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Student Course Engagement and Academic Life Satisfaction of College Students

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Student course engagement and academic life satisfaction are two determinants of student success. In university courses, student course engagement holds the power to shape numerous results, including learning, achievements, retention rates, satisfaction levels, and overall academic success. Academic life satisfaction, on the other hand, is defined as the student's attitude and sense of well-being with regard to their learning activities. Academic life satisfaction also plays a significant role in shaping student course engagement. This study utilized descriptive-predictive research design which provides insights into the levels of student course engagement and academic life satisfaction. The research aims to identify correlations and predictors, particularly the impact of academic life satisfaction on student course engagement. The study was particularly joined by 350 college students using a simple random sampling comprising first-year to fourth-year level students. The data interpretation is performed by Jamovi software together with Excel. The

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gathered data go through the test of normality using the Shapiro-Wilk Test which shows not normally distributed data because of the outliers. The result shows that student course engagement and academic life satisfaction have a significant relationship. The overall student course engagement of the college students had a mean score ($\bar{x}$= 3.72, *SD*= .736) reflecting an overall positively engaged analysis. In addition, the overall Academic Life Satisfaction of the college students had a mean score of ($\bar{x}$= 3.75, *SD*= .628) shows that the satisfaction is oftentimes evident, indicating a generally positive perception of their personal and academic circumstances. Moreover, using Linear Regression Analysis, personal satisfaction is the only predictor that contributes to student course engagement among the respondents. Linear regression analysis indicates a positive correlation between two variables: as the student becomes satisfied, the more they will engage themselves in certain activities. Lastly, this study is beneficial to the current student enrollee in the institution by knowing one of the factors that predict academic success.

Keywords: Academic life satisfaction; college students; correlation; student course engagement.

1. INTRODUCTION

In higher education, academic excellence is tied to student course engagement and overall satisfaction with academic life. In university courses, student engagement holds the power to shape numerous results, including learning, achievements, retention rates, satisfaction levels, and overall academic success [1]. As per Pan and Cutumisu [2], life satisfaction affects both academic performance and long-term health, it is an important aspect of a student's general well-being. For Kahu and Nelson [3], the engagement of students is also essential to their achievements in higher education. Research investigating the engagement of college students with their institutional experiences indicates the effects of their education are significantly shaped by the extent and nature of their involvement in the learning process [4].

A wide range of factors affecting college student's involvement in learning are examined in numerous studies. According to Newton and colleagues [5], applied engagement is a motivational state that reflects how much a person devotes their physical, mental, and emotional energies. This active participation is also defined as the quantity and quality of the involvement given by students in specific tasks and activities [6]. In fact, the practical involvement that comes from student's individual interests directly and positively influences their school engagement [7]. Applied engagement in both academic and extracurricular pursuits on campus plays a vital role in fostering success for students, encompassing both academic achievements and social development [8].

Another aspect to focus on is goal-oriented engagement which positively predicts academic engagement, mediated by perceived educational environment and academic self-efficacy [9]. Inferred by Alasqah [10], the university students with high goal orientations performed better academically during the COVID-19 pandemic. Studies have shown that a student's perception of mastery goal orientation, consistency of interest, and perseverance of effort positively impacts the student's engagement [11]. Furthermore, Miller and his colleagues [12] have explored how goal orientation impacts student's engagement in postsecondary education, resulting in students with mastery-approach orientation being highly engaged in learning.

The other specific factor that adds to the engagement of students is self-discipline, where having high self-discipline leads to positive outcomes, such as task completion, GPA, job performance, and affect, by reducing off-task thoughts and behaviors [13]. According to Lone [14], having the self-control to consistently practice better study habits leads to improved academic performance for students, with consistent practices resulting in better grades on exams. In addition, Yang and his colleagues [15] revealed that self-control certainly affects college student's knowledge acquisition engagement; second, the relationship between self-control and learning engagement was partially mediated by resilience; third, a portion of the relationship between self-control and learning engagement was mediated by positive emotions; and fourth, the relationship between self-control and learning engagement was sequentially mediated by resilience and positive emotions. In fact, self-regulated learning positively and significantly correlates with student engagement in college students with multiple roles [16]. Academic self-efficacy positively impacts academic

engagement, with its effects varying significantly depending on various regions [17].

In addition, interactive engagement, specifically cooperative learning, is another factor that improves student's academic achievement and academic self-concept in certain subjects [18]. This approach integrates participation, collaboration, and technology to enhance learning experiences. Through hands-on activities, group collaboration, and technological tools, interactive learning aims to captivate student's attention and maintain engagement throughout the learning process [19]. Additionally, Miao and Ma [20], explore the relationships between online interaction, self-regulated learning, social presence, and learning engagement in online environments. The study revealed that online interaction influenced social presence, which in turn affected learning engagement.

Furthermore, student engagement may be influenced by life satisfaction, as university students content with their lives tend to direct their attention toward campus activities [21]. Presented in the study by Ramos and his colleagues [22], descriptive research was conducted in the Philippines where the study focused on analyzing responses from college students about how interested and satisfied they were with the online courses in mathematics. Through a mediation analysis of responses from 512 students using a 35-item survey created by researchers, it was evident that the learners conveyed interest in and contentment with their virtual math classes. The same study conducted by Kiswantomo, Savitri, and Tambun (2023) in Bandung City, Indonesia, involving 397 active university students, found that life satisfaction had a positive impact on university student's engagement either simultaneously or partially.

A local study by Baloran and colleagues [23], conducted a study that established a notable connection between student's satisfaction with their courses and their participation in distance education at Bansalan College, University of Mindanao, Philippines, amidst the global outbreak. The findings indicated that students exhibited a high degree of satisfaction with their courses and demonstrated active participation in online education methods. While pupils expressed similar satisfaction degrees with relation to the standard of offering online learning, variations were observed in their engagement levels based on their academic year. The research disclosed a strong relationship between student participation and the satisfaction of online courses.

Life satisfaction, on the other hand, is defined as a person's overall analysis of life [24]. More specifically, academic life satisfaction (ALS) is defined as a student's attitude and sense of well-being with regard to their learning activities [25]. Academic Life Satisfaction's first indicator is personal satisfaction which is defined as the satisfaction of one's own needs or desires, a beneficial impact, and an optimistic outlook, which improves well-being, standard of living, and performance [26]. Based on the study of Pekdoğan & Yurtcu [27], university student's personal satisfaction is mainly influenced by self-regulation, environmental discomfort, and teaching style, with the teacher-student relationship being the most significant factor. Satisfaction with one's chosen field is the most crucial factor affecting personal satisfaction, with other factors like college life, learning outcomes, and social self-confidence also playing a role [28]. Desired major selection and satisfaction positively impact college life adjustment and dropout intention, putting more emphasis on their autonomy to freely develop their skills and acquire personal achievements [29]. According to Lupu [30], 97.30% of students are satisfied with the professional skills formed by the study program they personally decided to attend, with 50.7% very satisfied and 25.8% relatively satisfied.

Satisfaction with the academic environment is the second indicator for life satisfaction which is defined as the material surroundings and the mental climate that plays a vital part in the health of both employees and students [31]. The academic environment includes classroom design, creative space, and available resources, which signifies supported and fulfilled academic pursuits of students [32]. According to Allam & Malik [33], improving the learning environment at higher education institutions like faculty, infrastructure, and campus life will promote student satisfaction. A good learning environment positively influences college student's academic motivation, learning strategies, and engagement in the classroom, contributing to their achievement and success [34].

The results if an institution fails to meet the needs of students for quality and suitable service that is in line with their courses, it could bring

negative effects. Based on the study of Romero & Nalangan [35], graduated business students from the University of Mindanao suggest the need for further curriculum development to enhance their entrepreneurial skills. Unpleasant treatment of workers and insufficient student facilities are the prevalent comments of undergraduate student's feedback regarding services in private university education causing learner's contentment with their academic lives to deteriorate [36]. The poor student quality services at a Philippine state university generally fall short of students' expectations, leading to poor student engagement [37]. This means that when tertiary schools prioritize their academic services, the institution will probably have positive feedback from the students [38]. Despite the increasing recognition of the importance of both course engagement and contentment in academic life, there is an apparent absence of empirical studies exploring their interconnectedness, especially within the unique context of this institution. The primary objective is to investigate whether the level of academic life satisfaction among students serves as a significant determinant influencing their course engagement, thus contributing valuable insights to seal the prevailing gap in the scholarly literature. Furthermore, this study is important since it offers reliable data on college student's course involvement and academic life satisfaction. Due to the rampant reviews about college course engagement and academic life satisfaction, this research is relevant in addressing the challenges and issues faced nowadays. The study's findings will primarily give advantage to students by knowing one of the factors that predict academic success.

1.1 Research Gap

The gap of the research consisted primarily by the presence of outliers upon the data gathering which were not removed during the data interpretation, that possibly affect the statistical inferences. Another major gap is the inequality of the gathered respondents, as most research questionnaires were answered by first-year and second-year college students. With third-year and fourth-year having the least respondents, the conclusion might have biased which favors the inferences to the greatest numbers of respondents. In addition, considering the environment, some of the research questionnaires were given in different weather conditions that may possibly alter their perception. Some of it were given in the morning, midday having high temperature, air-conditioned library, and afternoons with neutral temperature.

1.2 Research Questions

This study specifically determined the following questions:

1. What is the level of Students' Course Engagement in terms of various factors?
1.1. Applied Engagement;
1.2. Goal-Oriented Engagement;
1.3. Self-Disciplined Engagement; and
1.4. Interactive Engagement.
2. What is the level of Academic Life Satisfaction of the students in terms of?
2.1. Personal Satisfaction; and
2.2. Satisfaction with the Academic Environment.
3. Is there a significant relationship between academic life satisfaction and students' course engagement?
4. What extent does academic life satisfaction predict changes in students' course engagement?

2. METHODOLOGY

This section explains the various methods that were used in gathering data and analysis which are relevant to the study. It includes aspects such as the location and selection of respondents, the statistical instruments utilized, the procedure for data collection, and ethical considerations.

2.1 Research Respondents

The research respondents of this study were exclusively college students within Davao Region in all year levels and departments. The researchers used a simple random sampling upon the selection of respondents which helps promote reliable statistical inferences in the population. Random selection of the respondents is one of the methods that negate the possible confounding variable that may exist. Additionally, using this method is both convenient and fair because it ensures that everyone in the larger group has an equal chance of being chosen for the sample [39]. The overall population had a number of 3,868 students, using the Slovin's formula a total of 350 students are needed to respond in the study. A total of 350 respondents voluntarily included themselves in the study with the freedom to withdraw at any time when they felt unease.

Table 1. Characteristics of respondents (n=350)

Profile	f	%
Sex		
Male	149	42.6
Female	201	57.4
Year Level		
1st	187	53.4
2nd	115	32.9
3rd	31	8.9
4th	17	4.9
Age		
18-21	298	85.1
22-25	47	13.4
26-29	5	1.4
Departments		
DAS	112	32.0
DCJE	84	24.0
DAE	31	8.9
DBA	32	9.1
DTP	25	7.1
DTE	66	8.9
Total	**350**	**100.0**

Table 1 shows the majority of the respondents were aged 18-21 (n=298, 85.1%), followed by 22-25 years old (n=47, 13.4%), and for the least respondents came from the category of 26-29 (n=5, 1.4%). In terms of sex, most respondents are female (n=201, 57.4%) and the least is male (n=149, 42.6%). With departments, it is ranked from the greatest to least starting with DAS (n=112, 32.0%), followed by DCJE (n=84, 24.0%), DTE (n=66, 18.9%), DBA (n=32, 9.1%), DAE (n=31, 8.9%), and DTE (n=25, 7.1%). Lastly, respondents who joined in terms of year level are mostly 1st year (n=187, 53.4%), followed by 2nd year (n=115, 32.9%), then 3rd year (n=31, 8.9%), and 4th year (n=17, 4.9%).

2.2 Research Instruments

The data interpretation primarily undergoes the test of normality using the Shapiro-Wilk Test to see if the data is normally distributed and to spot the presence of outliers. The findings showed not normally distributed data with a p-value of <0.05 which suggests the use of Spearman Rho. Furthermore, the descriptive term has been utilized to measure the relationship between the two variables, and it portrays a significant relationship. By seeing the significant relationship between course engagement and academic life satisfaction, the researcher continued analyzing the data using the linear regression analysis.

The research instruments used in data gathering are survey questionnaires adapted from the Development and Psychometric Study of the Academic Life Satisfaction Scale (ALS) and Student Course Engagement Questionnaire-Modified for use with online course survey questionnaires. Before any further steps take place, the researchers first request the permission of the authors to use their questionnaire in this study. The Academic Life Satisfaction Scale from the study of Mj [25] is an 8-item questionnaire with two indicators: Satisfaction with Academic Environment and Personal Satisfaction. The Course Engagement from Azrin et al. [40], is a 23-item questionnaire with four indicators: Applied Engagement, Goal-Oriented Engagement, Self-Disciplined Engagement, and Interactive Engagement.

The researchers merged and modified the questionnaire from the academic life satisfaction scale and course engagement which is validated by having a pilot testing within the school premises. The researcher's inference upon analyzing the pilot-testing results of ALS questionnaire, shows .89 Cronbach's α with a small gap to its original study having (α =.80) SCE on the other hand, depicted .95 Cronbach's α compared to its initial study that the internal consistency reliabilities vary between .71 and .81. The overall reliability index with the modified questionnaires portrays a (α= .96).

Moreover, the questionnaire in this study used a 5-point response category for Likert-type scales and provides advantages in reliability, test information perspective, and easier responding for respondents [41]. The Student Course Engagement rates are (5= Very characteristic of me; 4= Characteristic of me; 3= Moderately characteristic of me; 2= Not really characteristic of me; 1= Not at all characteristic of me) [25]. In addition, the Academic Life Satisfaction questionnaire rates in a 5-point Likert-type scale, all positive (range from: 1= Strongly disagree; 2= Disagree; 3= Neither agree or disagree; 4= Agree; 5= I totally agree) [40].

Depicted in the Table 2 below are the interpretations used to evaluate the mean scores of student course engagement and academic life satisfaction of the college students. The mean scores collected were evaluated using the mean ranges from Denny [42]. The three columns in the table represent mean interval, description, and interpretation.

Table 2. Student course engagement mean interpretation

Mean Interval	Description	Interpretation
4.21 - 5.00	Very characteristic of me	Very positively engaged
3.41 - 4.20	Characteristic of me	Positively Engaged
2.61 - 3.40	Moderately characteristic of me	Moderately Engaged
1.81 - 2.60	Not really characteristic of me	Negatively Engaged
1.00 - 1.80	Not at all characteristic of me	Very Negatively Engaged

Table 3. Academic life satisfaction mean interpretation

Mean Interval	Description	Interpretation
4.21 - 5.00	I Totally Agree	Satisfaction is always evident
3.41 - 4.20	Agree	Satisfaction is oftentimes evident
2.61 - 3.40	Neither Agree or Nor Disagree	Satisfaction is sometimes evident
1.81 - 2.60	Disagree	Satisfaction is seldom evident
1.00 - 1.80	Strongly Disagree	Satisfaction is not evident

2.3 Design and Procedure

The study utilized the quantitative approach and portrayed a descriptive-predictive research design. The researchers made use of a prior tested and validated research questionnaire from Mj [25] and Azrin et al. [40], that aims to reveal the influence of academic life satisfaction and course engagement on the general well-being of an individual. As the questionnaires are modified, it is again tested for their reliability index by running a pilot test that results in .89 Cronbach's α for Academic Life Satisfaction and .95 Cronbach's α for Student Course Engagement. Before administering the dissemination of survey questionnaires, the researchers provided a letter of permission to be signed by the adviser and further submitted to the dean's office. After the letter was approved, the researchers started to distribute their modified questionnaires to the respondents together with their informed consent. The respondent's freedom to withdraw at any time and their right to fully know the possible risks and benefits is stated in the informed consent. The data collected from the respondents was then stored in an exclusive room that only the researchers could access. In addition, the data interpretation was carried out through Jamovi software. As per Şahin & Aybek [43], Jamovi is a statistical software designed for social scientists, facilitating the creation of modules for meta-analysis.

2.4 Statistical Treatment

The interpretation of the data primarily goes through the testing of normality which is tested by the Shapiro-Wilk Test for possible outliers that affect the normality of the data. According to Zach [44], to conclude that the data is normally distributed, it must show a bell curve or form a straight line at a 45-degree angle upon the calculation of the value of interest or sample means. However, the data interpretation results show not normally distributed data with (p= .168, *p-value*=.001). In this case, the researchers decided to apply Standard Deviation, Mean, Spearman Rho, and Linear Regression Analysis. The Spearman's correlation was utilized in the data interpretation by the researchers since it is the alternative to the Pearson correlation [45]. Furthermore, the average score emerges as the most influential predictor of life satisfaction, mental health, self-esteem, and counterproductive work, productive work behavior, and social orientation [46]. Additionally, standard deviation used to calculate the extent to which a set of values varies or is scattered. Both play a role by evaluating and measuring the levels of the variables. Anderson [47] explains that the correlation coefficient quantifies the strength of a relationship, ranging from -1 to 1. A value near 1 indicates a strong positive correlation, close to -1 signifies a strong negative correlation, while proximity to 0 suggests a lack of a clear relationship. This technique is very helpful in figuring out how explanatory factors and criteria measures relate to one another. Another is, reporting the p-value and the effect size is crucial. Pearson correlation reveals if there is a significant difference between the two variables and the effect size that tells how big is the difference between the treatment and control group [48]. The researchers proceed with a linear regression analysis to determine which factor affects the dependent variable. As per Maulud & Abdulazeez [49], linear regression analysis is used to determine how one or more independent

variables influence or predict changes in a dependent variable. P values in linear regression are used to conclude statistically significant group differences, while predictive analysis tools aim to forecast an individual's future [50].

2.5 Research Limitation

The respondents of the study were compensated with two peso candy which they may perceive as an unjust exchange for their time. Another limitation is the conclusion may also possess lack of generalizability by unequal respondents and with the 350 respondents gathered.

3. RESULTS AND DISCUSSION

This section reports the data, analysis, and interpretation based on the results given from the responses of students in their course engagement and academic life satisfaction. The tables are followed with subheadings: Level of Student Course Engagement and Level of Academic Life Satisfaction of Respondents, Summary of Spearman rho Correlation between Student Course Engagement and Academic Life Satisfaction of Respondents, and Regression Analysis for Variables Predicting Student Course Engagement (n=350).

3.1 The Level of Student Course Engagement of College Students

Table 4 shows the statistical analysis results in the utilization of specific criteria to measure the levels of Student Course Engagement among college students. The assessment covers four criteria; Applied Engagement, Goal-Oriented Engagement, Self-Disciplined Engagement, and Interactive Engagement.

Table 4 shows the level of student course engagement of the college students across four categories. Among the indicators, Applied Engagement had the highest mean score ($\bar{x}$= 3.82, *SD*= .782). This suggests that college students show a positive engagement in Applied Engagement activities. This suggests that college students have a positive engagement in their applied engagement, in which the students are more likely to be involved in making connections between what they have learned and their interest and goals, and applying it in their life. Hence, when students' could see the relevance of their course material to their own lives, they are more likely to engage with it actively and apply it academically or personally. This may be explained by students with strong learning objectives finding particular aspects of the learning material engaging and directing their attention primarily towards those aspects [51]. Conversely, Self-Disciplined Engagement had the lowest mean score ($\bar{x}$= 3.52, *SD*= .656). Despite being the lowest among the indicators, it is still considered positively engaged based on the analysis. It appears that the students tend to show a reasonable level of self-control, organization, and well-established study habits. It is possible that the students who are inclined in making a well- established organization of their notes and following a strict study behavior, could be high in self-discipline and could positively affect their academic success. This study is supported by the study conducted by Chica-Alva [52], stating that study habits do influence academic performance of the students. Şimşir & Dilmaç [53] additionally discovered that individuals with high levels of self-discipline are inclined to undertake more endeavors to attain their objectives, such as engaging in work, acquiring professional skills, reading, and conducting research, even when faced with challenges. Furthermore, the overall student course engagement of the college students had a mean score ($\bar{x}$= 3.72, *SD*= .736) reflecting an overall positively engaged analysis. This suggests that those students who are more likely to demonstrate active involvement, motivation, and commitment across various factors of engagements. This finding is supported by a study conducted by Zhang & Zhang [54], their research revealed that the behavioral, cognitive, emotional, and social dimensions of learner engagement experienced ongoing evolution influenced by various factors such as language, cultural differences, course mode, technical support, language proficiency, and motivation.

3.2 Level of Academic Life Satisfaction of College Students

The table presents the statistical analysis findings regarding the assessment of Academic Life Satisfaction among college students using specific criteria. The evaluation encompasses 2 aspects: Personal Satisfaction, and Satisfaction with Academic Environment.

Table 5 provides an analysis of the Academic Life Satisfaction among college students. The data reveals a high level of Personal Satisfaction ($\bar{x}$= 3.77, *SD*= .783), indicating that students frequently feel content, happy, and fulfilled in their lives. This level of satisfaction implies that

students maintain fulfilling relationships, participate in enjoyable leisure activities, achieve personal goals, and experience overall well-being. This finding aligns with Furlong et al. [55], who demonstrate that positive school experiences, such as strong relationships with peers and teachers, feelings of safety, and engagement in learning activities, significantly enhance students' satisfaction levels. Similarly, Oberly et al. [56] report that mindfulness practices bolster students' self-regulation, resulting in greater satisfaction, reduced stress, and improved overall well-being. These studies collectively suggest that fostering positive environments and integrating mindfulness practices within educational settings can substantially benefit student satisfaction and well-being. The data also indicates that Satisfaction with the Academic Environment has the lowest mean score ($\bar{x}$= 3.73, *SD*= .777), although it still denotes frequent satisfaction. Despite the marginal difference in mean scores between the indicators, the ranges are comparable. A high score in Satisfaction with the Academic Environment suggests that students feel supported, engaged, and fulfilled in their educational pursuits. This positive perception likely enhances their motivation, engagement, and overall well-being. Liu et al. [57] found that improvements in academic environment satisfaction correlate with increased learning motivation. The overall Academic Life Satisfaction mean score ($\bar{x}$= 3.75, *SD*= .628) reflects that satisfaction is frequently evident, indicating a generally positive perception of both personal and academic circumstances among college students. According to Antaramian [58], while students generally express life contentment, those with exceptionally high life satisfaction enjoy significantly greater benefits compared to those with average satisfaction levels. Additionally, Lent [59] posits that individuals' self-efficacy beliefs, encompassing positive outcome expectations and a sense of support, significantly influence their judgments of academic satisfaction.

Table 4. Level of students course engagement of respondents

Indicators	x̄	SD	Interpretation
Applied Engagement	3.82	.782	Positively engaged
Goal-Oriented Engagement	3.80	.686	Positively engaged
Self-Disciplined Engagement	3.52	.656	Positively engaged
Interactive Engagement	3.69	.727	Positively engaged
Total	**3.72**	**.736**	**Positively engaged**

Table 5. Level of academic life satisfaction of respondents

Indicators	x̄	SD	Interpretation
Personal satisfaction	3.77	.783	Satisfaction is oftentimes evident
Satisfaction with Academic Environment	3.73	.777	Satisfaction is oftentimes evident
Total	**3.75**	**.628**	**Satisfaction is oftentimes evident**

Table 6. Summary of spearman rho correlation between student course engagement and academic life satisfaction of respondent

Variables	Overall Academic Life Satisfaction		
	rho	p-value	Remarks
Students Course Engagement	.168	<.002	**Significant**

Table 7. Regression analysis for variables predicting student course engagement (n=350)

Variable	*B*	SE *B*	*t*	p-value
Intercept	2.826	.167	16.851	<.001
Personal Satisfaction	.193	.065	2.929	.004
Satisfaction with Academic Environment	.043	.066	.661	.509
R^2		**0.081**		
F		**15.4**		

3.3 Relationship between Students Course Engagement and Academic Life Satisfaction

The table presents the summary of the correlation between the factors of Student Course Engagement, namely Applied Engagement, Goal-Oriented Engagement, Self-Disciplined Engagement, Interactive Engagement, and Academic Life Satisfaction, namely, Personal Satisfaction, and Satisfaction with the Academic Environment.

This table illustrates the correlation between overall academic life satisfaction and students' course engagement. The Spearman rho correlation coefficient (rho) is 0.168, indicating a positive relationship between these variables. The p-value of .002 suggests that the correlation is statistically significant, indicating that higher levels of academic life satisfaction are associated with greater course engagement. The findings also demonstrate a significant positive correlation between three aspects of academic involvement and life satisfaction. This suggests that as students' academic life satisfaction increases, their engagement in coursework also rises. Students with high levels of academic life satisfaction are more likely to be actively involved in their academic activities. Maintaining student engagement is crucial for retaining interest in courses, thereby enhancing the overall learning experience [60,61,62]. Furthermore, the study by Gilman and Huebner [63] observed that adolescents with elevated life satisfaction exhibited better academic performance and improved interpersonal and intrapersonal functioning compared to those with lower life satisfaction. Their findings highlighted the interconnectedness of high life satisfaction with positive behavioral and psychological adjustments.

3.4 Regression Analysis for Variables

This Table 7 presents the regression analysis results for students' course engagement, revealing that among the two predictors considered, only one variable demonstrates statistical significance in relation to students' course engagement.

Results show that 8% of the variance is explained by the three predictors, F (2,347)= 15.4, P= .001. Specifically, Personal Satisfaction (B= .19, t= 2.92 .004) is positively correlated with the Students Course Engagement. On the other hand, Satisfaction with Academic Environment (B= .043, t= .661, P= N.S). The data suggests that students with higher levels of Personal Satisfaction are more likely to exhibit increased Course Engagement compared to those whose satisfaction stems from the Academic Environment. This indicates that students who are content with internal factors such as their relationships with peers, academic performance, happiness, and motivation in their courses are more likely to be actively engaged in their coursework. Essentially, when students feel content in their personal lives, it positively influences their engagement with their studies. According to Salikhova et al. [64], internally motivated students are more likely to maintain interest in learning, persevere through challenges, and achieve greater academic success. This underscores that while personal satisfaction significantly impacts student course engagement, other factors account for the remaining 92% of the variance in engagement levels. Furthermore, Baloran et al. [65] found that satisfaction with online courses is closely associated with various dimensions of student engagement, including skills, emotional, participation, and performance engagement. Wang [66] identifies six key dimensions influencing college students' cognitive engagement: attention and motivation, behavior and value attainment, interest and practicality, personality and will, evaluation and time management, and knowledge and strategy. These findings collectively suggest that personal satisfaction is a crucial determinant of student course engagement.

4. CONCLUSION

This study assessed the relationship between Student Course Engagement (SCE) and Academic Life satisfaction (ALS) among college students. The data shows a slight majority of female students, with first-year students comprising the largest group. Most students fell within the age of 18-21 years, and DAS had the highest number of respondents.

Mean and standard deviation were used to assess the level of Student Course Engagement and Academic Life Satisfaction, with Applied Engagement scoring highest and Self-Disciplined Engagement lowest in Student Course Engagement. Among Academic Life Satisfaction indicators, Personal Satisfaction scored highest and Satisfaction with Academic Environment is the lowest. The statistical inferences portray

ranking among the variables but each indicator is considered the same since all of their interpretation belongs to the positively engaged category. This implies that despite being categorized as the lowest level of engagement, Self-disciplined Engagement still measures student's levels of self-control, consistency in study habits, and organizational skills which is mostly high. In contrast, the indicator having the greatest mean, which is Applied Engagement, concludes that most students in the institution have high levels of effort into tasks, activities, or responsibilities. These high scores in applied engagement suggest that the individual could be diligent, committed, and actively participates in various endeavors and they are likely taking initiative and working conscientiously towards their goals.

For Academic Life Satisfaction, sample mean and standard deviation was used in the analysis. Depicted in table 5 the difference between two indicators, personal satisfaction with the greatest mean together with its standard deviation and Satisfaction with Academic Environment being the least. The two indicators being categorized are the same by looking at their interpretation showing both satisfaction is oftentimes evident. College students having high levels of Personal Satisfaction indicates that individuals might feel content, happy, and fulfilled in their lives by the match of their self and passion. It simply focused on the student's established intrinsic aspects that could be influenced by motivation level towards the course or primarily because of their interest. Furthermore, students with high levels of Satisfaction with Academic Environment pertains to the degree of their contentment or fulfillment experienced within the academic setting, such as peers, teachers or overall facilities. A higher score might indicate greater satisfaction with the academic environment, suggesting that individuals feel supported, engaged, and fulfilled in their educational pursuits.

The Shapiro-Wilk test indicated non-normal distribution, leading to the use of Spearman rho Correlation, which showed a significant relationship between Student Course Engagement and Academic Life Satisfaction. Linear regression revealed that personal satisfaction significantly predicted SCE, where it indicates a positive correlation with the two variables. The researcher inferred a positive correlation between two variables, as they observed that as the level of Student Course Engagement increases, so does the level of Academic Life Satisfaction.

Furthermore, institutions should consider strategies to enhance Student Course Engagement, especially in areas related to Applied Engagement and Personal Satisfaction, as these positively impact Academic Life Satisfaction. In addition, educational programs and support systems should be designed to address the specific needs and preferences of students, especially those in the early years of their academic journey. Efforts to foster a supportive academic environment and promote Personal Satisfaction among students can contribute to higher levels of course engagement and academic satisfaction. Lastly, further research could explore additional factors influencing Student Course Engagement and Academic Life Satisfaction, considering variables such as socio-economic background, cultural differences, and institutional policies. Another mediating factor that adds up to the student course engagement could be the motivation level among students that is a complete conglomeration of different factors.

4.1 Recommendations

Based on the relationship between students' course engagement and their academic life satisfaction the researchers recommend the following:

To the students: Students are encouraged to actively participate in their courses and actively interactive learning methods to enhance their academic experience. It is important for students to advocate for a supportive and inclusive learning environment by promoting diversity and inclusion initiatives within the academic community. Additionally, students should take advantage of available support systems such as mentoring programs or counseling services to address any academic or emotional needs they may have. By providing feedback to teachers and administration on their learning experiences, students can contribute to ongoing efforts to improve the quality of education provided by the institution.

To the administrators: The administration is urged to prioritize initiatives aimed at enhancing students' course engagement and academic life satisfaction within the institution. This can be achieved by implementing strategies such as interactive teaching methods and establishing support systems to address student needs. Interactive teaching methods, such as active learning techniques, group discussions, and

other activities, have been proven to enhance student engagement and understanding. These methods encourage students to actively participate in the learning process, which in turn fosters a deeper connection with the course material. To enhance student engagement, it is recommended to organize seminars or orientations that provide insight into the challenges and opportunities students may encounter as they progress through each year of their course. This can be helpful, especially for first-year students, as it can help motivate and guide them as they navigate their academic journey.It is important for the administrators to foster a culture of inclusivity and respect within the academic community. Implementing academic preparatory initiatives can greatly assist students in slowly entering new learning experiences. By providing materials and resources, students can feel more confident and engaged in their studies. Furthermore, investing in professional development opportunities for teachers to improve their skills and effectiveness in the classrooms is crucial for creating a positive learning environment.

To the teachers: Teachers play a vital role in creating engaging and effective learning experiences for students. They are encouraged to embrace interactive teaching methods and incorporate activities such as games into their classes to enhance student participation and comprehension. Additionally, teachers should be mindful of any biases or unequal treatment of students from different backgrounds and strive to create a fair and supportive learning environment for all. Seeking professional development opportunities to improve teaching skills and collaborating with students and administration to assess and adapt teaching strategies are also important aspects of fostering student course engagement and academic life satisfaction.

To the future researchers: Future researchers are encouraged to explore various aspects of student engagement and satisfaction in educational settings. This may include investigating the effectiveness of different teaching strategies and technologies, as well as examining the impact of socio-economic backgrounds on student's experiences and outcomes. Another mediating variable could be the teaching style, where the engagement of students varies whether the teacher possess firm or non-firm teaching methods. Future researchers could also put emphasis on distance preparatory learning whether it is e-learning, distance learning, and open learning. The student's motivation is also unexplored and the researchers advise for further exploration behind the student's motivation in regular classes. Another highlight is the student's interest in their chosen major, suggesting additional research because it may be the reason behind their engagement in overall academic life. There are instances that the students have been driven by their passion and exploring the passion level of an individual could also be another aspect to focus on.

Furthermore, the future researchers should consider the role of mental health and well-being in academic success and explore interventions to support students in this regard. Replicating and expanding upon existing research studies in diverse educational settings will contribute to a comprehensive understanding of engagement and satisfaction dynamics and inform future improvements in educational practices.

ETHICAL APPROVAL

Before any further procedures happen, the researchers primarily obtain the signatures from the adviser and most importantly from the school dean. Stated in the signed letter the objectives, procedures, and involvement of the students in the University of Mindanao Digos College.

CONSENT

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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