

Student Satisfaction at Secondary Level in Oxford College of Engineering & Management

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Abstract

The objective of this study was to examine the student satisfaction level at grade 11 and grade 12 in Oxford College of Engineering and Management (OCEM). Quantitative methodology approach along with the survey study was applied in this study. The survey questionnaire was used as research instrument to collect data in this study. The target population was four hundred and forty and the sampled population was two hundred and four. There were two hundred and four (N= 204) respondents where the boy's population was 55.88 % and girl's population was 41.11 %. The response rate was 94.22%. The Cronbach's Alpha was calculated to find the reliability of the data. Independent sample t-test was used to find the differences between the male and female students' intention to recommend for the enrollment of their kith and kin at OCEM. The previous studies reveal that students' satisfaction at the secondary level schools were embedded in the factor of quality of education, school administrative factor, managerial factor, physical factor and school location. The results show that lifelong academic skills, standard and qualified lecturers, student centered activities, strong faculty management, proactive faculty support, better college environment and facilities, punctuality of the transport facilities, strong security environment, better lab facilities and advanced library facilities, advanced physical facilities and college infrastructure facilities were extracted as the key subscales of the analysis section. The results show that there was significant relationship between existing students' recommendation to enrol and student centered activities, advanced lab and library facilities and college facilities at Oxford College of Engineering and Management (OCEM) at Nawalpur of Nepal ($p < 0.05$, $B = -.342$, $B = -.309$, $B = -.398$). The implications of findings will be beneficial for college principals, school leaders, academicians, Head of Department, college promoters to formulate student centered strategies. It will be also useful to college policy makers to formulate new student-centered strategy to motivate students for the enrolment. In generalizing the results of the present study, there is some cause for concern due to a sampling method and representativeness of the boys and girls

Keyword: *student satisfaction, quality of education, school administrative factor, managerial factor, physical factor and school location.*

1. Introduction

Student satisfaction is a debatable issue in the global context because the higher education market is strongly affected by internal and external environment of the colleges. This has produced a competitive market for educational services and increased competition to attract students (Nogueira, 2018). As



competition among higher education institutions (HEIs) has increased, these institutions have been forced to adopt market-oriented strategies to differentiate themselves from their competitors and thereby attract as many students as possible (Butt & Rehman, 2010). HEIs have also realized that their sector represents a business-like service industry and have begun to focus more on meeting or exceeding the needs of their students (Gruber et al., 2010; Mihanović, Batinić & Pavičić, 2016). The primary objective of this study is to examine the experiences and opinions of students of grade 11 & 12 on the current available academic, managerial, physical and infrastructure facilities for their intention to recommend their kith and kin. Students satisfaction level is embedded in the internal and external and external environment of the educational institutions which covers image of college, ideal location of the college, quality of college facilities, quality of college academic program experiences and the quality of administrative staff. The secondary objective of this study is to identify the student's intention to continue their higher level education at OCEM. Student satisfaction is a short-term attitude resulting from an evaluation of a student's educational experience (Hossain & Islam, 2012), and as such, it is important to understand for a number of reasons for example, to motivate students, to generate more profit and to penetrate in the new market. Satisfied customers tend to have a higher probability of generating positive word-of-mouth (Kwun, Ellyn & Choi, 2013; Nogueira, 2018). Thus, it is more likely that satisfied students engage in positive word-of-mouth communication than do less satisfied students. Feedback from students can be used to improve those factors where satisfaction is lower than the normal standard and because student satisfaction has been found to be associated with the perceived quality of the institution. Kwun et al., (2013) concluded that improving the level of student satisfaction will eventually improve public perception with respect to the quality of the institution. The level of student dissatisfaction has been increased in the Nepalese institutions (Sahayogee, 2019) and student retention has seen a big challenge to the educational practitioners in higher education. If educational organizations are failed to satisfy their students, the future of higher educational institutions will be in risk. Student centered marketing strategy has emerged to fulfil the contemporary demands of students in higher education sector (Upreti & Chhetri, 2013). The current study will be beneficial for higher educational academic leaders and practitioners to focus their marketing strategy to satisfy the students. Similarly, this study will also helpful for local government to know the current demand of students and to regularize the local education system and to associate with student mankind.

2. Theoretical Model of The Study

Student recommendation is deeply rooted in their satisfaction level where they are currently studying as a student of higher education. Generally, they evaluate the current facilities available by their respective college where the quality of administrative staff; college program; image of the college; ideal location of the college and external environment of the college are the key indicators to satisfy them (Weerasinghe & Fernando, 2018). Factors affecting student's satisfaction are also concluded as a student's culture, subculture, social class; reference groups, aspirational groups, member groups, family roles and status, age and life-cycle stage, occupation, economic circumstances, lifestyle, personality and self-concept, perception, learning, beliefs, and attitudes (Attreya, 2018). Again, student's satisfaction is deeply rooted in 7P's of the service marketing which are mentioned as product, price, placement, promotion, people,

process, physical evidence as mentioned by Gajic (2011). Here product means college program, price means, fee of each course, placement means, internship and job guarantee, promotion means advertisement of college, people means lecturers and administrative staff, process means different stages of program completion and physical evidence means physical facilities of college (Prentice, Brady & McLaughlin, 2018). Again, improving the college program, reducing the tuition fee; improving the connection with economic environment; the image of college; the academic staff; the management activities, and improving the college facilities are key influencing factors of student's satisfaction in higher educational institutions (Hanssen & Solvoll, 2015).

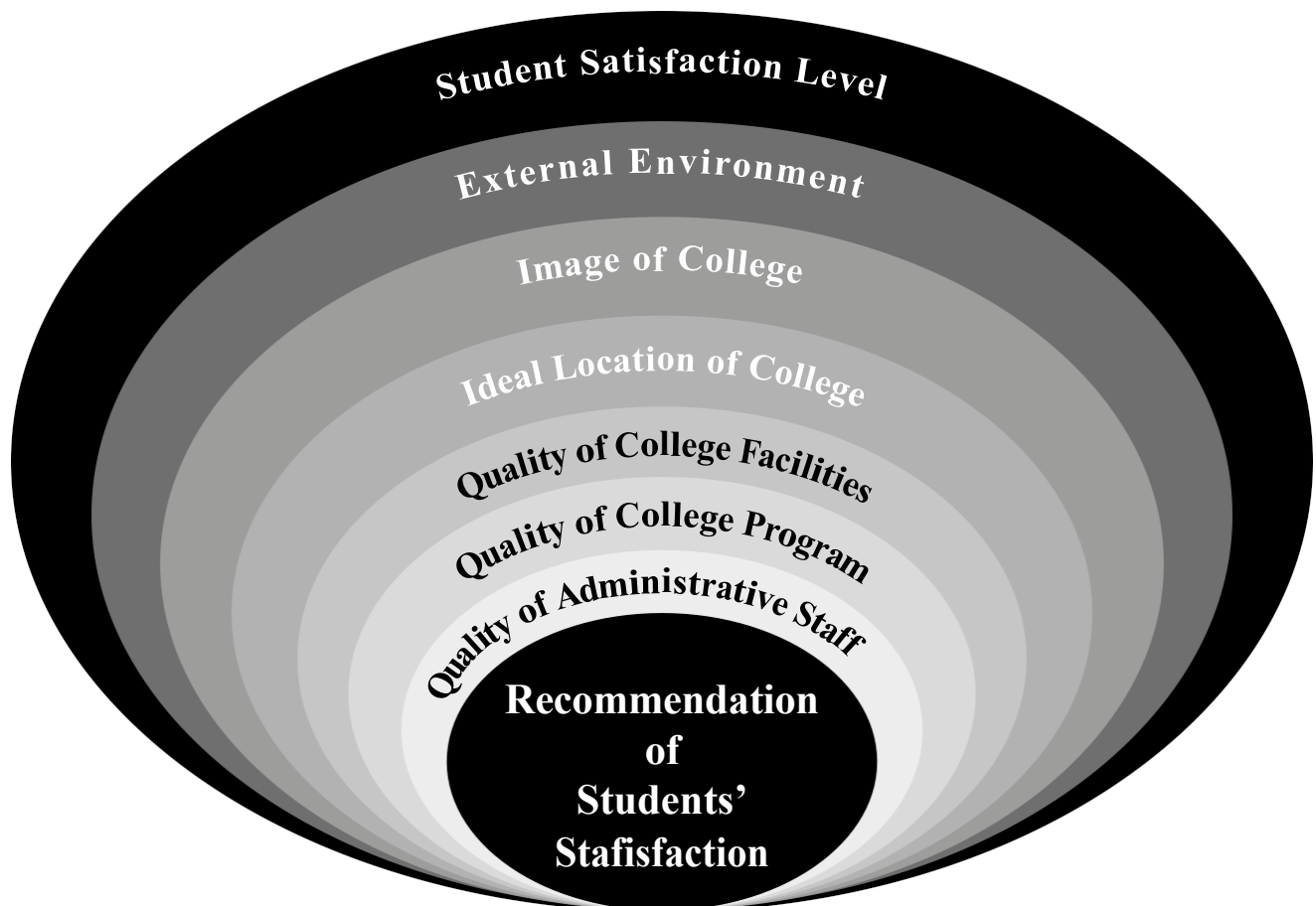


Figure 1. Student Satisfaction Model for Higher Education in Nepal

3. Research Task and Problems

The quantitative research approach was applied in this study because this approach is useful to cover larger sample population generates and statistically robust results that can be derived from quantitative research are good for estimating the probability of success. The research method is the survey study and the research instrument is the service questionnaire. The target population was four hundred and fifty (n=440) where the sample population was two hundred and four (n=204) There were two hundred and four (n= 204) respondents where the boy's population was one hundred and fourteen (N=114) [55.88 %] and girl's population was ninety (n = 90) [41.11 %].

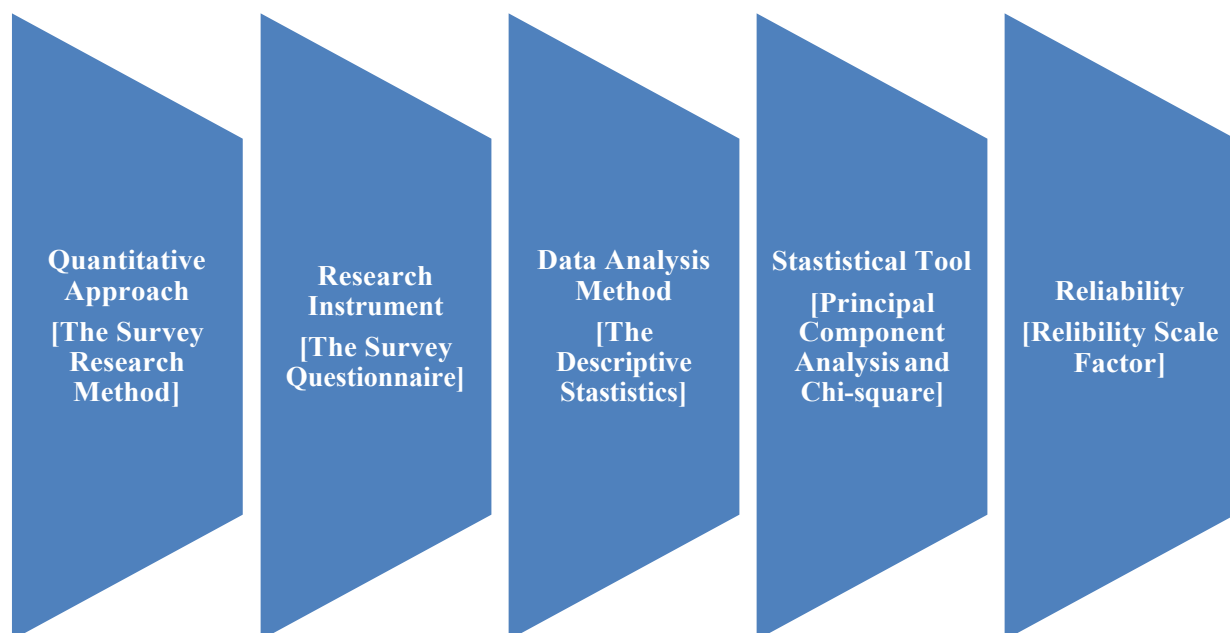
The target population was four hundred and fifty (n = 440). The main research problem will examine the student's intention to recommend their kith and kin to enrol at higher secondary schools. The first sub problem will examine the student's experiences and opinions at grade 11 and 12 grade

students on academic factor for their intention to recommend their friends/family members/relatives to enrol at OCEM. The second sub problem will examine the student's experiences and opinions of grade 11 and 12 grade students on managerial factors for their intention to recommend their kith and kin at secondary level schools. The third sub problem will examine student's experiences and opinions on college's physical factor for their intention to recommend their kith and kin to enrol at Secondary Level Schools. The fourth sub problem will examine the experiences and opinions on college infrastructure facilities for their recommendation to enrol their kith and kin to enrol at schools where they are currently studying (Cohen, Manion & Morrison, 2011; Tucker, 2013). Saying so, the first main problem and its sub problems have been presented as follows.

1. What are the key influencing factors affecting student's intention to recommend their kith and kin to of grade 11 and 12 in the college?
 - 1.1. What is the impact of academic factor on student's intention to recommend their friends/relatives/family members to enrol at the college where they are currently studying?
 - 1.2. What is the impact of managerial factor on student's intention to recommend their friends/relatives/family members to enrol at the college where they are currently studying?
 - 1.3. What is the impact of physical factor on student's intention to recommend their friends/relatives/family members to enrol at the college where they are currently studying?
 - 1.4. What is the impact of infrastructure factor on student's intention to recommend their friends/relatives/family members to enrol at the college where they are currently studying?

3. Methods

The survey research design was applied to collect data on student's recommendation to their kith and kin to enrol at the same college because this method is useful to cover a large sample population. The survey research design which is used in this study has been presented below.



Source: Kothari, 2004

Figure 2 Research design of quantitative method

The research of this study mentioned in Figure 1 signifies that quantitative method is embedded the survey research method, research instrument, data analysis method, statistical tools and reliability scale factor. The five point Likert Scales survey questionnaire was used as research instrument to know the experiences and opinions of grade 11 & 12 students. Two hundred and fifteen (N=215) questionnaires were distributed but the respondents returned two hundred and four (N=204) questionnaire at the Research Department of OCEM. The response rate was 94.22 % where the reliability of the data was examined by computing Cronbach's Alpha value (0.70). The descriptive statistics and Binary Logistic Regression Model was applied to find the association between the independent and dependent variables. The structure of Binary Logistic Regression Equation is mentioned as $\text{prob}(\text{event})$ is equal to $b_0 + b_1x_1 + b_2x_2 + \dots + b_nx_n$ (Cohen, Manion & Morrison, 2011 ; Vogt, 2011).

4. Data Analysis

The first, second, third and the fourth sub-problems have examined the students' experiences and opinions on academic facilities, managerial facilities, service facilities and the infrastructure facilities for their intention to recommend their friends/relatives/family members at Oxford College of Engineering and Management in Gaundakot-2, Nawalpur of Nepal. The first, second, third and the fourth instruments were entitled the "the academic factor; the managerial factor, physical and infrastructure factors. The instrument was based on the five point Likert scales, for example, 1 = I strongly disagree, 2 = I disagree, 3 = I do not know, 4 = I agree and 5 = I strongly agree. Factor Reduction Model of Principal Component Analysis has been applied to reduce the number of variables and to extract the new principal components. The descriptive statistics analysis was applied to compute mean and Standard Deviation of each subscales. Later on, the Binary Logistic Regression Model (BLRM) was applied to find the association between dependent and independent variables. Chi-Square Test and Student T-test were applied to find the association between the gender and student's recommendation for the enrolment at OCEM.

4.1 Results

There were four sub problems under the one main problem in this study. The first sub problem has examined the student's opinions and experiences of students for the current quality of academic program. Similarly, the second sub problem has examined the available managerial support on the student's intention to recommend their kith and kin to enrol. Again, the third sub problem has examined the available physical facilities on student's intention to recommend for the enrolment.

4.1 Academic factor

Academic factors are embedded in delivering the practical skills, student centered activities, innovative teaching pedagogy, interactive teaching environment, better internal evaluation system, cooperative teaching environment and using modern educational technology in classroom teaching (Hanssen and Solvoll, 2015; Kreber, 2009).

4.2 Managerial factor

The managerial factors are embedded in the role of faculty members to solve students' problems, the role of principal to motivate students, the concentration of overall coordinator to address student issues and helpful role of principal. Management of time schedule, teaching resources, availability of faculty

head and high attention of faculty head to solve students' problem (Upreti & Chhetri, 2014). Managerial factors are also signify that student support centre, students' involvement in decision making and also the role of student union in decision making (Hernadewita et al., H. 2019).

4.3. Physical factors

The physical factors are embedded in available sport facilities, neat and clean college environment, library and lab facilities, hygienic canteen, parking facilities, prompt and easy transport facilities, secured college environment and available educational technology resources and other teaching materials (Kärnä & Julin, 2015).

4.4. Infrastructure factors

The infrastructure factors are embedded in the availability of furniture, availability of clean drinking water, availability of educational technology, advanced and technologically equipped classrooms, and a large playground (Sweeney, 2016).

5. Subscales of Principal Components on academic, managerial, physical and infrastructure factors.

5.1 All the subscales were initially examined their reliability by using scale reliability analysis where the accepted value of Cronbach's Alpha was 0.070.

Table 1. The values of mean, SD and Cronbach's Alpha on different subscales

| Subscales | | Mean | SD | Cronbach's Alpha | P values | Number of variables |
|-----------------------|--|------|-------|------------------|----------|---------------------|
| ACADEMIC SCALES | Standard lecturers | 2.22 | 0.78 | 0.70 | 0.157 | 10 |
| | Lifelong academic skills | 2.24 | 0.59 | 0.71 | 0.014 | 9 |
| | Strict student centred activities | 2.45 | 0.95 | 0.75 | 0.016 | 8 |
| MANAGERIAL SCALES | Strong faculty management | 2.06 | 0.72 | 0.76 | 0.373 | 10 |
| | Proactive faculty support | 2.52 | 1.04 | 0.72 | 0.214 | 10 |
| PSYCHICAL SCALES | Better lab and library facilities | 2.28 | 0.83 | 0.70 | 0.287 | 9 |
| | Strong security mechanism | 2.93 | 0.83 | 0.70 | 0.341 | 10 |
| | Better college facilities | 2.34 | 0.70 | 0.71 | 0.041 | 10 |
| | College furniture facilities | 2.44 | 0.90 | 0.74 | 0.162 | 11 |
| | Best transportation facilities | 2.76 | 0.99 | 0.73 | 0.377 | 10 |
| INFRASTRUCTURE SCALES | Weak college infrastructure facilities | 2.92 | 1.150 | 0.70 | 0.924 | 11 |

The results show that the subscales are categorized into four groups where standard lecturers, strict student centred activities and lifelong academic skills are categorized as academic scales (Mean values = 2.22 & 2.24). Similarly, strong faculty management and proactive faculty support are categorized as managerial scales (Mean values = 2.06, 2.52 & 2.45). Again, better lab and library facilities, strong security mechanism, better college facilities, college furniture facilities and better transportation facilities

(Mean = 2.28, 2.93, 2.34, 2.44 & 2.76). Finally, the college buildings are categorized as the infrastructure scale (Mean = 2.92). The results show that the mean value of the subscale “strong faculty management” had been calculated as 2.06 signifying that students showed their disagreement with the statements that faculty members were capable to manage time schedule to complete the course, manage teaching and learning resources and the faculty head was available all the time when students needed some support to solve the problems. Similarly, the mean value of the subscale “standard lecturers” had been calculated as 2.22 signifying that students were somehow disagreed and somehow undecided with the statements that teachers had used modern educational technology during classroom teaching, teachers had followed the international evaluation system and creation of cooperative teaching environment by teachers. Again, the mean value of the subscale “student cantered activities” had been calculated as 2.23 signifying that students were somehow disagreed and somehow undecided with the statements that they had been motivated by their principal, the overall coordinator was always concerned about their issues in their college, the capacity of principal to make rational decision and the supportive roles of principal (Langstrand, Cronemyr & Poksinska, 2014). Furthermore, the results show that the mean value of the subscale “lifelong academic skills” had been calculated 2.24 signifying that students were approximately disagreed with the statements that of delivering the excellent teaching and learning activities, using modern teaching pedagogy, availability of interactive teaching environment, grooming student’s career path, and using modern technology during classroom teaching at grade 11 & 12 class at OCEM. Similarly, the mean value of the subscale “better lab and library facilities” had been calculated as 2.28 signifying that students were somehow disagreed and somehow undecided with the statements that library facilities were helpful and available on time. Additionally, the mean value of the subscale “better college environment and facilities” had been calculated as 2.34 signifying that students had showed their disagreement with the statements that of the books were available when they needed, maintaining the neat and clean college environment; hygienic and satisfactory service of canteen and availability of sufficient parking lane (Insch & Sun, 2013). The next mean value of the subscale “college physical facilities” had been calculated as 2.44 signifying that students were somehow disagreed and somehow undecided with the statements that college had sufficient furniture, sufficient clean drinking water and in college, availability of the technologically equipped classrooms at OCEM (Yusoff, McLeay and Woodruffe-Burton, 2015). Again, the mean value of the subscale “proactive faculty support” had been calculated as 2.52 signifying that students were somehow disagreed and somehow undecided with the statements that faculty members listened their problems and solved on time. Again, the mean value of the ninth subscale “best transportation system” had been calculated as 2.76 signifying that students were approximately agreed with the statements that the punctuality of transport, reasonable cost and comfortable transport system. Again, the mean value of the subscale “strong security environment” had been calculated as 2.93 signifying that students were agreed with the statements that they were satisfied with the college security concern. Finally, the mean value of the subscale “weak college infrastructure facilities” had been calculated as 2.92 signifying that students were approximately agreed with that statements that collage building was safe, had sufficient space, and technologically equipped administrative buildings in OCEM (Quality Improvement Based on a Process Management Approach, with a Focus on University Student Satisfaction, 2016). The overall mean values notified that the mean values ranged from 2.06 to 2.92 signifying that students were higher

than the disagreed to natural to recommend their kith and kin to enrol at OCEM. The results show that the mean score of the male student of the subscale strong faculty management ($M = 2.10$, $SD = .80$) do not statistically significantly differ [$t(202) = .893$, $p = 0.373$] from that of the female students on the same variable ($M = 2.01$, $SD = .60$). Similarly, the mean score of the male students of the subscale standard lecturers ($M = 2.29$, $SD = 0.85$) did not differ statistically significantly [$t(202) = 1.419$, $p = 0.157$] from that of the female students on the same variable ($M = 2.13$, $SD = 0.67$). But, the mean score for the male students on the subscale student centered activities ($M = 2.36$, $SD = 0.87$) is statistically significantly higher [$t(200.80) = 2.605$, $p = .012$] from that of the female student on the same variable ($M = 2.06$, $SD = 0.71$, Cohen's $d = 0.37$) signifying that boys had have more intended to recommend their kith and kin to enrol at OCEM than girls. The results further show that the mean score for the male students ($n=116$) on the subscale lifelong academic skills ($M = 2.33$, $SD = 0.60$) is statistically significantly higher [$t(194.45) = 2.505$, $p = .013$] than that of the female students ($n=88$) on the same variable ($M = 2.12$, $SD = 0.56$, Cohen's $d = 0.36$) signifying that male students had have high intention to recommend their kith and kin for the enrolment at OCEM than the female students. Moreover, the mean score of the male students of the subscale better lab and library facilities ($M = 2.33$, $SD = .82$) do not statistically significantly lower [$t(202) = 1.068$, $p = 0.287$] than that of the female students on the same variable ($M = 2.21$, $SD = .84$). Again, the mean score of the male students of the subscale better college environment and facilities ($M = 2.43$, $SD = .74$) is statistically significantly higher [$t(199.72) = 2.102$, $p = 0.03$] from that of the female students on the same variable ($M = 2.23$, $SD = .62$), signifying that boys were more intended to recommend their kith and kin for the enrolment where they are currently studying. Additionally, the mean score of the male students of the subscale college physical facilities ($M = 2.52$, $SD = .93$) do not statistically significantly differ [$t(202) = 1.405$, $p = 0.162$] than that of the female students on the same variable ($M = 2.34$, $SD = .85$). Again, the mean score for the male students on the subscale proactive faculty support ($M = 2.60$, $SD = 1.05$) did not differ statistically significantly [$t(202) = 1.245$, $p = .214$] from that of the female student on the same variable ($M = 2.42$, $SD = 1.01$). Again, the mean score of the male students of the subscale better transportation system ($M = 2.81$, $SD = 1.03$) do not statistically significantly differ [$t(202) = .885$, $p = 0.377$] from that of the female students on the same variable ($M = 2.69$, $SD = .95$). Again, the mean score for the male students on the subscale college infrastructure facilities ($M = 2.91$, $SD = .80$) did not differ statistically significantly [$t(202) = -.906$, $p = 0.656$] than that of the female student on the same variable ($M = 2.92$, $SD = .89$). Finally, the mean score for the male students on the subscale strong security environment ($M = 2.86$, $SD = 1.14$) did not differ statistically significantly [$t(202) = -.954$, $p = .341$] from that of the female student on the same variable ($M = 3.02$, $SD = 1.18$).

5.1 Results of Chi-Square Test between the location of the existing students and their recommendation to enrol at OCEM.

The results of crosstabulation of different locations of existing students and the students' intention of recommendation to their kith and kin to enrol at OCEM shows that out of 204 sample students, 50 students from campus periphery, 42 students from Eastern Chitwan, 9 students from Western Chitwan and 29 from other location were found positive to recommend their kith and kin. But out of 204 students, 22 students from campus periphery, 22 from Eastern Chitwan, and 15 from Western Chitwan and 14

from other location showed their intention not to recommend their kith and kin to enrol at OCEM. This shows that there is association between different locations of existing students and students' intention for recommendation for the enrolment at OCEM.

Table 3. Chi-Square table of location of existing students at OCEM and their recommendation preference (N=204).

| Chi-Square Tests | | | |
|------------------------------|--------|----|-----------------------------------|
| | Values | df | Asymptotic Significance (2-sided) |
| Pearson Chi-Square | 8.957 | 4 | 0.036 |
| Likelihood Ratio | 8.574 | 4 | 0.037 |
| Linear-by-Linear Association | 1.538 | 1 | .215 |
| N of Valid Cases | 204 | | |

The Table 3 provides that the value of Chi-Square is 10.273^a and associated significance value is 0.036<0.05. Therefore, the null hypothesis is rejected, and signifying that there is association between the location of existing students and students' intention to recommend their friends/relatives/family members to study at OCEM.

5.2 Logistic regression Wholesome Model of the significant indicators

Three independent variables were found significance from the whole independent variables of this study. All three significant indicators of student's intention to recommend their friends/family members/relatives for the enrolment in the same college where they are currently enrolled students were entered into the Binary Regression Model. Only two indicators were found significant for the student's intention to recommend for the enrolment at OCEM. The equation of independent and dependent variable under the Binary Logistic Regression Model is embedded in $\text{logit}(P) = b_0 + b_1x_1 + b_2x_2 + \dots + b_nx_n$ where p is used to represent the odds ratio and the formula of odds ratio [odds = $p/1-p$ i.e. numerators p denotes probability of presence and denominator p is equal to probability of absence (Cohen et al., 2007).

Table 2. Binary Logistic Regression Wholesome Model of the impact of different factors on the intention of student's recommendation for the enrolment at their own college (N = 204).

| Independent variables | B | S. E | Wald | df | Sig. | Exp (B) | 95 % C.I for Exp (B) | |
|--|-------|------|--------|----|------|---------|----------------------|-------|
| | | | | | | | Upper | Lower |
| Strict student centred activities | -.342 | .158 | 4.676 | 1 | .032 | .710 | .521 | .968 |
| Better ab and library facilities | .309 | .168 | 3.389 | 1 | .066 | 1.362 | .980 | 1.891 |
| Weak college infrastructure facilities | -.398 | .157 | 6.934 | 1 | .011 | .672 | .494 | 1.891 |
| Constants | -.640 | .156 | 16.913 | 1 | .000 | .527 | | |

The Omnibus Tests [Chi-Square = 16.712, df = 3, p = .110 and associated significance level is greater than 0.05, the present model shows a decrease in deviance from the base model because Chi-Square is positive, showing this model is better fit compared the base model. The model summary table shows the values of -2 Log Likelihood (243.483), Cox and Snell R² and Nagelkerke R² [8 % (Cox and Snell) and 11% % (Nagelkerke)] variance of the model was explained by the independent variables. Hosmer and Lemeshow Test shows that p = 0.110 > 0.05 is insignificant which is good to support for the regression model fit. The

results show that out of 210, 174 students who initially showed their intention to recommend their kith and kin to enrol at OCEM, this model predicts only 118 students intended to recommend their kith and kin to enrol at OCEM but 46 students intended not to recommend their kith and kin to enrol at OCEM. The results further show that out of 36 students who did not intent to recommend their kith and kin to enrol at OCEM, 11 students intended to recommend their kith and kin to enrol at OCEM (see in the Appendix 1). Thus, it predicts students who intended to recommend their kith and kin to enrol at OCEM with 91.5 percent accuracy and also predicts that students who did not intend to recommend their kith and kin to enrol at OCEM with 35.2 percent accuracy. The results also indicate that the overall percentage of correctness of observed data was 71.5 %. The results show that there is association between students' intention to recommend to their kith and kin to enrol at OCEM and strict student centred activities ($p < 0.05$ with odds ratio .710, $B = .352$) in the wholesome analysis of Binary Logistic Regression Model indicating the negative experiences on their principal motivational roles, the concerned of the overall coordinator to hear their issues in their college, rational role of their principal to make managerial decision and his helpful roles to them. The current study has supported the previous findings of Calder (2013) because the study of Calder had found that students were found dissatisfied with the strict student centred activities in their college and did not want to recommend their kith and kin. Similarly, the results further reveals that there was significant association between the recommendation of students to their kith and kin to enrol at OCEM and college infrastructure facilities of OCEM ($p < 0.05$ with odds ratio .672, $B = -.398$) in the wholesome analysis of Binary Logistic Regression Model indicating the negative impact on safety college building in all aspect, sufficient space of their classroom and equipped administrative builds at college. The current study has supported the previous study of Weerasinghe and Fernando (2018) because the study of Weerasinghe and Fernando had also found that students were dissatisfied with the weak infrastructure facilities by which students did not want to recommend their kith and kin to enrol at their existing colleges.

Discussion and Conclusion

The objective of this study was to examine the students' intention to recommend their kith and kin to enrol at OCEM Gaindakot-2 Nawalpur of Nepal. Quantitative research method was used along with the survey study to collect data on students' intention for the current facilities of academic, managerial, physical and quality of college programs. The response rate of the survey questionnaire was 94.22%. The results has concluded that lifelong academic skills, standard and qualified lecturers, student centered activities, strong faculty management, proactive faculty support, better college environment and facilities, punctual transfort facilities, strong security environment, better lab and library facilities, college psychical facilities and college infrastructure facilities as the subscales of this study. The results of the Chi-square show that there is significant association between students' recommendation to their kith and kin and different locals of the college. The results further show that there was association between the intention of existing students' to recommend their kith and kin to enrol at OCEM and student centered activities, better lab and library facilities and college buildings facilities ($p < 0.05$, $B = -.342$, $.309$, $-.398$). The current study has also supported the previous study of Mullamaa (2017) because the previous study of Mullamaa had found that student's centred activities and better lab and library facilities motivated

college students to recommend their kith and kin in their existing college to study. The findings of the current study has supported the previous findings of Gajic (2011) because Gajic has found that students were found satisfied with the rich infrastructure facility. The Chi-square Test was applied to measure the association between existing students' locations and their intention to recommend their kith and kin to enrol at OCEM. The results show that there is significant relationship between the different locations of students and their intention to recommend for the enrolment at OCEM. The findings of this study is significant for the Department Head, administrative staff and the principal of OCEM to formulate new policies and strategies. It will be also important to other colleges of the same characteristics to know the students' perception to the private colleges in Nawalpur and Chitwan District.

Recommendation

This study recommends that academicians of OCEM need to deliver lifelong academic skills, student-cantered activities and updated lecturer during their classroom teaching. Similarly, the faculty heads need to improve their management activities, quick faculty support to students and supportive college environment and facilities and should apply new educational technology in their classroom teaching. Again, top level management needs to revise the current students' security system for the strong security environment, improve lab and library facilities, to improve college infrastructure facilities and other physical facilities. The future research has to cover the large sample population both private and the public colleges in order to generalize findings for the larger population which makes the future research more valid and transferable in other aspects of factors influencing to student satisfaction in Chitwan District.

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APPENDIX 1

| Observed | | Predicted QN17 | | Percentage Correct |
|--------------------|------------------------------|------------------------|------------------------------|--------------------|
| | | Intention to recommend | Does not intend to recommend | |
| QN17 | Intention to recommend | 168 | 36 | 91.5 |
| | Does not intend to recommend | 0 | 11 | 35.2 |
| Overall Percentage | | | | 71.5 |