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IMPACT OF ACADEMIC SATISFACTION ON UNIVERSITY STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

Enhancing academic satisfaction can result in students feeling good about their academic achievement and having greater confidence in their skills. Student achievement can benefit from a sense of satisfaction in their studies. This study set out to ascertain the relationship between academic achievement and academic satisfaction of university students. A descriptive research approach was used for the study. The population was the BS students of the University of Sargodha, and the sample was 313 undergraduate students from two Faculties and eight departments, selected through a multistage random sampling technique. The instrument was the academic satisfaction scale. The collected data was analyzed through frequencies, mean score, independent sample t-test, and Pearson correlation. The major conclusion was that there was no relationship between academic satisfaction and academic achievement of BS students. A strong relationship between academic satisfaction and academic achievement was found, so it is recommended that the university administration and heads of departments take the necessary steps to provide the facilities required for the students to boost their satisfaction.

Keywords: Academic satisfaction; Academic achievement; University students.

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INTRODUCTION

Academic satisfaction is closely tied to how well students learn, and it is a dynamic system that may be influenced by both the institution's qualities within the education framework and how the students perceive and comprehend their educational experience (Darawong & Sandmaung, 2019). Academic achievement is a significant challenge that takes into account academic satisfaction, personal, social, and professional growth, as well as the educational setting and at higher levels of education (Hajovsky et al., 2023). Academic satisfaction for higher-level students is important for institutions and educators to provide resources and support that help students manage their time, build relationships with peers and professors, and develop strategies for coping with stress and pressure (Weerasinghe & Fernando, 2017).

According to Zhang & Wang (2018), a good university or higher education institution is one that works hard to build its capacity to satisfy the requirements and expectations of both teachers and students. Alonderiene and Majauskaitė (2016) described that students need to have outstanding academic achievement and high levels of academic satisfaction in order to be highly employable in their chosen job fields. Academic satisfaction is a complicated multidimensional construct that takes into account both how effectively students adjust to their academic environment and the variety of experiences they have on campus (Hajovsky et al., 2023). Academic satisfaction can boost students' confidence in their abilities. Students who feel confident in their abilities are more likely to take on challenging tasks, ask questions, and participate in class discussions. This can lead to better academic performance and a more positive learning experience (Zapko et al., 2018). Academic satisfaction can increase students' motivation to learn

and succeed. When students feel satisfied with their academic performance, they are more likely to continue to put effort into their studies, which can lead to better grades and overall academic performance (Doménech-Betoret et al., 2017). Academic satisfaction can give students a sense of accomplishment and pride in their work. This can contribute to their overall self-esteem and motivation to continue to do well in their studies (Bhatt & Bahadur, 2018). Academic satisfaction is influenced by a variety of factors, such as the quality of teaching, the level of academic challenge, the availability of resources and support, and the degree to which students feel engaged and motivated (Liem et al., 2018). Other factors that can affect academic satisfaction include the level of social support and sense of community within the academic institution, the perceived fairness and consistency of academic policies and procedures, and the degree of alignment between the students' academic goals and the academic program (Chen & Lin, 2019).

Academic satisfaction is closely related to academic achievement, with students who are more satisfied with their educational experience typically achieving better grades and more positive academic outcomes (Kahu, 2013). High levels of academic satisfaction can also contribute to positive emotional and psychological well-being, including reduced stress and anxiety and increased self-esteem and sense of accomplishment (Franzen et al., 2021)

Rationale of Study

Academic satisfaction and academic achievement are two concepts that are strongly related. Students who are satisfied with their academic experience are more likely to achieve. This is because satisfaction is linked to a variety of positive outcomes, including student attitude, learning environment, and quality education (Doménech-Betoret et al., 2017). Academically satisfied students are more inclined and motivated towards learning as compared to dissatisfied students. The study of the relationship between academic satisfaction and academic achievement is continuously underway. So, it is appropriate to investigate the relationship between academic satisfaction and academic achievement.

Literature Review

Academic satisfaction is a multidimensional construct encompassing various factors related to students' academic experiences, including their motivation, engagement, learning outcomes, relationships with instructors, and overall university experience (Annamdevula & Bellamkonda, 2016). The interesting and significant question of whether student satisfaction increases academic achievement or vice versa is one that is worth discussion (Lewis et al., 2011). The concept of academic satisfaction has been studied extensively in the field of education and psychology. Researchers have explored various factors that contribute to academic satisfaction, as well as the relationship between academic satisfaction and other variables, such as academic achievement, motivation, and well-being (Santini et al., 2017). One of the earliest studies on academic satisfaction was conducted by Atkinson (1957), who developed the Satisfaction with Life Scale (SWLS) to measure overall life satisfaction. Since then, researchers have developed various instruments to measure academic satisfaction, such as the Student Satisfaction Inventory (SSI) and the Course Experience Questionnaire (Lodi et al., 2017).

A variety of factors have influenced academic satisfaction, including the quality of teaching, the level of academic challenge, the availability of resources and support, and the degree to which students feel engaged and motivated (Gray & DiLoreto, 2016). Other factors that can affect academic satisfaction include the level of social support and sense of community within the academic institution, the perceived fairness and consistency of academic policies and procedures, and the degree of alignment between the students' academic goals and the academic program (Balkis & Duru, 2017). Academic satisfaction refers to students' academic experiences, including their classes, teachers, and overall learning environment (Weerasinghe & Fernando, 2017). Academic satisfaction is important for several reasons, including its positive impact on academic success, mental health, retention, career success, and lifelong learning (Chen & Lin, 2019). Students who are satisfied with their academic experiences tend to be more motivated, engaged, and

confident, leading to better academic performance and success in their future careers. Educational institutions should prioritize the satisfaction of their students to ensure their well-being and success (Sverdlik et al., 2018). Academic satisfaction and academic performance are two key outcomes of educational experiences, and the relationship between them has been studied extensively in the literature. Academic satisfaction refers to the degree to which students are content with their academic experiences. In contrast, academic performance refers to the level of achievement that students demonstrate in their coursework and academic pursuits (Wolters & Hussain, 2015). The learning environment has a significant impact on academic satisfaction. The learning environment's physical, social, and psychological aspects can either support or hinder students' academic success and satisfaction (Chen & Lin, 2019). The Self-Regulated Learning (SRL) theory emphasizes the role of learners in regulating their own learning processes, including setting goals, monitoring progress, and adapting strategies as needed. The theory suggests that academic satisfaction is influenced by how effectively students are able to regulate their own learning (Gray & DiLoreto, 2016). Self-Regulated Learning (SRL) Theory is a cognitive and social constructivist theory of learning that emphasizes the role of the learner as an active participant in their own learning process. SRL theory suggests that learners can become more effective and efficient in their learning by taking control of their learning process, setting goals, monitoring their progress, and regulating their learning strategies (Alonso-Mencía et al., 2020). According to SRL theory, learners engage in three main phases of self-regulation: forethought, performance, and self-reflection. During the forethought phase, learners set their goals, select appropriate strategies, and plan their approach to the learning task. During the performance phase, learners engage in the learning task, monitor their progress, and make adjustments to their strategies as needed. During the self-reflection phase, learners evaluate their performance, assess their progress, and make plans for future learning (Kizilcec et al., 2017).

Numerous studies have examined the relationship between academic satisfaction and academic performance. For example, a study by Liem et al. (2018) found that students who reported higher levels of academic satisfaction were more likely to achieve better grades and demonstrate higher levels of academic performance. Similarly, a study by Doménech-Betoret et al. (2017), found that academic satisfaction was positively related to students' academic achievement and motivation. While various studies have looked at the relationship between university students' academic achievement and satisfaction, more research is needed due to the dynamic nature of higher education and the ever-changing elements that impact student success. Returning to this issue with a focus on BS students at a certain university might give useful insights into this student population's unique experiences and viewpoints. Examining possible disparities in academic happiness between male and female BS students and between scientific and social science BS students might also give information on the potential effect of gender and academic achievement on student satisfaction and achievement. The objective of the study was to find the relationships between academic satisfaction and academic achievement of university students.

Research Questions of the study

1. What is the academic satisfaction level of students studying in BS programs?
2. How do the academic satisfaction levels of male and female BS students differ from one another?
3. What is the difference between the academic satisfaction level of sciences and social sciences BS students?
4. What is the relationship between academic satisfaction and academic achievement of students studying in BS programs?

METHODOLOGY

The study was quantitative and descriptive in nature, and a survey technique was used for data collection. All Undergraduate students of the University of Sargodha were the population of the present study.

A multistage random sampling technique was used to select a representative sample. At the first stage of sampling, two faculties of the University of Sargodha, i.e., Faculty of Social Sciences and Faculty of Science, were selected conveniently as there were the largest number of students in these faculties compared to other faculties. In the second stage, eight departments from the Department of International Relations, Social Work, Psychology, and Education from the Faculty of Social Sciences and the Department of Statistics, Botany, Biotechnology, and Chemistry from the Faculty of Science were randomly selected. In the third stage, all the students of the BS program were taken as a sample to collect the data.

Instruments for Data Collection

A research instrument was self-developed for this study. The instrument academic satisfaction scale consists of three (3) factors (Student Attitude (4 items), Learning Environment (4 items) and Quality Education (8 items)). The validity of the Academic Satisfaction questionnaire instrument was ensured through the opinion of five experts with PhDs in Education and relevant experience. The pilot testing was conducted on 100 students. Cronbach’s alpha calculated was .937, meaning the scale was highly reliable.

Data Collection and analysis

The instrument was distributed to 400 undergraduate students in the final semester (8th), but 313 students’ responses were complete. The response rate was 78.25%, which was satisfactory. Data was analyzed through frequency, mean scores, standard deviation, and percentages. An Independent sampled t-test was used to compare the gender and faculty-wise differences, and correlation analysis was used to find the relationship between academic satisfaction and academic achievement of university students.

RESULTS AND DISCUSSION

Overall Academic Satisfaction

Table 1 shows the academic satisfaction of BS Students. The 77% of BS students with a satisfying mean of 2.07 (SD=0.71) opined that students have a positive attitude toward academic work. The 77% of BS students having a satisfying value of the mean of 2.07 (SD= 0.67) show satisfaction with the learning environment on campus. The 83% of BS students with a satisfying value of mean1.98 (SD =0.62) were satisfied with the quality of education on campus. Overall, the trend was shown that 79% of BS students with a satisfying mean score of 2.04 (SD= 0.67) showed satisfaction towards the academic work.

Table 1. Academic satisfaction of BS students.

Sr.	Statements	SA	A	(SA+A)	N	DA	SDA	(DA+SDA)	Total	Mean	SD
		f %	f %	f %	f %	f %	f %	f %	f %		
1.	Student Attitude	183 58%	60 19%	243 78%	61 19%	10 3%	0	10 3%	314 100%	2.07	0.71
2.	Learning Environment	183 58%	57 18%	240 77%	68 21%	6 2%	0	6 2%	314 100%	2.07	0.69
3	Quality Education	203 64%	60 19%	263 83%	48 16%	3 1%	0	3 1%	314 100%	1.98	0.62
4	Total of Academic Life Satisfaction	569 60%	177 19%	746 79%	177 19%	19 2%	0	19 2%	942 100%	2.04	0.67

Table 2 depicts the levels of Academic satisfaction in the first category (16-37), showing the low-level scores of academic satisfaction achieved by 53 (17%) students, whereas the second category (38-59) shows the moderate level score of academic satisfaction achieved by 72 (23%) students while third category (60-80) shows the high-level scores of academic satisfaction achieved by 188(60%) students.

Table 2. Descriptive statistics of the university regarding academic satisfaction level.

Academic satisfaction levels	F	Percentage
Low (16-37)	53	17%
Moderate (38-59)	72	23%
High (60-80)	188	60%

Table 3 reflects the gender-wise comparison of the academic satisfaction of BS students. The results (t-value= -1.141; p-value=.356 >0.05) show that there is no significant difference in academic satisfaction between male and female BS students.

Table 3. Gender-wise comparison of academic satisfaction.

Item	Gender	N	Mean	SD	Df	T	p
Academic satisfaction	Male	53	2.06	0.57	312	-1.141	.356*
	Female	260	1.97	0.52			

* Significance level < 0.05.

Table 4 reflects the faculty-wise comparison of the academic satisfaction of BS students. The results (t-value= -2.392; p-value=.999 >0.05) show that there is no significant difference between the views of sciences and social sciences BS students about academic satisfaction.

Table 4. Faculty-wise comparison of Academic satisfaction.

Item	Faculty	N	Mean	SD	Df	t	P
Academic satisfaction	Sciences	150	2.88	0.57	312	-2.392	.999*
	Social sciences	163	3.09	0.52			

* Significance level < 0.05.

Table 5. Correlation analysis between academic satisfaction and academic achievement.

Item	N	R	Sig. (P-value)
Academic satisfaction & Academic achievement	313	0.000	0.996**

** . Correlation is significant at the 0.01 level.

Table 5 depicts the relationship between academic satisfaction and academic achievement. Pearson correlation coefficient r showed no relationship between academic satisfaction and academic achievement of students that was statistically significant (r=.000, p=0.996).

Discussion

Similarly, according to Dryden et al. (2010) maintained that, except for students with the highest satisfaction ratings, success was not correlated with learning satisfaction. Similarly, a study by Weerasinghe and Fernando (2017) found that there is an insignificant difference in academic satisfaction between male and female higher education students. Cultural factors can play an important role in shaping academic satisfaction toward education and the emphasis placed on academic achievement (Doménech-Betoret et al., 2017). Academic achievement may be highly valued in some cultures, even if satisfaction is not explicitly expressed. Cultural variables could be the cause, as they greatly impact the link between academic achievement and academic satisfaction (Chen et al., 2015). The students of the University of Sargodha are of the same culture, so no relationship was found, which was similar to a study by Khan and

Iqbal (2016), which indicated that there was no statistically significant correlation between student satisfaction and achievement.

CONCLUSIONS

The result revealed that there was no significant difference on the basis of faculties (Sciences and Social Sciences). At the same time, there was also no significant gender difference in academic satisfaction of BS students. The results were that there was insignificant relationship between academic satisfaction and academic achievement. This means that academic achievement is not affected by academic satisfaction. A strong relationship between academic satisfaction and academic achievement was found, so it is recommended that the university administration and heads of departments take the necessary steps to provide the necessary facilities to the students to boost their satisfaction.

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