satisfaction. Higher education institutions should use student feedback to enable them to determine the service quality dimensions of their interest. Formal questionnaire may be used to take feedback of students with survey method or suggestion boxes can be installed to collect feedback on the focused dimension of service quality and student satisfaction. This can make the required changes on the relevant service quality dimensions. **Palli J.G. & Mamilla R., (2012)** have performed a study to understand Students’ Opinions of Service Quality in Higher Education**.** This study tried to explore the relationship between service quality parameters and the level of student’s satisfaction with the quality of service provided in relevance to assurance, empathy, reliability, responsiveness & tangibility. This research shows that students are satisfied with services provide to them in terms of their assurance, tangibility, empathy and reliability but not much satisfied with responsiveness**.** **Hanaysha J. R. M., Kumar D., and Hilman, H., (2012)** have attempted a research on topic “Service Quality and Satisfaction: Study on International Students in Universities of North Malaysia” In today’s world, student satisfaction assessment is important for determining service quality in Universities. The results of this study shows indicate that the majority of students are satisfied with the facilities provided by Universities. It would be helpful for other universities situated in the Northern Zone of Malaysia to make effective strategies to enhance students’ satisfaction level and also to attract more students for enrolment in respective universities. This study recommends that future research should concentrate on the effect of determinants influencing postgraduate students’ decision to study in universities. **Rahim-Khanli M., Daneshmandi H. & Choobineh A., (2014)** have emphasized to explore on title “The Students' Viewpoint on the Quality Gap in Educational Services”. Findings showed that there is a scope for improvement of educational services. This study suggested that there is need to work on customer services, communication skills and personnel’s technical skills development. **Abili K., Thani F. M., Mokhtarian F., & Rashidi M. M., (2011)** have performed a study on the topic “Assessing quality gap of university services”. It is recommended that need to develop standards of service quality, constant measurement of student’ needs and expectations also need to develop plans for enhancing quality programs for further satisfaction of students. **Anumaka, I. B., Seje T., & Fawz, (2013)** have performed comparative study on topic “Educational Services in Selected Public and Private Universities, Uganda: Cross-Border Students’ Expectations”. This study recommended that universities should establish an ongoing community service scheme and offer free professional consultancy to students for their bright future. Universities should arrange a fund specially to promote students’ research work; it would help to attract supervisors to focus on student’s research work. The findings show that university should study the indicators and need to plan effective strategies for growth.

**Conclusion:** Measurement of student satisfaction could be useful to universities in order to identify their strengths and areas for improvement. Universities want to gain competitive edge in the future, may need to begin searching for effective and creative ways to attract, retain and foster stronger relationships with students.

**References:**

* **Ali H. Y., Ali H. F., and Ahmad M. B., (2019).** Difference between Expectations and Perceptions of Students regarding Service Quality of Public sector HEIs. *Bulletin of Education and Research.*  41(1), 131-146.
* **Al-Sheed B., Hamouda A.M. and la G.M., (2018).** Investigating Determinants of Student Satisfaction in the First Year of College in a Public University in the State of Qatar. *Hindawi Education Research International*. 1-14. <https://doi.org/10.1155/2018/7194106>.
* **Anumaka, I. B., Seje T., & Fawz, (2013).** Educational Services in Selected Public And Private Universities, Uganda: Cross-Border Students’ Expectations. *International Journal of Educational Science and Research (IJESR)*. 3(1), 139-144.
* **Chandra T., Ng M., Chandra S. & Priyono (2018).** The Effect of Service Quality on Student Satisfaction and Student Loyalty: An Empirical Study. *Journal of Social Studies Education Research.* 9 (3), 109-131.
* **Hanaysha J. R. M., Kumar D., and Hilman, H., (2012).** Service Quality And Satisfaction: Study On International Students In Universities Of North Malaysia. *International Journal of Research in Management.* 2(3), 116-133.
* **Hussain S., Jabbar M., Hussain Z., Rehman Z. and Saghir A., (2014).** The Students’ Satisfaction in Higher Education and its Important Factors: A Comparative Study between Punjab and AJ&K, Pakistan. *Research Journal of Applied Sciences, Engineering and Technology*. 7(20), 4343-4348.
* **K. K. & M. K. , (2015).** Service quality and student satisfaction: a case study of private external higher education institutons in jaffna, Sri Lanka. *Journal of Business Studies.* 1(2), 46-64.
* **Muhammad N., Kakakhel S.J., Baloch Q.B. and Ali F., (2018).** Service Quality the Road Ahead for Student’s Satisfaction. *Review of Public Administration and Management.* 6(2), 1-6.
* **Onditi E.O., Wechuli T.W., (2017).** Service Quality and Student Satisfaction in Higher Education Institutions: A Review of Literature. *International Journal of Scientific and Research Publications*. 7(7), 328-335.
* **Palli J.G. & Mamilla R., (2012).** Students’ Opinions of Service Quality in the Field of Higher Education. *Scientific Research/Creative Education.* 3(4), 430-438.
* **Rahim-Khanli M., Daneshmandi H. & Choobineh A., (2014).** The Students' Viewpoint on the Quality Gap in Educational Services. J. Adv Med & Prof. 2(3), 114-119.
* **Reddy E. L. & Karim S., (2014).** Service quality and student satisfaction: a case study in private Management institutions in Chittoor district of Andhra Pradesh. *International Journal of Human Resource.* 4(2), 1-7.
* **Rouf Md. A., Rahman Md. M., & Uddin Md. M., (2016).** Students’ Satisfaction and Service Quality of HEIs. *International Journal of Academic Research in Business and Social Sciences.* 6(5), 376-390.
* **Singh A., & Dr. Singla L., (2018).** Students Expectation and Perception regarding Service Quality in Higher Management Education in Public and Private Universities of Punjab. *Journal of Management Research and Analysis (JMRA).* 05(01), 284-291.