

PAPER

Mobile Technology and University Climate: Impact on Academic Well-Being

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This study explores the complex relationship between mobile technology, perceived university climate quality (PUCQ), and their combined impact on predicting students' academic subjective well-being (ASW) at King Khalid University (KKU). The research aimed to identify the nature of the correlation between the PUCQ and ASW and to verify the degree of the relative contribution of the PUCQ in predicting ASW among KKU students. To achieve the objectives of the study, a descriptive approach was employed, incorporating both correlational and comparative methods. The researchers prepared a measure of PUCQ and a measure of ASW for university students. The research sample consisted of 134 students, with an equal split of 67 males and 67 females, whose ages ranged from 18 to 45 years. They belonged to various programs at KKU. Pearson's correlation coefficient, simple regression analysis using the Enter method, and multiple regression analysis using the stepwise method were employed for data processing. The results of the study revealed a statistically significant positive correlation between the PUCQ and the values of citizenship. In addition, the PUCQ in its three dimensions contributes to predicting ASW among the research sample. In an era dominated by mobile technology, understanding its role is pivotal for creating a positive and supportive academic environment at King Khalid University.

KEYWORDS

perceived university climate quality (PUCQ), mobile technology, academic subjective well-being (ASW)

1 INTRODUCTION

In an era characterized by the pervasive integration of technology into various aspects of our daily lives, the impact of mobile technology on the educational landscape is undeniable. This study aims to explore the complex relationship between mobile technology, perceived university climate quality (PUCQ), and its subsequent impact on the academic subjective well-being (ASW) of students at King Khalid University (KKU). Recognizing the multifaceted nature of the student experience in

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higher education, we aim to explore how the ubiquitous presence of mobile technology intersects with the broader contextual factors of the university climate, ultimately shaping the well-being of students.

The university is one of the effective social institutions that promotes acceptable behavioral patterns, develops positive psychological values and trends that society values, and advances ideas, facts, and scientific principles that align with religious beliefs and moral values. Therefore, it serves as a source for achieving society's goals and providing it with the necessary energies, experiences, and skills [55].

The performance of the administrative and academic systems, the relationships between employees, and the quality of university life provided by the institution, whether at the academic, administrative, or service level, contribute to creating a university organizational climate that satisfies its members. This, in turn, boosts their morale, ambition, productivity, and willingness to contribute [4].

Students are influenced by various aspects of university life, including its systems, curricula, instructions, and relationships with professors and peers. Additionally, the services offered by the university, such as guidance in selecting a major and support for students' personal, social, and academic growth, play a crucial role in shaping their ego identity [27].

The university climate refers to the characteristics of the university environment that impact students' academic and social growth and development, as well as the nature of their interactions with faculty members and peers. This environment plays a crucial role in students' academic success, supports the overall academic process, and influences students' feelings of security and comfort within the university across all its aspects [21].

University climate is defined as one of the characteristics of university life, which relates to a set of principles, values, social interactions, and individuals' relationships to each other, as well as organizational structures [35]. It also refers to a set of socio-psychological characteristics at the university, such as the participation of individuals in a shared set of values, beliefs, and behaviors. This reflection is evident in their experiences in university life and in the value and organizational structure provided for them [38].

[29] points out that the university climate is measured in three dimensions: 1) The educational dimension, which includes a set of factors related to the educational process, such as faculty members, courses and the extent of their benefit, academic specialization, examination system, and teaching methods. 2) The social dimension encompasses a range of factors related to organized and unorganized social and sports activities, interactions among students, and relationships between students and professors. 3) The organizational dimension encompasses everything related to classrooms, laboratories, libraries, rules, laws, and regulations related to student affairs, the competence of administrators, and the availability of security.

[18] identifies four dimensions of the university climate: 1) Communication, which includes how information is conveyed and the relationships among professors. 2) Decision-making involves the ability to make appropriate decisions and having access to sufficient information to make informed choices. 3) The psychological contract between the individual and the organization encompasses the individual's sense of belonging, self-concept, loyalty to the organization, stability, sincerity in work, and mutual trust between the individual and the organization. 4) Job commitment encompasses a sincere and strong desire to exert effort and master the work, belief in the importance of the organization and its goals and values, and eagerness to maintain membership in the organization.

It is clear from the above that there are many dimensions of the university climate that can determine its quality. The current research has adopted a model with three dimensions—academic, organizational, and social—to measure KKU students' awareness of the quality of the university climate.

The academic dimension of the university climate in the current research encompasses students' interactions with each other in the classroom, relationships with faculty members, individual and group activities conducted by students during their studies, educational tools and mobile technology, learning resources and textbooks utilized, teaching methodologies, assessment techniques employed, the level of study difficulty, the classroom atmosphere, freedom of expression, acceptance of opinions, and students' interactions with their academic supervisors. Through the elements encompassed in the academic dimension, it is evident how crucial this dimension is and its significant impact on students' perceptions of the quality of the university environment. This dimension includes all aspects of communication and direct interaction among students in the university learning environment, whether it be with their peers, professors, or within programs and classrooms.

In the current study, the organizational dimension of the university climate encompasses various aspects, including the systems and procedures for studying in the college, accessing scientific references in the university library, admission and registration processes, implementation of study programs, event organization, communication systems with college officials, administrative procedures, disciplinary measures for rule violations, recreational areas, and transportation options to and from the college.

The organizational dimension of the university climate is particularly important due to its tangible effects, whether direct or indirect. It plays an influential and decisive role in achieving the organization's objectives and its relationship with the surrounding environment. The significance of the organizational climate is emphasized in various aspects: motivating and stimulating students, fostering a sense of responsibility among them, boosting morale, and enhancing social aspects. These factors have a positive impact on students' performance within the university [11].

In the current study, the social dimension of the university climate encompasses various aspects such as the system of student groups, university activities, social relations and friendships among students and with their professors, the interaction between professors and students, the prevailing social atmosphere within the faculty, how students are treated by the college's administrative staff, the influence of activity committees on relationships among students, professors, and administrative staff, and the level of attention given to students' issues and their resolution. Examining the elements encompassed in the social dimension of the university climate, it can be inferred that this dimension significantly influences students' perceptions of the university climate's quality. It encompasses the prevailing social ambiance within the university, such as the establishment of relationships, friendships, and modes of communication among students, between students and professors, and between students and administrative staff. Moreover, it involves addressing students' issues and actively contributing to their resolution, which profoundly impacts students' satisfaction with the university climate's quality. The quality of the university climate is a topic that has received attention from researchers due to its significant impact on student satisfaction, academic achievement, and organizational performance effectiveness. [9] Quality can be measured or recognized through the satisfaction of students, who are the focal point of the educational process and the primary beneficiaries of the services, equipment, facilities, and recreational spaces provided on campus. This satisfaction is reflected in their academic achievements.

[49] emphasizes the significance of the university climate's quality, including its various elements, in enhancing university education and improving its outcomes. The results of the study [46] show that a negative university climate adversely affects students' academic performance. In addition to that, the quality of this climate affects classes in different ways, and classmates have an important impact on the perception of the university climate as well as their influence on the grades of other students. Additionally, the disciplined climate in the classroom is one of the most powerful predictors of students' academic performance.

Previous studies that have examined the relationship between the quality of the university climate and other variables have shown a positive correlation between the university climate and various elements, including motivation to learn and achieve [10], [26], [3], [17], level of ambition [19], [31], [26], [4], sense of belonging [5], self-esteem [28], level of happiness [14], academic achievement [25], and executive, independent, and realistic thinking [29]. On the other hand, other studies have confirmed a negative correlation between the university environment and social anxiety [16], propensity for violence [28], disorganized thinking, and negative thoughts [29].

In recent years, there has been a growing recognition and assertion that the university must not only equip students with traditional education and focus on academic competence but must also provide them with the opportunities and tools they need to become confident, happy, and resilient when facing the various stresses of life [37]. [48] Positive education offers three main benefits: enhancing mobile learning [52], addressing behavioral, emotional, and social issues, and promoting overall happiness and life satisfaction.

Positive education is defined as education focused on acquiring traditional skills and promoting happiness [48]. Based on this definition, university self-well-being can be defined as a set of indicators and perceptions that reflect students' sense of learning pleasure, university cohesion, clarity of purpose, belief in academic effectiveness, consequent academic achievement, and satisfaction with university life in general.

The concept of subjective well-being is a new idea in psychology, aligning with the shift towards positive psychology. Subjective well-being encompasses individuals' cognitive evaluations of their lives, referred to as general life satisfaction, or of specific aspects of their lives such as study, work, society, relationships with others, etc., known as domain satisfaction [24], [30].

According to [7], subjective well-being is considered one of the variables of positive psychology. It is a relative condition that varies among individuals and within the same individual across different life stages, societies, and cultures. Indicators of subjective well-being may be linked to health and disease factors, material income level, social status, professional success, quality of social relationships, as well as factors such as fame and genius. It is noticeable in the research of subjective well-being that studies address qualitative manifestations associated with certain areas, including, for example, professional social subjective well-being and academic subjective well-being.

The term subjective "well-being" is widely used interchangeably with several other concepts such as contentment, happiness, quality of life, mental health, and life satisfaction. Researchers in the Arab environment have offered various translations of the term "well-being," such as improved psychological well-being, quality of life, psychological contentment, life satisfaction, psychological happiness, and a good psychological life [22]. [30], [50] translated it into subjective well-being.

A significant portion of the literature in the field of psychology discusses subjective well-being, either as an evaluation of life satisfaction or dissatisfaction (evaluative

happiness scales) or as a composite of experiences that encompasses feelings from happiness to distress (experience-based measures of happiness) [32].

Subjective well-being is the scientific term for happiness, life satisfaction, or the perception that one's life is going well rather than poorly. The researchers have studied the results of subjective well-being and concluded that people with a high degree of subjective well-being are healthier and work more effectively compared to those with chronic stress, depression, or anger. Therefore, happiness not only brings contentment but is also beneficial for individuals and those around them [23].

Many researchers have attempted to explain an individual's sense of subjective well-being through three main trends. The first trend is the cognitive trend, whose proponents believe that an individual experiences self-happiness when assessing their accomplishments, resources, and expectations for advancement. Additionally, the feeling of happiness is influenced by income, number of friends, religiosity, intelligence, and the level of educational achievement [50], [20], [41]. The second direction involves the integration of subjective well-being. Proponents believe that subjective well-being can be explained in terms of six dimensions, including: a positive view of oneself and one's past; the sense that life has purpose and meaning; the quality of relationships with others, self-efficacy in the field; the ability to follow one's own convictions; and the sense of self-esteem and self-fulfillment [33]. The third direction focuses on existential happiness. Its proponents believe that an individual's subjective well-being can be explained over time. This includes an individual's evaluation of aspects of mental activity based on life experiences in the past, present, or future [40].

[37] and [42] emphasize the significance of well-being and enjoyment in successfully attaining learning objectives. [53] Confirm the impact of academic well-being on students' academic achievement, motivation, and engagement in learning, and consequently long-term educational success.

[13] explains that subjective well-being holds paramount importance in university life. The interest in self-comfort has clearly increased at the present time due to significant changes in social interactions among members of society. Subjective well-being is described as a cognitive and emotional self-evaluation of life. It plays a significant role as an indicator of the quality of life, the attainment of personal goals, coping with life's challenges, and finding enjoyment in it. It is also described as an individual's evaluation of positive and negative feelings and satisfaction with life. A high level of subjective well-being is experienced when individuals are exposed to numerous positive feelings and few negative feelings. This is consistent with what [50] indicates: Subjective well-being refers to a positive subjective psychological state for the individual resulting from a positive cognitive and emotional assessment of their life. It includes feelings of satisfaction and happiness with their achievements, gratitude, active participation in activities that bring them satisfaction, and the interconnection between them and those around them.

Academic subjective well-being at the university refers to a set of indicators that reflect university students' feelings of joy in learning, their sense of connectedness at the university, the clarity of their goals, and their academic effectiveness, which is reflected in their high level of academic achievement [12]. There are many theories and models of well-being. In his theory of well-being, [48] conceptualizes well-being as a construct consisting of five components: positive emotion, engagement, relationships, meaning, and accomplishment.

The current study adopts the four dimensions of self-well-being as defined by [43], which are: 1) Academic satisfaction, which means feeling positive and pleasant experiences and emotions about engaging in educational activities. 2) University bonding

refers to a sense of belonging, interest, and acceptance from others within the university community. 3) Academic gratitude refers to students' awareness of the support they receive from others and their experience of thanks and appreciation for it. 4) Academic effectiveness refers to the sense of capability and efficiency in achieving academic goals.

With regard to previous studies that focused on studying the relationship of ASW with other variables, it has been shown that there is a positive relationship between ASW and the following factors: spiritual intelligence [50], the levels of ambition and altruism [13], optimism [6], academic self-efficacy [8], [2], [51], adaptive cognitive strategies for regulating emotions [47], mental alertness [7], perceived social support [34], and gratitude as well as quality of life [1]. On the other hand, previous studies have also demonstrated a negative correlation between ASW and both maladaptive cognitive strategies for regulating emotion [47] and stress [51].

Regarding the prediction of ASW, the results of the study by [12] reveal that intellectual humility contributes to predicting the overall level of ASW. [54] Research shows that the factors of openness to experiences and agreeableness can predict ASW. Conscientiousness better predicts the dimensions of academic satisfaction and academic effectiveness, while neuroticism better predicts the dimensions of academic cohesion.

[8] argues that academic happiness can be predicted through mental alertness. [36] indicates that positive academic emotions contribute to predicting subjective well-being and academic motivation among university students. [39] Research indicates that gratitude plays a role in predicting happiness among university students. [15] indicates that ASW can be predicted by the positive dimensions of self-compassion among KKU students.

[36] examines how positive and negative emotions predict students' well-being (levels of life satisfaction, happiness, and symptoms of depression) and academic motivation (controlled and autonomous motivation). The results of hierarchical regression analysis reveal that positive and negative emotions are differently associated with well-being. Positive emotions positively predict both controlled motivation (specific regulation and internal motivation) and autonomous motivation (external regulation and internal regulation).

Previous studies have confirmed that the university climate has correlations with feelings of belonging to the homeland, satisfaction of psychological needs, the feelings of happiness, security, reassurance, university compatibility, the high levels of ambition, achievement motivation, self-actualization, and the development of executive, independent, and realistic thinking. It is noted that despite numerous previous studies focusing on predicting the subjective well-being of university students, there has been no study examining the relative contribution of the quality of the university climate in predicting ASW among KKU students, which is the focus of the current study.

2 RESEARCH PROBLEM AND QUESTIONS

The research problem is identified through in the following questions:

1. What is the nature of the correlation between the PUCQ and ASW among KKU students?
2. What is the relative contribution degree of the PUCQ in predicting ASW among KKU students?

2.1 Research objectives

The research aims to achieve the following objectives:

1. Revealing the nature of the correlation between the PUCQ and ASW among KKU students.
2. Verifying the relative contribution degree of the PUCQ in predicting ASW among KKU students.

2.2 Importance of study

The importance of the current study is determined in the following aspects:

1. The field of research is increasingly focusing on the variables of positive psychology and factors contributing to happiness and academic success, particularly in the university setting, reflecting contemporary trends.
2. The university stage is crucial for making decisions related to lifestyle, setting goals, and working towards achieving them. It is a time for searching for new sources of meaning, achievement, and values, as well as for developing a philosophy of life. Failure to navigate this stage successfully can lead to frustration and despair.
3. The current study, through its proposed results and recommendations, provides quantitative and qualitative data to the university administration to enhance positive aspects and address the obstacles and negative factors that impact students' performance. This aims to prevent students from transferring to other universities that provide them with a sense of security, tranquility, and meet their needs.
4. The importance of the study and the need for it have emerged due to the scarcity of Arab studies, especially in the Saudi environment. This study, within the limits of the researchers' knowledge, focuses on the relationship between the PUCQ and ASW among KKU students.

3 RESEARCH HYPOTHESES

The current study sought to assess the validity of the following two hypotheses:

1. There is a statistically significant positive correlation between the PUCQ and ASW among the research sample.
2. The PUCQ contributes to predicting ASW among the research sample.

4 RESEARCH TERMINOLOGY

The perceived university climate quality: University climate is defined as: “the set of characteristics and distinctive features of the educational, social, and organizational environment within the college as perceived by students” [29]. This is consistent with what [18] points out. They define the organizational climate at the university as “a set of characteristics that describe the organization and work to distinguish it from others. These characteristics have relative stability and affect the behaviors of individuals, namely: communication, decision-making,

psychological contract between the individual and the organization, and job commitment.”

The PUCQ is defined, procedurally, as the set of perceptions formed among College of Education students at KKU about the level of educational, organizational, and social services provided by the university or college. The university climate is assessed by students’ scores on a quality scale specifically designed for this purpose. This scale comprises three dimensions: academic, organizational, and social.

5 ACADEMIC SUBJECTIVE WELL-BEING

[43] defines ASW as a set of indicators and perceptions that reflect university students’ sense of enjoyment in learning, their interdependence at university, the clarity of goals, their belief in their academic abilities, and the resulting academic achievement.

In the current study, ASW is defined as the feelings of satisfaction among students of the College of Education at KKU with their educational life, their sense of interdependence with the university, their gratitude and appreciation for the university services, and their confidence in their efficiency and effectiveness in achieving their educational goals. It is assessed by the score obtained by students on the self-report scale prepared for this purpose.

6 METHOD AND PROCEDURES

6.1 Research methodology

The current study employed a descriptive approach in both the correlational and comparative sections to address the research questions.

6.2 Study sample

The study sample consisted of 134 male and female students at KKU in the Kingdom of Saudi Arabia, with 67 males and 67 females. Their ages ranged between 18 and 45 years. They were enrolled in various academic stages at the university: 23 doctoral students, 29 master’s students, and 82 bachelor’s students. The students were from scientific and literary disciplines, with 63 from scientific disciplines and 71 from literary disciplines.

6.3 Research tools

The researchers prepared the following tools:

1. A scale of the perceived university climate quality among university students: This scale aimed to measure the PUCQ among KKU students. The initial form of the scale included 30 items distributed over three main dimensions: the academic dimension (10 items arranged from 1 to 10), the organizational dimension (10 items arranged from 11 to 20), and the social dimension (10 items arranged from 21 to 30). All items are presented in the form of a self-report, phrased positively, to allow students to read each item and provide their response on a five-point rating

scale (completely applies, applies, somewhat applies, does not apply, does not apply at all); these responses were assigned grades of 5, 4, 3, 2, 1 respectively.

The psychometric properties of the scale were verified by the honesty of the arbitrators. It was presented to seven arbitrators specializing in psychology, who unanimously agreed on the suitability of the scale for its intended purpose and the research sample. The internal consistency of the scale was assessed by applying it to a sample of 134 male and female students at KKU. The calculation involved determining Pearson's correlation coefficients between the scale items and the total score of the corresponding dimension. The correlation coefficients ranged from 0.245 to 0.815. The Pearson correlation coefficients between the items of the scale and the overall score of the scale ranged from 0.210 to 0.806. Pearson's correlation coefficients were calculated for the three sub-dimensions (academic, organizational, and social) with the overall score of the scale (0.925, 0.951, 0.947) respectively. All values of these correlation coefficients are statistically significant at the level of 0.01, indicating that the scale has a high degree of internal consistency. The reliability coefficients for the sub-dimensions of the scale, calculated using Cronbach's alpha coefficient, were 0.893, 0.877 and 0.916, respectively. For the scale as a whole (0.959), and by the split-half method, the reliability coefficients for the sub-dimensions were 0.850, 0.865, and 0.881, respectively. For the scale as a whole, the coefficient was 0.926. These high scores confirm the validity of the scale for application.

2. Preparing the academic subjective well-being scale among university students: This scale aimed to measure the ASW of KKU students. The College Student subjective well-being Scale, prepared by [44], was used to develop this scale. The preparation of this scale was also informed by previous studies that focused on developing scales to measure ASW among university students [43] [45].

The initial form of the scale included 16 items distributed over four main dimensions: academic satisfaction (4 items ranging from 1:4), academic bonding four items ranging from 5:8, academic gratitude (4 items ranging from 9:12), and academic effectiveness (4 items ranging from 13:16). All items are presented in a self-report format, phrased positively, allowing students to read each item and provide their response on a five-point rating scale (completely applies, somewhat applies, does not apply, does not apply at all); these responses were graded as 5, 4, 3, 2, and 1, respectively.

The psychometric properties of the scale were verified by the integrity of the arbitrators, as it was presented to seven arbitrators specializing in psychology, who unanimously agreed on the suitability of the scale for its intended purpose and the research sample. The internal consistency of the scale was calculated after applying it to the basic research sample, which included 134 male and female students at KKU. This was done by calculating the values of Pearson's correlation coefficients between the items of the scale and the total score of the corresponding dimension. The correlation coefficients ranged from (0.682) to (0.897). The values of Pearson's correlation coefficients between the items of the scale and the overall score of the scale ranged from 0.479 to 0.875. Pearson's correlation coefficients for the four sub-dimensions (academic satisfaction, academic bonding, academic gratitude, and academic effectiveness) were calculated with the overall score of the scale (0.873, 0.875, 0.869, 0.692) respectively. All values of these correlation coefficients are statistically significant at the level of (0.01), indicating that the scale has a high degree of internal consistency. The reliability coefficients for the subdimensions of the scale, calculated using Cronbach's alpha coefficient, were (0.847, 0.821, 0.811 and 0.892), respectively. For the scale as a whole, the coefficient was (0.923). Additionally, by the split-half method, reliability coefficients for the

subdimensions were (0.902, 0.850, 0.850, and 0.841) respectively. For the scale as a whole, the coefficient was (0.839). These high values confirm the validity of the scale for application.

7 RESULTS

1. First question answer: What is the nature of the correlation between the PUCQ and ASW among KKU students?

To answer this question, Pearson’s correlation coefficient was calculated between the PUCQ and the ASW of KKU students, which was found to be 0.920. This indicates a statistically significant positive correlation at the level of 0.01 between the PUCQ and ASW among the research sample. Therefore, the first research hypothesis was accepted.

2. Second question answer: What is the relative contribution degree of the PUCQ in predicting ASW among KKU students?

A. Predicting ASW from the total score for the quality of the perceived university climate:

Simple regression analysis was conducted using the Enter method. The results are displayed in Table 1.

Table 1. Results of simple linear regression variance analysis for predicting ASW from the total score of PUCQ

Model	Sum of Squares	df	Mean Square	F	P. Value
Regression	15721.975	1	15721.975	727.954	0.0001
Residual	2850.868	132	21.597		
Total	18572.843	133			

Table 1 shows that at least one regression coefficient is significant and differs from zero. To determine the significance of these coefficients; Table 2 shows the results of the partial significance test for the regression analysis model:

Table 2. Results of the significance test of regression coefficients to predict ASW from the total score of PUCQ

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²
	B	Std. Error	Beta			
(Constant)	17.475	1.658		10.541	0	0.847
Perceived University Climate Quality	0.458	0.017	0.920	26.981	0	

Table 2 shows statistical significance for the regression coefficients of the constant and the PUCQ in predicting ASW, the beta values were (17.475, 0.458), respectively. The value of (R²) was (0.847), indicating that the total degree of ASW explains (84.7%) of the variation in ASW values. The predictive equation can be expressed as follows:

$$Y = 17.475 + 0.458 X$$

Where (Y) represents the degree of ASW, and (X) represents the degree of PUCQ.

B. Predicting ASW from the dimensions of the PUCQ:

This study aims to determine which dimension of university climate quality is more predictive of ASW. Multiple regression analysis was conducted using the stepwise method. The results are displayed in Table 3.

Table 3. Results of multiple linear regression variance analysis for predicting ASW from the PUCQ dimensions

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14605.048	4	3651.262	67.770	0.000
Residual	6950.183	129	53.877		
Total	21555.231	133			

Table 3 shows that at least one of the regression coefficients is significant and differs from zero, and to determine the significance of these coefficients, Table 4 presents the results of the partial significance test for the regression analysis model.

Table 4. Results of the significance test of regression coefficients to predict ASW from the PUCQ dimensions

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²
	B	Std. Error	Beta			
(Constant)	17.241	1.642		10.497	0.000	0.855
Social Dimension (X1)	0.701	0.099	0.507	7.086	0.000	
Academic Dimension (X2)	0.457	0.086	0.321	5.292	0.000	
Organizational dimension (X3)	0.212	0.104	0.151	2.046	0.043	

Table 4 indicates statistical significance for the regression coefficient of the fixed amount, with a beta value of 17, 241. All dimensions show statistical significance in predicting ASW, with the social dimension ranking first, followed by the academic dimension, and lastly the organizational dimension in predicting ASW. The beta values for the dimensions (0.701, 0.457, and 0.212) in order were, the R-squared value (R²) (0.855), indicating that the three dimensions collectively explains (85.5%) the variation in ASW. The predictive equation can be expressed as follows:

$$Y = 17.241 + 0.701 X1 + 0.457 X2 + 0.212 X3$$

Where, (Y) represents the degree of ASW, (X1) represents the social dimension, (X2) represents the academic dimension, and (X3) represents the organizational dimension.

8 DISCUSSION OF THE RESULTS

The results of the research found a statistically significant positive correlation between the perceived quality of the university and ASW among the research sample of KKU students. Additionally, the PUCQ contributes to predicting ASW among the research sample. The results of the current research align with previous studies: [10], [5], [19], [28], [31], [14], [26], [3], [25], [4], [29].

The positive correlation between the PUCQ and academic self-happiness is logical. The presence of a positive and high-quality university climate will likely have a positive impact on the development of academic self-happiness levels among university students. The perceived quality of the university climate indicates that students appreciate the atmosphere at the university and the factors influencing their educational experience, including student-faculty relationships, social communication and interaction, available resources, and academic and institutional support. When students perceive a high-quality and positive university climate, they feel comfortable, happy, and balanced in the learning environment. This positive atmosphere is reflected in their improved academic performance, leading to enhanced satisfaction and happiness. Consequently, students are more enthusiastic and motivated to excel and achieve their academic goals.

There are several factors that explain the positive correlation between the PUCQ and ASW, the most important of which are academic support, a stimulating environment, and positive relations with the university. When students feel strong academic support from professors and the university, they feel interested and appreciated, which enhances their ASW. A stimulating learning environment that encourages students to interact, participate, and actively learn leads to increased ASW for students. When students form positive relationships with professors and colleagues at the university, it promotes a sense of belonging and happiness, which in turn fosters academic success and academic subjective well-being.

On the other hand, when students feel satisfied, happy, and accomplished, they tend to appreciate the quality of the university environment more. ASW is a strong predictor of a student's overall learning experience, including their appreciation of social relationships, academic support, and resources available at the university.

In conclusion, the quality of the university climate and ASW reinforce each other, contributing together to enhancing students' experiences and expertise at the university, and increasing the rates of academic achievement. Therefore, it is recommended to create a positive, supportive, and stimulating university environment for students. This environment should be characterized by joy, happiness, positive relationships, good feelings, collaborative work, and university activities that promote satisfaction, bonding, gratitude, and academic effectiveness among university students.

9 RECOMMENDATIONS

In light of the findings, the researchers recommend:

1. Creating a supportive environment for male and female students at the university to enhance feelings of satisfaction, camaraderie, appreciation, and academic performance.
2. Creating a supportive environment for male and female students to enhance their awareness of the university enhance quality.
3. Urging university leaders and faculty members at the university to create a positive and interactive educational environment characterized by good relations and active student participation.
4. Improving the quality of study programs and educational services to enhance students' academic subjective well-being (ASW).
5. Holding various training courses and programs for university students to help them invest their diverse energies and improve their time management skills for their benefit. This will also help develop their sense of subjective well-being.

Suggestions: Researchers can benefit from the existing research to carry out the following proposed research:

1. Researching and studying the factors affecting the improvement of the quality of the university climate among KKU students.
2. A proposed plan to enhance the PUCQ among KKU students.
3. Researching and studying the factors affecting the development of academic self-happiness among students at KKU.
4. Preparing a counseling program to enhance ASW among students at KKU.

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