AN EMPIRICAL STUDY ON THE INFLUENCE OF CAMPUS LIFE SATISFACTION TOWARDS ACADEMIC ACHIEVEMENT AMONG UNDERGRADUATE STUDENTS

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Abstract:

These are among the studies that strive to connect the relationship between academic achievement and student life satisfaction in a higher learning institution. This study was conducted using a quantitative method on undergraduate students from three academic colleges at Universiti Utara Malaysia. Three hundred and seventy-nine students took part in the online survey. The data was collected over the course of two months using a Google form. The questionnaires were broken down into three sections: demographic information, factors impacting students' life happiness in relation to academic accomplishment, and overall life satisfaction. A very well-known statistical software was used to analyse the data and perform various analyses such as reliability and consistency between independent variables and dependent variable. The outcomes reveal that the two factors have durable and moderate associations. The university is encouraged to focus on providing a better on-campus life experience for undergraduate students. Other factors that may impact undergraduate students' life satisfaction should be explored in the future.

Keywords:

Academic Achievement, Student Satisfaction, Undergraduate Study, Campus Influence, Higher Learning Institution.

Introduction

Universities in the twenty-first century face unprecedented hurdles in producing graduates who can match employers' and society's expectations. To be more marketable in the professional field, graduates must have great academic success and strong soft skills. As a result, the problems that undergraduate students face now are more severe than they were decades ago. To graduate and remain competitive in many other aspects of life, they must meet a lot of expectations (Malika & Nordin, 2013). Before the adulthood age, life satisfaction had become one of the most important psychological characteristics (Banjare, et al. 2015). Studying this topic and other related fields is extremely important to better understand how students deal with varied living circumstances. Before completing their studies and integrating into the larger actual society and facing the practical obstacles of life, it is critical to assess undergraduate students' contentment with on-campus living. Also, how their on-campus living experience may influence their behaviour in the future. As a response, the goal of this study is to connect on-campus life satisfaction with academic achievement among Universiti Utara Malaysia (UUM) undergraduate students.

Life satisfaction is a conscious evaluation method that can promote a person's life satisfaction based on a set of standards that match their own needs (Lewis & Huebner, 2011). Individuals, on the other hand, appear to have their own standards for what represents a good life, and it might go beyond the typical definitions of a good life, such as healthy and successful relationships. Individuals may have varying expectations for what constitutes success in life. To put it another way, life satisfaction is influenced by a variety of factors, as it is based on an individual's own set of criteria, such as entertainment, social, financial, and family obligations. As a result, this study asks whether life satisfaction has an impact on undergraduate students' academic performance.

Previous studies have found that university student life happiness is linked to motivation and academic success (Dogan & Celik, 2014). Maybe, delighted students learn more successfully as compared to distressing students. Also, bright academic, interpersonal relationship, and intrapersonal communication indicators are seen in students with higher life happiness than in students with lower life satisfaction. Furthermore, students with higher life contentment reported more positive learning experiences and a higher-Grade Point Average (GPA) than those with lower life happiness. According to Lee et al. (2012), a high level of life satisfaction is linked to better academic accomplishment, implying that there is a connection between life satisfaction along with university environmental factors. According to their findings, students who are satisfied on campus have a beneficial impact on academic attributes and social relationships, as well as a higher sense of personal control. Age, stress level, physical health, lifestyle, and personality characteristics are all key factors in life satisfaction (Zhao et al., 2020). Social, entertainment, food and beverage, and physical activities were also mentioned as having a good impact on life satisfaction. High levels of life satisfaction would have a favourable impact on many facets of personal and professional life. These positive influences frequently influence undergraduate academic achievement, either directly or indirectly. Therefore, the importance goal of this study is to demonstrate that overall life satisfaction is one of the factors that influences undergraduate academic accomplishment.

The Issues

Today's academic environment is extremely competitive, and undergraduate students have many options when it comes to continuing their education. Higher learning education institutions should place a greater emphasis on characteristics that will assist them attract and retain undergraduate students. Higher education institutes especially university needs to put more effort in promote and attract potential undergraduate students and retain their existing undergraduate students to generate competitive advantage in future market (Kamla-Raj & Dogan, 2015). On-campus undergraduate life satisfaction has become a significant problem for universities, as it is one of the most important competitive advantages that a university can develop (Tsitsas, et al. 2019).

This sense of fulfilment can help undergraduate students stay engaged, attractive to new undergraduate students, and spread positive word-of-mouth. A previous study corroborated and demonstrated that universities' long-term viability and success are dependent on the quality of their services and their efforts to differentiate themselves from other universities (Asaduzzaman et al., 2013). On-campus life happiness is influenced by a variety of elements, including entertainment, facility satisfaction, meal satisfaction, and lodging satisfaction. These criteria can assist undergraduate students in better understanding and managing their on-campus living satisfaction to improve their academic performance. Furthermore, universities may gain insight into how to improve and maintain service quality by maintaining these elements at a specific level. Therefore, the research questions defined as following:

a) Does the entertainment satisfaction have an effect to academic achievement?
b) Does contentment with the facilities influence academic achievement?
c) Does meal satisfaction influence academic achievement?
d) Does the accommodations satisfaction have an impact on academic achievement?

Literature Review

A literature review is the selection of existing materials on a specific topic that contain data, evidence, ideas, and suggestion documented from a various point of views to carry out certain aims or illustrate certain viewpoints on the nature of the topic and how it is to be studied, as well as the effective assessment of these documents in relation to the study being projected (Synder, 2019). The impact of campus life satisfaction on undergraduate students' academic progress is the subject of this study's literature evaluation. The study's dependence and independence variables are explained in the following sections.

Students' Academic Achievements

Academic success is measured by the completion of educational goals such as diplomas and bachelor's degrees. Academic achievement is typically measured through examination or ongoing evaluation, while there is no universal agreement on how to calculate or what factors are most important. The academic achievements that have been produced are the most crucial effect of formal schooling experience. These accomplishments will undoubtedly have a significant impact on student life and beyond (Kell & Lubinski, 2013). Academic achievements, as well as sports and other extracurricular activities, play an essential role for students to keep progressing in university studies (van Rooij et al., 2018). Academic achievement, according to Wara et al. (2018), reflects performance results and indicates the

degree to which a student achieves specified goals, which have historically been the focus of educational activities, particularly in schools, colleges, and universities.

Entertainment

The term "entertainment" refers to any action that keeps a viewer's attention and interest while also providing fun and enjoyment. Even though personal interests are triggered by a variety of factors, most of them are recognisable and familiar due to a variety of entertainment preferences (Dhaqane & Afrah, 2016). Entertainment events change frequently and can be scaled to any size. Today's students can engage in more online activities, such as social media platforms, websites, and interactive online games, thanks to the Internet. The functional purpose of entertainment, according to Fenta and Kelkay (2018), has been implicitly defined in previous studies as meeting the demand for pleasures, particularly when students require a break. Sometimes, interesting considerations may also be a means of acquiring knowledge or intellectual development that can be done when studying via online activities – chatrooms and interactive quizzes (Yulianti et al., 2018).

Facility

A facility is an installation, contrivance, or other thing that makes anything easier to do, and in a university, facilities include laboratories, lecture halls, libraries, transportation, and a health service centre. University facilities, as well as their administration, play a vital part in attaining university goals by providing students and staff with efficient infrastructure as a foundation for learning. Furthermore, university facilities are a key aspect influencing students' decisions when it comes to higher education institutions, as high-quality facilities have been shown to have a significant impact on learning (Zare et al., 2016). Students' perceptions of higher education institutions are also influenced by campus infrastructure (Akomolafe & Adesua, 2016). University amenities have a substantial impact on undergraduate student satisfaction. The reputation of the institution, the attractiveness of the city in which it is located, and the quality of its facilities are all variables that influence undergraduate students' overall satisfaction in a higher learning institution (Zurainan et al., 2021).

Meal

When there are few options available at university cafeterias, students value having a good lunch or having some good cuisine. Food quality qualities such as appearance, fragrance, taste, and texture can be approved and match consumer standards (Kaura & Prasad, 2014). Customer happiness is shaped and influenced by food quality, which includes taste, freshness, nutritional value, and portion size, among other factors (Suki & Chowdhury, 2015). According to previous study, students consider food quality to be the most important aspect in reaching customer satisfaction goals (Mensah, 2018). They also discovered that the food's quality is more essential than any of the other parameters (such as cleanliness, price, value, and convenience). As a result, one of the criteria utilised by institutional food services to assess consumer satisfaction, whether in the public or for university students, is food quality (Whatnall et al., 2019; Burrows et al., 2017).

Accommodation

According to the many conditions discussed in the literature, the degree of student satisfaction with the accommodations can vary depending on the nature of the amenities and services provided (Malik et al., 2013). The overall quality of student accommodation, as well as the cost, room size, service space (particularly bathroom, kitchen, and laundry), and auxiliary

services such as Internet and utilities are widely regarded as unsatisfactory. Overcrowding, property, cleanliness, distance from academic facilities, thermal comfort, and a lack of privacy are all factors that contribute to student accommodation dissatisfaction (Ekejiuba, 2015). Other studies have concluded that living on campus improves academic achievement significantly, or that living off campus has a negative impact on academic accomplishment (Maina & Aji, 2017).

Theoretical Framework

The study has a theoretical framework that utilizes as a set of procedures in the process to confirm that the study remains on path and does not veer from its original goal. Figure 1 depicts the study's theoretical framework, which includes four categories of satisfaction as independence variables and academic accomplishment as a dependent variable. Based on literature reviews and theoretical framework, the following study hypotheses are developed:

a) Entertainment Satisfaction - H11: There is correlation between entertainment satisfaction and the undergraduate student's academic achievement.
b) Facility Satisfaction - H21: There is correlation between facility satisfaction and the undergraduate student's academic achievement.
c) Meal Satisfaction - H31: There is correlation between meal satisfaction and the undergraduate student's academic achievement.
d) Accommodation Satisfaction - H41: There is correlation between accommodation satisfaction and the undergraduate student's academic achievement.
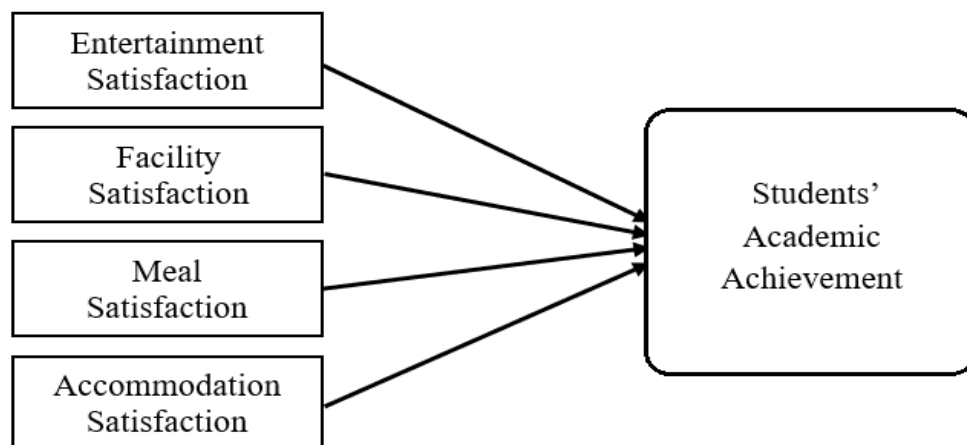
Figure 1. Theoretical Framework of Study

Methodology

A study methodology is a way for conducting research. This section explains how researchers acquire, identify, and analyse data on a certain topic (Creswell & Creswell, 2018). This section addresses two major issues: how the data was gathered and how it was transformed into useful information. The research method used in this study was quantitative. In addition, the study design is related to the overall study strategy to accomplish the study (Creswell & Creswell,

2018). By collecting, translating, evaluating, and discussing data, the design describes a concise and reasonable plan for solving existing study problems. The study design is a strategy for data gathering, analysis, and process. The type of information and evidence required for the study statements and theories will depend on the relevance of the information and evidence related to the study topic. This study examines the impact of campus life satisfaction on academic achievement among UUM undergraduate students using a quantitative method and a cross-sectional design. The information was gathered using an online survey that was disseminated to them via social media platforms such as Telegram, Facebook, and WhatsApp. The data collection process took two months to complete. The survey was sent out in March 2021 and received in April 2021. The questions are divided into four pieces and use a 5-point Likert scale to determine the level of agreement with the intended claims. Strongly disagreed, disagree, neutral, agree, and strongly agree are the five points.

For researchers' respondents, the Likert 5-point scale is easy to understand and apply (Newson, 2021). Undergraduate students from Semester A202 were chosen from a population of 24,000 students to participate in this study. Active undergraduate students from UUM, Sintok's College of Business (COB), College of Arts and Sciences (CAS), and College of Law, Government, and International Studies (COLGIS) made up the study's sample frame. According to https://www.surveysystem.com/sscalc.htm, a sample size of 379 students with a 95% probability is appropriate for the study. However, a thousand online survey questionnaires were randomly disseminated to achieve the desired sample size.

Data Analysis
This section displays the study's findings, which were generated using the Statistical Package for Social Science (SPSS) system version 26. Descriptive statistics, Cronbach's alpha, and inferential analysis are all investigated in this study. It provides the demographic background of 379 respondents for descriptive analysis, and then the study analyses the Cronbach's alpha, which can indicate the reliability among all the variables. Finally, Pearson's Correlation Analysis and Multiple Regression Analysis were discovered using inferential analysis. The Model Summary, ANOVA, and Coefficient analyses are all part of the Multiple Regression Analysis.

Respondent's Demographic
The respondent's demographic shows the report of 397 respondents from UUM. The data obtained in this section including, gender, race, age, semester, and college. There is no missing data found in this study.

Table 1. Demographic of Respondents

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	190	50.1	50.1	50.1
Male	189	49.9	49.9	100.0
Total	379	100.0	100.0	
Race	Frequency	Percent	Valid Percent	Cumulative Percent
Chinese	192	50.7	50.7	50.7
Indian	44	11.6	11.6	62.3

Malay	114	30.1	30.1	92.3
Others	29	7.7	7.7	100.0
Total	379	100.0	100.0	

Age	Frequency	Percent	Valid Percent	Cumulative Percent
18-20	39	10.3	10.3	10.3
21-22	190	50.1	50.1	60.4
23-24	144	38.0	38.0	98.4
25 and above	6	1.6	1.6	100.0
Total	379	100.0	100.0	

College	Frequency	Percent	Valid Percent	Cumulative Percent
CAS	184	48.5	48.5	48.5
COB	118	31.1	31.1	79.7
COLGIS	77	20.3	20.3	100.0
Total	379	100.0	100.0	

According to table 1, 50.10 percent of the respondents (190) were female, whereas 49.90 percent of the respondents (189) were male. Following that, responses from the race's distribution revealed that Chinese respondents had the most, with 192 (or 50.7 percent) of the totals. Malay (30.1%), Indian (11.6%), and other races were in second and third, respectively (7.7 percent). Furthermore, the age distribution of respondents shows that most respondents (50.10 percent) were between the ages of 21 and 22, while 38 percent (144 respondents) were between the ages of 22 and 23. The remaining 10.3 percent and 1.6 percent of respondents, on the other hand, were 18 to 20 years old and 25 years old and above, respectively.

Finally, 184 (48.5%) of the respondents came from CAS, whereas 31.1 percent and 20.3 percent of respondents came from COB and COLGIS, respectively. In addition, table 2 shows that most respondents (24.3 percent) were from Semester 3, followed by Semester 4 (20.3 percent), Semester 6 (18.2 percent), Semester 5 (16.9%), and Semester 2 (16.9%). (10.3 percent). The rest of the respondents were from Semester 1 (5.3%) and Semester 7 and above (7.3%). (4.7 percent).

Table 2. Students' Semester

Semester	Frequency	Percent	Valid Percent	Cumulative Percent
Semester 1	20	5.3	5.3	5.3
Semester 2	39	10.3	10.3	15.6
Semester 3	92	24.3	24.3	39.8
Semester 4	77	20.3	20.3	60.2
Semester 5	64	16.9	16.9	77.0
Semester 6	69	18.2	18.2	95.3
Semester 7 and above	18	4.7	4.7	100.0
Total	379	100	100	

Reliability Test

A multi-question Likert scale survey's reliability is determined using the Cronbach's alpha (CA) test. A high alpha score could imply that the variables under investigation are closely linked. The CA reliability coefficient value is usually between 0 and 1. The standard value is usually 0.8 or higher.

Table 3. Reliability Test

Variables	No. Item	Cronbach's Alpha	Level of Reliability
Academic Achievement	4	0.803	Good
Entertainment Satisfaction	5	0.863	Good
Facility Satisfaction	5	0.853	Good
Meal Satisfaction	5	0.834	Good
Accommodation Satisfaction	5	0.880	Good

The CA value of the dependent variable of academic achievement is 0.803, as shown in Table 3. In addition, there are four other independent variables: entertainment satisfaction, facility satisfaction, meal satisfaction, and accommodation satisfaction. The CA value of accommodation satisfaction, with 0.880 and 5 items, is the highest, indicating that it is the most dependable variable. With 5 items, the CA value of entertainment pleasure is 0.863. The second factor is facility satisfaction, which has a CA value of 0.853 and five items. Furthermore, the CA value of meal satisfaction, which comprises of 5 items, is the lowest at 0.834.

The findings of the correlation coefficient and the intensity of the correlation between the dependent and independent variables are shown in Table 4. To begin, overall entertainment satisfaction has a moderate positive link with academic achievement, with a $r = 0.566$. Second, overall facility satisfaction was $r = 0.720$, indicating a strong positive relationship with academic achievement. Besides, the overall meal satisfaction accounted $r = 0.473$ indicated a moderate positive relationship with academic achievement. In addition, accommodation satisfaction records a strong positive relationship with academic achievement with $r = 0.815$.

Table 4. Strength of Correlation

Variables	Correlation Coefficients	Strength of Correlation	*p*-value
Entertainment Satisfaction	0.566	Moderate	$p < 0.01$
Facility Satisfaction	0.720	Strong	$p < 0.01$
Meal Satisfaction	0.473	Moderate	$p < 0.01$
Accommodation Satisfaction	0.815	Strong	$p < 0.01$

Multiple Regression

Multiple regression is a statistical technique for predicting the result of a response variable using many explanatory variables. The linear relationship between the factors (independent) and reaction (dependent) variables is attempted to be represented using multiple regression. The model summary and coefficient of multiple regression are presented in this study.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.843[a]	0.711	0.702	0.3372

a. Predictors: (Constant), Overall Accommodation Satisfaction, Overall Meal Satisfaction, Overall Facility Satisfaction, Overall Entertainment Satisfaction

The results of *R, R Square, Adjusted R Square*, and Standard Error of the Estimate are shown in table 5. The value of *R* = 0.843 indicates that the dependent variable and the independent variables have a strong positive connection. The independent factors may explain 71.1 percent of the variability of the dependent variable (*R Square* mean 0.711). The *Adjusted R Square* in this study is 0.702 and the standard error of the estimate is 0.3372.

Coefficient

Table 6 shows that the entertainment satisfaction variable has a p-value of 0.067 (p>0.05), followed by facility satisfaction with a p-value of 0.079 (p>0.05), food satisfaction with a p-value of 0.042 (p0.05), and accommodation satisfaction with a p-value of 0.027 (p0.05). Reject the null hypothesis with a margin of error of up to 5%, indicating that meal satisfaction and accommodation satisfaction are both significantly positively linked with academic achievement.

Table 6. Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std. Error	Beta		
1	(Constant)	.333	.778		5.573	.000
	Overall Entertainment Satisfaction	-.293	.160	-.107	-1.834	.067
	Overall Facility Satisfaction	-.221	.204	-.063	-1.084	.079
	Overall Meal Satisfaction	.207	.176	.066	1.173	.042
	Overall Accommodation Satisfaction	.378	.170	.132	2.226	.027

a. Dependent Variable: Academic Achievement

Summary of Results

In conclusion, table 7 summarises the study's findings. Study has showed the demographic background of the respondents as well as overall academic achievements and life satisfaction. Inferential analysis can be used to determine the relationship between the dependent variable (life satisfaction) and the independent variable (entertainment satisfaction, facility satisfaction, meal satisfaction and accommodation satisfaction). It also determines whether the regression model matches the data to test hypotheses. Finally, by table 7, the analysis revealed that two hypotheses (No. 1 and 2) are not supported but the other two hypotheses are (No. 3 and 4).

Table 7. Summary of Results

No.	Study Questions	Hypothesis	t- value	Sig	Result
1	Does the entertainment satisfaction have an effect to academic achievement?	H_0: Not Rejected H_1: Rejected	-1.834	.067	Not Supported
2	Does contentment with the facilities influence academic achievement?	H_0: Not Rejected H_1: Rejected	-1.084	.079	Not Supported
3	Does meal satisfaction influence academic achievement?	H_0: Rejected H_1: Accepted	1.173	.042	Supported
4	Does the accommodations satisfaction have an impact on academic achievement?	H_0: Rejected H_1: Accepted	2.226	.027	Supported

Findings And Discussion

Another study on life satisfaction among university undergraduates which found that a high degree of life satisfaction correlates with good mental health and academic success, backs up the findings of this study (Vimala, et al., 2016). Furthermore, findings from the study reveal that the better one understands the aspects that lead to life satisfaction, the more likely one is to build an effective learning environment. Next sections illustrate some of the debates around the study's findings.

a) The Relationship Between Entertainment Satisfaction and Academic Achievement - Entertainment, when utilised intelligently, can help students attain academic achievement; yet, if it is handled recklessly and unintentionally, it can impair students' academic performance and jeopardise their future. The results reveal that there is a modest positive link between UUM undergraduates' entertainment satisfaction and their academic achievement, with a correlation coefficient of 0.566 (0.4-0.7). The contentment with entertainment is still a key aspect for students to preserve their mental health, according to this study. As a result, to ensure that students have a good time, entertainment events should be marketed properly.

b) The Relationship Between Facility Satisfaction and Academic Achievement - The results reveal that there is a high positive association between UUM undergraduates' facility satisfaction and their academic achievement, as evidenced by the correlation coefficient value of 0.720. According to the findings, when the significance level of facility satisfaction is 0.079, H_0 is not rejected, H_1 is rejected, where $p>0.05$. It can be concluded that variable facility satisfaction will not have a substantial impact on the academic achievement of UUM undergraduates. But, to ensure that undergraduates can learn well and efficiently, facility satisfaction is critical. As a result, to aid students in adjusting to the digital environment, the facilities must always stay up with technological advances on the UUM campus.

c) The Relationship Between Meal Satisfaction and Academic Achievement - Students who eat well have a healthier body, have fewer absences, and attend class more frequently. Meal satisfaction among UUM undergraduates has moderated positively with academic

achievement, with a correlation coefficient of 0.473. When the significant level of meal satisfaction is 0.042, its reject H_0 and accept H_1 when $p>0.05$. It can be concluded that meal satisfaction will have a considerable impact on UUM undergraduates' academic achievement. As a result, university administration must pay close attention to students' meal nutrition consumption to maintain a healthy student lifestyle that will benefit their academic achievement.

d) The Relationship Between Accommodation Satisfaction and Academic Achievement - The findings show that academic achievement is closely linked to accommodation satisfaction among UUM undergraduates, with a correlation coefficient of 0.815. According to the outcomes. Ho is denied when the significant level of accommodation satisfaction is 0.027, and H1 is approved when $p>0.05$, Accommodation satisfaction is expected to have a considerable impact on UUM undergraduates' academic achievement.

Conclusion

This finding indicates that among UUM students, there is a connection between life satisfaction on-campus and academic achievement. The findings show that life satisfaction can improve undergraduates to attain better academic results. However, there may be other elements that can support undergraduates to improve their academic achievement. Perhaps, a future study could investigate additional factors that contribute to life happiness, such as financial and family support, professors, and academic-friendly surroundings.

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