The Effect of Perceived Quality, Student Life Social Identification on Student Satisfaction with Moderator Role of Organizational Identification

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Abstract

Universities worldwide have a difficult time keeping students enrolled, so it is essential to identify the factors that could potentially improve retention rates. Several important factors that affect student satisfaction, as well as students' intentions to remain and support the institution, are investigated in this research. The extent to which student satisfaction and behaviors are influenced by organizational identification and the institution's reputation is a topic that interests researchers in particular. Covariance-based structural equation modeling was utilized to develop and test a conceptual model. The information was gathered by surveying undergraduate students in Libya. According to the study's findings, although the perceived quality of teaching does affect student satisfaction, the influences of organizational identification and the institution's reputation are significantly more significant. Based on the findings, it is recommended that educational institutions engage in activities that enhance student-university identification and institution reputation. This is because these factors can significantly impact students' attitudes and behaviors. This paper discusses various strategies educational institutions can implement to cultivate and sustain organizational identification among students.

Keywords: Perceived Quality, Student Life, Social Identification, Student Satisfaction, Organizational Identification.

1. Introduction

In today's competitive educational landscape, institutions strive to attract students and ensure their satisfaction and engagement throughout their academic journey (Weerasinghe & Fernando, 2017; Nortvig et al., 2018). It is now critical for universities to understand what makes students happy so they can improve their services and create a good learning environment (Alqurashi, 2019; Fatani, 2020). Within academic satisfaction, this study explores the complex relationship between students' perceptions of quality, their social identification with their student life, and their organizational identification (Pham et al., 2019; Yilmaz, 2017). [1-10] Since it has far-reaching consequences for schools, student satisfaction has attracted much attention in scholarly works (Yusoff et al., 2015; Gray & DiLoreto, 2016). For a long time, universities have thought that students' satisfaction was most directly related to the quality of their coursework (Annamdevula &

Bellamkonda, 2016; Diep et al., 2017). On the other hand, new studies show that students' satisfaction levels are shaped by factors outside of academics, like their social integration and organizational attachment (Gray & DiLoreto, 2016; Fatani, 2020). Quality instruction, classroom environment, auxiliary aids, and co-curricular activities are all components of students' subjective assessments of their educational experience, which make up perceived quality (Hofmeister & Pilz, 2020; Margot & Kettler, 2019). When discussing students' "social identification" level with university life, we refer to their involvement in campus organizations and activities (Chen & Lin, 2019; West & Iyengar, 2022). On the contrary, organizational identification refers to how students identify with the institution, including its identity, values, and objectives (Buil et al., 2019; El Akremi et al., 2018). Perceived quality, student life social identification, and organizational

identification all play a role in students' overall satisfaction levels, but how exactly these three factors interact is still not well understood despite the increasing amount of research on student satisfaction (Yusoff et al., 2015; Pham et al., 2019). Moreover, little is known about how organizational identification acts as a moderator in the connection between students' perceptions of quality, their social identification with their campus life, and their level of satisfaction with their academic experience (Al Hassani & Wilkins, 2022; [11-20] Abdelmaaboud et al., 2021). The results of this study have important consequences for how we think about and implement higher education. Academically, the study adds to the body of knowledge by elucidating the complex interplay between perceived quality, social identification, and organizational attachment as they relate to student satisfaction (Simonsen & Rundmo, 2020; Najimdeen et al., 2021). Insights into the intricate relationship between individual and institutional factors influencing students' satisfaction levels are provided by this study, which empirically examines the moderating role of organizational identification (Janke et al., 2017; Wilkins et al., 2016). The results have real-world implications for campus climate and student happiness because they can help university leaders and legislators create more personalized programs to meet the needs of their constituents (Wilcox & Nordstokke, 2019; Safira, 2020). This research investigates the combined effect of perceived quality and student life social identification on student satisfaction, with organizational identification acting as a moderator. The primary objective of this research is to determine whether there is a correlation between students' levels of organizational identification and their overall satisfaction, and if so, how strong that correlation is. Student satisfaction is complex and multi-faceted, and this study adds to our understanding of the factors that contribute to it. This study provides a comprehensive framework for understanding and improving student satisfaction in higher education by revealing the relationship between perceived quality, social identification, and organizational attachment. Organizational identification's potential moderating role also provides new insight into the factors that

influence students' perceptions and experiences in the classroom.

2. Literature
2.1. Perceived Quality of Teaching
The term "perceived quality of teaching" describes students' subjective assessments of their teachers' efficacy, expertise, and general brilliance in the classroom (Kim et al., 2018; Gudmundsdottir & Hatlevik, 2018; Whitaker et al., 2015). It includes how students feel about the instructor's ability to communicate with them, how interesting and relevant the material is, and how quickly the teacher answers their questions and concerns (Akareem & Hossain, 2016; Miller et al., 2017). Fundamentally, students' impressions of their teachers' pedagogical competence—their subject-matter expertise, communication skills, and capacity to design engaging lessons—influence their assessments of the quality of their instruction (Licorish et al., 2018; Dornyei, 2019). [21-30] When students believe in their teachers' abilities and knowledge, they are more inclined to pay attention in class and do their best (Rucinski et al., 2018; Margot & Kettler, 2019). One of the most important factors in how students evaluate the quality of their teachers is their communication skills. Teachers are more likely to have a positive impression on their students if they can effectively communicate ideas, show passion for the material, and establish a safe space for learning (Hofmeister & Pilz, 2020; Kim et al., 2018). Students' learning experiences improve when teachers use clear language to explain concepts, solicit feedback, and answer questions (Akareem & Hossain, 2016; Licorish et al., 2018).

2.2. Student Life and Support
When we talk about student life and support, we refer to all the things schools provide their students to help them thrive academically, socially, and personally (Kuang-Tsan & Fu-Yuan, 2017; Van Hees et al., 2015). It includes various campus life experiences outside the classroom, such as social events, counseling, health and wellness programs, support networks, and extracurricular activities (Akkermans et al., 2018; Elmer et al., 2020). Students can broaden their horizons, build their skills, and meet new students outside of the classroom by participating in

extracurricular activities, which are not part of the official curriculum but add value to it (Becker, 2017; Aristovnik et al., 2020). [31-40] Cultural events, sports teams, clubs, organizations, and volunteer work may fall under this category. Students can discover their passions, gain experience in leadership roles, meet new students, and strengthen their campus community connections through involvement in extracurricular activities (Boysen-Osborn et al., 2016; Smith, 2016). Students can meet new students, develop existing relationships, and partake in various recreational and cultural pursuits at planned social events. These gatherings include movie nights, themed parties, cultural festivals, welcome receptions, and orientation programs (Ruzek et al., 2016; Hawi & Samaha, 2017). Social events enrich the college experience and help cultivate a welcoming campus culture that values diversity and inclusion by bringing students together (Van Hees et al., 2015; Elmer et al., 2020).

2.3. Social Identification

An individual's psychological development of belonging, attachment, and connection to a specific social group is known as social identification (Hogg, 2016; Chen & Lin, 2019). [41-50] it affects how students see themselves, communicate with others, and find their way around social situations; thus, it is an essential part of human social behavior. Many tiers of group membership make up social identification, such as interpersonal, cultural, and organizational (Allen, 2023; Smaldino, 2019). When students in a group realize they have common traits, beliefs, conventions, and aspirations, they start to identify with that group (Bentley et al., 2020; West & Iyengar, 2022). Students can tell one another into ingroup (those who share their group identity) and outgroup (those from other groups) categories based on these shared characteristics. [51-60] A sense of belonging and camaraderie among ingroup members develops when students identify with the group (Levine & Manning, 2017; Antonetti & Maklan, 2016). Numerous fields benefit from a better understanding of social identification, such as marketing, intergroup relations, social psychology, and organizational behavior (Lovell, 2015; Allen, 2023). Positive group dynamics, social cohesiveness, and societal issues of diversity, inclusion, and identity can be better addressed if researchers, practitioners, and politicians acknowledge the importance of social identification (Bentley et al., 2020; Levine & Manning, 2017).

2.4. Student Satisfaction

Student satisfaction has many facets, but it boils down to how happy, fulfilled, and involved a student are in their educational experience (Lee et al., 2015; Farooq et al., 2017). [61-70] this rating is based on students' opinions about their college experience and how they felt about different parts, such as the academic programs, the teachers, the campus life, and extracurricular activities. It is a measure of how well a school meets or exceeds the needs and expectations of its students (Wang et al., 2017; Humphreys & Brown, 2017). When students think about their educational experience, they consider several important factors that affect their level of satisfaction. The rigor, relevance, and efficacy of academic programs and courses are all aspects of academic quality, a fundamental pillar (Buil et al., 2019; Shen & Benson, 2016). Considerations in this area include the quality of instruction, the breadth and depth of course materials, the accessibility of academic resources and support services, and the expertise of instructors (El Akremi et al., 2018; Kurtessis et al., 2017). [71-80] Another important factor in student satisfaction is the effectiveness of the teaching. How well students think their teachers conveyed concepts in class is at the heart of this matter (Chamberlin et al., 2017; Mallin et al., 2017). Engaging students, encouraging critical thinking, and building an inclusive and supportive learning environment are all essential components of effective teaching. Students' satisfaction with their teachers depends on several factors, including their communication skills, pedagogical competence, responsiveness to students' needs, and capacity to design effective lessons (Farooq et al., 2017; Humphreys & Brown, 2017).

2.5. Organizational Identification

A sense of belonging, identification, and attachment to one's organization can develop in students through a psychological process known as organizational identification (Weerasinghe & Fernando, 2017; Nortvig et al., 2018). A sense of belonging and solidarity among members of the organization and its

values and goals is fostered when an individual's self-concept is perceived as aligning with the organizations. A key component of organizational behavior, organizational identification, influences how employees think, act, and interact with one another on the job (Yusoff et al., 2015; Gray & DiLoreto, 2016). When students understand and embrace the organization's mission, vision, and values, they identify with it (Annamdevula & Bellamkonda, 2016; Diep et al., 2017). [81-92] Students become symbols of the organization's purpose, vision, culture, and goals as they interact with its members and the organization itself. Several factors can impact this process. These include the level of support and recognition from within the organization, the quality of leadership, the methods of communication, and the practices of socialization (Alqurashi, 2019; Fatani, 2020). An individual's emotional investment in and commitment to their place of employment can grow through a psychological process known as organizational identification (Pham et al., 2019; Yilmaz, 2017). Improving engagement, commitment, and performance are just a few of the many important outcomes for individuals and organizations resulting from this multi-faceted process that incorporates thoughts, feelings, and actions. A positive work environment, increased employee motivation and retention, and better goal attainment are all outcomes that may result from an organization's grasp of and efforts to promote organizational identification (Nortvig et al., 2018; Gray & DiLoreto, 2016).

2.6. Hypothesis Development and Conceptual Model

Fundamental to comprehending the intricacies of educational experiences is the correlation between students' perceptions of the quality of instruction and their level of contentment with that instruction (Thorpe, 2022; Park & Kim, 2023). When we talk about students' subjective assessments of teachers' competence, relevance, and effectiveness in the classroom, we are talking about their perceived quality of teaching (Rashed et al., 2022; Gantasala et al., 2022). Higher levels of student satisfaction with their educational experience are associated with instructors perceived as knowledgeable, engaging,

and supportive (Demircioglu et al., 2021). Students' engagement, understanding, and performance in school are improved when teachers use effective practices like clear communication, interactive learning activities, and individual attention (Demircioglu et al., 2021). Students report higher satisfaction with their educational institution when interacting positively with their teachers, increasing their motivation, trust, and connection to the school (Elistia et al., 2022). The strength of the relationship between teaching quality and satisfaction depends upon students' level of identification with their educational institution, as suggested by the moderating effect of organizational identification on perceived teaching quality on student satisfaction (Saoud & Sanséau, 2019). Perceived teaching quality is more likely to amplify student satisfaction when students have a strong organizational identification, defined as feelings of attachment, loyalty, and pride toward the institution (Singh & Jasial, 2021). While the quality of instruction may have a greater impact on students with strong organizational identification, it may have less of an effect on those with weaker organizational identification (Singh & Jasial, 2021). Understanding the relationship between teaching quality and student satisfaction requires considering the broader organizational context, as this moderating effect emphasizes (Thorpe, 2022). The positive effects of effective teaching practices on student satisfaction can be amplified by educational institutions that strongly encourage students to identify with their organization (Thorpe, 2022). This, in turn, leads to a more enriching and fulfilling educational experience for all (Demircioglu et al., 2021).

- **H1:** Perceived Quality of Teaching effects positively on student satisfaction
- **H2:** Organizational Identification moderates the effect of Perceived Quality of Teaching on student satisfaction

The vast array of programs, services, and opportunities that make up student life and support are all aimed at improving students' health, involvement, and performance in the classroom (Mihanović, 2016; Mihanović et al., 2016). Students report more satisfaction with their educational

experience when they feel supported in all aspects of their lives, including academics, social activities, and personal pursuits (Baños et al., 2019). Students' happiness and success are enhanced when they access resources that help them connect with others, feel empowered, and belong, such as counseling, wellness programs, extracurricular activities, and support networks (Safira, 2020). In addition, students' educational journey is enhanced, and their engagement with their institution is deepened by being part of a dynamic campus community that offers diverse opportunities for involvement and personal growth (Wilcox & Nordstokke, 2019; Kasalak, 2019). Given that students' levels of organizational identification moderate the effect of student life and support on student satisfaction, it follows that students' levels of identification with their educational institution determine the impact of support services and resources on satisfaction levels (Lodi et al., 2017). The advantages of student life and support services will likely be magnified when students have a strong sense of organizational identification, displayed by a deep attachment and loyalty to the institution (Heo et al., 2019). Support services, whether plentiful or of poor quality, may not be enough to satisfy students with poor organizational identification (Seyitoğlu & Çevik, 2016). When deciphering the connection between student life and support and student satisfaction, it is crucial to consider the larger organizational context, as this moderating effect highlights (Narakornwit et al., 2019). In order to maximize the positive impact of support services on student satisfaction levels, schools should work on developing a strong organizational identity among their students (Narakornwit et al., 2019). This will lead to a more enriching and satisfying educational experience for everyone (Kasalak, 2019).

- **H3:** Student Life and Support effects positively on student satisfaction
- **H4:** Organizational Identification moderates the effect of Student Life and Support on student satisfaction

Studying how students' sense of social identification affects their satisfaction with their educational experience reveals complex dynamics of belonging and community (Wilkins et al., 2016). When students join groups like student organizations or peer networks, they form a sense of belonging, community, and shared identity with other group members. This phenomenon is called social identification (Al Hassani & Wilkins, 2022). Students' happiness with their educational experience is positively impacted when they have a strong sense of belonging, connection, and support from the social groups they are a part of at school (Abdelmaaboud et al., 2021). Participation in extracurricular activities, attending school events, and chatting with friends all help students meet students, build support systems, and feel better about themselves (Simonsen & Rundmo, 2020). Students' overall feeling of attachment and loyalty to the educational institution determines the strength of the relationship between social identification and satisfaction, as organizational identification moderates the effect of social identification on student satisfaction (Najimdeen et al., 2021). Social identification is likely to have a stronger positive impact on satisfaction when students have a strong organizational identification, defined as a deep connection and loyalty to the institution (Janke et al., 2017). Conversely, regardless of the depth of their ties to particular social groups, students who have a harder time identifying with the institution may feel less fulfilled by their social affiliations there (Wilkins et al., 2016). Understanding the relationship between social identification and student satisfaction requires considering the broader organizational context, as this moderating effect highlights (Abdelmaaboud et al., 2021). Organizations that work hard to make their students feel a part of something bigger than themselves may help them feel even more connected to their school and its mission, leading to a more rewarding and satisfying educational experience (Najimdeen et al., 2021). Figure 1 shows the different methods of student's satisfaction.

- **H5:** Social Identification effects positively on student satisfaction
- **H6:** Organizational Identification moderates the effect of Social Identification on student satisfaction
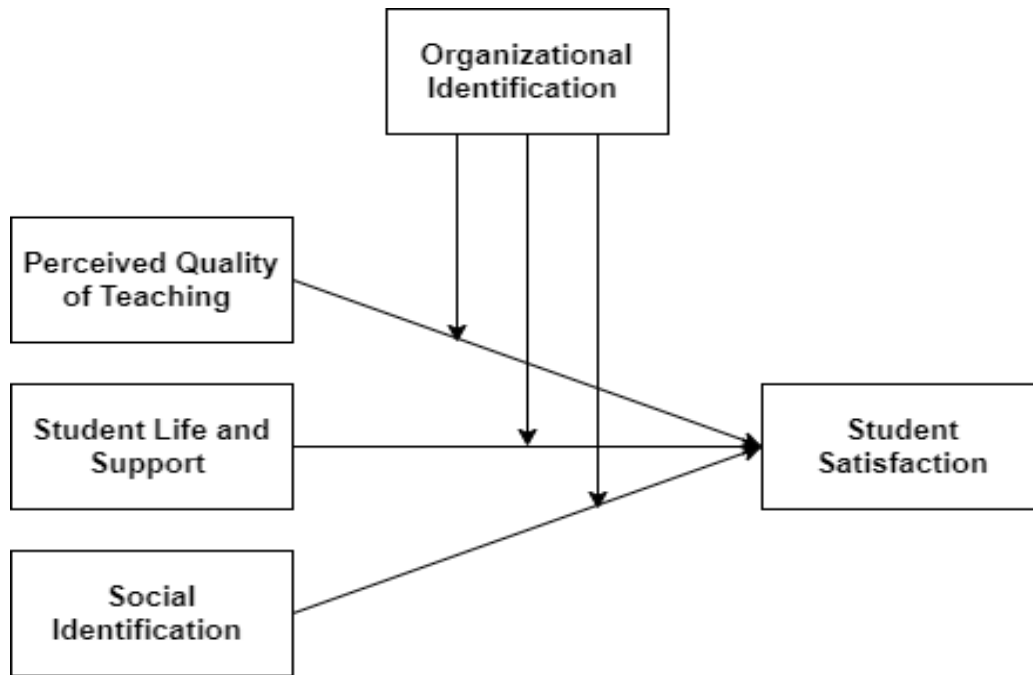
Figure 1 Student Satisfaction

3. Methodology

The study data will come from Libyan university undergraduates who will have been emailed a link to an online survey. Each participant had served in a service capacity for at least one academic year. Prior research has shown that students can identify with organizations without official membership, connection, or contact between the individual and the organization. An institution's reputation can impact students' attitudes and perceptions before starting their study program. Each of the five primary components of the study will have its section of the survey questionnaire. All items will be evaluated using a five-point Likert scale, with 1 representing strong disagreement and 5 representing strong agreement.

3.1. Measures

The conceptual model comprises one dependent variable (student satisfaction) and one moderator variable (organizational identification). The three independent variables are perceived quality of teaching, student life and support, and social identification. Previous research has confirmed the validity of all the scales utilized—the list of items and their respective sources of scales in Table 1.

Table 1 Respective Sources of Scales

Construct	Source	No. items
Perceived Quality of Teaching	Mao and Oppewal (2010)	3
Student Life and Support	Wilkins and Balakrishnan (2013)	6
Social Identification	Wilkins et al. (2016)	5
Organizational Identification	Wilkins et al. (2016)	6
Student Satisfaction	Wilkins, Balakrishnan, and Huisman (2012)	4

3.2. Data Analysis

The SPSS software will analyze and interpret the completed survey data. Factor analysis will help researchers recognize and make sense of the interrelationships among their variables. Analysis of variance (ANOVA) and multiple regression analysis will be employed to dig deeper into the data.

4. Discussion

Theoretically and per the postulated hypotheses, student satisfaction with their educational experience is predicted to be positively impacted by social

identification, perceived quality of teaching, and student life and support. Students are expected to report higher levels of satisfaction with their educational experience overall if they perceive higher quality teaching, participate in more supportive student life activities, and strongly identify with social groups within the institution. It is also believed that students who feel deeply connected to their school will be more satisfied with their education because organizational identification moderates the effects of social identification, perceived teaching quality, and student life and support on student satisfaction.

Conclusion and Recommendation

Regarding students' overall happiness with their educational experience, some factors include their perceptions of the quality of instruction, their social and organizational identification, the resources available, and the quality of their campus life. Understanding and promoting student satisfaction requires considering both the individual elements and the larger organizational context, as this study has shown. In order to improve the educational experience for students and increase their chances of success, schools must first understand how these elements interact with one another and how they affect student satisfaction. The study suggests that schools should emphasize students' perceptions of the quality of instruction they receive, on-campus resources and support services, and create a community feeling among students. Promoting institutional pride, improving communication and transparency, and offering opportunities for meaningful engagement and involvement are all strategies that institutions should consider to help students feel more connected to the organization. In order to improve the educational environment and increase student satisfaction and success, schools should focus on these critical areas.

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