

Student Satisfaction Survey
Conducted By the Internal Quality Assurance Unit
Faculty of Management & Finance

Two surveys have been conducted for student reading for Bachelor of Business Administration special Degree at the Faculty of Management & Finance, University of Colombo.

Survey One: was conducted to obtain the opinion of the student on online education during the COVID-19 pandemic. Students' opinions were obtained for five aspects such as General Issues, Content Delivery, Interaction, Assessment, and Health Issues. Overall scores for each category as a percentage of satisfaction, under each year are presented in the Table 1 below.

Survey Two: *The Objective of this survey was to identify areas for improvements in the academic and other activities conducted by the Faculty to produce maximum satisfaction to the students during their study period. The feedback assessed as a percentage of satisfaction is shown in Table 2. This survey assessed student satisfaction in six criteria as shown below.*

Table 2.1. Teaching and learning outcomes

Table 2.2 Physical facilities of the Faculty

Table 2.3 Extracurricular activities

Table 2.4 Exposure to the life

Table 2.5. Carrier guidance

Table 2.6. Relationship with the staff

The criteria in detail:

2.1 Teaching and learning outcomes

- 1.1 Adequacy of knowledge gained
- 1.2 Contemporary validity of the knowledge gained
- 1.3 Encouragement to learning
- 1.4 Learning outcomes

2.2 Physical facilities

- 2.1 Physical comfort in lecture theaters
- 2.2 Effective support services such as multimedia facilities at lecture theaters
- 2.3 Student seating facilities in the outside
- 2.4 Sanitary facilities
- 2.5 Cafeteria facilities

2.3 Extracurricular activities

- 3.1 Opportunity to be involved in community work
- 3.2 Opportunity to be involved in industry related work
- 3.3 Opportunity to be involved in socialization activities
- 3.4 Opportunity to be involved in Leadership improvement activities

- 2.4 Exposure to the life
 - 4.1 Ideas to understand the life
 - 4.2 Opportunities to understand the future responsibilities
- 2.5 Carrier guidance
 - 5.1 Support to have industry exposure
 - 5.2 Support to develop links with the industry
 - 5.3 Support to improve career development understanding
- 2.6 Relationship with the staff
 - 6.1 Relationship with academic staff
 - 6.2 Relationship with non-academic staff
 - 6.3 Understanding of the attitudes of the academic staff
 - 6.4 Support of the academic staff

Participation of respondents:

397 students participated in the survey and their year wise distribution is given below.

First Years : 193

Second Years: 57

Third Years: 26

Final Years:121

Table 1 – Online Education

Criteria	First year	Second year	Third year	Final year
General issues				
1.1 Learning takes place better in physical classrooms than through online education.	70%	69%	75%	71%
1.2 Online education is however better than attending massive open online courses recommended by the facilitator.	65%	68%	72%	67%
1.3 Lecturers have improved their online teaching skills since the beginning of the COVID-19 pandemic.	76%	78%	76%	79%
1.4 Online education is a viable alternative during the COVID-19 pandemic	83%	85%	89%	83%
Average	73.5%	75%	78%	75%

Content delivery				
1.5 Adequate study materials are available through the LMS.	75%	82%	81%	78%
1.6 Slideshows make a lecture more informative.	73%	80%	77%	77%
1.7 Note-taking software helps in sharing course material between the lecturer and students	75%	75%	72%	69%
1.8 Online tools for problem solving, programming and designing can enrich a course	71%	75%	73%	71%
Average	73.5%	78%	75.75%	73.75%
Interaction				
1.9 Lecturer - Student interaction takes place better in physical classrooms than through online platforms.	72%	71%	67%	67%
2.0 Use of a digital pen makes a lecture more interactive	75%	76%	71%	71%
2.1 If the lecturer and students show their faces, then a lecture becomes more interactive.	70%	70%	68%	64%
2.2 If the lecturer allows the students to post comments in the chat box during a lecture, then it becomes interactive	80%	80%	82%	76%
Average	74.25%	74.25%	72%	69.5%
Assessment				
2.3 Online tests and quizzes effectively evaluate the knowledge of students	75%	71%	76%	70%
2.4 More frequent assignments and tests help in the learning process	75%	75%	72%	71%
Average	75%	73%	74%	70.5%
Health issues				
2.5 Online education is leading to phobia of losing internet connectivity	75%	73%	77%	74%

2.6 Online education is leading to overuse of digital technologies.	74%	72%	72%	68%
2.7 Excessive screen time is causing stress and affecting sleep.	83%	76%	79%	75%
2.8 Online assessment creates more anxiety than traditional forms of assessment	67%	65%	75%	66%
Average	74.75%	71.5%	75.75%	70.75%
Social issues				
2.9 Online education is exposing the digital divide (the difference between those who have ready access to computers and the internet from those who do not) among students.	71%	74%	74%	74%
3.0 Prefer to attend for online semester end examinations compared to physical examination	70%	74%	81%	59%
Average	71%	72.33%	77%	68.33%

Table 2 – Student satisfaction on Teaching and Learning Process

Table 2.1 - Teaching and learning outcomes

Item No.	Statement	First year	Second year	Third year	Final year
1.1	The teaching process focused on how to deal with practical issues	68%	71%	72%	71%
1.2	I gained an adequate theoretical knowledge	70%	79%	77%	76%
1.3	I gained an adequate practical knowledge	60%	63%	65%	65%
1.4	I gained leadership experience	60%	60%	66%	63%
1.5	I could develop problem solving experience	64%	67%	69%	69%
1.6	Most of the courses involved assignments based on fieldwork	67%	69%	68%	68%
1.7	Most of the assignments gave us the opportunity to develop our independent thinking	76%	73%	77%	73%
1.8	Evaluations tested our thinking capacity rather than memory	73%	74%	74%	72%
1.9	In average examination results were released within 3 months	73%	55%	55%	60%
1.10	We obtained adequate understanding of the practice during our learning process	67%	66%	65%	70%
	Average	67.8%	67.7%	68.8%	68.7%

Anything else to say:

First year	Second year	Third year	Final year
1. Preference for onsite examinations since online examinations tend to result in stress and anxiety	1. Online learning saves time and cost	1. Lectures can made more interesting	1. Teaching and learning should be more focused on practical aspects
2. More lenient towards onsite lectures due to difficulties in note taking and lack of interaction	2. Suitable option given the pandemic	2. Need to communicate deadlines and guidelines properly	

Table 2.2 Physical facilities of the Faculty

Item No.	Statement	First year	Second year	Third year	Final year
2.1	Multimedia and other learning support facilities within lecture theaters were adequate for learning purposes	70%	74%	72%	77%
2.2	Whiteboard writings were clearly visible to us	70%	61%	63%	70%
2.3	Sound facilities within lecture theaters were adequate	70%	73%	71%	77%
2.4	Seating facilities within lecture theaters were comfortable	70%	66%	72%	76%
2.5	Lecture theaters were comfortable with air-conditioning and not noisy	70%	70%	64%	77%
2.6	We had adequate sanitary (toilet) facilities	67%	68%	72%	72%
2.7	Our canteen facilities were satisfactory	57%	57%	59%	56%
2.8	We had adequate outside seating facilities for discussions among students	68%	64%	67%	65%
2.9	We had adequate and updated computer lab facilities	68%	74%	78%	69%
2.10	We had a pleasant environment around us within the faculty premises	72%	76%	83%	76%
	Average	68.2%	68.3%	70.1%	71.5%

Anything else to say:

First year	Second year	Third year	Final year
1. Most first year students have mentioned that they are not aware about the physical facilities of the Faculty	1. Canteen facilities are not up to the standard and the capacity is less		1. More washroom facilities are expected
	2. New buildings are functioning better compared to older ones		2. More printing, scanning facilities are expected from the bookshop

Table 2.3 Extracurricular activities

Item No.	Statement	First year	Second year	Third year	Final year
3.1	We learned a lot from the community based project course in our first year	75%	83%	90%	86%
3.2	We had the opportunity to be involved in industry related work	59%	53%	70%	79%
3.3	The faculty support for activities organized by the students was satisfactory	70%	71%	80%	74%
3.4	We had activities to develop relationship with industry and organizations	64%	65%	68%	73%
3.5	We had sufficient opportunities to demonstrate our talents in singing, dancing, painting and creativity etc.	61%	62%	70%	75%
	Average	65.8%	66.8%	75.6%	77.4%

Anything else to say:

First year	Second year	Third year	Final year
1. First year students did not get any opportunity for proper physical interaction in the Faculty	1. Participated in online workshops		1. Need separate time for extracurricular activities

Table 2.4 Exposure to the life

Item No.	Statement	First year	Second year	Third year	Final year
4.1	We had a very good student counseling programme from the Faculty	73%	69%	72%	68%
4.2	We had a useful mentoring programme	71%	71%	73%	72%
4.3	We had opportunities to listen to speeches conducted by external experts on our life and career	75%	76%	79%	78%
4.4	Our university life became a good lesson to our future success	77%	76%	80%	83%
	Average	74%	73%	76%	75.25%

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Anything else to say:

First year	Second year	Third year	Final year
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	Gained a lot from online life building sessions		Need for more activities to connect students/network students with each other
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Table 2.5. Carrier guidance

Item No.	Statement	First year	Second year	Third year	Final year
5.1	We had useful guidance to plan our career	72%	70%	73%	73%
5.2	Our CGU was very helpful in our problems	72%	69%	76%	76%
5.3	Our CGU was helpful in solving our problems in finding internship opportunities	69%	65%	70%	74%
5.4	We have the opportunity to speak to the Career Guidance Unit at any time when we need any help	70%	68%	76%	78%
5.5	We were able to have links with the industry through our CGU	68%	66%	69%	74%
	Average	70.2%	67.6%	72.8%	75%

Anything else to say:

First year	Second year	Third year	Final year
		Online CGU activities were quite useful	

Table 2.6. Relationship with the staff

Item No.	Statement	First year	Second year	Third year	Final year
6.1	In general academic staff of our faculty was very kind and helpful	79%	79%	81%	78%
6.2	In general non-academic staff of the faculty was very kind and helpful	68%	71%	74%	69%

6.3	Our lecturers were friendly with students in our lecture sessions	80%	81%	80%	81%
6.4	Our lecturers give the opportunity to meet them whenever we had any problem related to studies	77%	81%	82%	81%
6.5	We were able to develop links with the industry and organizations through activities relating to our studies	69%	72%	69%	76%
	Average	74.6%	76.8%	77.2%	77%

Anything else to say:

First year	Second year	Third year	Final year
	1. Academic staff were quite friendly and responsive to needs		Academic staff were quite friendly and responsive to needs
	2. Non-academic staff were friendly but not very responsive		

End of the Feedback Survey Tables