

Exploring the Determinants of Undergraduate and Graduate Students Satisfaction with College Management

Sagar Thapa*

Abstract

Understanding the determinants of student satisfaction with college management is vital for improving the educational experience. This study investigates undergraduate and postgraduate students' satisfaction regarding academic support, campus facilities, extracurricular activities, professional development opportunities, and career and mentorship support. Data were collected from 1,014 students across colleges in Nepal, domestic and foreign-affiliated universities, including Purbanchal University, Far-Western University, Tribhuvan University, Pokhara University, Gandaki University, Lincoln University College Malaysia, HELP University Malaysia, and Asia Pacific University of Technology and Innovation. The study highlights how these factors influence satisfaction levels and offers actionable insights for institutions. By addressing gaps in quality management and student satisfaction, this research provides a foundation for enhancing institutional performance. Identifying ways to optimize these components can improve student outcomes, retention rates, and overall success, contributing to better educational experiences and institutional metrics.

Keywords: higher education, campus infrastructure, academic support, college administration, student satisfaction.

Introduction

In a progressively globalized instructive environment, understanding the components that impact understudy fulfillment has become basic for higher instruction education endeavoring to stay competitive. Understudy fulfillment may be a key pointer of organization victory, influencing maintenance rates, scholastic execution, and regulation notoriety. Past investigations have appeared that variables such as a scholarly bolster, campus foundation, regulatory viability, and fetched openness altogether shape students' general encounters and fulfillment levels (Weerasinghe et al., 2018). In addition, the worldview move toward student-centered instruction emphasizes all-encompassing advancement past scholastics, centering on individual development, proficient abilities, and career status.

A few considerations highlight the significance of different determinants of understudy fulfillment. Gurung, Chapagain, and Thapa (2023) found that scholastic and non-academic administrations essentially impact commerce students' fulfillment in Nepali teaching, with scholarly administrations having a more grounded effect. Adhikari (2023) emphasized the part of benefit quality in forming students' recognitions and encounters at

Tribhuvan College, connecting tall fulfillment levels to made strides in maintenance and positive word-of-mouth. Agreeing to Allam and Malik (2020), workforce bolster, campus life, and foundation are key indicators of fulfillment among commerce understudies in Saudi Arabia. Espinoza et al. (2017) highlighted program quality and college notoriety as major variables influencing post-graduation fulfillment in Chile, whereas Tandilashvili (2019) emphasized the part of regulatory responsiveness and considered the environment in Georgian colleges.

This study investigates undergraduate and graduate students' satisfaction in areas such as academic support, campus facilities, extracurricular and event engagement, soft and professional skill development opportunities, and career and mentorship support. By exploring these dimensions, the research aims to provide actionable insights for educational institutions to foster student-centered environments that enhance satisfaction, retention, and long-term success.

Literature review

One of the main measures of the effectiveness and quality of higher education is student satisfaction which is influenced by several elements including

* Mr. Thapa is currently serving as BBA/MBA Coordinator SOBM at Texas College of Management and IT, Kathmandu, E-mail: thapasir509@gmail.com

faculty campus life staff administrative support and infrastructure. According to Allam and Malik (2020), these factors influence students' academic experiences overall and have a positive and significant relationship with one another. The best predictors of academic support satisfaction were faculty and campus life. This illustrates the importance of encouraging social and academic environments for successful student outcomes. Nonetheless, the majority of students indicated a moderate level of satisfaction in the survey therefore institutions must make improvements in these areas if they hope to meet student expectations.

Research in higher education has continued to focus on the elements that influence students' satisfaction with college management. The majority of these studies have concluded the various elements that affect student satisfaction such as administrative effectiveness faculty caliber campus infrastructure and academic support services. As an example, Luo Siming et al. (2015) highlighted how student experiences are shaped by relationships with teacher's faculty readiness and campus conditions. Students' overall satisfaction has been greatly influenced by positive interactions between them and their teachers well-maintained support services and engaging campus activities. According to these findings, educational institutions must continuously adapt and enhance their offerings to satisfy the evolving needs of their students.

Academic and non-academic factors are the most significant determinants of student satisfaction according to additional research by Guo Kai (2016) and Tandilashvili (2019). Guo's empirical research which was supported by the constructivist learning philosophy as well found that infrastructure curriculum design and teacher quality were the main determinants of satisfaction levels. According to Tandilashvili's study at Georgias Ilia State University student satisfaction was significantly influenced by faculty involvement program reputation and administrative responsiveness. Together these studies highlight the multifaceted nature of student satisfaction and the significant positive impact that supportive campus environments and

all-encompassing approaches to academic success have on students' experiences.

The notion of student satisfaction has also been expanded to encompass social institutional and personal aspects through meta-analyses and cross-cultural research. According to Than and Khaing (2020) learning environments institutional reputation and self-efficacy are all powerful indicators of student satisfaction in higher education. More recently Weerasinghe and Fernando (2018) also underlined the need for high-caliber faculty sufficient administrative assistance and learning-relevant facilities in Sri Lankan universities. These studies demonstrate how academic social and infrastructure factors work together to give students overall high levels of satisfaction and to help an institution succeed.

The role of gender in university satisfaction in the Gulf region was examined by Parahoo Harvey and Tamim (2013). The findings indicated that while both genders were significantly impacted by university's reputation male students were more affected by faculty competence. However female students valued the reputation of the institution more. Higher education institutions must implement inclusive strategies to create welcoming and equitable environments for a variety of student populations as demonstrated by this gender-based disparity.

Similarly, Ahmad (2014) examined student satisfaction on Malaysian international branch campuses emphasizing the learning environment program quality and university reputation. Students viewed modern infrastructure and other facilities as well as a globally recognized degree as being extremely important however they also recommended improvements in the latter area including support services and infrastructure. International universities must strike a balance between academic excellence and ongoing campus and student service improvements in order to remain competitive and meet the increasingly varied expectations of their student body. These findings have significant ramifications for these institutions.

Apadhayaya and associates. In their investigation of graduate students' perceptions of distance and online education in Nepal amid the COVID-19 pandemic (2021) found notable distinctions

This study examines undergraduate and graduate student satisfaction across academic support, campus facilities, extracurricular activities, skill development, and career mentoring, aiming to identify key factors that enhance student-centered experiences, retention, and long-term success in higher education.

between students in rural and urban areas. Due to several factors including limited access to digital resources and teachers who lack ICT skills which led to subpar ODL students in rural areas exhibit more negative attitudes. The non-academic aspects of service quality will determine student satisfaction ratings in higher education. It identifies critical perceptions that are required to increase efficacy including quality opportunity relevance and support and it advocates for improvements in ODL institutions infrastructure and teacher training to accomplish this. The general quality of services offered to students at Prithvi Narayan Campus was rated as average by the students. The most important factors influencing happiness were found to be extracurricular activities. Listed in ascending order of decreasing intensity social events canteen services first-aid services and non-academic staff services are the other factors that contribute to happiness. As these factors collectively explained 25.8% of the variation in student satisfaction it is clear how critical it is to enhance these aspects for better student experiences. Adhikari (2023) asserts this.

The research on the effects of academic and non-academic services on the satisfaction of business students at Pokhara University is expanded by this study by Gurung Chapagain and Thapa. Their study found that academic and non-academic services were the main determinants of student satisfaction with academic services having a greater influence. The subject-matter expertise of teachers an internationally synchronized course framework effective communication teaching resources and constructive criticism were some of the academic factors that positively impacted student satisfaction. This demonstrates the connection between student satisfaction and faculty competency and curriculum supporting previous research in related contexts. Teeroovengadam et al. (2016); Bell, (2022).

Nutsugbodo et al. (2024) To determine how motivation affects emotional attachment and experiential value in relation to students' satisfaction and subjective well-being performance 2024 examined the factors influencing college students' attitudes toward

taking part in Campus-Based Events (CBEs) using the S-O-R theory. With 840 participants this study validates that emotional attachment and experiential value significantly mediate the relationship between motivation and favorable outcomes. All six hypotheses tested were found to be significant. These results emphasize how crucial it is for event planners to take into account the underlying motives of students and create worthwhile emotionally charged experiences that are bolstered by successful marketing techniques to increase participation. By providing organized and significant events on campus this study offers important insights into enhancing students' happiness and wellbeing.

Korobova (2012) investigated how American and international students differed in their levels of academic success satisfaction and student engagement using data from NSSE. The findings showed that by their senior year international student's initial higher levels of engagement had leveled out. These modes of engagement and results were found to be significantly influenced by critical mass and institutional type. To achieve even greater levels of improvement in student engagement and academic success for all students this results in a call to action to further improve support services and inclusive practices.

Overall student satisfaction in higher education is significantly impacted by student participation in campus events. This correlation was investigated at Anderson University by Reed and da Silva (2007). Students' involvement and satisfaction were found to be moderately positively correlated with the degree of involvement accounting for 12% of the variance in satisfaction. Higher satisfaction levels were the outcome of participation in a variety of activities including the club's athletics and campus events. The study thus demonstrates that universities must offer more chances for student involvement to improve satisfaction and retention.

Schatschneiders (2014) study emphasizes how extracurricular activities can have a significant impact on student's happiness and success. Her research which is based on fundamental theories like Astins Developmental Theory of Involvement and Kuhs work based on the National Survey of

Student Engagement (NSSE) has looked at how particular activity types affect outcomes like GPA, job placement and post-graduation satisfaction. Research shows that while social and identity-based clubs typically experience lower academic performance with higher satisfaction academically oriented clubs—like school newspapers and leadership organizations—receive higher GPAs. Schatschneiders work reaffirms that for the best academic and personal development engagement across activity types must be balanced and varied. Her work has several practical ramifications for institutional strategies and student services.

For racial and ethnic minority students in higher education faculty mentoring is one of the most crucial elements in raising program satisfaction. Tram and associates. (2023) found that by creating a feeling of community offering academic support and providing opportunities for professional growth supportive faculty mentoring greatly improves minority students' academic experiences. This mentorship has a positive impact on students' overall satisfaction with their educational programs in addition to helping them succeed academically. It also highlights the organized mentoring programs that will support the development of inclusive classrooms that cater to the various needs of minority students.

Medical students are much more satisfied with their career planning when they participate in extensive career development programs. Zink et al. (2007) observed that by providing individualized counseling mentorship and resources pertinent to their professional objectives a structured career development program increased student's confidence in their ability to make career decisions. Their overall level of satisfaction with their educational experience increased as a result of this support system's ability to both clarify career pathways and lessen the anxiety associated with potential career decisions. The study highlights the necessity of integrated career support services to promote the well-being and success of medical education students.

Although student satisfaction plays a significant mediating role in this relationship skill development training is the most important strategy for improving student performance.

Ali and colleagues. found that students who participated in a well-designed skill development program expressed greater levels of satisfaction which had a direct impact on their academic achievement and practical skills Ali et al. (2024). According to the study students' engagement and results are greatly increased when training programs are in line with their career goals and offer practical learning opportunities. These results highlight the role that skills development initiatives play in promoting academic success and satisfaction.

Student satisfaction in higher education is strongly influenced by academic quality, faculty competence, campus infrastructure, administrative support, extracurricular engagement, mentoring, and career services, with holistic, student-centered approaches that integrate teaching, co-curricular activities, skill development, and inclusive support proving essential for enhancing engagement, retention, and long-term success.

Methodology

Undergraduate and graduate students' satisfaction with academic assistance, campus amenities and infrastructure, extracurricular activities, professional development opportunities, and career and mentoring support is examined in this study using a quantitative research methodology. Information was gathered from a sample of 1,014 students who were enrolled in colleges throughout Nepal, affiliated with both domestic and international universities like Asia Pacific University of Technology and Innovation, Lincoln University College Malaysia, HELP University Malaysia, Tribhuvan University, Pokhara University, Gandaki University, Purbanchal University, and Far-Western University. A 4-point Likert scale, from "Not Important" to "Extremely Important," was used in a standardized survey to gauge student opinions and satisfaction.

The research paper, therefore, attempts to depict the impact of these factors on student satisfaction and also provides handy recommendations for improvement within an organization. The responses were selected by the stratified random method so that representatives from different

Student satisfaction in higher education is a multidimensional construct driven by the synergy of academic rigor, faculty competence, and infrastructure, further enhanced by non-academic pillars such as extracurricular engagement, inclusive mentoring, and career development services that collectively foster institutional loyalty and student well-being

This study uses a quantitative survey of 1,014 undergraduate and graduate students from Nepalese colleges affiliated with domestic and international universities. Inferential analysis is used.

demographic backgrounds and various academic programs were represented. SPSS is used for data analysis to study the relationship between the independent factors with the dependent variable, which is student happiness. It also applies descriptive statistics, correlation analysis, and multiple regression analysis. This will help to better educational experiences and results, and improve institutional performance and retention by mending prevailing gaps regarding quality management and satisfaction.

Hypothesis

H1: Academic support has a significant positive impact on undergraduate and graduate satisfaction with college management.

H2: Campus infrastructure and facilities are positively associated with undergraduate and graduate satisfaction with college management.

H3: Engagement in extracurricular activities and campus events significantly enhances undergraduate and graduate satisfaction with college management.

H4: Opportunities for soft and professional skills development positively influence undergraduate and graduate satisfaction with college management.

H5: Career and Mentorship Support positively influences undergraduate and graduate satisfaction with college management.

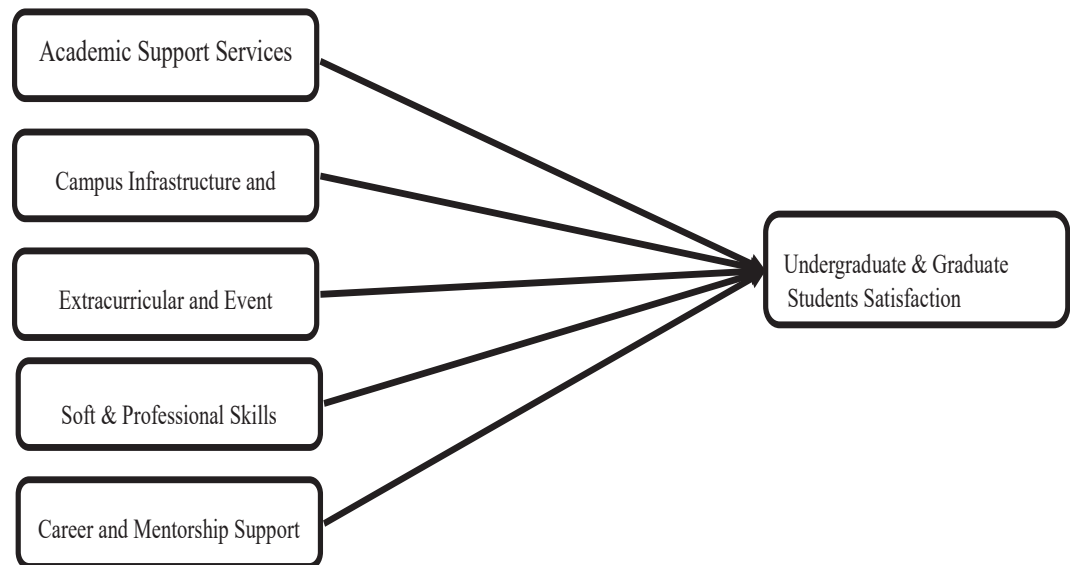


Figure: 1 Conceptual Framework

The regression model shows that career mentorship, infrastructure, academic support, extracurricular engagement, and soft skill development strongly predict student satisfaction, explaining 88.2% of the variance (R² = .882, Adjusted R² = .881) with a standard error of .489.

Data analysis and findings

Table 1 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.939a	0.882	0.881	0.48853

a Predictors: (Constant), Career_Mentorship_Support, Infrastructure, Academic_Support, Extracurricular_Event_Engagement, Soft_Professional_Skills_Development_Opportunities

The regression model's overall performance is shown in the Model Summary table. The dependent variable (Undergraduate/Graduate Satisfaction with College Management) and the predictors (Career Mentorship Support, Infrastructure, Academic Support, Extracurricular Event Engagement, and Soft Professional Skills Development Opportunities) have a robust positive correlation, as indicated by the R-value (0.939). The model's predictors account for 88.2% of the variance in student satisfaction with college administration, according to the R Square value of 0.882. Because it considers the number of predictors, the Adjusted R Square (0.881) is a more trustworthy metric for models with several predictors. The precision of the model is indicated by the Standard Error of the Estimate (0.48853), which shows the average separation between the observed values and the regression line.

Table 2 ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1782.905	5	356.581	1494.07	<.001b
Residual	239.619	1004	0.239		
Total	2022.524	1009			

a Dependent Variable: Undergraduate_Graduate_Satisfaction_with_College_Management

b Predictors: (Constant), Career_Mentorship_Support, Infrastructure, Academic_Support, Extracurricular_Event_Management, Soft_Professional_Skills_Development_Opportunities.

The regression model's overall significance is assessed in the ANOVA table. With a significance level (Sig.) of less than 0.001 and a very high F-statistic value (1494.068), the regression model demonstrates that the predictors taken together have a statistically significant effect on the dependent variable. How much of the variance in student satisfaction can be explained by the regression model (1782.905) as opposed to the unexplained variation (239.619) is shown by the Sum of Squares and Mean Squares values. For regression (5), the number of predictors is represented by the degrees of freedom (df), the sample size less the number of predictors, and the constant is represented by the residual (1004).

Table 3 Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	2.317	0.115		20.092	<.001
Academic Support	-0.013	0.012	-0.016	-1.101	0.271
Infrastructure	-0.008	0.012	-0.009	-0.621	0.535
Extracurricular and Event Engagement	0.058	0.014	0.067	4.156	<.001
Soft and Professional Skills Opportunities	0.104	0.016	0.122	6.471	<.001
Career and Mentorship	0.651	0.017	0.804	38.181	<.001

a Dependent Variable:

Undergraduate and Graduate Satisfaction with College Management

The relative impact of different factors on undergraduate and graduate satisfaction with college administration is shown in the coefficients table. With the greatest standardized coefficient (Beta = 0.804) and a statistically significant result ($p < 0.001$), Career Mentorship is the predictor that has the strongest positive influence and is the most important factor affecting satisfaction. Although its influence is relatively less, Soft Professional Skills Development also has a significant positive contribution (Beta = 0.122, $p < 0.001$), followed by Extracurricular Event Engagement (Beta = 0.067, $p < 0.001$).

However, there are no discernible effects of Academic Support (Beta = -0.016, $p = 0.271$) or Infrastructure (Beta = -0.009, $p = 0.535$) on satisfaction, indicating that these characteristics might not be essential in this particular situation. When all predictors are held constant, the baseline level of satisfaction is represented by the constant (B = 2.317, $p < 0.001$). Overall, the results highlight the value of developing soft professional skills and career mentoring in raising student satisfaction with college administration.

The regression coefficients indicate that Career Mentorship has the strongest positive effect on student satisfaction ($\beta = 0.804$, $p < .001$), followed by Soft Professional Skills Development ($\beta = 0.122$, $p < .001$) and Extracurricular Event Engagement ($\beta = 0.067$, $p < .001$), while Academic Support ($\beta = -0.016$, $p = .271$) and Infrastructure ($\beta = -0.009$, $p = .535$) show no significant impact, with the constant at B = 2.317 ($p < .001$).

The ANOVA results indicate that the regression model is statistically significant, $F(5, 1004) = 1494.068$, $p < .001$, showing that the combined predictors explain a substantial portion of the variance in student satisfaction, with the regression sum of squares = 1782.905 and residual sum of squares = 239.619.

The strongest determinants of student satisfaction are career support, personal mentorship, and professional skill development, indicating that students prioritize holistic growth and employability over traditional academic or infrastructure factors.

Conclusion

This study focuses on the main determinants of undergraduate and graduate satisfaction with college management and identifies Career and Mentorship Support and Soft and Professional Skills Development Opportunities as the most influential. Career and Mentorship Support turned out to be the strongest predictor, proving that personal mentorship may become a game-changing factor in students' experiences and building trust in institutional management. Correspondingly, soft and professional skills development initiatives prepare students to face real-life challenges and thus contribute to their overall satisfaction.

With extra-curricular and event engagement playing a meaningful role in the vibrancy of campus life, support for academic and infrastructure insights seemed to carry less weight in this study, thus far suggesting that student satisfaction depends more on personal growth opportunities and direct engagement with career and professional aspirations.

These findings point out that mentoring programs, skill-building initiatives, and engaging extracurricular activities need to be hardwired into the core educational mission of every institution.

References

- Adhikari, S. (2023). Students' satisfaction on service quality at Prithvi Narayan Multiple Campus of Tribhuvan University in Nepal. *Nepalese Journal of Public Affairs*, 1(1), 81-100.
- Ahmad, S. Z. (2014). Evaluating student satisfaction of quality at international branch campuses. *Assessment & Evaluation in Higher Education*, 40(4), 488–507.
- Ali, A., Khan, S. K., & Ashraf, M. (2024). The Influence of Skill Development Training on Student Performance: Unveiling the Key Role of Student Satisfaction. *Bulletin of Multidisciplinary Studies*, 1(3), 146-155.
- Allam, Z., & Malik, A. (2020). Exploring the predictors of student satisfaction: A case of undergraduate business school in Kingdom of Saudi Arabia. *Universal Journal of Educational Research*, 8(11B), 5760-5767.
- Espinoza, O., González, L. E., McGinn, N., Castillo, D., & Sandoval, L. (2017). Factors that affect post-graduation satisfaction of Chilean university students. *Studies in Higher Education*, 44(6), 1023–1038.
- Flores, A. M. (2023). Student Satisfaction and Academic Success With Mentoring. In *Multifaceted Analysis of Sustainable Strategies and Tactics in Education* (pp. 184-220). IGI Global.
- Gurung, S. K., Chapagain, R., & Thapa, K. (2023). Business student satisfaction: The role of academic and non-academic services in higher education institutions. *Journal of Business and Management*, 7(02), 125-139.
- Guo, K. (2016). Empirical study on factors of student satisfaction in higher education. *Revista Ibérica De Sistemas e Tecnologias De Informação*, (E11), 344.
- Ibrahim, M. Z., Ab Rahman, M. N., & Yasin, R. M. (2014). Determining Factors of Students' Satisfaction with Malaysian Skills Training Institutes. *International Education Studies*, 7(6), 9-24.
- Kumar Sharma, S., Kumar Chandel, J., & Madhumohan Govindaluri, S. (2014). Students' acceptance and satisfaction of learning through course websites. *Education, Business, and Society: Contemporary Middle Eastern Issues*, 7(2/3), 152-166.
- Luo, S., Niamatullah, Gao, J., Xu, D., & Shafi, K. (2015). Factors leading to students' satisfaction in higher learning institutions. *Journal of Education and Practice*, 6(31), 114-118.
- Marques, J., & Estima, A. (2021, July). Organizing Events as a Tool to Develop Marketing Skills—the actualize. The Event Case Study. In *7th International Conference on Higher Education Advances (HEAd'21)* (pp. 1121-1129). Editorial Universitat Politècnica de València.
- Munir, S., & Zaheer, M. (2021). The role of extra-curricular activities in increasing student engagement. *Asian Association of Open Universities Journal*, 16(3), 241-254.
- Nutsugbodo, R. Y., Blankson-Stiles-Ocran, S., Osei, B. A., Afful, B. E. B., Kuuder, C.-J. W., Alhassan, T. Z., Akogo, J., Obeng, E., Agyiri, P. D., & Amponsah, G. N. (2024). University students' participation in campus-based events. *International Journal of Event and Festival Management*, 15(4), 450-468.
- Parahoo, S. K., Harvey, H. L., & Tamim, R. M. (2013). Factors influencing student satisfaction in universities in the Gulf region: does gender of students matter? *Journal of Marketing for Higher Education*, 23(2), 135–154.

- Reed, W. D., & da Silva, S. P. (2007). The relation between college student involvement and satisfaction. *Modern Psychological Studies*, 12(2), 3.
- Schatschneider, D. (2014). Extracurricular involvement and its effect on student success and student satisfaction.
- Scribner, L. (2019). Peer mentoring effect on student satisfaction at a two-year institution. *University of South Florida*.
- Tandilashvili, N. (2019, June). Factors influencing student satisfaction in higher education. The case of a Georgian state university. In *Proceedings of the 13th International RAIS Conference on Social Sciences and Humanities* (pp. 39-54). Scientia Moralitas Research Institute.
- Than, W. W., & Khaing, N. N. (2020). A meta-analysis on factors influencing student satisfaction in higher education. *Journal of the Myanmar Academy of Arts and Science*, 18(9B), 393-404.
- Tram, J. M., Nwankwo, N., Khan, A. N., & Sabado, J. A. (2023). Impact of faculty mentoring on ethnic and racial minority student program satisfaction. *Scholarship of Teaching and Learning in Psychology*, 9(1), 50.
- Upadhayaya, P. R., Sharma, B., Gnawāli, Y. P., & Belbase, S. (2021). Factors influencing graduate students' perception of online and distance learning in Nepal. *Turkish Online Journal of Distance Education*, 22(3), 236-269.
- Van der Schyff, R., Botha, D., & Ellis, S. (2018). Undergraduate students' perceptions of factors affecting job satisfaction. *SA Journal of Human Resource Management*, 16(1), 1-10.
- Weerasinghe, I. M. S., & Fernando, R. L. S. (2017). Students' Satisfaction in Higher Education. *American Journal of Educational Research*, 5(5), 533-539.
- Weerasinghe, I. M. S., & Fernando, R. L. S. (2018). Critical factors affecting students' satisfaction with higher education in Sri Lanka. *Quality Assurance in Education*, 26(1), 115-130.
- Zink, B. J., Hammoud, M. M., Middleton, E., Moroney, D., & Schigelone, A. (2007). A comprehensive medical student career development program improves medical student satisfaction with career planning. *Teaching and Learning in Medicine*, 19(1), 55-60.