STUDENT WELLBEING & OVERALL PERFORMANCE IN HIGHER EDUCATION
A study of undergraduate students in Kuwait

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ABSTRACT

Purpose: This exploratory research aims to investigate indicators of student wellbeing amongst undergraduates in higher education. By using the College Student Subjective Wellbeing Questionnaire (CSSWQ) the research hopes to gain insight on possible psychological implications and correlations between wellbeing and grades. Although there is a plethora of information on the matter – some of which insinuates that a positive correlation is likely, there is a dearth of research conducted on students in the Middle East when it comes to psychology and overall wellbeing particularly throughout their higher education journey.

Research Contribution: This research is the first of its to investigate a possible correlation between scores of CSSWQ and performance measured by grades. When it comes to mental health and overall wellbeing, little attention is given as the region generally falls behind in awareness and investigation. Moreover, the unfolding stress of the pandemic not only calls for this type of research, but also makes it essential for policy makers & managers in the education field.

Assessment Tool: The CSSWQ, a 15-item self-report instrument for assessing youths' subjective wellbeing at school, includes four constructs: school connectedness, academic efficacy, college gratitude & academic satisfaction – along with a second order construct (college student covitality).

Findings: From the research findings, it can be concluded that the CSSWQ survey grades are not correlated with final grades. The findings are important in that they dispel some preconceived notions that students who obtain better grades are considered as having a better overall wellbeing. It is essential for policy makers and educators to consider these findings in order to provide the proper support for students who need it. Also, psychologists can benefit from the findings as they shed the limelight on educational cognitive behavior.

Keywords: Student Wellbeing, Emotional Health, Higher Education, Undergrads

INTRODUCTION

University and college life can be busy and challenging to many students particularly in higher education, as they come across multiple problems and difficulties that might affect their mental health and wellbeing. When students transition from K-12 to higher education, they take on immediate extended responsibilities and roles that usually overwhelm them. Furthermore, the sudden change in their social, academic, economic, and geographic lives always cause further stress and discomfort. When these stresses accumulate, they can take a heavy toll on the students' wellbeing and academic performance.

Public and private K-12 schools in Kuwait are administered by the ministry of education. Private schools charge tuition fees, whereas public schools are free of charge at all levels. In public schools, Arabic is the primary language of instruction and English is used as a second language. Many local Kuwaiti parents prefer to

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send their kids to private schools rather than public schools due to the low level of education which they provide (The Kuwait K-12 Education System, n.d.).Private education is regulated by the government but is not funded as they are sponsored and affiliated by foreign organizations. Unlike most private schools, public schools in Kuwait are gender-segregated from first grade to the twelfth grade as per the local law(Kuwait Culture - Today's Education, 2009).Despite a high GDP and the fact that the Kuwaiti government spends more than 5.6 million KD (18 million USD) per year on private education facilities, education indices reported from the country continue on a downward spiral and are some of the worst in the region (Diab-Bahman et al, 2021).According to Kuwait's new plan to move the education sector to the next level,in an effort to further improve education, Kuwait's national development plan (Kuwait Vision 2035) puts a considerable emphasis on education.The government expenditure on education has increased significantly, as theycontinue to stress the importance of high quality education in reducing unemployment and improving the economy through various agendas.

This research is important in that it will allow policy makers to incorporate the various needs of students including emotional and wellbeing needs into their projected plans. Fact-based policy making is an important element of ensuring long-term success and sustainability, particularly in a culture where it is habitually considered a taboo to discuss emotional distress. As well, there is a dearth of research on the matter conducted in Kuwait. Thus, the research will be the first of its kind and will surely provide much-needed insight.

LITERATURE REVIEW

There have been many studies conducted which explore different angles of the wellbeing equation when it comes to college students. By using different measures, the different studies often report contradictory results. Moreover, Topham& Moller (2011) conducted a study to detect the well-being of first year students entering one UK universityto find whether initial well-being and year-end academic performance were correlated. A total of 117 students completed the Rosenberg Self-Esteem Scale, Clinical Outcomes in Routine Evaluation-General Population, and Liebowitz Social Anxiety Scale. Almost 25% of the participants reported quasi-clinical levels of psychological distress and moderate to very severe social anxiety. It was found that psychological distress was associated with low self-esteem and social anxiety. But, the study concluded that no significant correlation was found between well-being and students' academic performance at the end of the year. Conversely, a study conducted by Bordbar et al., (2011)explored the relationship between psychological wellbeing, academic performance and demographic variable, where over 500 undergraduate students were surveyed. The study concluded that there was a strong correlation between psychological wellbeing and academic performance.

Moreover, Kotzé& Kleynhans (2013)examinedaspects of psychological well-being (burnout and engagement) and resilience as predictors of academic performance among a group of first-year students at a higher education institution. They completed measures of burnout, engagement and resilience. The study concluded that burnout (specifically Emotional Exhaustion and Cynicism) and resilience (specifically Religion) were statistically significant predictors of academic performance. Students with lower levels of cynicism, who are emotionally and cognitively more involved in their studies, seem to perform better. Surprisingly, students who reported being emotionally more exhausted performed well in their studies. Those students who seem to have strong spiritual/religious beliefs also fared better with regard to academic performance than those of lower religious faith. Strong spiritual/religious anchors and continuous cognitive and emotional involvement in academic work are valuable resources to students in their academic performance.In another study, Baik et al., (2019) found that university faculty and staff can play an essential role in supporting student wellbeing and preventing the high rates of mental and psychological distress. They suggested that the process of seeking and acting on students' feedback promotes students' sense of inclusion and empowerment, and this is critical given that the goal of improving student mental wellbeing can only be achieved through an effective partnership between students and university employees.

Standardized Questionnaires

Additionally, Smith (2018) carried out a study at Cardiff University's Department of Psychology which had participants complete an online survey presented using the Qualtrics package and gave consent for access to their coursework and examination marks. Students completed an online version of the Student Well-being Process Questionnaire which aimed to measure both positive aspects of well-being (happiness, life satisfaction and positive affect) and negative aspects (stress, anxiety, depression and negative affect). It also measured established predictors of wellbeing (social support, personality, stressors and coping). The study concluded that higher mental fatigue reduced well-being and lowered academic performance and that there is a significant correlation between mental fatigue and reduced wellbeing and poor academic performance among the participating university students. Moreover, Lodi et al., (2017) carried out a study using the College Satisfaction Scale (CSS) to assess domain-specific satisfaction at the university level. CSS consists of 20 items to measure 5 dimensions: appropriateness of the student's choice, quality of the university services, relationships with his/her colleagues, quality of his/her study habits and usefulness for his/her future career. The results showed that both GPA and academic efficiency were strongly correlated with satisfaction. Additionally, the College Student Subjective Wellbeing Questionnaire (CSSWQ), which was an extension of the Student Subjective Wellbeing Questionnaire (SSWQ) developed for K-12 students, explores multidimensional, domain-specific measure of college students' co-vitality which are operationalized by a measurement model comprised of four first-order latent constructs - academic efficacy, college gratitude, school connectedness, and academic satisfaction - and one second-order latent construct, college student co-vitality (Renshaw & Bolognino, 2016). Research using this assessment tool to assess whether a relationship between college-specific well-being and life-satisfaction existed showed that students who experience higher levels of connection with their university and peers generally report higher satisfaction with life(Casagrande et al, 2020). In another research

using the same assessment tool, it was found that academic satisfaction and school connectedness predicted satisfaction with life but that academic self-efficacy and college gratitude did not, conscientiousness predicted academic self-efficacy, college well-being predicted self-reported achievement, and anxiety predicted achievement but depression did not(Wilcox &Nordstokke, 2019). The CSSWQ is also validated by numerous studies, and has been deemed flexible enough to be used in various cultures as expressed and tested in Zhang &Carciofo's work (2021).

Emotional Wellbeing

Perception of psychological well-being is an important component of university students' health as stress, anxiety and depression are relatively common problems among university students and can impact them in multiple ways. In their research on assessing individuals' psychological well-being and mental health amongst Jordanian university students, the researchers found that while examining the relationship between perception of psychological well-being and general health report among Jordanian university students, the results proved that students perceived their psychological well-being as moderate (Hamdan-Mansour &Marmash, 2007). As well, this finding did not differ between genders.Moreover, in a UK study which explored the associations between health awareness, health behavior, subjective health status, and satisfaction of students with their educational experience, it was found that students exhibited average medium to high satisfaction with their educational experiences and that students' satisfaction with their educational experiences was not associated with any of the three indicators of educational achievement (actual module mark; perceived own performance; importance of achieving good grades) (El Ansari & Christiane, 2010). The findings support a conceptual framework suggesting reciprocal relationships between health, health behavior and educational achievement. In another regional study conducted in Egypt, more females watched and rated their health favorably than males and they were more likely to feel psychosomatic/physical health problems (El Ansari et al, 2013). This calls for an increased vigilance of university

administrators and leaders to monitor the health and well-being of their students, as well as making their overall wellbeing and mental health needs a priority.

Universities must prepare students for a complex world as current mental health levels may impair student outcomes. Increased concern over student wellbeing has fostered the demand for positive education interventions – a relatively new topic requiring more research. In another study which investigated psychology wellbeing intervention imbedded in undergraduate psychology classes suggested positive education interventions were impactful (Young et al, 2020). This research has important implications for student wellbeing, indicating that imbedded wellbeing programs can improve student wellbeing with minimal resources and low stigma.

WELLBEING x STUDENT PERFORMANCE

Wellbeing is a term that is not yet popular in Kuwait, especially in education. Students' mental health have the greatest impact on wellbeing and academic performance, also is often affects the adaptation to the university life. Wellbeing is assessed according to the general point of view consisting of satisfaction with social support, quality of liferelated to health, satisfaction with life, and impact of life. Since wellbeing is classified as a multi-dimensional phenomenon, while focusing on integrating biological, psychological, social and spiritual dimensions, it is a vital aspect to consider in universities. Historically, wellbeing research has reflected two perspectives: the eudemonic perspective, which emphasizes positive psychological functioning and human flourishing, and the hedonic perspective emphasizing happiness, positive affect and satisfaction with life(Van de Weijer et al., 2018). Most research on student performance has emphasized the impact of individual capacity or individual perception of their capacity (i.e. self-efficacy) but the impact of how a student's perception of future (e.g. goals) or perception of learning environment is still not adequately addressed(Von der Embse and Mankin, 2021).From the perspective of higher education, this gap is particularly relevant because it not only focuses on individuals but also on the

characteristics of the learning environment. The teaching and learning environment is a key device to shape these essential wellbeing capabilities(Baik, Larcombe and Brooker, 2019), as there is now a rising body of evidence suggesting thatstudent wellbeing can be cultivated through intentional curriculum design (Von der Embse and Mankin, 2021).Based on these findings, it is indicated that wellbeing plays a critical role in the process of achieving and maintaining mental health. Hence, it is necessary to take a closer look into the concept of wellbeing as linked to school connectedness, academic efficacy, behavioral, cognitive, emotional engagement, and educational purpose.

School Connectedness

The evaluation of school programs requires assessors to consider elements that affect school learning (Lohmeier and Lee, 2011). Although there are benefits from satisfying a foundational need, the risks of not having a sense of belonging or connection can be detrimental to an individual's personal and mental wellbeing.Research interest in the area of school connectedness has enlarged withawareness of findings such as these; unfortunately, the concept of and terminologyfor studying school connectedness remains unclear.However, a very generaldescription of school connectedness may be considered to be the extent to whichstudents experience feelings of caring at school and feel like they are part of theirschool (Liu et al., 2020; Eugene, Crutchfield and Robinson, 2021).In Lohmeier and Lee's (2011) study, they proposed an instrument that describes the three distinct elements of school connectedness which are: general support (belongingness), specific support (relatedness), and engagement (connectedness). It was shown that while general and specific support are primarily tied to school social relationships, engagement was considered as a combination of types addressing the interaction of school work and accomplishments as they relate to general and specific social support at school/university.

Moreover, in education, academic efficacy is a key contributing factor to a learner's success, because self-efficacy influences the choices learners make and the courses of action they pursue. Academic self-efficacy refers to an

individuals' belief that they can successfully achieve a designated level on an academic task or attain a specific academic goal. Self-efficacy is understood as people's perception of their capacity to organize and carry out actions geared towards achieving certain goals(Bandura, Freeman and Lightsey, 1999). Academic self-efficacy has been connected to academic success and refers to students' opinions of their abilities to study and comply with academic objectives (Hayat et al., 2020).

Behavioral, Cognitive, Emotional Engagement

The potential for health to improve cognitive function, learning and academic achievement in students has received attention by researchers and policy makers. Tackling mental health issues in students can thus be beneficial for the individual student and society at large, as in turn academic output can be improved. Hence, attainment in college is one of the driving factors for the accumulation of human capital (Kumar, 2006; Bolinski et al., 2020). Mental ill-health in higher education institutions has become an increasing concern with the numbers of students reporting that they have a mental health condition. Universities must prepare students for a complex world, but current mental health levels impair students' outcomes. Education is an engine for the growth and progress for any society and nation. It is seen that the profile of the learners has changed. Accordingly, the role of education in promoting wellbeing of the community has been highlighted in various aspects (Bewick et al., 2010). Given that a substantial proportion of students will experience mental health difficulties during their time at university, it is important to ask: how can universities ensure they provide supportive and 'health-promoting' environments (Brooker and Vu, 2020). Hence, universities are facing a demanding challenge in supporting good mental health while endeavoring to improve academic performance (Egan et al., 2021).

Higher Education in Kuwait

According to (Kuwait Higher Education System, Universities in Kuwait, n.d.), higher education institutions in Kuwait are administered by the ministry of higher education. The higher education sector includes four-year universities, two-year colleges, and post-secondary education and training institutions. Post-secondary technical training is offered at The Public Authority for Applied Education and Training (PAAET), a public post-secondary institute in Kuwait that is considered one of the largest institutes in the Middle East in terms of the number of enrolled students. (Explore the Network, n.d.).According to Kuwait University, Hawalli (+96524811188), n.dand (Kuwait University (KU),Kuwait University is the flagship university and the only four-year public university in Kuwait. It was established in 1966 as a co-ed higher education institution. The university offers graduate and undergraduate programs in architecture, medicine, dentistry, education, law, and several other areas of study.   In addition to Kuwait University, there are several other private higher education institutions in Kuwait that are accredited by the Ministry of Higher Education such as Kuwait International Law School, Gulf University for Science and Technology, Australian College of Kuwait, American University of Kuwait, Box-Hill College, and Kuwait Maastricht for Higher Education(Glavin, 2019). In 2019, the Ministry of Higher Education awarded 9,211 scholarships for study inside Kuwait and 1,977 scholarships for study outside Kuwait. 35% of these 1,977 scholarships for study abroad were for study in the United States. Most of these students had to attend a one-year English Language program prior to starting their graduate and undergraduate studies (1, n.d.). The increase of the number of local private universities spurring up in the country is a clear indication of the increased demand for local higher education. Thus, more research on the matter is not only needed but is crucial to ensure a successful experience.

Before Covid-19 struck the world, higher education institutions in Kuwait had always been lively cultural and educational hubs where faculty members, staff, and students of different backgrounds teach, learn, work, socialize, and blow off some steam. However, recently, this academic unique environment has been significantly impacted by the worldwide spread of Covid-19. Since 2020, universities and colleges in Kuwait have cancelled face to face instruction and closed the doors to university and college campuses across the nation. As a

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result, K-12 and post-secondary institutions have switched to online teaching. This sudden and unprecedented transition has taken its toll on students' education and mental wellbeing. The unusual circumstance caused by the pandemic inevitably affected students' moods and increased their stress and levels of anxiety (Diab-Bahman, 2021).

SCIENTIFIC CONTRIBUTION

In the literature review mentioned above, multiple assessment tools were used to report on overall student wellbeing and its impact on performance in higher education. The results varied according to the assessment tools used which had no uniform measurable constructs. In terms of the CSSWQ assessment tool, there have been no reported studies which attempted or examined a possible correlation between the CSSWQ and the overall performance of university students, particularly in Kuwait. Thus, this research will be the first of its kind to investigate the topic. Moreover, links have previously been established between student overall wellness and performance in the conventional classroom settings in fields as diverse as biological sciences (Gatherer and Manning, 1998), economics (Stanca, 2006), geography (Stewart et al., 2011) and psychology (Gunn, 1993). However, from an e-learning perspective, Demian and Morrice (2012) have concluded that there is negligible impact of virtual learning environments' use on students' performance. Thus, attendance of virtual classes, which can be considered as an active part the learning process, may then be similar in that it has a negligible effect on performance. From this, one can deduce that stress from online learning may not be as impactful as it seems. As well, although direct causality may be automatically inferred, any correlations or insight found which have an impact on academic performance can yield important insights. Therefore, the researchers expect that this investigation will shed light on the matter and pave way for preliminary discussions on whether correlations exist between the CSSWQ and performance, particularly compounded by a pandemic.

METHODOLOGY

In this research, a quantitative approach was used to collect an existing set of data and compare it against the outcome of another set (casual-comparative) which can be employed to test between two or more variables, dependent vs independent (Landers & Bauer, 2015) . The annonymized CSSWQ survey results, or the independent variables, were used and compared against final grades (dependant variables). In total, the data of 268 total students was used for this research for first and second-year students in two faculties – English and Management, during the academic year of 2020/2021 for two consecutive semesters. According to Calder et al (1981), it is advisable to use a relatively homogeneous group such as undergraduate students, to minimize errors which may otherwise be cause by a heterogeneous sample.

Data Gathering

In this research, a purposeful sampling technique was used to collect the data which is a non-probability sampling techniques. In order to achieve the purpose of the research, it was important to select participants which had pre-defined characteristics as outlined in the study (Etikan et al, 2016).

Assessment Tool

In response to the rising global concern with promoting the wellbeing of university students and relative lack of domain-specific wellbeing measurement instruments in Kuwait, the research focused on using an existing well-developed tool which measures multi-dimensions of overall wellbeing and satisfaction amongst higher education students. Therefore, the CSSWQ was used for the purpose of preliminary scanning and investigating the topic in Kuwait's higher education arena.

DATA & RESULTS

This section presents the key findings that emerged from the analysis of the data collected following the methodology outlined in the previous section. For the analysis of the data, IBM SPSS Statistics v27, was used and this was

used for the analysis of both the descriptive statistics and correlation analysis. For the descriptive statistics, the measures of central tendency and dispersion were computed. With respect to the measures of central tendency, the mean was computed for the continuous variables, while the mode was computed for the categorical variables, and with respect to the measures of dispersion, the standard deviation was computed in line with Howitt and Cramer (2017). For the correlation analysis, the Pearson Correlation coefficient was computed. The analysis is organized into four sections. The first section is the introduction, while the second section presents the data preparation procedures. The third section presents the results for the distribution of the participants by demographic attributes, while the fourth section presents the correlation analysis across the demographic factors.

Data Preparation

A total of 275 observations were collected across all the classes. However, the data had to be cleaned first prior to the correlation analysis. First, the analysis of missing values was done as prescribed by Roy, and Acharya (2016).

Out of the 4 variables, 275 cases and 1100 data points, there were 8 missing observations affecting 7 cases and two of the variables, and these observations were excluded from the analysis through listwise deletion. The second approach used for the cleaning of the data was to establish the proportion of the extreme values for the composite constructs and whether variable transformation was necessary or not. According to Belhekar et al (2016), the transformation of the variables is necessary when there are more than 25% of the cases that have extreme values. The extreme values are presented in Table 1.

Table 1: Distribution of Missing and Extreme values

	N	Mean	Std. Deviation	Missing Count	Percent	No. of Extremes[a] Low	High
Final Grade	268	90.38	5.258	7	2.5	2	0
Survey Grade	274	90.83	15.063	1	.4	14	0
Faculty	275			0	.0		
Year	275			0	.0		

a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

None of the variables above had extreme cases beyond 25%, with the highest being for the survey grade which had only 14 low extreme values out of 274 (5.1%). The rest of the variables had lower numbers of extreme values and in this regard, there was no need for any variable transformation.

Demographic Analysis

For this study, there were only two demographic variables used and these were year of study and faculty and the summary statistics are summarized below.

Table 2: Distribution of Demographic Variables

	Frequency	Percent	Valid Percent	Cumulative Percent

Faculty	Faculty of English	155	56.4	56.4	56.4
	Faculty of Management	120	43.6	43.6	100.0
	Total	275	100.0	100.0	
Year	Year 1	52	18.9	18.9	18.9
	Year 2	223	81.1	81.1	100.0
	Total	275	100.0	100.0	

The results show that the majority of the observations belonged to the Faculty of English (56.4%), followed by those from the Faculty of Management (43.6%). On the other hand, with respect to the year of study, the majority of the respondents were in Year 2 (81.1%), while those in Year 1 were 18.9%.

Performance Statistics

This section presents the general performance among the students across the demographic variables as well as the overall performance. With respect to the grade performance between the years, the results are presented in the Table 3 below.

Table 3: Performance by Year

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Final Grade	Year 1	49	91.02	5.105	.729	89.55	92.49
	Year 2	219	90.23	5.293	.358	89.53	90.94
	Total	268	90.38	5.258	.321	89.74	91.01
Survey Grade	Year 1	52	89.21	16.091	2.231	84.73	93.69
	Year 2	222	91.21	14.824	.995	89.25	93.17
	Total	274	90.83	15.063	.910	89.04	92.62

The results show that regarding the final grade, there was a marginal difference in the average performance between first year students (M = 91.02; SD = 5.105) and second year students (M = 90.23; SD = 5.293). The difference was not statistically significant: $F(1,266) = 0.903$; $p>0.05$ as shown in Table 4. Table 3 results also show that regarding the survey grade, there was also a marginal difference in the average performance between first year students (M = 89.21; SD = 16.091) and second year students (M = 91.21; SD = 14.824). The difference was not statistically significant: $F(1,272) = 0.742$; $p>0.05$ and this is presented in the Table 4.

Table 4: ANOVA - Performance by Year

	Sum of Squares	df	Mean Square	F	Sig.

Final Grade	Between Groups	24.978	1	24.978	.903	.343
	Within Groups	7357.585	266	27.660		
	Total	7382.563	267			
Survey Grade	Between Groups	168.555	1	168.555	.742	.390
	Within Groups	61769.723	272	227.095		
	Total	61938.277	273			

From the foregoing, there was no statistically significant difference between the two years for both the final grade and the survey grade. Table 5 presents the comparative grade performance by faculties.

Table 5: Performance by Faculty

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Final Grade	Faculty of English	148	91.82	4.821	.396	91.04	92.60
	Faculty of Management	120	88.59	5.246	.479	87.64	89.54
	Total	268	90.38	5.258	.321	89.74	91.01
Survey Grade	Faculty of English	154	90.46	14.222	1.146	88.20	92.73
	Faculty of Management	120	91.31	16.125	1.472	88.39	94.22
	Total	274	90.83	15.063	.910	89.04	92.62

From the outcome, regarding the final grade, there was a difference in the average performance between Faculty of English students (M = 91.82; SD = 4.821) and Faculty of Management students (M = 88.59; SD = 5.246). The difference was statistically significant: $F(1,266) = 27.471$; $p<0.05$ as shown in Table 6. The Table 6 also show that for the survey grade, there was a marginal difference in the average grade performance between Faculty of English students (M = 90.46; SD = 14.222) and Faculty of Management students (M = 91.31; SD = 16.125). The difference was not statistically significant: $F(1,272) = 0.213$; $p>0.05$ and this is presented in the Table 6 below.

Table 6: ANOVA - Performance by Faculty

		Sum of Squares	df	Mean Square	F	Sig.
Final Grade	Between Groups	691.066	1	691.066	27.471	.000
	Within Groups	6691.497	266	25.156		
	Total	7382.563	267			
Survey Grade	Between Groups	48.419	1	48.419	.213	.645
	Within Groups	61889.858	272	227.536		

Total	61938.277	273

Overall, while there was a significant difference in the final grade between Faculty of English and Faculty of Management students, there was no statistically significant difference in the survey grade between Faculty of English and Faculty of Management students

Correlation Tests

The main aim of this study was to evaluate the correlation between the final grade and the survey grade for the entire data as well as between Year 1 and Year 2 students as well as across faculties. The overall correlations are presented in Table 7.

Table 7: Correlations – All Observations

		Final Grade	Survey Grade
Final Grade	Pearson Correlation	1	.017
	Sig. (2-tailed)		.787
	N	268	268
Survey Grade	Pearson Correlation	.017	1
	Sig. (2-tailed)	.787	
	N	268	274

From the outcome, there was no statistically significant correlation between the final grade and the survey grade, $r(268) = 0.017$ ($p = 0.787 > 0.05$). The corresponding correlation tests split by the year and the faculty are presented in the Table 8 below.
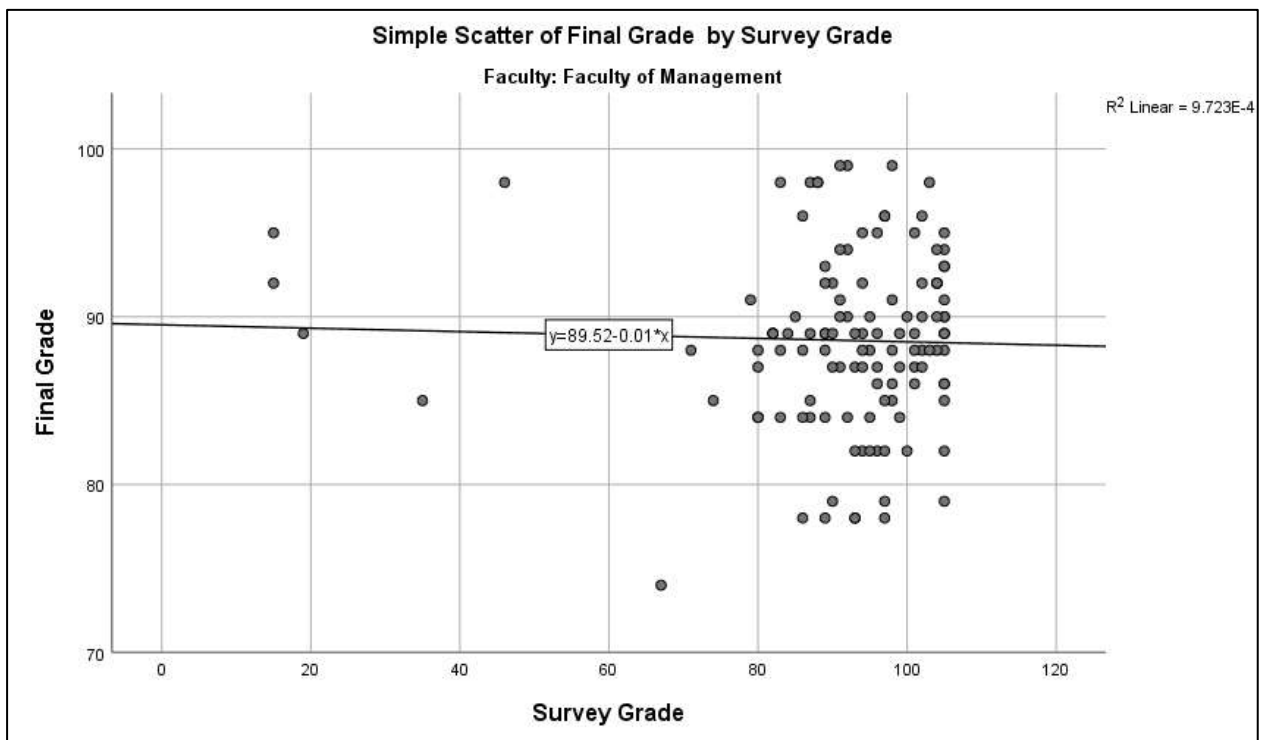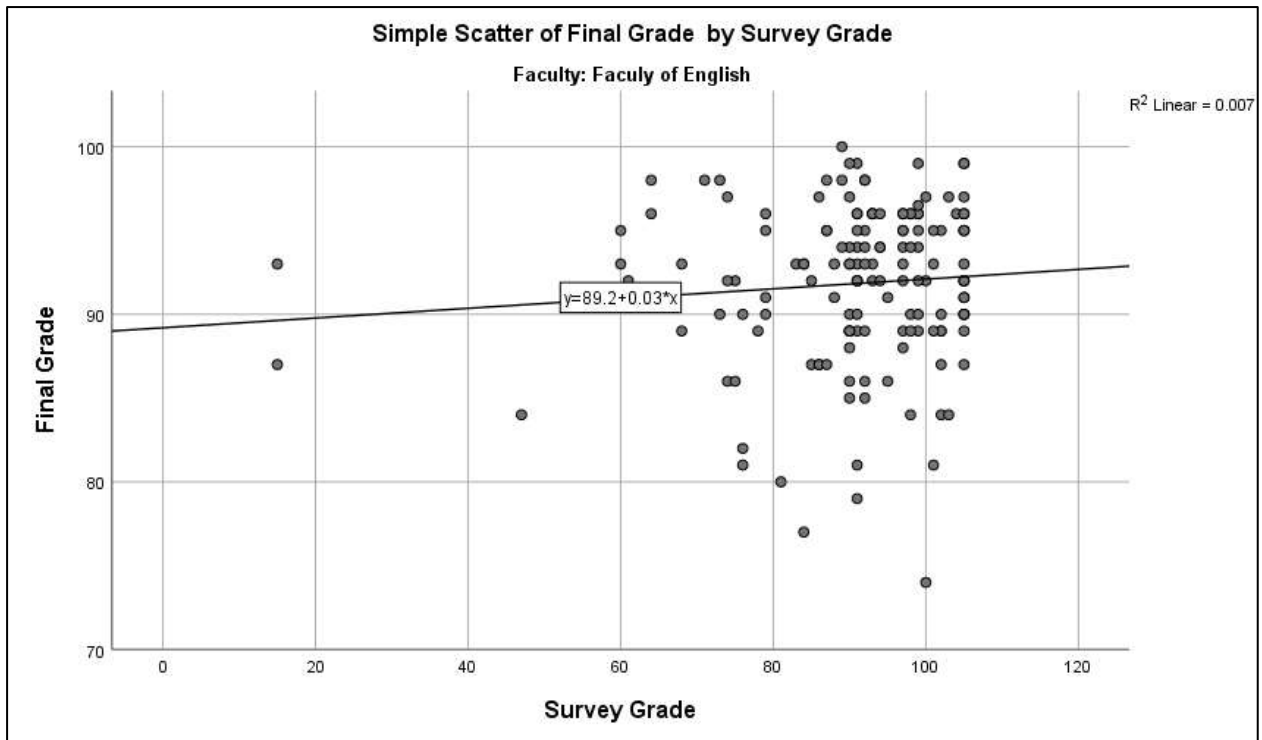
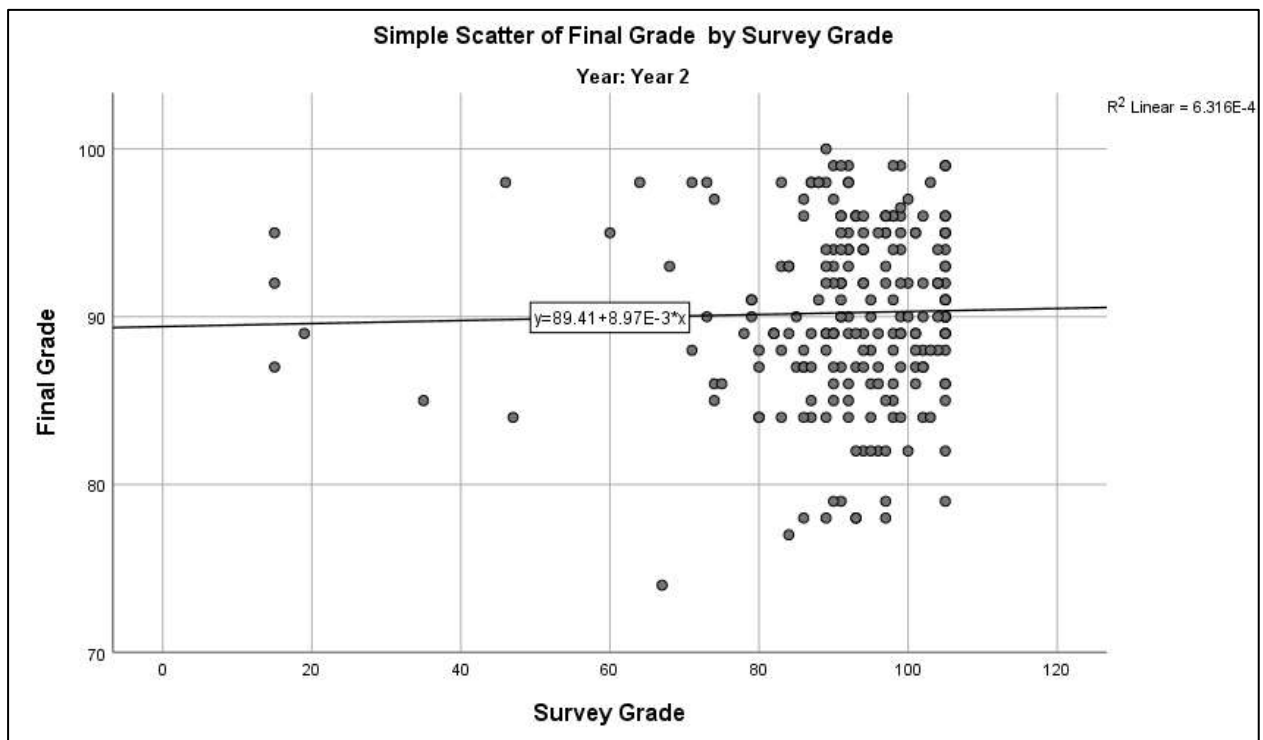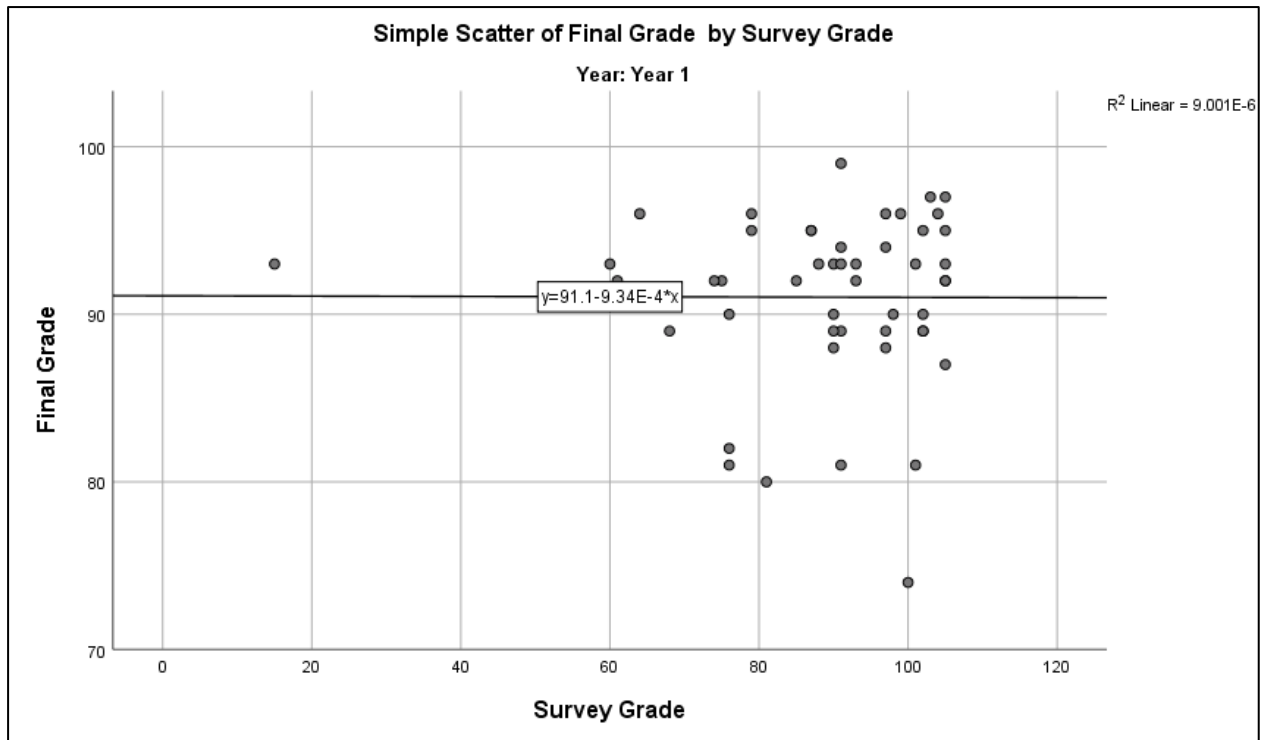**Table 8: Correlations – By Year and Faculty**

Year			Final Grade	Survey Grade
Year 1	Final Grade	Pearson Correlation	1	-.003
		Sig. (2-tailed)		.984
		N	49	49
	Survey Grade	Pearson Correlation	-.003	1
		Sig. (2-tailed)	.984	
		N	49	52
Year 2	Final Grade	Pearson Correlation	1	.025
		Sig. (2-tailed)		.711
		N	219	219
	Survey Grade	Pearson Correlation	.025	1
		Sig. (2-tailed)	.711	

			219	222
		N	219	222
Faculty of English	Final Grade	Pearson Correlation	1	.086
		Sig. (2-tailed)		.298
		N	148	148
	Survey Grade	Pearson Correlation	.086	1
		Sig. (2-tailed)	.298	
		N	148	154
Faculty of Management	Final Grade	Pearson Correlation	1	-.031
		Sig. (2-tailed)		.735
		N	120	120
	Survey Grade	Pearson Correlation	-.031	1
		Sig. (2-tailed)	.735	
		N	120	120

The results show that among Year 1s, there was no significant correlation between the final grade and the survey grade: $r(49) = -0.003$ ($p = 0.984 > 0.05$), and among Year 2s, there was also no significant correlation between the final grade and the survey grade: $r(219) = 0.025$ ($p = 0.711 > 0.05$). On the other hand, considering the faculty, among Faculty of English students, there was no significant correlation between the final grade and the survey grade: $r(148) = 0.086$ ($p = 0.298 > 0.05$), and among Faculty of Management students, there was also no significant correlation between the final grade and the survey grade: $r(120) = -0.031$ ($p = 0.735 > 0.05$). The corresponding scatter plots are presented below.

Simple Scatter of Final Grade by Survey Grade

Faculty: Faculy of English

R^2 Linear = 0.007

$y=89.2+0.03*x$

Simple Scatter of Final Grade by Survey Grade

Faculty: Faculty of Management

R^2 Linear = 9.723E-4

$y=89.52-0.01*x$

Simple Scatter of Final Grade by Survey Grade

Year: Year 1

R^2 Linear = 9.001E-6

$y=91.1-9.34E-4*x$

Final Grade vs Survey Grade

Simple Scatter of Final Grade by Survey Grade

Year: Year 2

R^2 Linear = 6.316E-4

$y=89.41+8.97E-3*x$

Final Grade vs Survey Grade

IMPLICATIONS& FUTURE RESEARCH

This research confirms the work of El Ansari & Christiane (2010) in that students' satisfaction with their educational experiences was not associated with any of the conventional indicators of educational achievement. The findings are important in that they highlight the need for further investigations on what actually

influences performance and why some students do better than others in order to provide the right support and policies.Future research could take into consideration the individual constructs of the CSSWQ and test for correlations amongst various variables including attendance. It could also include more higher education institutes covering a bigger geographical location. The research can even be done on a grand scale to include findings from other surrounding nations and comparing results. Also, the research was conducted only on first and second year students, as well as only amongst the English and Management schools. This may have had impact on the achieved results. In addition, the sample number was limited and therefore future research could be suggested to include a bigger sample. Furthermore, the bigger sample could be analyzed further and correlations investigated in a more precise manner which may include a comparison between genders.

CONCLUSION & LIMITATIONS

The findings showed that considering the distribution of the grades by the year of study, there was a marginal difference between the final grades for Year 1 students and Year 2 students and the difference was not statistically significant. There was also a marginal difference between the survey grades for Year 1 students and Year 2 students and the difference was not statistically significant. On the other hand, considering the distribution of the grades by the faculty, there was a notable difference between the final grades for Faculty of English and Faculty of Management students and the difference was statistically significant. Regarding the survey grades, there was a marginal difference between Faculty of English and Faculty of Management students and the difference was not statistically significant. Overall, considering the correlation between the final grade and the survey grade, the correlation was not statistically significant. Segmenting the data by year of study as well as faculty did not yield any statistically significant correlated pairs. Therefore, from the foregoing findings, it can be concluded that the survey grades are not correlated with the final grades.

The limitations of this research include the number of students, which could be increased to provide more insight. As well,

perhaps conducting this research throughout various stages of the higher education journey and possibly comparing the results. As well, this was the first time that the students had undergone a survey of this sort, which they could have found difficult to do and/or understand. Moreover, since this was a voluntary in-class exercise, they could have rushed the answers in order to finish the task and impress their teachers. Lastly, this research was conducted during a stressful pandemic which could have highly influenced test results and even grades.

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