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An Empirical Study Of Student Satisfaction With Reference To Gujarat Technological University (Gtu)

* Dr. Vijay K. Patel

* Principal, M.T. Dhamsaniya College of Commerce, Kalawad Road, Kotecha Circle, Rajkot

ABSTRACT

In the development of the youth of a country the educational institutions and universities play an important role. The satisfaction of the students is an important part in order to get the best input from the side of the university and to obtain the best output from the students to the society. Thus this study is to find out the satisfaction of the students of Gujarat Technological University (GTU). The communication process is an important part in building relationships and which in turns lead into better understanding between the student and university. There may be differences in the satisfaction level of the students as per the courses they have opted. This study found that there is no significance difference between course opted and level of satisfaction. At the same time students of GTU are not satisfied with the admission procedure. Moreover strict result and assessment is welcomed by students and are satisfied with the result obtained.

Keywords : Student satisfaction, University, Reassessment, Admission procedure

Introduction:

Gujarat Technological University is established by an act of Gujarat Legislature (Gujarat Act No. 20 of 2007). The university is located opposite to the campus of Gujarat University, Ahmedabad. The functions and duties are defined in section 7 of the act. The major functions and duties are as follows:

- (1) To administer and manage the University and to establish such institutes and centers for research, education and instruction as are necessary for the furtherance of the objects of university.
- (2) To prescribe course of study and curricula and provide for flexibility in the education systems and delivery methodologies including electronic and distance learning.
- (3) To hold examinations and confer degrees, diplomas or grant certificates and other academic distinctions or titles on persons subject to such condition as the University may determine

Literature Review:

Michael (1997) describes the university in the following way: "in its purest sense, a university is an assemblage of communities with different ideologies, agenda, and academic traditions held together by a common institutional logo and name". As a result, students can be and should be seen as customers and key stakeholders (Tonks & Farr, 1995). Hill (1995) suggests that the primary customers of the universities are the students.

By turning the focus towards the course content, the subject quality will be one of highest priority (Scott, 1999). Furthermore, satisfaction is positively influenced when there is positive information about the quality (Anderson, Fornell and Lehmann, 1994).

An approach for assessing the quality of a service is to measure the students' perceptions of quality. Service quality is the comparison of what customers feel what organizations should offer compared to their performance perception of the service provider (Parasuraman, Zeithaml and Berry, 1988). And students are able to judge the quality of the service because they have various performance experiences in the university (Selnes, 1993).

In brief, higher satisfaction ratings can be gained when the students are provided with a curriculum that meets their expectations and needs especially through focusing on high quality instruction and opportunities to develop their skills (BC College and Institute Student Outcomes, 2003). Researchers argue that students are satisfied with their academic products, but not with further support services (e.g. Kotler and Fox, 1995).

These other services become crucial to successful course completion for many students and also for the university as one of the competitive advantages (Hill, 1995).

Therefore, it is necessary to enhance "the perceived value by providing services or service attributes not provided by the competition"(Clay comb & Martin, 2001).

Students vary in their relationships with the university from transactional to highly relational bonds (Garbarino & Johnson, 1999). When regarding the relationships, two factors are important for higher student satisfaction rates: bonding and empathy. Bonding is defined as "the dimension of a relationship that results in two parties (student and university) acting in a unified manner toward a desired goal" (Oliver et al., 2000). Family, professors, university personnel, reference groups, and social norms may be influential on bonding to organizations (Garbarino & Johnson, 1999).

In the same manner, empathy is defined as trying to understand someone's desires and goals (Oliver et al., 2000). Accordingly there are indicated links of reciprocity and empathy to relationship marketing. The term reciprocity implies that a university not only takes, but also gives something in return (Arnett, German & Hunt, 2003).

Similarly, "reciprocity is the dimension of a business relationship that causes either party to provide favours or make allowances for the other in return for similar favours or allowances to be received at a later date (Oliver et al., 2000).

The perceived benefits associated with attending a particular institution, for example location, facilities, image, curriculum, quality of students, etc. have an influence on the students' decision (Washburn & Petroschius, 2004) and has also been linked to bonding, reciprocity and empathy leading to coop-

eration, communication, and bargaining (Oliver et al., 2000).

There is also a positive relationship between trust and relationship commitment. Customers with strong relationships not only have higher levels of trust and commitment, but also that trust and

Also, they can return as graduate students, recruit prospective students or regularly donate as alumni. The most mentioned relationship-building practices are referrals, testimonials, and visits to customers' sites by potential customers.

Research Objectives:

- 1) To study the satisfaction of students towards G.T.U. (Gujarat Technological University).
- 2) To examine relationship between the GTU admission procedure and student satisfaction
- 3) To compare the satisfaction level of GTU students considering course opted.

Hypothesis:

- 1) Ho1: Students are not satisfied with G.T.U.
- 2) Ho2: GTU Admission procedure and student satisfaction are independent
- 3) Ho3: Course opted and student satisfaction is dependent.

Sampling Design and Data Collection:

- 1) Universe: The students of M.B.A., Engineering, M.C.A., Pharmacy and Diploma Engineering.
- 2) Sampling Method:
 - Convenient Sampling:
- 3) Data Types: Primary Data and Secondary Data
- 4) Data Collection Method: Structured Questionnaire
- 5) Statistical Tools: Various parametric and Non-Parametric tests according to the need of the study are applied
- 6) Sample Size: 100

Data Analysis and Conclusion:

H01: Students are not satisfied with G.T.U.

For the testing of this hypothesis we will use 1 – Way ANOVA test.

Source of Variation	SS	Degree of freedom	MS	F - Ratio	5% F-limit (Table)
SS between	1715.391	39	43.98438	0.85421	1.25
SS within	5097.64	99	51.49131		

Total 6813.031 3999

The table value of F for degree of freedom of V1 = 39 and V2 = 99 is 1.25. The calculated value of F Ratio = 0.85421, which is less than the table value. Thus, we accept the null hypothesis. Thus, we can conclude that the students are not satisfied with G.T.U.

H02: GTU admission procedure and student satisfaction are dependent For the testing of this hypothesis we will use 1 – Way ANOVA test.

Source of Variation	SS	Degree of freedom	MS	F - Ratio	5% F-limit (Table)
SS between	0.405283	5	0.081057	0.0106928	2.29
SS within	750.47	99	7.580505		
Total	750.8753	599			

The table value of F for degree of freedom of V1 = 5 and V2 = 99 is 2.29. The calculated value of F Ratio = 0.0106928, which is less than the table value. Thus, we accept the null hypothesis and reject the alternate hypothesis. Thus, we can conclude that the admission procedure and student satisfaction are dependent

H03: μ (B.E.) = μ (D.E.) = μ (M.B.A.) = μ (M.C.A.) = μ (B.PHARM) For the testing of this hypothesis we will use 1 – Way ANOVA test.

Source of Variation	SS	Degree of freedom	MS	F - Ratio	5% F-limit (Table)
SS between	2.02805	4	0.507013	0.187711	2.61
SS within	105.34	39	2.701026		
Total	107.3681	199			

The table value of F for degree of freedom of V1 = 4 and V2 = 39 is 2.61. The calculated value of F Ratio = 0.187711, which is less than the table value. Thus, we accept the null hypothesis. Thus, we can conclude that the course opted and satisfaction level is independent. It implies that the satisfaction level of the students opting for different courses is nearly the same.

Managerial Implication:

- The admission procedure should be made easy by providing proper information related to the admission procedures. Also procedure should be made simple to understand.
- The students are not satisfied with the results they have obtained. So, the students must be made aware about how the results are declared in the grading system.
- The reassessment rate is very high. It should be reduced so that the students who feel that their results can be improved only will apply and make their doubts clear.

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