

# Impacting Factors of College Students' Satisfaction with Leadership Education in Jiaxing, China

Liu Jijun\*

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## Abstract

**Purpose:** This study explores the factors influencing students' satisfaction with leadership education in a public university in Jiaxing, China with the following five independent variables (academic experience, campus life, social integration, learning material, career progress, and perceived quality of teaching) on the dependent variables (students' satisfaction). **Research design, data, and methodology:** The research employed a Cronbach's Alpha in a pilot test (n=30) for reliability and the Index of Item-Objective Congruence (IOC) for validity. Multiple linear regression was used to assess 106 valid replies from students at a public university in Jiaxing, China, to confirm the existence of a significant association between the variables. After that, 30 students participated in a 12-week strategic planning (SP). The quantitative findings from the pre-SP and post-SP were then compared using the paired-sample t-test. **Results:** The study found that academic experience, course content, and teachers' perceived quality all impacted students' happiness by multiple linear regression but that campus life, social integration, and professional advancement had no discernible effect on creativity. It is important to note that students' satisfaction was highly impacted by their academic background, the content they learned, and how well they thought their teachers were doing. **Conclusions:** The comparison's paired-sample t-test results showed a substantial change in students' satisfaction between the pre-SP and post-SP phases.

**Keywords:** Academic Experience, Campus Life, Social Integration, Leadership, Satisfaction

**JEL Classification Code:** I23, J28, L2

## 1. Introduction

The concept of leadership has long been highly esteemed and sought after. People are always considering and researching the qualities of a successful leader. As individuals, they look for further resources on leadership effectiveness. Many believe being a leader will enhance their social, professional, and personal lives. Businesses seek individuals with leadership potential because they are convinced that such individuals can increase productivity and, eventually, boost profitability. The significance of leadership is the reason behind the sharp rise in leadership research and the global interest of scholars in this field.

The 1980s saw the introduction of professional and standardized leadership education for college students in

American higher education. China's Fudan University, Shanghai Jiao Tong University, and Shenzhen University have all launched pertinent education programs recently. "According to the definition of leadership education by the International Leadership Council, leadership education mainly refers to the research and practice of promoting leadership development in school systems, communities, and organizations at all levels, such as enterprises and governments." The term "college students' leadership education" refers to the hands-on experiences provided by colleges and universities that, by the law of education and leadership theory, have a deliberate, planned, and organized effect on every college student in order to develop their leadership skills. It should be underlined that college students' leadership education is done for the benefit of the

\*Liu Jijun, School of Business and Management, Jiaxing Nanhu University, China, Email: jijunliu5@126.com

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entire student body, not just the select few (student cadres, exceptional students, etc.). Education aims to develop students' broad leadership skills, organizational aptitude, interpersonal coordination skills, etc., rather than just producing leaders. It should be underlined that college students' leadership education is done for the benefit of the entire student body, not just the select few (student cadres, exceptional students, etc.). Education aims to develop students' broad leadership skills, organizational aptitude, interpersonal coordination skills, etc., rather than just producing leaders.

However, there is still room for improvement in how well college students receive leadership education. The question clarifies that the main problem that needs to be resolved is increasing student happiness with leadership education. The degree to which students are satisfied with their education directly impacts both the quality of higher education and the degree to which they want to continue their education. Student happiness has the potential to impact students' values and future development to some degree. It is essential to research the elements that affect college students' satisfaction with leadership education and to put out a well-thought-out plan of action to raise that satisfaction level.

In order to ascertain the influence of several elements on student satisfaction, this study uses full-time college students from a public university in Jiaying as its research subject. The study examines the students' satisfaction with leadership education through a questionnaire survey. The study findings of four academics served as the foundation for the independent and dependent variables in the research framework. Students' satisfaction is the dependent variable, and the independent factors include academic experience, campus life and social integration, learning material, career progress, and perceived quality of teaching. Additionally, the study has three significances. First of all, the theories around leadership and leadership education are strengthened by this study. Second, it is advantageous to develop college students' leadership skills. Thirdly, examining how satisfied students are with their leadership education helps Chinese higher education institutions apply the idea of quality education.

## 2. Literature Review

### 2.1 Academic Experience

A crucial component of academic honesty is academic experience. Academic integrity should be our priority while studying the academic experience (McCrohon & Nyland, 2016). Academic staff members hold varying ideas on their responsibilities to educate students on the importance of academic integrity, all of which require clarification. According to research, several teachers

believed that it was not their responsibility to teach students academic integrity and that it would be preferable to utilize their time to concentrate on the subject (Bretag et al., 2014). According to Bruce et al. (2014), academic experience is a field of study that looks beyond information behavior or abilities to provide a comprehensive knowledge of subjective and contextualized engagement with information.

**H1:** Academic experience has a significant impact on students' satisfaction in leadership education.

### 2.2 Campus Life & Social Integration

Participation in campus life is one of the main variables determining students' level of satisfaction with their education (Schertzer & Schertzer, 2004). Student involvement on campus is believed to raise the value of the educational process (Greenberg, 1999). Furthermore, studies show a strong link between students' intellectual success and social integration (Saenz et al., 1999). Investigating the impact of social integration on college students' satisfaction and retention was one of the objectives of a quantitative study that involved 378 first-year students from a comprehensive public university (Liu & Liu, 2004).

**H2:** Campus life & Social integration has a significant impact on students' satisfaction in leadership education.

### 2.3 Learning Material

According to Sattar Chaudhry and Khoo (2008), learning materials are instruments for storing knowledge that helps students comprehend and assimilate the material and enhance the quality of instruction. Academic study findings suggest that learning materials can help deliver practical content and encourage resource sharing across disciplines by gathering and storing all associated assets in a single repository (Karlsson & Skålen, 2022). According to Dadzie (2005), educational resources are valuable instruments for research and education that can facilitate learning.

**H3:** Learning material has a significant impact on students' satisfaction in leadership education.

### 2.4 Career Progress

Career progress and success are closely related to career motivation. Three elements have been identified in the study as career motivation: career insight, career identity, and career flexibility (London, 1983; London & Noe, 1997). Although professional ability, closely related to education, is embodied by career advancement, many colleges students' employability must be improved after graduation (Okay-Somerville et al., 2014). Research on women's career progress has demonstrated a correlation with social fairness. Social biases and regional traditions can greatly impact how

far women can go in their careers (Guvenen et al., 2014; Shin & Bang, 2013).

**H4:** Career progress has a significant impact on students' satisfaction in leadership education.

## 2.5 Perceived Quality of Teaching

According to Jepsen et al. (2015), perceived teaching quality is a crucial idea in higher education since it may assess the institution's capacity for instruction. Higher education gives it much thought and constantly defines and encourages the enhancement of instruction quality while adhering to business regulations. It is crucial to keep an eye on the quality of higher education because every facet of students' experiences there will be examined (Hill et al., 2003).

**H5:** Perceived quality of teaching has a significant impact on students' satisfaction in leadership education.

## 2.6 Students' Satisfaction

According to Kunanusorn and Puttawong (2015), satisfaction is defined as the customer's general attitude toward the service provider or providers; it may also be defined as the customer's response and feedback regarding the products they receive. Students who are paying tuition will view higher education institutions as their clients, and these institutions place a great priority on student satisfaction. According to Xiao and Wilkins (2015), students' satisfaction is a crucial metric for school league table compilation and quality assurance. According to some, the secret to distance learning's success is student pleasure (Ritchie & Newby, 1989).

## 3. Research Methods and Materials

### 3.1 Research Framework

The researcher employed four model theories: Martirosyan (2015), Kaur and Bhalla (2015), DeShields et al. (2005), and Al Hassani and Wilkins (2022). The conceptual framework in Figure 1 was constructed and supported by all four previously described theoretical frameworks.

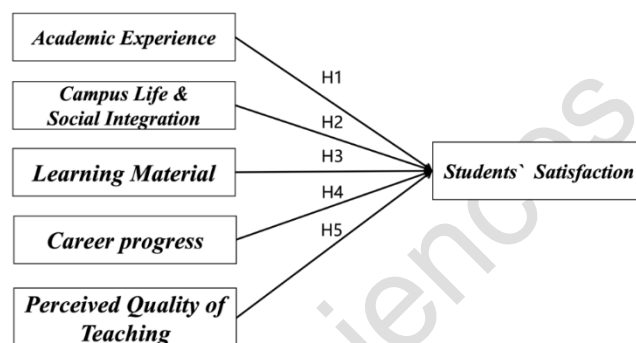


Figure 1: Conceptual Framework

**H1:** Academic experience has a significant impact on students' satisfaction in leadership education.

**H2:** Campus life & Social integration has a significant impact on students' satisfaction in leadership education.

**H3:** Learning material has a significant impact on students' satisfaction in leadership education.

**H4:** Career progress has a significant impact on students' satisfaction in leadership education.

**H5:** Perceived quality of teaching has a significant impact on students' satisfaction in leadership education.

### 3.2 Research Methodology

There are four main steps in the research process. In order to gather information for the suggested conceptual framework, a survey of the full research population ( $n = 106$ ) was first conducted. The significance of each hypothesis was then assessed using multiple linear regression with a p-value threshold of less than 0.05. As a result, theories that met the criteria for retention were kept, while those that did not were deleted. Pre-SP surveys were administered to the remaining 106 students under the supported hypotheses in the second stage. Subsequently, the third phase presented the strategic planning (SP), executed with a specific group of thirty participants. 30 SP participants finished the survey at the end of the process, providing the information needed to compare the pre-and post-SP outcomes using a paired-sample t-test analysis. The objectives and hypotheses of the research could be thoroughly examined thanks to this extensive methodology.

### 3.3 Research Population, Sample Size, and Sampling Procedures

#### 3.3.1 Research Population

The full-time college students at a Jiaxing public university were the subject of this study. The following is the total number of students in each college: 906 in the Faculty of Modern Finance and 1803 in the Faculty of Business Management. The Faculty of Fashion Design has 610

members, the Faculty of Architectural Engineering has 575, and the Faculty of Humanities and Arts has 1300. Thus, 106 students were chosen by the questionnaire to serve as the study's research subject based on the percentage of each college.

### 3.3.2 Sample size

It was demonstrated that any sample size between 30 and 500 is deemed enough for the study and contains reliable data. The sample size for the reliability test at the time of the pre-strategic plan was 30, and the sample size for the multiple linear regression test was 106 to assess the reliability of the questionnaire. Thirty students were chosen to take part in the execution phase of strategic planning. These thirty students behaved as the same responders and followed the same procedure in the post-strategic plan phase.

### 3.3.3 Sampling Procedures

The full-time students at a public university in Jiaxing served as the basis for the sampling in this study, and other colleges with sizable student populations were chosen for a questionnaire survey. One hundred eight students received the questionnaire in the first phase via Ding Talk and WeChat. Following verification, 106 pupils' data were deemed valid for additional study. The ultimate strategy plan can be established according to the multiple linear regression analysis results. Using the purposive sample approach, the researcher chose 30 students from various public university colleges in Jiaxing for the study object in the second stage. All the research subjects shared some traits, such as being engaged in extracurricular activities and being open to participating in scientific studies.

## 3.4. Research Instruments

### 3.4.1 Design of Questionnaire

The researcher took three steps when designing the survey questionnaire.

Step 1: Locate the sources for the questionnaire in three publicly available articles (Al Hassani & Wilkins, 2022; DeShields et al., 2005; Kaur & Bhalla, 2015; Martirosyan, 2015).

Step 2: Modifying and displaying survey questions regarding the context of Chinese university students.

Step 3: Put IOC into Practice.

### 3.4.2 Components of Questionnaire

Three sections comprised the items in the survey questionnaire.

Part I: Questionnaire for Screening. To weed out the non-research population, there were screening questions.

Part 2: Questions on Basic Info. Basic information about

the research population, such as gender, age, place of birth, and so forth, was gathered through questions.

Part 3: Pre-survey Questions. There were questions for the pre-survey to find out the current levels of IV and DV for 106 PUJ students.

### 3.4.3 IOC Results

Three experts were invited to participate in this study and provide judgments based on a questionnaire created by earlier research. Two professional management teachers and one education specialist assisted in examining the questionnaire from an EAL perspective. All dimensions in this study had scores above the criterion of 0.67; hence, all of the questionnaire items were kept.

### 3.4.4 Pilot survey and Pilot test results

The researchers randomly implemented a pilot survey of 30 students by asking them to fill out the survey questionnaire and give feedback. Afterward, the researcher implemented Cronbach's Alpha's internal consistency reliability test, in which values should be equal to or greater than 0.7 (Nunnally & Bernstein, 1994). Therefore, the table below demonstrates the approved results for the high reliability of each construct.

**Table 1: Pilot Test Result**

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Academic experience (AE)	5	(McCrohon & Nyland, 2016)	0.923	Excellent
Campus life & social integration (CS)	6	(Schertzer & Schertzer, 2004)	0.939	Excellent
Learning Material (LM)	5	(Dadzie, 2005)	0.867	Good
Career Progress (CP)	4	(London & Noe, 1997)	0.898	Good
Perceived quality of teaching (PQT)	3	(Hill et al., 2003)	0.876	Good
Students Satisfaction (SS)	6	(Ritchie & Newby, 1989)	0.965	Excellent

## 4. Results and Discussion

### 4.1 Results

#### 4.1.1 Demographic Profile

Table 2 shows the demographic information of the 106 surveyed teachers and 30 teachers participating in the strategic plan.

**Table 2:** Demographic Profile

Entire Research Population (n=106)		Frequency	Percent
Gender	Male	66	62.3%
	Female	40	37.7%
Age	19 years old or under	6	5.7%
	20 years old and above	100	94.3%
Grade	Freshman	1	0.9%
	Sophomore	13	12.3%
	Junior	22	20.7%
	Senior	70	66.1%
<b>Total</b>		106	100%
SP Participants (n=30)		Frequency	Percent
Gender	Male	18	60%
	Female	12	40%
Age	19 years old or under	3	10%
	20 years old and above	27	90%
Grade	Freshman	2	6.70%
	Sophomore	7	23.40%
	Junior	8	26.66%
	Senior	13	43.24%
<b>Total</b>		30	100%

#### 4.1.2 Results of multiple linear regression

The researcher conducted Multiple Linear Regression (MLR) on a total of 106 survey questionnaire results and found out whether each hypothesis was supported. There were five research hypotheses. The testing results of the multiple linear regression analysis, which was conducted after the five hypotheses were proposed, are as follows: Table 3.9 revealed that five predictors accounted for 73.9% of the variance ( $R^2=0.739$ ,  $F(5,100)=56.6$ ,  $p<.001$ ). Table 3.8 also revealed that variables CS and CP ( $P>0.05$ ) did not meet the test conditions and, therefore, had no significant impact on the dependent variables (SS). Therefore, CS and CP have no significant impact on SS. The independent variables of all three variables, AE, LM, and PQT, significantly impact students' satisfaction with leadership education. All three variables' normalized regression coefficients were greater than 0, indicating that the independent variables were positively correlated with the dependent variables. Based on the standardized regression coefficients, it was observed that the academic experience (0.2612) had a higher coefficient than the learning material (0.2411) and the perceived quality of teaching (0.2419). This suggests that, from a statistical standpoint, the first dimension had a greater influence on students' satisfaction.

**Table 3:** The multiple linear regression of five independent variables on student's satisfaction

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R2
Academic Experience (AE)	0.2612	2.683	0.009*	3.63	0.739
Campus life& Social integration (CS)	0.0634	0.603	0.548	4.23	
Learning Material (LM)	0.2411	2.190	0.031*	4.64	
Career Progress (CP)	0.1356	1.240	0.218	4.58	
Perceived Quality of Teaching (PQT)	0.2419	2.571	0.012*	3.39	

Note: p-value <0.05\*

The study hypothesis was evaluated using multiple linear regression findings. The finalized research hypotheses that follow address the variations on all sub-variables between the pre-and post-strategic plan stages:

H6: There is a significant mean difference between Pre-and Post-Strategic plan periods for Academic Experience.

H7: There is a significant mean difference between Pre-and Post-Strategic plan periods for Learning Material.

H8: There is a significant mean difference between Pre-and Post-Strategic plan periods for Perceived Quality of Teaching.

H9: There is a significant mean difference between Pre-and Post-Strategic plan periods for Students' Satisfaction.

#### 4.2 Strategic Plan Process

The detailed design of the strategic plan stage covers 12 weeks. The strategic plan specifies the date, time, location, participants, goal, and means of the intervention and the tasks.

Strategic Plan Stage				
Diagnosis	30 respondents	Define mission and vision Identify stakeholders, managers, participants SWOT analyze	2 weeks(classrooms of a public university in Jiaxing, China)	Researcher
Designing the Strategic Plan	30 respondents	Set goals and strategies Implementation plan	3 weeks(classrooms of a public university in Jiaxing, China)	Researcher
Evaluating	30 respondents	Plan adjustment and improvement Plan results and sustainability	3 weeks(classrooms of a public university in Jiaxing, China)	Researcher
Post-Strategic Plan	30 respondents same as Strategic respondents	Present the plan to the 30 respondents and asked satisfaction on the plan done. Use same scale but no need to do paired sample-test since it has been done at pre-strategic plan	1 month(classrooms of a public university in Jiaxing, China)	Researcher

**Figure 2:** Strategic Plan Activities



### 4.3 Results Comparison between Pre-IDI and Post-IDI

In order to determine whether there were any differences between variables and Students' Satisfaction between the pre-SP and post-SP phases, the researcher used paired-sample t-test analysis on all 4 variables. In all, the following tables show the paired-sample t-test analysis for the following 4 variables:

**Table 4: Paired-Sample T-Test Results**

Variables	Mean	SD	SE	p-value
<b>Academic Experience (AE)</b>				
Pre-SP	2.15	0.351	0.0641	p< .001
Post-SP	4.27	0.312	0.0570	
<b>Learning Material (LM)</b>				
Pre-SP	2.10	0.466	0.0851	p< .001
Post-SP	4.13	0.415	0.0758	
<b>Perceived Quality of Teaching (PQT)</b>				
Pre-SP	2.46	0.646	0.1180	p< .001
Post-SP	4.40	0.423	0.0773	
<b>Students' Satisfaction (SS)</b>				
Pre-SP	1.99	0.508	0.0927	p< .001
Post-SP	4.32	0.303	0.0553	

From Table 4, there was a significant difference in Academic Experience between pre-SP (M=2.15, SD=0.351) and post-SP (M=4.27, SD=0.312) condition;  $t(29) = -27.2$ ,  $p < .001$  and the mean difference was -2.11.

There was a significant difference in Learning Material between pre-SP (M=2.10, SD=0.466) and post-SP (M=4.13, SD=0.415) condition;  $t(29) = -16.9$ ,  $p < .001$  and the mean difference was -2.03.

There was a significant difference in Perceived Quality of Teaching between pre-SP (M=2.46, SD=0.646) and post-SP (M=4.40, SD=0.423) condition;  $t(29) = -12.5$ ,  $p < .001$  and the mean difference was -1.94.

There was a significant difference in Students' Satisfaction between pre-SP (M=1.99, SD=0.508) and post-SP (M=4.32, SD=0.303) condition;  $t(29) = -29.0$ ,  $p < .001$  and the mean difference was -2.33.

To summaries, the quantitative results presented above demonstrated notable distinctions between the pre-and post-SP phases regarding the academic experience, learning resources, the perceived quality of instruction, and student happiness.

## 5. Conclusions, Recommendations and Limitations

### 5.1 Conclusions & Discussions

This study explored the influence of academic experience, campus life, social integration, learning material, career

progress, and perceived quality of teaching on the dependent variable of students' satisfaction. It adopted rigorous research methods for research design, read many previous research papers, and drew meaningful conclusions through data collection and data analysis.

The research design included a pilot test that used Cronbach's Alpha to confirm the measurement equipment's reliability and the validity of the Index of Item-Objective Congruence (IOC). This exacting method of measurement increased the research's legitimacy. Data were collected from the valid responses of 106 students from a public university in Jiaxing, and multiple linear regression analysis was conducted to verify the significant relationship between independent variables and dependent variables. In addition, a 12-week Strategic Planning (SP) was conducted on 30 students. A paired sample T-test was performed before and after collecting the data for the strategic plan.

The results show that the three independent variables, academic experience, learning material, and perceived quality of teaching, significantly impact student satisfaction. The independent variables, campus life, social integration, and career progress, do not affect student satisfaction.

Specifically, in terms of academic experience, more targeted academic lectures should be provided to students, more scientific and historical academic cases should be introduced, and case analysis should be carried out to enable students to have a deeper understanding and influence on academic experience, thus affecting students' satisfaction in leadership education.

Regarding learning material, teachers should provide students with more learning resources, including case studies, e-learning resources, and online learning resources. Schools should provide more computers for teachers and students, and improving library facilities will also affect student satisfaction. A timely increase in library resources will help teachers and students improve their interest in learning, thus improving student satisfaction.

In terms of perceived quality of teaching, teachers should actively guide students to participate in teaching, improve teaching quality through flipped classrooms, group discussions, teamwork, case discussions, etc., enhance students' participation in knowledge, make students feel the charm of leadership education, and thus improve their satisfaction with leadership education.

In a word, this study is of great significance in exploring the factors affecting students' satisfaction with leadership education, and how to improve students' satisfaction in different aspects is also deeply explored. Taking a public university in Jiaxing as the research object, this paper comprehensively analyzes the factors that affect the satisfaction of leadership education to improve students' skills, improve the quality of education, and pave the way for them to achieve more achievements in their future careers so

that students can adapt to this increasingly competitive world more quickly.

## 5.2 Recommendations

It is of great practical significance to improve students' satisfaction with leadership. Nowadays, the competition in society is fierce, and the employment situation is very serious. Students not only need more knowledge in school but also learn how to adapt to the needs of society and work. Hence, leadership education is an indispensable part of higher education. Many domestic and foreign colleges and universities have specially set up leadership-related courses. However, some things could still be improved in teaching and practice. Therefore, we have summarized and further summarized the results of this research and put forward a series of suggestions to improve the satisfaction of students' leadership education in training college students.

This study's first and main recommendation is to integrate the leadership education curriculum into the compulsory curriculum. It is necessary to design and plan a reasonable curriculum system and build a team of teachers. The curriculum system includes leadership education courses for students of different grades, combining theory and practice. The teacher team should have the characteristics of interdisciplinary integration, not only letting students experience the charm of leadership in the classroom but also letting them go out of the campus and arranging teachers outside the school to guide them.

Academic experience has a significant impact on the satisfaction of leadership education. College administrators and teachers should create a good academic environment for students. This includes establishing academic integrity issues, sharing and applying academic experience, and finding academic resources to teach students to easily access academic experience. If students only listen to lectures, they will not take the initiative to explore academic resources, and they will always wait for the school and teachers to provide them, which is not a good phenomenon. Therefore, it is necessary to cultivate students' initiative and make them more interested in the academic environment and academic resources of leadership education to improve their satisfaction with leadership education.

The acquisition of learning material also greatly impacts the satisfaction of leadership education. We can imagine the importance of learning resources for college students, just like fishing needs a very good quality fishing rod; if there is no fishing rod, the fisherman will not be able to get any fish and will get nothing. Learning materials are not only books or electronic resources but also all the infrastructure and moral support that schools can provide to students. Therefore, it is also crucial for schools to improve their financial and spiritual support to raise more emotional values for students,

thus improving the satisfaction of leadership education.

Perceived quality of teaching also plays a crucial role in improving the satisfaction of leadership education. Schools and teachers should be aware of this. At present, all colleges and universities have a certain teaching quality inspection system, which includes students to grade teachers, old teachers with senior titles to grade young teachers and various supervision and inspection of education quality. However, this is only based on inspection and grading, which is very passive in improving the quality of teaching. How to improve the teaching quality is a very key link. For teachers, let students participate more in class, let them have participation and initiative, let them form a team, and learn knowledge through continuous running-in and discussion, which is a key factor to improve team leadership and self-leadership. If they are satisfied with the quality of teaching, they will greatly improve teachers' enthusiasm and thus improve the quality of teaching. At the same time, schools cannot always grade teachers negatively, which will make teachers feel pressured and cause them to lose the meaning of happy teaching.

In conclusion, this study provides meaningful insights and opinions for improving the satisfaction of leadership education and exploring the influencing factors of leadership education. By implementing these recommendations, students in colleges and universities are bound to improve their leadership skills greatly, become more adaptable to society, and improve their cognitive level. At the same time, it can also improve the satisfaction of leadership education. Colleges and universities must adopt these recommendations to equip students with the skills necessary for success and personal growth so that colleges and universities can achieve qualitative breakthroughs in leadership education.

## 5.3 Limitations for Future Research

Although the study provides insightful information about the impact of independent variables on students' satisfaction, it must be acknowledged to direct future research in this field. These restrictions point to possible directions for additional study and improved research:

**Sample Dimensions and Population:** The investigation involved a certain subset of PUJ students. To evaluate the generalizability of the results, future studies should try to diversify the sample by involving students from different age groups, educational levels, and cultural situations.

**Variables and Relationships:** The investigation involved one dependent variable and five distinct independent variables. Future research could examine additional independent variables and their possible interactions to provide a more comprehensive understanding of the variables impacting students' satisfaction.

**Intervention Design:** This study implemented a particular intervention program. Future studies should investigate alternative intervention designs to compare the efficacy of various techniques for student satisfaction.

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