Original Article

Role of Teachers' Engagement in Student's satisfaction with Medical College: A Comparison of Private and Public Sector Colleges

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ARTICLE INFO

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ABSTRACT

Student satisfaction is a complex result influenced by the standard of instruction, available resources, the campus community, support services, and the overall atmosphere of the institution. Since teacher engagement has a significant impact on students' learning experiences, educational institutions should give priority to strategies that increase teacher engagement. **Objective:** This study investigates the ever-changing elements that impact student satisfaction at our higher education institution by conducting in-depth interviews with a varied range of students. **Methods:** The sample size kept in the study was 30 (15 from public and 15 from private sector). The researchers utilised thematic analysis to extract significant findings from the participants' replies to inquiries regarding teaching excellence, available resources, community involvement, support services, and institutional regulations. **Results:** The results involve the presence of a robust sense of belonging and comprehensive support services, coupled with the various problems encountered by students, offered multifaceted insights into the whole educational journey. It has been examined that teachers have an important and major role in satisfaction of students in both private and public sector. The findings provide useful insights for institutional decision-makers seeking to improve student satisfaction and the overall learning environment. **Conclusions:** Students' satisfaction was affected by many complex factors. Customized feedback, a variety of teaching styles, and easier access to specialized resources were suggested, but engaging teaching methods, helpful faculty, and well-equipped resources were praised.

INTRODUCTION

Understanding the elements that affect student satisfaction is crucial for schools dedicated to offering a comprehensive and rewarding educational experience in the always-changing field of higher education [1]. In light of the ongoing movement in the educational paradigm towards student-centred approaches, there is a growing significance placed on the creation of settings that support academic achievement, well-being, and engagement. In the context of higher education, this study aims to investigate and evaluate the various factors that influence student satisfaction. A wide range of characteristics, including the calibre of the institution's support services and teaching and learning materials, as well as the feeling of community it fosters, have an impact on the complicated phenomena of student satisfaction [2,3]. Understanding how these elements interact is crucial for educational institutions hoping to draw in and keep students while promoting their academic achievement. To satisfy the

changing demands of their student body, schools must adjust their approach as the educational landscape continues to diversify and as expectations from students change [2]. The aim of this research is to examine the role of teacher's engagement in the satisfaction of students with medical college by comparing private and public sector colleges. This study attempts to explore the subtle elements that affect students' satisfaction by incorporating knowledge from previous research, empirical investigations, and student experiences. By illuminating these variables, this research aims to provide educators, policymakers, and educational institutions with important information that will enable them to make well-informed decisions that will improve the general calibre of the college experience for all students. The success and ongoing development of higher education institutions are significantly impacted by our understanding of the elements that affect student satisfaction [4]. This study is important for a number of reasons. As the field of higher education gets more competitive, universities that put a high priority on improving student satisfaction will be in a better position to draw in and keep students. Students who are happy with their education are more likely to stick with it, which boosts institutional retention rates and fosters a sense of loyalty within the student population [5].

The research's conclusions can influence institutional behaviours and policies. Institutions can better meet the needs and expectations of their various student populations by customising their approaches to teaching, resources, and support services by understanding the individual aspects that lead to student satisfaction.

METHODS

There are different research designs employed in research, including quantitative and qualitative design, depending upon the nature of the research. The research design followed in this research is qualitative. While quantitative research gathers numerical data and may involve intervention or the introduction of therapies, qualitative research fosters idea generation, exploration, and understanding of quantitative data [6]. In this study, a qualitative research design is employed. Qualitative data on the role of teacher engagement and student satisfaction is collected. The ability of qualitative research to shed light on elusive human behaviour patterns and processes is one of its strongest points. In the context of research, data collection is the process of gathering information for analysis and interpretation. The validity of the results and the capacity to draw relevant conclusions are directly impacted by the correctness and dependability of the data utilised in a study [7]. The data collection in this research is primary collection through interviews. Qualitative research

methods, such as data collecting through interviews, permit in-depth investigation and comprehension of people's experiences, viewpoints, and ideas. When researching what influences students' levels of satisfaction, interviews are a great way to get detailed information straight from the people who know best: the students. A sense of community, resource availability, instructional quality, and satisfaction with support services are among the many topics covered by the questions. The interview included 10 questions. They were conducted within 2 days on 15th and 16th December 2023. The interviews were conducted with students, and the sample size of this study was 30. As the research focused on private and public sector medical colleges, hence the sample of students were taken from both of the institutes. 15 students were selected from public, and 15 from private medical colleges. Random sampling was done in the colleges. No specific students or groups were selected. The students were selected at random and then interviewed. In academic research, data analysis is often used to define the process of carefully looking at data and making sense of it to find patterns, insights, and conclusions that are relevant to the study's goals [8]. The data analysis method utilised is thematic analysis. The themes were evaluated based on the responses of participants regarding the student satisfaction and teacher engagement. One way to look at data is with thematic analysis, which includes finding recurring patterns (themes) and then describing those patterns. Finding important themes and patterns in interview-based qualitative data is a breeze with this methodical and adaptable technique [9]. Important and relevant study themes were evaluated from the responses and findings presented.

RESULTS

After the collection of responses from the participants, the results were interpreted. Different viewpoints on the elements impacting students' satisfaction with the university were obtained from the student interviews. Positive parts of their overall experience were emphasised by many participants, who cited supportive professors and engaging classes as major factors in their satisfaction. Regarding the experience and satisfaction, a respondent replied: *"There have been issues with communication and administrative procedures, even though I have valued the variety of course options and extracurricular activities. Enhancing openness and streamlining processes make the experience for students more seamless".*

Another participant said: *"Sadly, uneven instruction and scant resources have characterised my tenure at this university. My overall satisfaction has been hampered by*

some faculty members' lack of engagement and antiquated facilities. Resolving these concerns could greatly improve students' educational experiences".

Regarding the quality of teaching and the effect of resources on student satisfaction, a respondent said: *"Different teachers have different styles of instruction; some show a strong dedication to their students' achievement by providing interesting lectures and one-on-one counselling. On the other hand, there are times when assignment objectives could be clearer, and grading procedures could be more balanced. Standardised evaluation standards could improve transparency and fairness".*

The responses evaluated were positive and negative, too. A respondent said: *"I am quite happy with the resources that the organisation has made available. The state-of-the-art laboratories, well-stocked libraries, and cutting-edge technology all greatly enhance my educational experience. Having access to internet information and collaborative areas has proven especially advantageous. Nonetheless, more readily available specialist software would help students in particular fields much more".*

Another respondent said: *"The resources of the institution are insufficient for the wide range of needs that students have. The entire learning experience is hampered by some laboratories' antiquated technology and the library's restricted access to pertinent information. Enhancing the collection and adding new materials would make a big difference in the learning environment".*

Regarding the challenges faced by students at the institute and the institute's response to them, a respondent said: *"Throughout my voyage, I encountered academic difficulties, but the institution's response was excellent. I was able to overcome obstacles with the help of academic counselling and tutoring services. My satisfaction in overcoming these obstacles was greatly influenced by the institution's proactive efforts and the faculty's prompt communication".*

Another participant said: *"Although I faced difficulties in my studies, the school's response was sometimes different. Although there were support programs available, their efficacy varied. For students who are having academic difficulties, better communication and a more proactive approach to recognising and resolving common issues will improve their overall satisfaction".*

Hence, several difficulties were evaluated from the transcription of responses, such as heavy workload and getting used to new learning settings. The degree of satisfaction with institutional support was also variable. Positive comments on the institution's diversity and inclusivity were given, along with suggestions for more overt diversity programs.

A participant said: *"The organisation recognises the value of diversity and inclusivity, but there is still an opportunity for development. Although certain steps are in place, the institution's commitment to fostering an inclusive atmosphere might be strengthened by a more all-encompassing strategy, such as focused recruitment efforts and greater representation in senior positions".*

DISCUSSION

It has been evaluated that one important element that surfaced was the calibre of instruction, with praise going to dynamic and passionate teachers. There were, however, some recommendations for enhancements, such as the need for more customised feedback and a range of instructional approaches. While some students demanded greater access to specialised resources, most students expressed satisfaction with the learning materials offered, complimenting well-stocked libraries and cutting-edge technology [10]. Studies repeatedly indicate that greater levels of student happiness and academic achievement are substantially correlated with teachers who are involved in their work [11,12]. Students are more likely to be interested, motivated, and satisfied with their learning experiences when teachers actively participate in the educational process, exhibit enthusiasm for their subject matter, and use interactive and student-centred teaching approaches. Active educators foster an environment that goes beyond the simple dissemination of knowledge; they arouse students' curiosity and enthusiasm for learning. Research has indicated a strong correlation between student satisfaction and the teacher's perceived quality of instruction, as well as their capacity to foster an inclusive and supportive learning environment [13]. Emotionally committed educators do more than impart knowledge; they function as mentors, offering students direction and support, which eventually raises student satisfaction and academic success. Furthermore, teacher engagement influences students' pleasure outside of the classroom. Positive institutional cultures are frequently influenced by engaged professors, and this can have an impact on things like student retention and general campus morale [14]. A sense of community and dedication to academic goals are established when students see their teachers as personable, committed, and truly interested in their success. Setting aside time for faculty members' ongoing professional development is a sensible way to promote teacher involvement in medical colleges. Teachers must keep up with the most recent developments in medical research, technology, and pedagogy because the medical industry is always evolving [15]. Medical colleges can enable their instructors to continuously improve their abilities and expertise by providing opportunities for workshops, conferences, and ongoing training. This helps the teachers as well as improving the standard of medical

education that students receive in general. Encouraging and praising educators' work is essential to maintaining high engagement levels [16]. It is recommended that medical colleges implement a comprehensive recognition program that encompasses prizes and public recognition for exceptional pedagogical achievement and institutional accomplishments. This fosters a culture of gratitude among academic community members as well as providing positive reinforcement for individual teachers. Bringing attention to the significance of excellent teaching in medical education will help to increase teacher involvement even further [17]. To encourage educators to invest in their teaching positions, it is important to set clear objectives for effective teaching, provide resources for pedagogical training, and cultivate a culture that supports creative and student-centred approaches to learning. Acknowledging and presenting the best methods of education within the organisation can encourage others, resulting in a positive feedback loop that highlights the importance of education in medical colleges. The complicated terrain of student happiness in higher education is influenced by a number of factors. A crucial component is the calibre of instruction and the total educational process. Student happiness is greatly influenced by a curriculum that is in line with their interests and career aspirations, approachable teachers, and effective and engaging teaching techniques [18]. The accessibility of resources, both extracurricular and academic, is also quite important. Modern technology, state-of-the-art labs, and ample libraries all support a productive learning environment. Higher levels of satisfaction are typically reported by students who have a sense of belonging to their peers, teachers, and the campus community [19]. Student happiness is influenced by administrative response and efficiency as well. Good administrative management, prompt communication, and clear policies all help to create a favourable impression of the organisation [20]. Students' general satisfaction is also influenced by elements like campus safety, hygiene, and the availability of welcoming and conducive learning environments. Positive participant experiences that emphasised inclusive campus events and encouraged peer interactions demonstrated a strong sense of belonging. However, recommendations for better-organised community-building programs were made. Positive comments were made about the support services, especially about accessible counselling and efficient academic advice. On the other hand, requests were made for more resources related to career counselling. The participants expressed gratitude for the institution's ability to match their goals with opportunities, but they suggested more specialised programs for more specific aims. Many participants had positive opinions about administrative procedures; however, some recommended simplification for increased effectiveness. Students made improvement suggestions that included more extracurricular activities, more information about institutional changes, and a call for greater group decision-making. These many viewpoints offer insightful information that the institution can consider as it works to improve the general learning environment and student satisfaction.

CONCLUSIONS

The study has examined the complex variables affecting students' satisfaction. The participants' varied points of view illuminated features that are both positive and contribute to satisfaction, as well as areas that need attention and improvement. While suggestions for improving customised feedback, a diversity of teaching styles, and easier access to specialised resources were made, engaging teaching techniques, helpful faculty, and well-equipped resources were emphasised as strengths. Student satisfaction was found to be significantly influenced by the importance of community-building initiatives, inclusive support services, and matching individual aspirations with institutional opportunities. Problems in juggling a heavy workload and acclimating to unfamiliar learning contexts were noted, highlighting the significance of specialised institutional support.

Authors Contribution

Conceptualization: SH
Methodology: SH, BH, FMK, MJK
Formal analysis: BS, FD
Writing-review and editing: BS, MH

All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare no conflict of interest.

Source of Funding

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