

**A STUDY ON EXPECTATION TOWARDS COLLEGE TEACHERS AND
SATISFACTION LEVEL OF COLLEGE STUDENTS ON THE SERVICES
OFFERED BY SELF-FINANCED COLLEGES IN KANYAKUMARI
DISTRICT**

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ABSTRACT

The main aim of the study is to know the satisfaction level of the college students on the services offered by self-financed college and identify the expectation of college students towards service quality of college teachers in self-financed colleges in Kanyakumari District. The total numbers of final year students in Self-financed colleges are 250. 250 final year students have been taken as sample respondents. Thus 250 from self-financed colleges were selected by Random sampling method. It is found that most of the college teachers in self-financing arts and science colleges face problems because of so many factors like poor salary conditions, insecurity of job, heavy workload, the problem in balancing work and family, etc. So, for the betterment of the teachers and institutions, the problems should be reduced. It is also suggested some measures for reducing the problems which will promote a pleasurable work environment. The result of reducing the problems will benefit the teachers by increasing the education standard decreases are absenteeism, increase teachers morale and reduce mental illness. Thus the study throws light on the fact of problems and the remedial measures of managing problems which will enhance the standards of the self-financing arts and science colleges.

KEY WORDS: Self-financing arts and science colleges, Expectation, Satisfaction, College Teachers and College Students

INTRODUCTION

Teaching faculty is the most important group of professionals for our nation's future. They are producing good leaders, economists and scientists, etc. for the nation. Apart from this, they are safe guarding society through eradicating ignorance and

inequalities among the people in society. “It is estimated that in 20,918 colleges in the country, 1.86 crores of students are being trained up by these professionals. Hence teaching faculty at the college level is more responsible than any other professionals in the world, as per the confidential report by the National Assessment and Accreditation Council, which is affiliated to the University Grants Commission (UGC).

STATEMENT OF THE PROBLEM

In the case of self - financing educational institutions, teachers are affected by problems because of so many factors like heavy workload, low salary, time off work, management pressure and pressure to do organizational work ethic may cause mental depression for the teachers and it leads to problems and even these affect the performance of work of teachers in several ways. Moreover, the teachers are also forced to resign from the job because of some reasons or they quit the job due to overpressure of the management due to problems. Keeping in view the above problems into consideration and to fill up the research gap identified the researcher attempted in the present study to examine the service quality of college teachers in self financed and aided colleges with reference to Kanyakumari district.

OBJECTIVES OF THE STUDY

- ✓ To know the satisfaction level of the college students on the services offered by self-financed college
- ✓ To identify the expectation of college students towards service quality of college teachers in self-financed colleges in Kanyakumari District.

SAMPLING DESIGN

There are ten self financing colleges functioning in Kanyakumari District. 25 final year students from each college are selected as sample respondents for this study. Stratified Random Sampling method is adopted for sampling design process. The total population (total final year students) are subdivided into homogenous or strata and from each stratum, the sample is drawn randomly. The sampling plan is presented in the below table.

TABLE 1
SAMPLING PLAN FOR SELF FINANCED COLLEGES

Sl. No	Name of the College	Sample size (25)
1.	Muslim Arts College	25
2.	Sivanthi Aditanar College	25

3.	Annai Velankanni College	25
4.	Malankara Catholic College	25
5.	Noorul Islam College	25
6.	VTM College	25
7.	Udaya College	25
8.	St.John's College	25
9.	St. Jeromes College	25
10.	Nanjil Catholic College	25
	Total	250

The total numbers of final year students in Self-financed colleges are 250. 250 final year students have been taken as sample respondents. Thus 250 from self-financed colleges were selected by Random sampling method.

ANALYSIS AND INTERPRETATION

Factor Analysis for satisfaction level on the services offered by self-financed college

It is essential to test whether sampling taken for the purpose of analysis are adequate. For this purpose, KMO test has been applied. Table reveals the results of two tests namely, Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity to test whether the relationship among the variables is significant or not.

Table 2

Reliability Analysis for satisfaction level on the services offered by self-financed college

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.702
Bartlett's Test of Sphericity	Approx. Chi-Square	1272.965
	df	300
	Sig.	.000

(Source: Primary data, Computed)

Kaiser-Meyer-Olkin measure of sampling adequacy shows the value of test statistic as 0.702, which means the factor analysis for the selected variables is found to be appropriate.

Bartlett's Test of Sphericity shows the significant value as 0.000, which means the selected variables are statistically significant and exhibits a high

relationship among the variables of satisfaction level on the services offered by self-financed college.

Table 3
Eigen Values and Proportion of Total Variance of Each Underlying Factors Related to satisfaction level on the services offered by self-financed college

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1.	4.340	17.361	17.361	4.340	17.361	17.361	2.312	9.246	9.246
2.	2.360	9.440	26.801	2.360	9.440	26.801	2.206	8.826	18.072
3.	1.446	5.783	32.584	1.446	5.783	32.584	1.932	7.728	25.800
4.	1.409	5.636	38.220	1.409	5.636	38.220	1.844	7.376	33.176
5.	1.300	5.199	43.419	1.300	5.199	43.419	1.641	6.564	39.740
6.	1.258	5.034	48.453	1.258	5.034	48.453	1.580	6.322	46.062
7.	1.143	4.571	53.023	1.143	4.571	53.023	1.541	6.166	52.228
8.	1.091	4.365	57.388	1.091	4.365	57.388	1.290	5.161	57.388

Extraction Method: Principal Component Analysis

The results of the factor analysis presented in the Table and factors related to satisfaction level on the services offered by self-financed college have revealed that there are eight factors that had Eigen value exceeding “one”. Among those eight factors, the first factor accounted for 17.361 per cent of the variance, the second 9.440 per cent, the third factor 5.783 per cent, the fourth factor 5.636 per cent, the fifth factor 5.199 per cent, the sixth factor 5.034, the seventh factor 4.571 and the eighth factor 4.365 per cent of the variance in the data set. The eighth factors are the final factors solution and they all together represent 57.388 percent of the total variance in the scale items measuring the factors related to satisfaction level on the services offered by self-financed college. Hence from the above results, it is certain that are factors related to the satisfaction level on the services offered by self-financed college.

Table 4
Rotated Component Matrix for Satisfaction level on the services offered by self-financed college

Variables	Component							
	I	II	III	IV	V	VI	VII	VIII
Up-to-date equipment	.794	.067	.032	.025	.109	.018	.104	.002
Well equipped laboratories	.611	.147	.104	.291	.003	.097	.101	.143
Overall cleanliness	.605	.125	.003	.221	.396	.272	.106	.022
Parking services	.531	.169	.232	.255	.120	.080	.278	.239
Placement facilities	.128	.769	.093	.094	.031	.090	.180	.080

Sanitary/conservancy services	.165	.704	.006	.080	.010	.029	.178	.113
Hostel/residential facilities	.122	.655	.184	.015	.011	.029	.070	.040
Information services via web-site	.041	.614	.118	.051	.157	.208	.061	.046
Internet facilities	.257	.216	.652	.084	.099	.097	.000	.205
Complaint handling system	.348	.212	.641	.127	.309	.040	.190	.095
Cultural/recreational facilities	.082	.081	.613	.076	.035	.030	.161	.359
Guidance/counseling services	.099	.036	.202	.701	.007	.132	.491	.037
Academic facilities	.099	.019	.159	.688	.028	.111	.083	.369
Arrangement of seminars/talks	.107	.043	.149	.679	.246	.027	.005	.076
Legal facilities	.088	.107	.080	.163	.686	.142	.111	.070
Library services	.047	.049	.193	.155	.674	.022	.046	.025
Basic facilities in the class room	.111	.117	.010	.143	.575	.032	.016	.028
Cafeteria and dining facilities	.031	.051	.220	.145	.150	.702	.036	.057
Security measures	.064	.106	.304	.097	.050	.674	.198	.146
Services for special needs	.052	.030	.068	.047	.113	.641	.080	.231
Sports activities	.072	.054	.083	.061	.159	.128	.691	.045
Campus training facilities	.108	.085	.362	.234	.063	.164	.677	.023
Health care services	.067	.168	.036	.445	.107	.137	.557	.016
Learning resources	.244	.277	.037	.207	.069	.259	.128	.951
Xerox facilities	.035	.047	.127	.059	.029	.030	.011	.881

Extraction Method : Principal Component Analysis

Rotation Method : Varimax with Kaiser Normalization

Source : Primary Data

Table 4 reveals the matrix of common factor co-efficient or factor loadings. The number of factors extracted was eight. The ratio which has the highest loadings in each factor are grouped, that is the ratios which are more closely related to a particular group are boxed.

Table 5
Satisfaction towards equipment and laboratories Factor

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	Up-to-date equipment	.794	.677	0.898
2.	Well equipped laboratories	.611	.573	
3.	Overall cleanliness	.605	.623	
4.	Parking services	.531	.694	

Source: Computed Data

The factor loading of the variables in the satisfaction towards equipment and laboratories factor varies from 0.531 to 0.794. The communality value is identified as higher in the case of parking services since its communality value is 0.694. The included four variables in satisfaction towards equipment and laboratories factor explain it to an extent of 89.8 per cent since its Cronbach Alpha is 0.898.

Table 6
Satisfaction towards Sanitary and Information services Factor

Sl. No	Variables	Factors Loading	Communalit y	Cronbach's Alpha
1.	Placement facilities	.769	.387	0.884
2.	Sanitary/conservancy services	.704	.634	
3.	Hostel/residential facilities	.655	.561	
4.	Information services via web-site	.614	.552	

Source: Computed Data

Table 6 reveals that the factor loading of the variables in the satisfaction towards sanitary and information services factor varies from 0.614 to 0.769. The higher communality value is noticed in the case of sanitary/conservancy services since its value is 0.634. The included variables in satisfaction towards sanitary and information services factor explain it to an extent of 88.40 per cent since its Cronbach Alpha is 0.884.

Table 7
Satisfaction towards recreational and internet facilities Factor

Sl. No	Variables	Factors Loading	Communalit y	Cronbach's Alpha
1.	Internet facilities	.652	.801	0.878
2.	Complaint handling system	.641	.673	
3.	Cultural/recreational facilities	.613	.550	

Source: Computed Data

Table 7 reveals that the included three variables in satisfaction towards recreational and internet facilities factor explain it to an extent of 87.80 per cent since its Cronbach Alpha is 0.878. The factor loading of the variables vary from 0.613 to 0.652. It reveals that the highly correlated variable in the satisfaction towards recreational and internet facilities factor is 'Internet facilities' since its factor loading is 0.652. The higher communality is noticed in the case of 'Internet facilities' since its value is 0.801.

Table 8
Satisfaction towards Counseling and Academic facilities Factor

Sl. No	Variables	Factors Loading	Communalit y	Cronbach's Alpha
1.	Guidance/counseling services	.701	.660	0.863
2.	Academic facilities	.688	.505	
3.	Arrangement of seminars/talks	.679	.531	

Source: Computed Data

The factor loading of the variables in satisfaction towards counseling and academic facilities factor varies from 0.679 to 0.701. It reveals that the highly correlated variable in the satisfaction towards counseling and academic facilities factor is 'Guidance/counseling services' since its factor loading is 0.701. The higher communality is seen in the case of 'Guidance/counseling services' since its communality value is 0.660. The included three variables in satisfaction towards counseling and academic facilities factor explain it to an extent of 86.30 per cent since its Cronbach Alpha is 0.863.

Table 9
Satisfaction towards legal facilities and library services Factor

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	Legal facilities	.686	.485	0.855
2.	Library services	.674	.480	
3.	Basic facilities in the class room	.575	.575	

Source: Computed Data

The factor loading of the variables in satisfaction towards legal facilities and library services factor varies from 0.575 to 0.686. It reveals that the highly correlated variable in the satisfaction towards legal facilities and library services factor is 'Legal facilities' since its factor loading is 0.686. The higher communality is seen in the case of 'Basic facilities in the class room' since its communality value is 0.575. The included three variables in satisfaction towards legal facilities and library services factor explain it to an extent of 85.50 per cent since its Cronbach Alpha is 0.855.

Table 10
Satisfaction towards security and services Factor

Sl. No	Variables	Factors Loading	Communality	Cronbach's Alpha
1.	Cafeteria and dining facilities	.702	.585	0.849
2.	Security measures	.674	.469	
3.	Services for special needs	.641	.438	

Source: Computed Data

The factor loading of the variables in the satisfaction towards security and services factor varies from 0.641 to 0.702. The higher communality value is noticed in the case of cafeteria and dining facilities since its value is 0.585. The included variables in satisfaction towards security and services factor explain it to an extent of 84.90 per cent since its Cronbach Alpha is 0.849.

Table 11
Satisfaction towards Campus training facilities and Sports activities Factor

Sl. No	Variables	Factors Loading	Communalit y	Cronbach's Alpha
1.	Sports activities	.691	.635	0.838
2.	Campus training facilities	.677	.477	
3.	Health care services	.557	.494	

Source: Computed Data

The factor loading of the variables in the satisfaction towards campus training facilities and sports activities factor varies from 0.557 to 0.691. The higher communality value is noticed in the case of sports activities since its value is 0.635. The included variables in satisfaction towards campus training facilities and sports activities factor explain it to an extent of 83.80 per cent since its Cronbach Alpha is 0.838.

Table 11
Satisfaction towards Learning resources and Xerox facilities Factor

Sl. No	Variables	Factors Loading	Communalit y	Cronbach's Alpha
1.	Learning resources	.951	.649	0.834
2.	Xerox facilities	.881	.640	

Source: Computed Data

The factor loading of the variables in the satisfaction towards learning resources and Xerox facilities factor varies from 0.881 to 0.951. The higher communality value is noticed in the case of learning resources since its value is 0.951. The included variables in satisfaction towards learning resources and Xerox facilities factor explain it to an extent of 83.40 per cent since its Cronbach Alpha is 0.834.

Age Group of college students and Expectation regarding different dimensions of service quality of College teachers

An attempt was made to know whether college students' expectation is different depending on the services of college teachers and the age group of college students. To achieve the aim, One-way ANOVA analysis was performed. The following null hypothesis (H_0) was framed to test the difference between the expectation regarding service quality of college teachers and age group of college students.

H_0 : There is no significant difference between expectation regarding different dimensions of service quality of college teachers and age group of college students

The following table shows the result of 'ANOVA' test.

Table 12
ANOVA for Significant difference among Age Group of college students with respect to the expectation regarding different dimensions of service quality of college teachers

Dimensions of Service Quality	Measures	Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes	Between Groups	96.133	3	32.044	10.244	.000
	Within Groups	1707.905	246	3.128		
	Total	1804.038	249			
Academic Staff	Between Groups	108.350	3	36.117	5.821	.001
	Within Groups	3387.548	246	6.204		
	Total	3495.898	249			
Academic Aspects	Between Groups	12.151	3	4.050	.572	.634
	Within Groups	3865.304	246	7.079		
	Total	3877.455	249			
Personal Development	Between Groups	60.856	3	20.285	2.815	.039
	Within Groups	3934.336	246	7.206		
	Total	3995.193	249			
Accessibility	Between Groups	20.196	3	6.732	3.818	.010
	Within Groups	962.657	246	1.763		
	Total	982.853	249			
Career Opportunities	Between Groups	33.021	3	11.007	4.244	.006
	Within Groups	1415.933	246	2.593		
	Total	1448.955	249			
Reliability	Between Groups	14.428	3	4.809	1.183	.316
	Within Groups	2220.307	246	4.066		
	Total	2234.735	249			
Responsiveness	Between Groups	145.325	3	48.442	7.830	.000
	Within Groups	3365.551	246	6.187		
	Total	3510.876	249			
Empathy	Between Groups	53.864	3	17.955	2.072	.103
	Within Groups	4731.810	246	8.666		
	Total	4785.675	249			

Source: Computed Data

Table 12 depicts that the observed F value for the interaction between the expectation towards service quality of college teachers namely learning outcomes dimension and age group of college students is 10.244, which is associated with a zero percent risk of being wrong in rejecting the null hypothesis. The study, therefore, concluded that there was a statistically significant difference between expectation towards service quality of college teachers namely learning outcomes dimension and age group of college students, $F = 10.244, p = 0.000 < 0.05$.

Table further depicts that the observed F value for the interaction between the expectation towards service quality of college teachers namely academic staff dimension and age group of college students is 5.821, which is associated with one

percent risk of being wrong in rejecting the null hypothesis. The study, therefore, concluded that there was a statistically significant difference between expectation towards service quality of college teachers namely academic staff dimension and age group of college students, $F = 5.821, p = 0.001 < 0.05$.

Table further shows that the observed 'F' value for the interaction between the expectation towards service quality of college teachers namely academic aspects dimension and age group of college students is 0.572, which is associated with a 63.40 percent risk of being wrong in rejecting the null hypothesis. The study, therefore, concluded that there was no statistically significant difference between expectation towards service quality of college teachers namely academic aspects dimension and age group of college students, $F = 0.572, p = 0.634 > 0.05$.

Table further highlights that the observed F value for the interaction between the expectation towards service quality of college teachers namely personal development dimension and age group of college students is 2.815, which is associated with 0.39 percent risk of being wrong in rejecting the null hypothesis. The study, therefore, concluded that there was a statistically significant difference between expectation towards service quality of college teachers namely personal development dimension and age group of college students, $F = 2.815, p = 0.039 < 0.05$.

Table further indicates that the observed F value for the interaction between the expectation towards service quality of college teachers namely accessibility dimension and age group of college students is 3.818, which is associated with 0.10 percent risk of being wrong in rejecting the null hypothesis. The study, therefore, concluded that there was a statistically significant difference between expectation towards service quality of college teachers namely accessibility dimension and age group of college students, $F = 3.818, p = 0.010 < 0.05$.

Table further reveals that the observed F value for the interaction between the expectation towards service quality of college teachers namely career opportunities dimension and age group of college students is 4.244, which is associated with 0.6 percent risk of being wrong in rejecting the null hypothesis. The study, therefore, concluded that there was a statistically significant difference between expectation towards service quality of college teachers namely career opportunities dimension and age group of college students, $F = 4.244, p = 0.006 < 0.05$.

Table further indicates that the observed F value for the interaction between the expectation towards service quality of college teachers namely reliability

dimension and age group of college students is 1.183, which is associated with a 31.6 percent risk of being wrong in rejecting the null hypothesis. The study, therefore, concluded that there was no statistically significant difference between expectation towards service quality of college teachers namely reliability dimension and age group of college students, $F = 1.183, p = 0.316 > 0.05$.

Table further indicates that the observed F value for the interaction between the expectation towards service quality of college teachers namely responsiveness dimension and age group of college students is 7.830, which is associated with zero percent risk of being wrong in rejecting the null hypothesis. The study, therefore, concluded that there was a statistically significant difference between expectation towards service quality of college teachers namely responsiveness dimension and age group of college students, $F = 7.830, p = 0.000 < 0.05$.

Table further reveals that the observed F value for the interaction between the expectation towards service quality of college teachers namely empathy dimension and age group of college students is 2.072, which is associated with a 10.3 percent risk of being wrong in rejecting the null hypothesis. The study, therefore, concluded that there was no statistically significant difference between expectation towards service quality of college teachers namely empathy dimension and age group of college students, $F = 2.072, p = 0.103 > 0.05$.

SUGGESTIONS

- ✓ The problems of the teachers affect the performance of the individual. So, self-financing arts and science college management must provide a conclusive environment and support to the staff members to reduce problems at the workplace.
- ✓ Management of Self-financing Arts and Science College should make regular assessment of problems among teachers and take necessary measures to prevent the problems of teachers.

CONCLUSION

It is found that most of the college teachers in self-financing arts and science colleges face problems because of so many factors like poor salary conditions, insecurity of job, heavy workload, the problem in balancing work and family, etc. So, for the betterment of the teachers and institutions, the problems should be reduced. It is also suggested some measures for reducing the problems which will promote a pleasurable work environment. The result of reducing the problems will benefit the

teachers by increasing the education standard decreases are absenteeism, increase teachers morale and reduce mental illness. Thus the study throws light on the fact of problems and the remedial measures of managing problems which will enhance the standards of the self-financing arts and science colleges.

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