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# STUDENT SATISFACTION SURVEY 2017-18

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**Internal Quality Assurance Cell (IQAC)  
Govt. Degree College, Shopian, J&K-192303**

## Introduction

Student satisfaction is a fundamental dimension of internal quality assurance within an educational institute. Student satisfaction survey not only makes an educational institute democratic by allowing students to share their views but also provides opportunity to critically evaluate college functioning.

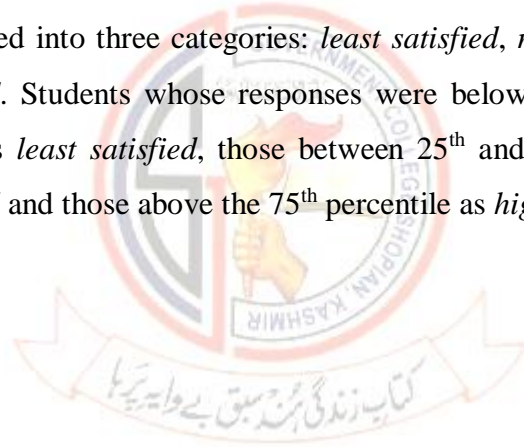
## Survey Process

Variable	Item	Percentage
<b>Gender</b>	<i>Males</i>	47
	<i>Females</i>	53
<b>Stream</b>	<i>Science</i>	46
	<i>Social science &amp; Humanities</i>	54
<b>Semester</b>	<i>First/second</i>	36.6
	<i>Third Fourth</i>	41.3
	<i>Fifth/Sixth</i>	22.2
<b>Category</b>	<i>General</i>	56.9
	<i>RBA/OBC</i>	37.8
	<i>Scheduled tribe</i>	1.8
	<i>Scheduled caste</i>	3.1
	<i>Specially challenged</i>	.04

**Table 1:** Sample description (N = 980)

Table 1 gives the breakup of the sample in terms of gender, stream, semester and category. A total of 980 students participated in the survey. Participation in the survey was voluntary and students were not forced in any manner during the process of the survey. Due consideration was given to the ethical guidelines; students were apprised of the aim of the survey and were assured about the anonymity and confidentiality of their information and identity. The sample is roughly representative of the student community of the college.

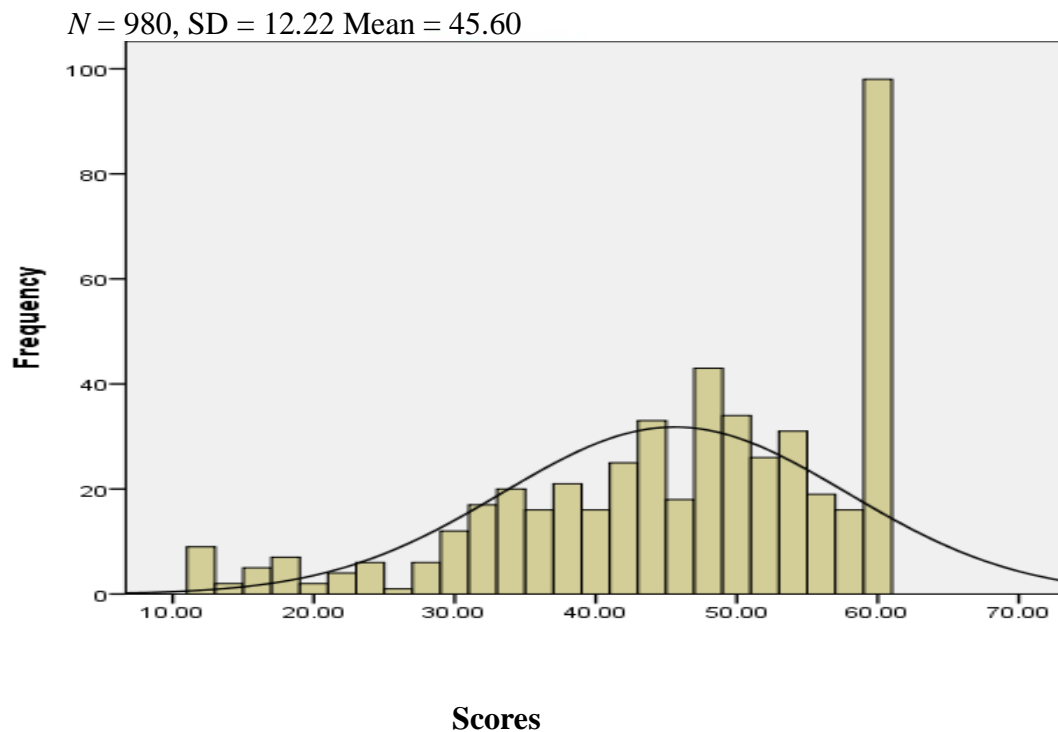
The survey is conducted and reported by Internal Quality Assessment Cell (IQAC) with the support of Heads and Coordinators of all the departments. The questionnaire was prepared with the help of reviews and suggestions from IQAC members. It was later circulated to all the departments and to students through HODs. The feedback was taken on different attributes such as teaching-learning, student engagement, support services and physical infrastructure. The responses obtained were compiled and analyzed through IBM SPSS. The total number of questions in the survey instrument was thirty-three (see appendix-I) with teaching-learning dimension including twelve questions, student engagement seven, support service nine and physical infrastructure five questions. The questions were designed in the form of a Five-point Likert scale with responses ranging from “least satisfied” to “highly satisfied”. Based on the responses the students were divided into three categories: *least satisfied*, *moderately satisfied* and *highly satisfied*. Students whose responses were below the 25<sup>th</sup> percentile were categorized as *least satisfied*, those between 25<sup>th</sup> and 75<sup>th</sup> percentile as *moderately satisfied* and those above the 75<sup>th</sup> percentile as *highly satisfied*.



## Results

### Teaching-learning

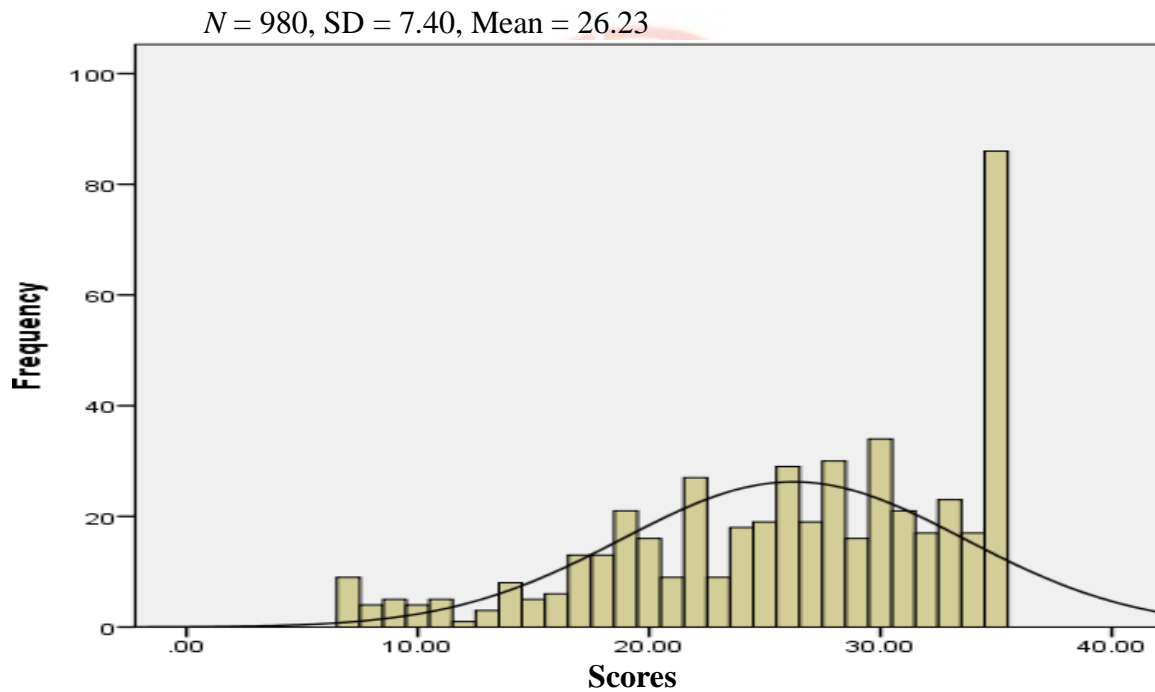
The satisfaction of students concerning teaching-learning was assessed based on student's satisfaction regarding behaviour of teachers and the learning experiences provided. Following figure 5, 2.3% of students were least satisfied, 3.7% moderately satisfied and 94% were highly satisfied. Figure 1 shows the distribution of student responses along the normal distribution curve. It can be understood that most responses fall towards the positive side of the mean



**Figure 1:** Frequency distribution of teaching quality dimension

## Student Engagement

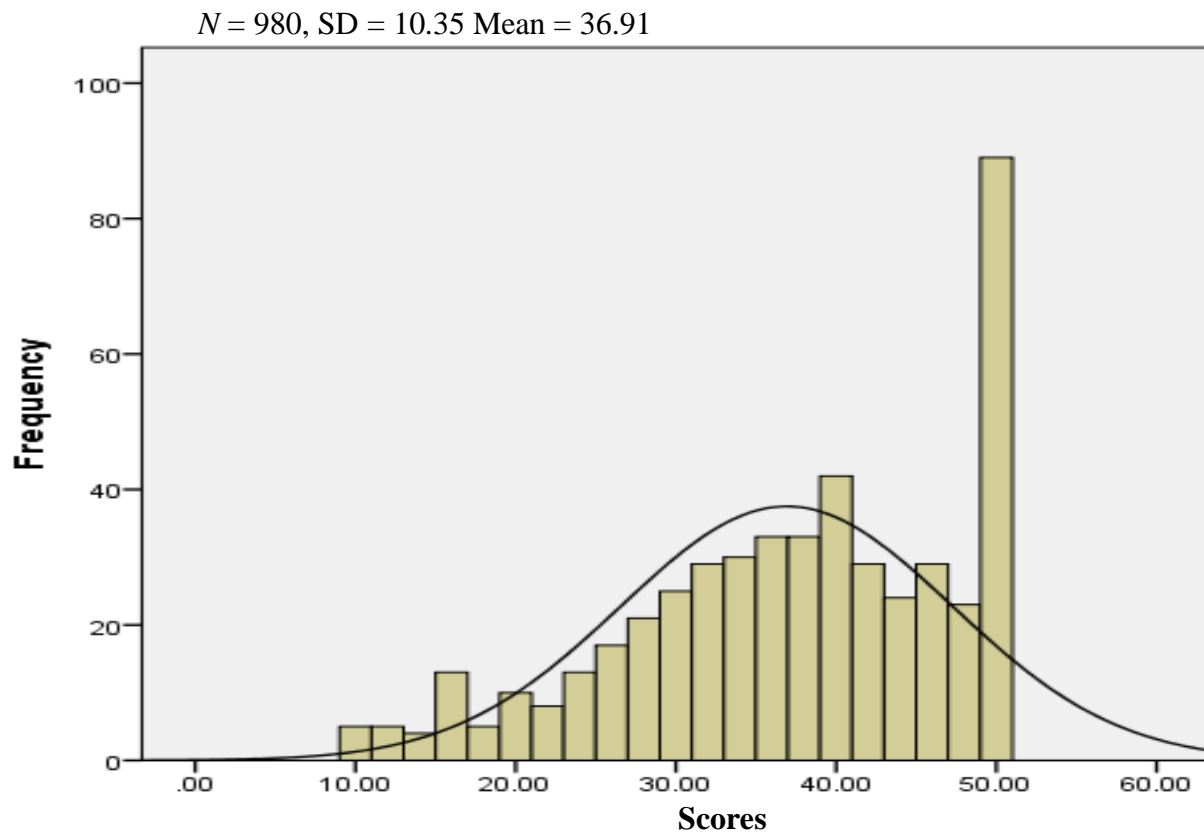
Student engagement refers to the efforts and facilities which promote positive and meaningful attachment and involvement of students in different academic and non-academic activities in the college. Following figure 5, 8% of students were least satisfied, 22.6% moderately satisfied and 69.4% were highly satisfied. Figure 2 shows the distribution of student responses along the normal distribution curve. It can be understood that the majority of the responses fall towards the positive side of the mean.



**Figure 2:** Histogram for student engagement dimension

### Support Services

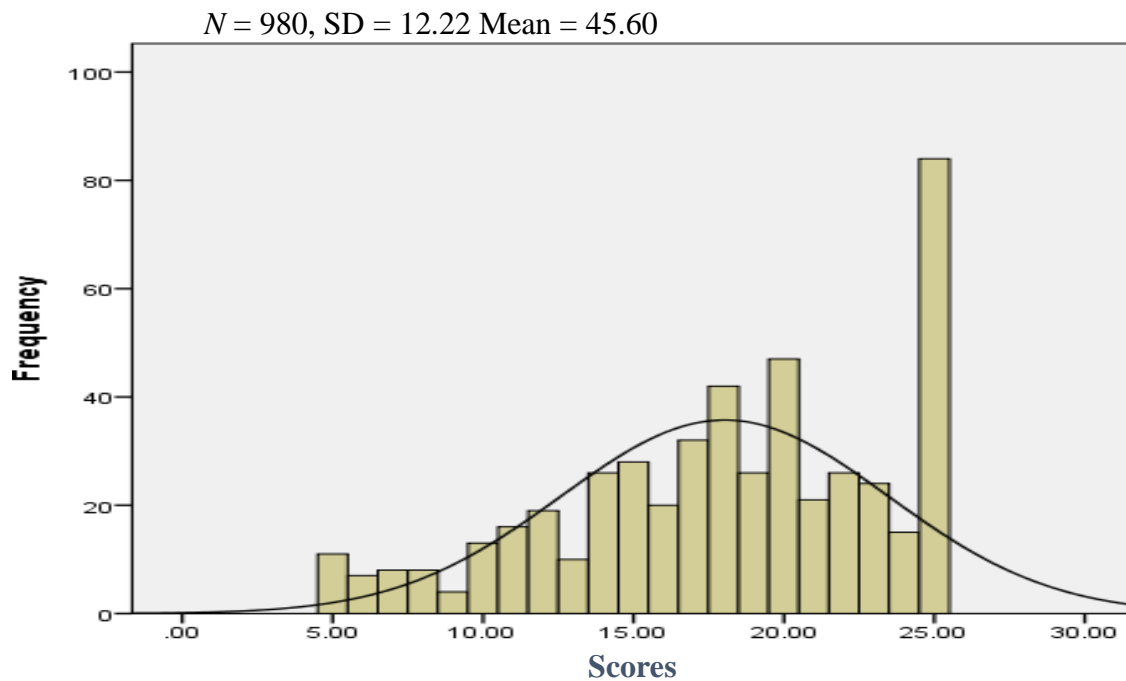
Support refers to the non-academic aspects of the college which promote positive and meaningful attachment and involvement of students in different academic and non-academic activities. Following figure 5, 2.9% of students were least satisfied, 7.4% moderately satisfied and 89.4% were highly satisfied. Figure 2 shows the distribution of student responses along the normal distribution curve. It can be understood that the majority of the responses fall towards the positive side of the mean.



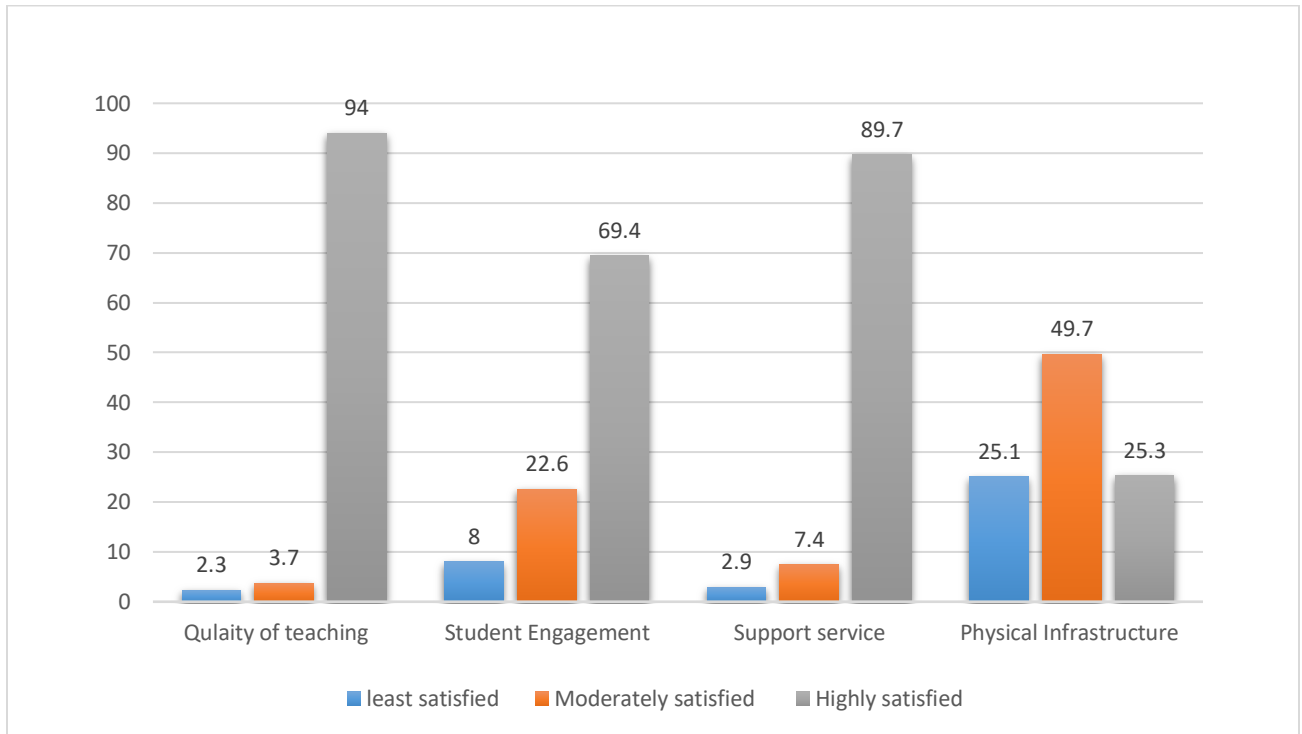
**Figure 3:** Histogram for support services

### Physical infrastructure

Physical infrastructure refers to the physical conditions and facilities which promote positive and meaningful attachment and involvement of students in different academic and non-academic activities. Following figure 5, 25.1% of students were least satisfied, 49.7% moderately satisfied and 25.3% were highly satisfied. Figure 2 shows the distribution of student responses along the normal distribution curve. It can be understood that the majority of the responses fall towards the positive side of the mean.



**Figure 4:** Histogram for physical infrastructure



**Figure 5:** Percentage of students in low, moderate and high satisfaction category

## Conclusions

On the whole students were satisfied with the college. However, some areas need augmentation; particular concerns were highlighted about the physical infrastructure dimension of the college. The college needs to augment its physical infrastructure, such as upgrading classrooms with smart features such as touch screens and overhead projectors. The college also needs to provide students with pick and drop facilities. As more than 30% of the students were either least satisfied or moderately satisfied with the quality of student engagement in the college, therefore college needs to provide students with emotional and empathetic support.



## Appendix

	LABEL		Items
1	GDC1T	Teaching and learning	Friendliness of teaching staff
2	GDC2T		Approachability of teaching staff
3	GDC4T		Teacher's constructive response on your academic progress
4	GDC5T		Application of practical and demonstrative teaching-learning
5	GDC7T		Overall availability of the staff
6	GDC8T		The overall competence of the staff
7	GDC13		Encouragement for discussions and student feedback in the classrooms
8	GDC10T		Quality, confidence and clarity in lectures
9	GDC25T		Relevance of curriculum
10	GDC26T		Syllabus completion
11	GDC23T		Use of remedial teaching in case students face difficulty in any topic
12	GDC24 T		Fairness of internal evaluation
13	GDC3ME	Student engagement	The concern shown when you have a problem
14	GDC6ME		Respect for your feelings, concerns and opinions
15	GDC11ME		The realisation of your expectations
16	GDC12ME		Encouragement and appreciation for your efforts
17	GDC9SME		Your critical and meaningful engagement in the college
18	GDC19ME		Efforts made by the institute/ teachers to inculcate soft skills, life skills and employability skills among students
19	GDC14ME		Appreciation for creative activities and abilities
20	GDC15SS	Support services	Cooperation from non-teaching staff
21	GDC16SS		Grievance redressal mechanism
22	GDC22SS		Availability of guidance and counselling centres in the college
23	GDC17SS		The way specially-abled students are taken cared
24	GDC31SS		Responsiveness of support staff
25	GDC32SS		Flexibility in administration

26	GDC33 SS		Financial aid and scholarship
27	GDC18 SS		Participation in extracurricular activities
28	GDC29 SS		Safety and security within the campus
29	GDC27PY	Physical infrastructure	Infrastructure available
30	GDC28PY		Cleanliness and hygiene on the campus
31	GDC30PY		Facilities for transport and outing.
32	GDC20 PY		Use of ICT tools such as LCD projector, Multimedia, etc. while teaching.
33	GDC21 PY		Facilities for sports and recreational activities in the college

