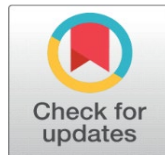
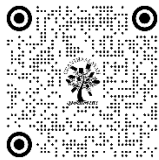


A RESEARCH CONDUCTED IN A DEVELOPING NATION STUDIED THE SATISFACTION LEVELS BETWEEN STUDENTS AND TEACHERS AT A PUBLIC UNIVERSITY

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ABSTRACT

Education is one of the significant sources of income in the global market; India stands as the third largest producer of education systems for student enrollment after China and the United States. This research is aimed at evaluating and comparing the opinions of the students and teachers in the region following the various attributes deemed central in Guru Nanak Dev University, Amritsar. This study uses a quantitative research approach; the data collection technique employed is the survey. Feedbacks were received from the students and teachers studying and teaching on the main campus of GNDU and other regional centres at Amritsar, Jalandhar and Gurdaspur. The data collection system used was random and snowball sampling techniques to guarantee a diverse sample population. Of the 411 participants, 202 were students, 209 were teachers, and all completed structured questionnaires. The self-compiled survey intends to provide a comparative study of the level of satisfaction of students and teachers concerning the university's various campuses to identify areas that require more attention in the University. Cultivating from this knowledge and field findings, the study can help determine the opportunities and issues in the context of GNDU's educational system. It is the hope that the eight recommendations generated from the study can support policy change and institutional transformation, which will, in return, improve the tutoring quality, the quality and productivity of the faculty, as well as the learning quality of the students. Also, this research points out the developments that have taken place in India's higher education sector and the antecedents linked to satisfaction in academic communities located in regional settings. Consequently, this study emphasises the need for structured assessment procedures for the enhancement of institutional efficiency and student achievement.

1. INTRODUCTION

The education industry as a global business is one of the significant revenue-generating industries globally. For any economy, whether developing or developed, much of the Gross Domestic Product and national development is subscribed to by the education sector. However, funding remains a problem in many nations to provide sufficient resources to the education sector. The report from the ET Bureau says that in 2021, there was a cut down in the education budget by nearly 6 per cent. Constraints exist that affect the operation of the education systems significantly. While researching material examining the various characteristics of education and the role that higher education mainly plays, further work has been done on certain forms of higher education institutions, and then there is.

It indicates that investment in an economy should also consider human capital as it constitutes an important aspect when it comes to the economic improvement of a country. As stated by Ozturk (2001), various earlier research works on the subject have revealed that there are significantly high rates of returns on the investment made in basic education

human resource development, training, research and skill development. Also, it is noticed that education has an inequality among the people of a country, which can even influence the per capita income. Herein, human capital investments are likely to yield little results in the development of the economy if little emphasis is placed on ensuring education for all.

The enrolment size of higher education in India is the third largest in the world after only China and the USA. Education has been and remains one of the fundamental human rights in India, which is enshrined in the constitution; children of school age 6 to 14 years have a right to be provided free education. This has resulted from the social and government's determination to ensure that students get access to education in recent years. This expansion is a good testimony to the role of education in the India growth plan as well as ensuring the development of a sustainable workforce for the country. Universities of public and private levels have increased significantly, especially after the year 2014 whereby, from only 1950, having only twenty universities to 2014, with 677 universities. Nevertheless, problems continue to remain within the Indian education system. The recent literacy rate is 25.3%, and only 15% of interested students attain high school (Shaguri, 2013). Thirdly, the lack of human resources, particularly in training institutions, has also led to challenges in delivering academic courses in various institutions.

For instance, the female literacy rates in southern India are far below the levels of male literacy rates; there is also evidence that women are underrepresented at the postgraduate level in many universities in India. According to the National Sample Survey Office (2015), it is evident that gender differential is more prominent with the increase in the level of education of people. gender inequality is an instantaneous problem in developing countries, including India, and has received much attention in research studies.

The present research aims to evaluate the efficiency of a state-funded public university of Punjab situated on the main campus of GNDU—Amritsar. This university was chosen because it accurately depicts the attributes of higher education institutions common in developing countries, namely India, and could be used to analyse its working conditions and efficiency.

2. REVIEW OF LITERATURE

2.1. PERFORMANCE-BASED EVALUATION OF EDUCATIONAL INSTITUTES

Varenina et al. (2021) aimed to elaborate on the state of critical thinking skills within the context of the existing trends in modern learning environments and the era of digital learning. The primary purpose of the study was to establish the existing learning styles adopted by the institutions of learning and their additive impact on enhancing the overall performance of the institutions. The participants were 489 post-HST third-year students selected by a random sampling technique from different faculties in a university. Specifically, through completing the taped questionnaires containing Felder-Solomon's Learning Style Index and Watson-Glaser Critical Thinking Methods, the students' favoured learning style of the educators, as well as the critical thinking skills they have developed, can be identified. It is recommended that applying the principles of learning style might have favourable impacts on improving course designs and helping the students improve their knowledge acquisition and analytical abilities.

Khan et al. (2019) conducted this study concerning the performance of employees working in higher education institutions in Pakistan to establish the correlation of TQM practices to employee performance. The responses from three universities, both public and private institutions, were obtained 400 questionnaires were administered, and 240 were used in performing the regression analysis on SPSS. Therefore, the research established that TQM enhances organisational performance by influencing the employees in the organisation. Further, the study revealed that through mediating the relationship between the level of TQM and overall performance, job satisfaction and affective commitment were proven to be significant. The current research indicates that it is possible to achieve higher performance from employees when the top management of the higher education institutions adopts the principles of TQM.

Kigozi & On (2019) conducted a systematic literature review to review studies focusing on implementing TQM practices in higher learning institutions. This paper aimed to identify effective management strategies for measuring the performance of learning institutions. The three databases used by the researchers were Emerald Insight, Science Direct and ERIC since these databases offer top-quality articles in their repositories. Out of the ten papers shortlisted, the authors removed ten irrelevant articles from the study before closely analysing the remaining ten papers. The findings stressed that the senior management and executives of educational institutions have key roles in the development of

policies and guidelines on the rights of the students. I form the following conclusions as the result of reviewing the study and gauging the effectiveness of the proposed research solution.

Torlak & Kuzey (2019) chose to investigate the relationship between private Pakistani university employees' levels of work satisfaction and their productivity on the job. The study identified transformational and transactional leadership styles to compare different institutions and assess how each leadership style affected their performance. A total of 189 questionnaires were received through emails and interviews conducted among the employees. For the data analysis, t-tests, correlations and regression were applied. It was established that employee job satisfaction and performance had a significant relationship with using various aspects of performance management techniques such as management by exception, intellectual stimulation, inspirational motivation and idealised influence. The data analysis involved the use of t-tests, correlations, and regression. Examining the relationship between performance management strategies such as management by exception, intellectual stimulation, inspirational motivation, and idealised influence and employee work satisfaction and performance revealed a strong correlation. According to the research conducted by Educhis, leadership management practice within the school context NASC preferred by the institutions within the higher education system of Pakistan is directly related to the effectiveness and level of morale of their employees. The study focuses on the leadership practices of work relay in terms of efficiency and staff morale. It is argued that the effectiveness of leadership leads to higher levels of organisational performance and also encourages the employees in their national Institutions.

Yaakub & Mohamed (2019) performed a study in Malaysia to evaluate the overall performance of privately owned higher learning institutions using the balanced scorecard approach rather than depending on the ranking system. The research method applied in the study was quantitative, and a cross-sectional research design was used to gather data from 105 academe employees working in seven private universities. The authors paid particular attention to the assessment of the performance of those institutions by measuring various aspects necessary for the organisation, including financial performance, business processes, capabilities, and learning, as well as customer satisfaction. Factor Analysis, commonly known as exploratory factor analysis, was used to examine the data because it incorporates the Principal Axis Method and Promax Rotation, whereby the study was conducted in Statistical Package for Social Sciences (SPSS). It was ascertained that all the 22 items used for performance measurement fall under four broad allegations. The study findings concluded that the balanced scorecard method with the identified four perspectives offered a better and broader approach to evaluating higher education institutions than the traditional ranking system. It was found that this method could improve the ranking system and provide more information regarding the performance of universities in terms of quality and quantity. This innovative method is relevant for enhancing the comprehension of the effectiveness of educational organisations in Malaysia and others.

Salau et al. (2018) investigated the link between talent management and innovation performance among academic staff in a private university of Technology in Nigeria, which is driven technologically. This quantitative research THESIS employed a survey questionnaire of a cross-section of academic staff. The SEM analysis was then used to analyse the collected data. As found out in the study, retention and development approaches are crucial for enhancing innovative performance. Regarding staff capacity to deliver innovations, staff development activities such as training and career progression were identified to have a positive effect. Thus, it has been revealed that improving the management of university talent through particular attention to organisational practices such as staff retention and development leads to enhanced innovation at an academic level. The present research was conducted to acknowledge the significance of segmenting talent management for creativity and performance in educational institutions, especially in technological market institutions.

Psomas & Antony (2017), the researchers sought to determine the extent of applicability of TQM in Greece's private higher learning institutions. This paper relied on primary research data whereby data was gathered using structured questionnaires from 40 CEOs based in private HEIs in Cameroon. According to the research, these schools also used several strategies, including process management, strategic quality planning, student engagement, and involvement from upper management. These were pointed out as having a range of positive effects, including an increase in the societally relevant capability, an increase in operational efficiency, an increase in employee satisfaction and, consequently, institutional effectiveness. Therefore, the study recommends that private higher education institutes must embrace TQM practices and put them into practice with much championing to improve both internal and external performance. The present study implies that TQM can substantially support the future success and effectiveness of private educational organisations in Greece, creating a development culture and satisfying all stakeholders.

2.2. FINANCIAL EFFICIENCY EVALUATION OF EDUCATIONAL INSTITUTES

“This section includes the evaluation of financial performances of the educational institutes in the previous literature.”

H. Kaur and Bhalla (2018) looked at how students in the districts of Amritsar, Jalandhar, and Ludhiana, Punjab, felt about the quality of education they received from their respective universities. To accomplish the study's goal, the researcher used questionnaires based on the 32-item questionnaire to administer them. To measure the perception of the quality of education, students provided their responses based on the five-item Likert scale. Descriptive and exploratory factor analyses were used with percentages, graphics, and diagrams in data analysis. The findings revealed study characteristics for satisfying the students or proposing an ideal value. They identified eight critical, independent variables: infrastructure facilities, placement, service continuity, environment, partaker facilities involving recreation, training, and development and enhancement of knowledge, among academic details, student services, and academic staff.

The knowledge and financial performance of the learning organisation were the primary foci of Kim et al. (2017) study. Concerning the study's aims, it sought to use a secondary dataset and statistical methods to assess the monetary effects of learning organisations. The quantitative research used second-order factor analysis with the help of structural equation modelling. This means that the learning organisation has enhancement in the knowledge performance and the change in knowledge performance has also enhanced the financial performance. Also, this study established that knowledge performance is a moderator between economic performance and the learning organisation that improves both factors.

Ejoh and Ejom (2014) additionally researched to find out how active the control efforts were about the financial performance of Nigerian universities. Researchers utilised self-administered questionnaires selected using a simple random sampling procedure to compile the study's results. We compared the means of Closing the Balance between the two years using a z-score calculation, and we utilised correlation analysis to look for patterns in the data. The study also found no correlation between the control activities and the financial performance of the institutions under scrutiny, suggesting that control mechanisms were not a significant factor in determining the economic performance of universities.

El-Sheikh et al. (2012) discussed the funding and financing strategies in private universities in Jordan. The study embraced both public and private universities in this case. Some of the findings of the study are as follows: They revealed that there had been a general shift in the global higher education systems where most of the governments have been contracting their budgets for financing higher education while at the same time encouraging students to take part in the payment for their tuition fees among other expenses. This shift aligns with renewed university financing and management forms locally and globally. This shift puts much emphasis on seeking other sources of funding and cost-sharing.

Hill & Chateaux (2011) pointed out that education is a high-priority area for the central and state governments. These efforts have been made through increasing the number of schools and improving in provision of teachers for basic education. Concerning providers, there are many, especially in the private sector, especially in higher education, hence the need to improve the availability of student loans. In order to enhance the realisation of the government's goal of free education to all children at the basic education level, a new law has already been passed to provide free education to all children. However, it has faced some drawbacks, like high drop rates, low enrollment rates, and poor learning at the school level, even though enrollment in higher education is still limited. Notably, the study underlines the need for greater government involvement, more effective funding arrangements, and an increased need for better development of the teachers' professional development systems. These challenges have been addressed through some reforms undertaken by the government to enhance the quality of higher education.

Rogers and Lukassen 2011 sought to develop an empirical model that relates student loyalty with student satisfaction and the perceived reputation of an educational institution. The data, collected from students of the leading universities of India, identified predictors and developed a structural model to account for 57.7% of students' loyalty. The results showed that student satisfaction was the leading cause of customer loyalty. Also, the mediating variable of satisfaction made the rating on the institution's reputation positively influence student loyalty. Further, a scale for measuring student satisfaction was also identified, and the satisfaction factor variation was established.

Education plays a very crucial role in the development agenda of any country, and it also counts among the most critical sectors in the global economy. According to Statista (2021), the international education market is estimated to reach 6.84 billion U.S. dollars in 2021, with an expected CAGR of 11.7%. This growth trend is anticipated to push the sector growth to earn a revenue of 10.2 billion U.S. dollars by 2025. Such factors as the daily escalating student enrollment in traditional and e-learning courses are some of the reasons for this expansion. Specifically, education is rapidly growing, and people are ready to spend money on applications, purchasing things like e-learning, WI 2,4 billion in 2021. This trend reflects the positive changes in the current structure of development. It indicates the need for affordable, portable education services that are changing the education industry.

In this regard, university education has a very pivotal role in determining the future of countries wherein both public and private universities invest their efforts in the nation's growth. With the global economy's shift to becoming a knowledge economy, nations must establish education systems that meet the needs of a skills demand. Thus, it can be noted that, especially in a developing country like India, the issue of higher education is vital for attaining competitive advantages in the global economy. This paper focuses on analysing how the universities, particularly their financial and administrative performances, can positively impact the nation's growth. So, studies related to higher education institutions' economic and administrative structures play a crucial role in making decisions and developing relevant strategies to increase performance and effectiveness in pursuit of long-term sustainability.

To pursue this purpose, the study will examine the financial and administrative efficiency of a state-organised university, Guru Nanak Dev University, in Punjab, India. That is why this university can be considered an ideal example to explore the financial and operating problems of the development of public universities in the context of the Indian higher education system. Performance measures used in the study include revenue productivity, expenditure and resource utilisation, and administrative activities. Assuming the increased popularity of higher education globally and the improvement of technological options, the present situation of Indian universities needs to reveal how effectively they are managing rising resources for effective competition in an era of a globalised market.

The concentration on Guru Nanak Dev University will help us understand the state of affairs in higher education in India today. The study will also explore pertinent challenges in these institutions, such as resource and infrastructure deficiency, inadequate faculty development, and student support services. To achieve the study's objective, this research seeks to analyse data collected from the University Grants Commission, India, from 2008-09 to 2018-19 to give a befitting solution to enhance the performance of higher education institutions in India. These insights should go a long way in assisting the government, the university administrators and other academicians towards the realisation of the highly competitive Education Vision 2036 that seeks to transform education in the United Republic of Tanzania.

The study here focuses on achieving the following objective:-

"To study and compare the satisfaction of the students and teachers of various Regional Campuses of Guru Nanak Dev University, Amritsar."

3. RESEARCH METHODOLOGY

Consequently, the study aimed to examine the degree to which GNDU campuses in various locations met the needs of their students and faculty in terms of specific criteria. This empirical research employs the survey research technique to collect primary data from students and teachers at the university's campuses, such as Amritsar and Jalandhar Gurdaspur. To gather information from the 202 students and 209 instructors who participated in the survey, researchers used two different sampling techniques: random sampling and snowball sampling.

Using the questionnaire items, the research incorporates the principal component analysis to estimate the underlying factors. For this purpose, multiple linear regression analysis is applied to determine if there is a correlation between the identified factors and the students' and teachers' perceived satisfaction levels. The findings suggest several factors that affect satisfaction in the university's regional campuses, which may be beneficial to understanding areas that need enhancement concerning academic spaces, faculty-student relations, and academic experience. The findings and recommendations derived from this analysis assist in identifying sources of satisfaction and dissatisfaction and improving students' and teachers' expertise in GNDU's regional centres, thus bolstering the institution's educational organisation.

4. DATA ANALYSIS & INTERPRETATION

4.1. PRINCIPAL COMPONENT ANALYSIS

You may find the list of questions utilised in this study above, and the questionnaire statements are as follows: We use Principal Component Analysis (PCA) to break these claims down into easily-analyzed essential components. Combining extremely variable variables into factors makes the analysis much more manageable, which is why this technique is rather significant. The Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test of Sphericity are two essential tools for assessing sampling adequacy, which is necessary for determining if factor analysis is appropriate. By contrasting the moment-to-partial coefficient ratio, the KMO test determines if the dataset is amenable to factor analysis. A KMO value greater than 0.7 indicates that the data structure is appropriate for conducting Principal Component Analysis (PCA). On the other hand, Bartlett's Test of Sphericity examines the null hypothesis that the correlation matrix is an identity matrix, which would imply that factor analysis cannot be used. If Bartlett's test yields a p-value of less than 0.05, it suggests that the correlations between variables are sufficiently strong to proceed with factor analysis. For this study, KMO and Bartlett's tests were performed on student and teacher datasets to determine whether factor analysis was appropriate for these groups. The analysis of residuals is also vital in ensuring that the data is structured correctly for further investigation, and the steps for this process are as follows.

Table 1- KMO & Bartlett's Test Results

Scale	df	p-value	Overall KMO
Students Scale	276	0.031	0.860
Teachers Scale	351	0.009	0.722

Statement	Component 1	Component 2	Component 3	Uniqueness
Layout of classrooms is attractive	0.838			0.2045
Lighting in classrooms is satisfactory	0.876			0.1822
Appearance of buildings and grounds is good	0.693			0.2191
Overall cleanliness is very good	0.457			0.2524
The curriculum is up-to-date at a good degree	0.532			0.1024
No. Of courses are offered as per student	0.826			0.1085
Computers are adequately provided in the lab	0.658			0.31
Up-to-date software are used in computers	0.668			0.2744
There is good access to the internet/e-mail facility	0.688			0.3523
Teaching faculty is friendly and courteous		0.456		0.09
Other staff is friendly and courteous		0.671		0.188
Teachers are innovative and agents of change		0.149		0.149
Security measures are good			0.761	0.2499
Teachers are efficient in guiding research projects		0.793		0.319
Registration in the university is timely and error free			0.764	0.1159
University keeps its record accurately			0.734	0.4338
Staff takes sincere interest in solving students' problems		0.795		0.2244
Faculty takes sincere interest in solving students' problems		0.482		0.3048
Staff is capable of solving problems when it arise		0.716		0.1096
Channels for expressing students' complaints are readily available			.848	0.1480
Queries are dealt with efficiently and promptly			.702	0.2469
Administration gives prime importance to students			.738	0.1319
Access to study rooms is appropriate as per students' convenience			.741	0.1756
University is fair and unbiased in its treatment to students			.628	0.4091

Factor analysis delivered four vital latent factors through its processing. The analysis contains four essential elements: where first addresses respondent career satisfaction, while second examines financial benefits, and third examines colleague plus supervisor relationships, and the fourth element assesses workplace conditions. The four standard factors composition includes six elements within Career Growth, four components within Financial Benefits, nine in Nature of Colleagues, and five in Working Conditions. Evaluating student and teacher satisfaction levels requires an examination of the seven distinct factors that emerged from factor analysis. The paper adopts Multiple Linear Regression to perform this analysis in its following section.

4.2. MULTIPLE LINEAR REGRESSION

Table 4- Model Fit Measures- Students

				Overall Model Test			
Model	R	R ²	Adjusted R ²	F	df1	df2	P
1	0.482	0.233	0.221	19.9	3	197	< .001

Table 5- Model Coefficients – Satisfaction

Predictor	Estimate	SE	t	P
Intercept	5.5501	0.675	8.225	< .001
Infrastructure & Curriculum	-0.0565	0.139	-0.407	0.685
Teaching Aid	-1.1283	0.175	-6.447	< .001
Administrative Efficiency	0.6440	0.162	3.976	< .001

Interpretation: Using the analysis and results obtained from the regression predictions of teacher satisfaction, it is clear that the model is statistically significant, given the p-value of less than 0.05. Namely, based on the aforementioned findings, the adjusted R² = 0.330 means that 33% of the variation in variable teacher satisfaction can be explained by the four independent variables integrated into the model.

The model coefficients table indicates that out of the four independent variables, only one has no influence on determining teacher satisfaction. Other meaningful variables in the choice are anticipation of promotion and advancement in the substantive position, fiscal incentives, and the type of coworkers. They are determined to be significant indicators of the teacher satisfaction level at Guru Nanak Dev University (GNDU).

Nevertheless, although working conditions are one of the several categories of work environment, they do not impact the level of satisfaction of the employees in the given case. This indicates that apart from increasing the working conditions, which is still helpful to some extent hints that other aspects such as career advancement, remuneration, and the culture within the organisation supported by the colleagues have a more significant impact on the satisfaction of teachers.

5. CONCLUSION

The research established seven variables to evaluate student and teacher satisfaction with the university. The independent variables comprise three elements within the student scale and four elements within the teacher scale. The two variable sets evaluate numerous variables that impact satisfaction levels to present a complete understanding of what influences the test subjects. Ultimately, the teacher regression model can explain more variance than the student model. For instructors, all but one of the four variables examined substantially impacted satisfaction levels, whereas for students, two had the most significant impact.

The evaluation of working conditions, together with infrastructure, failed to produce significant effects on satisfaction ratings between both students and teachers. According to the research findings, these essential elements did not prove as substantial to overall satisfaction. The most influential variables toward the student experience emerged from interpersonal dynamics and colleague and staff conduct. The most powerful influences on student satisfaction arose from their interactions with teachers combined with staff members, whereas teacher satisfaction relied heavily on their relationships with colleagues. The statistical analysis generated significant regression models to investigate relationships between various factors and satisfaction measurements of students and teachers, which produced valuable findings. Results prove that academic settings and social aspects are vital in determining satisfaction outcomes. This analysis provides complete overview information through the following models.

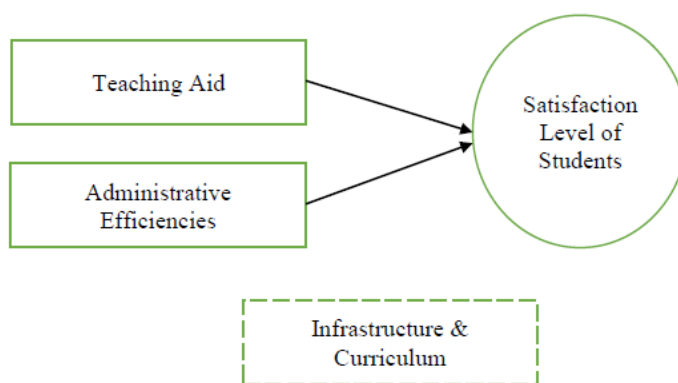


Figure 1 – Conceptual Model for Students

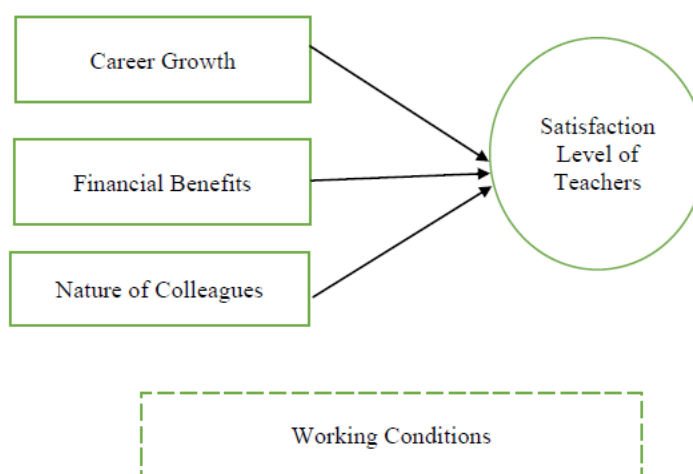


Figure 2 – Conceptual Model for Teachers

When analysing student satisfaction, the conceptual models show that infrastructure and curriculum factors fail to impact their satisfaction ratings noticeably. Student satisfaction levels correlate statistically between career growth

factors and colleagues' nature. Conditions at work do not affect teacher job satisfaction to a meaningful degree. This research reveals that teacher satisfaction strongly depends on career growth, financial benefits, and relations with colleagues at work. According to these results, students and teachers derive their main satisfaction drivers from career growth, monetary rewards, and social interactions in the academic environment. However, working conditions and infrastructure show limited significance.

5.1. PRACTICAL IMPLICATIONS

This study generates essential findings that the university management should adopt to strengthen student and teacher satisfaction levels. The work environment improvement for both groups becomes essential through enhanced management practices throughout the seven identified factors. Student satisfaction primarily depends on useful teaching tools together with educational materials. A continuous process to update courses must take priority at the university to maintain its alignment with current education requirements and policies other academic institutions adopt. All instructors must maintain subject expertise and open Navigation to give students a good educational experience. The administrative workers have an essential role in creating student satisfaction at the university. Staff members need training programs that establish their ability to support students immediately. Training sessions for teaching and non-teaching staff members can improve the atmosphere throughout the university so students experience higher satisfaction. The university should promptly offer teachers regularly updated financial benefits to maintain their motivation. Employees need assurance of professional development through promotions, training programs, conferences, and seminars for their advancement. The way colleagues interact with each other proves essential to determining teaching satisfaction. Building a workspace that promotes friendliness and ease is vital to achieving this. Enhanced job satisfaction and increased productivity will result when teachers work together in a positive workplace environment with good relationships.

5.2. THEORETICAL CONTRIBUTION

Besides the practical benefits, this study has fitted many theoretical conclusions concerning the education field and organisational behaviour paradigms. It is important since the study can identify seven factors affecting the satisfaction levels of both students and teachers. These were achieved through the analysis with the aid of the Principal Component Analysis (PCA) model with the view to coming up with reliable factors for further consideration. These factors were then regressed to check their relation with satisfaction level and the two regression models were developed. Interestingly, findings found no correlation between satisfaction levels and either infrastructures and curriculum for students or working conditions for teachers. This result modifies some of the prior beliefs and considers other factors with a greater significance in educational settings, such as relationships and personal development.

Nonetheless, all the aforementioned non-significant factors show how the models fitted the data and offered a theoretical account of the observed changes and interplay resulting in satisfaction differential. The study adds to the existing body of research by fine-tuning the perception of satisfaction determinants in learning institutions, particularly in higher education. Thus, this research opens the way to analyse other configurations of the relationships between these institutional factors and satisfaction outcomes and provides a desirable theoretical framework for further studies.

5.3. THEORETICAL CONTRIBUTION

Besides, this research provides substantial theoretical advancements in education and organisational behaviour. The study makes it possible to determine seven handy factors that affect the satisfaction scores of both students and teachers. Therefore, these factors had to be obtained by statistical means through the use of the Principal Components Analysis (PCA) before extracting the factors deemed most appropriate for the analysis. These variables were then tested for any relation with satisfaction levels, leading to the formulation of two regression models. This presented an interesting result as all the above formed part of a physical and study environment that would be expected to impact satisfaction levels significantly, yet no impact was noted. This result goes against some of the specific assumptions about what impacts satisfaction within educational settings. Thus, the other factors, as well being interpersonal interactions and personal growth opportunities, have more straightforwardly been documented as providing a more significant influence on students' satisfaction in education. Thus, despite the lack of significance grades, the models managed to

account for a substantial percentage of variance in satisfaction level, indicating that the obtained theoretical framework is highly successful in capturing the driving forces. The findings provide knowledge support by identifying satisfaction factors within educational organisations concerning tertiary education settings. This study inscribes a theoretical background for analysing the various linkages between different indices of institutionalality and satisfaction outcomes, which may be helpful in the development of other research in the field.

CONFLICT OF INTERESTS

None.

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