

A Survey Report
on
Student Satisfaction towards Individual Faculty

Submitted to

Research Management Cell (RMC-Sukuna)
Sukuna Multiple Campus
Sundarharaicha, Morang



Submitted by


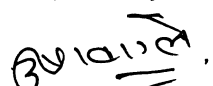
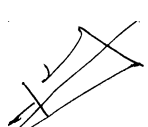

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Ushakiran Wagley (Member)

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Ashoj, 2080

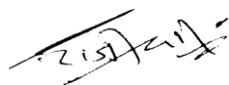
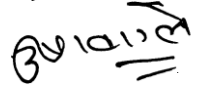
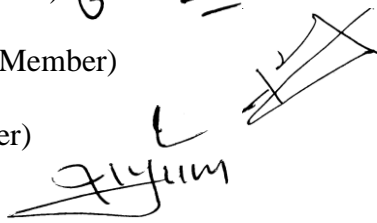
Report Submission

To
The RMC Head
Research Management Cell
Sukuna Multiple Campus
Sundarharaincha, Morang

Dear Sir,

On the basis of notice and decision of the Research Management Cell (RMC-Sukuna), a survey has been conducted on "**Student Satisfaction towards Individual Faculty**" of this campus under my leadership, as a result, this report has been submitted to the cell. If the findings presented in this report are implemented, I believe the performance of the campus will increase. The survey was done in a collective manner with the peers. So, we request you for the approval and release the fund allocated with the appropriate consideration.

Survey Team

1. Guna Raj Nepal (Survey Team Leader) 
2. Ushakiran Wagle (Survey Team Member) 
3. Nara Prasad Bhandari (Survey Team Member)
4. Basudev Dahal (Survey Team Member) 

Sukuna Multiple Campus
Sundarharaincha, Morang
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त्रिभुवन विश्वविद्यालयद्वारा सम्बन्धनप्राप्त
AFFILIATED TO TRIBHUVAN UNIVERSITY

सुकुना बहुमुखी क्याम्पस SUKUNA MULTIPLE CAMPUS

सुन्दरहरैचा नगरपालिका, मोरङ, कोशी प्रदेश, नेपाल
SUNDARHARAINCHA MUNICIPALITY, MORANG, KOSHI PROVINCE, NEPAL
स्था: २०८८ (ESTD. १९९२)

चलानी नम्बर:
(Ref No.):

विश्वविद्यालय अनुदान आयोग नेपालद्वारा गुणस्तर प्रत्यायनकृत (२०७२)
Accredited by University Grants Commission (UGC) Nepal (2015)

Subject: Approval of the Survey Report

As per the permission and approval of RMC-Sukuna, **Mr. Gunaraj Nepal**, the teacher of this campus and his team have done a survey and submitted a report on "**Student Satisfaction towards Individual Faculty**" within the specified time limit. The presented report is contemporary for the campus and the result of the report will be helpfulto improve the institutional quality. This report is approved by this cell.

Evaluation and Approval committee

1. Ganesh Prasad Dahal

RMC Head

Research Management Cell

2. Mohan Kumar Tumbahang PhD

RMC Member

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Table of Content

Report Submission	2
Approval Letter	3
Introduction	5
Objectives of the study	5
Methods and procedure	5
Data analysis	6
Regularity	6
Punctuality	7
Friendliness with Students	8
Lesson Preparation	9
Presentation Techniques	10
Use of Instructional Materials	11
Use of Multimedia Technology	12
Clarity in Teaching Objectives	13
Feedback to Students	14
Response to Students' Questions	15
Subject-matter Knowledge	16
Resourcefulness	17
Research	18
Findings and Discussion	19
Conclusion and recommendations	20

References



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Introduction

Students' satisfaction is an essential component of higher/university education. It is vital both for the success of institutions and for that of individual students. In the modern world, a critical metric for evaluating the effectiveness of higher education institutions is students' satisfaction with the caliber of the educational services they receive (Butt & Rehman, 2010; Santini et al., 2017; Weingarten et al., 2018). Scholars describe it as a short-term attitude that results from the evaluation of student experiences with the education service received. Students are the key stakeholders in the college and their satisfaction is the direct outcome of the quality of instructional services provided by the faculties. Recognizing and exceeding these expectations is critical to creating effective learning environments for students. As the baseline stakeholders, students are not only the direct beneficiaries of quality instruction but also the providers of information related to the strengths and limitations of the faculties. Therefore, it is a great responsibility for higher education teachers/instructors to meet the quality expectations of the students. Given the pivotal role of student satisfaction in academia, factors contributing to students' satisfaction toward individual faculty have been studied in this survey. Inquiry into students' satisfaction with individual faculties is expected to play a pivotal role in ensuring quality instruction and student satisfaction.

Objectives of the study

The study had the following objectives:

- i. To identify the student satisfaction towards individual faculties
- ii. To increase faculty responsibility for quality instruction,
- iii. To recommend enhancing the quality performance of the teachers/instructors

Methods and procedure

This study is survey research based on a questionnaire constructed by the research team of Sukuna Multiple Campus. The questionnaire included different aspects of students' satisfaction toward individual faculty: regularity, punctuality, friendliness with students, lesson preparation, presentation techniques, use of instructional materials, use of technology, clarity in teaching objectives, feedback to students, response to students' questions, subject matter knowledge, resourcefulness, professionalism, and research. They were asked to respond in the form of the Likert scale options- excellent, very good, good, and poor. At the end of the questionnaire, students were asked to write the three strong points of the teacher.



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The survey was carried out on the student population of Sukuna Multiple campus studying bachelor's and master's degree students having at least one-year experience on the campus. The sample size was 60 from multiple faculties randomly sampled. However, the selection of the number of students was designed in terms of the quota specified in terms of the number ratio of the academic streams (Education, Science, Humanities, BICT, and Management).

To execute the survey procedures, the survey team first received consent from the campus, and then team members visited the respective class to get permission from the class teachers and the students. With clear information about the research purpose and a rationale for it, the survey was carried out in their classrooms. Students were left free to record their level of satisfaction with the individual faculty in the key areas as mentioned above. During the survey administration, the survey team leaders responded to participants' questions for clarity in their responses.

Data analysis

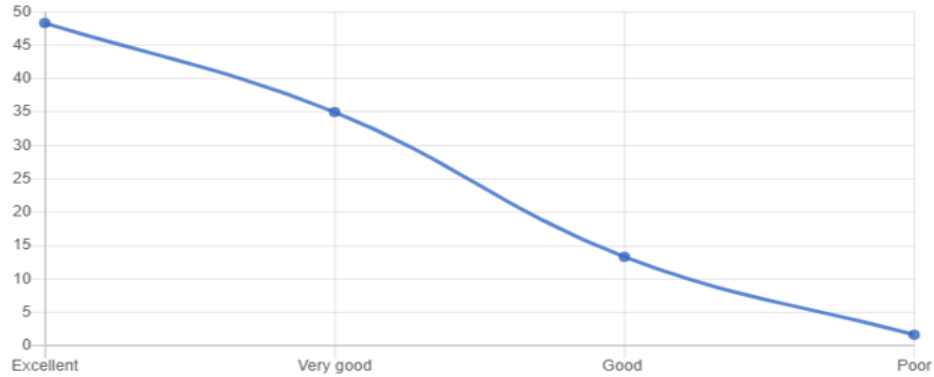
The data has been categorically presented and analyzed in the following sub-titles.

Regularity

Student respondents were asked to express their satisfaction toward individual faculty. 59 out of 60 respondents answered this question. They chose the option as they experienced with the individual faculty. The data received has the following standing in the figure.



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Value	Frequency	Percentage
Excellent	29	48.33
Very good	21	35
Good	8	13.33
Poor	1	1.67

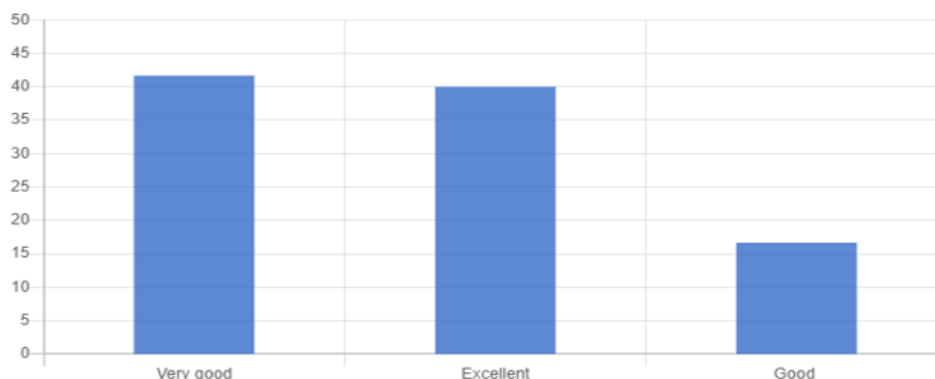
As the figure stands, majority of the student respondents (48.33%) found their teachers regular in their classroom. In addition, 35 % found their teachers very good in terms of their regularity. Only 1.67 % in the 'poor' category indicates that very few students were dissatisfied with their faculties' regularity.

Punctuality

The respondents were asked to express their satisfaction regarding the punctuality of their teachers and 59 out of 60 respondents answered the question. The survey data stand as follows:



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Value	Frequency	Percentage
Very good	25	41.67
Excellent	24	40
Good	10	16.67

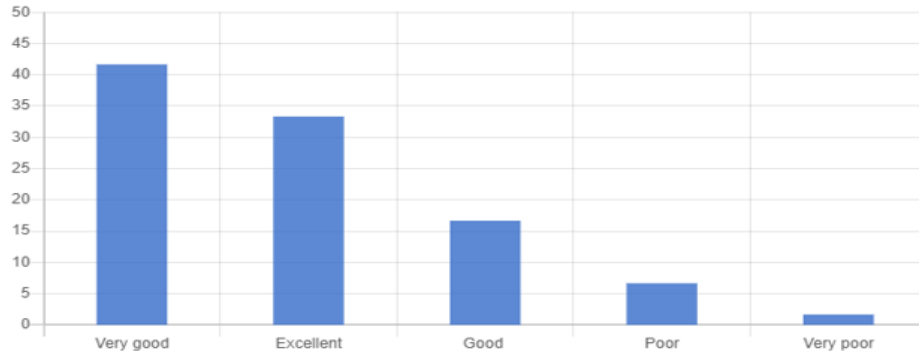
The figures above clearly reveal the satisfaction level of the students. With no values as 'poor' in the figure, a huge majority experienced it as very good (41.67%), excellent (40%) and good (16.67%).

Friendliness with Students

In an effective teaching-learning environment, teachers' friendliness with students serves as the key element in the whole experience of higher education. 60 out of 60 respondents expressed their concern regarding their relationship with their teachers. The survey had the following results:



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Value	Frequency	Percentage
Very good	25	41.67
Excellent	20	33.33
Good	10	16.67
Poor	4	6.67
Very poor	1	1.67

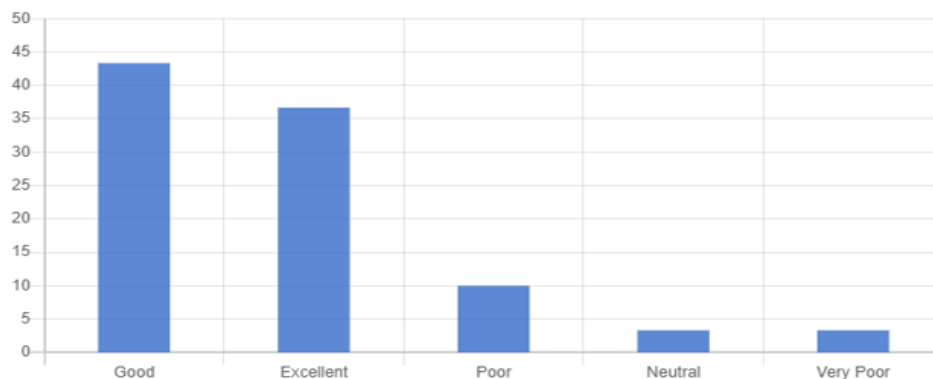
A massive majority (92% in total with the values as ‘very good’, ‘excellent’ and ‘good’) experienced very positive friendliness with their teachers. Only a small group of respondents (6.67% and 1.67%) experienced a lack of friendliness with the teachers.

Lesson Preparation

An effective teacher is expected to be present in the classroom with good preparation on the subject matter. In our curiosity about the teachers’ preparedness and students’ satisfaction with it, 58 out of 60 respondents expressed their satisfaction with the following standing of values.



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Value	Frequency	Percentage
Good	26	43.33
Excellent	22	36.67
Poor	6	10
Neutral	2	3.33
Very Poor	2	3.33

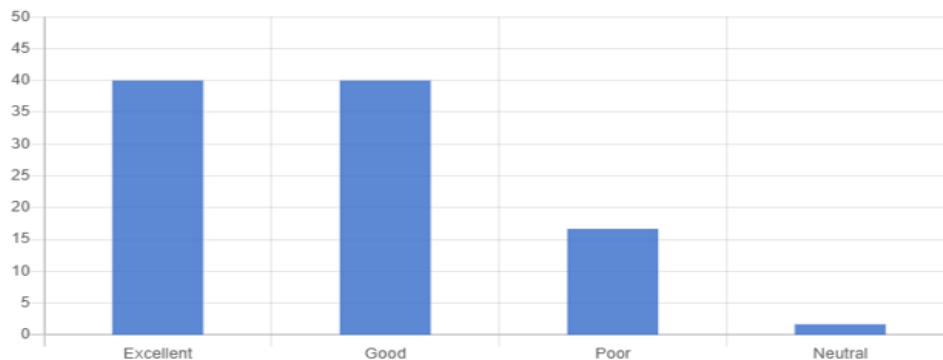
The figure shows that less than 8% students expressed their dissatisfaction with the teachers' readiness or preparedness on the subject matter. As revealed above, more than 90% of students were satisfied with the teachers' preparedness on the subject matter.

Presentation Techniques

Presentation techniques, whether oral or multimedia, are crucial in shaping the way teachers teach. They are considered indispensable in modern-day teaching. 59 out of 60 respondents expressed their satisfaction as per the given values of the Lickert scale.



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Value	Frequency	Percentage
Excellent	24	40
Good	24	40
Poor	10	16.67
Neutral	1	1.67

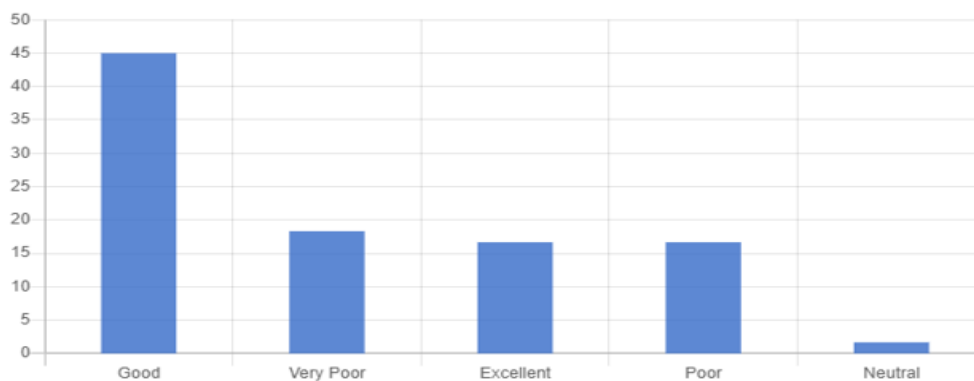
As the data reveals, only 17 % student respondents were not found satisfied with the presentation techniques by the teachers. However, nearly 80% of students with an equal standing of values (excellent 40% and good 40%) indicate a high level of satisfaction among the majority of students.

Use of Instructional Materials

The use of diverse instructional materials is instrumental in enhancing the effectiveness of teaching. 59 out of 60 respondents expressed their satisfaction in terms of the use of diverse instructional materials by the teachers.

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Value	Frequency	Percentage
Good	27	45
Very Poor	11	18.33
Excellent	10	16.67
Poor	10	16.67
Neutral	1	1.67

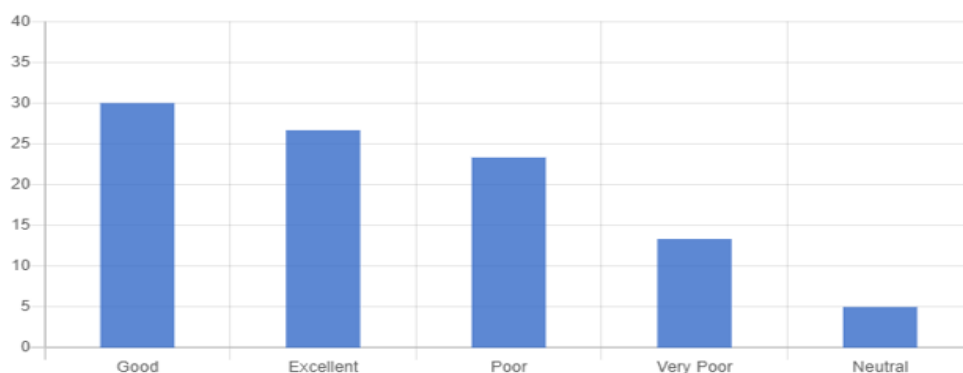
The values, less than 17% as expressed by the students, do indicate that there is a certain section of the population. However, more than 80% of students seemed to be satisfied with their teachers in terms of the abundance of teaching materials used by the teachers.

Use of Multimedia Technology

The use of multimedia technology is gaining a considerable amount of space in instruction today. Keeping the availability of multimedia resources in the college, our survey team led students to express their satisfaction with the use of them in the classroom. 59 out of 60



respondents expressed their satisfaction.



Value	Frequency	Percentage
Good	18	30
Excellent	16	26.67
Poor	14	23.33
Very Poor	8	13.33
Neutral	3	5

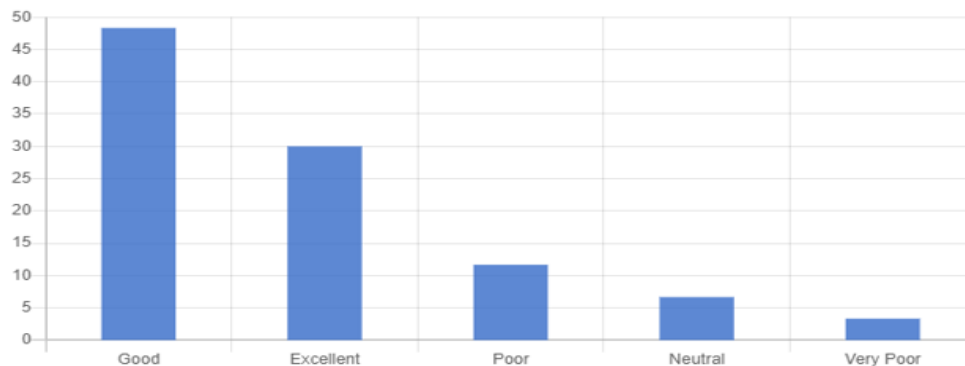
More than a third of respondents (23.33% as poor, 13.33% as very poor) expressed their dissatisfaction in the use of multimedia resources. However, the majority of students (26.67% as excellent, and 30% as good) rated their satisfaction values positively.

Clarity in Teaching Objectives

In the survey, students were also given the option to rate their satisfaction with individual faculty based on their clarity of knowledge of teaching objectives. The intention was more of a practical than theoretical. Interestingly, 60 out of 60 respondents attempted this rating.



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Value	Frequency	Percentage
Good	29	48.33
Excellent	18	30
Poor	7	11.67
Neutral	4	6.67
Very Poor	2	3.33

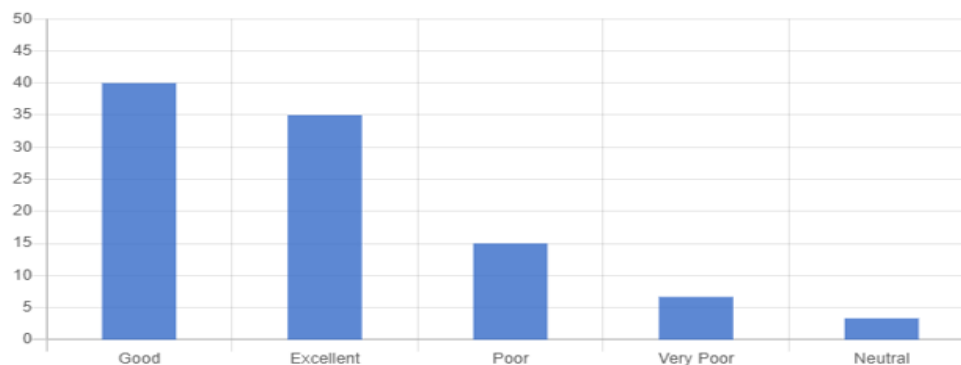
As the data revealed, though the majority of respondents (79%) found clarity of teaching objectives as demonstrated by their teachers in each instruction, more than 15% of respondents did not experience that way.

Feedback to Students

Feedback on students' work or progress is an indispensable part of teaching and learning. In this survey, students were also asked to rate their satisfaction on the ground of the feedback they received from their teachers. 60 out of 60 respondents expressed their satisfaction as presented in the figures below.



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Value	Frequency	Percentage
Good	24	40
Excellent	21	35
Poor	9	15
Very Poor	4	6.67
Neutral	2	3.33

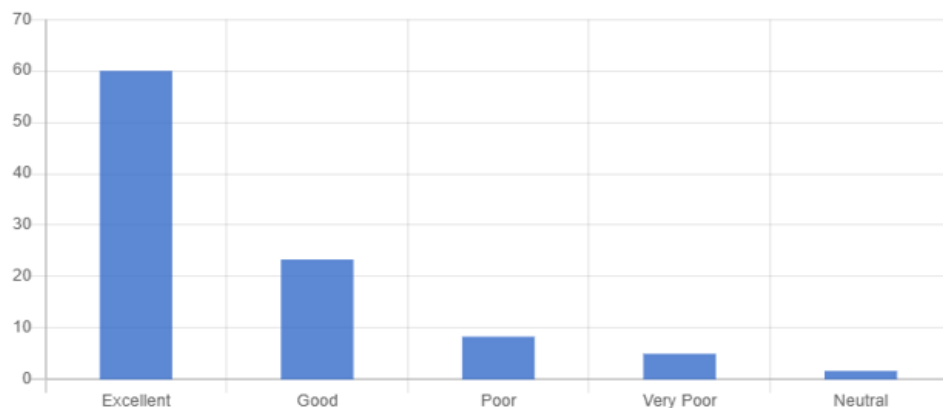
The figure above shows that though majority of students (75% in total) received feedback from their teachers and were satisfied with that, a considerable group of respondents (22%) remained dissatisfied with their rating as 'poor' and 'very poor'.

Response to Students' Questions

Responding to students' questions is indispensable to any form of good teaching. In higher education, we cannot assume students to be passive consumers of knowledge. Instead, we expect students to be active thinkers in the content delivered to them. This survey, therefore, included teachers' practice of responding to students' questions. 59 out of 60 respondents this question.



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Value	Frequency	Percentage
Excellent	36	60
Good	14	23.33
Poor	5	8.33
Very Poor	3	5
Neutral	1	1.67

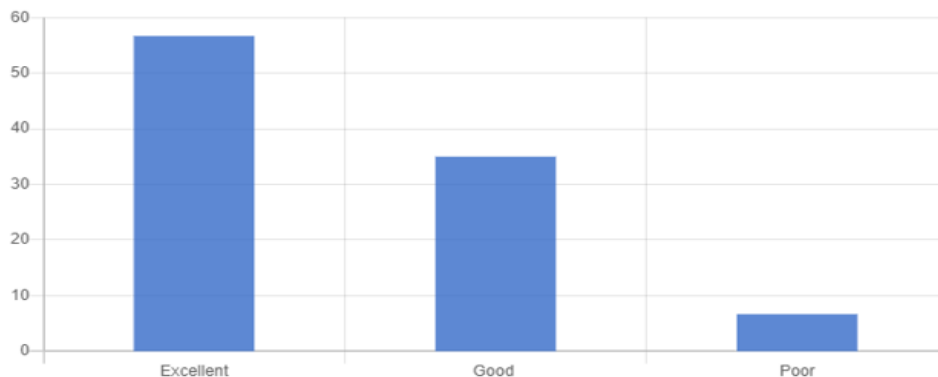
The data revealed that teachers respond fairly to students' questions. Only a small group of students found it poor (8.33%) and very poor (5%).

Subject-matter Knowledge

Subject matter knowledge is the raw material for any teacher, so the survey included students' satisfaction in terms of their teachers' subject matter knowledge as expressed or reflected in the classroom. 59 out of 60 respondents answered this question.



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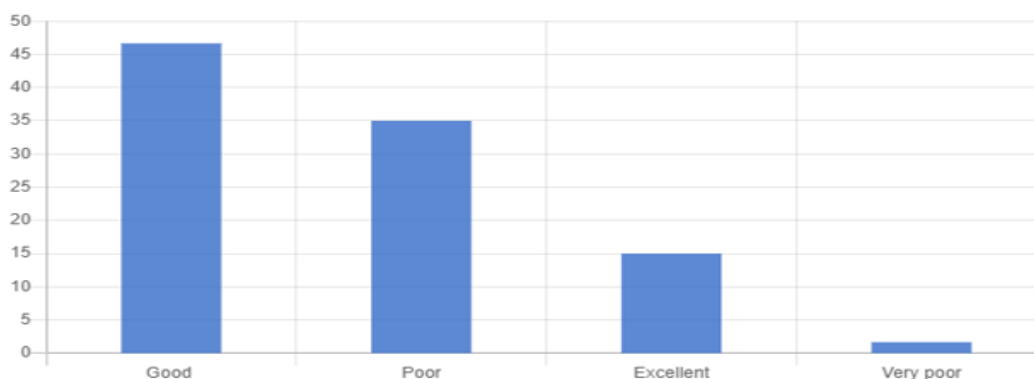


Value	Frequency	Percentage
Excellent	34	56.67
Good	21	35
Poor	4	6.67

Students were found satisfied in terms of teachers' existing knowledge on the subject matter. However, it is noticeable that about 7% of students were not satisfied with it.

Resourcefulness

A good teacher is always a resourceful teacher. The Resourcefulness of a teacher is more important in higher education. In our survey of teachers' current level of resourcefulness, 59 out of 60 respondents answered this question.



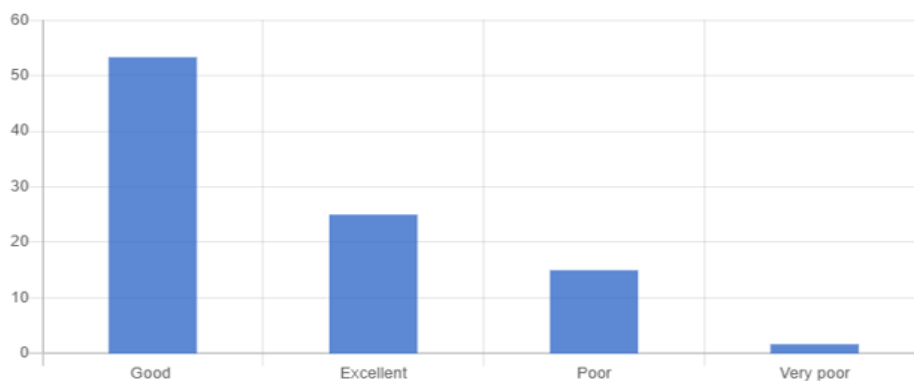
Value	Frequency	Percentage
Good	28	46.67

Poor	21	35
Excellent	9	15
Very poor	1	1.67

The data presented above clearly reveal that though nearly 62% of respondents rated teachers' resourcefulness as satisfactory, a considerable portion of the respondents (35%) found it unsatisfactory.

Research

Research skills and their practice in different forms of pedagogies are part of higher education. The survey team was interested in learning how students rate their teachers regarding their research skills and their role in everyday pedagogy. 57 out of 60 student respondents rated their satisfaction and 3 were without their data on this.



Value	Frequency	Percentage
Good	32	53.33
Excellent	15	25
Poor	9	15
Very poor	1	1.67

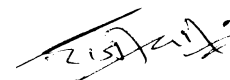
As the figures stand above, students rated teachers' integration of and knowledge of research as high (53.33% as good and 25% as excellent). However, 17% of students rated their satisfaction as 'poor' and 'very poor'.

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Findings and Discussion

The survey identified students' concerns and the current status of their teaching-learning experience through the rating of their satisfaction. Below is a presentation of key findings and a brief discussion built on that.

1. Students did not seem to have issues with the regularity of the faculties. The majority of the student respondents (about 84%) found their teachers regular in their classroom. Only 1.67% in the 'poor' category indicated that very few students were dissatisfied with their faculties' regularity.
2. Students did not have issues with punctuality either. The figures revealed that with no values as 'poor' in the figure, a huge majority experienced it as very good (41.67%), excellent (40%), and good (16.67%).
3. A massive majority (92% in total with the values as 'very good', 'excellent', and 'good') experienced very positive friendliness with their teachers. Only a small group of respondents (6.67% and 1.67%) experienced a lack of friendliness with their instructors.
4. The figure showed that less than 8% of students expressed their dissatisfaction with the teachers' readiness or preparedness on the subject matter. More than 90% of students were satisfied with the teachers' preparedness on the subject matter. Faculties need to address the causes of dissatisfaction.
5. 17% of student respondents were not satisfied with the presentation techniques by the teachers. Though nearly 80% of students with an equal standing of values (excellent 40% and good 40%) indicate a high level of satisfaction among the majority of students, faculties are required to work on presentation skills and strategies to minimize the dissatisfaction of the students.
6. Less than 17% of students were not satisfied with the use of teaching materials by their teachers. However, more than 80% of students seemed to be satisfied with their teachers in terms of the abundance of teaching materials. This means that there is room for faculty to work more to address dissatisfaction coming from students.
7. More than a third of respondents (23.33% as poor, 13.33% as very poor) expressed their dissatisfaction with the use of multimedia resources. It requires faculties to enhance the



- approach and application of multimedia resources in the classroom. However, the majority of students (26.67% as excellent, and 30% as good) rated their satisfaction values positively.
8. Though the majority of respondents (79%) found clarity of teaching objectives as demonstrated by their teachers in each instruction, more than 15% of respondents did not experience that way. Faculties have room to improve it.
 9. Though the majority of students (75% in total) received feedback from their teachers and were satisfied with that, a considerable group of respondents (22%) remained dissatisfied with their rating as 'poor' and 'very poor'. This means that faculties need to find ways to encourage students in their learning by providing timely feedback.
 10. The data revealed that teachers respond fairly to students' questions. Only a small group of students found it poor (8.33%) and very poor (5%).
 11. Students were found satisfied in terms of teachers' existing knowledge of the subject matter. However, it was noticeable that about 7% of students were not satisfied with it.
 12. Though nearly 62% of respondents rated teachers' resourcefulness as satisfactory, a considerable portion of the respondents (35%) found it unsatisfactory. This calls for a serious exploration into the approach and application of faculties in terms of their overall performance.
 13. Finally, students rated teachers' integration of and knowledge of research as high (53.33% as good and 25% as excellent). However, 17% of students experience rated their satisfaction as 'poor' and 'very poor'. This means that faculties need to work more to make research skills a part of their pedagogy and professional development.

Conclusion and recommendations

The study on student satisfaction towards individual faculty was carried out upon a small student respondents sample consisting of 60 students studying in different streams of Sukuna Multiple Campus. However, the information revealed by the study was instrumental in shaping quality teacher performance in the classroom and beyond. The finding showed that the performance of the faculties could be further strengthened through several pedagogical aspects including regularity, punctuality, and friendliness with students, lesson preparation, presentation techniques, use of instructional materials, use of technology, clarity in teaching objectives, feedback to students, response to students' questions, subject matter knowledge, resourcefulness, professionalism, and research. The findings on those key aspects mirrored the performance of the

individual faculties and students' satisfaction with them. Therefore, they can be taken as baseline information for further improvement in terms of the approach and application of pedagogies. They can also be used as a measuring rod for strategic intervention.

Overall, it can be suggested that some dissatisfaction ratings need quick intervention whereas some issues may require in-depth qualitative research such as a case study or action research to reach out to the root of the experience of students. To gain deeper insights into the actual performance of the faculties, there is a need for methodological triangulation (such as focus group discussion and semi-structured interviews) and a large sample size which will enhance the validity of the research.

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