

STUDENT SATISFACTION AT OLD DOMINION UNIVERSITY

Capstone Fall 2019



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Members

Annala Burno - Literature Review Dee Agyeman - Methodology Aiysha Malik - Conclusion Shawn Singleton, II - Data Analysis, Abstract, Conclusion Tazmonique Lankford - Introduction

Whole Group - Proposal Form, Theory, Hypothesis, Prelude, Questionnaire, Data

Abstract

This is a study conducted by five Old Dominion University students aiming to understand Maslow's Hierarchy of Needs and how it relates to college campuses. They attempt to do this by conducting a survey of 131 ODU students in order to analyze what leads to satisfaction with a university. They studied and understood Maslow's Hierarchy of Needs, engaging in a comprehensive study about the theory; made a hypothesis that student satisfaction would increase as students' needs were met, and tested that hypothesis. In order to analyze their data, they used pie charts (as descriptors), crosstabs (to determine significance), and bivariate graphs (to determine direction).

Introduction

In many young people's lives, choosing a college or university to attend is a very pivotal moment in their lives. College has become a way of passage for many people in the world and the choice of colleges has not become easier. Higher education has become increasingly necessary in order to sustain jobs in the market. Having a degree beyond a high school diploma is positively correlated with higher earnings and less periods of unemployment (Kyllonen, 2012). In a study done by Barrow and Rouse (2005), it was found that college graduates earned 70 percent higher than high school graduates. The value for obtaining a college degree has increased as more people found it was harder to succeed without one.

As the need for higher education increases, so does the rise of colleges in order to meet this demand. More and more institutions are expanding so fit the demand and the copious amounts of people applying. With hundreds of colleges around the world, spanning a plethora of topics, it also creates a hard choice for many people deciding to continue with secondary education. The reasons for choosing a college is dependent on a variety of factors including financial aid, location, course offerings, sports programs, and etc. Once a student is admitted to college, what factors are important to the student in determining if they are satisfied with the experience. The study of student's satisfaction with their particular college has been rising in popularity which lead to our study of ODU students. A questionnaire was developed to find which of Maslow's hierarchy of needs categories played a vital role in a student's satisfaction with Old Dominion University(ODU). We seek to understand if most of the five basic needs (physiological, safety, love, self-esteem, and self-actualization) are met then a student will be more satisfied with ODU. But what factors lead to satisfaction with the college of one's choosing? Using Abraham Maslow's hierarchy of theory as a basis, we sought to find whether a student's satisfaction with college is determined by the amount of vital needs that are met. The importance of this study is valuable in order to benefit current as well as future higher education institutions by finding the best ways to increase student retention. With the higher demand for college degrees, it is essential for institutions to be able to understand what factors play into a student's overall happiness with the institution and their decision to continue with that particular school. If a majority of these needs are met, students are more likely to be satisfied with the school overall.

Proposal Form

In order to engage in the experiment, the students made a proposal of the potential study to their professor, Professor White, found below:

Capstone Proposal Form

Names of Members:

Dee Agyeman, Aiysha Malik, Shawn Singleton II, Tazmonique Lankford, Annala Bruno

Project Description:

Explain what your project is about. How you are going to do it and what you can learn from it.

The project is about using personal surveys of college (Old Dominion University) students to determine which factors lead to higher satisfaction with their higher education

Main Hypothesis and Sub Hypotheses: (Identify Independent and Dependent Variables)

Main hypothesis: If Old Dominion University is able to fulfill most $\binom{2}{3}$ of the student's needs (X), then students will be more satisfied with the school (Y).

Explanation: We will use Maslow's Hierarchy of Needs to test if student's needs are being fulfilled. Maslow not only identifies which needs are important, but also which ones are most important. He identifies that physiological and safety needs must be satisfied first before any other needs will be addressed. Realizing that, we have a main sub-hypothesis:

Sub-hypotheses:

- 1. If students feel like their physical needs are met at Old Dominion University (X), then they will be more likely to be satisfied with the school (Y).
 - a. Independent Variable Physical Needs
 - b. Dependent Variable Student Satisfaction
- 2. If students feel like they are safe, physically and academically, at Old Dominion University (X), then they will be more likely to be satisfied with the school (Y).
 - a. Independent Variable Safety

- b. Dependent Variable Student Satisfaction
- 1. If students feel like they are loved at Old Dominion University (X), then they will be more likely to be satisfied with the school (Y).
 - a. Independent Variable Love and Belonging
 - b. Dependent Variable Student Satisfaction
- 1. If students have high self-esteem (X), then they will be more likely to be satisfied with the school (Y).
 - a. Independent Variable Self-Esteem
 - b. Dependent Variable Student Satisfaction
- 1. If students feel like Old Dominion University helps with their self-actualization (X), then they will be more likely to be satisfied (Y).
 - a. Independent Variable Self-Actualization
 - b. Dependent Variable Student Satisfaction
- Independent Variable: Maslow's Hierarchy of Needs
 - Physiological Needs
 - Healthy amounts of sleep
 - Does the workload at ODU discourage getting healthy amounts of sleep?
 - Safety and Security
 - Trust in the ODU police
 - Do you trust the ODU police to protect you?
 - Academic security
 - Do you have a fear of failing out of school?
 - Love and Belonging
 - Social life
 - Do you have a healthy social life with students on campus?
 - Faculty support
 - Do you think that the faculty and staff of ODU care about you?
 - Self-Esteem
 - Thoughts about their own academic success
 - Do you feel poorly about your grades and academic standing?
 - Self-Actualization
 - Willingness to donate to the school after graduation
 - Do you feel strongly enough about ODU that you would consider supporting it financially once you leave?
- Demographics
 - Basics (age, race, year, gender, etc)
 - On campus v off campus
 - In state/Out of state/International
 - o GPA
 - Transfer or not
 - Distance from home
 - Part time or full time student
 - o Major

- Dependent Variable: Student Satisfaction
 - Satisfaction
 - o Likelihood to recommend to others

Data will come from: (surveys, observations, online surveys, etc.) Explain.

Explain how you are going to acquire your data (information). Survey paper, survey online, observe? If you are going to study films or television, explain what you are going to use and how you will get them.

Data retrieval will be done through online surveys distributed by every member of the group.

Theoretical Basis (What Criminology, Sociology, Psychology theories are providing the framework for your project.

- 1. What is the name of the theory?
 - a. Psychology Theory: Maslow's Hierarchy of Needs
- 1. Explain how it is related to your hypothesis and your project.
 - a. Maslow's Hierarchy of Needs talks about how we all have certain needs that need to be fulfilled in order to be fulfilled at our jobs. We think that this is relevant to our project since college is kind of like a job for many students, especially those of us who are full-time. We aim to see if the university is adequately providing for student's physiological, safety, belonging, self-esteem, and self-actualization needs; and whether the success or failure of providing these leads to satisfaction at Old Dominion University
- 1. Briefly discuss two research articles where your theory was used.
 - i) "Measuring Maslow's Hierarchy of Needs" by Lester.
 - (1) This article looks at two separate studies. One aims to measure Maslow's Hierarchy of Needs in college students to see if the satisfaction of these needs has a strong correlation with mental illness or not. The other aims to measure if Maslow's Hierarchy of Needs is in the order Maslow described.
 - ii) "The Educational Experience and Self Actualization of Senior Baccalaureate Nursing Students: An Application of Maslow's Hierarchy of Needs Theory" by Schorpp
 - (1) This article aims to use Maslow's Hierarchy of Needs to determine the satisfaction with the educational experience among senior baccalaureate nursing

students, based on the satisfaction of their needs. The students rated how the nursing program met their needs regarding education and other collegiate experiences.

- 1. Be sure to provide proper citations.
 - a. Lester, D. (2013). Measuring Maslow's Hierarchy of Needs. *Psychological Reports*, *113*(1), 15-17.
 - b. Schorpp, M. (2008). The Relationships among Perceived Importance of Educational Needs, Satisfaction with the Educational Experience and Self Actualization of Senior Baccalaureate Nursing Students: An Application of Maslow's Hierarchy of Needs Theory, ProQuest Dissertations and Theses.

Approved:	Date:
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Theory

The theory we based our project on was Maslow's Hierarchy of Needs.

Maslow's Hierarchy of Needs talks about how we all have certain needs that have to be fulfilled in order for us to take satisfaction at our jobs. It's called the "Hierarchy of Needs" because he does "chronologically" order the needs he talks about.

The first need that should be addressed are an individual's physiological needs – food, water, sleep.

After that is taken care of, our safety and security need to be ensured. Safety being the belief that you're protected from bodily harm – of having your physiological needs taken away from you. Security refers to the belief that you're protected from being terminated from your job.

Love and belonging are the next set of needs in Maslow's hierarchy. People are more satisfied when they believe that their work is valued by others and people care about them.

In the next step, that love starts to come from within, and the need of self-esteem is addressed.

Lastly, Maslow talks about self-actualization: the idea that after all your other needs are met, an individual will seek to help others meet their needs.

Since college is like a job for many students, especially full-time students, we thought it would be apt to adapt Maslow's Hierarchy of Needs to college campuses, specifically Old Dominion University.

Literature Review

In an article by Lester, Hvezda, Sullivan, and Plourde (2013), a research study took a look into two separate tests of Maslow's Hierarchy of Needs. A 50-point questionnaire was used to test how well people's needs were being satisfied. The 50-point questionnaire had about 10 questions each regarding the 5 needs Maslow identified: physiological, safety, love and belonging, esteem, and self-actualization. Participants would react to a statement on a 6-point scale from "Strongly Disagree" to "Strongly Agree." The purpose of the study was to test the psychological effect of having those needs fulfilled or not, finding that students who had their needs fulfilled experienced a lower chance of developing neurotic behavior.

Researchers, Strong and Fiebert developed a questionnaire to test whether there was truly a hierarchy of certain needs the way Maslow described. They would put up two separate statements, each representing certain needs, and the participant would choose which one they felt was more important. They performed this procedure multiple times, pairing different needs and statements until they could determine the order participants found more important. Interestingly, they found that participants had a hierarchy of needs in the same order that Maslow described. Comparing the two, Lester found that his study and Strong's study were very different. Lester was trying to study how much the participants' needs were being satisfied, while Strong was trying to test whether the needs were in the hierarchical order Maslow predicted. Also, a participants' psychological health did not have a strong correlation with having their needs satisfied.

This study is related to this research project because they both are testing Maslow's Hierarchy of Needs. It reaffirms that Maslow's Hierarchy of Needs are in the right order of importance, which allows one to determine which needs are of utmost importance. It also states that there isn't a strong correlation between lack of need fulfillment and psychological problems. This project is planning on testing satisfaction, not psychological effects. This is something that we'll definitely take into consideration, though, considering how an institutions effect on their mental state would probably determine their satisfaction with it.

Additionally, a separate article by Freitas, & Leonard (2011) focused on a study aimed to test Maslow's Hierarchy of Needs in the context of associate degree nursing students. The study completed this through the frame of five different relationships. The first relationship they wanted to understand was between a student's needs and their academic achievement. The second was between a student's capacity to fulfill said needs and their academic achievement. The third relationship was between what demographic categories the student fit into and their academic achievement. The fourth was between the characteristics of what the school's faculty and staff noticed about the students and academic success. The fifth and final relationship was between how much students work outside of school and their academic success.

To test these variables, a survey was conducted. Participants in the survey were required to be entry-level students in the associate nursing program at a university. The average age of the participants was 28.7 years old; 86.8% were men, and 13.2% were women. The results found no real relationship between the demographic categories they utilized, perceived characteristics, or employment when it came to academic achievement. Physical and psychological needs were both important to students, psychological being more important, though. Additionally, a student's ability to meet those, also played an important role in their academic achievement.

This study is related to this project because it discusses Maslow's Hierarchy of Needs. This provides further research in order to develop a good methodology and survey when discussing student's abilities to fulfill their needs. This also proves that an individual's psychological needs are to be questioned within this study to maintain its importance.

Furthermore, in another article regarding this hierarchy of needs in nursing students, educational experiences and self actualization was explored (Schorpp, 2008). The study utilized a convenience sample of one hundred and eighty-two senior nursing students. In order to collect the data, a questionnaire was developed using a scale of 1 to 10. The students rated how the nursing program met their needs regarding their education as well as their satisfaction with their experience in the nursing program. The students self-reported GPA was also taken into account. The last measure was the student's self-actualization in achieving their goals in the nursing program. Within this study, it was reported that the students deemed the most important factor as "full time faculty being knowledgeable in their field." The relationship between the variables of satisfaction with education, self-actualization, and perceived importance of academic needs showed that just the importance of education predicted academic achievement. Also, satisfaction with education experience was positively correlated with feelings of fulfillment. This article relates to this project because it almost identically correlates with the variables and questioning that will be used within it. Like the article, this research project is based on Maslow's hierarchy of needs and the factors that lead to a student's satisfaction and success with their academics. However, it is important to understand other perspectives.

To further engage the hierarchy of needs with satisfaction in schools, one needs to explore the study of schools and the programs within them (Morstain, 1977). One article claims that many people have questions towards institutions that are postsecondary. Postsecondary institutions refer to education that is beyond high school. Questions arise about the academic programs, the effectiveness of the programs, cost of education, student involvement, and overall satisfaction of students from the institution itself. Journal article, "An Analysis of Students" Satisfaction with Their Academic Program" depicts a study that "evaluates the relationship between student's educational orientations and their degree of satisfaction with their academic program and investigate whether there was a discernible association between the consistency in faculty and student educational orientations in relation to student satisfaction" (Morstain, 1977). This study was performed at a non-private university with an enrollment of a total of fifteen thousand students by using a survey method. The Student Orientations Survey Form was mailed to seniors who were enrolled on a full-time basis to see what their attitudes and preferences were towards their education. The questionnaires were mailed, yielding nine hundred ninety-nine seniors that responded and resulting in response rate of sixty-eight percent. There were five inventory scales that were outlined in this study which includes: Achievement, Assignment Learning, Assessment, Affiliation, and Affirmation. Each inventory scales are described by: Achievement: an outlook on education with a purpose of calculating different aspects of a higher education and how the students will use their experiences they had in the future; Assignment Learning: an organized way of teaching to make students learn with particular assignments that are correlated to their courses; Assessment: can be related to student-faculty relationship that focuses on the importance of analysis by the faculty of the student's work; Affiliation: whole purpose is having the importance by sustaining support and loyalty towards the institution such as being a part of an extracurricular organizations; Affirmation: students are able to score high to show that they are satisfied with the present state of affairs and affirm the values of a society. Overall, the procedure involves an "academic satisfaction scale score" in which the three groups of students are classified into being highly satisfied, moderately satisfied, and dissatisfied making the three groups of students the independent variable of the study. The

study resulted with 'students who were least satisfied with their academic experience, compared with more satisfied peers, had the lowest mean scores on all preparatory scales" (Morstain, 1977). Meaning, that the dissatisfied students in their educational interest most likely have not experienced or may have not received the kind of education that they had desired for thus leading to a low satisfaction report within their degree program. This study can be related to this product due to the similar topics. This study may help by giving guidance on how the project could be conducted.

A second study, on a similar topic titled "A study examining the student's satisfaction in higher education" was conducted in Pakistan in which the focuses were on the learning environment, classroom facilities, courses, and the skillfulness of the faculty (teachers) (Butt and Rehman, 2010). The study involved three hundred fifty students, in which this case belonged to both private and public universities. Questionnaires were used to conduct this study in which they were collected from the respondents. There were two categories that were separated by both male and female. The questionnaire consisted of six sections which were: Section 1: age, gender, education, discipline, etc.; Section 2: was measured by student satisfaction on a five point scale from very satisfied to very dissatisfied; Section 3-6 included teacher expertise, how the courses were offered, the learning environment, and facilities available in the classroom in which it was also measured on a five point scale that ranged from strongly agree to strongly disagree. There were three hundred fifty questionnaire that were completed out of three hundred seventy and the auestionnaires were issued between four hundred fifty students from different universities. There was a greater mean in female respondents than male respondents. The whole purpose of this study is to recognize and find the relationship among students' satisfaction and different higher education facilities. To determine the students' satisfaction depends on the education and loyalty

to the institution in which in this study, "Faculty performance and classes were the key factors which determined the quality of college experience of students which in turn led to satisfaction" (Butt & Rehman, 2010). The questionnaires, when given were thoroughly explained and instructed to the respondents so they were filled out in a proper way to determine the results. Since the study was conducted in Pakistan, there will be a difference among the same study that was done in the United States due to the differences in the socioeconomic in the countries. The results were that due to the socioeconomic values in Pakistan, women have fewer opportunities in education than men. Females have more problems in trying to reach in for education and being able to study at a university. Female proportion was also smaller than male in both private and public universities. Therefore, government and other institutions should focus on learning opportunities and the environment that they are in for both female and male, but mainly females. Teachers who promote quality of education should be highly trained and be qualified for the given position. This study can aid this project by showing how satisfaction of higher education is viewed around the world, especially in a different country. Can similar things can occur in our project when it is performed especially knowing among males and females?

Other studies seek to prove the idea that college has become more business-like and not tailored to students' needs (Tsedzah and Obuobisa-Darko, 2015). Colleges and universities have been more recently focused on acquiring more students in order to boost revenue than making sure the students are satisfied. This study took that problem and decided to question close to five hundred college students about their satisfaction with college and specific points of interest. The study sought out to find how adequate facilities and the services offered were. By trying to understand the students' needs, it can lead to greater satisfaction and improvements within the programs as well as more attraction to the school. The sampling technique used in the descriptive

study selected 428 participants at a college. The Penn State Student Satisfaction Questionnaire was modified and used to address the questions the researchers were particularly searching for. The participants were given twenty minutes to respond. Results proved that satisfaction with student services was the weakest as it was not significant in the data. Comparing satisfaction with academics, academic support, and general satisfaction, the results were significant but very moderate. What was interesting was the fact that the majority of participants would pick a different institution if they were able to start over with school. Two of the most suggested improvements was building more classroom buildings/study spaces and professors who are rude or disengaged from the lesson need to be reprimanded. If a student is not satisfied with the university then they are more likely to quit and use word of mouth to spread their dissatisfaction to others.

This study faced limitations due to the difficulty behind measuring one's satisfaction. It needs to be carefully defined in order to accurately and effectively give valuable data. Satisfaction is not a tangible construct and this article gives one insight on how to tell if one is satisfied with a certain thing and in this case, college. Determining what exactly needs to be questioned in a survey is essential in providing evidence for the research question. Something that one person may feel is more important in being satisfied may not be as important in another person's decision and simply asking if one is satisfied or not is not reliable. This article provided pertinent insight on how to go about a study like this one. A higher education institution is just like a business and has the need to attract more students in order to get more money. This holds relevance considering the vast "improvements" happening around ODU and how this affects how current students feel about the school.

Additionally, in regard to the difficulty behind measuring satisfaction, an article written by Oscar W. DeShields Jr., Ali Kara, and Erdener Kaynak seeks to discuss satisfaction in college experiences (2019). The scale for a satisfactory college experience varies from student to student. A lot of components can determine what makes a student's college experience enjoyable. The list may include their major, GPA, distance away from home, part time or fulltime student, a diverse campus population or even where they live, on campus or off campus. This article titled "Determinants of Business Student Satisfaction and Retention in Higher Education: Applying Herzberg's Two Factor Theory" focuses on the causes of student satisfaction and retention in a higher education program that impacts each individual's college experience. The approach that was used for this study was empirical data and Herzberg's twofactor theory (DeShields, Kara, Kaynak, 2005). The method that was used incorporated a selfreported experiential assessment to predict each student's experience which determined student satisfaction with their college. This design was administered to about 160 undergraduate business students at a state university in South Central Pennsylvania (DeShields et al., 2005). The findings from this study came out to be that the students who have a more positive experience with college or university are more likely to be satisfied with their college or university experience. The students that have a negative experience with their college or university are not very likely to be satisfied with their higher education experience.

During this study, the researcher ran into a couple limitations. The limitations were having a small sample size and self- explicated retention data (DeShields et al., 2005). This study is related to our potential project because we are researching the factors that lead to a higher satisfaction with students' higher education. We will be using personal surveys to determine these factors. We will specifically be focusing on students at Old Dominion University because that is the university that we attend, so it will be easier to get our surveys out to students on campus.

In a separate article titled "Student Satisfaction in Higher Education: A comparative Study of a Private and Public College" written by two authors named Rita van Deuren and Karma Lhaden, a study was developed using two types of colleges (2019). It is a comparative study based both a public state college and a private college. The purpose of this study was to determine the different factors of student satisfaction in a public college versus a private college in hopes to bring some changes to the colleges.

The approach that was used for this study was the survey method. A questionnaire was developed based on overall student satisfaction on a five- point likert scale (van Deuren and Lhaden, 2017). There were a total of 36 items in this survey questionnaire. The items were created in categories such as course curriculum, learning environment, college facilities, administrative staff, location of the campus, and demographic characteristics of the students, such as gender, race, age, year, etc. The sample consisted of undergraduate students studying business education in both a private and a public college. The population size in the public college was 1,004 students whereas the population size in the private college was 484. According to van Deuren and Lhaden (2017), "the response group consisted of 49 male students and 51 female students from the public college and 39 male students and 61 female students of the private college."

The results from this research study showed quite some similarities and differences between the private college and the public college. Overall, the satisfaction with college experience amongst the students at the two different types of school does not differentiate. Both groups of students are satisfied with their experiences. As stated by van Deuren and Lhaden

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(2017), "the perception of the quality of factors contributing to satisfaction differs. Some factors contribute to student satisfaction in both colleges, but other factors are only relevant for the private or for the public college." This study is similar to our potential project because we will be using a questionnaire like what was used to get responses from students here at Old Dominion University. We will not be comparing Old Dominion and another university so, that is what makes our project different. We want to see what makes each student's college experience at Old Dominion University enjoyable.

An article depicting satisfaction and the conditions under which students thrive helps discuss the various levels of satisfaction among undergraduate college students with the intent to discover the factors that allow students to do well in their environment. Some studies used within this article focused largely on factors that aid in the success of college students in their final year of education and also claimed to be highly satisfied with their college careers. Said studies developed data on what motivated individual students' behavior and choices. This includes, but is not limited to, the students' choice of major exploration, engagement on and off campus through extracurricular activities, and the level of socialization the students present on campus.

Additionally, this article used theories developed by researchers Seligman (2011), Diener (1994), and Hubbert & So (2013) to better understand the positive emotions and experiences attached to one's lifetime. Within his work, Seligman (2011) claimed five components to be in concurrence with one's well-being. These components include yielding positive emotions, being engaged, having relationships with others, having meaning, and achievement. Other research claims human happiness to be a byproduct of individuals continually working towards a higher level of effort and complexity in their lives. This engaged the view that individuals work towards completing meaningful goals in hopes of developing a feeling of competence. These studies help

entertain the fact that human connections and relationships bring others a purpose. According to researchers in this article, the connection is a basic human need.

This article used studies engaging in qualitative methodology to discuss the components of student experiences and thus their satisfaction. Through this study, it was discovered that student satisfaction was significantly based on campus integration by the student. This integration stemmed mostly from those who enjoyed and were engaged in their majors, activities, and social lives. Individual characteristics such as being open-minded, self-awareness, and ability to make good choices also proved to be present in those who showed satisfaction with their college experience. Students in this study claimed to be motivated more by environments that allow them to discover new opportunities, support their identities, and that value their individual attitudes and beliefs.

Lastly, studies including research on the role of thriving in student satisfaction with college provides a different approach to the college satisfaction discussion, pointing out the pressure institutions face to be the best, seemingly at the expense of resources that could lead to student satisfaction (Nelson, 2015). As the years pass, colleges and universities compete to market the satisfaction of their students to the public in attempts of recruiting others, though true satisfaction is not reached through these advertising measures. As of 2013, about half of the population at both public and private institutions reported being moderately or highly satisfied with their institution. The article utilized the participation of 2,704 undergraduates at thirteen different North American colleges and universities. This study expanded upon the work of previous research based on levels of college satisfaction. According to the studies used in this article, there are five components to thriving. These include engaged learning, academic determination, positive perspective, diverse citizenship, and social connections. Theses

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aforementioned factors, based on the research conducted for this study, aid in the examination of individual contributions to their satisfaction. This study also developed suggestions as to how to raise satisfaction levels among college students, including programming acknowledges and respects differences in the factors that lead to said satisfaction among each class level. Some students within these studies express concerns with the monetary value of their college experiences, specifically with the extent of which their tuition is being used. However, it is also seen that students' involvement and sense of community on campus can lead to explanations of how certain morals and attitudes affect happiness on campus.

This study concluded that thriving largely predicts satisfaction, thus encouraging success both academically and socially. Concurrent to this study, it was revealed that the components related to satisfaction levels engage various aspects of the students college experience, including administrative support and advising, perceived academic gain, faculty interactions, social life, and campus interaction. It is concluded that satisfaction is measured by the evaluation of the extent of which a students' institution meets or exceeds their individual expectations. Factors such as their psychological sense of community and campus involvement allows students to have a greater sense of belonging within their institution, leading to higher levels of satisfaction throughout their academic years. Through individual effort to engage in campus activities and socialize, it was proven, that one will feel a greater sense of satisfaction than those who do not.

These studies utilized surveys and group discussions to develop understandings of satisfaction levels. Answers were recorded and studied along with the use of theories and observation of student activities. These studies relate to my groups topic of "College/ODU satisfaction" because it shows and proves that there are some components that can lead to further college satisfaction in some students. The factors discussed within the articles coincided with

those that my group has developed to carry out our research. Additionally, these articles utilized theories that my group may be able to use to conclude reasons as to why some people are more satisfied than others at their respective institution.

Hypothesis

After extensive reading about Maslow's Hierarchy of Needs, the group was able to make their hypothesis:

- Hypotheses
 - Main Hypothesis
 - If Old Dominion University is able to fulfill the needs outlined in Maslow's Hierarchy of Needs (X), then students will feel more satisfied with their school (Y)
 - Sub-hypotheses
 - If students feel like their physical needs are met at ODU (X), then they will be more likely to be satisfied with the school (Y).
 - If students feel like they are safe, physically and academically, at Old Dominion University (X), then they will be more likely to be satisfied with the school (Y).
 - If students feel like they are loved at Old Dominion University (X), then they will be more likely to be satisfied with the school (Y).
 - If students have high self-esteem (X), then they will be more likely to be satisfied with the school (Y).
 - If students feel like Old Dominion University helps with their selfactualization (X), then they will be more likely to be satisfied (Y).

• Variables

- Independent Variables
 - Physiological Needs

- Safety and Security
- Love and Belonging
- Self-Esteem
- Self-Actualization
- o Dependent Variable
 - Student Satisfaction

Methodology

The methodology used to test our hypothesis is an anonymous survey, which we sent to people using the online software: Toluna QuickSurveys. We received 131 responses ranging from freshmen to seniors, and a couple of graduate students at Old Dominion University. In order to process our data, we used the software: IBM SPSS Statistics Data Editor. The survey is located in the section: **Questionnaire**.

Survey Participants

The participants of the survey were anonymous. The researchers sent out the surveys to Old Dominion students that they knew. There were 131 participants in total.All of the participants are Old Dominion University students. None of them are international students, and a vast majority of them aren't transfer students. Most of the participants were women and oncampus students. A little over half of the participants were upperclassmen (juniors and seniors) and African American/Black. A vast majority of the participants are satisfied with their decision to go to Old Dominion University.An average participant seems like it would be a black, female, upperclassmen, non-transfer student at Old Dominion University that lives on-campus and is satisfied with their decision to go to ODU.According to the crosstabs, gender, race, living on or off-campus, and what year the students were in do not have a significant role in determining student satisfaction.

Prelude

This appeared before all of the online surveys that the participants took:

Hello, we are students from a capstone research class in the Criminal Justice / Sociology Department and we are requesting your participation in the following online survey regarding Student Satisfaction at ODU. Your participation is entirely voluntary, and you can choose not to participate in the study at all, or you can skip any questions that make you uncomfortable. The survey is anonymous so we will not be able to identify you or connect you to your responses. However, please remember that if you are working on a nonsecure computer (e.g., a workplace computer that may be subject to monitoring by your employer), others may view your responses. We do hope you will help by answering the following questions as truthfully and completely as you can. If you wish to proceed please hit ENTER to begin the survey.

Thank you for your participation

Questionnaire

- 1. What gender do you identify as?
 - a. Male
 - b. Female
 - c. Other
- 2. What race/ethnicity do you identify as?
 - a. White/Caucasian
 - b. Black/African American
 - c. Native American/Alaskan Native
 - d. Asian
 - e. Hawaiaan or Pacific Islander
 - f. Other
- 3. What year are you at Old Dominion University?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Post-Graduate
- 4. Are you an international student?
 - a. Yes
 - b. No
- 5. Are you a transfer student?
 - a. Yes
 - b. No
- 6. Do you live on or off-campus?
 - a. On-Campus Student
 - b. Off-Campus Student
- 7. On average, how many hours of sleep do you get per night?
 - a. 0-3 hours
 - b. 4-6 hours
 - c. 7-9 hours
 - d. 10+ hours
- 8. The workload at ODU has discouraged you from getting healthy amounts of sleep
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
- 9. There are a variety of choices of healthy food on campus.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
- 10. You feel safe on ODU's campus

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree
- 11. ODU's police department makes you feel safe
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
- 12. Have you ever utilized any safety measures on campus? If so, which service do you use the most?
 - a. Yes, SafeRide
 - b. Yes, ODU Police Department
 - c. Yes, LiveSafe App
 - d. Yes, Emergency Call Posts
 - e. Yes, RA on Duty
 - f. Other:_____
 - g. None
- 13. How challenging has your academic work been at Old Dominion?
 - a. Extremely challenging
 - b. Very challenging
 - c. Somewhat challenging
 - d. Not so challenging
 - e. Not at all challenging.
- 14. You are, or have been, in fear of failing out of ODU
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
- 15. You are, or have, experienced significant stress due to struggling grades
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
- 16. Have you failed or withdrawn from a class more than once?
 - a. Yes
 - b. No

- 18. How involved are you on campus?
 - a. Very involved
 - b. Involved
 - c. Neutral
 - d. Barely involved
 - e. Not involved at all
- 19. How often do you attend events on ODU's campus?
 - a. Never
 - b. A few times a month or less
 - c. At least once a week
 - d. Almost every day
- 20. Are you involved in any clubs or organizations on campus? If so, how many?
 - a. Yes, 1-2
 - b. Yes, 3-4
 - c. Yes, 5+
 - d. None
- 21. You think the students at ODU care about you
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
- 22. You often feel lonely at ODU
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
- 23. You think the staff and faculty at ODU care about you
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
- 24. The professors at Old Dominion University teach _____.
 - a. Extremely well
 - b. Very well
 - c. Somewhat well
 - d. Not so well
 - e. Not at all well
- 25. You have a healthy amount of self-esteem
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

- 26. You are pleased with your current social and academic standing at ODU
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

27. ODU has inspired, and/or helped, you to volunteer in your community

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree
- 28. Your experience at ODU has been a positive one overall
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
- 29. You are satisfied with your decision to go to ODU
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
- 30. You are likely to recommend ODU to others
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

Demographics



Clustered Bar Percent of You are satisfied with your decision to go to ODU by What gender do you identify as



You are satisfied with your decision to go to ODU

% within What gender do you identify as

		You a	You are satisfied with your decision to go to ODU					
						Strongly		
		Strongly Agree	Agree	Neutral	Disagree	Disagree	Total	
What gender do you identify	Male	39.6%	39.6%	12.5%	4.2%	4.2%	100.0%	
as	Female	37.8%	40.2%	11.0%	8.5%	2.4%	100.0%	
	Other		100.0%				100.0%	
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
	Value	01	01000)
Pearson Chi-Square	2.710 ^a	8	.951
Likelihood Ratio	3.095	8	.928
Linear-by-Linear Association	.043	1	.836
N of Valid Cases	131		

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .03.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.041	.142	.290	.772
N of Valid Cases		131			

a. Not assuming the null hypothesis.



Clustered Bar Percent of You are satisfied with your decision to go to ODU by What race do you identify as





% within What race do you identify as

		You a	You are satisfied with your decision to go to ODU						
						Strongly			
		Strongly Agree	Agree	Neutral	Disagree	Disagree	Total		
What race do you identify	White/Caucasian	42.9%	45.2%	4.8%	7.1%		100.0%		
as	Black/African American	35.6%	41.1%	12.3%	6.8%	4.1%	100.0%		
	Native American/Alaskan Native	100.0%					100.0%		
	Asian	25.0%	25.0%	25.0%		25.0%	100.0%		
	Other	36.4%	27.3%	27.3%	9.1%		100.0%		
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%		

Chi-Square Tests

			Asymptotic Significance (2-
	Value	df	sided)
Pearson Chi-Square	16.420 ^a	16	.424
Likelihood Ratio	14.460	16	.564
Linear-by-Linear Association	1.531	1	.216
N of Valid Cases	131		

a. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .03.

Symmetric Measures

			Asymptotic		Approximate
		Value	Standard Error ^a	Approximate T ^b	Significance
Ordinal by Ordinal	Gamma	.177	.122	1.428	.153
N of Valid Cases		131			

a. Not assuming the null hypothesis.



Clustered Bar Percent of You are satisfied with your decision to go to ODU by What year are you at Old Dominion University



You are satisfied with your decision to go to ODU

% within What year are you at Old Dominion University

		You are satisfied with your decision to go to ODU					Total
						Strongly	
		Strongly Agree	Agree	Neutral	Disagree	Disagree	
What year are you at Old	Freshman	42.9%	42.9%	7.1%	7.1%		100.0%
Dominion University	Sophomore	27.8%	52.8%	11.1%	5.6%	2.8%	100.0%
	Junior	32.5%	52.5%	5.0%	7.5%	2.5%	100.0%
	Senior	48.7%	17.9%	20.5%	7.7%	5.1%	100.0%
	Post Graduate	100.0%					100.0%
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%

Chi-Square Tests

			Asymptotic Significance (2-
	Value	df	sided)
Pearson Chi-Square	19.162ª	16	.260
Likelihood Ratio	21.087	16	.175
Linear-by-Linear Association	.010	1	.920
N of Valid Cases	131		

a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .06.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	053	.114	467	.641
N of Valid Cases		131			

a. Not assuming the null hypothesis.



Pie Chart Percent of Are you a transfer student







Clustered Bar Percent of You are satisfied with your decision to go to ODU by Do you live on or off campus



% within Do you live on or off campus

		You are satisfied with your decision to go to ODU					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Do you live on or off campus	On-campus	36.0%	40.0%	10.7%	9.3%	4.0%	100.0%
	Off-campus	41.1%	41.1%	12.5%	3.6%	1.8%	100.0%
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%

Chi-Square Tests

			Asymptotic Significance (2-
	Value	df	sided)
Pearson Chi-Square	2.383 ^a	4	.666
Likelihood Ratio	2.537	4	.638
Linear-by-Linear Association	1.396	1	.237
N of Valid Cases	131		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.71.

Symmetric Measures

			Asymptotic		Approximate
		Value	Standard Error ^a	Approximate T ^b	Significance
Ordinal by Ordinal	Gamma	132	.140	941	.347
N of Valid Cases		131			

a. Not assuming the null hypothesis.



Pie Chart Percent of You are satisfied with your decision to go to ODU

Data



Pie Chart Percent of The workload at ODU has discouraged you from getting healthy amounts of sleep

Clustered Bar Percent of You are satisfied with your decision to go to ODU by The workload at ODU has discouraged you from getting healthy amounts of sleep



You are satisfied with your decision to go to ODU

% within The workload at ODU has discouraged you from getting healthy amounts of sleep

		You are satisfied with your decision to go to ODU						
						Strongly		
		Strongly Agree	Agree	Neutral	Disagree	Disagree	Total	
The workload at ODU has	Strongly Agree	40.9%	27.3%	13.6%	9.1%	9.1%	100.0%	
discouraged you from getting	Agree	26.8%	48.8%	12.2%	9.8%	2.4%	100.0%	
healthy amounts of sleep	Neutral	38.5%	41.0%	10.3%	7.7%	2.6%	100.0%	
	Disagree	50.0%	39.3%	10.7%			100.0%	
	Strongly Disagree	100.0%					100.0%	
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%	

Chi-Square Tests

			Asymptotic
			Significance (2-
	Value	df	sided)
Pearson Chi-Square	12.085 ^a	16	.738
Likelihood Ratio	14.328	16	.574
Linear-by-Linear Association	5.440	1	.020
N of Valid Cases	131		

a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .03.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	214	.105	-1.998	.046
N of Valid Cases		131			

a. Not assuming the null hypothesis.





Clustered Bar Percent of You are satisfied with your decision to go to ODU by You feel safe on ODU's campus



% within You feel safe on ODU's campus

	•	You	DDU				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
You feel safe on ODU's	Strongly Agree	64.3%	28.6%	7.1%			100.0%
campus	Agree	41.6%	45.5%	9.1%	3.9%		100.0%
	Neutral	21.2%	42.4%	18.2%	15.2%	3.0%	100.0%
	Disagree	28.6%		14.3%	14.3%	42.9%	100.0%
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%

Chi-Square Tests

			Asymptotic Significance (2-
	Value	df	sided)
Pearson Chi-Square	56.080 ^a	12	.000
Likelihood Ratio	35.767	12	.000
Linear-by-Linear Association	24.257	1	.000
N of Valid Cases	131		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .21.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.497	.109	4.001	.000
N of Valid Cases		131			

a. Not assuming the null hypothesis.



Clustered Bar Percent of You are satisfied with your decision to go to ODU by You are, or have been, in fear of failing out of ODU



You are satisfied with your decision to go to ODU

% within You are, or have been, in fear of failing out of ODU

		You are satisfied with your decision to go to ODU							
						Strongly			
		Strongly Agree	Agree	Neutral	Disagree	Disagree	Total		
You are, or have been, in fear	Strongly Agree	33.3%	26.7%	26.7%	13.3%		100.0%		
of failing out of ODU	Agree	38.1%	33.3%	9.5%	14.3%	4.8%	100.0%		
	Neutral	50.0%	40.9%	9.1%			100.0%		
	Disagree	34.0%	42.0%	12.0%	6.0%	6.0%	100.0%		
	Strongly Disagree	39.1%	52.2%	4.3%	4.3%		100.0%		
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%		

Chi-Square Tests

			Asymptotic Significance (2-
	Value	df	sided)
Pearson Chi-Square	14.973 ^a	16	.527
Likelihood Ratio	16.888	16	.393
Linear-by-Linear Association	1.069	1	.301
N of Valid Cases	131		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .46.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	069	.103	671	.502
N of Valid Cases		131			

a. Not assuming the null hypothesis.



Clustered Bar Percent of You are satisfied with your decision to go to ODU by How involved are you on campus?



You are satisfied with your decision to go to ODU

% within How involved are you on campus?

		You are satisfied with your decision to go to ODU						
						Strongly		
		Strongly Agree	Agree	Neutral	Disagree	Disagree	Total	
How involved are you on	Very involved	54.2%	20.8%	4.2%	12.5%	8.3%	100.0%	
campus?	Involved	40.8%	46.9%	6.1%	4.1%	2.0%	100.0%	
	Neutral	31.0%	44.8%	17.2%	3.4%	3.4%	100.0%	
	Barely involved	26.1%	43.5%	17.4%	13.0%		100.0%	
	Not involved at all	33.3%	33.3%	33.3%			100.0%	
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%	

Chi-Square Tests

			Asymptotic
			Significance (2-
	Value	df	sided)
Pearson Chi-Square	19.554 ^a	16	.241
Likelihood Ratio	19.844	16	.227
Linear-by-Linear Association	.791	1	.374
N of Valid Cases	131		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .18.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.191	.111	1.724	.085
N of Valid Cases		131			

a. Not assuming the null hypothesis.





Clustered Bar Percent of You are satisfied with your decision to go to ODU by You often feel lonely at ODU

You are satisfied with your decision to go to ODU

% within You often feel lonely at ODU

		You	You are satisfied with your decision to go to ODU						
						Strongly			
		Strongly Agree	Agree	Neutral	Disagree	Disagree	Total		
You often feel lonely at ODU	Strongly Agree	22.2%	22.2%	11.1%	22.2%	22.2%	100.0%		
	Agree	31.3%	53.1%	9.4%	3.1%	3.1%	100.0%		
	Neutral	27.0%	48.6%	16.2%	8.1%		100.0%		
	Disagree	48.9%	31.1%	11.1%	6.7%	2.2%	100.0%		
	Strongly Disagree	75.0%	25.0%				100.0%		
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%		

Chi-Square Tests

			Asymptotic Significance (2-
	Value	df	sided)
Pearson Chi-Square	28.927 ^a	16	.024
Likelihood Ratio	24.051	16	.088
Linear-by-Linear Association	8.349	1	.004
N of Valid Cases	131		

a. 18 cells (72.0%) have expected count less than 5. The minimum expected count is .24.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	285	.104	-2.644	.008
N of Valid Cases		131			

a. Not assuming the null hypothesis.



Clustered Bar Percent of You are satisfied with your decision to go to ODU by You have a healthy amount of self-esteem





% within You have a healthy amount of self-esteem

		You	are satisfied	with your deci	sion to go to C	DDU	
						Strongly	
		Strongly Agree	Agree	Neutral	Disagree	Disagree	Total
You have a healthy amount of	Strongly Agree	52.6%	26.3%	15.8%	5.3%		100.0%
self-esteem	Agree	39.7%	41.2%	10.3%	5.9%	2.9%	100.0%
	Neutral	40.0%	32.0%	16.0%	12.0%		100.0%
	Disagree	17.6%	58.8%	5.9%	5.9%	11.8%	100.0%
	Strongly Disagree		100.0%				100.0%
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%

Chi-Square Tests

			Asymptotic Significance (2-
	Value	df	sided)
Pearson Chi-Square	16.757 ^a	16	.402
Likelihood Ratio	17.195	16	.373
Linear-by-Linear Association	2.936	1	.087
N of Valid Cases	131		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .06.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.198	.108	1.813	.070
N of Valid Cases		131			

a. Not assuming the null hypothesis.



Pie Chart Percent of You are pleased with your current social and academic standing at ODU

Clustered Bar Percent of You are satisfied with your decision to go to ODU by You are pleased with your current social and academic standing at ODU



You are satisfied with your decision to go to ODU

% within You are pleased with your current social and academic standing at ODU

		You are satisfied with your decision to go to ODU							
						Strongly			
		Strongly Agree	Agree	Neutral	Disagree	Disagree	Total		
You are pleased with your	Strongly Agree	61.9%	28.6%	4.8%	4.8%		100.0%		
current social and academic	Agree	36.5%	49.2%	7.9%	3.2%	3.2%	100.0%		
standing at ODU	Neutral	34.8%	17.4%	26.1%	13.0%	8.7%	100.0%		
	Disagree	26.3%	47.4%	10.5%	15.8%		100.0%		
	Strongly Disagree	20.0%	60.0%	20.0%			100.0%		
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%		

Chi-Square Tests

			Asymptotic Significance (2-
	Value	df	sided)
Pearson Chi-Square	25.111ª	16	.068
Likelihood Ratio	25.042	16	.069
Linear-by-Linear Association	5.287	1	.021
N of Valid Cases	131		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .15.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.301	.098	2.976	.003
N of Valid Cases		131			

a. Not assuming the null hypothesis.



Pie Chart Percent of ODU has inspired, and/or helped, you to volunteer in your community

Clustered Bar Percent of You are satisfied with your decision to go to ODU by ODU has inspired, and/or helped, you to volunteer in your community



You are satisfied with your decision to go to ODU

% within ODU has inspired, and/or helped, you to volunteer in your community

		You are satisfied with your decision to go to ODU						
						Strongly		
		Strongly Agree	Agree	Neutral	Disagree	Disagree	Total	
ODU has inspired, and/or	Strongly Agree	71.4%	28.6%				100.0%	
helped, you to volunteer in	Agree	43.6%	38.5%	7.7%	7.7%	2.6%	100.0%	
your community	Neutral	33.3%	39.6%	16.7%	8.3%	2.1%	100.0%	
	Disagree	19.0%	52.4%	14.3%	9.5%	4.8%	100.0%	
	Strongly Disagree	33.3%	44.4%	11.1%		11.1%	100.0%	
Total		38.2%	40.5%	11.5%	6.9%	3.1%	100.0%	

Chi-Square Tests

			Asymptotic Significance (2-	
	Value	df	sided)	
Pearson Chi-Square	16.105 ^a	16	.446	
Likelihood Ratio	18.419	16	.300	
Linear-by-Linear Association	6.635	1	.010	
N of Valid Cases	131			

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .27.

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.306	.096	3.106	.002
N of Valid Cases		131			

a. Not assuming the null hypothesis.

Data Analysis

The data provided tests each of the sub-hypotheses.

The first sub-hypothesis tested is that as a student's physiological needs are met, student satisfaction goes up. One of the questions used to test this was, "The Workload at ODU Has Discouraged You from Getting Healthy Amounts of Sleep." Almost half of the participants of the survey agree with this statement, about 48%. The crosstab table proves that the there is a significant relationship between this and student satisfaction. The bivariate graph shows that the relationship is positive. The more likely it is that a student will agree that the workload at ODU discourages them from getting healthy amounts of sleep, the more likely they are to say they are satisfied with their decision to go to ODU. The data seems to go against our hypothesis here, since students whose needs aren't met physiologically are still satisfied.

The second sub-hypothesis tested is that as a student's safety and security needs are met, student satisfaction goes up. Two of the questions used to test this was, "You Feel Safe on ODU's Campus" and "You Are, Or Have Been, In Fear of Failing Out Of ODU." Almost 70% of the participants claim they feel safe on campus. The crosstab table proves that there is a significant relationship between this and student satisfaction. The bivariate graph shows that this relationship is positive. The more likely it is that a student will agree that they feel safe on campus, the more likely they are to say they are satisfied with their decision to go to ODU.More than half of the participants claim that they have not had to deal with the fear of potentially failing out of ODU. The crosstab table proves that there is not a significant relationship between this and student satisfaction, The data seems to grant some support to our hypothesis here. As safety needs are met, satisfaction increases. There is no relationship to our tests of security and satisfaction, though.

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The third sub-hypothesis tested is that as a student's love and belonging needs are met, student satisfaction goes up. Two of the questions used to test this was, "How Involved Are You On Campus?" and "You Often Feel Lonely At ODU." More than half of the participants claim they are involved or very involved on campus. The crosstab table proves that there is not a significant relationship between this and student satisfaction. Forty percent of participants claim they don't feel lonely at ODU, while 30% of them do. That's a pretty close split. The crosstab table proves that there is a significant relationship between loneliness and student satisfaction. The bivariate graph shows that the relationship is negative. The less likely a student is to feel lonely, the more likely they are to feel satisfied. The data from these two questions seem to give us enough information to draw the conclusion that as the needs of love and belonging are fulfilled, student satisfaction does go up – validating our hypothesis.

The fourth sub-hypothesis tested is that as a student's self esteem goes up, student satisfaction goes up. Two of the questions used to test this was, "You Have A Healthy Amount Of Self-Esteem" and "You Are Pleased With Your Current Social And Academic Standing At ODU." About 65% of the participants claim they have healthy amounts of self-esteem. The crosstab proves that there is not a significant relationship between a participants' self-esteem and satisfaction with the university. About 64% of the participants claim they are pleased with their current social and academic standing at ODU. The crosstab proves that there is a significant relationship between this and a student's satisfaction. According to the bivariate graph, the relationship seems to be positive. The more likely a student is to be pleased with their standing at ODU, the more likely they are to be satisfied with the university. The data from these two questions seem to give us enough information to draw the conclusion that as the need of self-esteem is fulfilled, student satisfaction goes up – validating our hypothesis.

The fifth and final sub-hypothesis tested is that as a student's self-actualization goes up, student satisfaction goes up. One of the questions used to test this was, "ODU Has Inspired And/Or Helped You To Volunteer In Your Community." Thirty nine percent of participants agree with this statement, while 26% of them do not – which seems particularly close. The crosstab proves that there is a significant relationship between this and a student's satisfaction. According to the bivariate graph, the relationship seems to be positive. The more likely the participants were to feeling like ODU helped them help others, the more likely they were to be satisfied. The data validates our hypothesis in this instance as well. Since the data supports the claims made by 4/5 (80%) of our sub-hypotheses, it seems fair to suggest that it also supports our main hypothesis. According to the data, if Old Dominion University is able to fulfill the needs outlined in Maslow's Hierarchy of Needs, then the students will be more likely to be satisfied.

Conclusion

Maslow's Hierarchy of Needs talks about how there are certain needs that need to be fulfilled in order for us to feel satisfied at our jobs. Those needs are Physiological Needs, Safety and Security, Love and Belonging, Self-Esteem, and Self-Actualization. Looking at the idea of college being a job, we attempted to see if Maslow's Hierarchy of Needs could predict satisfaction at school – specifically Old Dominion University. We developed the hypothesis that as Old Dominion University fulfilled students' needs (X), as outlined by Maslow, student satisfaction with the school would increase. To test this hypothesis, we sent out an anonymous questionnaire and analyzed the results. According to the data, gathered from 131 people, students are satisfied with their decision to go to ODU, and that is largely due in part to the fact that ODU does satisfy most of the student's needs.

Not all of our independent variables (needs) had a significant relationship with the dependent variable (student satisfaction). Further research should go into understanding if that is because the questions did not accurately test one of Maslow's needs in a way that would be relevant to the participants; or if some of the needs expressed by Maslow actually do not affect student satisfaction.

Evidence for existence of the former can be found in the tests for the need of self-esteem. One question asked if the participants believed that they had a healthy amount of self-esteem and didn't have a significant relationship with the dependent variable. Another question asked if the participants were pleased with their social and academic standing at ODU - a very important aspect of self-esteem – and answers provided there did show a significant relationship with the

dependent variable. So, a revision of the questions might be needed in order to get more accurate results. The fact that the physiological need of sleep seems to be discouraged by ODU, according to participants, but students still feel satisfied there, suggests that students are having needs met in other areas that makes up for their physiological needs being unmet. The close splits between people that do and don't feel lonely, and people that do and don't believe ODU helps students volunteer in their communities is interesting. These questions do provide significant positive relationships with student satisfaction. To us, this suggests that those that reap the rewards of not feeling lonely or being helped by ODU to volunteer, gain better levels of satisfaction. These two questions, and the needs they embody, might hold a lot of power when it comes to student satisfaction.

One of the shortcomings of the study is that this study is not able to assess data in a way that shows what's going on with an individual. On a large scale, we now know that satisfaction of needs leads to satisfaction with school choice; but on a personal, individual level, we are unable to determine how many needs and which are more important.

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