Student Satisfaction Survey on Services and Facilities

2022

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Faculty of Agriculture, Rajarata University of Sri Lanka

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Introduction

This report provides a summary of the findings of the survey on student satisfaction with services available at the Faculty of Agriculture, Rajarata University of Sri Lanka. The survey included all the students enrolled in the BSc Agriculture degree programme. Despite the total number of students enrolled being over 500, only 425 students responded to the survey. This was also achieved following a several rounds of reminders. This survey was conducted as a requirement of the faculty's quality assurance programme. This is an annual survey undertaken by the faculty. It measures student satisfaction under various dimensions. They include satisfaction with the teaching and learning environment, various awareness programmes conducted by the faculty, facilities of the faculty, library, health and sports facilities.

Executive Summary

This report summarises the findings of the student satisfaction survey about services and facilities provided by the faculty of agriculture. The survey covered all enrolled undergraduates for the BSc agriculture degree programme. The survey was implemented online circulating a Google form via emails and WhatsApp. Several rounds of follow-up reminders were made to increase the response rate. Out of 556 students, only 425 responded to the survey. The respondents represented four batches of students. A majority of respondents for the survey were female since there is a high female representation among the enrolled students in the degree programme.

 Out of the total, 411 students received a prospectus whereas, about 349 received a student handbook. The majority of respondents received their prospectus and handbook during the registration. Respondent's satisfaction with the information contained in the prospectus and handbook was high. The majority of respondents were aware of the services, facilities and learning management system (LMS) available in the faculty. All the respondents sued LMS and had LMS accounts. The majority of students have library membership and used the library for borrowing books, studying, referring journals, and theses. About 50% of respondents used computer laboratory and their main uses include information gathering, accessing software and tools, and preparing assignments. Relatively low use of computer laboratory could have been a result of the availability of personal computers among the majority of students. The majority of respondents

recognised the importance of having counselling despite its service not being received by a majority. It is well understood that the majority of students may not have required counselling support. This service is needed only for those who have some moral and mental support. The importance of the English language teaching unit (ELTU) was also recognised by the majority of students and over 80% participated in ELTU lectures. Satisfaction with the curriculum was satisfactory among respondents. The majority were either satisfied or moderately satisfied with the curriculum. Respondents also demonstrated over average level of satisfaction with all the services and facilities available to them except access to Wi-Fi service. Over 36% were dissatisfied with the access to Wi-Fi services. Satisfaction with the online services remained.

There was at least above moderate level of satisfaction with the online services provided by the faculty. In order to increase the quality of online services, respondents came up with various suggestions. The majority suggested conducting interactive practicals, open book examinations, uploading course materials to LMS, and improving Wi-Fi facilities. To improve the quality and effectiveness of Zoom lectures, the majority of respondents suggested making lecture recordings available, conducting at least physical practicals, and more group activities. However, respondents were satisfied with the online lectures and the majority had more than moderate level of satisfaction. Overall satisfaction with LMS was also high among the respondents. In general, the majority of respondents suggested not conducting online examinations, reducing the bulkiness of subjects, and providing more field visits and practicals.

Student Participation in the Survey

This survey's target group was the students studying in the faculty. For that 2016/2017, 2017/2018, 2018/2019, and 2019/2020 batches were taken. Respectively there are 146, 131, 145, and 134 students in these batches. Altogether there are 556 students. From that, only 425 students responded to the questionnaire; 115 students from the 2016/2017 batch, 131 from the 2017/2018 batch, 76 from the 2018/2019 batch, and 103 from the 2019/2020 batch (Figure 1).

Out of 425 participants, there were 313 (74%) females and 112 (26%) males (Figure 2). This reflects the general gender participation in the degree programme. Enrolment of female students is high in the degree programme.
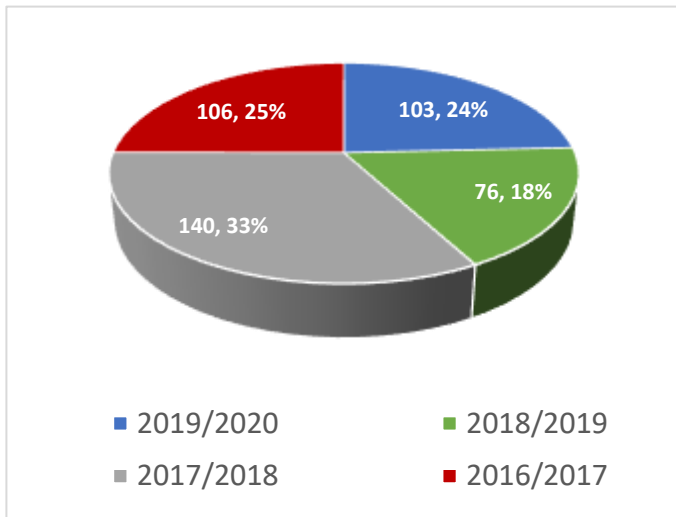
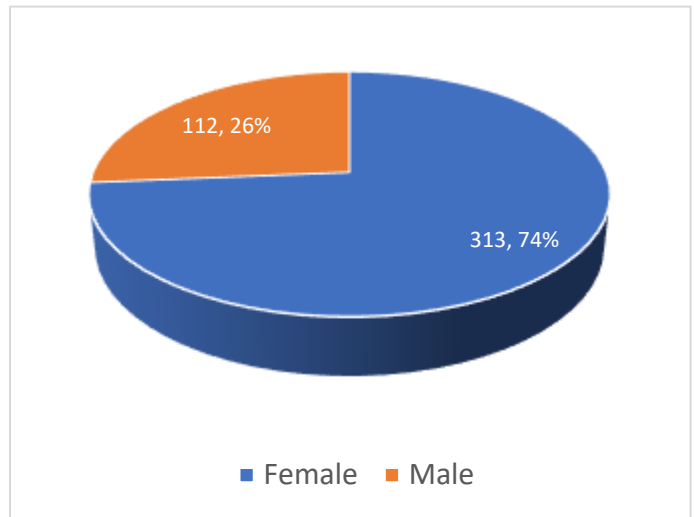**Figure 2: Paricipation in the Survey by Different Bathches of Students**

Figure 1: Survey Participation by Gender

Provision of Prospectus and Handbook

Here, this survey was trying to collect information about whether the students received the prospectus and handbook. Out of 425 responses, 411 (97%) students received the prospectus and 310 (73%) students received the handbook (Figure 3). Provision of the handbook was stated from 2017/2018 batch; hence 2016/2017 batch did not receive a handbook.
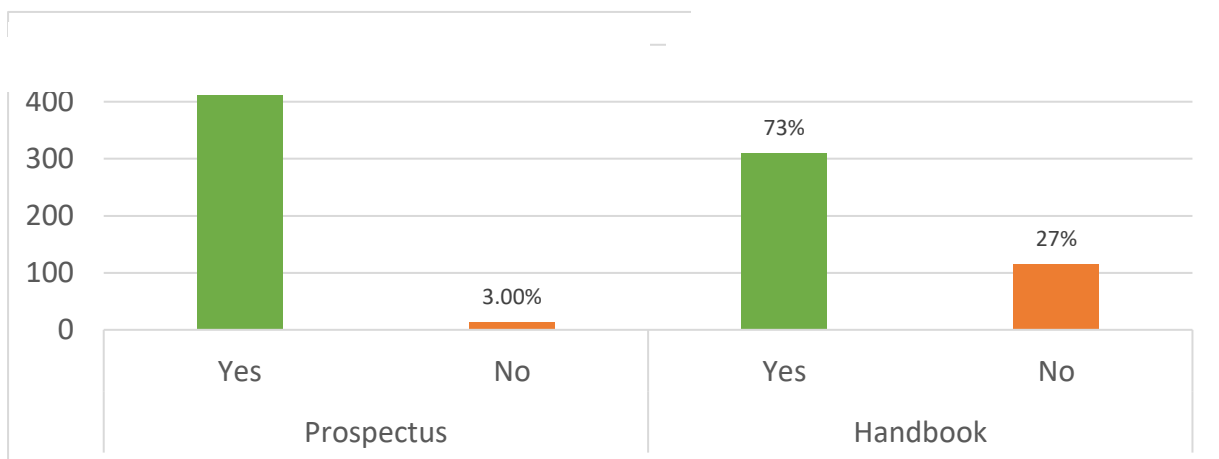

Figure 3: Studnets Who Received Prospectus and Handbook

Students received both the prospectus and handbook at different periods (Figure 4). The prospectus was distributed to 64.53% of students at registration, 12.07% at orientation, 3.45% during the intensive phase, 1.48% after the intensive period, and 18.47% during ongoing semesters. The handbook was distributed in the following ways; 61.54% at the registration, 15.09% at the orientation, 7.99% during the intensive period, 2.66% after the intensive period, and 12.72% during the ongoing semester.
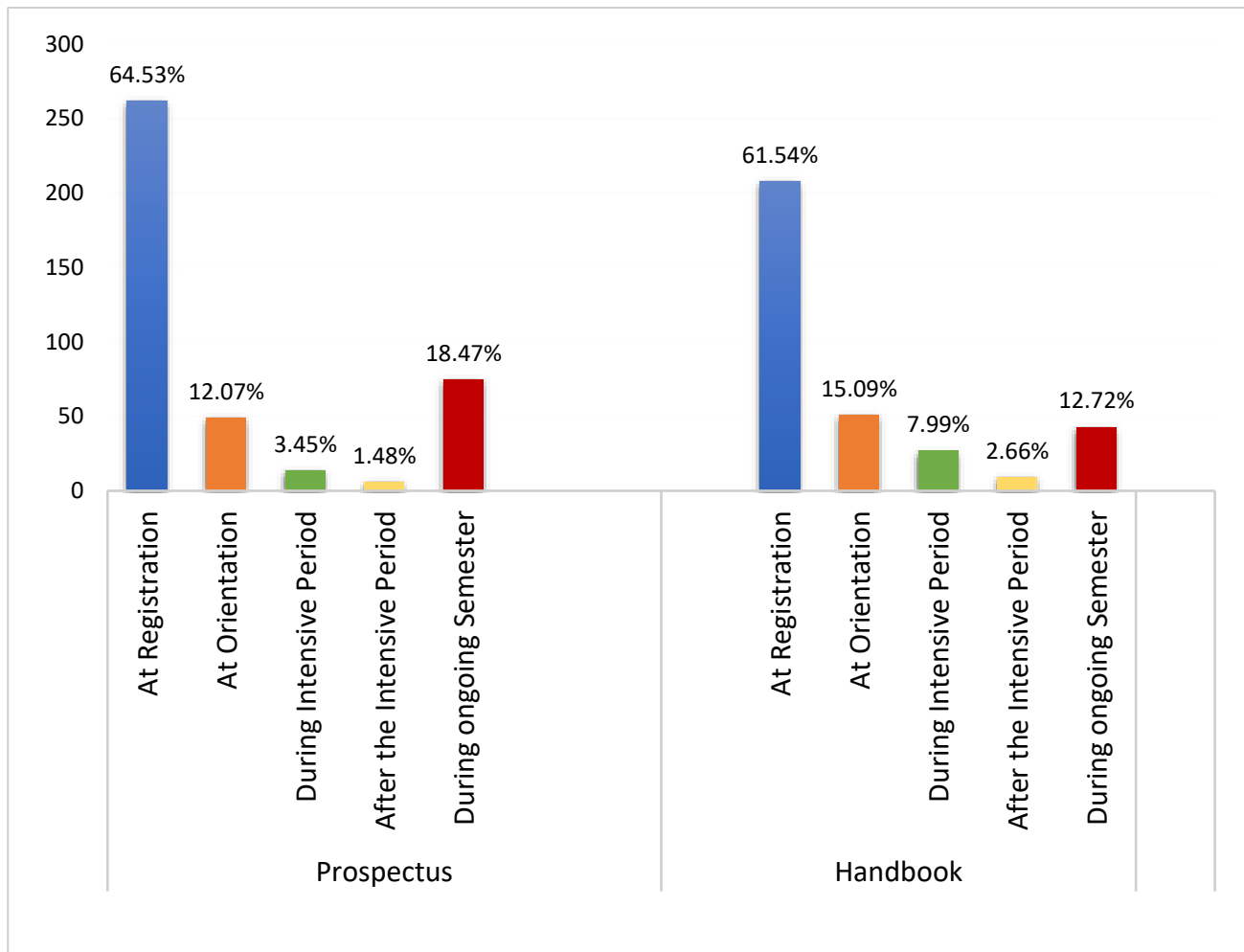

Figure 4: Occasion of Receiving Prospectus and Handbook

Here, it evaluates the satisfaction level of the information contained in the prospectus and handbook. The majority of the participants were satisfied with the information content presented in the prospectus and handbook (Figure 5).
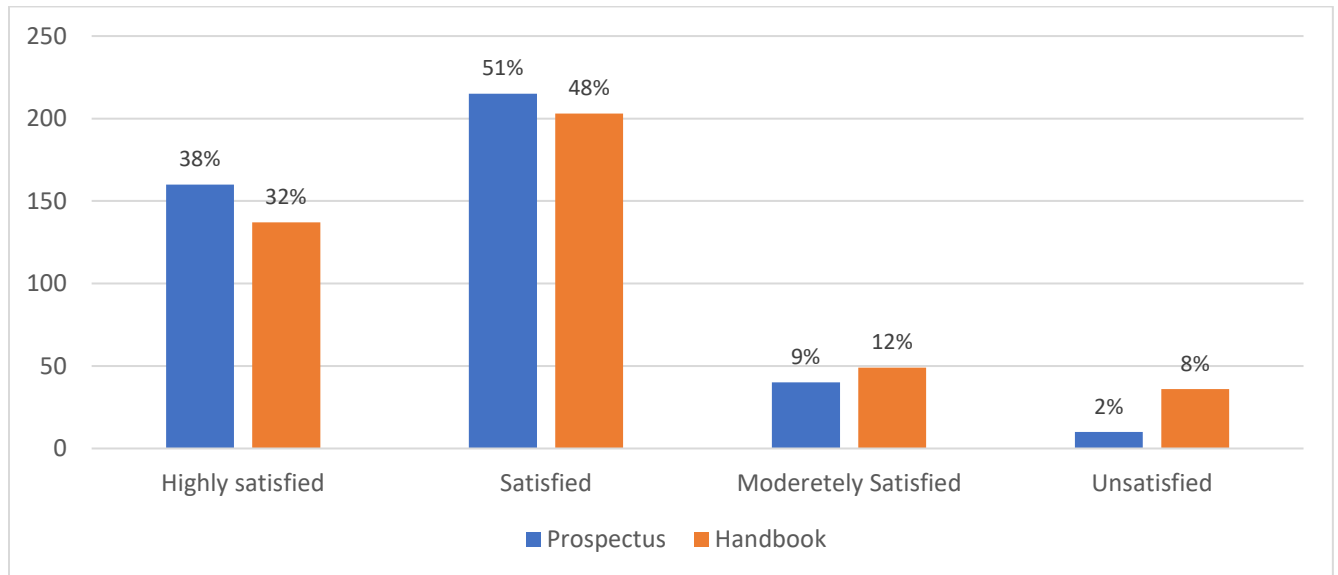

Figure 5: Satisfaction Level on the Information Content of the Prospectus and Handbook

Awareness of Facilities and Services

Table 1 presents the students' awareness of facilities and services. Over 90% of the students were aware of the facilities and services provided by the faculty such as library service, ICT facilities, English language teaching unit (ELTU), counselling and mentoring.

Table 1: Awareness on Facilities and Services

Facilities and services	Yes (%)	No (%)	Do not know (%)
Library facilities	97.41	1.18	1.18
ICT facilities	98.12	1.18	0.47
English language teaching unit (ELTU)	96.24	2.12	1.65
Counselling	89.65	6.82	3.53
Mentoring	95.29	3.06	1.65

Awareness and Use of Learning Management System (LMS)

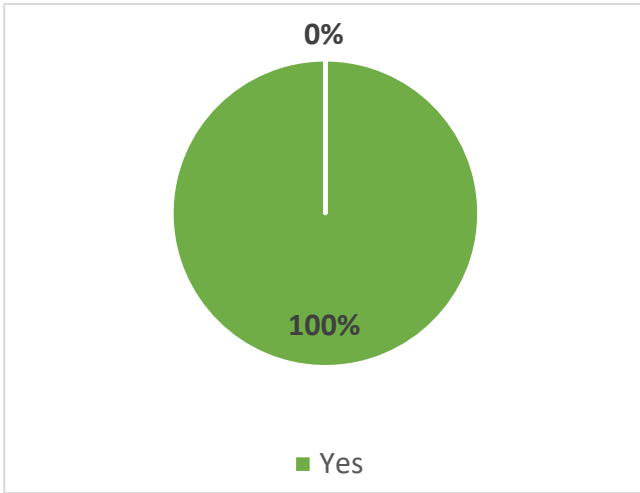All the students were aware of the LMS (Figure 6) and have an LMS account (Figure 7).

0%

100%

■ Yes

0%

100%

■ Yes

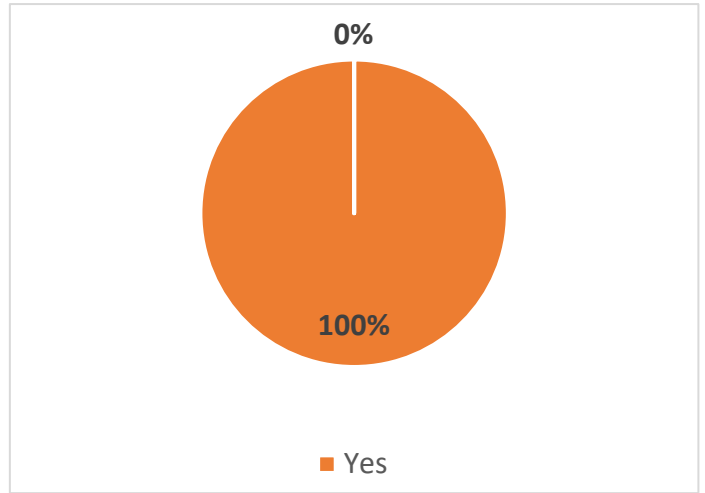**Figure 6: Awareness of Learning Management System**

Figure 7: Respondents with Learning Management Accounts

Use of Library Facilities

Ninety two percent of respondents had a library membership (Figure 8). There is a considerable percentage of student who has not set up their membership.
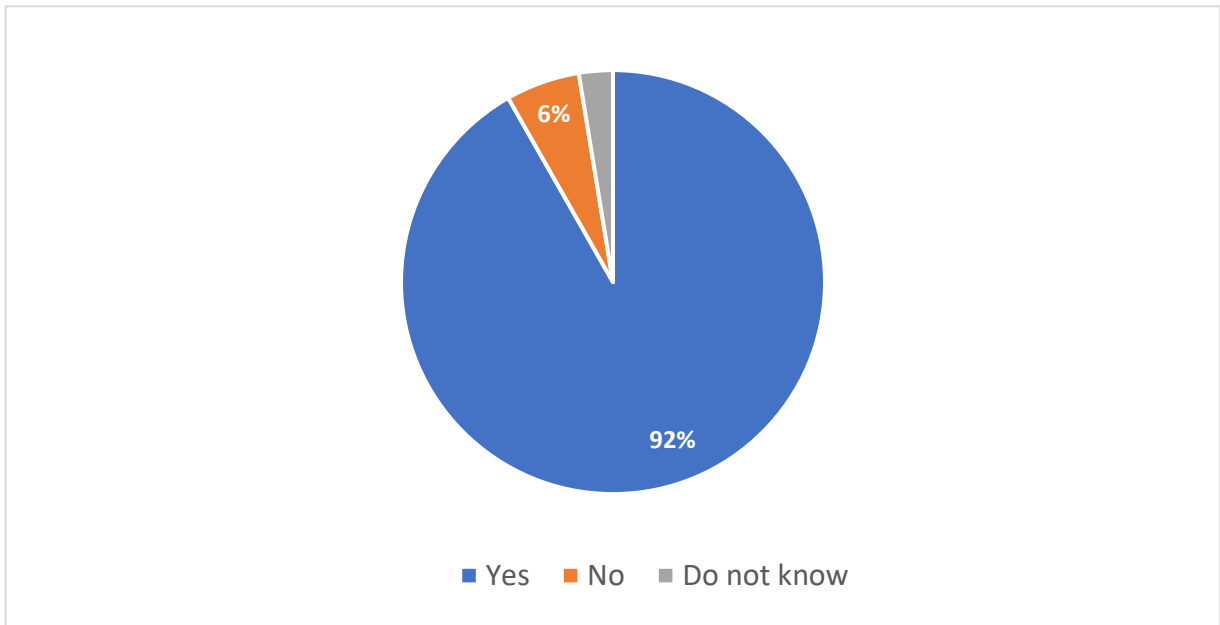

6%

92%

■ Yes   ■ No   ■ Do not know

Figure 8: Libraray Membership of Respondents

Figure 9 presents different purposes of using the library by the respondents. Here, it discussed the purpose of using the faculty library. The majority used the library for borrowing books. The second majority used the library as a space for study. Other major uses of the library include referring theses, journals and course materials.
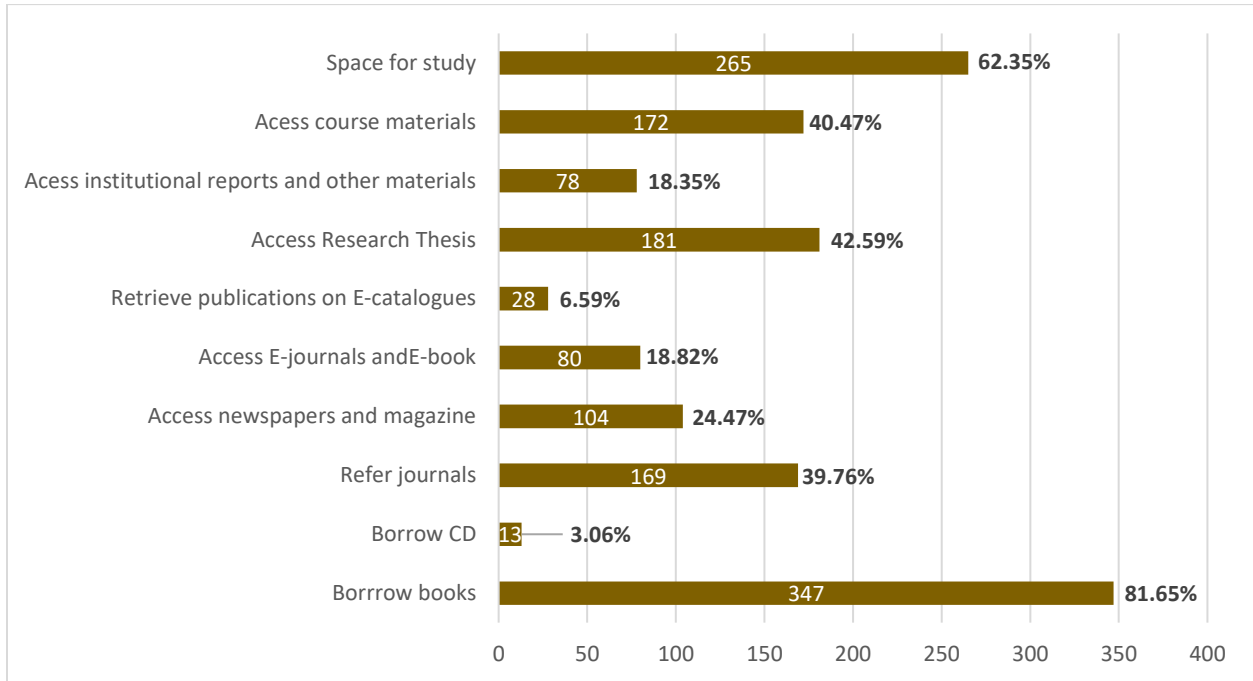

Figure 9: Purpose of Library Use

Use of Computer Laboratory

Figure 10 summarises the different uses of computer laboratory by the respondents. The majority used the computer laboratory for gathering general information. This was followed by accessing software and tools, working on assignments, and having space for study.
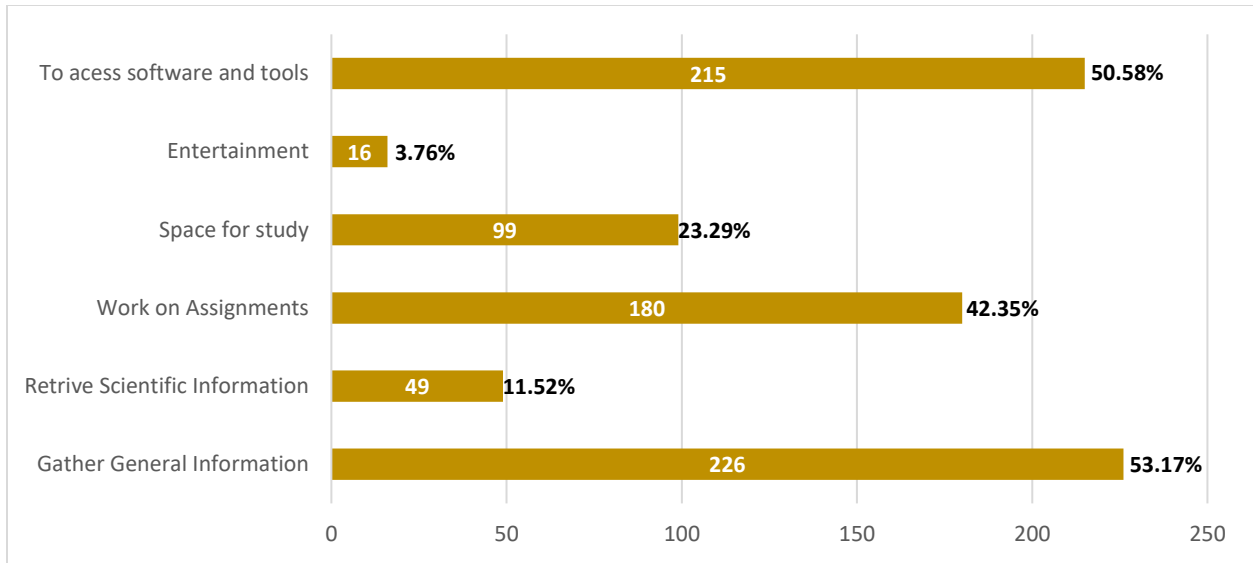
Figure 10: Purpose of Using Computer Laboratory

Counselling Service

The majority of the respondents (96%) perceived that counselling service is important (Figure 11). About 4% of the respondents have not had an idea about the importance of counselling services.

Only 32% of respondents got the consultation service of the counselling unit of the faculty (Figure 12). The majority (64%) have not consulted the faculty counselling unit.

Figure 11: Importance of Counselling Service

Figure 12: Use of Counselling Service

Use of English Language Teaching Unit (ELTU)

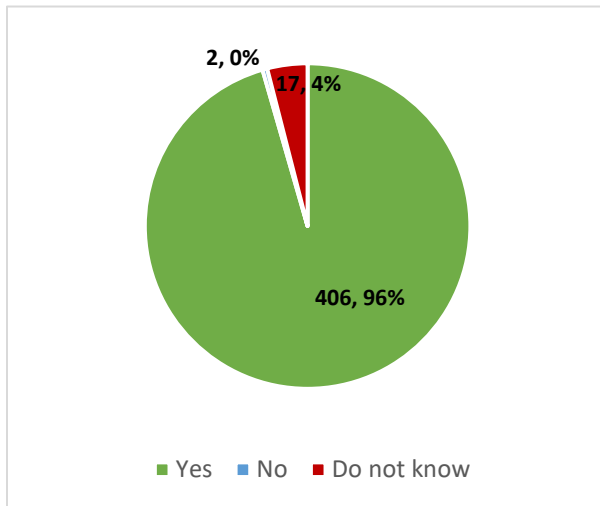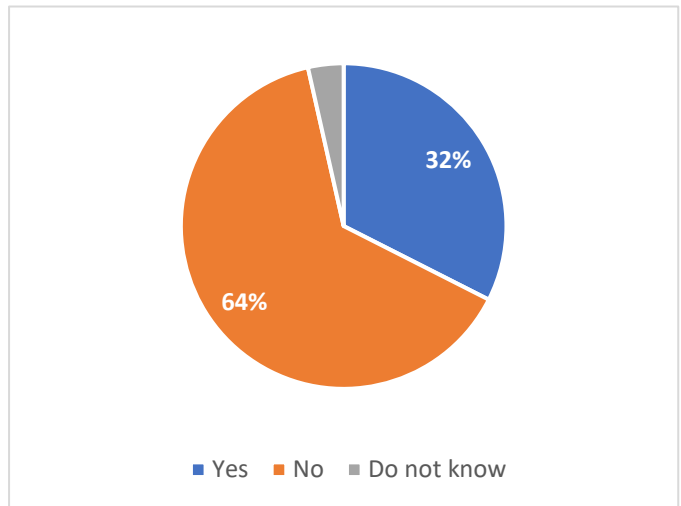According to figure 13, 90% of the respondents are aware of the ELTU. However, around 5% were not aware of the ELTU. These less aware students are from new batches.

Figure 14 presents the participation in ELTU lectures by the respondents. According to the results, 85% of the respondents participated in ELTU lectures. Eight percent of respondents did not participate in ELTU lectures whereas 7% were not aware of ELTU lectures.
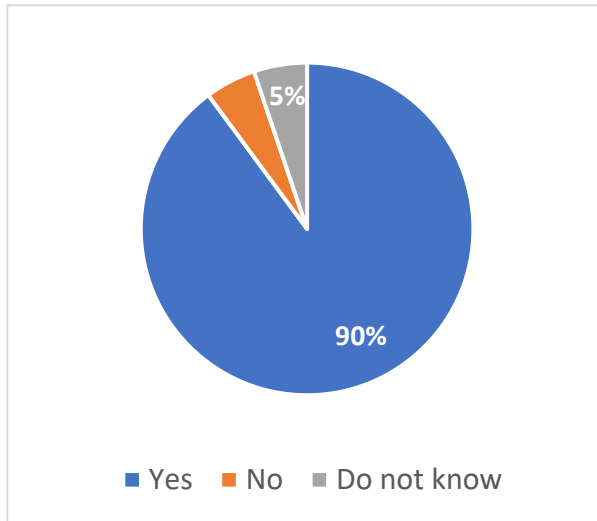
Figure 13: Awareness on ELTU
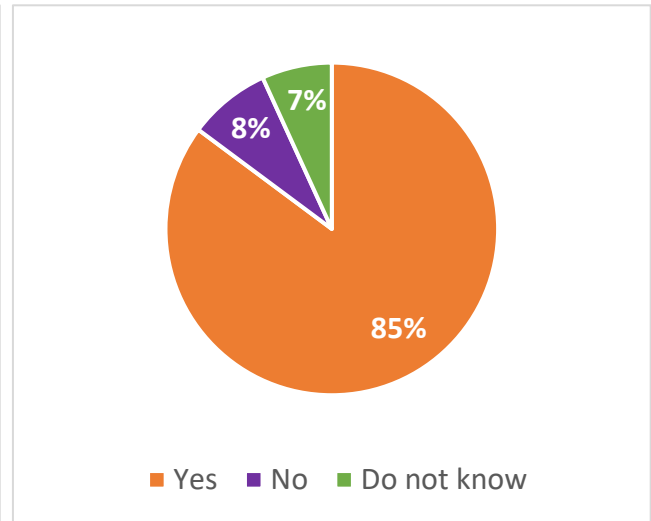
Figure 14: Participation in ELTU Lectures

Satisfaction on Faculty Curriculum and Delivering

Students' satisfaction with various elements of the curriculum is presented in Figure 15. The satisfaction was measured on a four-point scale. The majority of the respondents were satisfied with all the elements considered. The second majority were moderately satisfied with curriculum elements. The third majority stated that they are highly satisfied with the elements of the curriculum. The lack of very high satisfaction among the majority of respondents suggests the necessity of undertaking further improvements to the curriculum.
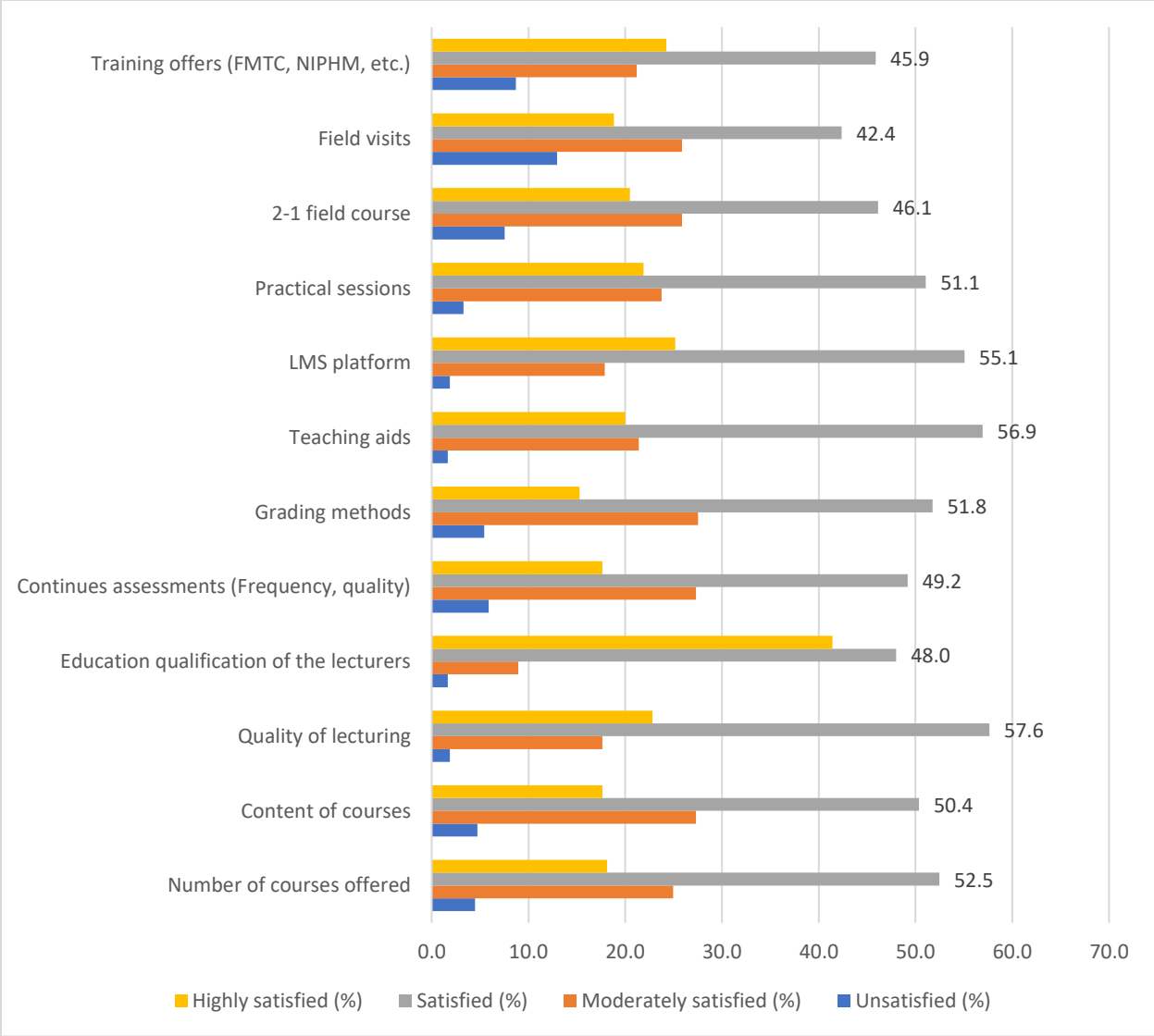
Figure 15: Student Satisfaction about the Curriculum in Percentage

Satisfaction on Services and Facilities

Figure 16 summarises the satisfaction with services and facilities provided by the faculty. About half of the respondents were satisfied with the services and facilities provided by the faculty. The second majority of the students expressed a moderate level of satisfaction and followed by the third majority who stated highly satisfied. Respondents' satisfaction with services and facilities was more concentrated around satisfied and moderately satisfied levels. The percentage of highly satisfied respondents remains low. Therefore, the data suggests the importance of enhancing the quality of services and facilities provided for the students to keep them more satisfied.
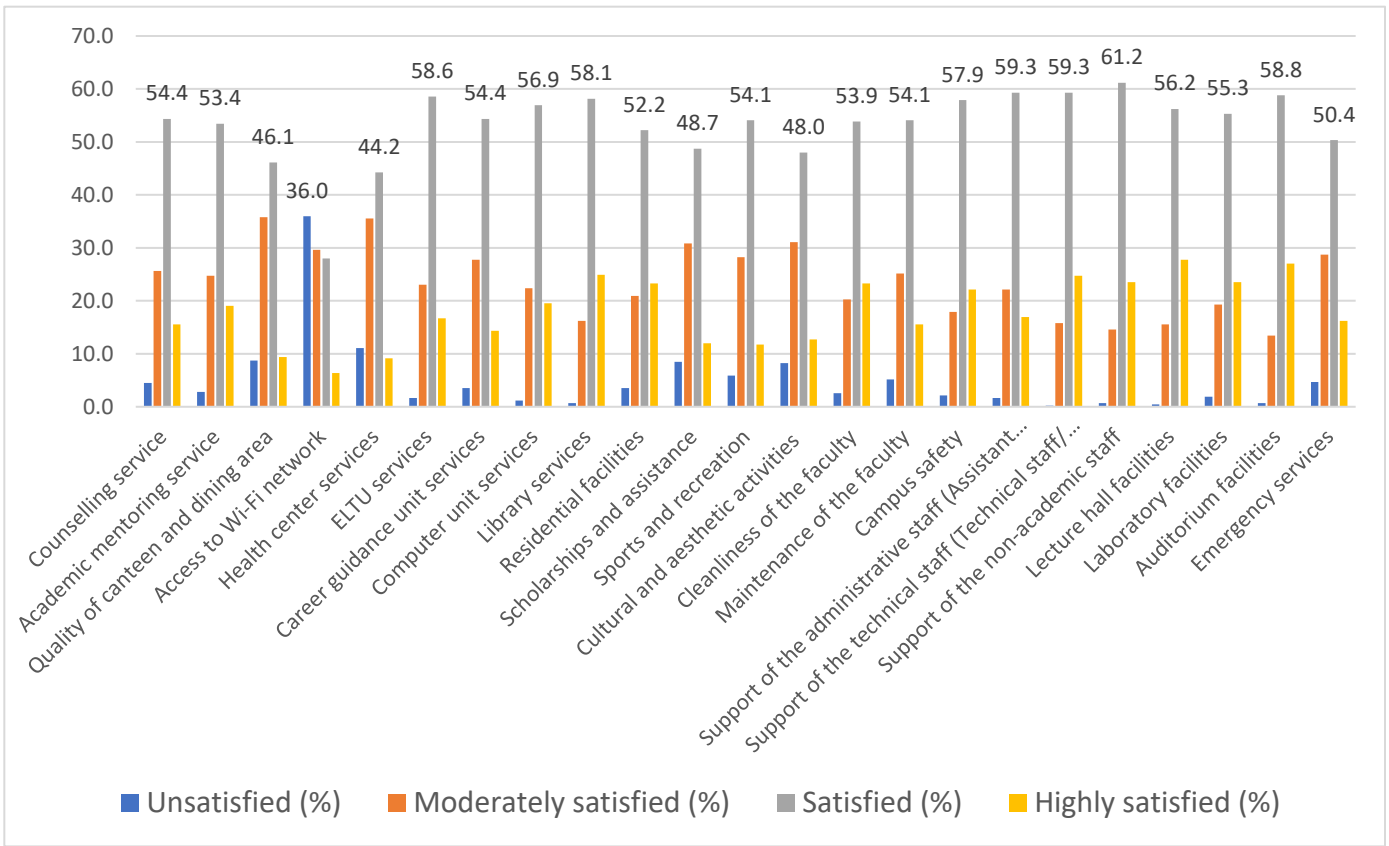
Figure 16: Student Satisfaction about the Services and Facilities

Online Teaching and Learning

Figure 17 presents the devices used by the respondents in online learning. Almost all the respondents used their own laptops, android phones, or tablets. About 53% of respondents used their own personal computers whereas 45% used android phones.

Figure 17: Devices Used in Online Learning

Respondents were enquired about the modes of accessing the internet. The majority used mobile data while Wi-Fi connections were used by 27% (Figure 18). These two were the main modes of accessing internet services by the students.

Figure 18: Use of Different Modes in Acessing Internet

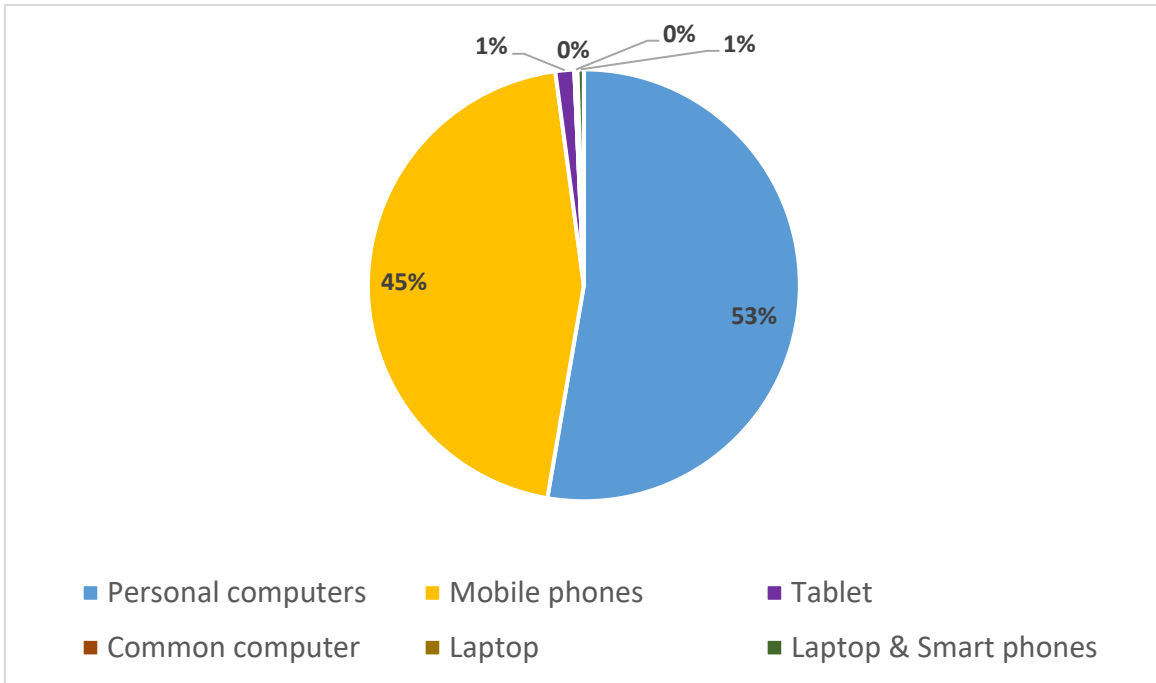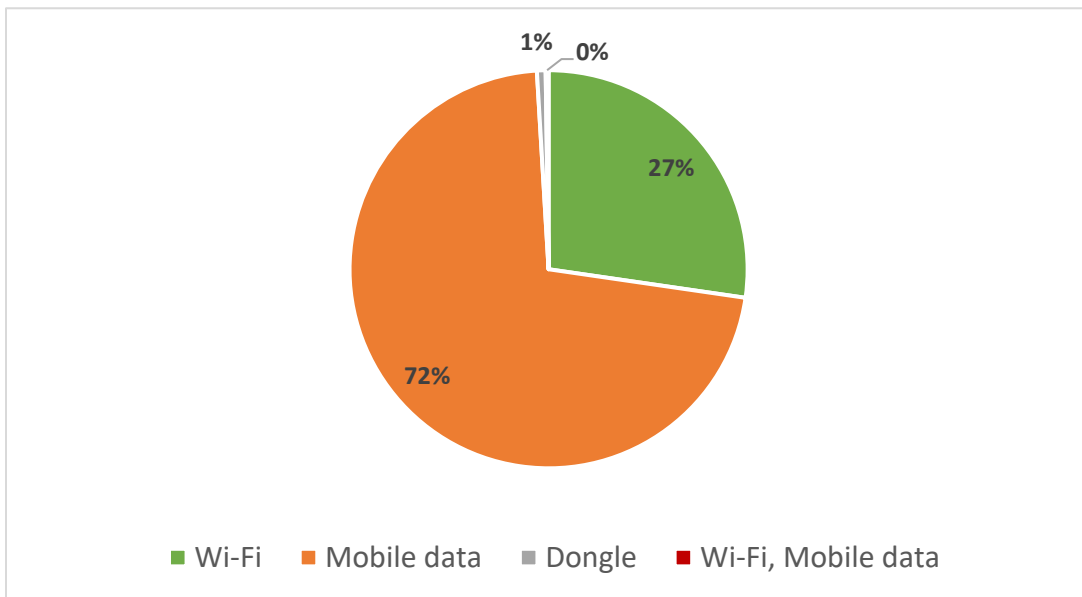Figure 19 summarises the satisfaction of respondents on Zoom lectures. Only 14% were highly satisfied with Zoom lectures. The majority (53%) stated that they are satisfied. There were 30% of moderately satisfied respondents. About 3% of respondents were not satisfied with Zoom lectures.

Since part of the academic programme in 2022 was conducted online, most of the students' joined lectures from their residences. Therefore, the speed of the internet service was enquired. Only 11% had high-speed internet service whereas 69% had moderate-speed service (Figure 20).
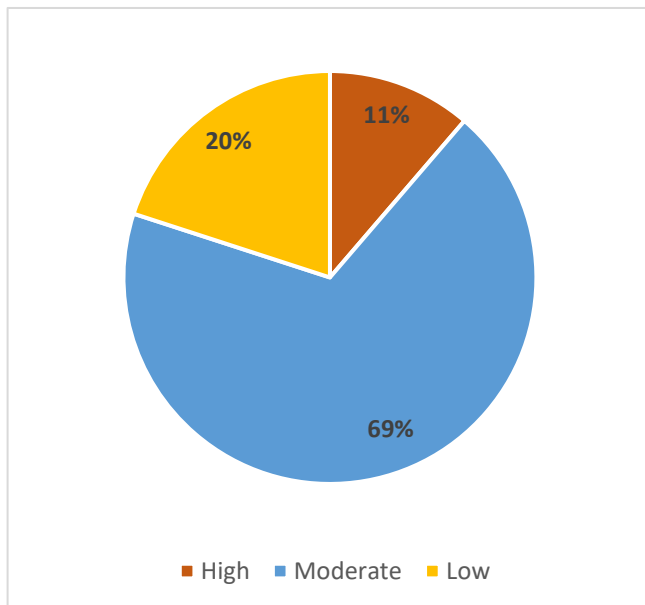
Figure 20: Speed of Home Internet
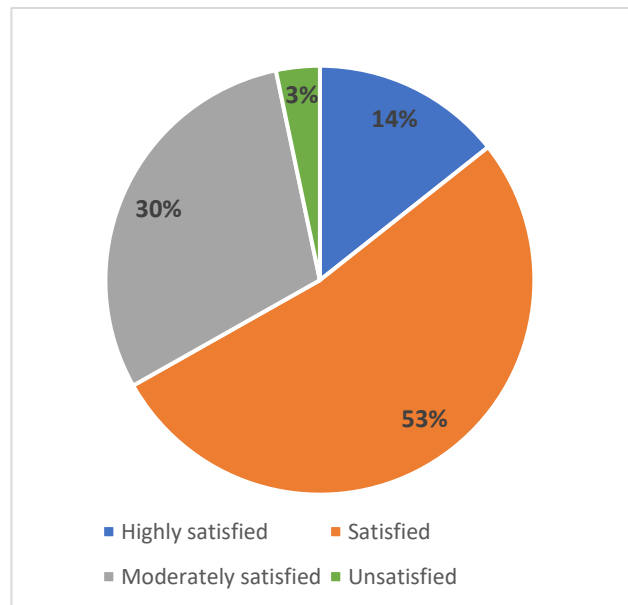
Figure 19: Satisfaction on Zoom Lecturs

Respondents were asked to rank the overall satisfaction with online learning services offered by the faculty during the Covid-19 pandemic. The majority of the responses received higher ranks above five indicating at least moderate or higher-level satisfaction (Figure 21). The majority (20.94%) ranked five on the scale and it implies that the majority are moderately satisfied with the online services.
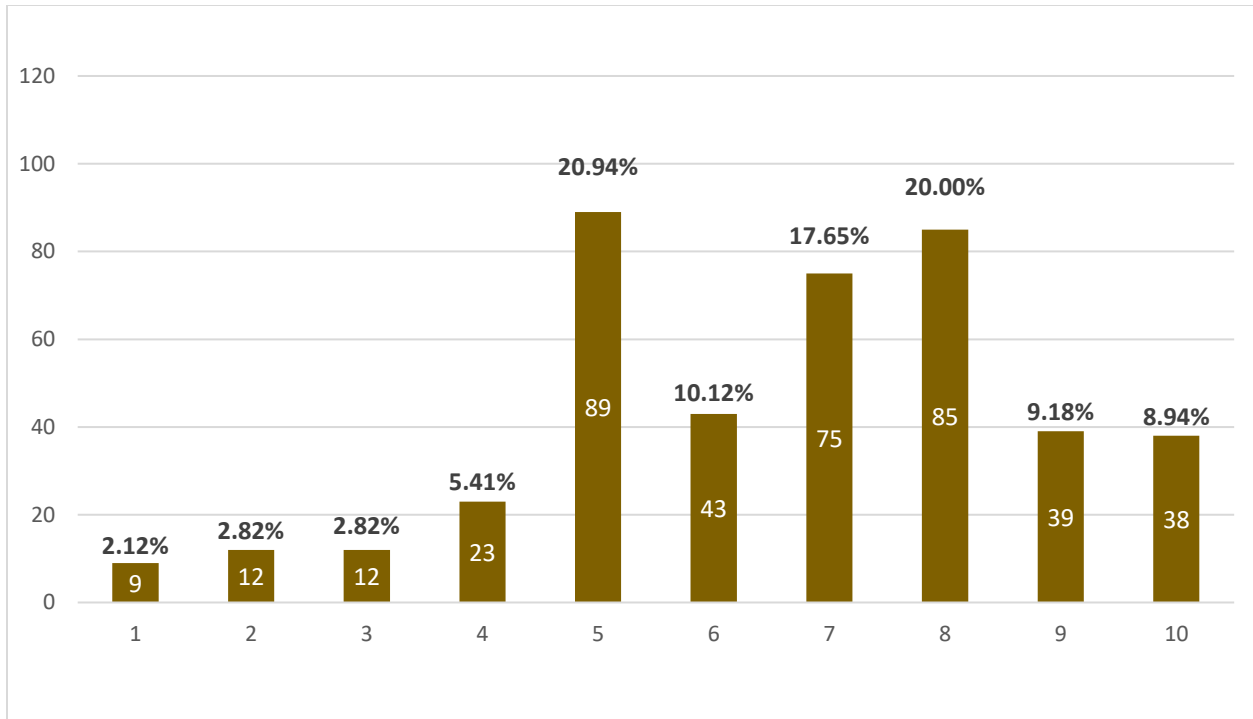
Figure 21: Satisfaction about the Online Services Offered by the Faculty

Suggestions were asked from the respondents to improve the online services offered by the faculty. The below list is the extracted responses provided by the respondents.

- Conduct open-book examinations
- Conduct interactive practical sessions and virtual field visits
- Provide more assistance to students with lack of devices and proper access to the internet at cheap rates
- Upload course materials to LMS
- Provide extra time to submit assignments due to poor internet connection
- Reduce the lecture hours and provide breaks during lectures
- Make assignment marks available online
- Conduct more activities to engage students such as online presentations
- Provide a well-organised timetable
- Avoid conducting online spot tests due to poor internet connection
- Improve LMS facilities

- Need to create YouTube channels for lectures

- Do more group activities

- Need well-explained lectures with tolerable screen timings

- It is better to provide internet facilities for hostels from at least 6 pm to 9 pm on weekdays and weekends.

- Improve faculty Wi-Fi facility

- Reduce the number of lectures per day

- Do an awareness program about LMS

- Enhance teacher-student interaction

- Transfer bursary at the correct time, because data cost is very high

- It is better to conduct quizzes via LMS rather than conducting them on the Zoom platform

- Do more tutorials

- Decrease the number of assignments because we have too many assignments without practical knowledge. It is difficult

Below lists the suggestions provided by the respondents to improve the quality and effectiveness of Zoom lectures.

- Make lecture recordings available to listen later

- Do more practical work on subjects other than presentations

- Do more group activities

- Use effective teaching aids

- Better to have a short duration for the lectures and then discuss more

- Make sessions more interactive

- Wi-Fi connection has to be strong in the faculty premises

- Addition of more practical video clips to lessons.

- Increase presentations done by students

- Provide lecture materials before the lecture

- Conduct online lectures only in the morning hours

- Lectures and students should switch on their cameras
- Better to have questioning and answering sessions
- Using a whiteboard is good while teaching
- Reduce the number of lectures per day
- Use YouTube videos
- Organise group activities by dividing into breakout rooms to improve the active participation of students

Satisfaction on Online Lectures

The level of satisfaction with online lectures was evaluated and Table 2 presents the results. The satisfaction was measured on seven criteria. The majority of the respondents had either a high or moderate level of satisfaction with all the criteria considered. However, only less than 17% of respondents stated very high satisfaction with all the criteria considered.

Table 2: Satisfaction on Online Lectures

Criteria	Very high (%)	High (%)	Moderate (%)	Low (%)	Very low (%)
Lecture content	15.29	41.64	40.23	2.11	0.47
Lecture conducting time	12.47	38.11	44.70	4.23	0.47
Interaction with the lecturer	12.00	34.35	39.52	10.11	4.00
Clarity of the lecturer's voice	12.00	32.23	46.11	7.76	1.88
Immediate support for questions		40.47	37.88	4.00	1.77
Knowledge sharing with friends during discussions	16.47	33.41	40.00	9.64	3.76
Surrounding disturbances	13.17	27.29	46.58	10.35	4.70

Overall Satisfaction on Faculty Facilities and Learning Management System

The overall satisfaction with the facilities provided by the faculty is summarised in Figure 22. Sixty seven percent stated that they are satisfied with the facilities. Another 18% were neither

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satisfied no dissatisfied. There were 15% of respondents who were highly satisfied with the services provided.
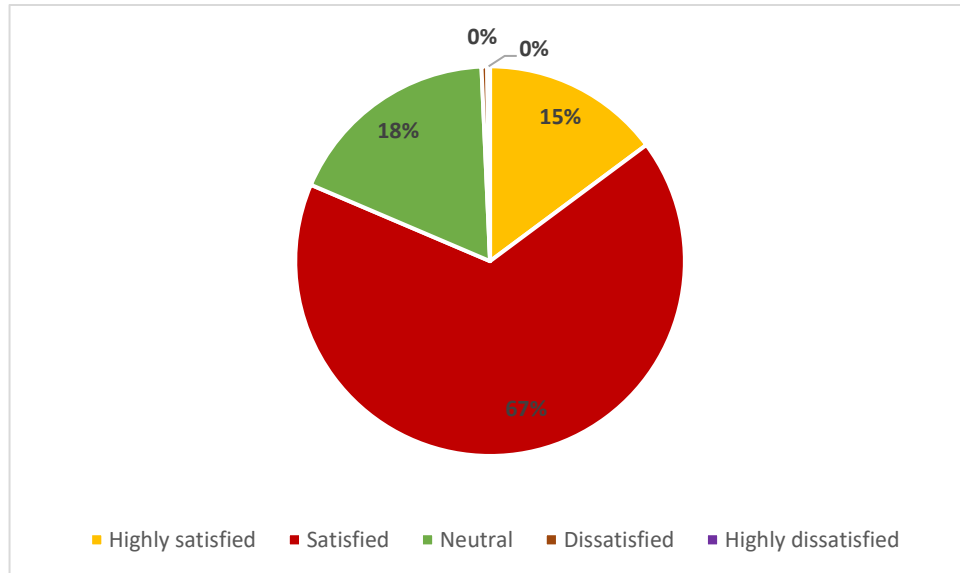

Figure 22: Overall Satisfaction on Facilities Provided by the Faculty

The overall satisfaction with the learning system is presented in Figure 23. The majority (71%) of the respondents were satisfied with the LMS. There were 16% highly satisfied respondents whereas 12% were neutral in satisfaction.
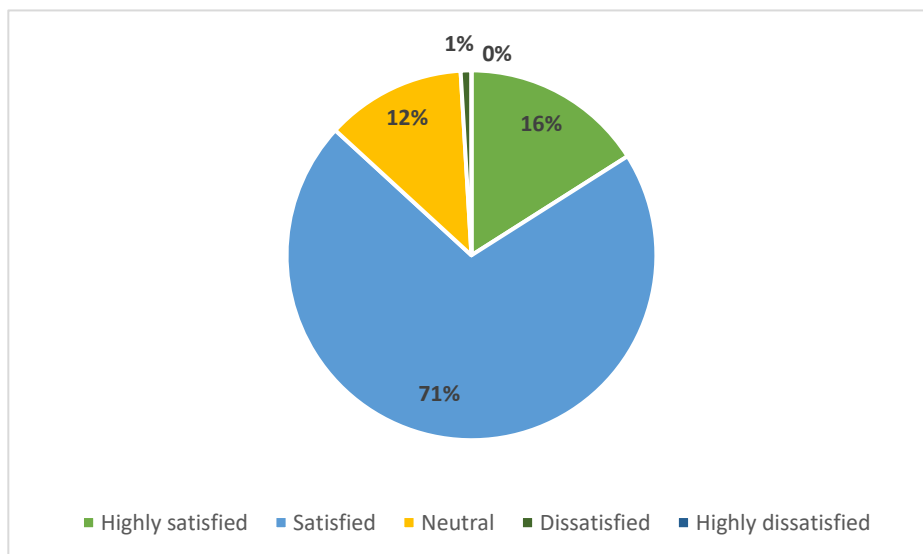

Figure 23: Satisfaction on Learning System

General comments made by the students about the facilities and the quality of the academic programme are listed below.

- Online exams should not be conducted
- Prospectus should be changed by reducing the bulkiness of the subjects in the first two semesters and the grading scale should be reduced to a reasonable level.
- More emphasis is needed for field visits and practical
- It is better if there are various university clubs and volunteer work opportunities to join from the first year.
- Time is very limited to involve in sports, social and cultural work.
- Arrange field visits early in the semester
- Facilities provided by the faculty should be improved
- More programmes are needed to link industry and students
- Wi-Fi connection should be improved.
- Bulkiness of the assignments and subjects should be reduced.
- Take necessary actions to complete the degree programme in four years
- Great place to study
- Please kind to think about the mentality of students and reduce the workload. Give some time to relax their mind by engaging in non-academic events. Don't conduct any academic things beyond the timetable and don't be stressed students.
- Provide opportunities to participate inter-departmental subjects
- It is good to give group activities in online lectures for the active participation of students.

Thankful to all of the members of the faculty for their effort to produce students who are suitable for the competitive world