

# Influences on Student Satisfaction with School Teaching: Insights from a College in Shandong Province

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## Abstract

**Purpose:** The study investigates the influence of five independent variables (Instructor Quality, Course Structure, Campus Life and Social Integration, Teacher Feedback Quality, and Education Quality) on one dependent variable (Student Satisfaction). Additionally, it aims to identify significant differences between variables. **Research design, data, and methodology:** The research employed the Index of Item-Objective Congruence (IOC) for validity and a Cronbach's Alpha in a pilot test (n=50) for reliability. 238 valid responses from students in a College, Shandong Province, were analyzed by multiple linear regression to verify the significant relationship between variables. Following this, 30 students underwent an 18-week Intervention Strategic Plan (SP). Afterward, the quantitative results from post-SP and pre-SP were analyzed in the paired-sample t-test for comparison. **Results:** In multiple linear regression, the study revealed that Campus Life and Social Integration, Teacher Feedback Quality, and Education Quality impacted student satisfaction, while (Instructor Quality and Course Structure had no significant impact on student satisfaction. Finally, the results from the paired-sample t-test for comparison demonstrated a significant difference in student satisfaction between the post-SP and pre-SP stages. **Conclusions:** This research aims to improve students' satisfaction with the school at LYT College, Shandong Province, China.

**Keywords:** Student Satisfaction, Instructor Quality, Course Structure, Teacher Feedback Quality, Education Quality

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

## 1. Introduction

This study aims to explore the impact of student satisfaction in a secondary vocational college in Shandong Province. Quantitative methods and questionnaires were used to collect sample data from the target population. Before distributing the questionnaire, the validity and reliability of the content were tested through strategic planning and Cronbach's Alpha pilot testing. Analyze using multiple linear regression (MLR) data to verify the model's goodness of fit and confirm causal relationships between variables for hypothesis testing.

The study found that the research conceptual model can predict and explain the factors influencing student satisfaction. The quality of education and teacher feedback are two important factors affecting student satisfaction. The five hypotheses proposed were proven to achieve the research objectives.

Improve student satisfaction and let schools pay attention to the quality of teacher feedback and the integration of campus life and social life. This study aims to explore the impact on student satisfaction in a secondary vocational college in Shandong Province. Quantitative methods and questionnaires were used to collect sample data from the target population. Before distributing the questionnaire, strategic planning and Cronbach's Alpha pilot test were used to test the validity and reliability of the content. Use Item-Objective Congruence (IOC) to verify the model's goodness of fit and confirm the causal relationship between variables for hypothesis testing. This article uses linear regression (MLR). The study found that the research conceptual model can predict and explain the factors influencing student satisfaction. The quality of education and teacher feedback are two important factors that affect student satisfaction. The five hypotheses proposed were proven to achieve the research objectives.

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Improve student satisfaction and let schools pay attention to the quality of teacher feedback and the integration of campus life and social life. This study aims to explore the impact on student satisfaction in a secondary vocational college in Shandong Province. Quantitative methods and questionnaires were used as tools to collect sample data from the target population. Before distributing the questionnaire, strategic planning and Cronbach's Alpha pilot test were used to test the validity and reliability of the content. Data were analyzed using multiple linear regression (MLR) to verify the model's goodness of fit and confirm causal relationships between variables for hypothesis testing. The study found that the research conceptual model can predict and explain the factors influencing student satisfaction. The quality of education and teacher feedback are two important factors that affect student satisfaction. The five hypotheses proposed were proven to achieve the research objectives. Improve student satisfaction and let schools pay attention to the quality of teacher feedback and the integration of campus life and social life.

Building "harmonious universities" and "providing education that satisfies the people" are the main goals of this study, which are centered on students. It also introduces cultural values and the quality concept of student satisfaction into vocational education services. These goals are supported by the research background and motivation explained above. We will investigate the connection between student satisfaction and fairness and the regulatory function of cultural values, school self-construction, etc., to offer a theoretical framework for vocational secondary schools to enhance student satisfaction and promote equity in educational services. Foundation and useful advice. This study is a novel and difficult subject that falls under the purview of service management research in secondary vocational-technical institutions. Its relevance to the study is found in.

The significance of this study lies in its exploration of the influencing factors of student satisfaction in a higher vocational college in Shandong. Given the current state of China's vocational education, which is not optimistic, understanding these influencing factors is crucial. The variables examined in this study, including teacher quality, course organization, integration of campus life with social life, quality of teacher feedback, and quality of education, will help determine which variable has a significant impact on student satisfaction. The research results can provide valuable insights to teachers in secondary vocational colleges, as well as managers and teachers in vocational education institutions, enlightening them on the key factors affecting student satisfaction.

These results are valuable for those looking at the reasons for low student satisfaction, poor enrollment, and increased dropout rates at career schools, which may be critical

investments. This study may explain why student satisfaction in secondary vocational colleges is low.

Furthermore, the research results carry significant practical implications for the management and teachers of vocational education institutions who are considering expanding the scope of vocational education specialties and the scale of their schools. These solutions can serve as a guide for preparing the transition from traditional learning to blended or blended learning formats. Moreover, this study provides career education administrators with a practical tool to identify the variables that influence student satisfaction and, more importantly, to take actionable steps to improve student satisfaction. This emphasis on practical implications will empower the audience with actionable insights.

## 2. Literature Review

### 2.1 Instructor Quality

Candra and Jeselin (2022) defined teacher quality as the qualifications of a teacher assessed by students before they are taught to learn by the teacher. However, it also refers to the teacher's teaching style, teaching method, and learning method guidance. Teacher quality refers to teachers' teaching methods and personality in the teaching environment (Candra & Jeselin, 2022). Teacher quality refers to teachers' knowledge and professional skills, and they use simple teaching methods to demonstrate complex knowledge structures (Varela et al., 2014). The quality of teachers refers to the extent to which teachers impart knowledge to learners and the interaction of skills used by teachers during teaching (Kim et al., 2022). Teacher quality can be defined as the professional abilities and qualities displayed by teachers in the teaching process and includes the level of classroom quality in the teaching process (Cheng, 2013). Daultani et al. (2021) stated that teacher quality significantly impacts student satisfaction, followed by course attributes. Student-teacher interaction is a learning experience and a determinant of learning outcomes and satisfaction. At the same time, the teacher's attitude, and teaching style, which are related to the teacher's quality, will affect the enthusiasm and participation of the learners. Teacher quality is, therefore, seen as an important factor in the learning process (Cheng, 2013).

**H1:** Instructor quality has a significant impact on student satisfaction.

### 2.2 Course Structure

Drago and Peltier (2004) defined the course structure as students' needs and hoped to get clear structural guidance in the expectations of learning, and it covers clear thematic tasks and learning tasks with clear emphases. Moreover, how

to give students a good understanding of the learning objectives and how these objectives can be achieved. At the same time, the course has a hierarchical knowledge structure, so the course structure that students need to master abstract lower-level concepts and skills before they can absorb higher-level knowledge and apply it to different environments (Aldamen et al., 2017). There is no uniform standard for the curriculum structure, and there are differences. This difference may be related to different higher education institutions, different ethnic beliefs, and different national laws. At the same time, it is also related to establishing the curriculum structure and the nature of the personnel (Arezes & Swuste, 2013). Gupta and Priyanka (2022) pointed out that if the course structure adopts a gamification mechanism, it can improve the participation of students, as well as the satisfaction and excitement of students in the classroom. As for the course structure setting, most of the surveyed students indicated that the electronic course structure is easier to operate and more extensible than the traditional course structure (Candra & Jeselin, 2022).

**H2:** Course structure has a significant impact on student satisfaction.

### 2.3 Campus Life and Social Integration

Badri (2020) pointed out that the earliest concept of campus life and social integration was put forward in 1985, and the discussion included various terms, including conflict between study and life, interference balance, etc. At the same time, these states must be reasonably integrated. On the one hand, the integration of campus life and society should allow every student to enjoy equal rights to campus access and life and equal rights to share social resources; on the other hand, school, and social life should support students and provide material support (Mishchenko, 2013). Music and dance, food appreciation, and some seminars should be the narrow definition of campus life and social students (Burkhardt & Bennett, 2015). Campus life refers to all the resources and services available to students. The survey found that these campus activities are vital to students' future social life and social adaptation (Olivier & Burton, 2020). Martirosyan (2014) mentioned that students' participation in campus life directly affects the effectiveness of education, and the degree of students' social integration is positively correlated with students' academic level. Any strong connection between campus life and social participation will lower student dropout rates in higher education (Tan et al., 2018).

**H3:** Campus life and social integration have a significant impact on student satisfaction.

### 2.4 Teacher Feedback Quality

Arghode et al. (2018) defined teacher feedback quality as teachers building learners' understanding through intervention and feedback and creating a sharing process of group awareness, which can be shared through classes, videos, online meetings, and tutorial resources. The quality of teacher feedback can be defined as a game style. Students can get many gem gold coins by answering questions correctly. This kind of gem gold coin can be regarded as teacher feedback. Different numbers of gem gold coins have different qualities of teacher feedback (Menkhoff et al., 2011). The quality of teacher feedback is generally expressed in the form of communication, including instructional explanations, such as giving answers or rephrasing students' words; corrective feedback, such as directly correcting mistakes, etc.; and suggestive feedback, which is intended to improve student's performance through Ask questions, give hypotheses, etc. to allow students to think further (Dobbelaer et al., 2012).

Abbas (2020) mentioned that higher education is a pure service industry, and the quality of feedback from university teachers is an integral part of it. When students receive useful, high-quality teacher feedback, they can better understand their learning strengths and weaknesses (Alquraan, 2012). This study requires supporting teachers in their work, not only in planning and developing course content but also in monitoring students' classroom motivation in response to varying feedback from teachers within the classroom (Wong, 2021).

**H4:** Teacher feedback quality has a significant impact on students' satisfaction.

### 2.5 Education Quality

Chien (2007) defined teaching quality as five elements: whether the lectures are clear, the vividness of the application of teaching materials, the enthusiasm of teachers, whether the course arrangements are reasonable, and whether students are willing to learn and develop independently. The definition of education quality often needs to be clarified and even somewhat illusory. The meaning of the term education quality should constantly change with the development of society, and change with different groups and educational backgrounds, and at the same time be able to reflect the educated people. Have a positive attitude toward education (Tam & Cheng, 1996). Quality in education generally refers to efficiency, high standards, excellence, value for money, fitness for purpose, and educator-centeredness (Watty, 2006). Kim et al. (2022) mentioned five exploratory factors, such as teaching quality, as being related to the success of e-learning. The results of this study emphasize the importance of teachers' involvement in student interactions and positively impact

teachers' teaching quality (Davidovitch, 2007). Apprenticeship is the best means to improve the quality of teaching, and it provides reliable support for the quality of social mobility teaching (Felce, 2019). Increasing education budgets does not improve the quality of education (Faisal et al., 2017).

**H5:** Education quality has a significant impact on student satisfaction.

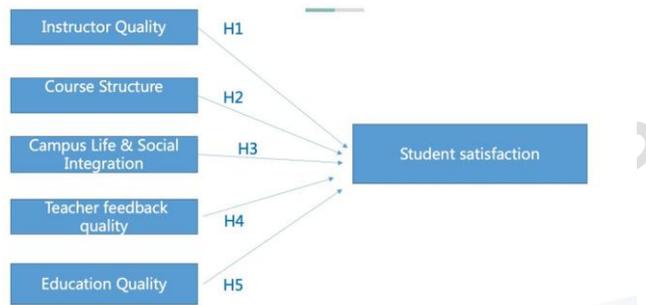
## 2.6 Students' Satisfaction

Rogers and Smith (2011) pointed out student satisfaction is defined as students' evaluation of the course and the lecturer. Student satisfaction usually refers to a positive or negative feeling about the educational services they receive (Ali et al., 2022). Student satisfaction is defined as a student's short-term evaluation of their educational experience and environment (Gbetor et al., 2022). Student satisfaction can be defined as meeting students' expectations of learning outcomes during the learning process (Ali et al., 2022). Student satisfaction can be defined as the degree of likes and dislikes consumers have when consuming products. The interaction with teachers, that is, products, is crucial in student satisfaction, directly affecting student satisfaction (Mishra et al., 2020). Haverila and Haverila (2021) pointed out that the reputation of a university or educational institution is affected by student satisfaction. Teachers' efficiency value has a certain impact on student satisfaction (Mishra et al., 2020). Student satisfaction is a complex construct that includes various factors that change as society changes (Negm, 2023). Factors that affect student satisfaction include student life, campus atmosphere, teaching quality, and the gender of students (Martirosyan, 2014).

## 3. Research Methods and Materials

### 3.1 Research Framework

The researcher applied three model theories from Negm (2023), Kieng et al. (2021), and Memon et al. (2014), Linking student satisfaction to various variables. All three theoretical frameworks mentioned above supported and developed a conceptual framework in Figure 1.



**Figure 1:** Conceptual Framework

**H1:** Instructor quality has a significant impact on student satisfaction.

**H2:** Course structure has a significant impact on student satisfaction.

**H3:** Campus life and social integration have a significant impact on student satisfaction.

**H4:** Teacher feedback quality has a significant impact on student satisfaction.

**H5:** Education quality has a significant impact on student satisfaction.

### 3.2 Research Methodology

The research process comprises four distinct stages. The entire research population (n=238) was initially surveyed to collect data for the proposed conceptual framework. Subsequently, all hypotheses underwent rigorous testing using multiple linear regression, a robust statistical method, to determine their significance at a p-value threshold of < 0.05. As a result, hypotheses that received support were retained, while those that did not meet the criteria were eliminated, ensuring the highest standards of research methodology.

The second stage involved conducting pre-SP surveys on the remaining 238 students within the supported hypotheses. The third stage introduced the Intervention Design Implementation (SP), specifically implemented with 30 participants. In the final stage, 30 SP participants completed a survey, generating the necessary data for conducting a paired sample t-test analysis to compare the pre-SP and post-SP results. This comprehensive process allowed for thoroughly examining the research's objectives and hypotheses.

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

#### 3.3.1 Research Population

Five-year students from various LYT departments, including the Department of Art Education, Department of Mechanical and Electrical Engineering, Department of Business Management, Department of Hotel Management, and Department of Automotive Engineering, serve as the research subjects for this study. The Department of Art Education offers three classes in Early Childhood Education, one in Mechanical and Electrical Engineering, one in Business Management, two in Hotel Management, and one in Automotive Engineering. There are typically 30 students in each session, for roughly 238 people spread throughout seven classes. These pupils may be regarded as the study's research population. Afterward, the researcher checked all responses and confirmed that 238 were valid.

#### 3.3.2 Sample size

The researcher randomly distributed a pilot survey to 30 students and verified its reliability by pilot testing. Afterward, the researcher identified 238 LYT students as the research population and gained 238 valid responses. Then, the researcher investigated through multiple linear regression, identifying the relationship between independent variables and dependent variables. Finally, the researcher selected 30 voluntary students who were involved in the SP intervention stage.

#### 3.3.3 Sampling Procedures

The researcher conducted several samplings, and related sampling procedures were as follows:

**Sampling 1:** Sampling for pilot survey and pilot test

The researcher randomly sampled 30 students by asking them to complete the questionnaire and give feedback for the pilot survey and pilot test.

**Sampling 2:** Sampling for Pre-survey

For the pre-survey, the researcher sampled 238 LYT students from different years by distributing a paper survey questionnaire. Afterward, the researcher checked all responses and confirmed that 238 were valid.

**Sampling 3:** Sampling for SP

The researcher randomly selected and sampled 30 voluntary students to implement SP.

### 3.4 Research Instruments

#### 3.4.1 Design of Questionnaire

The researcher designed the survey questionnaire by following three steps.

Step 1: The positive psychological capital questionnaire, created by Mishra et al. (2020), investigates our

psychological capital. Six dimensions were used to group the 27 questions: five about instructor quality, five about course structure, four about campus life and social integration, four about teacher feedback quality, five about education quality, and four about student happiness.

Step 2: Adjusting and Presenting survey questionnaires on Chinese university students' Context.

Step 3: This step involved implementing the Index of Cultural Orientation (IOC) to further refine the survey questionnaire. The IOC was used to ensure that the questions were culturally sensitive and did not inadvertently offend or confuse the respondents.

#### 3.4.2 Components of Questionnaire

Survey questionnaire items were composed of the following three parts:

Part 1: Screening Questions. There were screening questions to filter out the non-research population.

Part 2: Basic info Questions. Questions were asked to obtain basic information about the research population, including gender, age, birthplace, etc.

Part 3: Pre-survey Questions. There were questions for the pre-survey to determine the current levels of IV and DV for 238 LYT students.

#### 3.4.3 IOC Results

This study asked three specialists to provide feedback on questions created using data from earlier studies. Three experts are Chinese: a student career planning instructor, a department head from a vocational school, and a professional teacher in vocational education. This makes it easier to look at the questionnaire from the strategic planning standpoint. In this IOC process, independent experts, scholars, or doctors are marked +1 for Congruent, 0 for Questionable, and -1 for Incongruent. In this research, all questionnaire items were greater than 0.67, so the researcher retained all questionnaire items.

#### 3.4.4 Pilot survey and Pilot test results

The researcher randomly implemented a pilot survey of 30 students by asking them to fill out the 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
Instructor Quality	5	Candra and Jeselin (2022)	0.695	Questionable
Course Structure	5	Drago and Peltier (2004)	0.774	Acceptable
Campus Life	4	Badri (2020)	0.913	Excellent

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
and social Integration				
Teacher feedback quality	4	Arghode et al. (2018)	0.764	Acceptable
Education Quality	4	Chien (2007)	0.904	Excellent
Student Satisfaction	4	Rogers and Smith (2011)	0.854	Good

## 4. Results and Discussion

### 4.1 Results

#### 4.1.1 Demographic Profile

The researcher demonstrated the demographic profile of the entire research population (n=238), followed by the selected students' group (n=30), who participated in SP, as shown in Table 2.

**Table 2:** Demographic Profile

Research population (n=238)		Frequency	Percent
Gender	Male	27	11.3%
	Female	211	88.7%
Grade	Freshman year	46	19.3%
	Sophomore year	44	18.5%
	Junior year	70	29.4%
	Senior year	78	32.8%
Research population (n=30)		Frequency	Percent
Gender	Male	28	93.33%
	Female	2	6.67%

#### 4.1.2 Results of multiple linear regression

The researcher conducted Multiple Linear Regression (MLR) on a total of 238 survey questionnaire results and found out whether each hypothesis was supported. There were five research hypotheses; all five hypothesized dependent variables are related to the independent variable, student satisfaction (SS). Based on the variance inflation factor (VIF) analysis, it can be concluded that multicollinearity is not a concern since the VIF value is below 5 (Hair et al., 1995). The R-squared (R<sup>2</sup>) in a multiple linear regression model with five independent variables can account for 73.9% of the variability in student satisfaction.

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

Variables	Coefficients	t -value	P-value	R	R <sup>2</sup>
Instructor Quality	0.0067	0.138	0.890	0.860	0.739
Course structure	-0.0220	-0.449	0.654		
Campus Life and Social Integration	0.1668	2.954*	0.003		
Teacher Feedback Quality	0.1210	2.228*	0.027		
Education Quality	0.6531	12.578**	<.001		

Dependent variable: Student satisfaction

**Note:** p-value <0.05\*, p-value <0.001\*\*

Table 3. illustrates the relationship between the independent variables of the diagnostic stage and student satisfaction. We conducted a comprehensive multiple regression analysis using JAMOVI. The significance test revealed that the p-values of Instructor Quality and Course structure are greater than 0.05, indicating that these two dimensions of the independent variable have no significant impact on the dependent variable. However, the p-values of Campus Life and Social Integration, Teacher Feedback Quality, and Education Quality are less than 0.05, suggesting a significant impact on the dependent variable. The R-squared value of 0.860 indicates that the independent variable accounts for 86.0% of the dependent variable. Notably, the normalized regression coefficients of all four variables are greater than 0, indicating a positive relationship with the dependent variable. By examining the standardized regression coefficients, we found that the standardized regression coefficients of Instructor Quality, Course structure, Campus Life and Social Integration, Teacher Feedback Quality, and Education Quality (0.0067, -0.0220, 0.1668, 0.1210, 0.6531) further support our findings. Subsequently, we conducted SP to test the following hypotheses:

Therefore, H1: Instructor Quality has no significant impact on Student satisfaction. H2: Course structure has no significant impact on Student satisfaction. H3: Campus Life and Social Integration significantly impact Student satisfaction. H4: Teacher Feedback Quality has a significant impact on Student satisfaction. H5: Education Quality has a significant impact on Student satisfaction. H6: Student satisfaction has a significant impact on Student satisfaction.

In summary, the results are per below;

H6: There is a significant mean difference in campus life and social integration between pre- and post-strategic plan stages.

H7: There is a significant mean difference in teacher

feedback quality the pre-and post-strategic plan stages.

H8: There is a significant mean difference in education quality between the post-strategic plan stages.

H9: There is a significant mean difference in student satisfaction between pre- and post-strategic plan stages.

### 4.2 SP Intervention Stage

The Strategic Plan stage's thorough design takes eighteen weeks to complete. The Strategic Plan specified the date, time, location, participants, goal, and means of the intervention, as well as the tasks to be completed. as illustrated in Table 4.

**Table 4:** Implementation time and activities as Strategic Plan

No.	Time and Duration	Implementation keywords
1	Week 1	Interview
		Questionnaire
2	Week 2-4	Research
		SWOT analysis and Goal Setting
3	Week 5-8	Improve teaching quality
4	Week 9-12	Campus facilities optimization
5	Week 13-14	Meet student needs
6	Week 15-18	Review and summary

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

The researcher implemented a paired-sample t-test analysis on all four variables to identify whether there were any differences in Student Satisfaction between the pre-SP and post-SP phases. The below tables to illustrates paired-sample t-test analysis on four variables as follows:

**Table 5:** Paired-Sample T-Test Results

Variables	Mean	SD	SE	p-value
<b>Campus Life and Social Integration</b>				
Pre-SP	2.70	0.289	0.0528	p<0.001
Post-SP	3.58	0.310	0.0566	
<b>Teacher Feedback Quality</b>				
Pre-SP	2.58	0.342	0.0624	p<0.001
Post-SP	3.42	0.385	0.0702	
<b>Education Quality</b>				
Pre-SP	2.92	0.187	0.0342	p<0.001
Post-SP	3.89	0.193	0.0353	
<b>Student Satisfaction</b>				
Pre-SP	2.87	0.260	0.0475	p<0.001
Post-SP	3.85	0.259	0.0473	

Table 5 illustrates the results of the paired-sample t-test analysis of pre-SP and post-SP comparison as follows:

There was a significant increase in campus Life and Social Integration between post-SP (M=3.58, SD=0.310, SE=0.0566) stage and pre-SP stage (M=2.70, SD=0.289, SE=0.0528), while P<0.001 and mean value difference between post-SP stage and Pre-SP stage was 0.883. Therefore, H3 supported the idea that there is a significant mean difference in campus life and social integration between pre-SP and post-SP.

There was a significant increase in teacher Feedback Quality between post-SP (M=3.42, SD=0.385, SE=0.0702) stage and pre-SP stage (M=2.58, SD=0.342, SE=0.0624), while P<0.001 and mean value difference between post-SP stage and pre-SP stage was 0.842. Therefore, it was supported that there is a significant mean difference in Teacher Feedback Quality between pre-SP and post-SP

There was a significant increase in education between the post-SP(M=3.89, SD=0.193, SE=0.0353) stage and pre-SP stage (M=2.92, SD=0.187, SE=0.0342 ), while P<0.001 and mean value difference between post-SP stage and the pre-SP stage was 0.967. Therefore, H5 supported the idea that there is a significant mean difference in education quality thought between pre-SP and post-SP.

There was a significant increase in Student Satisfaction between post-SP (M=3.85, SD=0.259, SE=0.0473) stage and pre-SP stage (M=2.87, SD=0.260, SE=0.0475), while P<0.001 and mean value difference between post-SP stage and pre-SP stage was 0.983. Therefore, H6 supported the idea that there is a significant mean difference in student satisfaction between pre-SP and post-SP.

## 5. Conclusions, Recommendations and Limitations

### 5.1 Conclusions & Discussions

The study investigated the influence of five independent variables, Instructor Quality, Course structure, Campus Life and Social Integration, Teacher Feedback Quality, and Education Quality, on one dependent variable: Student satisfaction. The research employed a comprehensive research design, data collection, and methodology to draw meaningful conclusions.

The research design incorporated the use of the Index of Item-Objective Congruence (IOC) for validity and Cronbach's Alpha in a pilot test to ensure the reliability of the measurement instruments. This rigorous approach to measurement strengthened the credibility of the research. Data were collected from 238 valid responses from students at LYT College and were subjected to multiple linear regression analysis to verify the significant relationships between the independent and dependent variables. Moreover, an 18-week Intervention Strategic Plan (SP) was

carried out with 30 selected student groups. Post-SP data were collected and compared with pre-SP data using paired-sample t-tests.

The study's results demonstrated that certain factors significantly impacted student satisfaction. Specifically, Campus Life and Social Integration, Teacher Feedback Quality, and Education Quality were found to significantly influence student satisfaction. On the other hand, Instructor Quality and course structure did not significantly impact student satisfaction.

The findings from the paired-sample t-test for comparison showed a significant difference in both self-leadership and creativity between the post-SP and pre-SP stages. This suggests that the 18-week Strategic Plan had a positive and statistically significant impact on student satisfaction, offering a beacon of hope for the potential for change and improvement in educational strategies.

In conclusion, this research has made a valuable contribution by demonstrating the potential to foster student satisfaction in the context of LYT, China. The study's robust methodology, comprehensive analysis, and practical implications not only offer insights into the factors that can enhance student satisfaction among students but also empower educators, researchers, and policymakers with the knowledge to inform and develop effective educational strategies and interventions. These findings can be used to prepare students for success in an increasingly competitive and innovative world.

## 5.2 Recommendations

The need to enhance student satisfaction is more pressing than ever. A recent study, which delved into the influence of key factors on student satisfaction, revealed that a boost in satisfaction can foster a stronger sense of belonging and identity on campus. This, in turn, can enhance the learning experience and overall quality of life for students. In this article, we will delve into a set of recommendations, rooted in research, to elevate student satisfaction.

One of the main recommendations from this study is to include student satisfaction as an important indicator of campus development. Educational institutions, including LYT University, can set up complaint windows or feedback platforms to strengthen students' communication and suggestions on campus. By integrating student satisfaction into campus development, students will truly integrate themselves into the campus and become a part of campus life, meeting all the needs of students as much as possible.

Campus life and social integration can significantly impact student satisfaction. For educational institutions, actively promoting campus life and society integration can enable students to fully integrate into campus life and better integrate into society after graduation. Lectures and

internships can be held to promote the integration of both. Integration helps students better experience life between the two.

This study highlights the importance of teacher feedback quality. Educators should not only emphasize helping students master new knowledge and skills but also pay attention to the quality of feedback to students. By encouraging students' behavior, they can stimulate their interest in learning, enabling them to develop a lasting passion for learning and satisfaction with teachers.

The quality of education is crucial to students' learning life and experience on campus. The college should recognize this and actively improve its own education and the overall education quality of the campus through teacher training, academic seminars, paper seminars, etc. The school's quality of education is the premise of its operation, and it is also a good guarantee for improving student satisfaction.

Regular assessment and monitoring of student satisfaction is not just beneficial, it's essential. By implementing ongoing assessments, institutions can pinpoint areas where students may be struggling and provide targeted interventions. This approach ensures that the development of these skills remains a top priority.

Educators and teaching staff play a key role in improving student satisfaction. Therefore, teachers must be trained in techniques and strategies that promote these skills. Workshops can focus on fostering a growth mindset, creating a positive learning environment, and providing constructive feedback to students.

The campus has set up a platform window to listen to students' needs and suggestions in a timely manner. Every semester, it conducts a comprehensive student satisfaction survey covering various aspects such as teaching quality, campus facilities, and student services. Students' opinions and suggestions are collected through questionnaires, seminars, online feedback platforms, and other methods.

In summary, the findings provide valuable insights for improving student satisfaction. By implementing these recommendations, schools can create a comprehensive, comfortable learning environment where students can fully participate in campus life and grow and learn confidently and healthily on campus. Integrating campus life with social integration, teacher feedback quality, and educational quality can help students quickly become familiar with and integrate into unfamiliar environments. Educational institutions are responsible for adopting these recommendations and providing a satisfactory and comfortable environment for students to learn and live in.

## 5.3 Limitations for Future Research

While the research on the effects of independent variables on student satisfaction provides valuable insights,

it's crucial that we acknowledge its limitations. This responsibility guides our commitment to future research in this area, suggesting potential avenues for further investigation and research improvements.

**Sample Size and Demographics:** This study focused on a specific group of students at LYT University. Future research should aim to diversify the sample by including students from different educational backgrounds, age groups, and cultural backgrounds to assess the generalizability of the findings.

**Variables and Relationships:** This study focused on five specific independent variables and one dependent variable. Future research could explore other independent variables and their potential interactions to understand better the factors that influence student satisfaction.

**Intervention Design:** This study implemented a specific intervention program. Future research should explore alternative intervention designs to compare the effectiveness of different strategies in improving student satisfaction.

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