



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

International Journal of Recent Scientific Research
Vol. 8, Issue, 10, pp. 21084-21093, October, 2017

**International Journal of
Recent Scientific
Research**

DOI: 10.24327/IJRSR

Research Article

EXAMINING THE SATISFACTION OF STUDENTS REGARDING QUALITY ASSURANCE IN HIGHER EDUCATION

Indu Bala and Franky Rani

Department of Education, Guru Nanak Dev University, Amritsar

DOI: <http://dx.doi.org/10.24327/ijrsr.2017.0810.1012>

ARTICLE INFO

Article History:

Received 06th July, 2017
Received in revised form 14th
August, 2017
Accepted 23rd September, 2017
Published online 28th October, 2017

Key Words:

Higher Education, Quality Assurance,
Student Satisfaction

ABSTRACT

Students are the chief consumers of all higher education institutions. Higher education institutions are realising that higher education could be regarded as a business-like service industry and they are beginning to focus more on meeting or even exceeding the needs of their students. This study aims to investigate how students perceive the services they are offered at a higher education institution and how satisfied they are with them. For this purpose, an evaluation study using a questionnaire to measure nine dimensions of student satisfaction at an institutional level will be presented that covers most aspects of student life. The results of this research indicated that students are satisfied regarding quality assurance in higher education but they do not satisfy at extreme with the services provided to them. Also the findings revealed that majority of the students are dissatisfied with the research or project work going in the institutions and also with the examination or evaluation procedures. They emphasised more extension activities should be organised by the institution.

Copyright © Indu Bala and Franky Rani, 2017, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

Education is not simply imparting knowledge in a particular faculty or subject or making one fit for securing jobs or fair well in exams, but at the same time is also a training in logical thinking which helps the coming generations adjust to the ever changing environment. Students are the chief consumers of all higher education institutions. Students' satisfaction with their educational experience should be a desired outcome in addition to learning (Thomas and Galambos, 2004; Appleton-Knapp and Krentler, 2006).

The quality of education is a central theme in education systems. It is progressively more judged by emphasising on student's performance, what students actually learn, and how well they become skilled at it. A number of studies have been conducted with the purpose of understanding how quality in education is achieved. Quality assurance as an efficient analysis of educational programs to make sure that adequate standards of education, curriculum, scholarship and infrastructure are being maintained (UNESCO, 2004). The immense growth and commercialization of higher education have somewhat negative impact on quality in higher education institutions (Altbach, 2006; Singh and Sarkaria, 2007). The extension in number of enrolment does not match with corresponding extension in the number of qualified teachers,

student support by higher authorities, classrooms, laboratories, equipment and other physical facilities and, in some cases, finance to ensure the maintenance of quality higher education (Singh, 2006; Roy, 2007; Rao and Reddy, 2008). Therefore, a large number of studies have been emphasising the need for ensuring the quality of higher education in the present era (Patel, 2003; Goswami, 2007; Altbach, 2011; George, 2012; and Ravi, 2013). The stress should be given on quality enhancement in classroom facilities, curriculum development and transaction, infrastructural facilities, co-curricular and social activities, role of the teacher and role of the community and the stakeholders (Chauhan, 2016).

The process quality assurance and academic accreditation requires a significant focus on students' satisfaction. The students' assessment of educational services is a significant issue that indicates the institutional quality. Therefore student satisfaction has become a very considerable matter for all higher education institutions and their leadership managing board because it is frequently used to indicate quality (Bruçaj, 2015). However for many quality experts measuring student satisfaction at higher education institution is the biggest challenge of the quality management (Cloutier & Richards, 1994). Many researches findings point out the existence of a perceptual gap between students' expectations and their actual experience of educational services in the higher education

*Corresponding author: **Indu Bala**

Department of Education, Guru Nanak Dev University, Amritsar

institutions (Essam Ibrahim, Lee Wei Wang, & Hassan, 2013). As a result of competitive environment between higher education institutions there is an increasing affinity to be more focused on student's evaluation, and give value to those evaluations regarding quality enhancement in higher education system (Aultman, 2006).

The following figure is showing the proposed theoretical research framework for this study based on the aforementioned literature.

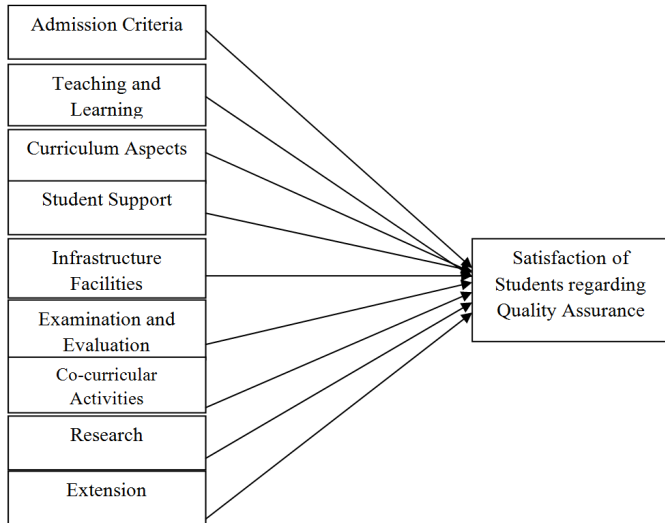


Figure 1 Proposed Research Framework

Objectives

To examine the satisfaction of students regarding quality assurance in higher education on the basis of following dimensions:

1. Admission Criteria
2. Teaching and Learning
3. Curriculum Aspects
4. Student Support
5. Infrastructure Facilities
6. Examination and Evaluation
7. Co-curricular Activities
8. Research
9. Extension

Delimitations of the Study

1. The present study is delimited to the colleges affiliated to two universities, Guru Nanak Dev University, Amritsar and Punjab University, Chandigarh.

2. Students are of post graduation courses.

Research Methodology

The present study comes under the domain of descriptive research.

Sample

A sample of 100 students (50+50) was taken from affiliated colleges of two universities, Guru Nanak Dev University (GNDU), Amritsar and Punjab University (PU), Chandigarh.

Research Tool

A Questionnaire with 35 statements was used to study the satisfaction of students regarding quality assurance in higher education. All the statements are positive in nature. The response pattern was designed as follows to record student's perception:

- In case of agreement showing satisfaction (Yes).
- In case of disagreement showing dissatisfaction (No).
- In case of being either unable to respond or in case of not applicable for any reasons (Can't Say).

Analysis of Data

To analyse the data qualitative method was used. Qualitative analysis carried out by using the response analysis method.

RESULTS AND DISCUSSION

Analysis and Interpretation of Data

To examine the satisfaction of students regarding quality assurance in higher education on the basis of followings:

Admission Criteria

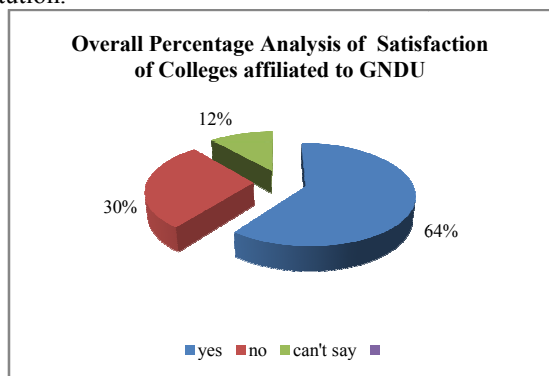
The satisfaction of students according to admission criteria regarding quality assurance in higher education have been analysed and presented in following table:

It is clear from the above table 1 which shows that student's level of satisfaction for admission criteria ranging maximum (92%) to minimum (40%) of both the colleges that are affiliated to GNDU and PU differs regarding quality assurance in higher education. The students of both the colleges are aware about the admission rules of the institution; this has been showed by their percentage of satisfaction level which is 84% and 92 % respectively.

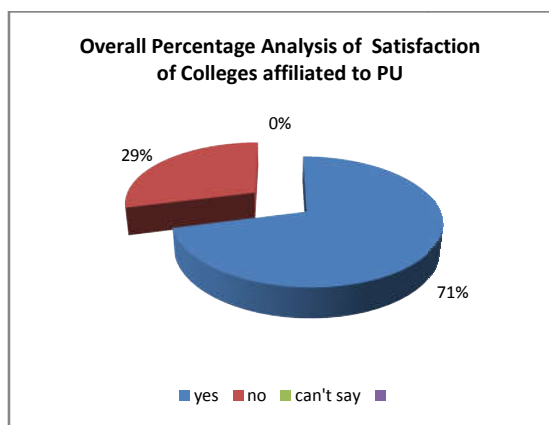
Table 1 Percentage Analysis of satisfaction of students admission criteria regarding quality assurance in Higher Education (N = 100)

S. NO.	ITEMS	Colleges affiliated to GNDU, PU	YES		NO		Can't Say	
			N	%	N	%	N	%
A. ADMISSION CRITERIA								
1.	Are you aware about the admission rules of the institution?	GNDU	42	84	6	12	2	4
		PU	46	92	4	8	0	0
2.	Are you satisfied with the choice of courses offered to you?	GNDU	29	58	15	36	6	6
		PU	35	70	12	24	3	3
3.	Are you satisfied with the fee structure of the institution?	GNDU	32	64	18	36	0	0
		PU	40	80	10	20	0	0
4.	Do you agree that interdisciplinary courses beneficial for you?	GNDU	25	50	17	34	8	16
		PU	20	40	30	60	0	0

Further, the students from affiliated colleges of GNDU are showing less satisfaction for the choice of courses offered by the institution with 58% but the students from affiliated colleges of PU are showing better satisfaction with 70%. No doubt the students from both the affiliated colleges showed very less satisfaction with their percentage 40% and 50% respectively for the benefit of interdisciplinary courses. About 80% students of PU affiliated colleges and 64% of GNDU affiliated colleges are satisfied with the fee structure of the institution.



a



b

Figure (a) and (b) Pie Charts showing the overall Percentage of satisfaction level for admission criteria from the colleges affiliated to GNDU and PU

The above figure a) and b) are showing the overall percentage of satisfaction level of students for admission criteria. The overall 64% GNDU affiliated college's students and 71% PU affiliated colleges students are satisfied for admission criteria. Furthermore, the 30% of GNDU affiliated college's students and 29% PU affiliated colleges students are dissatisfied.

Teaching and Learning

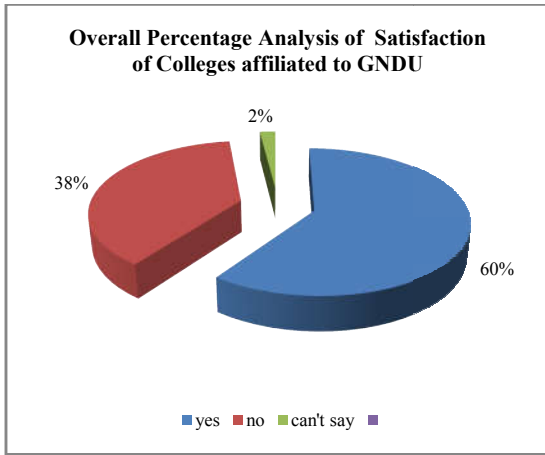
The satisfaction of students according to teaching and learning process regarding quality assurance in higher education have been analysed and presented in following table:

It is clear from the above table 2 which shows that student's level of satisfaction, ranging maximum (78%) to minimum (22%) of both the colleges that are affiliated to GNDU and PU differs regarding teaching and learning in higher education. The students from both the affiliated colleges not showed the much satisfaction difference (60% & 68%) for the discussion by the teacher about recent developments in the course. Similarly students satisfied by the tasks or activities set by their teacher as the learning experiences. Students from PU affiliated colleges are not much satisfied (48%) for sharing of their learning experiences with others. GNDU affiliated college students (58%) are more satisfied than PU affiliated college students (78%) for the availability of teachers after the lecture time. The PU affiliates college students (78%) showed their dissatisfaction for the lectures of outsider experts. Students from both the affiliated colleges showed not with much difference in their satisfaction for student-teacher relationships. Students of GNDU and PU affiliated colleges showed their satisfaction difference with 48% and 42% regarding compulsory use of technology in the classroom.

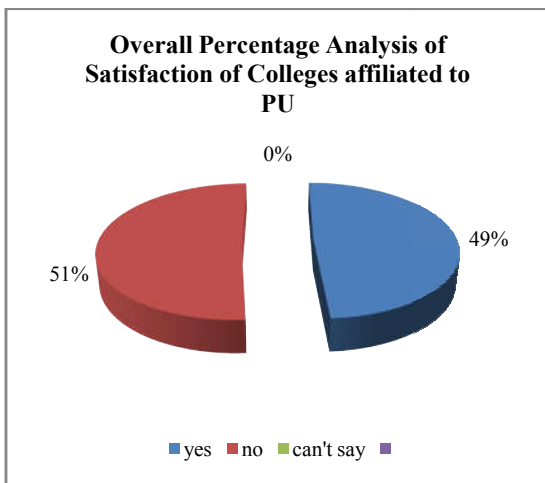
The above figure c) and d) are showing the overall percentage of satisfaction level of students for teaching and learning. The overall 60% GNDU affiliated college's students and 49% PU affiliated colleges students are satisfied for admission criteria. Moreover, the 38% of GNDU affiliated college's students and 51% PU affiliated colleges students are dissatisfied.

Table 2 Percentage Analysis of satisfaction of students for teaching and learning regarding quality assurance in Higher Education (N = 100)

S. NO.	ITEMS	Colleges affiliated to GNDU, PU	YES		NO		Can't Say	
			N	%	N	%	N	%
B	Teaching and Learning							
5.	Does your teacher discuss recent developments in the field of your course?	GNDU PU	30 34	60 68	20 16	40 32	0 0	0 0
6.	Does your teacher set tasks/ activities that are useful as learning experiences?	GNDU PU	28 25	56 50	22 24	44 48	0 1	0 2
7.	Does your teacher invite students to share their knowledge and experiences?	GNDU PU	37 24	74 48	13 24	26 48	0 2	0 4
8.	Does your teacher available after the lecture time to advice/ guide you?	GNDU PU	39 29	78 58	11 21	22 42	0 0	0 0
9.	Are there outsider experts invited to address you?	GNDU PU	26 11	52 22	22 39	44 78	2 0	4 0
10.	Are you satisfied with the student-teacher relationship in your department?	GNDU PU	26 29	52 58	24 21	48 42	0 0	0 0
11.	Do you think there should be a compulsory use of technology in the classroom?	GNDU PU	24 21	48 42	21 29	42 58	5 0	10 0



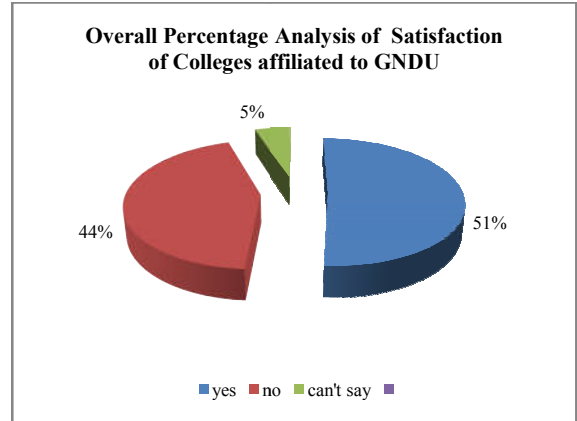
c



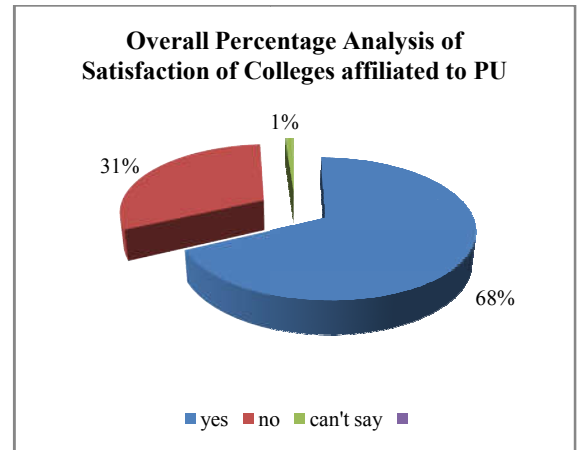
d

Figure (c) and (d) Pie Charts showing the overall Percentage of satisfaction level of students for teaching and learning from the colleges affiliated to GNDU and PU

the present curriculum is up-to-date in their institutions. Again the PU affiliated college students are showed more satisfaction (68%) than GNDU affiliated college students (42%) for the syllabus of the course. percentage of syllabus covered in the classroom (64% & 80%) or the practical component of the course (60% & 64%) with their satisfaction level.



e



f

Figure (e) and (f) Pie Charts showing the overall Percentage of satisfaction level of students for curriculum aspects from the colleges affiliated to GNDU and PU

Curriculum Aspects

The satisfaction of students according to curriculum aspects regarding quality assurance in higher education have been analysed and presented in following table:

Table 3 Percentage Analysis of satisfaction of students for curriculum aspects regarding quality assurance in Higher Education (N = 100)

S. NO.	ITEMS	Private Colleges affiliated to GNDU, PU, Pbi.U	YES		NO		Can't Say	
			N	%	N	%	N	%
C. CURRICULUM ASPECTS								
12.	Do you think that present curriculum is up-to-date?	GNDU	20	40	21	42	8	16
		PU	30	60	20	40	0	0
13.	Are you satisfied with the syllabus of your course?	GNDU	21	42	29	58	0	0
		PU	34	68	16	32	0	0
14.	Are you satisfied with the percentage of syllabus covered in the classroom?	GNDU	32	64	18	36	0	0
		PU	40	80	10	20	0	0
15.	Are you satisfied with the practical component of your course?	GNDU	30	60	20	40	0	0
		PU	32	64	16	32	2	4

It is clear from the above table 3 which shows that student's level of satisfaction, ranging maximum (80%) to minimum (40%) of both the colleges that are affiliated to GNDU and PU differs regarding curriculum aspects in higher education. Students from PU affiliated colleges are more satisfied (60%) than students from GNDU affiliated colleges (40%) regarding

The above figure e) and f) are showing the overall percentage of satisfaction level of students for curriculum aspects. The overall 51% GNDU affiliated college's students satisfied with the curriculum aspects and 44% students showed the dissatisfaction. Moreover, the 68% of PU affiliated college's

students are satisfied and 31% students are dissatisfied with the curriculum aspects in their higher education institutions.

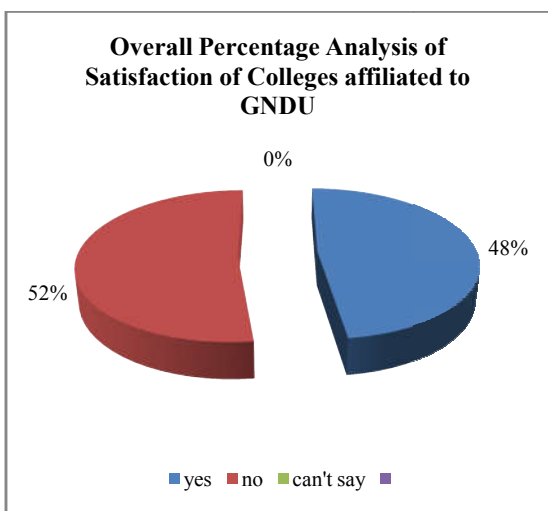
Student Support

The satisfaction of students for student support regarding quality assurance in higher education have been analysed and presented in following table:

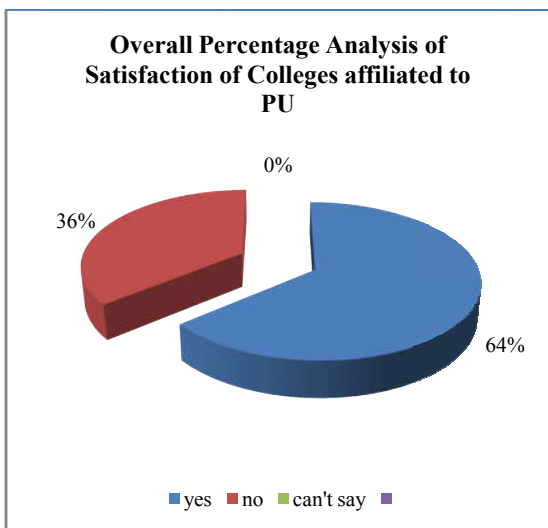
It is clear from the above table 4 which shows that student’s level of satisfaction, ranging maximum (68%) to minimum (30%) of both the colleges that are affiliated to GNDU and PU differs regarding student support as one dimension of quality assurance in higher education. The PU affiliated college students are more satisfied (60%) by the support of higher authorities than the GNDU affiliated college students (44%).

Table 4 Percentage Analysis of satisfaction of students student support regarding quality assurance in Higher Education (N = 100)

S. NO.	ITEMS	Private Colleges affiliated to GNDU, PU, Pbi.U	YES		NO		Can't Say	
			N	%	N	%	N	%
D.	STUDENT SUPPORT							
16.	Are you satisfied with the support of higher authorities of institution?	GNDU	22	44	26	52	0	0
		PU	30	60	20	40	0	0
17.	Is there any provision for guidance and counselling services in the institution?	GNDU	32	64	18	36	0	0
		PU	33	66	17	34	0	0
18.	Do you think your teachers show genuine concern for student’s needs and progress?	GNDU	26	52	24	48	0	0
		PU	31	62	19	38	0	0
19.	Is there any handout or other material provided to you to understand the course?	GNDU	15	30	35	70	0	0
		PU	34	68	16	32	0	0



g



h

Figure (g) and (h) Pie Charts showing the overall Percentage of satisfaction level of students for student support from the colleges affiliated to GNDU and PU

Both the affiliated college students showed the very less satisfaction difference in their level of satisfaction (64% & 66%) regarding the guidance and counselling services in the institution. The students from PU affiliated colleges are more satisfied (62%) than students from GNDU affiliated colleges regarding genuine concern showing by the teacher for their needs and progress. The PU affiliated college students are more satisfied (68%) for the provision of handout material to understand the course than that of GNDU affiliated college students (30%).

The above figure g) and h) are showing the overall percentage of satisfaction level of students for student support. The overall 48% GNDU affiliated college’s students are satisfied but the 52% students are dissatisfied with the student support provided to them. Likewise, 64% students from PU are satisfied and 36% students are dissatisfied.

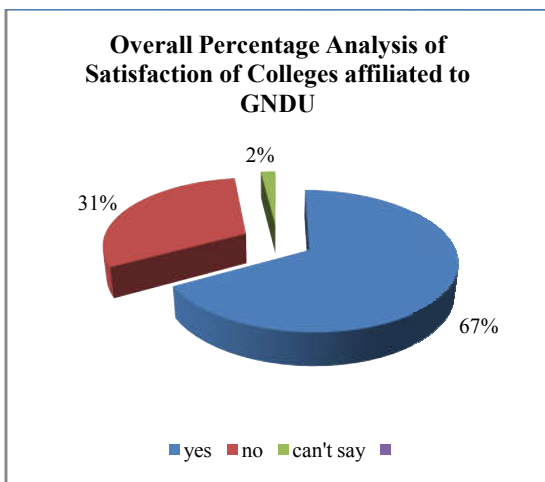
Infrastructure Facilities

The satisfaction of students for infrastructural facilities regarding quality assurance in higher education have been analysed and presented in following table:

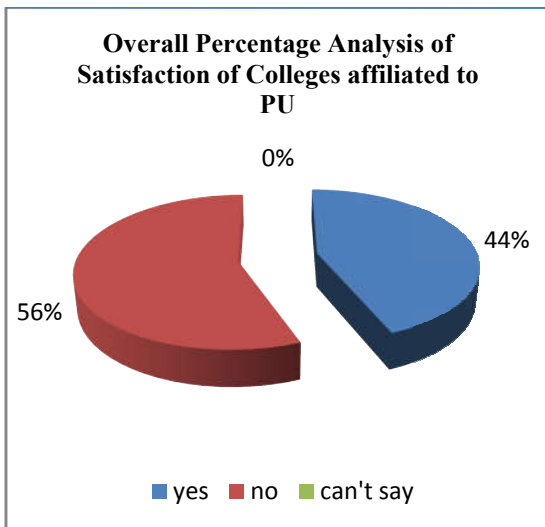
It is clear from the above table 5 which shows that student’s level of satisfaction, ranging maximum (78%) to minimum (30%) of both the colleges that are affiliated to GNDU and PU differs regarding infrastructure facilities. The GNDU affiliated college students are more satisfied (74%) for the laboratory maintenance than that of PU affiliated college students (52%). Likewise, the students from GNDU affiliated college students are showed more satisfaction (70%) for availability of computer facilities than that of PU affiliated college students (46%). Again the students from GNDU affiliated colleges are more satisfied (72%) than PU affiliated college students (40%) for the internet facilities. Further the GNDU affiliated college students more satisfied (78%) for availability of library material than that of PU affiliated college students (50%). The 42% students from GNDU affiliated colleges and 30% students from PU affiliated colleges satisfied for the availability of audio-visual facilities in the classroom.

Table 5 Percentage Analysis of satisfaction of students for infrastructural facilities regarding quality assurance in Higher Education (N = 100)

S. NO.	ITEMS	Private Colleges affiliated to GNDU, PU, Pbi.U	YES		NO		Can't Say	
			N	%	N	%	N	%
E. Infrastructure and Learning Facilities								
20.	Are you satisfied with the laboratory maintenance and its services?	GNDU	37	74	12	24	1	2
		PU	26	52	24	48	0	0
21.	Are you satisfied with the availability of computer facilities in the department?	GNDU	35	70	15	30	0	0
		PU	23	46	27	54	0	0
22.	Are you provided with the internet facility in the department?	GNDU	36	72	14	28	0	0
		PU	20	40	30	60	0	0
23.	Are you satisfied with the library material available for your course?	GNDU	39	78	11	22	0	0
		PU	25	50	25	50	0	0
24.	Are you satisfied with the audio-visual facilities available in the classroom?	GNDU	21	42	29	58	0	0
		PU	15	30	35	70	0	0



i



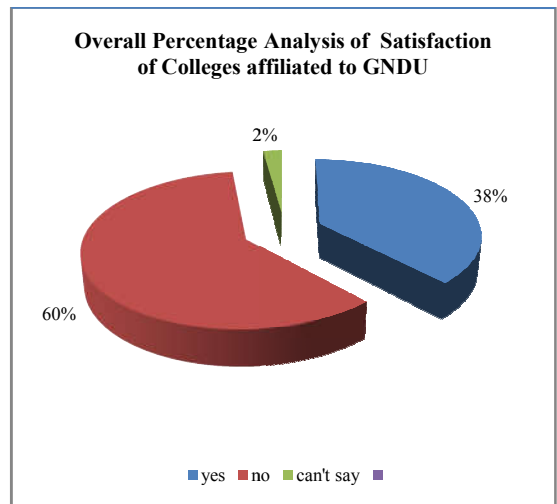
j

Figure i and j Pie Charts showing the overall Percentage of satisfaction level of students for infrastructure facilities from the colleges affiliated to GNDU and PU

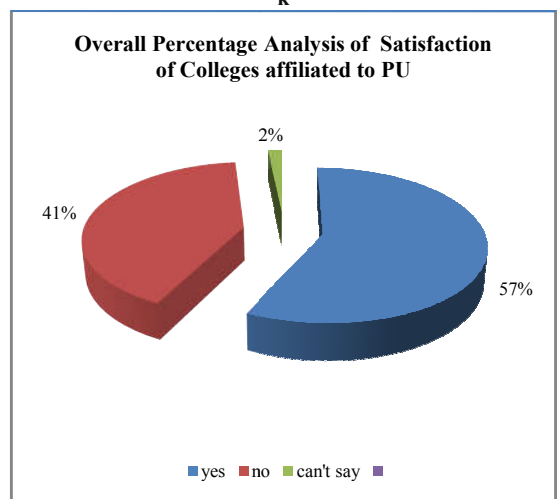
The above figure i) and j) are showing the overall percentage of satisfaction level of students for infrastructure facilities. The overall 67% GNDU affiliated college's students are more satisfied than the PU affiliated college students (44%).

Examination and Evaluation

The satisfaction of students for examination and evaluation regarding quality assurance in higher education have been analysed and presented in following table:



k



l

Figure (k) and (l) Pie Charts showing the overall Percentage of satisfaction level of students for examination and evaluation from the colleges affiliated to GNDU and PU.

Table 6 Percentage Analysis of satisfaction of students for examination and evaluation regarding quality assurance in Higher Education (N = 100)

S. NO.	ITEMS	Private Colleges affiliated to GNDU, PU, Pbi.U	YES		NO		Can't Say	
			N	%	N	%	N	%
F. EXAMINATION AND EVALUATION								
25.	Are you informed about the assessment criterion and evaluation scheme?	GNDU	17	34	30	60	3	6
		PU	30	60	17	34	3	6
26.	Are you satisfied with the present system of examination?	GNDU	21	42	29	58	0	0
		PU	26	52	24	46	0	0
27.	Do you agree with the weightage given to internal and external assessment?	GNDU	25	50	24	48	1	2
		PU	28	56	22	44	0	0
28.	Are you satisfied with the fairness of evaluation provided to you?	GNDU	13	26	37	74	0	0
		PU	30	60	20	40	0	0

It is clear from the above table 6 which shows that student's level of satisfaction, ranging maximum (60%) to minimum (26%) of both the colleges that are affiliated to GNDU and PU differs regarding examination and evaluation. The PU affiliated college students (60%) are more satisfied for the assessment criterion than that of GNDU affiliated college students (34%). The PU affiliated college students are more satisfied (60%) with the fairness of evaluation than GNDU affiliated college students (26%). Students from both the affiliated colleges showed less satisfaction difference (50% GNDU affiliated colleges and 56% PU affiliated colleges) in their satisfaction regarding weightage given to internal and external assessment. The 52% students from PU affiliated colleges and 42% of GNDU affiliated colleges are satisfied with the present system of examination.

The above figure k) and l) are showing the overall percentage of satisfaction level of students for examination and evaluation. The overall 57% PU affiliated college's students are more satisfied than the GNDU affiliated college students (38%). The students from GNDU affiliated colleges are more dissatisfied (60) than that of PU affiliated college students (41%).

Co-curricular Activities

The satisfaction of students for co-curricular activities regarding quality assurance in higher education have been analysed and presented in following table:

It is clear from the above table 6 which shows that student's level of satisfaction, ranging maximum (70%) to minimum (26%) of both the colleges that are affiliated to GNDU and PU differs regarding co-curricular activities. Students from both the affiliated colleges are showed the same level of satisfaction (70%) regarding their favour of co-curricular activities. Further the students from PU affiliates colleges participated more (46%) in co-curricular activities than that of GNDU affiliated college students (26%).

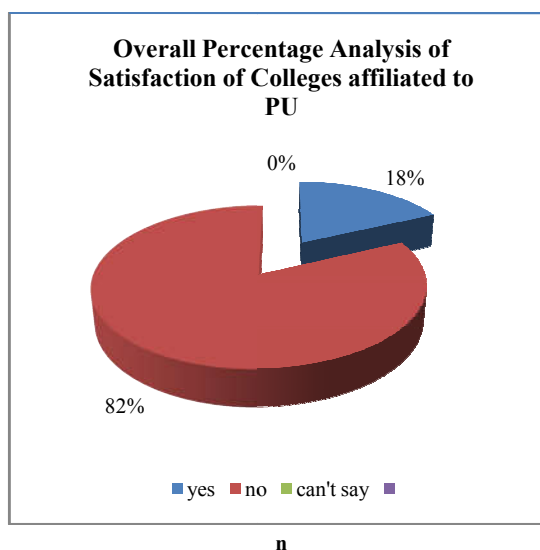
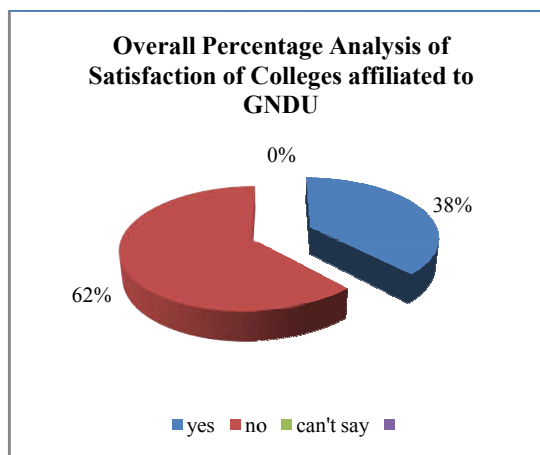


Figure (m) and (n) Pie Charts showing the overall Percentage of satisfaction level of students for co-curricular activities from the colleges affiliated to GNDU and PU

Table 7 Percentage Analysis of satisfaction of students for co-curricular activities regarding quality assurance in Higher Education (N = 100)

S. NO.	ITEMS	Private Colleges affiliated to GNDU, PU, Pbi.U	YES		NO		Can't Say	
			N	%	N	%	N	%
G. Co-Curricular Activities								
29.	Are you in favour of co-curricular activities?	GNDU	35	70	15	30	0	0
		PU	35	70	15	30	0	0
30.	Do you participate in co-curricular activities of the institution?	GNDU	13	26	36	72	1	2
		PU	23	46	27	54	0	0

The above figure m) and n) are showing the overall percentage of satisfaction level of students for co-curricular activities. The overall 58% PU affiliated college's students are more satisfied than the GNDU affiliated college students (48%).

Research

The satisfaction of students for research regarding quality assurance in higher education has been analysed and presented in following table:

Table 8 Percentage Analysis of satisfaction of students for research regarding quality assurance in Higher Education (N = 100)

S. NO.	ITEMS	Private Colleges affiliated to GNDU, PU, Pbi.U	YES		NO		Can't Say	
			N	%	N	%	N	%
H. RESEARCH								
31.	Do you know the ongoing research work in your department?	GNDU	20	40	30	60	0	0
		PU	7	14	43	86	0	0
32.	Do you informed by the teacher regarding updated policies/ schemes for research work?	GNDU	18	36	32	64	0	0
		PU	11	22	39	78	0	0

It is clear from the above table 8 which shows that student's level of satisfaction, ranging maximum (40%) to minimum (14%) of both the colleges that are affiliated to GNDU and PU differs regarding research carried out in their institutions.

Students from PU affiliated colleges are more dissatisfied (86%) regarding the research work going in the institution than that of GNDU affiliated College students (60%). similarly, 78% students from PU affiliated colleges dissatisfied regarding the information for updated research policies provided to them than that of GNDU affiliated college students (64%).

The above figure o) and p) are showing the overall percentage of satisfaction level of students for research.

The overall 82% PU affiliated college's students are more dissatisfied than the GNDU affiliated college students (62%). It showed that very less students are satisfied from the research work in the higher education institutions.

Extension

The satisfaction of students for extension regarding quality assurance in higher education have been analysed and presented in following table:

It is clear from the above table 9 which shows that student's level of satisfaction, ranging maximum (72%) to minimum (42%) of both the colleges that are affiliated to GNDU and PU differs regarding extension in higher education. The 72% GNDU and 52% PU affiliated college students feel that there should be need to extend the counselling services in the institution. The 66% GNDU and 68% PU affiliated college students feel that extension is needed for economic, social and cultural activities in the institution to improve the quality of teaching-learning. Furthermore 64% students from GNDU affiliated colleges are happy with their life in the institution that that of PU affiliated college students (42%).

The above figure q) and r) are showing the overall percentage of satisfaction level of students for extension. The overall 60% GNDU affiliated college's students and 61% PU affiliated college students needs more extension activities in the higher education institutions.

CONCLUSION AND DISCUSSION

The findings in this study raised some questions for the researcher about the current state of the student's satisfaction regarding quality assurance in higher education. The findings of the study for the nine dimensions taken out which reveal that for the first dimension overall 64% GNDU and 70% PU affiliated college students are satisfied for the admission criteria adopted by the higher education institutions. For the second dimension that is teaching and learning GNDU affiliated college students are more satisfied (60%) than that of PU affiliated college students.

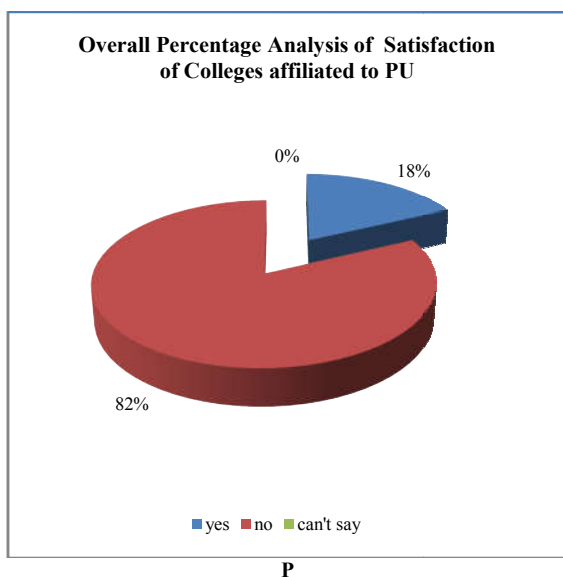
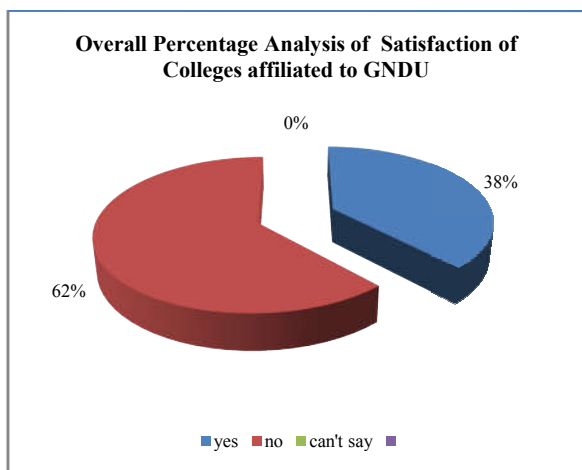


Figure (o) and (p) Pie Charts showing the overall Percentage of satisfaction level of students for research from the colleges affiliated to GNDU and PU

Table 9 Percentage Analysis of satisfaction of students extension regarding quality assurance in Higher Education (N = 100)

S. NO.	ITEMS	Private Colleges affiliated to GNDU, PU, Pbi.U	YES		NO		Can't Say	
			N	%	N	%	N	%
I. EXTENSION								
33.	Do you feel that there should be the need to extend the career advice and counselling services in the institution?	GNDU	36	72	23	23	0	0
		PU	26	52	24	48	0	0
34.	Do you feel that extension is needed for economic, social and cultural activities in the institution to improve the quality of teaching and learning?	GNDU	33	66	13	26	0	0
		PU	34	68	26	32	0	0
35.	Are you happy with your life in the institution?	GNDU	21	42	29	58	0	0
		PU	32	64	18	36	0	0

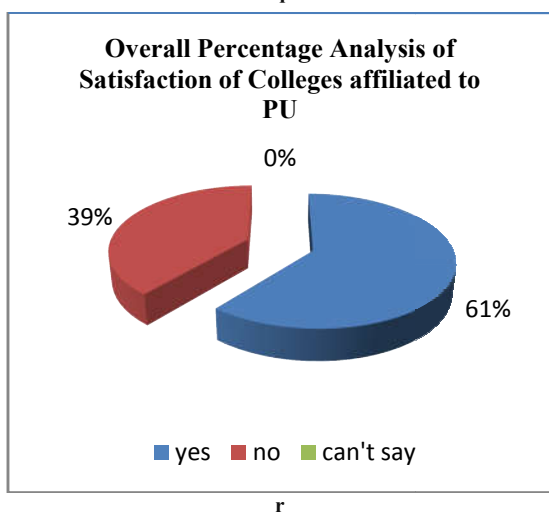
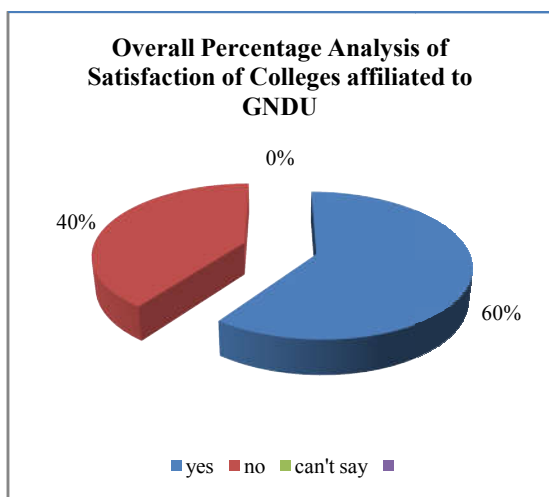


Figure (q) and (r) Pie Charts showing the overall Percentage of satisfaction level of students for extension from the colleges affiliated to GNDU and PU.

likewise for the third dimension which is curriculum aspects 68% & 51% students are satisfied from both the affiliated colleges. For the fourth dimension, student support, PU affiliated college students are more satisfied (64%) that their counter part of GNDU affiliated college students (48%). For the fifth dimension the infrastructure facilities, 53% PU affiliated college students shows their dissatisfaction than GNDU affiliated college students (33%). The PU affiliated college students (57%) are more satisfied regarding the sixth dimension, examination and evaluation than that of GNDU affiliated college students (38%).

For the seventh dimension which is co-curricular activities, 58% GNDU and 48% PU affiliated college students are satisfied. The eighth dimension which is research work only the 18 % PU affiliated college students and 38% GNDU affiliated college students are satisfied and the majority of the students dissatisfied with the research work going in the institution. The 60% GNDU and 61% PU affiliated college students felt need for the extension activities in the higher education institutions. No doubt the students are satisfied regarding quality assurance in higher education but they do not satisfy at extreme with the services provided to them. The teachers can be trained to be more skilled, competent and knowledgeable in their work conditions. Teacher should also show the genuine concern for student’s progress and needs, set tasks that are useful as learning experiences and also encourage more class discussions. Emphasis should be given to the more research and project work. More extension activities should be organised by the institutions to enhance the quality of higher education.

References

Adams, J. (1957). *Modern Trends in Educational Practices*, University of London Press, London.

Altbach, Philip. G. (2006). Private Higher Education Revolution: An Introduction. *Punjabi University News*, 44(1), 1-5.

Altbach, Philip. G. (2011). The Global Academic Revolution: Implications for India. *Journal of Educational Planning and Administration*, 25(4), 301-313.

Appleton-Knapp, S. L. and Krentler, K. A. (2006), “Measuring student expectations and their effects on satisfaction: the importance of managing student expectations“, *Journal of Marketing Education*, 28(3), 254-264.

Aultman, L. P. (2006). An Expected Benefit of Formative Student Evaluations. *College Teaching*, 54(3), 251-285.

Bhushan, S. (2009). *Restructuring Higher Education in India*”. New Delhi: Rawat Publications.

Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications.

Biswas, A., & Agarwal, S. P. (1956). *Development of Education in India*, Concept Publishing Co., New Delhi.

Brucaj, S. (2015). Quality in private higher education system; New challenges regarding student’s satisfaction. *The Online Journal of Distance Education and e-Learning* 2(2), 11-16.

- Chauhan. S. P. C., (2016). Inputs for New Education Policy. *University News*, 54(44). ISSN: 0566-2257.
- Cloutier, M. G., & Richards, J. D. (1994). Examining customer satisfaction in a big school. *Quality Progress*, 27(9), 117-119.
- Essam Ibrahim, Lee Wei Wang, & Hassan, A. (2013). Expectations and Perceptions of Overseas Students towards Service Quality of Higher Education Institutions in Scotland. *International Business Research* 6(6), 20-30.
- George, A. (2012). Quality Assurance: An Imperative for Indian Higher Education in the Context of Globalization. *International Journal of Education and Research*, 45(3), 12-16
- GOI (1968). Education and National Development: Report of the Education Commission (1964-66), New Delhi: Government of India.
- Goswami, D. (2007). Assuring Quality in Indian Higher Education. *Edutracks*, 7(2), 10-13.
- Patel, I. G. (2003). Higher Education and Economic Development. In J.B.G. Tilak (Ed.), *Education, Society and Development*. 135-152. New Delhi: NIEPA.
- Rao, G.C. and Reddy, C.S. (2008). Repercussions of Privatization on the Quality of Higher Education in India. *University News*, 46 (28), 12- 16.
- Ravi, S.S. (2013). Higher Education: An Economic Outlook. *University News*, 51(24), 20-22.
- Roy, S. (2007). Globalization and Indian Higher Education. *Perspectives in Education*, 23(3), 158-169.
- Singh, A. K. (2006). Degree Devaluation in Higher Education. *Journal of Educational Planning and Administration*, 20(4), 411-428.
- Singh, J. and Sarkaria, M. S. (2007). Quality Higher Education in India Some Issues and Suggestions. *Perspectives in Education*, 23(1), 26- 33.
- Thomas, E. H. and Galambos, N. (2004). What satisfies students? Mining student-opinion data with regression and decision tree analysis, *Research in Higher Education*, 45(3), 251-269.
- UNESCO (2004). *Indicators of Quality and Facilitating Academic Mobility through Quality Assurance Agencies in the Asia-Pacific Region*. Bangkok: UNESCO and Thailand National Accreditation Council.

How to cite this article:

Indu Bala and Franky Rani. 2017, Examining The Satisfaction of Students Regarding Quality Assurance In Higher Education. *Int J Recent Sci Res*. 8(10), pp. 21084-21093. DOI: <http://dx.doi.org/10.24327/ijrsr.2017.0810.1012>
