



Exploring How Co-curricular Activities Influence Students' Satisfaction towards Teaching and Learning Quality: A Study of Nepalese Undergraduate Management Students

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Abstract

Undergraduate management students in Nepalese higher education institutions often face challenges in balancing academic engagement with their overall learning experience, which can influence their satisfaction with teaching quality. This study examines the relationship between academic engagement and students' satisfaction with teaching quality, focusing specifically on teachers' planning, instructional delivery methods, and communication skills.

A cross-sectional survey research design was employed, and data were collected using a self-administered questionnaire from a sample of two hundred and fifty (N=250) management students enrolled in higher education institutions across Nepal. Descriptive statistical techniques were used to analyse the data and identify patterns of academic engagement and satisfaction with teaching quality.

The findings indicate that students generally demonstrate moderate to high levels of academic engagement and report a strong level of satisfaction with teaching quality. The results further reveal a positive association between academic engagement and teaching satisfaction, suggesting that more engaged students tend to perceive teaching practices more favourably and benefit more effectively from instructional processes.

The study highlights important implications for higher education institutions, emphasising the need to strengthen student engagement through interactive teaching strategies, supportive learning environments, and inclusive academic practices. It further suggests that institutional policies should promote equitable opportunities for engagement across all student groups, ensuring inclusivity regardless of gender or background, to enhance overall teaching effectiveness and student learning outcomes.

Keywords: *academic involvement, co-curricular activities, higher education, Nepal, student satisfaction, teaching quality, undergraduate students*

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Introduction

The core concept of student satisfaction is not new, but it is now being applied to higher education. It originated in marketing, where "customer satisfaction" refers to the extent to which a product or service meets consumers' expectations. The result identifies two main psychological perspectives on student satisfaction (Kayyali, 2023). The attitudinal perspective defines satisfaction as a student's overall emotional disposition toward their educational experience, encompassing academics and campus life, which suggests that institutions should focus on creating a positive and nurturing environment. The needs-and-expectations perspective holds that satisfaction is the difference between what a student expects and what they receive (Oliver, 2010).

A smaller gap between expectation and reality leads to higher satisfaction, which suggests that institutions should focus on managing and meeting student expectations (Sheng, Fan & Weng, 2024).

Our study highlights a significant gap in current research. While there is extensive study on teaching management (TM), little of it considers TM from the perspective of student satisfaction (Sheng et al., 2024). This is a critical oversight, as TM encounters challenges such as inconsistent teaching quality and inadequate feedback channels. Our research, discussed in the text, aims to fill this gap by introducing a new approach. Its innovation lies in two main areas. Our study examines TM not as an isolated concept but through the lens of student satisfaction, incorporating satisfaction theory into educational management (Mintrop, 2020).

The central research problem this study addresses is the lack of empirical evidence associating senior management students' proactive academic involvement to their overall satisfaction with teaching quality in Nepalese Higher Education. While institutions prioritise teaching excellence and measure student satisfaction as a key performance indicator, there is an unclear understanding of how the four crucial dimensions of student behaviour active class engagement, frequency of student-faculty interaction, participation in project activities, and rigorous

self-study habits individually and collectively influence their positive assessment of the programme's pedagogy.

This uncertainty leaves administrators without the necessary data to design targeted interventions efficiently; for instance, they cannot determine whether resources should be primarily allocated to improving self-study skills or to fostering higher-quality faculty interaction to most effectively boost student satisfaction and increase the likelihood that students will recommend the programme to peers. Therefore, this study is essential for systematically examining the relationships and providing the evidence-based insights required to guide institutional policy and resource allocation aimed at enhancing the overall educational experience and perceived teaching quality among senior management students in Nepal.

Ultimately, this research is important because it provides a more comprehensive understanding of educational management. By identifying the factors that influence student satisfaction, higher education institutions can make informed decisions to improve the quality of education. Enhanced educational quality contributes to better learning experiences and student outcomes. This is particularly important in a knowledge-based economy, where human intellect, skills, and expertise drive innovation and economic growth.

Our study examined the influence of students' academic involvement and satisfaction with teaching quality on senior management students in Nepalese Higher Education. The specifies objectives are :-

- To examine the level of student engagement in management program classes, explicitly focusing on participation in discussions and group activities.
- To investigate the frequency and nature of interaction between students and faculty members outside of basic course requirements.
- To assess the extent of student involvement and perceived benefit from project activities, including group projects and extracurricular engagement.
- To determine the self-study habits of students, including the time dedicated and the type of resources used for independent learning.

- To analyse the relationship between the independent variables and the dependent variables (see Figure 1).

Research Questions

What is the level of active engagement reported by students in management program classes, specifically regarding participation in discussions, question-and-answer sessions, and group activities?

What is the frequency and perceived quality of interaction between students and faculty members outside of class, covering mentorship, feedback seeking, and discussion of academic and career goals?

What is the extent of student involvement in group projects and extracurricular activities, and what are the perceived benefits of this involvement on their practical skill development and real-world application?

What are the primary self-study habits of students in the management program, including the average time dedicated each week and the types of resources utilised for independent learning?

What is the association between the independent variables and the dependent variables? (see Figure 1)

Conceptual Framework

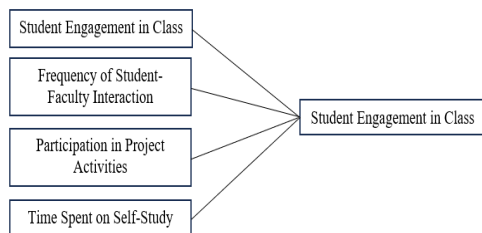


Figure 1. Association between Independent and Dependent Variables

The conceptual model proposes four independent variables student engagement in class, interaction frequency, project participation, and self-study that predict ‘student engagement in class,’ a circular and flawed setup. The actual dependent variable is likely student outcomes, such as satisfaction and perceived teaching quality. The hypothesis is that proactive involvement across these dimensions

positively influences satisfaction and perceptions of teaching quality, as indicated by regression analysis.

Hypothesis

H1: *Students who report a higher level of active engagement in class (e.g., actively participating in discussions and sharing ideas) are significantly more likely to report satisfaction with the overall teaching quality of the management program.*

H2: *A higher frequency of positive student-faculty interaction outside of basic course requirements (e.g., meeting during office hours and seeking mentorship) is positively correlated with the student's belief that the teaching quality in their courses meets or exceeds their expectations.*

H3: *Students with greater involvement and perceived benefit from project activities (e.g., taking leadership roles and finding real-world application) are more likely to recommend the teaching quality of the campus's management program to a prospective student.*

H4: *There is a positive and significant relationship between the consistency and rigor of a student's self-study habits (e.g., time dedicated and proactive reading) and their level of satisfaction with the overall teaching quality they have received during their management program.*

Theoretical Foundation of our Study

Disconfirmation Theory

We applied disconfirmation theory, which refers to the mental comparison between what was initially expected and what was actually experienced (Churchill & Surprenant, 1982; Oliver, 1980, 1981, 2010). This theory can be treated as an independent variable within the expectancy-disconfirmation framework. Both performance expectations and perceived performance are considered to precede disconfirmation, whereas satisfaction is seen as the result of disconfirmation (Oliver, 1980, 2010) (see Figure 1).

As a result, it should necessarily consider the three related relationships. When defining disconfirmation, it is worth noting that positive disconfirmation (when actual performance exceeds expectations) and negative disconfirmation (when

performance falls short of expectations) are sometimes viewed as fundamentally different and associated to distinct psychological processes (Homburg, Koschate & Hoyer, 2006; Oliver, 2010; Santos & Boote, 2003). Nevertheless, in practice, disconfirmation is typically treated as a single variable, with positive and negative aspects treated as different expressions of the same construct.

This study use correlation and regression analysis to examine how disconfirmation relates to other variables, but the above mentioned approaches make it difficult to distinguish the separate effects of positive versus negative disconfirmation. Additionally, many disconfirmation scales used in prior studies do not fully capture the full range of disconfirmation, from negative to positive.

Oliver (1977, 1980, 1981) drew on Adaptation Level Theory (ALT) to explain how disconfirmation influences satisfaction. According to this theory, individuals develop a baseline level of expectation known as the adaptation level based on their past experiences. Future experiences are then judged relative to this baseline (Helson, 1948, 1959, 1964).

Oliver suggested that performance expectations serve as a reference point for evaluating outcomes. When actual performance outperforms expectations (i.e., positive disconfirmation), it usually results in high satisfaction. Conversely, when performance falls short of expectations (i.e., negative disconfirmation), it causes low satisfaction. Therefore, disconfirmation theory highlights a positive association between disconfirmation and satisfaction: low disconfirmation values (negative) are associated with low satisfaction, whereas high disconfirmation values (positive) are associated with high satisfaction. Supporting this, Szymanski and Henard (2001) reported a strong positive correlation between disconfirmation and satisfaction ($\rho = 0.46$). Based on this, we expect a generally positive association between disconfirmation and satisfaction in our analysis.

Literature Review

Table 1: Summary of the Empirical Studies

Authors (Year)	Article Topic	Objectives	Methods	Key Results
Gurung, Chapagain, and Thapa (2023)	Business student satisfaction: academic vs non-academic services	Test how academic and non-academic services shape satisfaction	Survey of 255 business students	Both academic and non-academic services contribute to overall satisfaction. (NepJol)
Shah (2023).	Service quality and student satisfaction (Management Campus)	Examine SERVQUAL dimensions of satisfaction	Survey	Reliability, responsiveness, assurance, empathy, and tangibles relate to satisfaction. (NepJol)
Bhattarai (2023).	Service quality and satisfaction (Kanakai Multiple Campus, Mgmt. Dept)	Assess the management department. service quality vs satisfaction	Survey	Service quality is positively associated with satisfaction; QA highlighted. (NepJol)
Thapa (2022)	Service quality student satisfaction (Nepal HE)	Test service quality impact	Survey	Service quality significantly affects satisfaction. (NepJol)
Adhikari (2024)	Service quality and satisfaction (Prithvi Narayan Campus)	Identify non-academic drivers of satisfaction	Multi- phase sampling: correlation/ regression	Overall satisfaction exceeds the average; extracurricular activities significantly predict satisfaction. (PN Campus eJournals)



Adhikari. (2023).	Service quality at PNC (constituent campus)	Measure service quality and satisfaction	Survey	Positive service quality–satisfaction relationship. (NepJol)
Joshi, Pant and Chand (2024).	Student Evaluation of Teaching (SET)	Explore teaching effectiveness via student ratings	Survey	Student ratings are a valuable tool for evaluating teaching quality; however, institutions often underutilize them. (NepJol)
Chhetri and Baniya (2022).	Student–faculty interaction graduate outcomes (Mgmt. students)	Test whether interaction predicts outcomes	Survey	Interaction strongly predicts graduate outcomes, suggesting that the quality of teaching relationships is important. (ScienceDirect)
Chhetri (2022).	Student engagement and achievement (Nepal)	Examine engagement’s role in performance	Survey	Engagement predicts academic achievement/learning quality. (NepJol)
Devkota and Giri (2020)	Motivation and academic performance (national sample)	Explore the role of motivation across universities	Survey	Motivation relates to learning effort and exam performance. (NepJol)
Rijal (2025).	Factors leading to satisfaction (Nepal HEIs)	Model determinants (teacher relationship, preparedness, environment, services)	Survey	The student–teacher relationship and environment are key drivers of satisfaction. (NepJol , NepJol)
Gyawali and Subedi (2024)	Management. students’ satisfaction with online classes (TU)	Measure online-teaching satisfaction during COVID	Survey	Varied satisfaction; online delivery/ teacher support key. (NepJol)
Sukuna Multiple Campus (2023)	Campus satisfaction (community campus)	Assess six dimensions of campus satisfaction	Survey	The majority are satisfied; facilities and services matter. (Sukuna Academy)
Tripathee, (2017).	MBA students: quality of management education (Kathmandu)	Understand satisfaction among MBA students	Survey	Satisfaction drivers: curriculum, pedagogy, faculty competence. (ACE University)
Adhikari (2019)	Factors influencing students’ satisfaction (Oxford College—Mgmt.)	Identify satisfaction determinants	Survey	Service quality, program quality, and image relate to satisfaction. (OCEM Journal)
Bastola (2024).	Engagement with supervisory feedback (Nepal context)	Explore thesis-stage engagement with feedback	Survey	Highlights engagement processes influencing perceived quality. (PolyU Scholars Hub)
Chaudhary et al. (2025).	Satisfaction with educational environment (nursing)	Measure satisfaction with curriculum, faculty, and environment	Survey	Low overall satisfaction; faculty & environment domains salient. (BioMed Central , PMC)

Gautam, A. and Lingden (2024)	Admin practices student engagement (Nepal colleges)	Examine admin–student relationships and engagement	Survey	Administrative practices strongly relate to engagement. (ResearchGate)
Sharma and Chhetri (2022)	Engagement status and impact (Dhawalagiri Campus)	Gauge engagement and strategies to increase it	Survey	Engagement associated with achievement; improvement strategies proposed(ResearchGate)

Research Gaps

Contextual Gaps

Several studies focus on cross-country samples, which limit insights specific to Nepal are limited to a single campus, thereby restricting their generalisability across institutional settings. For example, some studies compare Nepalese data with that of other countries (cross-country studies). In contrast, others limit their scope to a single institution or city, such as Kathmandu, overlooking regional differences in educational practices and student experiences. Similarly, research conducted within a specific program (e.g., nursing) or campus often ignores variation across Nepal's broader higher education landscape, which hinder the generalisability of the findings to the broader population of senior management students in the country.

Population Gaps

Most of the reviewed studies do not focus specifically on senior management students; instead, they include broader groups, such as business students, mixed-programme cohorts, postgraduates, and even students from unrelated fields, such as nursing. Frequently, the student population includes individuals from diverse academic backgrounds, which can lead to findings that do not accurately reflect the unique academic engagement patterns and satisfaction perceptions of senior management students. Even when management students are studied, they are often grouped with junior-level students, making it challenging to identify trends specific to those nearing program completion.

Methodological Gaps

There is a heavy reliance on cross-sectional research designs, with most studies collecting data at a single point in time, restricts the ability to establish causal relationships between academic engagement and satisfaction with the quality of teaching. Many studies also use data from a single institution, employ non-probability sampling methods, or depend on descriptive approaches without robust statistical modeling. In some cases, institutional reports and lower-quality journal outputs further restrict methodological reliability, which weaknesses compromise both the validity and generalisability of the findings.

Theoretical Gaps

While many studies utilise service quality models, few thoroughly incorporate theories of student engagement and academic involvement. Limited focus is given to how engagement mechanisms can affect satisfaction with teaching quality. In some research, teaching quality is not distinguished, making it hard to identify which aspects of instruction most strongly influence satisfaction. Previous studies, in particular, lack a strong theoretical basis beyond descriptive frameworks, and there is a general absence of integration between service quality, engagement, and academic involvement.

Knowledge Gaps

Existing literature seldom examines academic involvement as a direct determinant of students' satisfaction with teaching quality. Rather, student satisfaction is commonly assessed through broader indicators such as service quality, institutional resources, and teaching evaluations, with limited attention given to their



connection with student engagement. Many studies overlook students' perceptions of teaching quality altogether, concentrate on online instruction in the post-pandemic context without evaluating its applicability to traditional classroom settings, or focus exclusively on supervisory feedback without investigating its effect on overall satisfaction.

Furthermore, specific teaching practices at the micro level, including classroom interaction approaches and feedback strategies, remain insufficiently explored. Consequently, there is a lack of understanding regarding how particular teaching behaviours shape satisfaction among senior management students.

Practical Gaps

Even when significant relationships are identified such as those between student teacher interaction and graduate outcomes there is limited discussion of how to put above mentioned findings into practice to improve teaching methods. Some studies (Oliver, 2010; Thapa, 2022; Adhikari, 2023) highlight gaps in uptake and implementation, such as institutions' failure to systematically use student evaluation of teaching data or to implement strategies to expand positive engagement practices across departments. Without practical application frameworks, the existing research has little direct effect on improving teaching quality and student satisfaction in real-world settings (see Table 1).

Methods and Materials

Quantitative Research Design

Quantitative research is a type of investigation that focuses on numerical data to uncover patterns, relationships, and trends that can be applied more broadly (generalised), which relies on objective measurement and statistical analysis (Cohen, Manion, & Morrison, 2011).

Sampling Method

We used a simple random sampling method to collect data from two hundred and fifty respondents ($n = 250$). We chose this method because it is a core probability sampling method where every individual in the target population has an equal and independent chance of being included in the study sample (Cohen et al., 2011). This technique is

valuable when we seek to understand relationships that apply to the entire population, as it ensures that the sample is unbiased and representative of the larger group. We use simple random sampling, a widely recognised and widely used technique in many cross-sectional studies (Adhikari, 2022).

Quantitative Data Collection

We applied the survey design because it provides precise, repeatable data, enabling hypothesis testing and theory development, facilitating statistical comparisons, and establishing evidence for cause-and-effect relationships (Flower, 2002). We collected numerical data, typically via surveys, from 250 students in Chitwan and Nawalparasi districts. We then used various statistical techniques, including regression via Principal Component Analysis (PCA) and hypothesis testing, to ensure the results were statistically sound and applicable to a broader population (Flower, 2002).

Data Analysis

We applied statistical techniques, including regression via Principal Component Analysis (PCA) and hypothesis testing, to ensure that the results were statistically sound and applicable to a broader population (Flower, 2002). The results further presented statistical analyses, such as means, percentages, and correlations, which support conclusions based on strong statistical evidence and enable generalisation to larger groups (Adhikari, 2022). We also use factor loading analysis in the result. In this method, we examine how a controlled condition (the independent variable) influences a measured result (the dependent variable). Causal conclusions are drawn either from direct observation (as in experimental studies) and from established statistical associations (Cohen et al., 2011). We chose this method because it is most effective when the study environment is controlled to eliminate unknown influences, thereby making the findings highly reproducible and allowing them to reliably predict future outcomes under similar conditions (Adhikari, 2022).

Ethical Issues

Our study followed to the ethical principles

of quantitative research, including obtaining respondents' consent to participate, maintaining anonymity and privacy, and ensuring data accuracy (Cohen et al., 2011).

Results

What is the level of active engagement reported by students in management program classes, specifically regarding participation in discussions, question-and-answer sessions, and group activities?

Table 2. Factor Loadings of the First Survey Variables

Variables	Factors Loading	Scale
I collaborate effectively with my peers on in-class assignments and tasks.	.702	Student Engagement
I prepare for class by reviewing materials in advance to contribute meaningfully.	.692	
The classroom environment encourages me to be a vocal and active learner.	.691	
I consistently seek clarification on concepts I find challenging during the lecture.	.690	
I feel motivated to contribute to class by sharing relevant, real-world examples.	.577	
I am fully attentive and focused on the lecture content throughout the class period.	.474	Class Participation
I actively participate in class discussions and question-and-answer sessions.	.846	
I actively participate in class discussions and question-and-answer sessions.	.828	
I feel comfortable asking questions of the instructor during lectures	.767	
I am fully attentive and focused on the lecture content throughout the class period.	.483	

The results indicate that ten survey variables are grouped into two clusters: student engagement and class participation, and income diversification. The highest factor loading for the first principal component is for “I collaborate effectively with my peers on in-class assignments and tasks” (.702), while the lowest is “I am fully attentive and focused on the lecture content throughout the class period”. Similarly, the second principal component has the highest loading on the item “I actively participate in class discussions and question-and-answer sessions” (0.846). In contrast, the lowest

loading is on “I am fully attentive and focused on the lecture content throughout the class period (see Table 2).

Table 3. Mean, SD, Alpha, Variances, and KMO Values

Scales	Mean	SD	Alpha	Variances	KMO
Student Engagement	2.48	.79	.752	27.82%	.828
Class Participation	2.47	.93	.784	25.22%	

The variances of the first and second PCs are 27.82% and 25.22%, respectively. The mean of the first PC is lower than mid value ($2.48 < 3$) indicating that respondents disagreed with the statements of the collaborate effectively with my peers on in-class assignments and tasks, they prepare for class by reviewing materials in advance to contribute meaningfully, The classroom environment encourages them to be a vocal and active learners; they consistently seek clarification on concepts they find challenging during the lecture, they feel motivated to contribute to class by sharing relevant, real-world examples and they are fully attentive and focused on the lecture content throughout the class period.

Similarly, the mean value of the second PC is lower than mid value ($2.47 < 3$) indicating that respondents disagreed with the statement of the actively participate in class discussions and question-and-answer sessions, they actively participate in class discussions and question-and-answer sessions, they feel comfortable asking questions of the instructor during lectures and they are fully attentive and focused on the lecture content throughout the class period (see Table 3).

Table 4. Summary of the Table of Independent T-test Results

Variables	Male mean	M. SD	Females mean	F. SD	Significance
Student Engagement	2.63	.85	2.28	.65	P= .001< 0.05
Class Participation	2.58	.97	2.33	.85	P= .032< 0.05

Results of the student's independent t-test indicated that the mean score for male (N = 139) on the first

subscale, student engagement ($M = 2.25$, $SD = .71$), significantly differs [$t(247) = 3.57$, $p = .001$] from that of female ($N = 108$) for the same variable ($M = 2.28$, $SD = .65$). The results show that the mean score for male students ($N = 139$) on the second subscale, class participation ($M = 2.58$, $SD = .97$), significantly differ [$t(247) = 2.159$, $p = .032$] from that of female ($N = 108$) for the same variable ($M = 2.33$, $SD = 0.85$) (see Table 4).

Table 5. Regression Analysis of Model 1

Statistical Tools	Model summary	Hosmer and Lemeshow Test	Omnibus Tests of Model Coefficient
Chi-Square		6.41	14.94
df		8	2
Significance		.601	<.001
Cox & Snell R Square	.059		
Nagelkerke R Square	.080		
-2 Log likelihood	310.286		
Block zero overall %	62.6 %		
Block one overall %	64.2 %		

Omnibus tests indicated that the computed model fit the data better than the basic model [$\chi^2 = 14.94$, $df = 2$, $p = .001$], with an associated significance level of less than 0.05. The Hosmer-Lemeshow test showed that $p = .601 > 0.05$, indicating that the regression model fit is insignificant. The results further showed an overall prediction accuracy of 64.2%. The results show the variance of the variable (.080 -.059) is 2.1% which is not a significant variance (see Table 5).

Table 6. Binary Logistic Regression Model to Predict

Variables of the equation	B	S.E.	Wald	df	Sin	Exp (B)	Exp (B)	
							Lower	Upper
Student Engagement	-.102	.139	.533	1	.465	.903	.687	1.187
Class Participation	-.531	.146	13.181	1	.001	.588	.442	.783
Constant	.554	.137	16.24	1	.001	1.74		

The results show no association between the student engagement and student engagement in class ($p > 0.05$). However, the results show a positive association between class participation and student engagement in class (Odds = .588 < 1; $p = .001 < 0.05$; $B = -.531 < 1$) (see Table 6).

What is the frequency and perceived quality of interaction between students and faculty members outside of class, covering mentorship, feedback seeking, and discussion of academic and career goals?

The results indicate that ten survey variables are grouped into three clusters: faculty student interaction, faculty accessibility and guidance, and faculty mentorship and consultation. The highest factor loading for the first principal component is for “I actively participate in informal discussions with professors before or after class” (0.755). In contrast, the lowest is “I feel that my instructors are genuinely interested in my academic well-being” (0.525). The highest factor loading for the second principal component is for “My instructors are easily accessible and responsive to my queries outside of class” (0.768). In contrast, the lowest is “I have regular conversations with faculty members about my academic and career goals” (0.494). The highest factor loading for the third principal component is for “I often meet with my professors during office hours to discuss course materials” (.795), while the lowest is “I have received personalised guidance from a faculty member who has significantly helped my studies” (.398) (see Table 7).

Table 7. Factor Loadings of the First Independent Variable.

Variables	Factors loading	Scale
I actively participate in informal discussions with professors before or after class.	.755	Faculty Student Interaction
I have opportunities to discuss my academic performance and progress with faculty.	.670	
I believe my interactions with faculty go beyond the basic course requirements.	.662	
I feel that my instructors are genuinely interested in my academic well-being.	.525	
My instructors are easily accessible and responsive to my queries outside of class.	.768	Faculty Accessibility and Guidance
I feel comfortable approaching my professors for mentorship and advice.	.745	
I have regular conversations with faculty members about my academic and career goals.	.494	
I often meet with my professors during office hours to discuss course materials.	.795	Faculty mentorship and Consultation
I often meet with my professors during office hours to discuss course materials.	.644	
I have received personalized guidance from a faculty member who has significantly helped my studies.	.398	

Table 8. Mean, SD, Alpha, Variances, and KMO Values

Scales	Mean	SD	Alpha	Variances	KMO
Faculty-student Interaction	2.65	.7601	.65	19.104%	.774
Faculty Accessibility and Guidance	2.74	.904	.70	17.968%	
Faculty mentorship and Consultation	2.72	.857	.75	16.116%	

The variances of the first, second, and third PCs are 19.10%, 17.96%, and 16.11%, respectively. The mean of the first PC is lower than mid value ($2.65 < 3$) indicating that respondents disagreed with the statements of they actively participate in informal discussions with professors before or after class, they have opportunities to discuss my academic performance and progress with faculty, they believe my interactions with faculty go beyond the basic course requirements and they feel that my instructors are genuinely interested in

my academic well-being.

The mean value of the second PC is lower than the mid value ($2.74 < 3$), indicating that respondents disagreed with the statement that their instructors are easily accessible and responsive to their queries outside of class, they feel comfortable approaching their professors for mentorship and advice, and they have regular conversations with faculty members about their academic and career goals. Similarly, the mean value of the third PC is lower than the mid value ($2.72 < 3$), indicating that respondents disagreed with the statement they often meet with my professors during office hours to discuss course materials, they often meet with my professors during office hours to discuss course materials and they have received personalised guidance from a faculty member who has significantly helped their studies (see Table 8).

Table 9. Summary of the Table of Independent T-test Results

Variable	Male mean	M. SD	Female mean	F. SD	Significance
Faculty Student Interaction	2.65	.78	2.65	.72	$P=.97>0.05$
Faculty Accessibility and Guidance	2.80	.95	2.67	.82	$P=.27<0.05$
Faculty Mentorship and Consultation	2.72	.87	2.73	.83	$P=.94>0.05$

Results of the student's independent t-test indicated that the mean score for male ($N = 139$) on the first subscale, faculty student interaction ($M = 2.65$, $SD = .78$), did not significantly differ [$t(247) = .038$, $p = .97$] from that of female ($N = 108$) for the same variable ($M = 2.65$, $SD = .72$). The results show that the mean score for male students ($N = 139$) on the second subscale, faculty accessibility and guidance ($M = 2.80$, $SD = .95$), did not significantly differ [$t(247) = 1.104$, $p = .27$] from that of female students ($n = 108$) for the same variable ($M = 2.67$, $SD = 0.82$). The results show that the mean score for male students ($N = 139$) on the third subscale, faculty mentorship and consultation ($M = 2.72$, $SD = .87$), did not significantly differ [$t(247) = -.066$,

$p = .94$] from that of female ($n = 108$) for the same variable ($M = 2.73$, $SD = 0.83$) (see Table 9).

Table 10. Regression Analysis of Model 1

Statistical tools	Model summary	Hosmer and Lemeshow Test	Omnibus Tests of Model Coefficient
Chi-Square		2.93	6.18
df		8	3
Significance		.939	.103
Cox & Snell R Square	.025		
Nagelkerke R Square	.034		
-2 Log likelihood	320.063		
Block zero overall %		62.2 %	
Block one overall %		63.0 %	

Omnibus tests indicated that the computed model fit the data better than the basic model [$\chi^2 = 6.18$, $df = 3$, $p = .103$], with no significance at the 0.05 level. The Hosmer-Lemeshow test showed that $p = .939 > 0.05$, indicating that the regression model fit is insignificant. The results further showed an overall prediction accuracy of 63.0%. The results show the variance of the variable (.034 - .025) is 0.9%, which is not a significant variance (see Table 10).

Table 11. Binary Logistic Regression Model to Predict

Variables Table of the equation	B	S.E.	Wald	df	Sig.	Exp (B)	Exp (B)	
							Lower	Upper
Faculty-student Interaction	.028	.134	.042	1	.837	1.028	.791	1.336
Faculty Accessibility and Guidance	-.274	.138	3.958	1	.047	.760	.581	.996
Faculty Mentorship and Consultation	-.194	.136	2.031	1	.154	.824	.631	1.075
Constant	.512	.134	14.67	1	<.001	1.669		

The results show no association between the faculty-student interaction and student engagement in class ($p > 0.05$). However, the results show a positive association between faculty accessibility and guidance and student engagement in class (Odds = .760 < 1; $p = .047 < 0.05$; $B = -.274 < 1$) (see Table 11).

What is the extent of student involvement in group projects and extracurricular activities, and what are the perceived benefits of this involvement on their practical skill development and real-world application?

Table 12. Factor Loadings of the First Independent Variable

Variables	Factors loading	Scale
I assume a leadership role in projects to ensure successful completion.	.828	Project Involvement / Leadership
I consistently contribute to the planning and execution of group projects.	.812	
I am actively involved in extracurricular activities, including research and case-study competitions.	.620	
I work collaboratively with my peers on project tasks outside of classroom hours.	.585	
I seek additional project opportunities beyond those required for my courses.	.518	
I am involved in at least one university club or society related to my field of study.	.140	Impact & Context of Project and Activities
I believe that participation in projects has significantly improved my practical skills.	.238	
I am satisfied with the level of faculty guidance I receive on my project work.	.302	
I believe that my project work has a real-world application and value.	.318	
I find the project activities assigned in my courses to be relevant and engaging.	.100	

The results indicate that ten survey variables are grouped into two clusters: project involvement / leadership and guidance, and impact & context of project and activities. The highest factor loading for the first principal component is for “I take on a leadership role in projects to ensure their successful completion.” (.828), while the lowest is “I seek out additional project opportunities beyond what is required for my courses.” (.518). The highest factor loading for the second principal component is for “I am involved in at least one university club or society related to my field of study.” (.727), while the lowest is “I find the project activities assigned in my courses to be relevant and engaging.” (.564) (see Table 12).

Table 13. Mean, SD, Alpha, Variances, and KMO Values

Scales	Mean	SD	Alpha	Variances	KMO
Project Involvement / Leadership	2.75	.84	.75	26.19%	.83
Impact & Context of Project & Activities	2.66	.87	.75	23.50%	

The variances of the first and second PCs are 26.19% and 23.50%, respectively. The mean of the first PC is lower than mid value ($2.75 < 3$) indicating that respondents disagreed with the statements of that take on a leadership role in projects to ensure their successful completion, they consistently contribute to the planning and execution of group projects, they are actively involved in extracurricular projects, like research or case study competitions, they work collaboratively with their peers on project tasks outside of classroom hours and they seek out additional project opportunities beyond what is required for my courses.

Similarly, the mean value of second PC is lower than mid value ($2.66 < 3$) indicating that respondents disagreed with the statement of that involved in at least one university club or society related to my field of study, they believe that participation in projects has significantly improved my practical skills, they are satisfied with the level

of faculty guidance they receive on their project work, they believe that their project work has a real-world application and value and they find the project activities assigned in their courses to be relevant and engaging (see Table 13).

Table 14. Summary of the Table of Independent T-test Results

Variable	Male mean	M. SD	Females mean	F. SD	Significance
Project Involvement / Leadership	2.84	.90	2.64	.75	P= .06>0.05
Impact and Context of Project and Activities	2.69	.91	2.62	.82	P= .56>0.05

Results of the student’s independent t-test indicated that the mean score for male (N = 139) on the first subscale, project involvement / leadership (M = 2.84, SD = .90), did not significantly differ [t (247) = 1.846, p = .06] from that of female (N = 108) for the same variable (M = 2.64, SD = .75). The results show that the mean score for male student’s (N = 139) on the second subscale, impact and context of project and activities (M = 2.69, SD = .91), did not significantly differ [t (247) = .57, p = .56] from that of female (n = 108) for the same variable (M = 2.62, SD = 0.82) (see Table 14).

Table 15. Regression Analysis of Model 1

Statistical tools	Model summary	Hosmer and Lemeshow Test	Omnibus Tests of Model Coefficient
Chi-Square		9.489	1.576
df		8	2
Significance		.303	.455
Cox & Snell R Square	.006		
Nagelkerke R Square	.009		
-2 Log likelihood	325.617		
Block zero overall %	62.3 %		
Block one overall %	62.3%		

Omnibus tests indicated that the computed model did not fit the data better than the basic model [$\chi^2 = 1.57$, $df = 2$, $p = .45$], with no significance at the 0.05 level. The Hosmer-Lemeshow test showed that $p = .303 > 0.05$, indicating that the regression model fit is insignificant. The results further showed an overall prediction accuracy of 62.3%. The results show the variance of the variable (.009 - .006) is 0.3 % which is not a significant variance (see Table 15).

Table 16. Binary Logistic Regression Model to Predict

Variables of the equation	B	S.E.	Wald	df	Sig.	Exp (B)	Exp (B)	
							Lower	Upper
Project Involvement / Leadership	-.158	.134	1.397	1	.237	.854	.657	1.110
Impact & Context of Project & Activities	-.053	.133	.160	1	.689	.948	.731	1.230
Constant	.508	.132	14.833	1	<.001	1.662		

The results show no association between the project involvement / leadership, Impact & Context of Project & activities and student engagement in class ($p > 0.05$) (see Table 16).

4.4 What are the primary self-study habits of students in the management program, including the average time dedicated each week and the types of resources utilized for independent learning?

Table 17. Factor Loadings of the First Independent Variable

Variables	Factors loading	Scale
I dedicate a significant amount of time each week to independent study outside of class.	.763	Academic Engagement
I regularly review and revise my lecture notes to deepen my understanding.	.713	
I dedicate a significant amount of time each week to independent study outside of class.	.656	
I proactively read additional books and articles related to my course topics.	.549	
I can manage my time effectively to balance self-study with other activities.	.788	Student Efficacy and Resource Utilization
I use online resources and academic databases to supplement my learning.	.751	
I believe that my self-study habits are a significant factor in my academic success.	.490	
I practice problems and exercises independently to master concepts.	.736	Active Preparation and Practice Activities
I prepare for upcoming classes by reading the assigned materials beforehand.	.655	
I prepare for upcoming classes by reading the assigned materials beforehand.	.568	

The results indicate that ten survey variables are grouped into three clusters: academic engagement, student efficacy and resource utilisation, and active preparation and practice activities. The highest factor loading for the first principal component is for “I dedicate a significant amount of time each week to independent study outside of class” (.763), while the lowest is “I proactively read additional books and articles related to my course topics” (.549). The highest factor loading for the second principal component is for “I can manage my time effectively to balance self-study with other activities” (0.788). In contrast, the lowest is “I believe that my self-study habits are a significant factor in my academic success” (0.490). The highest factor loading for the third principal component is for “I spend time practicing problems and exercises on my own to master concepts” (0.736). In contrast, the lowest is “I prepare for upcoming classes by reading the assigned materials beforehand” (0.568) (see Table 17).

Table 18. Mean, SD, Alpha, Variances, and KMO Values

Scales	Mean	SD	Alpha	Variances	KMO
Academic Engagement	2.69	.880	.72	21.244	.775
Student efficacy & Resource Utilisation	2.45	.878	.70	17.129	
Active Preparation & Practice Activities	2.60	.868	.75	16.403	

The variances of the first, second, and third PCs are 21.24%, 17.12%, and 16.40%, respectively. The mean of the first PC is lower than mid value ($2.69 < 3$) indicating that respondents disagreed with the statements that dedicate a significant amount of time each week to independent study outside of class, they regularly review and revise my lecture notes to deepen my understanding they dedicate a significant amount of time each week to independent study outside of class and they proactively read additional books and articles related to my course topics.

The mean value of the second PC is lower than the mid value ($2.45 < 3$), indicating that respondents disagreed with the statement that they can manage their time effectively to balance self-study with other activities, they use online resources and academic databases to supplement their learning, and they believe that their self-study habits are a significant factor in their academic success.

Similarly, the mean of the third PC is below the midpoint ($2.60 < 3$), indicating that respondents disagreed with the statements that they spend time practicing problems and exercises on my own to master concepts and that they prepare for upcoming classes by reading the assigned materials beforehand (see Table 18).

Table 19. Summary of the Table of Independent T-test Results

Variable	Male mean	M. SD	Females mean	F. SD	Significance
Academic Engagement	2.75	.89	2.65	.84	$P=.392>0.05$
Student Efficacy and Resource Utilisation	2.62	.91	2.23	.77	$P=.001<0.05$
Active Preparation and Practice Activities	2.60	.89	2.53	.76	$P=.534>0.05$

Results of the student's independent t-test indicated that the mean score for male ($N = 139$) on the first subscale, academic engagement ($M = 2.75$, $SD = .89$), did not significantly differ [$t(247) = .858$, $p = .39$] from that of female ($N = 108$) for the same variable ($M = 2.65$, $SD = .84$). The results show that the mean score for male student's ($N = 139$) on the second subscale, student efficacy and resource utilisation ($M = 2.62$, $SD = .91$), significantly differ [$t(247) = 3.556$, $p = .001$] from that of female ($n = 108$) for the same variable ($M = 2.23$, $SD = 0.77$). The results show that the mean score for male student's ($N = 139$) on the third subscale, active preparation and practice activities ($M = 2.60$, $SD = .89$), did not significantly differ [$t(247) = .623$, $p = .53$] from that of female ($N = 108$) for the same variable ($M = 2.53$, $SD = 0.76$) (see Table 19).

Table 20. Regression Analysis of Model 1

Statistical tools	Model summary	Hosmer and Lemeshow Test	Omnibus Tests of Model Coefficient
Chi-Square		4.509	5.769
df		8	3
Significance		.808	.123
Cox & Snell R Square	.023		
Nagelkerke R Square	.032		
-2 Log likelihood	320.476		
Block zero overall %	62.2 %		
Block one overall %	63%		

Omnibus tests indicated that the computed model did not fit the data better than the basic model [$\chi^2 = 5.76$, $df = 3$, $p = .123$], with no significance at the 0.05 level. The Hosmer-Lemeshow test showed that $p = .808 > 0.05$, indicating that the regression model fit is insignificant. The results further showed an overall prediction accuracy of 63.0%. The results show the variance of the variable (.032 - .023) is 0.9 % which is not a significant variance (see Table 20).

Table 21. Binary Logistic Regression Model to Predict

Variables of the equation	B	S.E.	Wald	df	Sin	Exp (B)	Exp (B)	
							Lower	Upper
Academic Engagement	.008	.134	.003	1	.95	1.00	.77	1.30
Student Efficacy and Resource Utilisation	-.158	.135	1.36	1	.24	.85	.65	1.11
Active Preparation and Practice Activities	-.283	.138	4.24	1	.03	.75	.57	.98
Constant	.511	.134	14.65	1	<.001	1.66		

The results show no association between the academic engagement, student efficacy and resource utilisation and student engagement in class ($p > 0.05$). However, the results show a positive association between active preparation and practice activities and student engagement in class (Odds = $.753 < 1$; $p = .039 < 0.05$; $B = -.283 < 1$) (see Table 21).

Discussion

Our study successfully addressed the core problem of empirically linking undergraduate students' proactive academic involvement to their satisfaction with the quality of teaching in Nepalese higher education. The key finding indicates a positive and significant associate between academic engagement and teaching satisfaction. This suggests that when students are more academically engaged, they are more likely to value and perceive greater benefits from their faculty's instruction. The study's results would be discussed in the context of four crucial dimensions of student behaviour active class engagement, frequency of student-faculty interaction, participation in project activities, and rigorous self-study habits all of which are hypothesised to positively influence students' assessments of the program's pedagogy.

The findings also provide empirical support for applying disconfirmation theory in the higher education context. As the theory highlights, a positive association between disconfirmation and satisfaction is expected: higher disconfirmation (i.e., when performance exceeds expectations) is associated with higher satisfaction. The general report of moderate to high academic engagement and a strong sense of satisfaction suggests that teaching performance in Nepalese institutions generally meets or exceeds students' initial expectations, resulting in positive disconfirmation and high satisfaction. The study's results align with the broader literature emphasising the importance of the student-teacher relationship and the learning environment as key drivers of satisfaction. Furthermore, the study fills a knowledge gap by examining academic involvement as a direct predictor of satisfaction with teaching quality, rather than relying only on broad service-quality measures or institutional facilities.

Conclusion

This study systematically examined the relationship between undergraduate students' proactive academic involvement and their satisfaction with teaching quality in Nepalese higher education. The research successfully utilised a cross-sectional survey design to collect data from a sample of 250 management students across higher education institutions in Nepal.

The findings indicate that students generally report moderate to high levels of academic engagement and a strong sense of satisfaction with the quality of instruction. Most critically, the analysis confirms a positive and significant associate between academic engagement and teaching satisfaction. This finding supports the core hypothesis that students who are more academically engaged through active class

participation, frequent student-faculty interaction, involvement in project activities, and rigorous self-study tend to highly value and benefit from their instructors' performance and pedagogy.

By confirming this relationship, the study fills a critical knowledge gap, as the literature often evaluates satisfaction using broad service-quality measures rather than academic involvement as a direct predictor. The results align with and support the application of Disconfirmation Theory, suggesting that the teaching quality delivered generally meets or exceeds the students' expectations, resulting in positive satisfaction.

Ultimately, this research provides the essential, evidence-based insights that administrators lacked to design targeted interventions efficiently. The results provide clear direction for higher education institutions by establishing that enhancing student engagement across its four dimensions is a strategic lever for boosting overall student satisfaction and perceived teaching quality in the Nepalese management program.

Recommendations

Based on the study's findings regarding the positive associate between academic involvement and student satisfaction with teaching quality, the following recommendations are suggested for various stakeholders:

For Higher Education Institutions and Administrators

Prioritise and Actively Encourage Student Engagement: Institutions should prioritise strategies that actively encourage student engagement and participation across all management programs. Resources should be strategically allocated to bolster the four key dimensions of academic involvement identified in the study (Engagement, Interaction, Projects, Self-Study).

Strengthen Quality Student-Faculty Interaction: Develop formal and informal mechanisms to increase the frequency and perceived quality of interaction between students and faculty outside of basic course requirements. This could include expanding dedicated office hours, promoting mentorship programs, and

creating spaces for regular discussions of academic and career goals to enhance student satisfaction.

Invest in Project-Based Learning: Increase the focus on project activities that allow students to assume leadership roles and apply concepts in real-world settings. Ensure adequate faculty guidance is provided for project work, as this significantly improves students' practical skills and positively influences their perception of teaching quality.

Develop Self-Study Skills: Implement targeted programs or workshops designed to enhance the consistency and rigor of students' self-study habits, including effective time management and the proactive use of supplemental resources. This addresses the need to understand whether resources should be allocated to improving self-study skills to most effectively boost satisfaction.

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