

Factors that Influence Academic Satisfaction in English as a Second Language University Students

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INTRODUCTION

The goal is to examine the effects of English proficiency, connectedness, cultural inclusion, and faculty relationships on ESL student academic satisfaction.

- More college engagement is associated with more life satisfaction (Krumrei et al., 2013)
- More international discrimination results in less university satisfaction (Sam, 2001)
- Faculty communication is a critical factor in the service of ESL students (Walker, 2015)

Predictions

- More **academic satisfaction** in students who...
 - have higher levels of English proficiency
 - have higher levels of perceived cultural inclusion
 - have higher levels of connectedness to school
 - have better ratings of faculty relationships

METHOD

Participants

- A total number of 51 ESL participants responded to a survey containing questions about various aspects of their university experience.

Measures

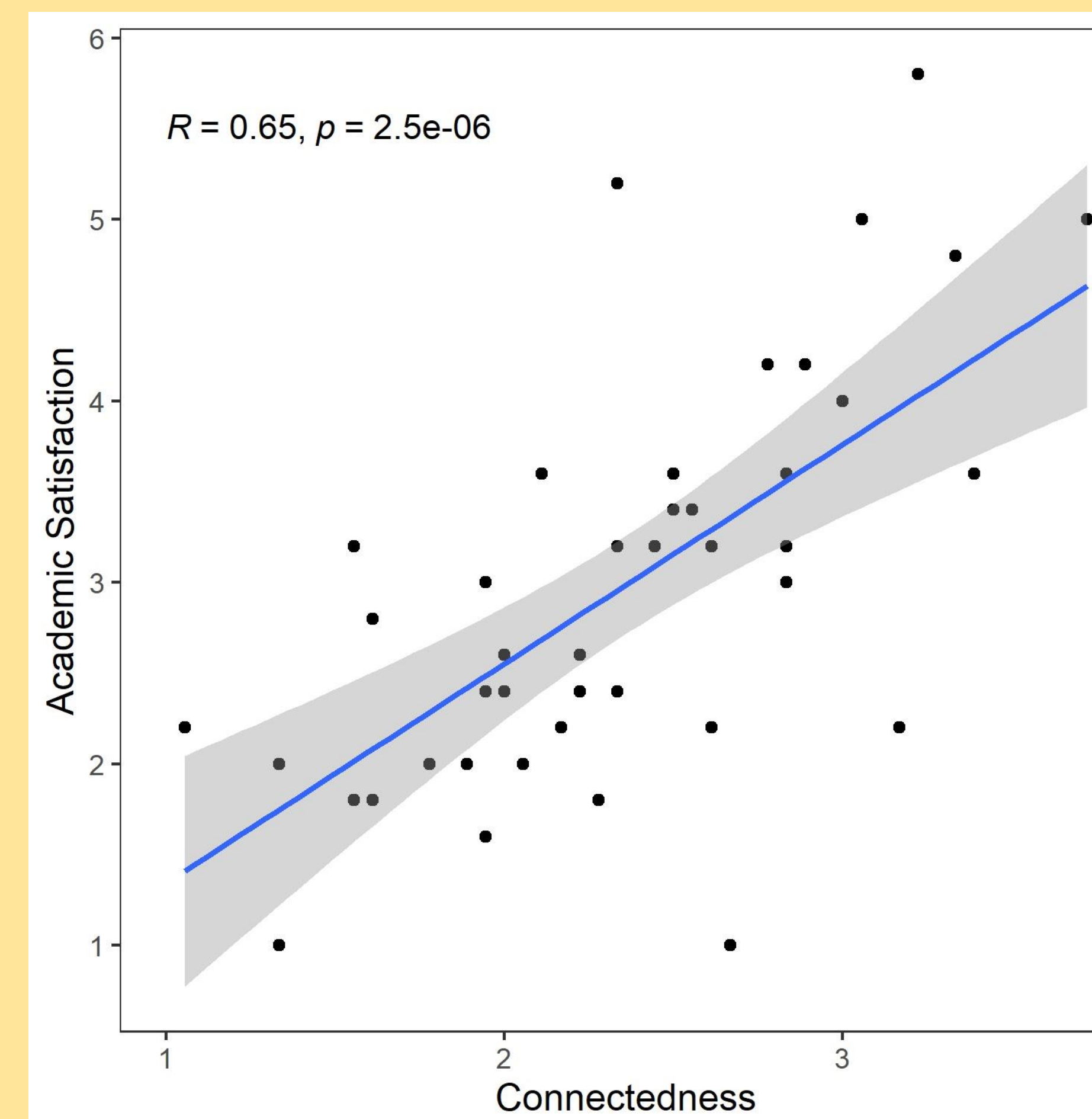
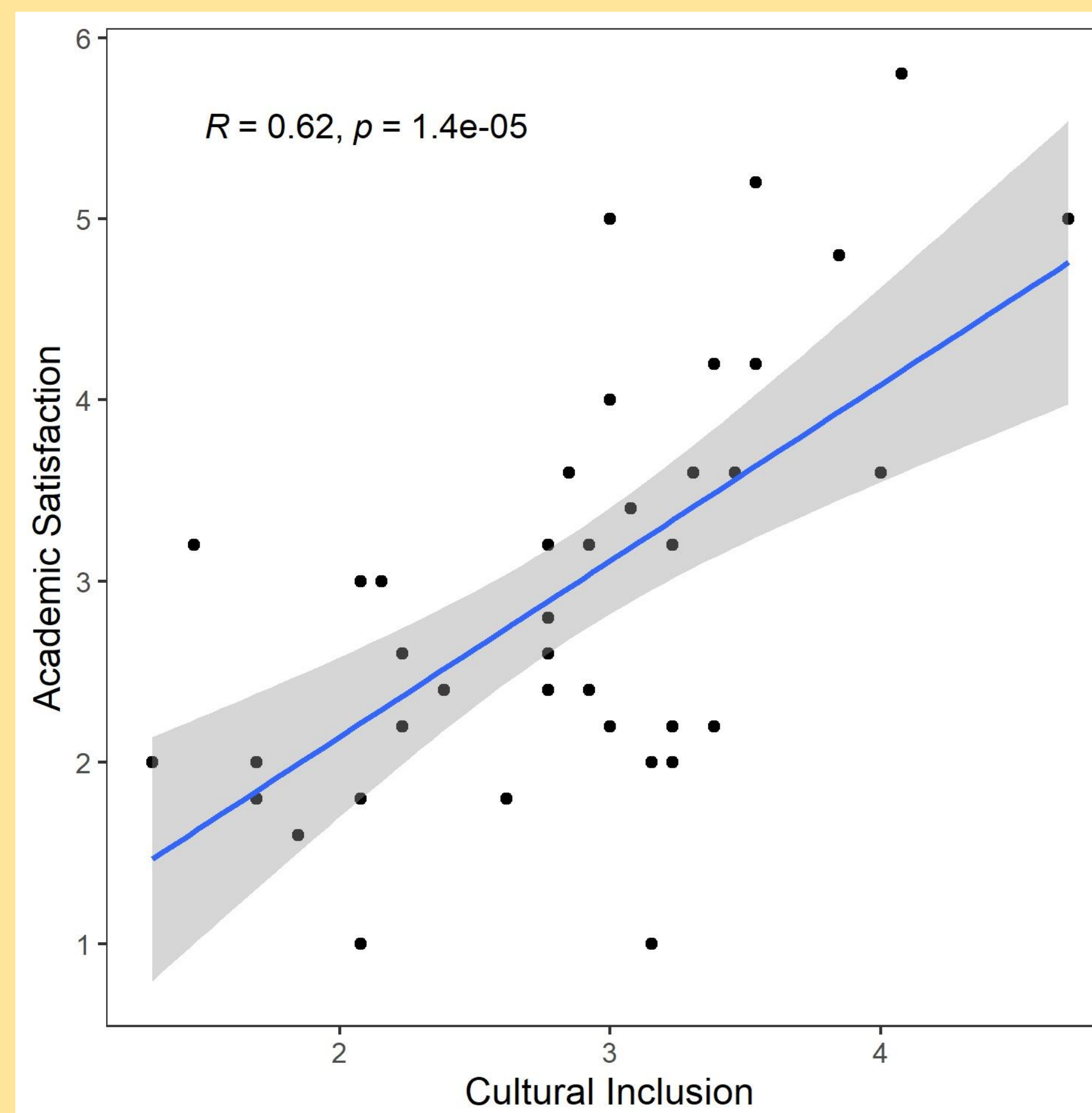
- Language History Questionnaire (Li et al., 2006)
- Culturally Engaging Campus Environments Scale (Museus et al., 2016)
- Psychological Sense of School Membership measure (Goodenow, 1993)
- Consultation and Relational Empathy measure (Mercer et al., 2004)
- Satisfaction with Life Scale (Diener et al., 1985)

Procedure

- Participants responded to survey questions about English proficiency, cultural inclusion, connectedness, faculty relationships, and academic satisfaction

RESULTS

Participants with higher levels of perceived cultural inclusion and connectedness to school had higher academic satisfaction



DISCUSSION

Cultural inclusion and connectedness to school most strongly influenced academic satisfaction. Faculty relationships moderately influenced academic satisfaction. English proficiency had no effect on academic satisfaction.

- Feeling of belonging to campus community is an important driver of satisfaction
- Universities should focus on making students feel like they are part of the campus community
- Interventions targeting campus engagement and inclusion are likely to positively impact student satisfaction

Limitations

- It is possible that we did not have a sufficiently large sample size since the surveyed population was limited
- Data was from one university, which may make results less generalizable
- An operational definition of "native/first language" was not given to participants, so this could have caused some confusion

Future Directions

- A larger sample size is necessary to understand the influence of English proficiency on academic satisfaction
- Collecting data from different universities in order to better generalize results

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