

**STUDENT SATISFACTION: A CASE STUDY IN THE
DEPARTMENT OF BUSINESS ADMINISTRATION
OF MAWLANA BHASHANI SCIENCE AND
TECHNOLOGY UNIVERSITY**

KANIZ MARIUM AKTER* and MD. SHAHED MAHMUD

Department of Business Administration, Mawlana Bhashani Science and Technology
University, Tangail-1902, Bangladesh

Abstract

With the aim of improving the service quality and ensuring the quality education, a study was conducted to evaluate the student satisfaction in the Department of Business Administration of Mawlana Bhashani Science and Technology University. Quality education, is indispensable in fostering the global harmony and sustainable development of any nation, depends on the quality of teaching as well as quality of services that an institution provides. And quality education and service quality are the key factors on which the student satisfaction depends. Therefore, to determine the students' overall level of satisfaction, eight different variables were set to study and analyze, which are the factors and forces of the quality education. The study identified that the students were highly satisfied with the overall teaching quality, but their dissatisfactions were existed in the quality of services rendered by the Department. Data collected from the students indicated that junior students are more satisfied than the senior students. The data also revealed the problems, specifically regarding the service quality of the Department, which might be solved by the concerned authority to improve the level of student satisfaction.

Keywords: Student satisfaction, quality education, teaching quality, service quality

Introduction

Quality education is the prerequisite for national development and it is a major concerning issue in today's Bangladesh. It is evident that the success of the higher educational institutions depends largely on their student satisfaction, while student satisfaction depends on the teaching quality as well as the service quality provided by the institutions. Anderson *et al.* (1994) suggested that every academic institution must make every effort toward meeting and exceeding student's expectation in order to ensure their sustainable operation and development. Also developing satisfied student should be a primary goal of higher education to facilitate the strategic objectives of the university, as

* Corresponding author: kanizmakter@gmail.com

Seymour (1993) added. Therefore, students' opinions on all aspects of academic life are being investigated by the educational institutions to observe which factors attract and restrain the students.

Elliot and Healy (2001) termed student satisfaction as a short term attitude that driven from the evaluation of the received education services. Beerli *et al.* (2002) considered student satisfaction as an effective reaction resulting from the assessment of the teaching services and study support offered to the student by the university. Student satisfaction can be driven by evaluating the quality of coursework, curriculum activities and other factors related to the university, as Browne *et al.* (1998) explained. They suggested that teachers should treat students with sensitivity and sympathy, and assistance should be provided when necessary. On the other hand, Grossman (1999) argued that students should be treated as a customer or a client within the university. Hence, the university serves the students on a better priority to fulfil their expectations and needs. But viewing students as customers created some tensions in universities seem to be too aligned with business (Waugh, 2002).

The quality of education and the quality of service directly influence the student satisfaction which brings the success of any educational institution. Importantly, student satisfaction plays an important role in determining accuracy and authenticity of the system being used in these institutions (Asaduzzaman *et al.*, 2013). According to Harvey *et al.* (1997), student satisfaction is a quality enhancement tool of the universities.

In the 2010-11 academic session, under the Faculty of Business Studies, the Department of Business Administration started its journey, as a part of Mawlana Bhashani Science and Technology University (MBSTU). With the aim of achieving endless academic excellence and fulfilling the requirements of the business arena, the Department offers Bachelor Program (BBA) and regular Masters Program (MBA). There are five batches in this Department and the total numbers of the students are 253. The Department maintains a constant relationship with the businesspersons and professionals, different university teachers of different fields, scholars and experts of the country to ensure the quality education. Therefore, both the Programs (BBA and MBA) are designed with the market oriented courses from different areas (business, arts and science) so that the students can develop managerial competencies and versatility to become successful leaders. The Department of Business Administration serves the students with nine full-time teachers and four office staffs.

The study generally conducted to identify the current status of the service quality of the Department and to improve the quality as well. Specifically, the objective of the study was to measure the service quality delivered to the students and to take the corrective actions in this regard, if necessary. The findings of the study can serve as a guideline to improve the quality of education and the quality of services of the Department. No

research was investigated the student satisfaction in the Department of Business Administration of MBSTU so far. Therefore, there is a scope to find out the variables which influence the student satisfaction and the degree of existing satisfaction.

Methodology

The nature of the study was exploratory. As far as the study is conducted, any other research has not been conducted in this proposed field. Therefore, the field of the study is maiden, i.e. the study would explore the proposed field for the first time.

All the students, studying in the Department of Business Administration, constituted the population of the study. The sample size was 180 out of 253 population size. Among them, 100 students were male and 80 students were female. The simple random sampling technique was used to select the respondents from the population. The data were collected from 07 November 2015 to 26 November 2015.

The data were collected from the primary source only and the questionnaire method was used. A structured questionnaire which included eighteen close-ended questions in eight different variables/ groups was developed. The questions were answered with a five point Likert Scale.

Results and Discussion

This section represents the analysis and findings regarding the eight variables/ groups and eighteen questions which were set under those eight groups of quality education and service quality of the Department. Provided that the rating of the question's answer that had five options were: 1- for very poor, 2- for poor, 3- for satisfactory, 4- for good and 5- for very good.

Classroom Arrangements

Availability of teaching aids (white boards, benches, teachers' desks, projector etc.)

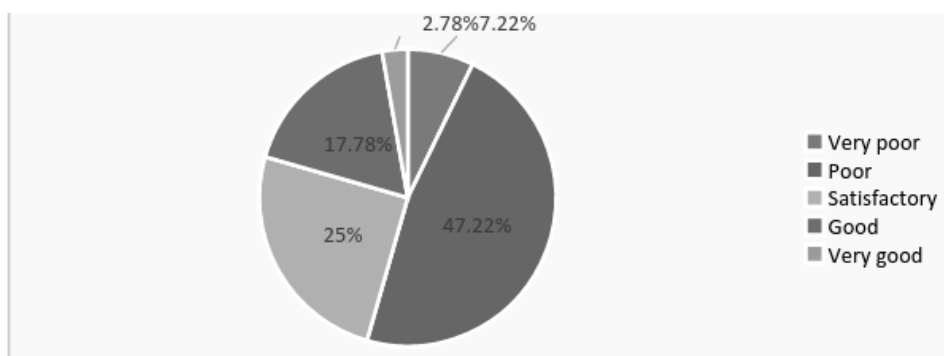


Fig. 1. Availability of teaching aids

The pie chart represents the perceptions of the respondents in terms of availability of teaching aids. About 47% respondents thought that teaching aids were excellent in the classrooms, 25% thought that the arrangement of those equipment were all right, and 17.78% felt comfortable with the current arrangement. However, 7.22% suggested for good arrangements and the rest 2.78% felt very discomfort with the given arrangements.

Classroom facilities (lights, fans, power supply issues etc.)

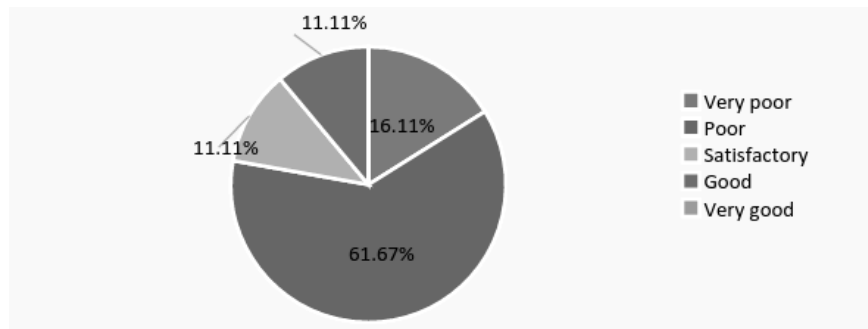


Fig. 2. Classroom facilities

During answering this questions a major part of the respondents were frustrated and the scenario is seen by adding the response rates of *very poor* and *poor* which stands at 77.78%. Moreover, there was no response as *very good* that marked the department as a poor service provider.

Departmental Services

Implementation of the Rules and Regulations of the Department

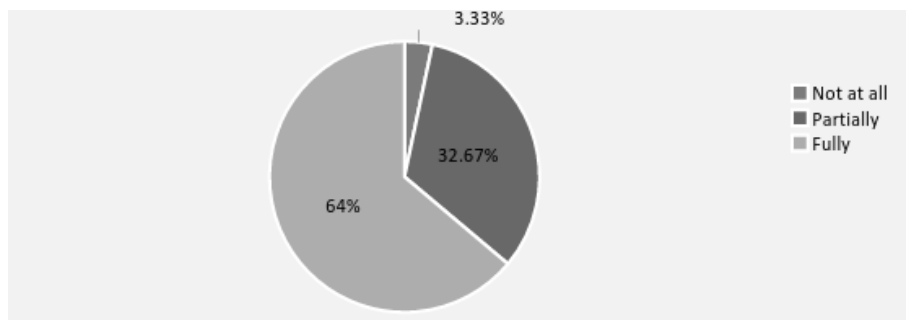


Fig. 3. Implementation of department rules and regulation

The Department has its own Ordinance for managing the academic activities smoothly. The respondents were asked how much (the rules and regulations of) the Ordinance was followed by the Department. Interestingly, 64% replied that the Department was implementing absolutely all the rules and regulations, although 32.67% thought that the Department was not following all the rules tightly. However, only 3.33% respondents marked the lowest point in this question.

Waiting time for processing the information among the Chairperson, Teachers and Departmental office

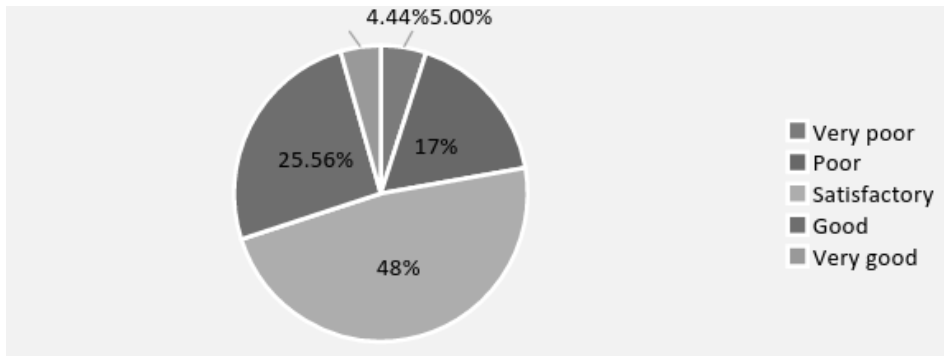


Fig. 4. Waiting time for processing information

It was a very good sign for the Department, as (4.44% + 25.56% + 48% =) 78% respondents were satisfied with the issue of waiting time for processing their information through the departmental office, the chairperson and the teachers. Yet 9.44% respondents felt dissatisfied with that waiting time.

Comparison of the Departmental services with other Departments of this University

The respondents were asked to compare the service quality of this Department with the service quality of other departments. The considering factor is that the students of this Department are not the clients of other departments. Therefore, they had to answer this question only depending on the feedbacks/ opinions of their friends who were studying on those other departments.

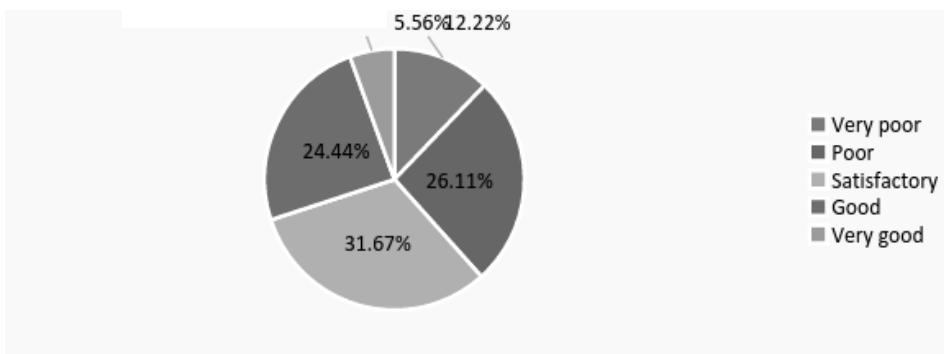


Fig. 5. Comparison of the departmental services with other department

Although the rates of the dissatisfied respondents (38.33%) were smaller than the rates of the satisfied respondents (61.67%), yet the rate is more than one-third of the total respondents. Around 62% students thought that the service quality of this Department is better than the other departments' and the rest students thought differently.

Neatness and Cleanliness

Cleanliness of the Department (classrooms, passages, washrooms and so on)

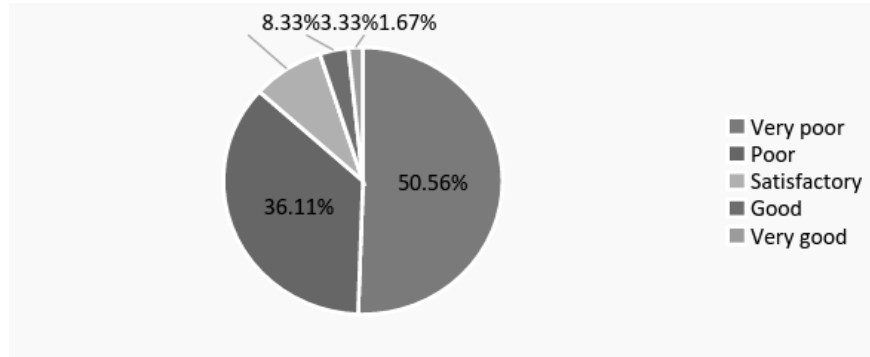


Fig. 6. Neatness and cleanliness

The highest levels of dissatisfaction were found in the issue of neatness and cleanliness of the whole department that scored 86.67%. The result insisted the department to take the necessary steps very soon, since the cleanliness is one of the essential issues where people move.

Existence of common room and/or prayer room for female students

All the respondents replied negatively, because there is no arrangement of such a room and facility for the female students.

Arrangements of Seminar Library

Supply of books in the seminar library

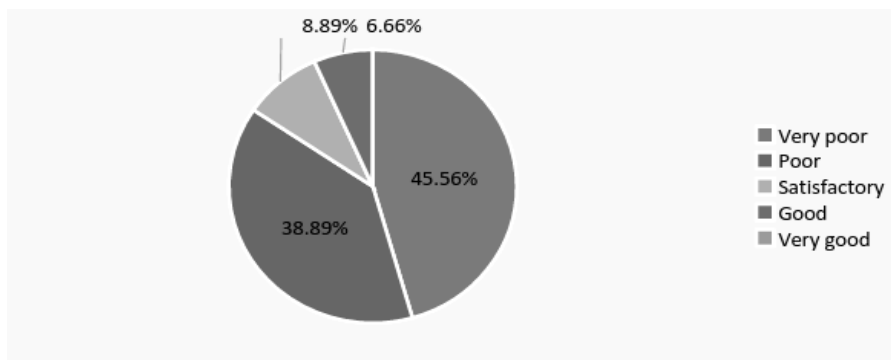


Fig. 7. Supply of books in the seminar library

Seminar library is one of the major physical facilities in any department and it is also an indicator of the quality education. In the case of this department, almost three-fourth (74%) respondents expressed their dissatisfaction. Importantly, nobody answered the question as *very good*.

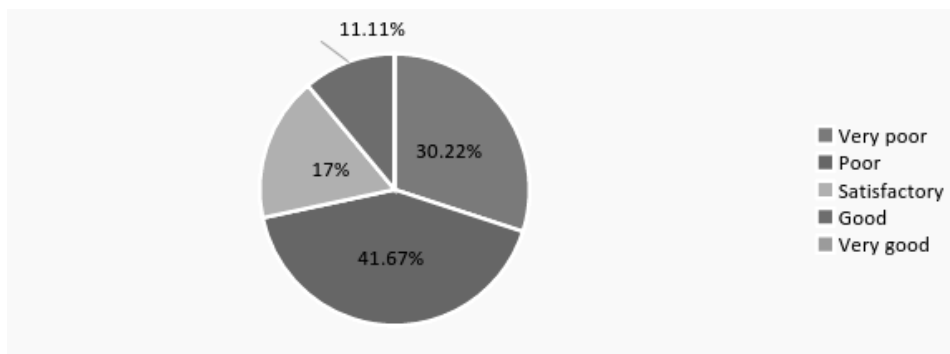
Availability of journals and daily newspapers in the seminar library

Fig. 8. Availability of journals and daily newspapers in the seminar library

In this question, the levels of satisfaction were almost alike the satisfaction of the previous question. Nobody has marked *very good* for answering this question; and around 72% respondents stated their dissatisfaction.

Computer Lab and Internet Facilities

Existence of computer lab in the Department

All the respondents expressed their highest levels of dissatisfaction in the issue of computer lab, as there was no computer lab in the Department. But without the computer skills, quality education is unimaginable in the modern education system.

Availability of the Internet facilities in the Department

Highest levels of dissatisfaction were seen again on the issue of Internet facilities, because the department did not provide any Internet facilities for the students. It is the factor, at present, which has no alternative in the education system.

Seminar/ Workshop/ Training/ Conference Arrangement

If somebody wants to ensure the modern business education system, arranging the seminar, workshop, conference, public lectures and training is a must so that the business graduates can watch the real business practices and acquire the managerial skills. But the frustrating scenario is, the department never arranged of such events which resulted in the highest levels of student dissatisfaction.

Teachers' Performance

Teachers' performance towards classes (class preparation, lecture delivery, providing course materials and so on)

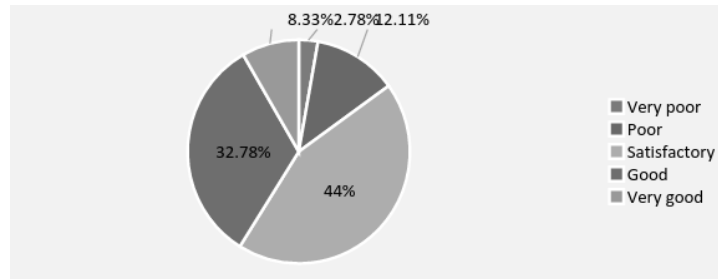


Fig. 9. Teachers' performance towards classes

The question was about the quality of teaching which directly came from the teachers' side. The noticeable thing is that more than 85% respondents stated their satisfaction in answering the question. Yet there were around 15% respondents, who expressed their feelings negatively. Those negative responses should be considered highly by the Department in the issue of teaching quality.

Teachers' timeliness/ punctuality (maintaining class hours, arrangements of class tests/ assignments/ presentations/ viva-voce and so on)

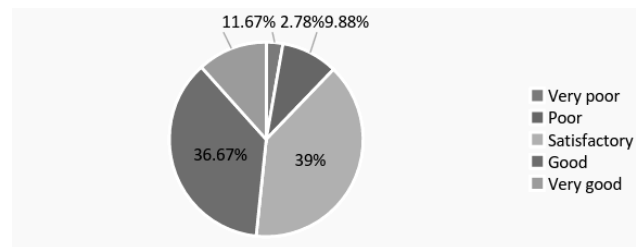


Fig. 10. Teachers' timeliness/punctuality

In another question of teaching quality, which might be a part of teaching technique too, over 87% respondents expressed their satisfaction for the teachers' timeliness. It might be a major indicator of the achievement of this Department. But there were also about 13% dissatisfied respondents, whose feelings must be taken care of by the Department.

Student counseling issue (availability of teachers at counseling hours, giving counseling and so on)

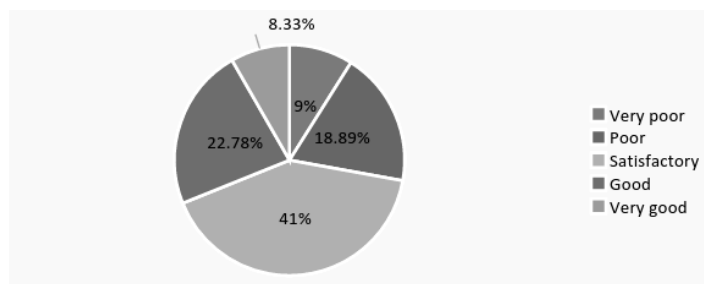


Fig. 11. Student counseling of the teachers

It was satisfactory that the teachers were available at their counseling hours and the students were getting the counseling from their teachers, as around 72% respondents expressed their satisfaction. Though 28% respondents felt that teachers were not available that much or they were not that much helpful, the fact might be that those students could not get the access of the teachers in anyways.

Degree of following the course curriculum/ syllabus

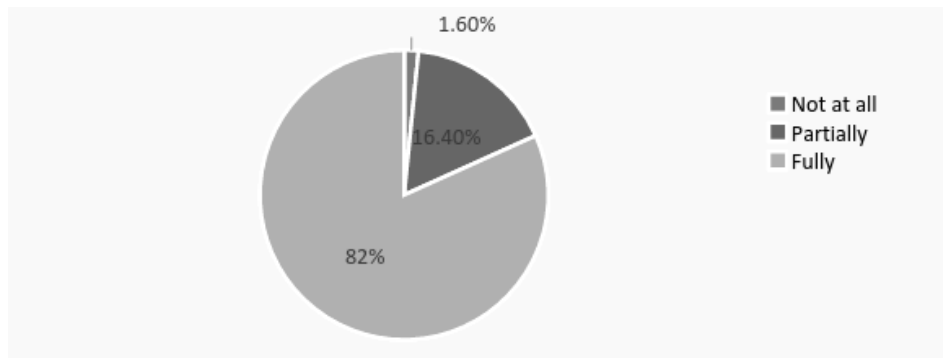


Fig. 12. Following the course curriculum/syllabus

The positive response of the 82% respondents is a good sign for this department where they expressed their satisfaction regarding the completion of the syllabus and following the course curriculum by their teachers. It does not mean that the rest of the respondents thought reverse; as a matter of fact, 16.40% respondents thought that the teachers following the curriculum but not fully.

Recreations Facilities and Others

Arrangements of picnic/ excursion/ field trip/ study tour by the Department

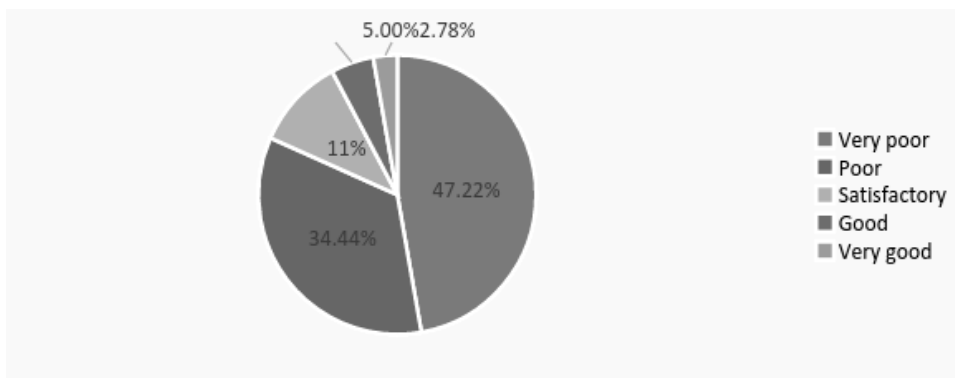


Fig. 13. Arrangements of picnic/excursion/field trip/study tour

More than four-fifth, i.e. 81.66% respondents showed their dissatisfaction in the issue of the arrangements of picnic, excursion, study tour and so on. Although such arrangements

are essential as one of the extra-curricular activities and the refreshing event for all the students, only 18.44% respondents felt satisfaction in this issue.

Development of student club (English language club, debating club, sporting club and so on) in the Department

For developing the creativity in the students, formation of the students' club into the department is quite obvious now a days. But the respondents were highly dissatisfied at the time of answering the question, because there was no student club in the department. Hence, 100% respondents answered negatively regarding the existence of such a club.

Conclusion

The results of the study indicate that there is a significant effect of the teaching quality (from the teachers' side) and the service quality (from the Department) on the student satisfaction. The highest satisfaction of the students was measured in the teaching quality, whereas the service quality made them dissatisfied. Students were satisfied with the most important aspects of the Department, i.e. the lecture, course materials and classroom delivery, etc. Student feedback tends to confirm that they received high quality teaching from the teachers with high levels of expertise in their various academic disciplines. It was observed that enough interactions were taken place between the students and the teachers on different academic matters, where teachers were devoted and motivated with the required aptitudes. The study revealed an interesting scenario, where the junior students expressed higher levels of satisfaction than the senior students. The reason might be the more expectations of those senior students from the Department.

Based on the results of this study of students studying in the Department of Business Administration of MBSTU, it is clear that some physical aspects of the services are important with regards to student satisfaction, like-a computer lab and the Internet facilities, and a resourceful seminar library. For the betterment of the students, there is no way but establishing a student club. It is now an emergent demand for creating an environment where the students can acquire, share and practice of knowledge and skills outside the classroom. The study also suggests for ensuring the uninterrupted power supply in the class hours, arranging pure drinking water, and screening the windows properly. The study was one of the ways to identify the existing problems within the Department of Business Administration of MBSTU. If the concerned authority can solve the problems that were identified by the study, the enhancement of the level of student satisfaction shall be the only consequence. That is why, study of student satisfaction should be conducted on a regular basis so that service offerings of the Department/ University can be adapted accordingly (Douglas *et al.*, 2006). Besides, this study suggests for further research in this particular field.

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