Student Satisfaction with Admission and Induction in the UK Private Higher Education Sector

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Abstract

The primary purpose of this study was to evaluate the effectiveness of two crucial components-admission and induction processes concerning student satisfaction in private higher education.

The significance of addressing students' learning and support needs in higher education is rising and changing, the focus is on their satisfaction, and it has been extended before and after completing studies. Therefore, the study sought student satisfaction during private higher education's admission and induction processes. Using a quantitative approach, we collected data from 713 undergraduate students at Oxford Business College. For this purpose, a questionnaire was designed comprised of fort questions mainly focusing on admission and induction, including demographic factors.

The data was analysed using SPSS version 26. Descriptive statistics and log-linear analysis were used to find significant associations between different variables. Moreover, the variables retained in the model were separately used as the outcome/target variable using a decision tree classifier- CHAID (Chi-square Automatic Interaction Detection) method to find the best feature and attain meaningful insights about the data.

The research also examined the overall satisfaction to identify students' needs and measure the level of satisfaction with admission and induction. The study revealed high satisfaction levels in admission and induction; however, specific areas in the induction, both academic and general, where there is a lack of information; as a result, developments could be required to ensure the delivery of best practices in these areas.

Keywords: Admission, Induction, Student Satisfaction, Private Higher Education

Introduction

In the highly competitive higher education context, maximising student satisfaction has become a primary focus of many higher education institutions (HEIs), irrespective of their physical locations (Wong and Chapman, 2022). Such shifting is no astonishment considering that student satisfaction is often used as a measure of HE institutions' performance (Jereb et al., 2018; McLeay et al., 2017).

The primary purpose of this study was to evaluate the effectiveness of two crucial components-admission and induction processes in private higher education. In particular, the study aimed to examine students' satisfaction levels with admission and induction and identify whether these processes could adequately satisfy students' needs and, in general, their overall satisfaction. It is important to note that the study did not focus on the preadmission elements, such as choosing a higher education institution and submitting the application; instead, it directly focused on the admission test and interview. For the induction, almost all essential elements of the induction were covered, including general and academic aspects.

Literature Review

University or college admission is the process through which students enter from secondary into tertiary education at universities and colleges. The admission process differs significantly from country to country and occasionally from institution to institution. The United Kingdom has a centralised system of admissions to higher education at the undergraduate level through the Universities and Colleges Admissions Service (UCAS). The UCAS is an independent charity and the UK's shared admissions service for higher education (UCAS, 2022).

Generally, the admission process requires the applicants to provide a reference and a personal statement describing the reasons for studying a particular course, their commitment to study in their own words, and finally, their ability to articulate themselves fluently and accurately in writing. Some HEIs (e.g. Oxford, Cambridge, Manchester universities, Imperial College, Kings College, University College London etc.) and some disciplines (e.g. medicine) routinely require shortlisted candidates to attend an interview and pass special admissions tests before deciding whether to make an admission offer (UCAS-How to apply, 2022).

Admission tests and interviews for the selection of students have become increasingly crucial as higher education institutions strive for capable students to enrol in their courses today.

Familiarising new students with the new higher education environment and its essential aspects of learning and teaching are increasingly becoming crucial. For this purpose, higher education institutions (HEIs) arrange induction for students by providing a comprehensive and integral introduction to HE study (Frame, 2001, Shobrook, 2003). It generally includes events and activities held immediately before the beginning of the academic year. The primary objectives are usually to welcome new students, provide them with the necessary information, an opportunity to meet other students and staff, and help them settle into and navigate academic life. Induction programmes can also socialise new students to the college environment by providing in-depth information about key staff members, resources such as academic support services, wellbeing, counselling, careers centres, recreational facilities, and extracurricular activities. Higher education institutional environments that encourage growth in cooperativeness and awareness of others- students and staff (Kuh, 2003; Furr & Elling, 2002) promote academic success. Generally, in the UK, the new students participate in a two-week induction, including their academic course induction and various extracurricular and social events (Spencer-Oatey et al., 2014). The relevant HEI is ultimately responsible for assisting and acquainting new students with the environment (QAA, 2015). A positive student experience during the induction phase can potentially benefit both students and the institution in terms of retention and outcomes (Spencer-Oatey et al., 2014).

According to Murtagh, Ridley, Frings and Kerr-Pertic (2017) that student attendance in induction events has been found to correlate with academic outcomes; therefore, enhancing induction can increase student attendance and engagement.

An aspect of induction that has received significant scholarly attention is the timing of events. For example, the university-wide induction researchers felt that the delivery of inductions during the first week restricts the potential for student learning and engagement. Many students may not be prepared to engage effectively with the information provided at that point (Gale & Parker, 2014; Whitton, Jones, Wilson & Whitton 2014; Barton, 2017).

As a result, according to Whitton et al. (2014), students are frequently given academic information before they are aware of the context in which it should be used. There is widespread agreement that induction should not only occur as a pre-arrival or pre-teaching period of preparation but also instead be an ongoing process that lasts throughout the early stages of teaching and learning, with the length of time varying depending on the student group (Pearson, 2020).

In addition, different types of students, for example, traditional, non-traditional, mature, part-time and full-time students, may require additional support. Therefore, any induction programmes should be designed to meet the specific needs of different student groups (Pearson, 2020). The design of activities is another aspect of induction that has been widely discussed. There is much debate in the literature on induction around making activities more exciting and engaging for students (Morgan, 2004; Burnett & Collins, 2007; Verlander & Scutt, 2009). However, many researchers recommended solutions that only address students' surface-level engagement and lack of lived experience when attending induction events (Wise et al., 2018). Alsford and Rose (2014) researched the experience of new students at their institution. They presented a compelling argument for moving away from "information transmission" models of induction and toward a student- centred approach, resisting the urge to overwhelm students with information when they first enrol in the university.

The institutions can meet students' expectations only if they know what they want (Gruber et al., 2010). Unfortunately, higher education institutions currently have an inadequate understanding of the students' multi-dimensional needs, and one of the reasons is the absence of comprehensive and specific student satisfaction surveys. Surveying students about their satisfaction allows institutional leaders to understand how students perceive the institution as meeting their expectations in particular areas for example, admission process, pre-arrival, registration, enrolment, induction, timetables, classroom etc. Many scholars conceptualise student satisfaction as a multidimensional construct because students have multidimensional needs regarding their educational experiences (Hanssen & Solvoll, 2015; Jereb et al., 2018; Nastasić et al., 2019; Weerasinghe et al., 2017).

In Sirgy et al.'s (2010) framework, for instance, overall satisfaction with college life was broken down into three broad categories: satisfaction with academic aspects, social aspects and college facilities and services.

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For example, academic aspects relate to considerations such as the perceived quality of teaching, feedback provided by instructors, teaching styles of instructors, quality of learning experiences and class sizes (Aldemir & Gülcan, 2004; Butt & Rehman, 2010; Duque, 2014; Jereb et al., 2018; Nastasić et al., 2019; Paul & Pradhan, 2019; Weerasinghe et al., 2017).

The concept of satisfaction, as comprehended within higher education contexts, enables leaders and managers "identify what is important to students and then deliver on what students expect" (Elliott, 2002, p. 271). The following table provides some authentic definitions of student satisfaction.

Table 01: Student Satisfaction Conceptualisation

Author(s)	Student Satisfaction Conceptualisation
Zeithaml (1988)	Student satisfaction is the result and outcome of an educational system
Hatcher et al., (1992)	Student satisfaction is the attraction; pride or positive feelings students develop towards a programme or an institution.
Elliot and Healy (2001)	Student satisfaction is a short-term attitude that results from the evaluation of their experience with the education services rendered
Sweeney and Ingram (2001)	Student satisfaction refers to the perception of enjoyment as well as a sense of accomplishment associated with the learning environment.
Hon (2002)	Relates student satisfaction to an experience of fulfilment of an expected outcome.
Petruzellis et al., (2006)	Student satisfaction as resulting from students' assessment of a service based on comparing their perceptions and expectations of the service delivery.
Mukhtar, Anwar, Ahmed, & Baloch, (2015)	Student satisfaction can be defined as a function of relative level of experiences and perceived performance about educational service
Weerasinghe and Fernando (2017)	A short-term attitude resulting from an evaluation of students' educational experience, services and facilities
Qureshi et.al, (2021)	Student satisfaction is the short-term pleasure of the academic journey and, in the long run, the pride of securing a job primarily based on the student's academic qualification.

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Students prefer to feel they matter to the institution; therefore, student satisfaction reflects students' sense of belonging at the institution and their belief that they are receiving a quality education (Elliott, 2002). As knowledge of the students' multi-dimensional needs is critical, higher educational institutions should design comprehensive and specific satisfaction surveys that meet all their multi-dimensional expectations.

Methods

Students who participated in this research were enrolled in undergraduate business degrees in one of the UK's largest private higher education institutions. For this study, students reported satisfaction related to their admission and induction experience.

Research Questions

1. How satisfied were the students with the admission and Induction?
2. How satisfaction levels vary across admission and induction aspects?

Objectives
1. To determine the significantly associated terms among all possible non-metric combinations of variables related to the admission process and its experience.
2. To find the best predictors for overall admission process satisfaction among students.
3. To find the best predictors for overall induction satisfaction among students.

The intended population for this study was students attending induction for the May 2022 intake of an undergraduate degree in business at Oxford Business College in the United Kingdom. Therefore, the study sample of 713 consisted of undergraduate students who completed the induction. The data sample was collected in May and June of 2022 via an online survey with the provision of a QR code that is accessible to students that enrolled in the May 2022 intake.

The satisfaction with admission and induction experience was measured using a survey with focused sections on admission and induction that prompts students to evaluate their admission and induction experience.

Table 02: Survey Categories and Items

Category	Satisfaction Items
Admission	1. Written Admission Test 2. Written Admission Test 3. Interview Questions 4. Admission Interviewer 5. Admission Interview Experience 6. Registration Process 7. Registration Process Experience 8. SLC Funding Experience 9. Overall Admission Process Satisfaction
Induction	**General** 1. Knowing your Campus Principal 2. Student Code of Behaviour 3. College Wi-Fi Code 4. Student Handbook's Location 5. Policies' Location 6. Campus Tour 7. Location of Student's Common Area 8. Library's Location 9. Location of IT Lab 10. Health and Safety Information 11. Fire Exits' Locations 12. Fire Assembly Points' Locations 13. Incident Reporting Location 14. First Aid Boxes' Location 15. Locations of First Aid Boxes **Academic** 16. Information on Attendance Policy Student 17. Absence Reporting Procedure 18. Timetables 19. Location of Classrooms 20. Access to Academic Calendar 21. Teachers in First Semester 22. Assignment Submission Procedure 23. Extra Academic Support 24. Personal Academic Tutor (PAT) 25. Mobile phones during the lecture 26. Induction Staff's Behaviour 27. Overall Induction Satisfaction

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Data Analysis And Results

The data was analysed using SPSS version 26. Descriptive statistics and log-linear analysis were used to find out significant associations between different variables. Moreover, the variables retained in the model were separately used as the outcome/target variable using a decision tree classifier- CHAID (Chi-square Automatic Interaction Detection) method to find the best feature and attaining meaningful insights about the data.

Overview of Variables under Study:

Table 03: Demographic Variables: Descriptive Statistics (N=713)

Variables		*F*	*P (%age)*
Gender	Male	404	56.7
	Female	306	42.9
	Prefer not to say	3	0.4
Age (in years)	18-29	280	39.3
	30-39	223	31.3
	40-49	161	22.6
	50 and above	49	6.9
Study Location/Campus	Oxford	141	19.8
	London	4	0.6
	Nottingham	567	79.5
	Slough	1	0.1
Awarding University	BNU	668	93.7
	UWL	45	6.3

In the first question about gender, 713 responses were received. Of those 713 responses, 42.9 % were female, 56.7 % were males, and 04% preferred not to say. Upon calculation, it turned out that about 306 were females and 404 were males, and 3 opted for prefer not to say in this survey. The second question was about the age range, 280 were students within the age range 18-29, and this was an enormous number, while 223 belonged to the age group 30-39, 161 were between 40-49 and 49 were 50 or above which was the lowest number with a 6.9% of the age range.

The following two questions were related to study location and awarding body. In contrast, the rest of the questions were related to student satisfaction with admission, induction and overall satisfaction.

The survey results showed that most of the respondents were studying in Nottingham, 567 (79.5%) about 141 (19.8%) were studying in Oxford. The second lowest number is about 4 (0.6%) on the West London campus and the lowest most number 1(0.1%) on the Slough campus.

The survey results showed that most of the respondents belonged to Buckinghamshire New University (BNU), about 668 (93.7%). On the other hand, approximately 45 (6.4%) students replied that they belonged to the University of West London (UWL).

Table 04: Admission Process Related Variables: Descriptive Statistics (N=713)

Admission Process	Written Admission Test		Interview Questions		Registration Process	
	F	P(%age)	F	P(%age)	F	P (%age)
Very Difficult	17	2.4	12	1.7	18	2.5
Difficult	36	5.0	34	4.8	24	3.4
Average	260	36.5	240	33.7	218	30.6
Easy	292	41.0	305	42.8	326	45.7
Very Easy	108	15.1	122	17.1	127	17.8

Most respondents, 400 (56.1.%), were highly satisfied with the admission process, either very happy or happy. However, at the same time, a small number of 53 (7.4%) students were either unhappy or very unhappy with the admission process.
Most respondents, 427 (59.9%), were highly satisfied with the interview questions, whether they found them very easy or easy. However, at the same time, a small number of 46 (6.5%) students were either unhappy or very unhappy as they found the questions difficult or very difficult.

Most respondents, 453 (63.5%), were highly satisfied with the registration process; either they found it easy or very easy. However, at the same time, a small number of 42 (5.9%) students were either unhappy or very unhappy as they found the registration process difficult or very difficult.

Table 05: Admission Process Experience Related Variables: Descriptive Statistics (N=713)

Admission Process Experience	Written Admission Test Experience		Admission Interview Experience		Registration Process Experience		SLC Funding Experience	
	F	P(%age)	F	P(%age)	F	P(%age)	F	P(%age)
Excellent (very happy)	408	57.2	427	59.9	389	54.6	357	50.1
Good (happy)	281	39.4	263	36.9	288	40.4	288	40.4
Average (neutral)	21	2.9	17	2.4	28	3.9	51	7.2
Poor (unhappy)	-	-	4	0.6	4	0.6	7	1.0
Very Poor (very unhappy)	3	0.4	2	0.3	4	0.6	10	1.4

Most respondents, 689 (96.6%), were highly satisfied with the written admission test experience; they were either very or happy. However, at the same time, a minimal number of 3 (0.4%) students were very unhappy with the written admission test experience.

Most respondents, 690 (96.8%), were highly satisfied with the Admission Interview Experience, either very happy or happy. However, at the same time, a tiny number of 6 (0.9%) students were either unhappy or very unhappy with the Admission Interview Experience.

Most respondents, 677 (95.0%), were highly satisfied with the Registration Process Experience, either very happy or happy. However, at the same time, a small number of 8 (1.2%) students were either unhappy or very unhappy with the Registration Process Experience.

Most respondents, 645 (90.5%), were highly satisfied with the SLC Funding Experience, either very happy or happy. However, at the same time, a small number of 17 (2.4%) students were either unhappy or very unhappy with the SLC Funding Experience.

Table 06: Admission Interviewer: Frequency Distribution of Response Categories (N=713)

Responses/Combination of Responses	F	P (%age)
Friendly	413	57.9
Rude	10	1.4
Strict	19	2.7
Biased	14	2.0
Professional	139	19.5
Friendly, Strict and Professional	4	0.6
Friendly and Professional	91	12.8
Friendly and Strict	1	0.1
Friendly, Strict, Biased and Professional	1	0.1
Friendly, Biased and Professional	4	0.6
Friendly, Rude and Strict	1	0.1
Strict and Biases	1	0.1
Friendly, Rude, Strict, Biased and Professional	4	0.6
Friendly, Rude and Professional	5	0.7
Friendly and Rude	5	0.7
Rude and Biased	1	0.1

Maximum number of students found the admission interviewer to be friendly (N=413) and professional (N=139). However, there were few participants whose responses contradicted with the majority. These participants had a combination of opinions towards the interviewer as shown in the Table 06.

Table 07: General Induction (N=713)

Questions	Yes		No	
	F	**P(%age)**	**F**	**P(%age)**
Do you know who is your Campus Principal?	614	86.1	99	13.9
Do you know about student code of behaviour including dress code?	548	76.9	165	23.1
Do you know the College WIFI Code?	497	69.7	216	30.3
Do you know the location of finding the student handbook (On the website)?	549	77.0	164	23.0
Do you know the location of finding the policies (On the website)?	565	79.2	148	20.8
Did you have a campus tour?	503	70.5	210	29.5
Do you know the location of the student common area?	620	87.0	93	13.0
Do you know the location of the library?	490	68.7	223	31.3
Do you know the location of the IT Lab?	484	67.9	229	32.1
Did you receive Health and Safety Information?	597	83.7	116	16.3
Do you know Fire Exits Locations?	634	88.9	79	11.1
Do you know Fire Assembly Point(s)?	597	83.7	116	16.3
Do you know incident reporting location?	552	77.4	161	22.6
Do you know the location of First Aid Boxes?	530	74.3	183	25.7

Most respondents, 615 (86.1%), knew the campus principal simultaneously; 99 (13.9%) respondents did not know who the campus principal was.

Most respondents, 548 (76.9%), know the Student Code of Behaviour; at the same time, 165 (23.1%) respondents did not know the Student Code of Behaviour.

Most respondents, 497 (69.7%), knew the College WiFi Code; at the same time, 216 (30.3%) respondents did not know the College WiFi Code.

Most respondents, 549 (77%), knew the Student Handbook's location simultaneously; 164 (23%) respondents did not know the Student Handbook's Location.

Most respondents, 565 (79.2%), knew the policies' location simultaneously, and 148 (20.8%) respondents did not know the policies' location.

Most respondents, 503 (70.5%), had the campus tour during the induction; at the same time, 210 (29.5%) respondents did not have the campus tour during the induction.

Most respondents, 620 (87%), knew the location of the student's common area simultaneously, and 93 (13%) respondents did not know the location.

Most respondents, 490 (68.7%), knew the library's location at the same time, and 223 (31.3%) respondents did not know the location.

Most respondents, 484 (67.9%), knew the location of the IT Lab; at the same time, 229 (32.1%) respondents did not know the location.

Most respondents, 597 (83.7%), knew Health and Safety Information, while 116 (16.3%) did not.

Most respondents, 634 (88.9%), knew Fire Exits' Locations at the same time 79 (11.1%) respondents did not know.

Most respondents, 597 (83.7%), knew Fire Assembly Points' Locations at the same time 116 (16.3%) respondents did not know.

Most respondents, 552 (77.4%), knew Incident Reporting Location simultaneously; 161 (22.6.%) respondents did not know.

Most respondents, 530 (74.3%), knew the Locations of First Aid Boxes; at the same time, 183 (25.7%) respondents did not know.

Table 08: Academic Induction (N=713)

Questions/Statements	Yes		No	
	F	*P(%age)*	*F*	*P(%age)*
Did you receive information on attendance policy?	628	88.1	85	11.9
Did you know absence reporting procedure?	641	89.9	72	10.1
Did you receive your timetable?	569	79.8	144	20.2
Do you know the location of your classroom(s)?	670	94.0	43	6.0
Did you receive the academic Calendar or do you have an access?	503	70.5	210	29.5
Do you know who will be your teachers in the first semester?	652	91.4	61	8.6
Do you know assignment submission procedure?	589	82.6	124	17.4
Do you know extra academic support is available for you?	548	76.9	165	23.1
Do you know about Personal Academic Tutor (PAT)?	494	69.3	219	30.7
Do you know mobile phones must be switched off or on silent mode during the lecture?	689	96.6	24	3.4

Most respondents, 628 (88.1%), had information on attendance policy; at the same time, 85 (11.9%) respondents did have any information.

Most respondents, 641 (89.9%), knew Absence Reporting Procedure, while 72 (10.1%) respondents did know the Absence Reporting Procedure.

Most respondents, 569 (79.8%), knew their timetables at the same time 144 (20.2%) respondents did know their timetables.

Most respondents, 670 (94%), knew the location of classrooms; at the same time, 43 (6%) respondents did know the location of classrooms.

Most respondents, 503 (70.5%), had access to the academic calendar simultaneously; 210 (29.5%) respondents had access to the academic calendar.

Most respondents, 652 (91.4%), knew their teachers in the first semester simultaneously; 61 (8.6%) respondents did know.

Most respondents, 589 (82.6%), knew the assignment submission procedure simultaneously; 124 (17.4%) respondents knew the assignment submission procedure.

Most respondents, 548 (76.9%), knew about extra academic support simultaneously, and 165 (23.1%) respondents knew about extra academic support.

Most respondents, 494 (69.3%), knew about Personal Academic Tutor (PAT); at the same time, 219 (30.7%) respondents did know about Personal Academic Tutor (PAT).

Most respondents, 689 (96.4%), knew that mobile phones should not be used during a lecture, while 24 (3.4%) respondents did.

Table 09: Induction Staff Behaviour (N=713)

Responses	Induction Staff Behaviour	
	F	P(%age)
Excellent (very happy)	440	61.7
Good (happy)	239	33.5
Average (neutral)	25	3.5
Poor (unhappy)	5	0.7
Very Poor (very unhappy)	4	0.6

Most respondents, 679 (95.2%), were highly satisfied with the induction staff's behaviour, either very happy or happy. However, at the same time, a tiny number of 9 (1.3%) students were either unhappy or very unhappy with the induction staff's behaviour.

Table 10: Overall Satisfaction: Frequency Distribution (N=713)

Responses	Overall Admission Process Satisfaction		Overall Induction Satisfaction		Overall Satisfaction	
	F	*P(%age)*	*F*	*P(%age)*	*F*	*P(%age)*
Excellent (very happy)	417	58.5	409	57.4	397	55.7
Good (happy)	267	37.4	277	38.8	278	38.9
Average (neutral)	24	3.4	23	3.2	28	4.0
Poor (unhappy)	5	0.7	2	0.3	3	0.4
Very Poor (very unhappy)	-	-	2	0.3	7	1.0
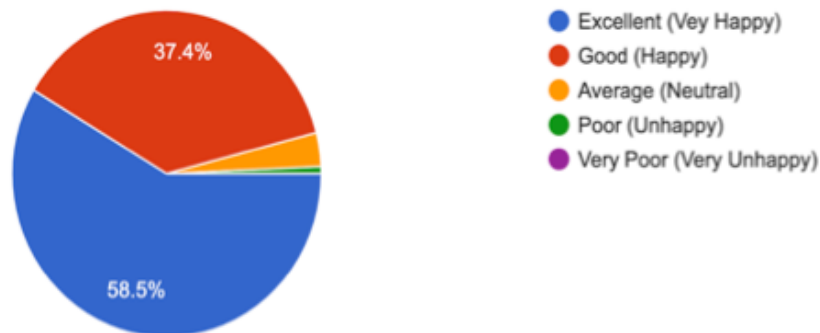
Figure 01: Overall Admission Process Satisfaction

Most respondents, 684 (95.9%), were highly satisfied with the overall admission process, either very happy or happy. However, at the same time, a tiny number of 5 (0.7%) students were unhappy.

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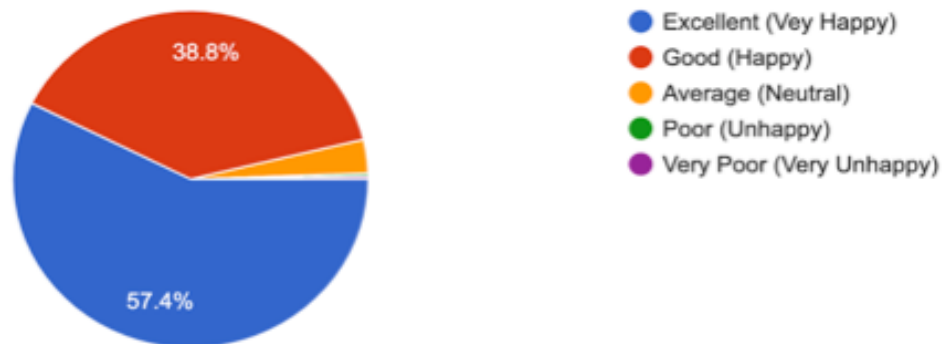
Figure 02: Overall Induction Satisfaction

Most respondents, 686 (96.2%), were highly satisfied with the overall Induction, either very happy or happy. However, at the same time, a very small number of 4 (0.6%) students were either unhappy or very unhappy.
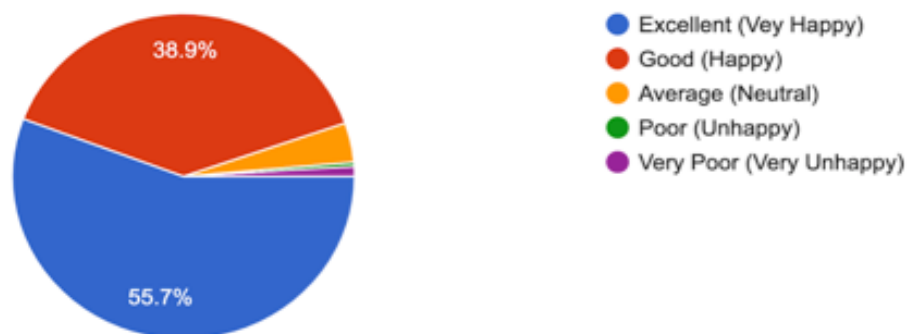

Figure 03: Overall Satisfaction

Most respondents, 675 (94.6%), were overall highly satisfied, either very happy or happy. However, at the same time, a very small number of 10 (1.4%) students were either unhappy or very unhappy.

Log-Linear Analysis Results And Discussion

Log-Linear Analysis is a statistical process that analyses categorical/ordinal rather than interval data. Chi-square is appropriately used with count data (categorical data), not interval-level data. The log-linear analysis is appropriate when the purpose of the research is to determine if there is a statistically significant relationship among three or more discrete variables (Tabachnick & Fidell, 2012). To make the analysis and results easy to interpret, the variables related to the admission process, admission process experience and overall admission process satisfaction were merged into three categories- 1- Difficult, 2- Average and 3- Easy; 1- Good (Happy), 2- Average (Neutral) and 3- Poor (Unhappy). This clustering of categories was also done to avoid violating the assumption of the chi-square test.

Table 11: Log-Linear: Backward Elimination Method

Models	Variables	No. of Variables	No. of possible combinations*	Combinations Retained	Chi-square	df	Sig
1	Admission Process	4	15	5	77.880	52	0.012
2	Admission Process Experience	5	31	7	16.581	144	1.000

*Saturated Model: Main effects and Interaction effects

The results obtained for model 1 showed that after step 7 of backward elimination of the most insignificant variables, a significant 2 term associations were found between the retained variables:

- Written admission test and Overall admission process satisfaction
- Written admission test and Interview Questions
- Written admission test and Registration Process
- Interview Questions and Registration Process
- Registration Process and Overall admission process satisfaction

The study's first objective was to determine the significantly associated terms among all possible non-metric combinations of variables related to the admission process and its experience. It can be inferred from the log linear analysis that out of 15 combinations of main and interaction effects, a significant association of written admission test and registration process with overall admission process satisfaction was found. However, this interpretation could still be misleading as we can clearly see other interaction terms being retained. To clarify the results further, the CHAID tree classifier was used to determine the best predictors of overall admission test process satisfaction. The minimum cases in parent and child nodes were set to 100 and 10, respectively.

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The overall admission process satisfaction among students depends upon the difficulty level of the registration process and interview questions (Figure 04.). More straightforward the registration process and interview questions for the students, the higher the satisfaction and vice-versa. The CHAID model predicts 95.9% correct classification with approximately 4% risk involved. An interesting insight can be found in model 1, node 5 (Figure 04), that students who found interview questions difficult (88.9%), but the registration process easier (97.6%) were also highly satisfied with the overall admission process (95.9%).
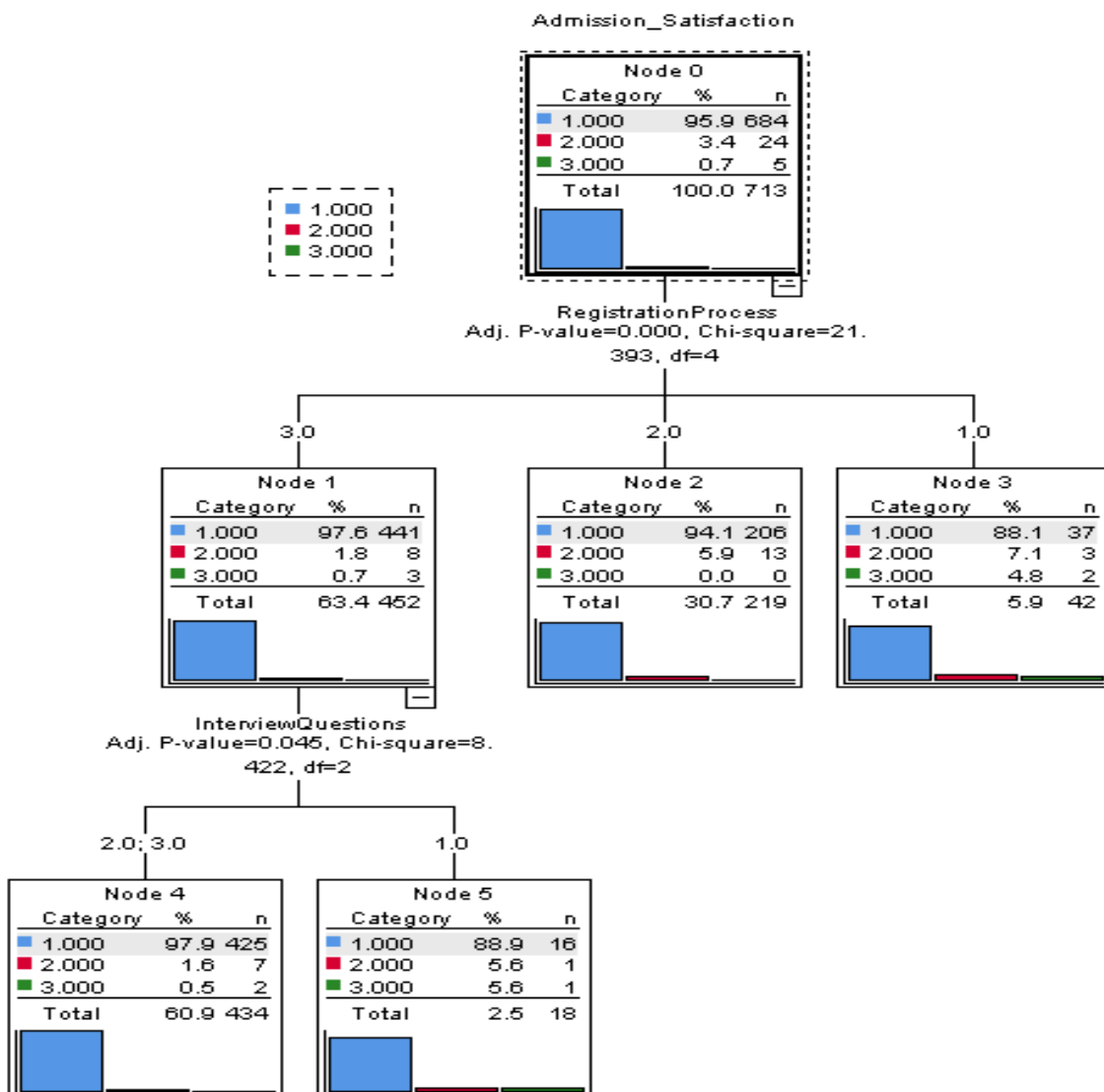
Figure 04: *Model 1- CHAID Tree Classifier*

For Model 2, the chi-square value was insignificant. Therefore, a tree classifier method was used to interpret the results and determine the best feature for overall admission process satisfaction. The minimum cases in parent and child nodes were set to 100 and 10, respectively.

The results showed that experience of registration process best predicted overall admission process satisfaction followed by interview experience and SLC experience. There was no significant association between the written test experience of students with overall admission process satisfaction.

Students who had an excellent/good experience with the registration process, interview and SLC experience were likely to be highly satisfied with the overall admission process. The CHAID model, in this case, also predicts 95.9% correct classification with approximately 4% risk involved. We can see that child nodes 2 and 4 were not further bifurcated due to the low number of cell cases (Figure 05).

The second objective was to find the best predictors for overall admission process satisfaction among students. The results showed that the registration process and its experience, interview questions and experience, and SLC experience all contribute to overall student admission process satisfaction. In addition, an interesting insight was found in Model 2 that students who had an average experience (not too good and not too bad) with SLC funding but good admission interview and registration process were likely to be highly satisfied with the overall admission process. This shows that SLC funding experience contributed to student satisfaction regarding the admission process, however, this association is relatively weak.
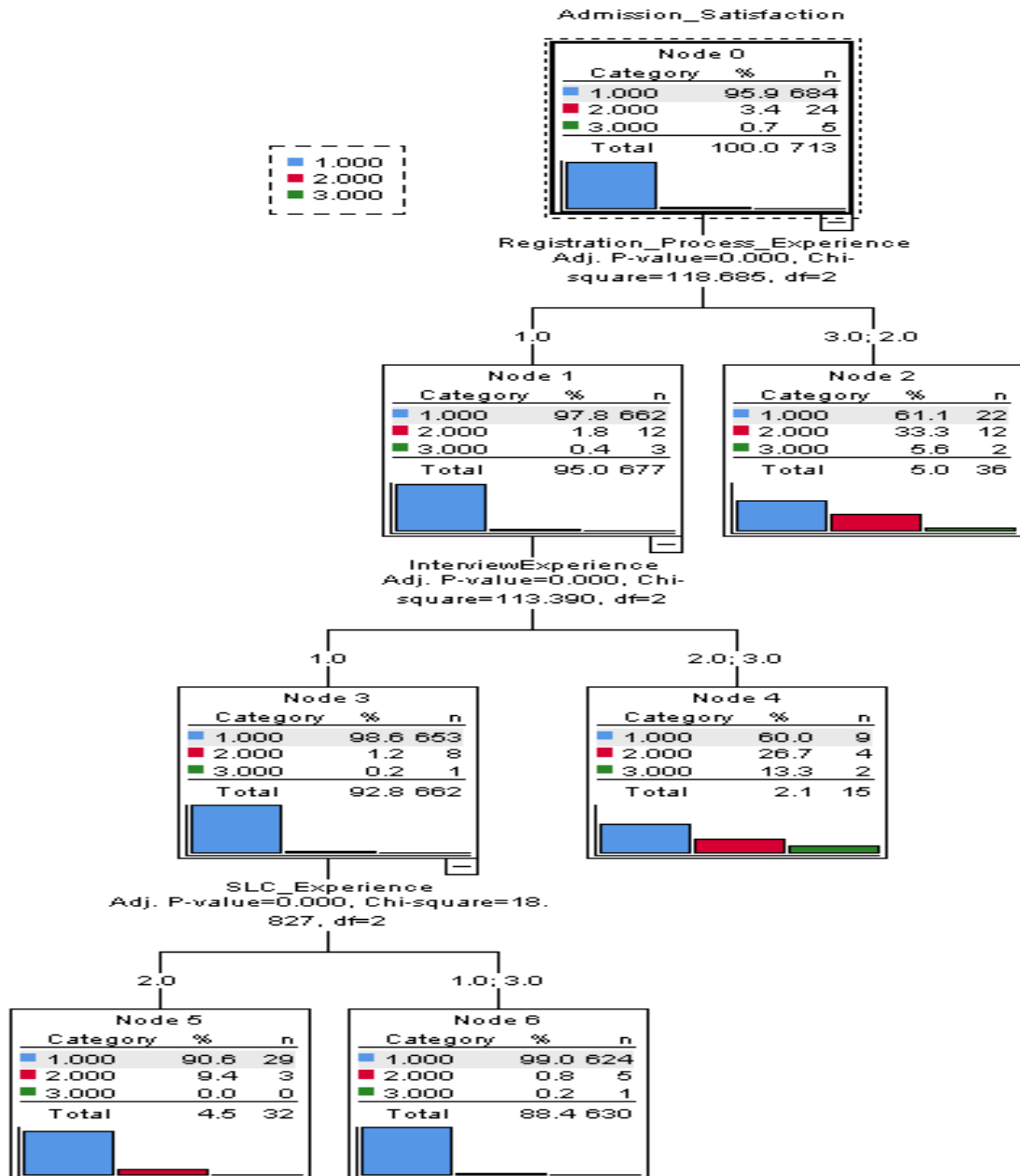
Figure 05: *Model 2- CHAID Tree Classifier*

The third objective of this study was to find the best predictors for overall induction satisfaction among students. The CHAID growing method was used separately for general and academic induction for better insights of the tree model. Overall induction satisfaction was treated as the outcome categorical variable (Figures 06 & 07).

The results showed that the general induction process that involved correct information regarding the location of finding the student handbooks on the website was significantly and strongly linked to student induction satisfaction. The other predictors of overall induction satisfaction were students' knowledge regarding fire exit locations, finding policies on the college websites and the location of the library (Figure 06). The minimum number of the child nodes was set to 10.

Highly satisfied students were well-informed regarding finding the student handbook, the college website policies, and the fire exits locations. However, those students who were not conversant in locating the student handbook but were familiar with the location of the student library were also highly satisfied with the overall student induction. There was a weak association between students who were well-informed about the location of the library (node 5) and those who were not (node 6). However, both categories of students were satisfied with the overall induction. This implies that acquiring the knowledge about the library's location doesn't contribute to overall induction satisfaction as much as other variables did.
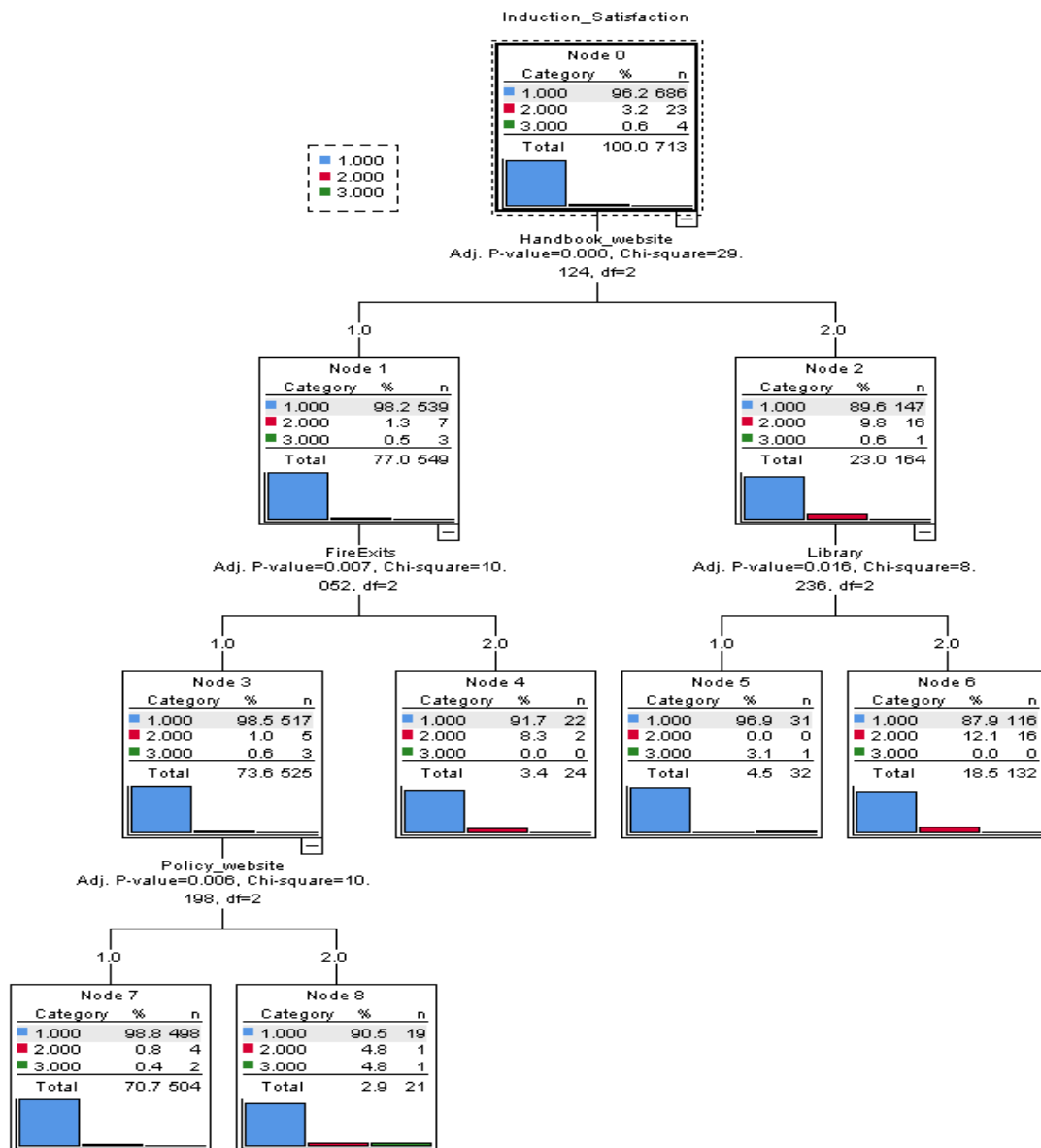
Figure 06: *General Induction- CHAID Tree Classifier*

Out of ten academic induction variables, only one contributed to overall student induction satisfaction (Figure 07). However, those students who knew about PAT (Personal Academic Tutor) were highly satisfied (98.2%) with the induction process given to them (Figure 07).
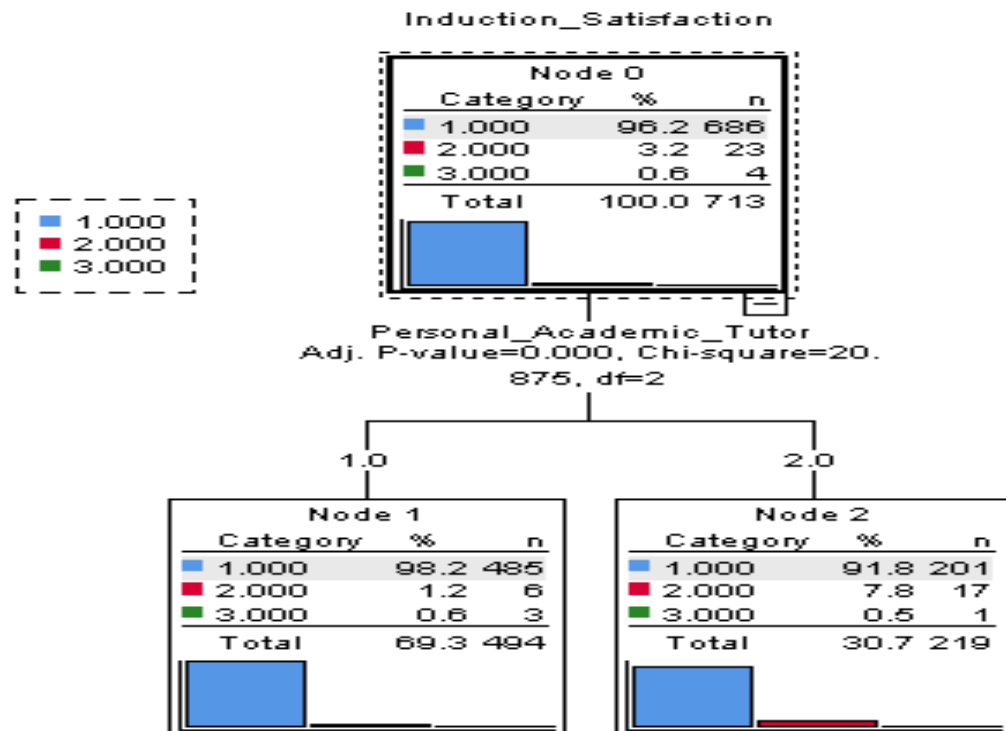
Figure 07: *Academic Induction- CHAID Tree Classifier*

The tree models for both general and academic induction satisfaction predicted 96.2% correct classification with a lower risk of 3.8%.

Conclusion

Given the growing emphasis on student satisfaction in UK Higher Education, it is now even more paramount for key stakeholders to be aware of the term (Qureshi et al., (2021) and increasing pressure to enhance student satisfaction with teaching (Sutherland et al., (2019). Furthermore, student satisfaction is an essential factor that has a prolific impact on the perceived identity of an academic institution and students' performance, and it also efficaciously influences the process of better student recruitment and participation (QS, 2018) and ultimately boosts the ranking (Sutherland et al., (2019).

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Most HEIs across the globe still endeavour to understand the distinct aspects linked with student satisfaction and improve the most crucial amongst them (Alzamel, 2014). For instance, one of the vital factors influencing student satisfaction is students' successful participation and overall grades/scores despite the variation in the pedagogical methods introduced by different HEIs counting online degrees, distance study materials and other educational provisions according to the requirements of students' needs (QS, 2018). There is a monumental rise in competition, and different HEIs are finding ways to offer and convince the target student population of their respective exceptional amenities (Butt & Rehman, 2010) and overall student satisfaction (Qureshi et al., (2021).

HEIs emphasise the admission and induction processes to effectively attract new students with ease and satisfaction with the admission process and retain students with the satisfaction of induction as one of the critical factors for student retention. Induction generally helps combat initial problems in students' university experience, particularly for international students (Alsford & Rose, 2014; Andrade & Evans, 2009; Ramachandran, 2011). A positive student experience during the academic induction phase can potentially help both students and the institution in terms of retention and outcomes (Spencer-Oatey et al., 2014).

General induction helps newly arriving students to adjust to the new environment, and academic induction helps them to get maximum benefits from learning and teaching, leading to academic success. Therefore, both inductions are significant for students and HEIs.

Student satisfaction has been considered by researchers and examined previously (Gibson, 2010). It has been reported that facets of students' educational experience such as 'student centeredness,' 'campus climate' and 'instructional effectiveness' strongly impacts the student satisfaction level and eventually help them retain in the academic institutions (Elliott & Healy, 2001). The contemporary literature seeks to understand not only the direct but and indirect influential factors of student satisfaction (Haverila, Haverila, McLaughlin & Arora, 2021). On the other hand, the earlier studies reported that induction supports academic integration (Zepke & Leach, 2005; Wilcox et al., 2005), enables students to socialise and value the institutional norms (Braxton et al., 1995; Bailey et al., 1998; Yorke, 1999; Walker, 2000), and increase student performances (Zepke & Leach, 2005).

The underlying facets of student satisfaction can be explained via various parameters; however, this study elucidated the student satisfaction in terms of how well the higher education institutions execute its admission process and induction aspects. The results of the present study answer the research questions well. Majority of students were highly satisfied with the admission process and induction procedure. Also, the satisfaction levels varied significantly across the admission and induction aspects. General and Academic inductions were effective in building a successful student relationship and allows students to foresee the regulations and behaviour in the university premises. The results of our study are in line with the previous study results that induction provides a friendly environment and assist students in a healthy transition into HE as well as help them socialise with the university culture (Hassanien & Barber, 2007).

The overall experience of students is important. The admission process was found to be easy and thus students were highly satisfied and happy with its overall experience.

Recommendations

Researchers and educators must mark the notion of early induction taking into account the appropriate factors affecting student satisfaction as dissatisfaction with induction lead to early withdrawal (Yorke, 1999). Other factors such as academic integration activities, developing a sense of belonginess must be taken into consideration during the induction week. Moreover, appropriate online facilities such as clearly structured web portals with support opportunities and necessary information must be present specifically for international students.

HEIs must acquire a student-focused approach when it comes to prospective student engagement and participation since quality of instruction is an essential factor of student satisfaction. There is yet more to discover regarding the felicity in students. Feedback culture, availability and flexibility of student services can be helpful in intensifying student satisfaction during the admission process. Equitable admission practices and providing induction timely can build up a good institutional reputation and demonstrate that the institution is unbiased, ethical and responsive to a diverse student body.

Recommendations to Oxford Business College

In order to enhance student attendance and participation in induction, the College should effectively communicate with students about the importance of induction and organise a couple of induction sessions for a group of students with the flexibility to join any relevant group.

College admissions staff should monitor the registration process at their campuses to find out whether students are satisfied with the registration process and generate reports to improve the process further based on students' feedback.

The induction team should take attendance and rearrange those who did not attend the induction. For example, it is better to arrange a virtual campus tour who missed the physical campus tour so that students can be aware of the facilities.

Academic induction should be comprehensive, introduce students to their new academic community of practice, and identify the level of commitment and expected standards. For example, it should include an introduction to the College, campuses, the roles and responsibilities of key staff members, important information such as the academic calendar, student support, and facilities and ensure that a consistent and practical approach to induction is adopted across all the campuses of the College.

College induction should cover the various important sources of support, guidance and information available to students from campuses, academic departments and specialist student services. Students should be provided with clear information on the types of support available and contact details for appropriate staff and services.

The College should take action on student feedback to enhance the admission and Induction processes and activities.

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The authors declare no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

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