



## ***Predictors of Student Satisfaction and Their Impact on Psychological Well-being: Evidence from QAA-Certified Colleges in Nepal***

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### **Abstract**

#### Article Info

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**Purpose:** The study examines the predictors of student satisfaction and their effect on psychological well-being among students of QAA-certified community campuses in Kathmandu district.

**Methods:** A quantitative research design was used. Primary data were collected through a structured questionnaire out of 620 distributed questionnaires, 577 valid responses were analyzed using SPSS version 26 and AMOS version 24. Reliability test, confirmatory factor analysis, and structural equation modelling were applied.

**Results:** The study found that extracurricular activities, infrastructure, canteen facility, library facility, teaching and learning, and college management significantly influenced student satisfaction. Among these, teaching and learning had the strongest effect. Student satisfaction also showed a significant positive effect on psychological well-being and played a mediating role between institutional factors and psychological well-being.

**Conclusion:** The study concludes that better institutional support and learning service can improve student satisfaction and promote psychological well-being. Future research can expand this study to other areas using mixed methods.

**Keywords:** Extracurricular activities, Canteen facilities, Library services, Teaching-learning

**JBL Classification:** I21, I23, I31

## **I. Introduction**

One of the key components of every nation's growth is education. In essence, education is a process of learning that prepares students to become scientists who can make discoveries that will advance the country by teaching, training, and guiding them (Angraeni & Handy Darmawan, 2017). Therefore, the government has developed a National Education Standard

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that aims to offer benchmarks or requirements for the growth of educational institutions for all Nepalese educational institutions in the context of equitable distribution of educational quality. Several elements, including the instructor, the student, the facilities and infrastructure, and the environment, may affect how successful and efficient the learning process is (Junaedi, 2019).

Individuals across the world are inspired to lead satisfying, meaningful lives. In reality, the data from completed research indicate that many people still strive for better levels of happiness and life satisfaction even while a significant proportion of people's overall quality of life has improved over time (Plouffe & Tremblay, 2017). According to the literature, student life satisfaction is one of the main causes of pleasure and life satisfaction. The efficacy of every facet of the educational process is reflected in student satisfaction. All students who complete a course are expected to indicate satisfaction with the level of rigor and fairness of the course, with peer and professor engagement, and with the support services provided (Sinclair, 2014).

The long-standing problem of psychological well-being affects university students all across the globe (Chaudhry et al., 2024; Hamdani, 2021; Seijts et al., 2022). A university education represents a major life shift, requiring students to adapt to a number of new social, cultural, and intellectual expectations. Numerous factors, such as switching to a new methodology and learning aids, interpersonal support, and the educational environment, may have an impact on students' well-being. This is particularly true for management education, where students must acquire a wide range of professional and personal abilities in a condensed amount of time via in-class and extracurricular activities due to the demanding and intense course structure (Mishra & Nargundkar, 2015).

Most prior studies have focused on the satisfaction of higher-level students (Alqurashi, 2019; Hamdani, 2021; Khojasteh et al., 2023; Sinclair, 2014). Numerous studies have examined the effects of social support networks on the well-being of students (Chaudhry et al., 2024; LaMastro, 2001; Legros & Boyraz, 2023).

Though a long history of research examines student satisfaction and psychological well-being, there are still four key gaps. Main contributions First, previous studies have analyzed the influence of institutional characteristics (e.g. teaching quality, facilities or library services) separately (Alqurashi, 2019; Hamdani, 2021), but these multiple dimensions together in an integrated framework are still lacking. Secondly, although there exist direct associations between institutional support and well-being (Chaudhry et al., 2024), the mediational role of student satisfaction in this association has been primarily theoretically considered but empirically untested. Third, the current evidence is almost entirely Western in origin leading to an important contextual gap for South Asian community campuses, particularly Nepal where empirical evidence is few, especially at the QAA-certifying level. Fourth, the sequential institutional quality-satisfaction-well-being pathway theorized and empirically investigated in developing country higher education by combining SERVQUAL, TQM and motivation theories have not been validated. To the best of our knowledge, this research fills a theoretical gap by testing all six institutional predictors simultaneously, treating satisfaction as a mediator, and providing empirical evidence from an understudied Nepali context. Therefore, the study aimed to examine the predictors of student satisfaction, its effect on psychological well-being, and its mediating role in the relationship between institutional factors and psychological well-being.

## **II. Reviews**

### **Theoretical Review**

The study is supported by several theories related to student satisfaction. The SERVQUAL model explains that satisfaction depends on the quality of service provided by the institution, such as reliable services, quick responses, assurance, empathy, and physical facilities like classrooms, libraries, and infrastructure. Total quality management (TQM) also helps explain

student satisfaction by focusing on continuous improvement, student-centered services, staff participation, and effective management. In the educational context, TQM improve the teaching quality, administrative services, and student support. Herzberg's two-factor theory shows that both motivator and hygiene factors are important. Motivators, such as achievement, recognition, and personal growth, increase satisfaction, while hygiene factors like policies, faculty support, and learning environment reduce dissatisfaction. Similarly, Maslow's hierarchy of needs highlights that students need basic facilities, safety, social belonging, and personal growth opportunities. Together, these theories show that academic, social, and institutional support are all important for improving student satisfaction and well-being.

These theories collectively explain that institutional service quality, academic support, and learning environments shape students' satisfaction and psychological well-being.

## **Empirical Review**

### **Students' Satisfaction**

Student satisfaction refers to how students feel about their learning experience, educational services, and the support they receive from their institution. It includes students' sense of achievement, enjoyment, and fulfillment in the educational setting (Wong & Chapman, 2023; Martin & Bolliger, 2018; Moore, 2012). It is also described as a short-term attitude for normal form through the evaluation of academic experience and campus life (Qureshi et al., 2021; Khairusy & Febriani, 2023; Bekkouche (2025)). Similarly, student satisfaction reflects students' perceptions of their education and overall learning experience (Bell, 2022). It develops from the comparison between expected and actual educational services and outcomes (Weerasinghe & Fernando, 2017; Bolatimi & Bolatimi, 2025)).

### **Relationship Between Extracurricular Activities (Eca) and Student Satisfaction**

Extracurricular activities are programs and services offered outside the regular classroom, including sports, music, debate, and other non-academic activities (The Glossary of Education Reform, 2013). These activities play an important role in improving student attendance and satisfaction in higher education (Buckley & Lee, 2021). They also have a positive effect on academic achievement and overall student development (Saifi, 2023). In addition, students consider extracurricular activities as input as academic resources when judging institutional service quality (Chowdhury & Parvin, 2020). Participation also builds belonging and problem-solving skills. (Christison, 2013).

### **Relationship Between Physical Facilities and Student Satisfaction**

School physical facilities refer to the physical resources of an educational institution, such as classrooms, playgrounds, laboratories, libraries, and other facilities that support effective teaching and learning. These facilities are important because they create a better environment for both students and teachers and help improve the overall educational processes (Manafa, 2024; De-Juan-Vigaray et al., 2024). These studies also show that good quality infrastructure. Instructional material, classroom equipment, and academic support have a positive effect on student satisfaction in higher education (Ikram & Kenayathulla, 2023). Similarly, managing physical facilities is positively linked with student satisfaction and academic achievement (Hanaysha & Eli, 2024; Nurhuda & Jariono, 2022).

### **Relationship Between The Facility Of The Canteen And Students' Satisfaction.**

Canteen facilities are an important part of a student's satisfaction because they influence students' daily campus experience. Food quality, freshness, cleanliness, service and the physical environment all affect how students evaluate canteen services. Students are more satisfied when healthy and fresh food is available, prices are fair, and the canteen is clean and comfortable (Medina et al., 2024; Raihen et al., 2023; Afroza et al., 2022). Food features such as taste, smell, texture, and appearance also contribute to satisfaction and repeat use

(Dollah et al., 2012). In addition, the physical environment influences perceptions of service quality (Hensley and Sulek, 2007; Norhati and Nur Hafisah, 2013).

### **Relationship Between the Facility of the Library and Student Satisfaction**

Numerous studies that emphasize the influence of library services on users' experiences demonstrate the strong correlation between student happiness and library amenities. In addition to improving information access, a well-stocked library fosters a supportive learning environment, which in turn affects student happiness (Carlo Jaime M. Manguil et al., 2024; Hanaysha & Eli, 2024; Yusof et al., 2021). According to research, there is a modest positive link between library service quality and user satisfaction, emphasizing the significance of good service delivery in libraries (Mohamad Zaki et al., 2023). A strong ICT infrastructure is essential, since many users ranked it mediocre, implying that changes in this area might increase satisfaction levels (Kaur & Kathuria, 2022).

### **Relationship Between Teaching, Learning and Students' Satisfaction.**

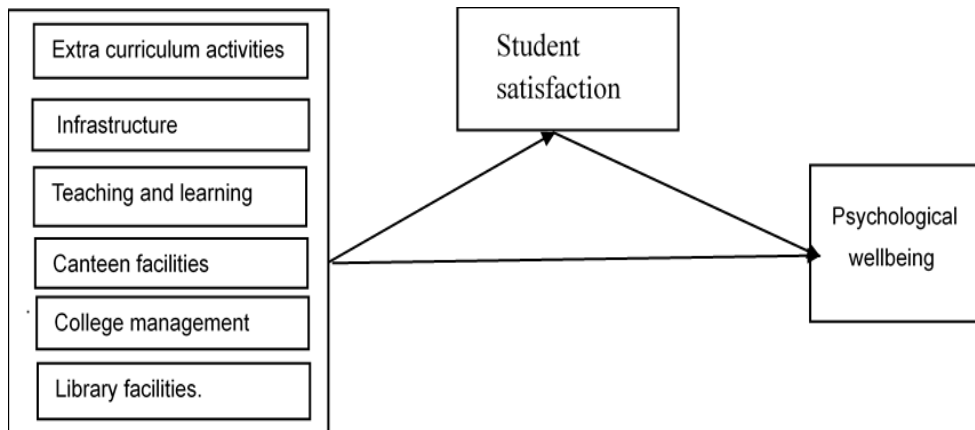
Relationships between educators and learners mediate the high positive link between competence in teaching and students' learning satisfaction (Parmod et al., 2024). Perceptions of instructional quality, which include engagement, excitement, and practical relevance, are strongly associated with students' happiness (Smimou & Dahl, 2011). When teachers adapt their methods to fit the learning preferences of their pupils, students are more satisfied (Pardakhtchi & Saidee, 2012). Teaching competency, quality judgements, and the compatibility of teaching and learning styles are all factors in the complex link between teaching designations and student happiness. According to research, good teaching methods greatly raise student happiness, and connections between teachers and students are a key mediating factor (Lukman et al., 2020; Pardakhtchi & Saidee, 2012; Putra, 2019; Suarman, 2015).

### **The Relationship Between College Management and Student Satisfaction**

Management at a college and student happiness are two important factors that affect how well students learn. Good management practices have a direct effect on different aspects of service quality, which in turn have an effect on how satisfied students are. The Quality of educational services, such as qualified teachers, relevant content, and good facilities, has a big effect on how happy students are. One study found that factors like academic help and safety make people happier generally (Al-Yozbakey & Esmaeel, 2024). A lot of what makes students happy is the quality of the lectures, how committed the leaders are, and how good the physical and management buildings are. Varying school programs reported different levels of happiness, suggesting that management methods adapted to each program can raise satisfaction (Bawamenewi & Sitanggang, 2022; Sipayung, 2024).

### **Students' Satisfaction and Students' Well-Being**

Student well-being and satisfaction are influenced by many factors, including academic support, physical activity, and the fulfillment of basic psychological needs. When these needs are met, students feel more energetic, motivated, and satisfied with life and learning (Saleem et al., 2023; Chaudhry et al., 2024). Regular physical activity also improves mental health, reduces stress and increases life satisfaction (Yogeshwar et al., 2024). In the same way, supportive academic supervision reduces stress and burnout and improves student motivation and fulfillment (Bekkouche, 2024). However, negative conditions such as alexithymia can hamper psychological health and educational satisfaction, especially in successful academic environments (Baik & Larcombe, 2023; Saleem et al., 2023; Yıldırım et al., 2024).

**Figure 1***Conceptual Framework***Hypothesis Development**

From the above empirical review, the following hypotheses are proposed:

- H<sub>1</sub>: Extracurricular activities positively influence student satisfaction.
- H<sub>2</sub>: Infrastructure positively influences student satisfaction.
- H<sub>3</sub>: Canteen facilities positively influence student satisfaction.
- H<sub>4</sub>: Library facilities positively influence student satisfaction.
- H<sub>5</sub>: Teaching and learning positively influence student satisfaction.
- H<sub>6</sub>: College management positively influences student satisfaction.
- H<sub>7</sub>: Student satisfaction positively influences psychological well-being.

**Mediation Effect of Student Satisfaction**

H<sub>8</sub>: Student satisfaction mediates the relationship between extracurricular activities and psychological well-being.

H<sub>9</sub>: Student satisfaction mediates the relationship between infrastructure and psychological well-being.

H<sub>10</sub>: Student satisfaction mediates the relationship between canteen facilities and psychological well-being.

H<sub>11</sub>: Student satisfaction mediates the relationship between library facilities and psychological well-being.

H<sub>12</sub>: Student satisfaction mediates the relationship between teaching and learning and psychological well-being.

H<sub>13</sub>: Student satisfaction mediates the relationship between college management and psychological well-being.

### **III. Methodology**

#### **Research Design**

This study used a quantitative research approach to examine the elements influencing student satisfaction and its subsequent influence on persons' psychological well-being. A standardized questionnaire was employed for the gathering of primary data. The research employs descriptive and explanatory methodology to elucidate the correlations among the variables. To ascertain and delineate the principal elements affecting student satisfaction. A descriptive technique offers a structured framework for the collection, presentation, and interpretation of facts pertaining to the topic being studied (Babbie, 2020). The quantitative design is suitable since it facilitates the systematic collection and analysis of numerical data, hence enabling the discovery of patterns and correlations among variables (Creswell & Creswell, 2017). Explanatory research aims to determine causal or associative links among variables (Creswell & Creswell, 2017).

#### **Population and Sample Size**

The participants were students from four purposively selected QAA-accredited community campuses in Kathmandu District: Janamaitri Multiple Campus, Baneshwor Multiple Campus, Koteshowr Multiple Campus and Kathmandu Shiksha Campus. The campuses have around 15,000 Bachelor's and Master's level in total. This study uses proportional stratified random sampling to ensure fair representation from its campuses, according to its student population. This method is useful for including different groups proportionately and reducing selection biases, especially in a heterogeneous population, which helps improve the generalizability and representativeness of the findings (Etikan et al., 2016; Bryman, 2016). QAA-certified campuses were selected because they represent institutions with recognized academic quality assurance standards.

#### **Data Collection Methods**

The data was obtained through a survey consisting of three sections: demographics (age, gender, year of study and campus); determinants of students' satisfaction (academic, support, campus facilities and teaching staff) and psychological wellbeing, assessed through 5-point Likert scales that have been previously validated. This instrument was submitted to a preliminary trial that involved the pretest of the questionnaire by 30 students in order to evaluate its validity and reliability. Their feedback helped in enhancing its effectiveness and clarity. The combined approaches made it possible to collect data during four weeks after the students of the selected campuses were approached and told what the research was about, its objectives, participants' roles, etc. All these processes were accompanied by clear instructions on how to maintain confidentiality and anonymity of the answers, and participation was voluntary.

#### **Questionnaire Design and Pilot Testing**

The questionnaire was formulated based on studies undertaken before in the generation of student satisfaction, quality service delivery from institutions and mental health. The instrument was divided into 2 parts namely: demographic information and items related to construct. The main constructs were: extracurricular activities, physical facilities, canteen service quality, library services and teaching-learning quality as well as administrative work/student satisfaction /psychological wellbeing.

All questionnaire items used in this study were adapted from the existing literature: a five-point Likert scale was employed with 1 = Strongly Disagree and 5 = Strongly Agree for all standard practices-related questions, whereas other questionnaires such as those assessing dissatisfaction using scores ranging between one to exactly four based on never or rarely often (Parasuraman et al., 1998; Elliott & Healy, 2001). Psychological wellbeing measures were derived from the model developed by Carol Ryff (1989).

Preliminary validity was assessed through a pilot test with 30 respondents to ensure the instrument had proved reliable and clear. Reliability testing was performed using the Cronbach's Alpha coefficient. Cronbach's Alpha from the pilot study was higher than 0.70, reflected an acceptable level for internal consistency (Nunnally & Bernstein, 1994; Hair et al., 2019)). Likewise, the result of reliability coefficient on final survey was almost matching with pilot test analysis which confirmed that research tool is reliable and applicable for study purpose.

### Response Rate and Quality of Data

**Table 1**

*Respondents Profile*

	Group	Frequency	Percent
Gender	Male	282	48.9
	Female	295	51.1
Age category	Below 20	239	41.4
	21-40	334	57.9
	41-60	4	0.7
Marital status	Married	104	18
	Unmarried	473	82
Education	Bachelor scholar	487	84.4
	Master Scholar	90	15.6
Education Institution	Janamaitri Multiple Campus	125	21.7
	Koteshwor Campus	176	30.5
	Baneshwor Multiple Campus	137	23.7
	Kathmandu Sikhsha Campus	139	24.1

A total of 620 questionnaires were distributed, of which 591 were filled out and submitted. The response rate stood at 95.32%. Nevertheless, cleaning and screening of the data indicated that 577 of the questionnaires were appropriate for the analysis, thus constituting a large enough sample for quantitative analysis and making the study results generalizable within the scope of the study. The 577 respondents' demographic profiles included information on the participants' age, marital status, level of education, college and gender. The highest number of respondents was 30.5 % from Koteshwor Campus, and the least represented was from Janamaitri Multiple Campus at 21.7 per cent and Baneshwor Multiple Campus and Kathmandu Sikhsha Campus with 23.7 % and 24.1 % respondents respectively. Of the 577 participants, a maximum of 487(84.4%) are bachelor's, 90 persons (15.6%) are master's degree students, 239 individuals (41.4%) are below 20 age range, 334 individuals (57.9%) are in the 21–40 age range, 4 individuals (.7%) are in the 41–60 age range. On the other hand, 282 (48.9%) were male, and 295 (51.1%) were female. In addition, 104 individuals (18%) were married, whereas 473 participants (82.4%) were unmarried.

### Statistical Tools

The collected information was analyzed through AMOS version 24 (Analysis of Moment Structures) and SPSS version 26(Statistical Package for the Social Sciences). We include the following in our analysis: Statistical tables describe the sample and its major characteristics. The aim of exploratory data analysis is to locate and describe the factors that affect academic performance. In this part of the research, Structural Equation Modelling (SEM): This method employs AMOS to highlight key factors that predict the level of students' satisfaction, as well as the association that exists between the factors.

### Reliability Test

For this study, a total of 577 respondents drawn at the initial stage and analyzed with the help of Statistical Package for Social Sciences (SPSS) software were lastly subjected to the reliability test. If a measurement is made multiple times (two or more times), then reliability tests are employed to check how accurate the outcome will be. A variable can be considered reliable if the value of its Cronbach's alpha coefficient is above 0.7 indicate acceptable internal consistency (Hair et al., 2019). According to research carried out using the SPSS application. These are the dependability test's findings:

## IV. Results and Discussion

**Table 2**

*Descriptive Statistics of Constructs*

	N	Min	Max	Mean	Std. Dev.
ECA	577	5	25	12.9931	5.21216
INFA	577	7	35	24.9948	6.74344
CAT	577	4	20	10.9081	4.32614
LIB	577	5	25	13.3345	5.19623
TL	577	6	30	19.5165	5.74095
MGT	577	7	35	21.9601	6.65834
PW	577	5	25	11.6499	4.63405
SS	577	2	10	5.6551	2.37038

Table 2 summaries the descriptive statistics of eight constructs, which were measured with a total number of valid respondents (N):577. The constructs are ECA, INFA, CAT, LIB, TL, MGT, PW and SS. The range of scores varies according to the number of items per construct, with infrastructure and college management presenting wider ranges (7–35), due to seven items each; while student satisfaction has a narrower range (2–10) as it consists of two items. Infrastructure had the highest Mean (24.99), and thus a relatively positive impression among students compared to other constructs, while student satisfaction had the lowest mean score with 5.66 which should be interpreted cautiously as its an aggregate of fewer items out of remaining Constructs Infrastructure had the biggest standard deviation (6.74) meaning a wider spread in what students think and student satisfaction which has the lowest variability with 2.37 indicating that responses were more uniformly true of all respondents for this statement than other variables

### Analysis of Measurement Models

The measurement model's validity was evaluated using a confirmatory factor analysis method. Both discriminant and convergent validity were developed in order to evaluate the validity of

the measurement model. Average variance extracted (AVE), composite reliability (CR), and standardized factor loading were used to evaluate the measurement model's convergent validity. It is advised that the factor loadings be significant and larger than 0.5, the CR greater than 0.7, and the AVE higher than 0.5 to attain convergent validity (Hair et al., 2006). Table 3 displays the findings from the measurement model's convergent validity analysis.

**Table 3***Convergent Validity and Reliability*

Items	Factor loadings.	Cronbach alpha	Average variance extracted (AVE)	Composite reliability (CR)
Extracurricular activities		.913	.668	.902
ECA 1	.884			
ECA 2.	.883			
ECA 3	.838			
ECA 4	.749			
ECA 5	.717			
Infrastructure		.929	.662	.932
INFA1	.881			
INFA 2	.847			
INFA 3	.679			
INFA 4	.796			
INFA 5	.863			
INFA 6	.868			
INFA 7	.742			
Canteen Facilities		.927	.762	.928
CAT1	.86			
CAT 2	.849			
CAT 3	.915			
CAT 4	.868			
Library facilities		.910	.676	.912
LIB1	.844			
LIB 2	.907			
LIB 3	.802			
LIB 4	.773			
LIB 5	.776			
Teaching and Learning		.92	.673	.924
TL1	.905			
TL 2	.904			
TL 3	.879			

TL 4	.776			
TL 5	.687			
TL 6	.744			
College management		.912	.609	.916
MGT 1	.766			
MGT 2	.784			
MGT 3	.785			
MGT 4	.829			
MGT 5	.766			
MGT 6	.808			
MGT 7	.698			
Psychological well-being		.922	.706	.906
PW1	.892			
PW2	.903			
PW3	.836			
PW4	.791			
PW5	.732			
Student satisfaction		.952	.908	.952
SS 1	.949			
SS 2	.957			
SS3	.832			
SS4	.778			
SS5	.923			

The measurement model shows good validity and no multicollinearity problem. The factor loadings range from .717 to .957, which are above the recommended value of .5. The lowest composite reliability CR value is .902, which is higher than the required .7. Similarly, the lowest average variance extracted AVE is .609, which is above the cut-off of .5. These results confirm convergent validity. The collinearity statistic also supports the model, as the maximum VIF is 1.469 below three. And the tolerance value is acceptable. In addition, the Fornell-Larcker Criterion confirms discriminant validity, as all square roots of average variance extracted are greater than the inter-factor correlation.

The table 4 presents the Discriminant Validity of the Measurement model using the Fornell-Larcker Criterion, and in this case, the bolded values of the diagonals are the average variance extracted (AVE) of each construct. For good discriminant validity, these values should be higher than the correlation with other constructs. In this table, all constructs, including PW, ECA, CAT, LIB, TL, MGT, and SS, meet these requirements. For example, pw has a square root of AVE of 0.840, which is higher than its correlation with other constructs. This confirms that each construct is distinct and a measurement model is valid.

**Table 4***Discriminant Validity of the Measurement*

	PW	ECA	INFA	CAT	LIB	TL	MGT	SS
PW	0.840							
ECA	0.281	0.817						
INFA	0.038	0.246	0.814					
CAT	0.249	0.377	0.385	0.873				
LIB	0.077	0.328	0.293	0.305	0.822			
TL	0.013	0.254	0.414	0.317	0.352	0.820		
MGT	0.107	0.333	0.445	0.358	0.462	0.458	0.780	
SS	0.290	0.364	0.393	0.406	0.393	0.463	0.444	0.953

*Note: Bold diagonal value R Square root of the AVEs*

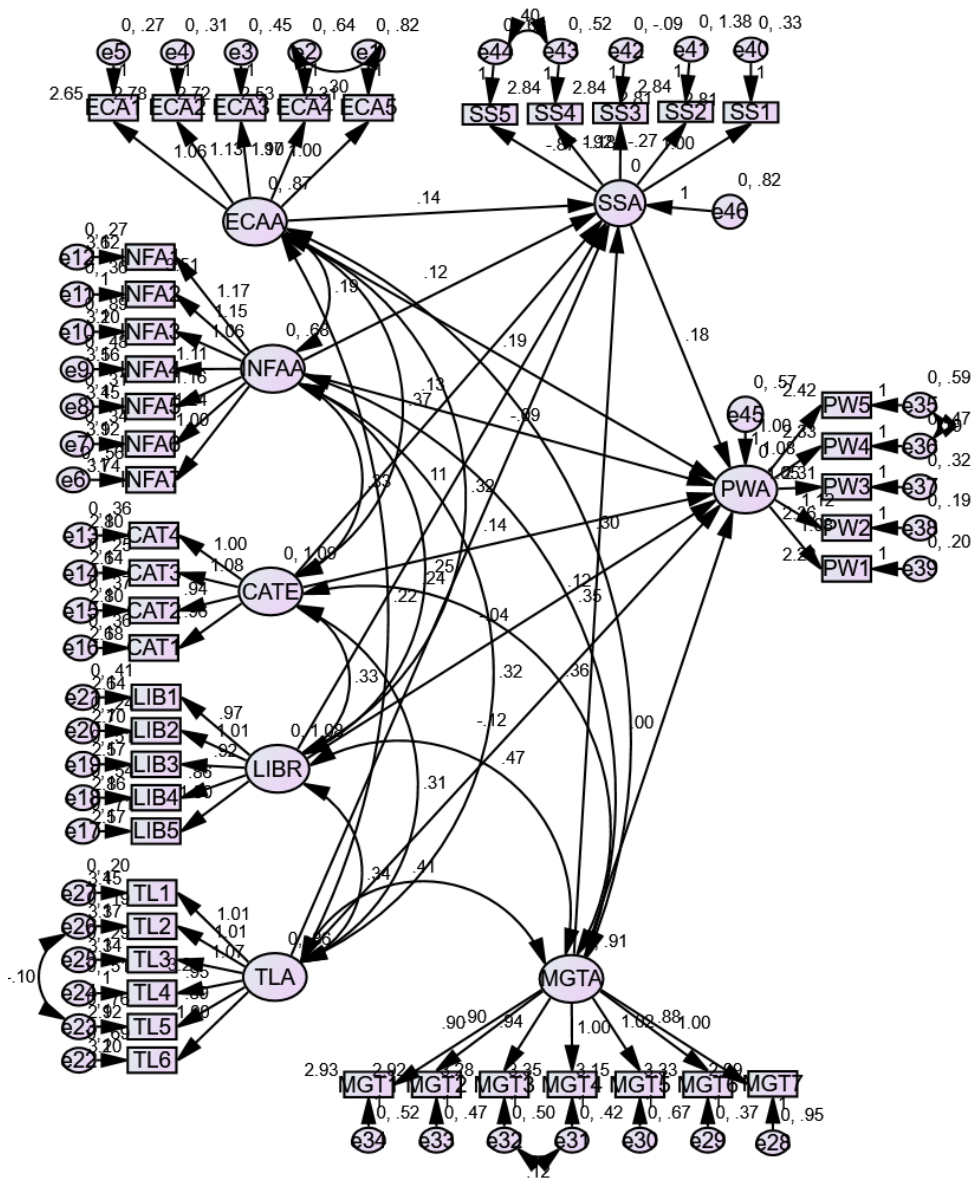
**Structural Model Analysis**

Once the validity of the measurement model was established, the next step was to assess the relevance of the structural model for testing the hypotheses set out in the research. With the aid of AMOS, the relevance of the relationships between the constructs in the study model was established using the AMOS technique. The findings are presented in Figures 2 and 3 of the study.

The risk of collinearity was investigated in order to determine if it may skew the regression findings before the structural model analysis. Utilizing the variance inflation factor (VIF), collinearity was evaluated. Mason and Perreault (1991) and Becker et al. (2015) state that VIF values less than 3 indicate the lack of correlation at key levels. The range of VIF values found in this investigation is 1 to 1.469. It is determined that the regression estimates of the structural routes will not be biased by collinearity since the VIF estimates are less than the crucial threshold of values surpassing 3.

**Figure 2**

*Structural Equation Model Showing the Mediating Role of Student Satisfaction*



ECA (extracurricular activities), INFA (Infrastructure), CAT (Canteen), LIB (Library Facilities), TL (Teaching-Learning), MGT (Management), PW (Psychological Well-being), and SS (Student Satisfaction) are understood factors that lie under the observed variables. The rectangles that are attached to the latent constructs, such as (ECA1, INFA1, SS1), are captured as measured indicators that are attained directly. The arrows from latent constructs to observed variables are single-headed, which portray the factor loadings which demonstrate the strength of the relationship between each construct and the indicators.

Figure 2 shows the structural model of the study in which institutional factors predict student satisfaction and psychological well-being. Student satisfaction is modelled as a mediator between institutional factors and psychological well-being. The arrows represent causal path among the latent constructs.

Figure 2 presents a structural equation model showing the relationship among different constructs and variables. The oval shape represents the latent construct, while the rectangle represents the observed variables. Single-headed arrows. Show the direction of the relationship between arrivals and factor loading above, 0.7 indicates a strong connection between the construct and its indicators. small circles such as E1, E2, and others represent measurement arrows. Curve arrow represent correlation between variables. Overall, the model explains both the measurement and structural relationships and shows how factors like ECA, INFA, and TL influence student satisfaction.

Figure 3

Structural Model with Path Coefficient

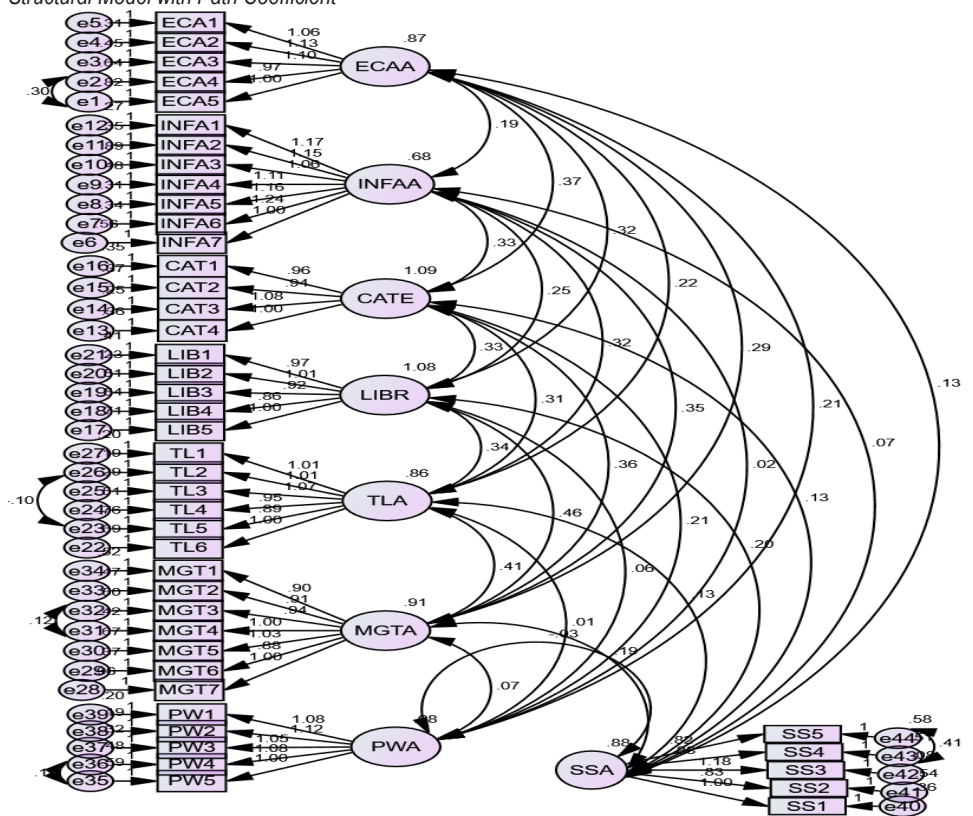


Figure 3 presents a structural equation model showing the relationship among different constructs and variables. The oval shape represents the latent construct, while the rectangle represents the observed variables. Single-headed arrows show the direction of the relationship between arrivals and factor loading above, 0.7 indicates a strong connection between the construct and its indicators. Small circles such as E1, E2, and others represent measurement errors. Curved arrows represent correlation between variables. Overall, the model explains both the measurement and structural relationships and shows how factors like ECA, INFA, and TL influence student satisfaction.

**Table 5***Model Fit*

Measure	Estimate	Threshold	Interpretation
CMIN	2123.534	-	-
DF	753	-	-
CMIN/DF	2.82	Between 1 and 3	Excellent
CFI	0.928	>0.95	Acceptable
SRMR	0.054	<0.08	Excellent
RMSEA	0.056	<0.06	Excellent

Judging from the above table, the model is appropriate. Both the RMSEA and Standardized RMR are below the level, and the CMIN/DF ratio is just above 3. In addition, the CFI value is over 0.90, which is acceptable.

**Table 6***Paths Analysis*

H1	ECA	→	SS	0.173	0.052	3.342	***	Accepted
H2	INFA	→	SS	0.148	0.061	2.418	0.016	Accepted
H3	CAT	→	SS	0.174	0.047	3.655	***	Accepted
H4	LIB	→	SS	0.143	0.048	2.943	0.003	Accepted
H5	TL	→	SS	0.304	0.057	5.335	***	Accepted
H6	MGT	→	SS	0.16	0.058	2.782	0.005	Accepted
H7	SS	→	PW	0.202	0.031	6.423	***	Accepted

For the analysis of the relationships between the variables student satisfaction (SS) and a number of attributes in a college setting, the combinations obtained from the statistical analysis have been displayed in a table, possibly coming from an SEM model. The acronyms used in this investigation. ECA refers to extracurricular activities. TL means teaching and learning, INFA: infrastructure, CAT: canteen facilities, LIB: library facilities, MGT: college management, and PW: psychological well-being. According to the data gathered during the investigation, there were relationships that were statistically significant with SS. One of them

that there was a stronger positive and significant effect between the quality of teaching and learning increases the level of satisfaction of students is likely to increase as well. Also, a high path coefficient is found between PW and SS, which means that student satisfaction has a significant positive effect on psychological well-being. The results of this investigation show that there are several factors that explain student satisfaction.

**Table 7***Mediating Analysis*

Relationship	Direct Effect	Indirect Effect	95% CI		P-value	Result
			Lower	Upper		
ECA > SS > PW	0.202***	0.044	0.020	0.080	0.000	
INFA > SS > PW	-0.052***	0.084	0.052	0.125	0.000	Zero is not included in the 95% confidence interval; Therefore, the mediation effect is significant.
CAT > SS > PW	0.146***	0.046	0.022	0.079	0.000	
LIB > SS > PW	-0.006***	0.063	0.036	0.099	0.000	
TL > SS > PW	-0.095***	0.101	0.068	0.144	0.000	
MGT > SS > PW	-0.000	0.077	0.046	0.116	0.000	

Table 7 reports the mediating effect of student satisfaction on the relationship between institutional factors and psychological well-being. The results show that the indirect effect of extracurricular activity infrastructure, canteen facilities, library facilities, teaching and learning and college management on psychological well-being through student satisfaction is all statistically significant. The evidence is that the 95% confidence interval for all indirect effects does not include zero, and the P value is significant ( $P < .001$ ). Therefore, student satisfaction significantly mediates the relationship between all the institutional factors and psychological well-being.

**Discussion**

This study sought to find out the prediction of institutional factors on student satisfaction, and further investigating whether the effect of students' satisfactions impacts their psychological well-being at QAA certified community campuses in Nepal. The outcomes revealed that all six college aspects having a distinct impact on student satisfaction, such as extracurricular activities, infrastructure facilities canteen; teaching and learning; College management respectively. This was particularly evident in relation to teaching and learning ( $\beta = 0.304$ ,  $p < 0.001$ ). Previously, we also found that the most important predictor of student satisfaction at higher education is related to teaching quality (Qureshi et al., 2021; Khairusy & Febriani, 2023). This also relates to the SERVQUAL model, insomuch that reliability and assurance are core facets of service quality (Parasuraman et al., 1988). In many developing country contexts (like Nepal) with budget constraints, increasing human capital or quality of teaching by training the faculty and using student-centered pedagogy might be more fruitful than investing in expensive infrastructure.

Higher regression weights were associated with extracurricular activities ( $\beta = 0.173$ ), canteen

( $\beta = 0.174$ ) and college management ( $\beta = 0.160$ ), followed by infrastructure ( $\beta = 0.148$ ) and library facilities ( $\beta = 0.143$ ). These findings build on prior studies examining the connections between campus facilities and student experience (e.g. Hanaysha & Eli, 2024; Ikram & Kenayathulla, 2023; Manguil et al., 2024) in a Nepali higher education context. Specifically, for its revelation that teaching quality is more important than physical facilities in line with the difference highlighted by Douglas et al. (2008) from some of the older Western studies favoring infrastructure and administrative services. This indicates that drivers and their importance for satisfaction differ among contexts, but also consequences by system.

Results showed that student satisfaction was a significant predictor of psychological well-being ( $\beta = 0.202$ ,  $p < 0.001$ ). This corroborates that positive educational experiences contribute directly with student mental health, which has gained relevance in light of an increasing global problem on psychological distress amongst students (Chaudhry et al., 2024; Seijts et al., 2022). "The mediation analysis showed that student satisfaction mediates the effect of institutional factors on psychological well-being. Notably, some of the direct effects of institutional factors on well-being were negative (e.g., infrastructure:  $\beta = -0.052$ ; library:  $\beta = -0.006$ ; teaching and learning:  $\beta = -0.095$ ), which indicate that people could potentially not benefit from these institutions when satisfaction was removed as a mediator between them leaving behind an evidence question whether high-quality feedback is helpful to students without other mediators such as satisfaction in place for its positive impact or otherwise directly influencing it instead even that's needed yet still despite their better state overall being serves loss assumed here reasonably because they lack access individual aspects too. In other words, improvements to facilities or teaching should not benefit students on their own but through the mediating experience of satisfaction that is then ultimately converted into higher well-being.

## V. Conclusion and Implications

The study concludes that student satisfaction is a key factor in higher education because it reflects students' experience and also affects their psychological well-being. Extracurricular activities, infrastructure, canteen facilities, library facilities, teaching and learning, and college management all positively influenced satisfaction. Among these, teaching and learning are the strongest factors. The study also shows that a satisfied student feels more emotionally supported and mentally well. Therefore, colleges should improve teaching quality, campus services, and management practices to promote both student satisfaction and well-being.

The current study analyzed students' satisfaction and its impact on the mental health of learners at QAA-accredited community campuses in Kathmandu district, Nepal. The results revealed that all components of extracurricular activities, infrastructure and canteen facilities, library services, in relation to teaching and learning quality as well as college management have a significant positive impact on student satisfaction. Teaching and learning were the most significant of these factors, followed by canteen facilities and extracurricular activities. In addition, student satisfaction exerted a significant positive effect on psychological well-being and was also found to be one of the most important mediators between institutional factors and psychological well-being. These results are consistent with a longstanding body of evidence that student satisfaction is an important outcome in its own right, and also helps explain improved mental health among students.

This paper confirms the integrated use of SERVQUAL, TQM, Herzberg's two-factor theory and Maslow's hierarchy in a developing country context. It contributes to understanding by establishing student satisfaction as a mediating mechanism between institutional inputs and well-being outcomes, not just one distal outcome. The dominance of teaching quality over material inputs strengthens theoretical rankings, but suggests context-dependent satisfaction functions in resource-constrained environments.

Investments in faculty development and interactive teaching practices should be pursued over building infrastructure for campus administrators. While improvement is needed

across all dimensions (extracurricular activities, canteen, library & facilities/infrastructure/management), satisfaction monitoring should be institutionalized and regular as a core mental health indicator. Satisfaction and well-being metrics must be part of QAA certification as clearly stated quality standards. Teaching quality investments are scalable, reach population-level mental health promotion strategies for community campuses that should be recognized by policymakers.

### Limitation and Future Research

As a result of the cross sectional character of the study, it is difficult to draw conclusion about the causal inferences; Therefore, longitudinal investigation are required. There is a limited ability to generalize because it just looked at a Kathmandu. Research in the future should make use of mixed method approaches, explore institution that are affected by the QAA as opposed to institution that are not certified by the QAA, and add additional factors such as academic stressors or peer relationship.

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