Enhancing Factors of Undergraduate Satisfaction and Behavioral Intention Towards Universities in Chengdu, China

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Abstract

Purpose: This study examines the factors that impact undergraduate satisfaction with higher education in Chengdu, China. The conceptual framework proposed reputation, student satisfaction, social identification, information, experience, and the relationship between perceived service quality and behavioral intention. **Research design, data, and methodology:** Using questionnaires distributed to students from 8 universities in Chengdu using a quantitative method (n=500) allowed for a comprehensive understanding of the factors influencing undergraduate satisfaction. Using Purposive Sampling and Stratification random sampling facilitated data collection and distribution. At the same time, Structural equation modeling (SEM) and confirmatory factor analysis (CFA) provided robust data analysis, including the model fit and the validity of the structure. **Results:** This study's results have practical implications for educational practices. They showed that experience, student satisfaction, and reputation significantly influence behavioral intention. Notably, student satisfaction has the greatest impact on behavioral intention. Experience impacts perceived service quality, and reputation impacts student satisfaction. **Conclusions:** The six hypotheses of this study have been rigorously tested and proven, successfully achieving the research objectives. Therefore, it is recommended that colleges and universities focus on improving college students' satisfaction, understanding their needs, enhancing the educational experience, optimizing the teaching structure, and elevating the teaching level.

Keywords: Reputation, Student Satisfaction, Social Identification, Perceived Service Quality, Behavioral Intention

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Education is the basic factor that forms and trains people. It deeply impacts a nation's social and economic development, and pursuing education necessitates all future generations' continued efforts (Lianqing, 1996).

While the massification of higher education is a significant indicator of China's enormous advancements in this area, China's pursuit of world-class universities reveals its desire to establish an international reputation in higher education consistent with its growing economic might. China now has the largest higher education sector in the world thanks to the fast expansion of university education. China's strategic ambition to establish world-class universities shows that it is not content with the qualitative expansion of its higher education system but aims to make a breakthrough in higher education quality (Ngok, 2008).

According to Athiyaman (1997), student satisfaction typically refers to a temporary mindset from assessing students' educational experiences. When actual performance satisfies or exceeds a student's expectations, satisfaction results (Elliott, 2002). Researchers Mang and Govender discovered in 2017 that assessing students' general satisfaction resembled Kenyan service standards (Mang'unyi & Govender, 2017).

Quality is one of the main areas that universities focus on to draw students and enhance institutional procedures. Quality management at HEIs will then require implementing activities for adjustments and enhancements to guarantee level (Djonlagic & Dedic, 2015). Quality evaluation findings will be utilized to establish strategic goals. Over the past ten years, there has been some progress in establishing a legal structure for quality assurance and accreditation, but the outcomes are only moderate. The number of courses offered

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and student enrollment have risen at HEIs. However, these HEIs have not addressed the labor market demand, the teaching staff's capabilities, the curricula standard, and the adequacy of both human and physical resources (Do, 2019).

Education is frequently regarded as a special service for the interaction and experiences between groups—students, lecturers, and support staff (Gupta & Kaushik, 2018). There is no agreement on the definition, even though numerous studies have pointed out the meaning of quality of service and its measurement in higher education (Abdullah, 2005; Cronin & Taylor, 1992; Parasuraman et al., 1988).

Researchers worldwide have carried out studies to understand service quality and satisfaction clearly, in addition to its measurement (Mahmoud & Khalifa, 2015), and how the two factors relate to one another (Anil & Icli, 2013). Understanding how students view service quality at HEIs and the connection between service quality, satisfaction, and loyalty in an environment where competition is rising is more important than ever.

2. Literature Review

2.1 Reputation

Sontaite and Bakanauskas (2011) defined university reputation as a kind of perception and evaluation, that is, the potential of relevant social groups or individuals in terms of past deeds, communication, and interest satisfaction based on their cognition compared with other higher education institutions.

Ahearne et al. (2005) believe that reputation will directly affect the ranking of universities. Many students will refer to this ranking; they rely on the universities with high reputations or success, which will directly affect students' attitudes and choices.

According to Sung and Yang (2009) research, the importance of the status of a renowned institution must be recognized. As a symbol of quality, prestige enhances an organization's standing, draws top personnel, and promotes an innovative and successful culture.

Wilkins (2020) observes that higher education aims to cultivate or teach students to master knowledge or skills to have employment opportunities and generate value. Colleges with a positive reputation make students expect that they will have more employment opportunities and generate value in the future. This underscores the crucial role of university reputation in shaping students' future success and the significance of our research in understanding this dynamic.
H1: Reputation has a significant impact on student satisfaction.

2.2 Social Identification

According to Tajfel and Turner (2004), social identity formation is a psychological process in which people identify with a certain group and derive a sense of self from it. When people identify as belonging to a certain group, they do so by adopting and identifying with the traits, ideals, and ways of behaving that that group shares (Hogg & Reid, 2006). As defined by Ashforth and Mael (1989), social identification is a procedure by which people identify with several groups and get a feeling of self and belonging from this association.

According to Tajfel and Turner (1979), social groupings that people participate in are a significant source of self-worth and self-confidence. Kang (2014) found that social identity commonly correlates with enhanced academic performance and increased satisfaction among students. This underscores the importance of social identity in enhancing student satisfaction, according to Wilcox et al. Students' feelings of happiness and belonging at the university can be improved by their sense of identification within the campus community (Braunack-Mayer et al., 2020). The degree to which students identify socially with their institution influences their level of happiness, and students who identify socially strongly with their university are often happier (Mai, 2005). Accordingly, this reach hypothesizes the following.
H2: Social identification has a significant impact on student satisfaction.

2.3 Information

Knowing is defined as having information. "information" can also be used to express something that can be felt in the process of information: "a particular fact, subject, event, thing to be informed or informed, intelligence, news presented in the exchange of knowledge." (Oxford English Dictionary, 1989). The term "information" describes the signals that students get from the university, both overt and covert, informally and directly, before enrollment (Sultan & Yin Wong, 2014).

Our senses pick up a variety of inputs, which we then interpret, evaluate, and integrate into signals that make sense to us (Anderson, 1980).

Information is a pivotal element in decision-making processes, exerting a profound influence on the actions and outcomes of individuals and organizations. The paths chosen and the results achieved in these scenarios are significantly shaped by the effective use of information (Augier, 2002).

A multitude of marketing communication channels play a crucial role in equipping students with knowledge about quality factors. This underscores the potential impact of providing students with sufficient and trustworthy

information before they enroll, as it can significantly shape their perception of the quality of services offered by a university (Sultan & Yin Wong, 2014).

H3: Information has a significant impact on perceived service quality.

2.4 Past Experience

Practice produces prior experience, enabling practitioners to understand it later as the current, actual experience fades into the past (Korin et al., 2023). It is believed that motivational effects are influenced by personal experience (Petty, 1983). Consequently, it is anticipated that prior experience will mitigate the impact of utilitarian incentives on behavioral intentions (Wu et al., 2017). Previous service encounters with university staff before enrollment and any follow-up care given by the university are considered the students' "experience" (Sultan & Yin Wong, 2014). According to Kolb (2014), an individual's or organization's past experiences are the information, abilities, and experiences they have gained throughout time that influence their current and future behavior.

The past experience of individuals or organizations is instrumental in fostering learning and facilitating transformative changes, serving as a reservoir of insights and lessons that inform and shape future actions and decisions. (Kolb & Kolb, 2005). Drawing upon these experiences empowers practitioners to refine strategies, navigate challenges, and capitalize on opportunities, thereby fostering continuous improvement and adaptation (Korin et al., 2023) The notion that practice is rooted in history and evolves from prior practices alludes to its historical dimension. This perspective emphasizes the importance of understanding past contexts, actions, and decisions as foundational elements shaping current and future practices. (Jarzabkowski, 2005; Vaara & Lamberg, 2016). It is this understanding of past contexts that keeps us engaged and interested in the evolution of practices and decisions.

H4: Past experience has a significant impact on perceived service quality.

2.5 Perceived Service Quality

Perceived service quality encompasses a service's market-driven and dominant features that impact the relationship between the provider and the customer. PSQ involves a cognitive process of assessing quality, which is influenced by perception, learning, reasoning, and understanding of the service attributes (Sultan & Yin Wong, 2014). Perceived service quality, defined by Parasuraman et al. (1985), is the discrepancy between what clients anticipate from what services they are given and what they encounter. Perceived service quality, according to Sureshchandar et al.

(2002), is the degree to which a client is satisfied with a certain feature that a service provider provides.

According to studies, contentment is directly impacted by perceived service quality in higher education (Alves & Raposo, 2007), and satisfaction is also indirectly impacted by perceived worth (Brown & Mazzarol, 2009).

Accurate and lucid information customers collect can positively impact their perceptions of the quality of the services they receive from service providers (Parasuraman et al., 1985).

The information's timeliness and depth will influence the perception of service quality. Customers' perception of the quality of the service is greatly influenced by timely delivery and comprehensive information provision, which allows them to assess and comprehend the service more fully (Fisk et al., 1993). This implies that giving students sufficient and trustworthy information before enrolling can significantly impact how they perceive the level of services a university provides (Sultan & Yin Wong, 2014). Accordingly, this reach hypothesizes the following.

H5: Perceived service quality has a significant impact on student satisfaction

2.6 Student Satisfaction

According to Ali et al. (2016), student satisfaction is characterized as students' cognitive or emotive responses toward a particular or extended range of services the institution provides. Student satisfaction is a psychological state of contentment brought about by performance evaluation of service qualities in higher education (Sultan & Yin Wong, 2014). According to Oldfield and Baron (2000), student satisfaction relates to how well students understand and assess the caliber of university education services.

The reputation of a college or university is not just a standalone factor, but it can significantly impact an individual's overall judgments of the caliber of education provided by that school (Braunack-Mayer et al., 2020). Mai (2005) found that these views have a stronger correlation with satisfaction than do other specific service features. According to Ahearne et al. (2005), students who attend renowned universities often have higher levels of identification with the organization because they may feel proud of the achievements of their school and view the university's wins as personal victories.

Students can be confident that attending a prestigious institution will not only enhance their employment chances but also the respect they will receive for attending one (Al Hassani & Wilkins, 2022). The university's reputation is one of the most important tools for attracting new students (Alves & Raposo, 2007).

Baltaru (2019) study found that when professional staff, good honors, degree completion, research quality, and

graduate employability were considered, reputation remained the most reliable indicator of a university's performance. An intangible asset like reputation is crucial for maintaining a competitive edge in the current educational environment, and HEIs are assessed according to several criteria, one of which is reputation (Miotto et al., 2020). Accordingly, this reach hypothesizes the following.

H6: Student satisfaction has a significant impact on behavioral intention.

2.7 Behavioral Intention

Behavioral intentions are an individual's estimated probability or capacity to participate in a particular behavior (Lin et al., 2008). Students' preparedness to behave is behavioral intention, which can result in positive and negative behavioral and attitudinal results (Sultan & Yin Wong, 2014). According to Taylor and Todd (1995), behavioral intention is the plan or goal of an individual to engage in a certain activity that reflects their attitude, subjective standards, and sense of behavioral control.

Subrahmanyam and Shekhar (2017) demonstrated a clear correlation between student loyalty and satisfaction. Chandra et al. (2019) found a strong association between good behavioral intentions on the part of students and their perceptions of value, loyalty, and satisfaction. This research offers significant benefits for understanding and improving student outcomes. Students' behavioral intentions would be the outcome of their level of happiness in a higher education setting (Hwang & Choi, 2019). Accordingly, this reach hypothesizes the following.

3. Research Methods and Materials

3.1 Research Framework

The conceptual p framework was developed based on previous research frameworks. It is adapted from three theoretical models. Firstly, Student retention in higher education: the influences of organizational identification and Institution reputation on student satisfaction and behaviors (Al Hassani & Wilkins, 2022). Secondly, the effect of service quality on behavioral intention: the mediating role of student satisfaction and switching barriers in private universities (Tan et al., 2022). The third research was an integrated-process model of service quality, institutional brand, and behavioral intentions: The Case of a University (Sultan & Yin Wong, 2014). The conceptual framework of this study is proposed in Figure 1.
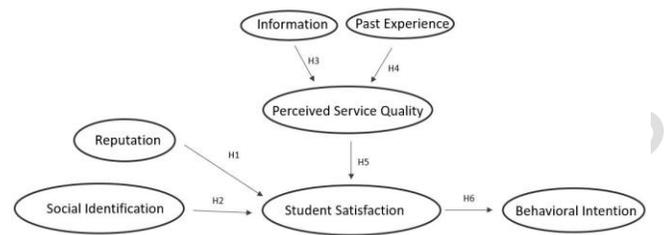

Figure 1: Conceptual Framework

H1: Reputation has a significant impact on student satisfaction.

H2: Social identification has a significant impact on student satisfaction.

H3: Information has a significant impact on perceived service quality.

H4: Past experience has a significant impact on perceived service quality.

H5: Perceived service quality has a significant impact on student satisfaction

H6: Student satisfaction has a significant impact on behavioral intention.

3.2 Research Methodology

The target group, which consisted of college students from eight selected institutions in Chengdu, played a significant role in this study. They received surveys both online and on paper from the researchers using a quantitative non-probabilistic sampling approach. The three sections of the poll were created after the main variables impacting undergraduates' contentment with universities were gathered and examined. Initially, the characteristics of the respondents are determined by using the screening questions. Second, seven suggested variables, ranging from strongly disagree (1) to strongly agree (5), were measured using a 5-point Likert scale for the examination of all four hypotheses. Lastly, age, gender, and educational background are demographic concerns. An objective Conformity Index (IOC) expert evaluation and a pilot test were provided to thirty responders, acknowledging their valuable contribution to the study. The IOC results passed at over 0.6, whereas Cronbach's Alpha values are acceptable at over 0.7.

The validity and dependability of Cronbach's Alpha method were examined. Following the reliability test, 500 valid replies to the questionnaire were received from the target respondents. SPSS AMOS26.0 was used to evaluate the data that were gathered. After that, Confirmatory Factor Analysis (CFA) is used to assess and validate the accuracy of the convergence. To ascertain the validity and dependability of the model, model fitting measures are computed by evaluating the provided data as a whole. Lastly, the impact of the factors was investigated using the structural equation model (SEM).

3.3 Population and Sample Size

This study aims to determine undergraduates' satisfaction with Chengdu's eight institutions (Sinha et al., 2016). Based on the structural equation model's sample size, at least 425 respondents should participate in the research (Kline, 2011). There were 600 respondents. For this study, 500 replies were used following a data screening procedure.

3.4 Sampling Technique

The researchers adopted non-probability and judgment sampling to select the eight most representative universities in Chengdu. Then, the quota sampling method is adopted, as shown in Table 1. Then, the researchers used convenience sampling to distribute online and offline questionnaires.

Table 1: Sample Units and Sample Size

Universities	Undergraduates	Proportional Sample Size
Sichuan University of Media and Communication	23,350	49
Sichuan Normal Universit	36,000	77
Southwestern University of Finance and Economics	24,600	52
Southwest Jiaotong University	28,914	62
University of Electronic Science and Technology of China	23,000	49
Sichuan Agricultural University	40,000	85
Chengdu University of Traditional Chinese Medicine	22,000	47
Sichuan University	37,000	79
Total	234,864	500

4. Results and Discussion

4.1 Demographic Information

The researchers used non-probability and judgment sampling to select the eight most representative universities in Chengdu. Then, they adopted the quota sampling method, as shown in Table 1. Finally, they used convenience sampling to distribute online and offline questionnaires.

Table 2: Demographic Profile

Demographic Information (N=500)		frequency	percentage
Gender	Male	265	53.0%
	Female	235	47.0%
Grade	Freshman	125	25.0%
	Sophomore	127	25.4%
	Junior	125	25.0%
	Senior	123	24.6%
Major	Arts	88	17.6%
	Science	120	24.0%
	Economics	147	29.4%
	Engineering	118	23.6%
	Medicine	5	1.0%
	Other	22	4.4%

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) is a statistical method for verifying a measurement model's adequacy. Bollen (1989). By defining a previous measurement model, researchers in CFA determine whether the data conforms to the model. By comparing the variations between the actual observed data and the expected model, this method assesses the validity of the structure and the model's fit. Factor loadings have a p-value of less than 0.05 and a bigger value than 0.30. In Table 3, the construct dependability is more than the 0.7 cut-off points, and the average variance extracted was greater than the 0.5 cut-off point (Fornell & Larcker, 1981). Each estimate has substantial weight.

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Reputation (RE)	Al Hassani and Wilkins (2022)	3	0.718	0.611-0.715	0.716	0.458
Student Satisfaction (SS)	Al Hassani and Wilkins (2022)	3	0.707	0.653-0.691	0.706	0.444
Social Identification (SI)	Al Hassani and Wilkins (2022)	3	0.724	0.643-0.745	0.722	0.465
Information (IN)	Sultan and Yin Wong (2014)	3	0.717	0.649-0.705	0.719	0.460
Past Experience (PE)	Sultan and Yin Wong (2014)	3	0.720	0.656-0.699	0.721	0.463
Perceived Service Quality (PSQ)	Sultan and Yin Wong (2014)	3	0.743	0.677-0.721	0.743	0.491
Behavioral Intention (BI)	Sultan and Yin Wong (2014)	5	0.844	0.701-0.739	0.843	0.519

As of Table 4, the extracted square root of average variance indicates that all correlations are bigger than the corresponding correlation values for that variable. Furthermore, in CFA testing (Figure 1), model fit indices such as GFI, AGFI, NFI, CFI, TLI, and RMSEA are employed.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.041
GFI	≥ 0.85(Sica & Ghisi, 2007)	0.964
AGFI	≥ 0.80(Sica & Ghisi, 2007)	0.952
NFI	≥ 0.80(Sica & Ghisi, 2007)	0.949
CFI	≥ 0.80 (Bentler, 1990)	0.998
TLI	≥ 0.80 (Sharma et al., 2005)	0.997
RMSEA	< 0.08 (Pedroso et al., 2016)	0.009
Model Summary		Acceptable Model Fit

Remark: CMIN/DF = the ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index, and RMSEA = root mean square error of approximation

As indicated in Table 5., the study's values exceeded permissible limits, verifying the convergent and discriminant validity. As a result, both discriminant and convergent validity are guaranteed. Furthermore, the findings of the model measurement supported the discriminant validity and served as a validation to assess the reliability of the following structural model estimation.

Table 5: Discriminant Validity

	RE	SS	SI	IN	PE	PSQ	BI
RE	**0.676**						
SS	0.509	**0.666**					
SI	0.424	0.378	**0.681**				
IN	0.417	0.369	0.581	**0.678**			
PE	0.451	0.320	0.387	0.425	**0.680**		
PSQ	0.531	0.399	0.420	0.491	0.592	**0.700**	
BI	0.556	0.451	0.468	0.482	0.500	0.526	**0.720**

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

Creating a centralized, all-encompassing framework for investigating and testing intricate correlations between several variables is the primary goal of structural equation modeling (SEM), as indicated in Figure 2. To simultaneously estimate the correlation between observed variables and the relationship between potential variables, structural equation modeling (SEM) combines path analysis and factor analysis (Kaplan, 2008). The goodness of fit indices for the Structural Equation Model (SEM)is measured as demonstrated in Table 6.

The model fit measurement should not be over 5 for the Chi-square/degrees-of-freedom (CMN/DF) ratio, and GFI and CFI should be higher than 0.8, as Sica and Ghisi (2007) recommended. The calculation in SEMs and adjusting the model by using SPSS AMOS version 26, the results of the fit index were presented as good fit, which are CMIN/DF = 3.682, GFI = 0.8633, AGFI =0.831, NFI =0.806, CFI =0.849, TLI = 0.829 and RMSEA =0.073, according to the acceptable values are mentioned in Table 6.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	3.682
GFI	≥ 0.85(Sica & Ghisi, 2007)	0.863
AGFI	≥ 0.80(Sica & Ghisi, 2007)	0.831
NFI	≥ 0.80(Sica & Ghisi, 2007)	0.806
CFI	≥ 0.80 (Bentler, 1990)	0.849
TLI	≥ 0.80 (Sharma et al., 2005)	0.829
RMSEA	< 0.08 (Pedroso et al., 2016)	0.073
Model Summary		Acceptable Model Fit

Remark: CMIN/DF = the ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index, and RMSEA = root mean square error of approximation

4.4 Research Hypothesis Testing Result

The research model is calculated based on the significance of each variable from its regression weights and R2 variances. The result from Table 7 postulated that all hypotheses were supported with a significance at p = 0.05.

Student Satisfaction has the strongest influence on Behavioral Intention, which resulted in 0.737, whereas experience (β =0.703) and reputation (β = 689), as shown in Table 7.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: RE→SS	0.689	7.296*	Supported
H2: SI→SS	0.347	5.091*	Supported
H3: IN→PSQ	0.457	7.275*	Supported
H4: PE→PSQ	0.703	9.130*	Supported
H5: PSQ→SS	0.461	6.200*	Supported
H6: SS→BI	0.737	7.468*	Supported

Note: *** p<0.001, ** p<0.01, * p<0.05
Source: Created by the author

The result from Table 7 can be refined in that H1 has proven that Reputation is one of the key drivers of Student Satisfaction, revealing the standard coefficient value of 0.689 in the structural pathway. According to Ahearne et al. (2005), students who attend famous universities sometimes

have higher levels of identification with the organization because they may feel proud of their school's achievements and view the university's wins as personal victories. In terms of H2, the outcome of the analysis supported the hypothesis of social identification on student satisfaction, representing the standard coefficient value of 0.347. Kang (2014) found that social identity commonly correlates with enhanced academic performance and increased satisfaction among students. H3 has postulated the impact of Information on Perceived Service Quality, resulting in a standard coefficient value of 0.457. This implies that giving students sufficient and trustworthy information before they enroll can significantly impact how they perceive the level of services provided by a university (Sultan & Yin Wong, 2014). H4 has postulated the impact of Past Experience on Perceived Service Quality, resulting in the standard coefficient value of 0.703. In the context of higher education, a prospective university's educational service quality may be assessed using prior educational service experience. Students' impressions of a prospective university's service quality may also be shaped by their previous interactions with faculty and staff (Sultan & Yin Wong, 2014). H5 has postulated the impact of Perceived Service Quality on Student Satisfaction, resulting in a standard coefficient value of 0.461. According to Sadeh and Garkaz (2015), students are the primary consumers of education, and their happiness is closely correlated with greater quality views of educational services. Finally, Student Satisfaction with Behavioral Intention demonstrated a value of 0.737 on the standard coefficient, which reinforced the significant impact of H6. Chandra et al. (2019) found a strong association between good behavioral intentions on the part of students and their perceptions of value, loyalty, and satisfaction.

5. Conclusion and Recommendation

5.1 Conclusion

This study aims to analyze undergraduate satisfaction samples from eight universities in Chengdu. To understand the factors affecting students' satisfaction with higher education, evaluate the educational level, and improve teaching strategies. Using the conceptual framework, it examined how student happiness is influenced by reputation, social identity, information, prior experience, and perceived service quality and how these factors eventually affect behavioral intentions.

The results showed that experience, student satisfaction, and reputation significantly affected behavioral intention. It demonstrates that student satisfaction has the strongest significant impact on behavioral intention. Better behavioral intentions, such as loyalty and good word-of-mouth, are

correlated with higher student satisfaction (Chandra et al., 2019). Second, past experience impacts perceived service quality. Students' perceptions of the quality of services they get are greatly influenced by past experiences with higher education institutions (Morgan & Hunt, 1994). Third, reputation impacts student satisfaction. An intangible asset like reputation is crucial for maintaining a competitive edge in the current educational environment (Miotto et al., 2020).

5.2 Recommendation

As the largest predictor of student happiness, institutions should concentrate on raising service quality. Investments in improved instructional strategies, scholarly materials, and campus infrastructure may directly impact perceived service quality (Brown & Mazzarol, 2009). Students must receive complete and accurate information, particularly prior to enrolment. Zeithaml et al. (1990) suggest that universities should enhance their digital channels and outreach tactics to guarantee that potential students are fully informed about their academic offerings and aids.

For their student body, universities should foster strong bonds of community and belonging. Heffernan et al. (2018) suggest that inclusive campus activities, such as mentoring programs and student organizations, cultivate a feeling of belonging among students, improving their happiness. Universities can find opportunities for development by routinely gathering and evaluating student input. Institutions can raise retention rates and satisfaction by strengthening positive characteristics and resolving complaints. In order to improve engagement tactics and tailor services to individual students, universities should consider their prior experiences. Perceived service quality and satisfaction can be raised by programs that fill past educational gaps or use students' existing knowledge.

5.3 Limitation and Further Study

The investigation was conducted among eight universities in Chengdu, China. The results' applicability to other areas or global contexts is limited by their geographic concentration in a specific location. This makes it more difficult to comprehend how satisfaction changes over time. Perceptions of service quality and satisfaction are arbitrary and can differ greatly from person to person. The subjective character of the data might result in biases that compromise the accuracy of the findings.

To improve the generalizability of the findings, further study on student happiness at a larger variety of colleges, both domestically and abroad, should be conducted. Undertaking longitudinal research might offer valuable perspectives on the temporal evolution of student contentment and the impact of educational modifications on

it. To learn more about the causes of students' contentment and discontent, qualitative research methods like focus groups and interviews might be used in future studies. Future studies should examine additional variables affecting happiness, such as extracurricular activities, digital learning environments, and institutional support services.

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