

Students' Satisfaction Survey

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Diktel Multiple Campus
Diktel Rupakot Majhuwagadhi Municipality -2, Khotang

2080

Executive Summary

The study investigates the satisfaction of Diktel Multiple Campus students with the facilities and instructional activities. Data was collected through closed-ended questionnaires. The study's conclusions are derived solely from students' responses. The study found that students are somewhat satisfied with campus facilities and educational activities. Nevertheless, the majority of students are not entirely satisfied with the facilities and regular in-class activities. As a result, very few students answered "excellent" as their response. In addition, the majority of students are satisfied. The students' responses indicated mostly positive feedback, with many rating their experience as "good" or "very good."

Contents

Executive Summary	i
Chapter One	1
Introduction	1
Background	1
Objectives of the Study	1
Chapter Two	2
Method of the study	2
Chapter Three	3
Presentation and Analysis of the data	3
Students’ satisfaction on facilities of campus	3
Students’ satisfaction on classroom teaching activities	6
Chapter Four	12
Major Finding of the Study	12
Chapter Five	13
Conclusion and Recommendation	13
Conclusion	13
Recommendation	13
Recommendation to the students	13
Recommendation to the teachers	13
Recommendation to the Campus administration	13

Chapter One

Introduction

Background

Diktel Multiple Campus is situated in the Diktel Rupakot Majhuwagadhi municipality. It is considered one of the top campuses in the Khotang district. It consists of three faculties: education, management, and humanities and social sciences. There are approximately 755 students enrolled on this campus, studying across three distinct faculties.

This survey intends to explore the possible satisfactions, suggestions and difficulties of the students. There are different faculties and different faculties comprise different subject and these subjects have different natures and limitations. As a result, students can face different problems. To find out their problems and satisfactions, close-ended questionnaire is used as tool of data collection.

Objectives of the Study

The followings were the objectives of this survey.

1. to explore the satisfaction and dissatisfaction of the students.
2. to collect the suggestions of the students

Chapter Two

Method of the study

Out of the 700 students, 217 (31.00%) students from three faculties were purposefully selected as survey respondents. They were specifically selected among first-year, second-year, and fourth-year students.

For this study, data is collected through closed-ended questionnaires consisting of three sections: general information, feedback on on-campus facilities, and evaluation of classroom teaching activities. The questionnaires were distributed to the selected students individually and they were also given additional instruction orally. They thoughtfully responded to each question as instructed.

The collected data is analysed faculty-wise at first in terms of feedback on campus facilities and evaluation of classroom teaching activities and then cumulatively whole data is analysed and drawn the findings. To analyse the data statistical tools are used and followed with description.

Chapter Tree

Presentation and Analysis of the data

Data of each faculty presented and analysed separately which are given below. At first the data of education faculty is presented here.

Students' satisfaction on facilities of campus

Under the portion of the study 16 questions were used to collect the satisfaction of the study. These all questions were given to the selected students of three faculties. The finding of this study is drawn with the response of these questions which are given below.

Table 1 *Students' satisfaction on facilities of campus*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Classroom	16.67%	50.0%	28.78%	4.55%	0	0

Table 1 shows that 16.67 percent of students responded "excellent", 50.0 percent "very good", 28.78 percent "good" and 4.55 percent "average", while no one responded "poor". This finding shows that classroom facility is more satisfactory, even though it is insufficient and it reveals that further improvement is necessary.

Table 2 *Facility of Drinking Water*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Drinking water	15.15%	30.30%	31.82%	15.15%	1.51	6.07

Table 2 shows that 15.15 percent of students responded "excellent", 30.30 percent "very good", 31.82 percent "average", 1.51 percent "poor", while 6.07 percent did not respond any scale. This finding shows that some students have found the condition of drinking water facility is poor and some students have not responded to any rank scale. This result reveals that students are not fully satisfied the facility of the drinking water. It requires more improvement.

Table 3 *Facility of Toilet/ wash room*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Toilet	13.63%	15.16%	39.40%	16.66%	3.03	12.12

As can be seen in Table, 13.63 percent of students responded "excellent", 15.16 percent "very good", 39.40 percent "good", 16.66 percent "average", 3.03 percent "poor", whereas 12.12 percent did not response to any scale. The finding reveals that around 68 percent of students are satisfied with facility of the toilet, whereas, around 15 percent of students are not fully satisfied with the facility of toilet. As a result, 3.03 percent has responded "poor" and 12.12 percent of students have involved in ranking in the facility of toilet.

Table 4 *Facility of First Aid on Campus*

Facilities	Excellent	Very good	Good	Average	Poor	No response
First Aid	6.07%	19.70%	51.51%	18.18%	4.54	

Table 4 shows that 6.07 percent of students responded "excellent", 19.70 percent "very good", 51.51 percent "good", and 18.18 percent "average", while 4.54 percent students responded

“poor”. This study shows that the first aid facility is adequate but not excellent, while 4.54 percent of students perceive it is poor. The present state of first aid therefore needs to be improved.

Table 5 *Facility of Electricity on Campus*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Electricity	9.10%	33.33%	43.93%	6.06%	0	6.06%

Table 5 shows that 9.10 percent of students responded “excellent”, 33.33 percent “very good”, 43.93 percent “good” and 6.06 percent “average”, whereas 6.06 percent of students did not respond any scale. The result shows that the majority of students are satisfied with the facility of the electricity, whereas 6.06 students have not responded. As a result, the regularity of electricity requires to improve in campus.

Table 6 *Facility of Wash Basin*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Wash room/ wash basin	9.10%	12.12%	50.0%	24.24%	4.54%	0

Table 6 shows that 9.10 percent of students responded “excellent”, 12.12 percent “very good”, 50.0 percent “good” and 24.24 percent “average”, while 4.54 percent of students responded “poor”. The finding shows that the majority of students (95.46%) are satisfied with the facility of washroom/ wash basin, whereas only few students (4.54%) are dissatisfied it.

Table 7 *Facility of Library or Library Service*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Library/ library service	36.37%	33.33%	27.28%	6.06%	0	0

According to Table 7, 36.37 percent of students responded "excellent," 33.33 percent "very good," 27.28 percent "good," and 6.06 percent "average," while nobody responded "poor". The result shows that only 36.37 percent of students have responded “excellent”. As a result, the facility of library requires to improve to meet the complete satisfaction of the students.

Table 8 *Reading Room*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Reading room	34.85%	42.42%	19.70%	1.51%	1.51%	1.52%

According to Table 8, 34.85 percent of students responded "excellent," 42.42 percent "very good," 19.70 percent "good," and 1.51 percent "average," while 1.51 percent of students responded “poor” and 1.51 percent did not respond any scale. The result shows that 96.70 percent of students satisfied, while only small number of students (around 3 percent) are dissatisfied. As a result, the facility of reading room requires to improve to meet the complete satisfaction of the students.

Table 9 *Facility of Books*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Books	24.26%	30.30%	34.85%	10.60%	0	0

Table 9 indicates that 24.26 percent of students responded “excellent”, 30.30 percent “very good”, 34.85 percent “good”, and 10.60 percent “average”. The study reveals that while 90% of students are satisfied with the availability of books, just 54.6% of them rate them as excellent or very good. As a result, it requires a certain quantity of books to add and provide each student excellent book transaction services.

Table 10 *Facility of Teaching Materials*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Teaching Materials	4.54%	40.90	30.30%	19.70%	0	4.54%

Table 10 shows that 4.24 percent of the students responded “excellent”, 40.90 percent “very good”, 30.30 percent “good”, and 19.70 percent “average”, whereas 4.54 percent of students did not respond to any scale. This result suggests that a very small percentage of students (4.54%) only provided excellent responses, while the majority of students provided very good and good responses. The students' level of satisfaction is thus not very high. Therefore, further improvement is necessary to fulfil up to the students' expectations.

Table 11 *Facility of Play Ground*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Play ground	1.52%	19.70	43.94	28.78	3.03	3.03

Table 11 shows that 1.52 percent of the students responded “excellent”, 19.70 percent “very good”, 43.94 percent “good”, and 28.78 percent “average”, whereas 3.03 percent of students responded “poor” and 3.03 percent of students did not respond to any scale. The results demonstrate that there is a smaller percentage of "excellent" and "very good" ratings. Additionally, it shows that the students' satisfaction is not entirely taken into account. As a result, 3.03 percent of students have responded “poor” and 3.03 percent “no response”.

Table 12 *Facility of Play Materials*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Play Materials	3.03%	25.76	45.45	12.12	6.06	7.58

Table 12 shows that 3.03 percent of the students responded “excellent”, 25.76 percent “very good”, 45.45 percent “good”, and 12.12 percent “average”, whereas 6.06 percent of students responded “poor” and 7.58 percent of students did not respond to any scale. The results demonstrate that there is a smaller percentage of “excellent” and “very good” ratings. Additionally, it shows that the students' satisfaction is not entirely taken into account. As a result, 6.06 percent of students have responded “poor” and 7.58 percent “no response”.

Table 13 *Facility of Garden*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Garden	3.78%	39.39%	37.87%	10.60%	6.06%	0

Table 13 shows that 3.78 percent of the students responded “excellent”, 39.39 percent “very good”, 37.87 percent “good”, and 10.60 percent “average”, whereas 6.06 percent of students responded “poor”. The results demonstrate that there is a smaller percentage of “excellent” and “very good” ratings. Additionally, it shows that the students' satisfaction is not entirely taken into account. As a result, 6.06 percent of students have responded “poor”.

Table 14 *Facility of Park*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Park	7.57%	12.13%	30.30%	19.70%	30.30%	0.00%

Table 14 shows that 7.57 percent of the students responded “excellent”, 12.13 percent “very good”, 30.30 percent “good”, and 19.70 percent “average”, whereas 30.30 percent of students responded “poor”. The results demonstrate that there is a smaller percentage of "excellent" and "very good" ratings. Moreover, it shows that the students' satisfaction is not entirely taken into account. As a result, 30.30 percent of students have responded “poor”. It requires to construct other more parks.

Table 15 *Facility of Wi-Fi*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Wi-Fi	4.54%	16.66%	21.72%	22.72%	34.52%	0.00%

Table 15 shows that 4.54 percent of the students responded “excellent”, 16.66 percent “very good”, 21.72 percent “good”, and 22.72 percent “average”, whereas 34.52 percent of students responded “poor”. The results suggest that there is a smaller percentage of "excellent" and "very good" ratings. Moreover, it shows that the students' satisfaction is not entirely taken into account. As a result, 34.52 percent of students have responded “poor”. It requires to manage a good service of Wi-Fi on campus.

Table 16 *Facility of Computer Lab*

Facilities	Excellent	Very good	Good	Average	Poor	No response
Computer Lab	30.30%	46.67%	19.70%	3.06%	0.0%	0.00%

Table 16 shows that 30.30 percent of the students responded “excellent”, 46.67 percent “very good”, 19.70 percent “good”, and 3.06 percent “average”, whereas nobody has responded “poor”. The results suggest that there is a good percentage of "excellent" and "very good" ratings. Moreover, it shows that the satisfaction level of students is higher. Even yet, it is insufficient to address the complete satisfaction of the students. As a result, it requires to do more work for improvement of computer lab.

Students’ satisfaction on classroom teaching activities

Fifteen questions were used to gather student satisfaction with classroom teaching activities. The questions are presented and analysed in the order they are given in the questionnaire.

Table 17 *Regularity of the students*

Question	Excellent	Very good	Good	Fair	Average	No
Are you regular in class?	21.21	50.0	24.24	3.03	1.52	0

Table 17 shows that 21.21 percent of students responded “excellent”, 50 percent “very good”, 24.24 percent “good”, 3.03 percent “fair”, and 1.52 percent “average”. This finding shows the regularity of the students in the daily class. Furthermore, the "excellent" rating indicates that the students actively participate in their daily classroom activities. Upon further analysis of student

attendance by faculty, it was found that 10.52 percent of education students and 45.45 percent of management students are consistently present in class. However, none of the humanities and social science students attend regularly, resulting in a combined daily attendance percentage of only 21.21 percent. The students who responded with “very good” and “good”, are less presented students in class and those who have responded with “fair” and “average”, are the least presented students in class.

Table 18 *Regularity of the teachers*

Question	Excellent	Very good	Good	Fair	Average	No
Are all teachers regular in class?	16.66%	50.0	33.33	0.01	0	0

Table 18 demonstrates that 16.66 percent of teachers have “excellent,” 50 percent have “very good,” 33.33 percent have “good,” and 0.01 percent have “fair” regularity. This result reflects the regularity of teachers in the daily class. Moreover, an “excellent” rating implies that the teachers are highly involved in their daily teaching activities. The teachers who are rated as “very good” and “good” are more consistent in class than those who are rated “fair” and “average”. Finally, teachers in the humanities and social sciences faculty have the lowest regularity percentage at only 10.61 percent.

Table 19 *Punctuality of the teachers*

Question	Excellent	Very good	Good	Fair	Average	No
Are all teachers punctual in class?	6.06%	59.09	25.75	0	9.09%	0

According to Table 19, the punctuality ratings of teachers are as follows: “excellent” for 6.06 percent, “very good” for 59.09 percent, “good” for 25.75 percent, and “average” for 9.09 percent. This finding shows that only 6.06 percent of teachers are excellent in punctuality, while 25.75 percent are very good, 59.09 percent are good, and 9.09 percent are average. It seems that most teachers struggle with punctuality, as only 6.06 percent of them are consistently on time. Furthermore, finding suggests that all teachers need to be punctual in their daily classroom teaching activities.

Table 20 *The Control of Teachers over Subject Matter in the Classroom*

Question	Excellent	Very good	Good	Fair	Average	No
Are all teachers good in knowledge of subject matter?	19.70%	46.96%	31.81	1.53	0	0

Table 20 shows that 19.70 percent teachers have “excellent” the control over subject matter in the classroom, whereas 46.96 percent have “very good”. Similar to this, 1.53 percent of teachers have “Fair” control over the subject matter in the classroom, while 31.81 percent of them have “Good” control.

Table 21 *Students’ Satisfaction on the Class of Compulsory Subject*

Question	Excellent	Very	Good	Fair	Average	No
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		good				
Are you satisfied in class of compulsory subject?	13.63	39.39	40.90	6.08	0	0

Table 21 shows that 13.63 percent of students graded their major subject teachers' classes as "excellent," 39.39 percent as "very good," 40.90 percent as "good," and 6.08 percent as "fair". According to this study findings, the class of just 13.63 percent compulsory subject teachers is excellent, followed by classes of 39.39 percent very good, 40.90 percent good, and classes of 6.08 percent good. As a result, finding suggests that all compulsory subject-teachers need to improve in their daily classroom teaching activities. Furthermore, the finding shows that just a small percentage of students (13.63%) are completely satisfied with the class of compulsory subjects.

Table 22 *Students' Satisfaction on the Class of Major Subject*

Question	Excellent	Very good	Good	Fair	Average	No
Are you satisfied in class of major subject?	13.66%	43.93%	31.81%	3.03%	4.54%	3.01%

Table 22 shows that 13.66 percent of students graded their major subject teachers' classes as "excellent," 43.93 percent as "very good," 31.81 percent as "good," 3.03 percent as "fair," and 4.54 percent as "average," while 3.01 percent of students did not give a rating to their teachers' classes at all. According to this study findings, the class of just 13.63 percent compulsory subject teachers is excellent, followed by classes of 39.39 percent very good, 40.90 percent good, and classes of 6.08 percent good. As a result, finding suggests that all compulsory subject-teachers need to improve in their daily classroom teaching activities. Furthermore, the finding shows that just a small percentage of students (13.66%) are completely satisfied with the class of major subjects.

Table 23 *Students' Satisfaction on the Class of Minor Subject*

Question	Excellent	Very good	Good	Fair	Average	No
Are you satisfied in class of minor subject?	12.12%	40.90%	34.84%	3.03%	1.51%	7.6%

In accordance with Table 23, 12.12 percent of students evaluated their minor subject teachers classes as "excellent," 40.90 percent as "very good," 34.84 percent as "good," 3.03 percent as "fair," and 1.51 percent as "average," while 7.6 percent of students did not give any feedback on their teachers' classes at all. The faculty of management does not offer any minor subjects. The finding shows that just a small percentage of students (12.12%) are completely satisfied with the teachers' classroom activities.

Table 24 *Students' Satisfaction on Classroom Activities*

Question	Excellent	Very good	Good	Fair	Average	No

Are you satisfied with classroom activities of teachers?	3.03%	36.36%	45.45%	10.60%	4.56%	0
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As shown in Table 24, 3.03 percent of students rated classroom activities as “excellent,” 36.36 percent as “very good,” 45.45 percent as “good,” 10.60 percent as “fair,” and 4.56 percent as “average.” The finding shows that just a small percentage of students (3.03%) are completely satisfied with the teachers' classroom activities.

Table 25 *Completion of Course on Time*

Question	Excellent	Very good	Good	Fair	Average	No
Are all teachers completed course on time?	16.66%	33.33%	31.81%	6.06%	7.57%	4.57%

Table 25 shows the distribution of students' ratings for a particular item, with 16.66% choosing “excellent,” 33.33 percent “very good,” 31.81 percent “good,” 6.06 percent “fair,” 7.57 percent “average,” and 4.57 percent choosing not to use any scale. This finding shows that students' satisfaction level is very low in the “excellent” scale. Therefore, teachers must ensure they complete their subjects' courses and increase the percentage of students who are satisfied.

Table 26 *Notes and Use of Teaching Aids*

Question	Excellent	Very good	Good	Fair	Average	No
Do the teachers provide you notes and use teaching aids?	1.51%	42.40%	48.49%	7.6%	0	0

Table 26 displays student responses regarding class notes and teaching aids. 1.51 percent found it “excellent”, 42.40 percent “very good”, 48.49 percent “good”, and 7.6 percent “fair”. This finding shows that only a small number of teachers provide notes and use teaching aids, while most do not.

Table 27 *Method of Teaching*

Question	Excellent	Very good	Good	Fair	Average	No
Are you satisfied with teaching methods used by teachers?	7.57%	40.90%	45.45%	4.54%	1.54%	

Table 27 shows student responses to teacher's methods: 7.57 percent “excellent”, 40.90 percent “very good”, 45.45 percent “good”, 4.54 percent “fair” and 1.54 percent “average”. The finding shows that a very small percentage of students are completely satisfied with the teaching method used in the class.

Table 28 *Satisfaction with the service of exam section*

Question	Excellent	Very	Good	Fair	Average	No
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		good				
Are you satisfied with the service of exam section?	3.03%	28.78%	62.12%	0	6.07%	0

Table 28 displays student responses regarding the services of exam section. It was rated “excellent” by 3.03 percent, “very good” by 28.78 percent, “good” by 62.12 percent, and “average” by 6.07 percent. This finding shows that only a small number of students feel excellent, whereas the majority of the students only find satisfactory.

Table 29 *Satisfaction with the service of account section*

Question	Excellent	Very good	Good	Fair	Average	No
Are you satisfied with the service of account section?	3.03%	31.81%	39.41%	15.15%	10.60%	0

Table 29 displays student responses regarding the services of account section. It was rated “excellent” by 3.03 percent, “very good” by 31.81 percent, “good” by 39.41 percent, “fair” by 15.15 percent, and “average” by 10.60 percent. This finding shows that only a small number of students feel excellent, whereas the majority of the students only find satisfactory.

Table 30 *Satisfaction with the service and facility of canteen*

Question	Excellent	Very good	Good	Fair	Average	No
Are you satisfied with the service and facility of canteen?	6.06%	24.24%	42.42%	10.60%	9.09%	7.59%

Table 30 displays student responses regarding the service and facility of canteen. It was rated “excellent” by 6.06 percent, “very good” by 24.24 percent, “good” by 42.42 percent, “fair” by 10.60 percent and “average” by 9.09 percent. This finding shows that only a small number of students feel excellent, whereas the majority of the students only find satisfactory. As a result, the canteen's facilities and service need to be improved.

Table 31 *Satisfaction with the result of exam*

Question	Excellent	Very good	Good	Fair	Average	No
Are you satisfied with the exam result?	6.06%	36.36%	45.45%	6.06%	4.54%	1.53%

Table 31 displays student responses regarding their own result of exam. The percentage of students who rated it as excellent, very good, good, fair, and average were 6.06%, 36.36%, 45.45%, 6.06%, and 4.54% respectively, whereas 1.53% of students did not respond. This finding shows that only a small number of students are entirely satisfied with their result, whereas the majority of the students are only satisfied with their exam result.

Furthermore, students keep some reservations regarding the students' uniform and the attire worn by teachers. They are not satisfied with the present uniform of the students. Additionally, they are not entirely satisfied with the food items of canteen and services.

Chapter Four

Major Finding of the Study

The student satisfaction survey is distinctly separated into two sections: campus facilities and classroom teaching activities. The campus facilities portion comprises 16 questions that are directly related to the fundamental infrastructure and amenities available on campus. These components are essential for conducting daily classes in a safe and healthy environment. The second category, consisting of 15 questions, emphasizes fundamental aspects of daily classroom activities that are crucial for improving the quality of teaching and learning.

Upon analysing the first category, it is evident that the library's facilities and services have received the highest satisfaction rating among students. 36.37% of students have expressed their contentment and rated it as excellent. In contrast, the playground has received the lowest rating, with only 1.52% of students rating it as excellent. According to the survey results, most of the students rated the facilities as "very good" or "good". While this signifies that the facilities are satisfactory, there is still room for improvement to align with the campus's mission and objectives.

The second category of questions is further classified into nine subcategories, based on their respective nature. The first and last queries of this category are related to students; the former one is regarding their attendance, while the latter one asks about their exam results or achievements. Based on the survey results, it is noted that 21.21 percent of students gave an "excellent" response. Based on collected data, it seems that only a minority of students attend class regularly, while the majority do not. This conclusion is supported by the survey results, with 50% of students rating the questions as "very good" and 24.24% as "good." However, the result also suggests that most students do attend their classes but may miss a few occasionally.

The questions which are related with regularity and punctuality of questions suggests that most of the teachers are not daily regular and punctual in their class. This finding can be supported by the satisfaction of the students. Only 6.66 percent responded "excellent" for regularity of the teachers and 6.06 percent for punctuality.

The questions that related to the questions' regularity and punctuality reveal that the majority of the teachers are not always regular and on time in their classes. The satisfaction of the students is evidence in favour of this conclusion. The feedback from students reinforces this notion, as just 6.66% rated their teachers as "excellent" in terms of regularity, and only 6.06% for punctuality. In addition, the finding suggests that although most teachers are present on campus, they do not consistently arrive to and leave their classes on schedule.

Finally, the levels of satisfaction among students are high for "very good" and "good" and extremely low for "excellent" in all categories. The finding which suggests that while students are normally satisfied, they may not be completely so in all areas, can be supported by the results presented above and their interpretation in previous chapters.

Chapter Five

Conclusion and Recommendation

Conclusion

The main objective of this survey is to ascertain how satisfied students are with the campus facilities and their regular class activities. In this study, students were promptly provided with a questionnaire, and their responses were statistically analysed and minutely interpreted. The findings indicate that students are satisfied in all related fields. Even yet, students are not wholly satisfied in each of the fields. As a result, only a small number of students gave answers on the "excellent" rank scale, while the majority gave answers on the "very good" and "good," with a few students giving answers on the "poor" scale.

Finally, the study reveals the degree of student satisfaction and it additionally suggests that campus-wide reform is required.

Recommendation

The results of this study have led to the following recommendations for student, teacher, and campus administration.

Recommendation to the students

The finding of the study shows that only a small percentage of students attend class regularly and the majority of the students are irregular. Additionally, they do not take their study and exam results seriously. They need to be regular and committed to get the desired result. In addition, students are required to actively participate in educational and extracurricular activities on campus.

Recommendation to the teachers

The result of the study shows that only a small percentage of teachers are punctual and regular in their daily classes. As a result, they are unable to complete their courses, which contributes to the increase in student dissatisfaction with their classrooms and methods of teaching. They need to be regular and punctual. In addition, in order to ensure students' satisfaction, they need to be updated and improved on subjects and methodologies.

Recommendation to the Campus administration

Campus administration is one of the key executive bodies on campus that's able to deal with issues either directly or indirectly. It has important role in management of manpower as well as infrastructure of campus. Furthermore, it is an important executive body of campus that can formulate and determine the goals and policy of campus. As a result, the campus administration has to manage and control teachers and the campus's infrastructure in order to reduce the students' dissatisfaction. It has to play a vital role to manage necessary training for teachers and equipments. Finally, the administration must identify the factors that influence the regularity and punctuality of teachers and students and devise a system of rewards and sanctions for both groups.

