A conceptual framework on perspectives of student experiences at campuses throttling student satisfaction

N.S. VIJAYALAKSHMI*[1] AND A.H. SEQUEIRA[2]
[1]Faculty and [2]Professor & Dean Faculty Welfare
[1]P.G Department of Economics, University College Mangalore
Hampankatta, Mangalore (Karnataka) India
[2]School of Management, N.I.T.K Surathkal, Mangalore (Karnataka) India

ABSTRACT

This research paper focuses on vivacity of student experiences at divergent campuses. The peak in serenity of institutes with not so spacious campuses irks the noise among students on quality versus quantity perpetuation of education. The conceptual framework is an effort to realise that it is students experiences at large moulds and sustains student satisfaction making campuses a memorable demystifying the personification of multitudinal functioning of campuses.

Key Words : Constraints, Improved production technology, Socio-economic profile, Suggestions

INTRODUCTION

Student experiences :

For long the quality of education rested on customers perceptions of quality, their vital ratings often loomed large assuming towards overall satisfaction (Owlia and Aspinwall, 1998). The university as a quality measure on student growth (Tam, 2002) finds a divergence in its early regular and late registration affecting college students success (Smith *et al*., 2002). College experience determines students educational plans (Pascarella *et al*., 2003) forecasting that student adaptation to new learning environments can have unexpected outcomes (Taylor *et al*., 2004). This has called out for a collective approach to enhancing engineering education for undergraduates (Mcalpine *et al*., 2005) with strategies for improved academic and social outcomes needs to enhance student success skills (Webb and Bringman, 2006) that nourishes students perceptions in educational choices (Aboh, 2006). Further the undergraduate college experiences impact workforce of the 21st century (Engberg, 2007). The perceptions of education among students of engineering (High and Dockers, 2007) acts as a planning process perspective on upward influence determining campus change (Barnett *et al*., 2008) of college students towards personal growth of recognition and life satisfaction (Stevic and Ward, 2008).

Uncovering hidden information within university's student enrolment (Siraj and Abdoulha, 2009) has its demography correlates with domain-based life satisfaction of college students (Zullig *et al*., 2009) transcending towards student engagement (Queensland, 2009). The undergraduate education satisfaction of the higher education institutions (He and Xiaohua, 2010) is based on customer

satisfaction has a great impact on customer behavior. Service quality and image of colleges (Jing-yan *et al*., 2010) pressures up the multilevel model of educational expectations (Lowman and Elliott, 2010).

A snapshot of young India's perspective in education from access to satisfaction and future undergraduate education at the Indian Institutes of Technology (Varma and Kapur, 2010) reflects students perceptions of university life (Lin, 2010) treading a path of student satisfaction with higher education being of teaching, skills and knowledge acquired and not just the curriculum itself (Gibson, 2010). However much noticeably student satisfaction differs from full time to part time students (Moro-Egido and Panades, 2010).

A transformative collegiate discourse (Ortlieb, 2011) at college campus help students to find the purpose of life that contributes to a lot of meaning making of student life (Chesbrough, 2011). The student satisfaction with higher education is critical for student development (Lourdes *et al*., 2011) and all of the students educational experiences must relate to student satisfaction (El Ansari, 2011) as it only student understanding of satisfaction contributes to student performance (Walker and Palmer, 2011). Thus it is quality of life at campus that impact subjective wellbeing of students (Malkoç, 2011) that often leaves a student rendezvous with memorable messages of navigating across college life (Nazione *et al*., 2011).

College education emancipates ecumenical worldview development among students (Mayhew, 2012). Student satisfaction depends on students perceptions of quality of institutions (Wilkins *et al*., 2012) relies on students experiences at college (Julia and Veni, 2012) and especially among students of engineering (Wilson *et al*., 2012). The implementation of student satisfaction index model in higher educational institutions (Temizer and Turkyilmaz, 2012) sets apart the institutional differences in student satisfaction (Barnes and Randall, 2012) that relates to a much farther end that students educational experiences impact student satisfaction (Zhai, 2012).

Student success in engineering education that start off with students' background and disposition variables, education attributes, variables concerning educational climate etc. (van den Bogaard, 2012) needs a deeper understanding of undergraduate students' experience (Chambers and Chiang, 2012) which though has its initial steps of measurement with enrollment differences towards student satisfaction (Barnes and Randall, 2012) seeking out that less has been worked about on students satisfaction with teaching ,learning and overall university experiences impacting engineering students performance (Choudhary, 2012) and the less talked about life satisfaction out of one's educational experiences (Daraei and Mohajery, 2013). Thus an assessment of factors that impacts success for incoming college students (Reisel *et al*., 2012) is vital.

Engineering undergraduate experience which is a qualitative experience (Ganguly *et al*., 2013) has to have its Quality Function Deployment (QFD) technique as a total quality management (TQM) tool, for planning and improvement of quality to gain competitive edge by satisfying student needs (Verma and Dawar, 2013). The customer focus in higher education has to speak volumes of student satisfaction (Mark, 2013) that always has been dwindling in between demographic and attitudinal factors of student satisfaction (Nwenyi and Baghurst, 2013).

Student life helps in identity construction (Lairio *et al*., 2013) with the ability towards lifelong learning (Lord *et al*., 2013) and more of self-reported learning gains experiences at college (Porter, 2013). So as students identity with science impacts students performance (Merolla and Serpe, 2013), it's the virtual academic performance determine life satisfaction of college students (Malik *et al*., 2013). Therefore though the eventual personal development of youth expeditions (Stott *et al*., 2013) transcends students satisfaction in higher education differing by gender age academic

year and other parameters (De Jager and Gbadamosi, 2013), the national priority always depends on a student equation of Academic learning + social - emotional learning = national priority (Weissberg and Cascarino, 2013).

Student satisfaction:

Student satisfaction differed among different college students (Sarrico and Rosa, 2014). The Student Quality Circle (SQC), an initiative for raising the bar of quality learning and quality teaching impact on students' traits, learning attitudes etc (Faridi *et al*., 2014) emphasises Quality of College Life (QCL) of students towards students' life satisfaction and identification (Arslan and Akkas, 2014). The gap between students' expectation and experiences at colleges and institutions of higher learning (Awang *et al*., 2014) reflect on student aspirations may be extremely resistant to change and intervention, but students' understanding of 'where science can lead' may be more amiable to intervention (Archer *et al*., 2014) towards a better understanding of becoming an excellent student among engineering undergraduates (Monteiro *et al*., 2014).

Further the construction of college students' satisfaction model (Guo *et al*., 2014) highlights problems students face at university (Kiraz, 2014) where even foreign undergraduate students' experiences diversity of the university (Liu and Winder, 2014). This indicates that though academic quality primarily intensifies student satisfaction (Negricea *et al*., 2014) every student has a personal responsibility of building and making an inclusive campus (Abes, 2014) that converges cultural humility towards transformative complicity and empowerment among undergraduate students in higher education (Duntley-Matos, 2014).

Lastly, college students must speak success (Fauria and Zellner, 2015). The far long educational strategies that aim academic success (Milne *et al*., 2016) has been unidirectional focusing only on academic engagement that leads to student satisfaction and success (Thalluri, 2016). It more often forgotten that students wellbeing impacts academic progress (Sibley *et al*., 2016). The quality of academic life impacts academic performance, loyalty and institutional or university recommendations (Pedro *et al*., 2016) ensuring in the long run the quality of students institutional experiences and their level of integration into the academic and social systems of their academic institutions results in successful retention (Aljohani, 2016). After all college students subjective wellbeing is all vital at the campus (Renshaw and Bolognino, 2016).

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| Student Experiences at campus | → | Student Satisfaction on campus |
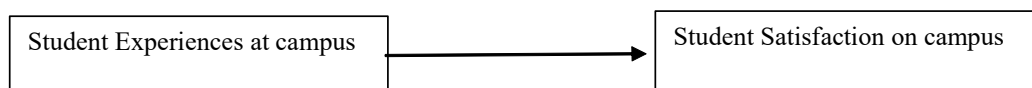
From the above literature it is evident that a student lives amongst students and relatively his or her experiences of superlative degree is vital for sustenance at campus. The scope of conceptual framework could be an initiative drive to improve and enhance student experiences at campus which by far has been bound to numbers of enrolment only.

Conclusion:

Campuses evolve and change drastically. Student experiences is the heart of academic imperatives so that information, guidance, support and practical advice could be viable towards student satisfaction through student life cycle. Student activities could go a desirable step further

which interlinks student welfare via academic that transcends student experience transitions to a new level of authenticity.

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