

## Students' Satisfaction towards a Medical College, Bharatpur

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### Abstract

**Background:** Educational service in any medical college is found to be important in determining student's academic success. It is essential to assess the educational services to determine the contribution to learning outcomes. This study helps to identify student's satisfaction towards a medical college.

**Objective:** To identify student's satisfaction towards a medical college was objective of this study.

**Materials and Methods:** A descriptive cross-sectional design was used to assess student's satisfaction towards a medical college. A total of 204 students were selected by using probability stratified proportionate random sampling technique. Data were collected by using structured self-administered questionnaire and data were analyzed by using descriptive and inferential statistics.

**Results:** Concerning the students' characteristics, the study reveals that out of 204 students, the age range was 18-26 years with the median age 21 years. About 61.3% of total respondents were female. Respondents were from various academic program such as medical (67.2%), nursing (26.5%) and paramedics (6.4%). Majority of participants were from medical program (MBBS and BDS) and minority were paramedics (BMLT and BMIT). Regarding overall satisfaction, findings revealed that slightly more than half (53.4%) of respondents were satisfied whereas remaining 46.6% of respondents were not satisfied with a medical college. In addition, study showed that the students' level of satisfaction is influenced by age, sex, academic program and academic year.

**Conclusion:** Considerable percentage of students is not satisfied regarding educational services; hence college administration needs to address the identified sectors to enhance the satisfaction among the students.

**Keywords:** satisfaction, medical college, educational services

### INTRODUCTION

Education is considered as a means for the development and empowerment of the social, economic and political growth of a country. Therefore the most crucial part is effective delivery of education to every citizen. Hence, it should be the responsibility of the government and education service providers to focus on education access and quality of provision for the students (Bhamani & Hussain, 2012). Educational environment of an institution is the environmental experience perceived by students and

teachers. There is a provision connection between the environment and the valuable outcomes of students' achievement, satisfaction and success. Educational environment encourages friendliness, cooperation and supportiveness and also foster the learning, growth and development of students. There are two main prerequisites in order to develop an environment that is conducive to learning. First, what is the best available instrument that is needed to measure the learning environment and second, to identify those areas that require immediate attention (Jamaiah, 2008). Students' entry to higher education brings a

series of changes at personal, cognitive, professional, affective and social levels, besides resulting in a series of expectations regarding the chosen undergraduate course. These expectations very often come with anxiety, fear and doubts concerning academic performance and professional training. Therefore, the undergraduate course will be the students' new learning environment, which can positively or negatively affect their growth as academics and their professional future (Schleich, Polydoro & Santos, 2006). Students' satisfaction reflects the effectiveness of all aspects of the educational experience. Student's satisfaction is both an outcome of the learning process as well as requirement for successful learning (Allen & Seaman, 2011). The matter of satisfaction in the context of higher education is what students expect from their educational institutions, in fact, everything that makes them eligible to become productive and successful person in their practical lives. Satisfaction is a person's feeling of pleasure that result from comparing a product's perceived performance to their expectations. It means if the performance matches the expectations, the student will be satisfied (Kotler, Lane, Koshy & Jha, 2009) Higher education institutions can attract students by designing libraries, classrooms, computer laboratories, and other facilities. Students spend a considerable amount of their time using these university facilities, thus providing potential opportunities to influence student satisfaction (Stoltenberg, 2011). Students' satisfaction in universities is greatly influenced by quality of class room, quality of feedback, lecturer-student relationship, and interaction with fellow students, course content, available learning equipment, library facilities and learning materials (Garcl a-Aracil, 2009 & Kuh & Hu, 2001). As well as, teaching ability, flexible curriculum, university status and prestige, independence, caring of faculty, student growth and development, student centeredness, campus climate, institutional effectiveness and social conditions have been identified as major determinants of student satisfaction in higher education (Douglas, Douglas & Barnes, 2006). Most of the institutions face a lot of difficulties when they don't pay enough attention to their customers' satisfaction. Successful companies' main priority is to meet any need which are students demand regarding their satisfaction points (Sahim, 2014). Numerous studies indicated that previous information of students about field of study, social image, duties description and job future, kind of relationship between university trainers, professors and hospital personnel with students, university

type, college educational facilities, and related management methods are among the most important factors that lead to satisfaction about the educational field among students (Hakim, 2014). Independent factors that can affect students' satisfaction include quality of teaching, student research facilities, library book collections and services, campus infrastructure, canteen facilities, space for group discussion, sport programs, ICT (PC and Internet) facilities, etc. (Haque, Das & Farzana, 2011). Understanding the meaning of satisfaction and its factors that can positively or negatively affect satisfaction with the academic trajectory, is important for the relationship between the institution and the quality of the professional-to-be that will enter the work market, since students of today will be professionals of tomorrow, and subsequently, these students tend to reproduce the experience lived during the course in their future professional practice (Ramos, A.M., Barlem, V.L, Lunardi, et al, 2015). Improving and developing an institution necessitates, understanding and knowing it, and information derived from studies is the fuel of future improvements. Quality in universities refers to a set of attributes, dimensions and characteristics that relate to university services (Majeed & Ziadat, 2008). Therefore, students college or university play a significant role in learner's satisfaction. so that this study tries to identify student satisfaction towards medical college.

### MATERIALS AND METHODS

Descriptive cross-sectional research design was used to assess the students' satisfaction towards a medical college. Out of 682, A total 204 students were selected for the study using Stratified proportionate random sampling technique. Those students who were residential visit and internship practice during data collection period were excluded from this study. Data were collected from June-July 2019 by using University Satisfaction Scale (Bhamani & Hussain, 2012). It has 32 items scale categorized under six facets. The six facet categorization is considered to represent the relevant indicators with an overarching variable so that it could easily be explored from the data at a glance to find out which component of the university predicts influences and contributes in students' overall satisfaction in terms of 3 point Likert Scale. Prior to data collection, ethical approval was obtained from Chitwan Medical College Institutional Review Committee and data collection permission was taken from Chitwan Medical College. Verbal informed consent was also obtained from each respondent

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prior to data collection. The collected data was checked, reviewed and organized daily for its accuracy, completeness and consistency. The data was entered in IBM SPSS version 20.0. Descriptive statistics such as frequency, percentage, mean and standard deviation was used for the sociodemographic and knowledge related items and inferential statistics ( $\chi^2$  test) was used to find out the association between variables.

## RESULTS

The data were collected from 204 students from Chitwan Medical College, Bharatpur, Chitwan. The collected data were analyzed by using descriptive and inferential statistics in terms of frequency and percentage and presented in different tables.

**Table1.** Respondents' Socio-demographic Characteristics n= 204

Variables	Frequency	Percentage
<b>Age group in years</b>		
≤ 21	110	53.9
> 21	94	46.1
<i>Median = 21 , IQR (Inter Quartile Range)=20-23, Max= 26 and Min=18</i>		
<b>Sex</b>		
Male	79	38.7
Female	125	61.3
<b>Religion</b>		
Hindu	193	94.6
Non-Hindu	11	5.4
<b>Ethnicity</b>		
Brahmin	109	53.4
Chhetri	45	22.1
Janjati	36	17.6
Dalit	14	6.9
<b>Type of residence</b>		
Hostel	75	36.8
Day scholar	129	63.2

Table 1 shows that among 204 respondents, 53.9% of respondents belong to age group equal and less than 21 years. Likewise more than half (61.3%) of respondents were female. Regarding religion, majority of respondents (94.6%) was

Hindu. Concerning about ethnicity, slightly half of above respondents (53.4%) were Brahmin and minority of respondents (6.9%) were Dalit. Likewise, 63.2 % of respondents were day scholar.

**Table2.** Respondents' Academic related Characteristics n= 204

Variables	Frequency	Percentage
<b>Academic Program</b>		
Medical	137	67.2
Nursing	54	26.5
Paramedical	13	6.4
<b>Academic Year</b>		
1 <sup>st</sup> year	67	32.8
2 <sup>nd</sup> year	30	14.7
3 <sup>rd</sup> year	46	22.5
4 <sup>th</sup> year	61	29.9
<b>Enrollment of program</b>		
Scholarship funded	25	12.3
Self-funded	179	87.7
<b>Choice to study program</b>		
By own interest	190	93.1
Not by own interest	14	6.9

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Table 2 shows that among 204 respondents, more than two third of respondents (67.2%) were medical students (MBBS and BDS) and minority of respondents (6.4%) were paramedical (BMLT and BMIT) students. Likewise, high percentage (32.8%) of the respondents was from 1<sup>st</sup> year and low percentage (14.7%) was from 2<sup>nd</sup> year. Regarding enrollment of program, majority of respondents (87.7%) were self-funded. Concerning choice to study program, higher percentage (93.1%) of respondents were studying by own interest.

**Table3.** Respondents' Parents related Characteristics n= 204

Variables	Frequency	Percentage
<b>Educational level of father</b>		
Read and write only	9	4.4
Basic education	19	9.3
Secondary education	41	20.1
Higher secondary education and above	135	66.2
<b>Occupational status of father</b>		
Private employee	46	22.6
Government employee	67	32.8
Self-owned business	91	44.6
<b>Occupational status of mother</b>		
Household worker	118	57.9
Private employee	16	7.8
Government employee	33	16.2
Self-owned business	37	18.1

Table 3 indicates that cent percent of respondent's parents were literate. Likewise, 66.2% of the respondent's parents had higher level education. Regarding occupational status of father, 44.6% of respondent's father had self-owned business. Concerning occupational status of mother, more than half (57.8%) of respondent's mothers were household worker. About parents support in learning, cent percent of the respondent's parents were supportive in learning (not show in table).

**Table4.** Student's Satisfaction Score on Different Domain n=204

Domain	Possible Highest Marks	Obtained Value (range)	Mean	S.D	Mean %
Learning Facilities	15	5-15	9.80	2.092	65.33
Curriculum	15	5-15	9.83	2.337	65.53
Teaching and Learning	18	6-18	12.32	2.995	68.44
College Climate	15	5-15	9.95	2.177	66.33
Administrative Facilities	15	5-15	10.23	2.237	68.2
Policies and Procedures	18	6-18	10.85	2.334	60.27
<b>Total</b>	<b>96</b>	<b>32-96</b>	<b>62.98</b>	<b>10.981</b>	<b>65.60</b>

Table 4 illustrates student's satisfaction score on different domains. The highest mean score was in teaching and learning (12.32) whereas the lowest mean score which was in learning facilities (9.80).

**Table5.** Level of Satisfaction towards a Medical College among Respondents

Level of Satisfaction	Frequency	Percentage
Satisfied ( $\geq 63$ )	109	53.4
Dissatisfied ( $<63$ )	95	46.6
<b>Total</b>	<b>204</b>	<b>100</b>

Median=63; IQR (Inter Quartile Range) =56-70, Max= 96 and Min=32

Table 5 shows that among 204 respondents, 53.4% of respondents were satisfied whereas remaining 46.6% of respondents were not satisfied with a medical college.

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**Table 6.** Association between Student's Level of Satisfaction towards a Medical College and Selected Variables

Variables	Level of satisfaction		$\chi^2$	p-Value
	Satisfied N (%)	Dissatisfied N (%)		
<b>Age group</b>				
≤ 21	66 (60.0)	44 (40.0)	4.140	0.042*
> 21	43 (45.7)	51 (54.3)		
<b>Sex</b>				
Male	33 (41.8)	46 (58.2)	7.044	0.008*
Female	76 (60.8)	49 (39.2)		
<b>Type of residence</b>				
Hostel	39 (52.0)	36 (48.0)	0.098	0.755
Day scholar	70 (54.3)	59 (45.7)		
<b>Academic program</b>				
Medical	58 (42.3)	79 (57.7)	23.855	<0.001*
Nursing	44 (81.5)	10 (18.5)		
Paramedical	7 (53.8)	6 (46.2)		
<b>Academic year</b>				
1 <sup>st</sup> – 2 <sup>nd</sup> year	62 (63.9)	35 (36.1)	8.173	0.004*
3 <sup>rd</sup> – 4 <sup>th</sup> year	47 (43.9)	60 (56.1)		
<b>Enrollment of program</b>				
Scholarship funded	13 (52.0)	12 (48.0)	0.023	0.878
Self-funded	96 (53.6)	83 (46.4)		
<b>Choice to study program</b>				
By own interest	101 (53.2)	89 (46.8)	0.083	0.773
Not by own interest	8 (57.1)	6 (42.9)		
<b>Educational level of father</b>				
< Higher secondary	38 (55.1)	31 (44.9)	0.113	0.737
≥ Higher secondary	71 (52.6)	64 (47.4)		
<b>Occupational status of father</b>				
Employee	62 (54.9)	51 (45.1)	0.210	0.647
Self-employee	47 (51.6)	44 (48.4)		
<b>Occupational status of mother</b>				
Employee	31 (63.3)	18 (36.7)	2.506	0.113
Self-employee	78 (50.3)	77 (49.7)		

Significance level at <0.05, \* denotes significant

Table 6 shows that there was statistically significant association between student's level of satisfaction with age group (p=0.042) where less than or equal to 21 years of age group were more satisfied than greater than 21 years age group. Likewise, there was statistically significant association between student's level of satisfaction with sex (p=0.008) where female respondents were more satisfied than male respondents. Similarly, there was statistically significant association between student's level of satisfaction with academic program (p=<0.001)

where medical students were more satisfied than paramedical students. Also, there was statistically significant association between student's level of satisfaction with academic year (p= 0.004) where 1<sup>st</sup> -2<sup>nd</sup> year respondents were more satisfied than 3<sup>rd</sup> – 4<sup>th</sup> year respondents.

### DISCUSSION

Regarding socio-demographic information out of 204 respondents, slightly more than half (53.3%) belong to age group less than or equal to 21 years. The median age

is 21. Similarly, 61.3% of the respondents were female. Likewise, nearly one third percentage (32.8%) of the respondents was from 1<sup>st</sup> year and low percentage (14.7%) was from 2<sup>nd</sup> year. Regarding student's level of satisfaction, slightly more than half (53.4%) of the students had satisfaction towards medical college. The findings of the study were supported by the study conducted by Menghani (2015) where 56.67% of the respondents were satisfied with the educational services of college. It might be due to poor learning facilities, poor curriculum and inappropriate college climate. Whereas, the study is in contradict with the study conducted by Espeland & Indrehus (2003) where majority of the students had dissatisfaction regarding educational services. The findings of the study suggest, there is statistically significant association between student's level of satisfaction and age group ( $p=0.042$ ) where less than or equal to 21 years of age group were more satisfied than greater than 21 years of age group. The finding was supported by the study conducted by Ramos, et.al (2015) which revealed that students of younger age group are less satisfied than students of elder age group. Similarly, there is statistically significant association between students level of satisfaction and sex ( $p=0.008$ ) of students, where females have higher level of satisfaction than males. Likewise, there is statistically significant association between student's level of satisfaction and academic program ( $p<0.001$ ), where medical students are more satisfied than paramedical students. Also, there is statistically significant association between student's level of satisfaction and academic year ( $p=0.004$ ) where 1<sup>st</sup>-2<sup>nd</sup> year are more satisfied than 3<sup>rd</sup>-4<sup>th</sup> year students.

### CONCLUSION

More than half of the students are satisfied towards medical colleges. Students are most satisfied with teaching and learning period whereas they are least satisfied with learning facilities of college. Level of satisfaction towards medical college is influenced by age, sex, academic program and academic year of the students. Still nearly half percentage of students are not satisfied towards medical college, hence emphasis should be given by the college administration and management committee to maximize the level of satisfaction of students towards medical college by considering the areas such as curriculum, learning facilities, college climate, administrative facilities and policies and procedures.

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