

# A Study on Student's Satisfaction in The Education Sector with Reference to International and National Avenues

DR. HIREN HARSORA<sup>1</sup>, SIDDHI ANIL JAIN<sup>2</sup>, DIGVIJAY VILAS KAPADNIS<sup>3</sup>

<sup>1</sup> Assistant Professor, Parul University

<sup>2, 3</sup> MBA Student, Parul University

*Abstract— Student happiness in the educational field has a big impact on their achievements, experiences in the classroom, and general well-being. The purpose of this research article is to improve our comprehension of the elements involved in delivering high-quality education by investigating the factors that affect student happiness in both national and international educational contexts. This study identifies a number of key factors that influence student happiness through a thorough analysis of the body of research. These factors include the standard of instruction, the curriculum's applicability, the setting for learning, academic assistance services, extracurricular pursuits, and the reputation of the institution. This study employs a mixed-methods approach in its methodology, gathering data from individuals enrolled in various educational programmes across several nations through a combination of surveys that are quantitative and qualitative conversations. It attempts to give a thorough knowledge regarding student happiness, covering both quantitative measures and qualitative viewpoints, through making use of mathematical modelling and theme coding. The research findings should provide light on the little differences in satisfaction among pupils between national and foreign educational pathways. In addition, the goal is to identify areas of improvement and successful techniques in both situations, providing practitioners, administrators, and policymakers in education with practical suggestions. Beyond the confines of academia, the research's consequences could be advantageous for educational organisations, students, companies and society at large. Understanding the elements that influence student happiness better would enable institutions to better tailor their services and programmes to the wide range of demands of their undergraduate body, which will eventually increase academic performance and have a greater positive impact on society. This study essentially contributes to the current discourse on preserving and enhancing quality in the field of education by highlighting the importance of studentcentered methods in fostering an atmosphere that is favourable to learning, development,*

*and personal growth. This is accomplished by comparing national and international educational pathways.*

## I. INTRODUCTION

In the rapidly changing global environment of today, education plays a critical role in advancing society by cultivating individuals with the skills to navigate the complexities of the modern world. The satisfaction of students is essential to the success of any educational system, as it directly impacts their involvement, motivation, and overall academic achievement. For educational institutions aiming to provide quality education and foster a supportive learning environment, understanding the elements that contribute to student satisfaction is crucial.

In-depth research on student happiness in the field of education is the goal of this paper, which places special attention on national and international contexts. By examining all of the variables influencing student satisfaction, this research hopes to provide insightful information to practitioners, administrators, and educational officials who are looking to raise the standard of instruction. Because student satisfaction has a significant impact on academic performance and institutional success, this research is important. A happy learner is inclined to complete their coursework more actively, engage in extracurricular activities with enthusiasm, and perform better academically. A lively and encouraging learning community is also fostered by satisfied students, who are more likely to exhibit positive opinions towards their institutions.

It has been established that a wide range of student satisfaction indicators have an impact on how students perceive and experience their education. These

variables cover a wide range of elements that make up the learning environment, including the calibre of the instructors, the curriculum's applicability, the accessibility of learning materials, the provision of academic assistance services, extracurricular activities, the prestige of the university, and the general atmosphere of the campus. To improve educational experiences and outcomes, it is essential to comprehend how these aspects interact and impact student happiness in order to build effective interventions and initiatives.

Our study compares the satisfaction of students in national and international pathways in an effort to identify key themes, distinctions, and particular difficulties encountered in each vertical. which seeks to demonstrate how institutional, social, and cultural elements affect students' perceptions and levels of satisfaction in order to advance a more sophisticated knowledge of quality education and its effects worldwide. Because of this, the comparison analysis provides educational institutions looking to acquire and investigate in response to changing student requirements and preferences with useful verticals.

In summary, this study suggests that we expand our understanding of student satisfaction in the area of instruction, focusing on national and international pathways. By evaluating the various factors that affect students' experiences, we seek to provide evidence-based guidance for enhancing the calibre of instruction, raising student involvement, and promoting positive results. Lastly, by highlighting the importance of student-centered policies in guaranteeing educational achievement for those who require it, this study contributes to the larger conversation on institutional excellence and equal opportunity.

## II. SCOPE OF THE STUDY

The study looked at the factors that influence student satisfaction. Sections of the investigation paper will conduct a comparative examination of the major elements impacting student happiness in both worldwide and national educational environments. This study seeks to uncover parallels, variations, and unique issues within each context by analysing characteristics such as teaching curriculum creation,

quality, educational setting, assistance services, and institutional reputation. This analysis will provide helpful insights into the variables that contribute to learner satisfaction across various educational settings, as well as the purpose of study educating evidencebased strategies for improving the quality of education and promoting successful educational results.

## III. PURPOSE OF THE STUDY

This study aims to evaluate and examine student satisfaction in the education sector from both national and international perspectives. Through an analysis of the variables that affect student satisfaction—teaching effectiveness, relevance of the curriculum, learning environment, academic support services, and institutional reputation—this research attempts to shed light on the subtle differences between students' experiences in various educational environments. By conducting a thorough examination of both qualitative interviews and quantitative surveys, the research aims to identify commonalities, distinctions, and particular difficulties in each setting. In the end, the study seeks to provide evidence for tactics that will raise educational standards, encourage student participation, and enhance learning outcomes all around.

## IV. BACKGROUND

Through providing people with the knowledge, skills, and competences necessary for both individual and societal growth, the education sector plays a critical role in determining the future of societies. In this regard, it becomes clear that a key measure of the efficacy and caliber of education is student satisfaction. Several studies have demonstrated how crucial it is to comprehend and improve student satisfaction in order to foster engagement, retention, and academic performance. However, different educational environments, particularly national and international ones, may have diverse characteristics influencing student satisfaction. Study abroad programs and international student exchanges are examples of international education initiatives that offer special possibilities and challenges that may have a different effect on student satisfaction than local educational institutions. Empirical study is therefore

required to analyze and contrast student happiness in these various circumstances.

## V. OBJECTIVES

1. To determine and contrast the major determinants of student satisfaction in domestic and international educational settings.
2. To investigate how various educational contexts—cultural, social, and institutional—affect students' pleasure.
3. To offer practical suggestions to practitioners, administrators, and policymakers in the field of education to raise student satisfaction and raise the standard of instruction in both domestic and foreign contexts.

## VI. LITERATURE REVIEW

The amount of study on student satisfaction in education offers a complex picture influenced by a wide range of factors. According to research, the three most important characteristics that influence student satisfaction are the learning environment, curricular relevance, and instructional quality (Elliott & Healy, 2018; Kember et al., 2020). Furthermore, research has shown that extracurricular events, academic support offerings, and administrative prestige all have an important influence on how students view their experiences.

Cultural and institutional differences must be considered when examining student satisfaction in both national and international educational contexts. According findings, social conventions, expectations, and beliefs may have a varying effect on student happiness in diverse educational circumstances (Altbach & Knight, 2007; Marginson, 2012).

Moreover, student experiences and views in national and international contexts are significantly shaped by institutional policies and practices (Varghese et al., 2009; Marginson & van der Wende, 2007).

The body of research emphasizes how crucial it is to comprehend the intricate interactions that exist between institutional, cultural, and individual elements when it comes to determining student satisfaction in the educational system. In order to

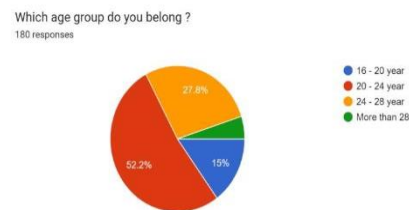
provide evidence-based initiatives for improving educational quality and fostering good student experiences, this research intends to contribute to a deeper knowledge of student happiness across national and international routes by combining findings from prior studies.

Additionally, institutional characteristics that differ between national and international educational institutions include organizational culture and support services (Dixon & Jones, 2011). Designing successful interventions and efforts targeted at raising student happiness and encouraging positive learning outcomes across a range of educational contexts requires an understanding of these distinctions.

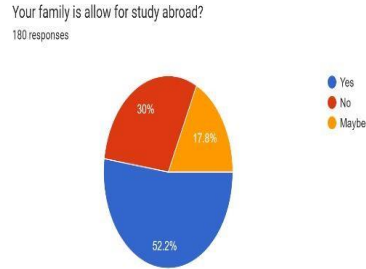
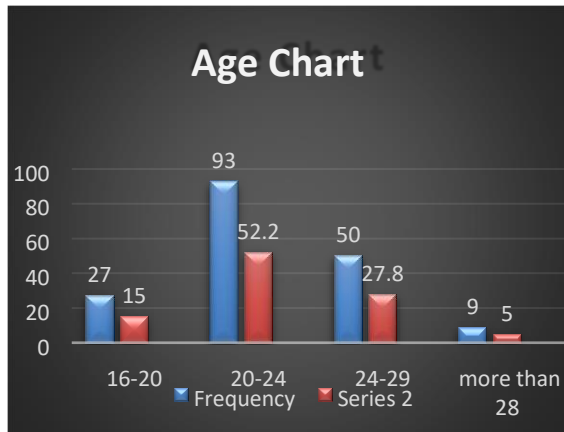
The literature study, in summary, emphasizes the complexity of student happiness in the education sector and stresses the significance of taking into account both national and international viewpoints. This study seeks to advance knowledge of the variables impacting student happiness by integrating the literature and providing evidence for evidence-based tactics that improve educational quality and foster pleasant student experiences.

## VII. DATA ANALYSIS AND INTERPRETATION

### 1) The Age Factor.

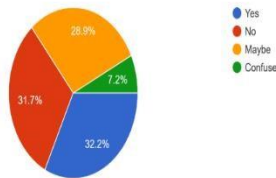


Over the past few decades, there has been an increasingly noticeable tendency among young people, particularly teens, indicating an intense need to further their studies abroad as opposed to in their own country, India. This predilection has provoked intense discussion and controversy among scholars and education specialists, motivating an investigation into the fundamental causes of this phenomena.



2) Mindset and the Views About the abroad education and Indian Education.

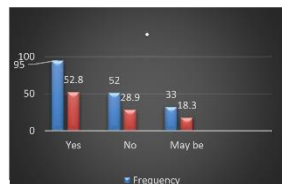
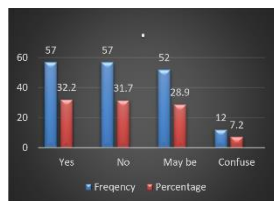
Are You Thinking About Studying Abroad In Future ?  
180 responses



A variety of variables influence Indian students' decisions to pursue higher education, including academic possibilities, professional prospects, social factors, and personal aspirations. In this context, recent studies have provided light on students' different choices and inclinations regarding their school-related pursuits, with a sizable proportion showing interest in going abroad.

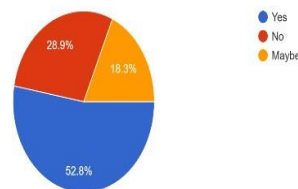
The data collected from interviews with 180 students reveals a notable trend regarding parental attitudes towards sending their children to study abroad. Approximately 52% of parents express a willingness to send their children overseas for higher education, indicating a significant level of openness and enthusiasm towards international educational opportunities. This sentiment reflects a growing recognition among parents of the potential benefits associated with studying abroad, including access to world-class education, enhanced career prospects, and exposure to diverse cultures and experiences.

Conversely, 30% of parents indicate a reluctance to send their children abroad for higher education. This reluctance may stem from various concerns, including financial constraints, apprehensions about their children's safety and well-being in a foreign environment, and a desire to keep the family unit intact. Additionally, cultural and societal norms regarding



4) What the students thinks by studying abroad will they get more opportunities than studying in India?

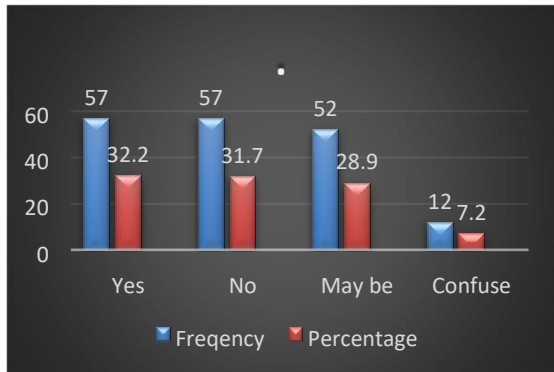
Do you believe studying abroad provides better career opportunities compared to studying in India?  
180 responses



The Most Important Family Factor, and their Views.

The data collected from 180 students regarding the perceived career opportunities after studying abroad versus studying in India sheds light on the prevailing attitudes and beliefs among young individuals. A

significant majority, comprising 52.8% of students, express confidence in the notion that studying abroad will indeed provide them with more career opportunities compared to studying in India. This optimistic outlook likely stems from the widely held perception that international education offers access to world-class academic institutions, cutting-edge research facilities, and diverse cultural experiences, all of which can enhance one's employability and competitiveness in the global job market.

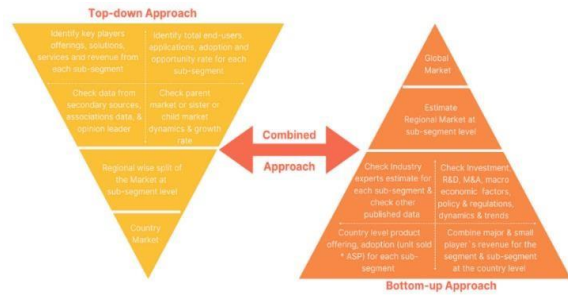


### VIII. RESEARCH METHODOLOGY

In the context of research methodology, the project scope refers to the boundaries and constraints that define the scope and limitations of the research study. Defining the scope is an important stage in any research project since it allows researchers to focus on specific objectives while also ensuring that the study is manageable and possible given the available resources and timeline. The following are the important components of defining the project scope in research methodology:

Primary data collection is the practice of acquiring original data directly from individuals or sources for a specific research project. This information was obtained personally and has not been previously gathered or analysed by anybody else. Researchers frequently collect primary data to ensure that their research questions and objectives are addressed appropriately. There are various ways for gathering primary data, such as focus groups, experiments, interviews, surveys, and observations. A quick rundown of some popular techniques for gathering primary data is provided below:

1. Surveys:
2. Interviews:
3. Experiments:
4. Observations:
5. Focus Groups:
6. Field Trials:



### IX. FINDINGS

- Teaching quality was found to be a major predictor of student satisfaction; students expressed more pleasure when their teacher's showed knowledge, zeal, and good communication skills.
- Student satisfaction was shown to be significantly influenced by curriculum relevance, with students favouring programs that offered real-world application and were in line with industry norms.
- Student happiness was significantly influenced by resources and facilities having proper access to study areas, labs, libraries, and technology infrastructure improved students' entire educational experience.
- Support services that give students the tools and resources they need to thrive in school and in the workplace, like career counselling, academic advising, and counselling, have been shown to increase student happiness.
- Cultural elements, such as the institution's diversity, inclusivity, and multicultural atmosphere, also had an impact on student satisfaction; students valued the chance to interact with people from other backgrounds and cultures.

### CONCLUSION

1. The results of the study show both notable distinctions and parallels between the elements affecting student happiness in domestic and foreign educational settings. It is imperative that

educational institutions comprehend these subtleties in order to properly customize their offerings and methods to the different wants of their student group.

2. In national and international educational contexts, cultural, social, and institutional aspects are critical in determining student satisfaction. In order to address these concerns, a complete strategy that takes into account the particular opportunities and problems found in each environment is needed.
3. The study emphasizes how crucial it is for educational policy and practice to give student-centered methods top priority. Institutions may establish inclusive and supportive learning environments that encourage great student outcomes by prioritizing the needs and experiences of their students.
4. The results of the study should be used by practitioners, administrators, and educational policymakers to guide evidencebased tactics that aim to raise student satisfaction and raise the standard of instruction. To effectively address the different needs of pupils, this may entail putting specific interventions into place, encouraging cultural competence, and bolstering support systems.
5. Going forward, more investigation is required to fully grasp the nuances of student happiness in both domestic and international educational settings. Cross-cultural analysis, qualitative research, and longitudinal studies can all contribute significantly to our understanding of the changing dynamics of student happiness and guide our continuous efforts to improve educational opportunities for all students.

#### REFERENCES

- [1] Study Abroad:(<https://www.studyabroad.com/>)
- [2] Go Overseas: (<https://www.gooverseas.com/>)
- [3] Education USA: (<https://educationusa.state.gov/>)
- [4] Top Universities: (<https://www.topuniversities.com/>)
- [5] The PIE News:(<https://thepienews.com/>)
- [6] U.S. News Education - Studying Abroad: (<https://www.usnews.com/education/best-globaluniversities/articles/studying-abroad>)
- [7] College Board - Study Abroad: (<https://www.collegeboard.org/>)
- [8] GoAbroad.com: (<https://www.goabroad.com/>)
- [9] Inside Higher Ed - International: (<https://www.insidehighered.com/news/international>)
- [10] Times Higher Education: (<https://www.timeshighereducation.com/>)
- [11] The Guardian - Study Abroad: (<https://www.theguardian.com/education/studyabroad>)
- [12] Education Week - Global: (<https://www.edweek.org/teaching-learning/global>)
- [13] Lonely Planet - Study Abroad: (<https://www.lonelyplanet.com/study-abroad>)
- [14] International Student.com: (<https://www.internationalstudent.com/>)
- [15] Go! Overseas - Study Abroad Blog: (<https://www.gooverseas.com/blog>)
- [16] College Factual - Studying Abroad: (<https://www.collegefactual.com/study-abroad/>)