

The University Student is Seen as a Customer: A Qualitative Analysis to Enhance Academic Performance from Satisfaction

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Abstract

In this article a study is carried out to identify the aspects of student satisfaction that allow improving university academic performance through applied educational research with a qualitative approach. Likewise, it is specified that the study problem is: how to enhance academic performance based on the satisfaction of the university student seen as a customer? The theoretical framework states that the way to be able to plan, know, and evaluate the satisfaction of students concerning the service they usually receive in academic terms is considered a relevant factor concerning the quality of education at the national level, such efforts demanding an objective of excellence in education. The study subjects were 06 teachers of the Administration and Marketing career of a private university in Lima. As main results, 02 axes were evidenced: how satisfaction influences university academic performance and the elements to know which motivational strategies improve university academic performance. A discussion of the results was carried out, contrasting what was obtained in the qualitative focus group instrument to affirm or not the delimited category and the emerging categories of the study subjects with the scientific literature. Likewise, in conclusion, we have the reflection to reinforce the importance of student satisfaction to improve student performance in their educational experience at an integral level.

Keywords: Student, customer, academic performance, satisfaction.

1. Introduction

Considering the importance of being able to consider the university student as a customer in commercial terms, the focus of academic incentives can be evidenced because it has a close relationship with satisfaction through a line of applying it as an impulse to make a reward, in this case, aligned with the academic to land it directly to the student [1], and goal-setting theories that allow creating own goals through previously planned decisions. Once the goals have been

established, being clear and attainable, people are determined to achieve them. Therefore, the best goal is the one that is set after an evaluation of all existing goals [2].

The following research problem is posed: how to enhance academic performance based on the satisfaction of the university student seen as a customer? Regarding this, it is possible to generate an analysis of the university student at the customer level, generating affirmations in which social responsibility can provide the university with an important positive point of view for the student. The way of teaching is and how much can be seen as relevant knowledge to apply in companies, especially with a focus on social responsibility that leads to an impact on the citizen of tomorrow and the professional that arises concerning such educational service [3].

The way to be able to plan, know, and evaluate the students' satisfaction with the service they usually receive in academic terms is considered a relevant factor regarding educational quality at a national level, considering that such efforts demand a goal of excellence in education. With this, it is considered that the problem in higher education can be solved by considering solutions in a frontal way in the student and the teacher, managing a direct attention center in the decrease of low academic performance, dropout, and socioemotional problems that may occur in the classroom. Taking this into account, it is important to generate a temporary control regarding the educational criteria as a process, thus creating in commercial terms a better image as a business support and the quality of the service provided [4].

It is argued that an effective way to know and apply actions to strengthen the student experience is through academic proposals that consider a student mobility process since the internationalization process is increasingly considered [5].

It is considered that it is important for the improvement of students to be able to achieve knowledge and personal skills that realize quality development in the professional field where they will perform later, having a higher level of satisfaction that can be considered by university students, more can be referenced considerably on the quality of training [6].

Students consider that the components of educational quality are the treatment received during their studies by both teachers and administrative staff, the curriculum, self-realization as a student, and infrastructure. Student performance has a considerable impact when they receive a quality experience in their university life and this translates into an improved academic environment, increased commitment to their studies, a lower dropout rate in general, and even a lower percentage of transfers between careers [7].

There are also considerations in that students today have more options of universities that have generated a democracy for the choice regarding higher education, reaching the point of being able to supply this educational service in different segments, and socioeconomic levels, among other factors [8].

For students, one way to motivate them, build their loyalty, and have a sense of satisfaction is through the curriculum content, effective communication with teachers, and the facilities offered [9].

It is relevant that the educational strategy leads to strengthening the development of the university student in the class sessions to enhance the positioning of the educational service in

the mind of the customer, i.e., the student. A relevant element today is educational marketing concerning the profile of the university student as a customer, it is defined as the set of strategies to create and promote educational content, focused on the services and social needs that satisfy the customer, that is, the student. Considering that educational content encompasses a way of being able to generate skills that focus on achieving objectives related to teaching, considering a correct procedure of educational competencies [10].

Having this slogan, several statements and studies regarding the student's behavior impacts on their performance in the classroom sessions, companies should focus a work aimed at the student, generating a contribution to meet or better yet, exceed the proposed expectations. It is important to consider that the increasingly changing market and different ways of competitiveness that add to a customer who has greater opportunity to choose, greater platform and information channels that generate greater types of questions and ways to meet the expected satisfaction [11].

Finally, for the introductory part, it is important to consider the great effort made by the houses of study to attract and retain students, generating in commercial terms, an importance in the quality of the proposed service, through actions such as the application of teaching videos, didactic materials, generation of job offers, reinforcement systems in specific courses, key research projects, among other points to be taken into account. Marketing in educational institutions goes hand in hand with the level of demand, tastes, student preferences, and current demands that have an end in satisfying needs and, at the same time, in their development through the learning experience [12].

2. Methods and Methodology:

The present study is applied educational research with a transformative scope, using a qualitative approach, a case study was used to select 06 teachers of the undergraduate Administration and Marketing career of a private university in Lima through a non-probabilistic and intentional sampling. The technique applied is the focus group, a total of 02 questions were asked considering the objective of the instrument to identify the perception of the impact of student satisfaction to enhance university academic performance (the way of providing information was virtually, starting from a Google form to obtain an automated online open question response).

The Lima private university chosen has a university context with more than 25 years in the educational sector at the national level, was founded in November 1993, and currently has 5 campuses in metropolitan Lima (Los Olivos, Breña, Comas, Chorrillos and San Juan de Lurigancho), and in the provinces in Trujillo and Cajamarca. Since 2007 it has been a member of the Laureate International Universities network, which is a network of private academic institutions of higher education recognized in different countries [13].

It should be noted that the practical contribution to be proposed must comply with certain measures such as being feasible, useful, and able to offer the necessary clarity to have results in different contexts where it is considered feasible to apply it. [14].

As will be seen in the following table and figure, the scientific category and subcategories of the present research and the findings obtained for further analysis will be shown.

Table 1 Scientific categories and research subcategories

Scientific categories	Research subcategories
Student satisfaction: It has a relevant character because it resembles the experience with the institution. In addition, it should contemplate, among others, the infrastructure, and the organization, considering the teachers and the use of technologies.	1. Student motivation. 2. Academic confidence. 3. Psychological capital.

Source: "The university student as customer: relationship with student satisfaction and academic performance", [4].

About the table 1 it can be considered that the student satisfaction category generates three research subcategories that have an important relationship.



Figure 1 Evidence of the focus group applied to 06 undergraduate professors.

Source: self-made

About the figure 1, it is important to specify that the focus group contains guiding questions to delve deeper into the topic presented.

3. Results:

The results were processed to determine the level of knowledge that can be recovered from the teachers who accompany students at the pedagogical level throughout their university life to analyze the strategy of student satisfaction to enhance university academic performance.

There are criteria for analyzing satisfaction and motivation in individuals, highlighting creative self-efficacy, motivation for self-learning, self-confidence, and psychological empowerment [15].

The main findings of the focus group are evidenced in the reflection on the responses of the teachers investigated, the first question was: From your experience, how does satisfaction influence university academic performance? Detail. What stands out most in the answers is that satisfaction is a correct symptom for students in principle for the development of their academic activities and expectations. Also, looking at it in a more commercial term, it allows the student to have a greater identification with the house of studies and can generate a close relationship with relevant categories such as commitment, motivation, and productivity.

The second question was: What motivational strategies do you suggest improving university academic performance? Detail. What stands out the most are the importance of giving special attention to the quality of service promised, application and incentive of participation in agreements, internships, and experiential workshops that give a positioning that the House of Studies makes efforts to offer a proposal of constant improvement in the educational service. Likewise, it is emphasized that the student is followed up with monitoring and feedback that, in synthesis, lead to ways of generating an impacting experience for the student.

This is why 02 cores are reflected in the study:

Core 1: refers to the elements of how satisfaction influences university academic performance.

Emerging categories

1. Increased engagement in the classroom.

The main finding is that it is supported by the application of the instrument because they will have a greater commitment and compliance with the academic tasks entrusted to them.

Likewise, the emerging category is related to generating an empathetic, affective bond with the teacher, since it facilitates the development of the class and favors the fulfillment of the tasks assigned. Likewise, it can generate more contributions, and a desire to investigate, learn, and consult.

2. Interest in further learning.

The main finding is that it is supported by the application of the instrument because it influences performance and the desire to continue learning, to know, to understand, to grow, to create, to transform, to improve, to share, and to increase the value of learning. Likewise, it is a way of being that is never satisfied with what has been achieved, and that does not get discouraged in the face of difficulties or limitations.

3. Greater participation in the development of academic activities.

The main finding is that it supports the application of the instrument because it generates greater attention in the student, which leads to increased productivity in the class session and in the activities assigned, all of which also reflects greater student performance.

Identification with the school.

The main finding is that it is supported by the application of the instrument because student satisfaction is influenced as part of a loyalty plan and thus, reduces attrition. It is the result of student satisfaction, positive experiences, and overall perceived value.

Core 2: refers to the elements to know which motivational strategies improve university academic performance.

Emerging categories

Personalized academic support.

The main finding is that it is supported by the application of the instrument not only in the development of academic activities but also in the personal and social environment. Likewise, it is a preventive action of maintenance and improvement of the formative process of the students, which through the promotion of strategic and autonomous learning generates processes of support and orientation in the face of the academic situations experienced.

Student counseling.

The main finding is that it is supported by the application of the instrument because the reinforcement to the student is relevant to guide the student to achieve the durability of what has been learned, the meaningful understanding of school content, the acquisition of skills, attitudes and values, behavioral self-regulation and learning to learn.

Interactive class.

The main finding is that it is supported by the application of the instrument because complementing the theoretical part with the practical part, in addition to individual work and encouraging attendance generates greater class participation. It is considered that the interactive class is an expression widely used to describe the quality of the teaching and learning processes that take place in the classroom.

Group feedback.

The main finding is that it is supported by the application of the instrument because it expresses opinions, and informed judgments about the learning process, with the successes and mistakes, strengths and weaknesses of the students. During such a feedback process, the teacher's intervention is more than important as the imparting agent.

Theoretical assumptions were analyzed before the development of the educational strategy.

Theoretical foundations of strategy

The theoretical foundations that support the proposed educational strategy are detailed below:

Contribution to the tasks in the class session, implies concentration in class, enjoyment in presenting to classmates the topics covered, skills in writing essays or other texts, completing studies with extracurricular courses, working in a team or with classmates, among other applicable elements.

Student commitment involves the organization and time dedicated to study activities, planning, preparation for exams, and the adequate use of diverse didactic resources.

The organization of the didactic tools facilitates the application of the proposed objectives and thus favors the actions of the teacher and the students, considering the objectives, contents, and activities used in teaching and learning.

Academic proficiency, which is seen as the belief in the subject's ability to successfully produce creative results in managerial activity, is constituted as achievement motivation.

Stimulation for learning is understood as the management activity must be a real and felt need of the workers so that it can mobilize behavior in the function of constant self-learning that allows them to incorporate knowledge, skills, and values for the performance of the management activity.

Self-confidence for the study is expressed when the subject assumes the role of confidence as a mediator between interpersonal and self-management skills and the motivation to learn, which becomes an important motivational spring at the psychological level.

Psychological strengthening refers to the increase of an individual's intrinsic motivation in a specific role, maximizing his or her performance to achieve the proposed objectives.

Next, the practical contribution of the present research is generated, considering initially the objectives of this research:

General Objective

To strengthen the development of the university students in the classroom sessions.

Specific Objectives

To strengthen the development of the university student from the student's commitment.

To strengthen the university student's development based on the confidence to study.

To strengthen the development of the university students from the psychological strengthening of the students.

Stages of the strategy

The stages of the application of the strategy can be developed in sessions aimed at university students (both in public and private universities).

Pre-active stage: (session 1, session 2 and session 3).

Table 2 Session 1: We reflect and raise awareness about our performance as a university student.

Specific objective	Content	Resources	Moments
To strengthen the development of the university student from the student commitment.	-Lineaments of the development of the university student. -The correct development of the university student for success in college.	-Multimedia equipment. -PPT on the topic addressed. -Laptop. -Interactive multimedia applications.	Home: Presentation of an introductory video. Development: Interactive online work through multimedia applications. Closing: Self-evaluation.

Source: self-made

About the table 2 considering the pre-active stage and the responsible are the researcher, the applicators and teachers.

Table 3. Session 2: Reflecting on and raising awareness of our learning stimulation.

Specific objective	Content	Resources	Moments
To strengthen the development of the university student from the confidence for the study.	-Guidelines on stimulation for learning. -Guidelines on academic sufficiency. -The importance of academic sufficiency.	-Multimedia equipment. -PPT on the topic addressed. -Laptop. -Multimedia applications.	Home: Presentation of an introductory video. Development: Interactive online work. Closing: Self-evaluation.

Source: self-made

About the table 3 considering the pre-active stage and the responsible are the researcher, the applicators and teachers.

Table 4. Session 3: Reflection and sensitization on the importance of psychological strengthening in the student.

Specific objective	Content	Resources	Moments
To strengthen the development of the university student from the psychological strengthening of the students.	-Guidelines on psychological strengthening. -Importance of student commitment in students.	-Multimedia equipment. -PPT on the topic addressed. -Laptop. -Interactive multimedia applications.	Home: Presentation of an introductory video. Development: Interactive online work through multimedia applications. Closing: Self-evaluation.

Source: self-made

About the table 4 considering the pre-active stage and the responsible are the researcher, the applicators and teachers.

Development stage: (session 4, session 5, session 6 and session 7).

Table 5 Session 4: How to improve the organization of teaching tools?

Specific objectives	Content	Resources	Moments
To strengthen the development of the university student from the student commitment.	General fundamentals of self-management in people. -The importance of the student's role in the commitment to study. -Trust approaches to study.	-Multimedia equipment. -PPT on the topic addressed. -Laptop. -Interactive multimedia applications.	Home: Presentation of an introductory video. Initial reflection questions. Development: Interactive online work through multimedia applications. Closing: Socialization. Final reflections questions. Self-evaluation.

Source: self-made

About the table 5 considering the development stage and the responsible are the researcher, the applicators and teachers.

Table 6 Session 5: The process of developing confidence for the study

Specific objective	Content	Resources	Moments
To strengthen the development of the university student from the confidence for the study.	-The understanding of confidence for the study. -Techniques for applying optimal confidence to study.	-Multimedia equipment. -PPT on the topic addressed. -Laptop. -Interactive multimedia applications.	Home: Presentation of an introductory video. Development: Interactive work. Closing: Socialization. Self-evaluation.

Source: self-made

About the table 6 considering the development stage and the responsible are the researcher, the applicators and teachers.

Table 7 Session 6: Management of the organization of the didactic tools

Specific objective	Content	Resources	Moments
To strengthen the development of the university student from the confidence for the study.	-The importance of the organization of the didactic tools. -Environments that impact self-confidence for study.	-Multimedia equipment. -PPT on the topic addressed. -Laptop. -Interactive multimedia applications.	Home: Initial questions. Presentation of an introductory video. Development: Interactive work. Closing: Socialization. Self-evaluation.

Source: self-made

About the table 7 considering the development stage and the responsible are the researcher, the applicators and teachers.

Table 8 Session 7: The application of strategies to strengthen the university student's performance in class sessions

Specific objective	Content	Resources	Moments
To strengthen the development of the university students in the classroom sessions.	-The application of academic strategies to strengthen the student's development in the university. - The importance of applying the strengthening of the student's development in the university.	-Multimedia equipment. -PPT on the topic addressed. -Laptop. -Interactive multimedia applications. -Multimedia equipment.	Home: Initial questions. Presentation of an introductory video. Development: Interactive work. Closing: Socialization of final reflection. Self-assessment using digital tools such as the Mentimeter and Google Forms.

Source: self-made

About the table 8 considering the development stage and the responsible are the researcher, the applicators and teachers.

Evaluation stage: (session 8).

Table 9 Session 8: Evaluation of the application of strategies to strengthen the university student's performance in class sessions

Specific objective	Content	Resources	Moments
To strengthen the development of the university student from the student commitment.	-The importance of evaluating the university student's performance. -The importance of continuous improvement based on student commitment.	-Multimedia equipment. -PPT on the topic addressed. -Laptop. -Interactive multimedia applications. -Multimedia equipment.	Home: Guiding questions. Presentation of an introductory video on the importance of a thorough evaluation. Development: Interactive work to raise awareness of the importance of evaluation. Closing: Evaluation of the strategy through anonymous Google Forms surveys.

Source: self-made

About the table 9 considering the evaluation stage and the responsible is the researcher.

Table 10 Seasonality

Stages	Activity	Responsible
Pre-active stage	Session 1	- Researcher, applicator, and teachers.
	Session 2	
	Session 3	
Development stage	Session 4	-Researcher, applicator, and teachers.
	Session 5	
	Session 6	
	Session 7	

Evaluation stage	Session 8	-Researcher.
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Source: self-made

About the table 10 considering the detail of the planning regarding the application of the proposed sessions

4. Discussion:

Regarding the discussion of the results, we will contrast the results obtained in the qualitative instrument applied in the focus group to affirm or not the delimited category and the emerging categories of the study subjects with the scientific literature.

It is important to know that Core 1 refers to the elements of how satisfaction influences university academic performance. This is contrasted with a grounded theory of a study where they claim that academic performance, mental health, and life satisfaction are related variables in the student experience [16].

Referring to the emerging category of greater commitment in the classroom, it is reflected that satisfaction is not only to meet expectations but to exceed them at the client level and this generates a greater momentum of better performance in measures that the student performs throughout his class session and university academic learning [17].

Regarding the emerging category that the student can denote a greater interest in learning in the classroom, the relevant information is verified concerning substantiated studies that contrast this statement. There is a study in China called Research on the Influence of Online Learning on Students' Desire to Learn, it reflects that for any learning process it is important to generate a continuous interest in the student through self-learning skills, ICT literacy in teachers (so that they can apply all relevant tools in the classroom) and the conditions in which class sessions are conducted (both face-to-face at the infrastructure level and both online in the conditions of the hardware equipment). Finally, he argues that, due to the particularities of the changing environment, all learning factors must be in constant evolution, and among them, how to satisfy the learner [18].

Regarding the emerging category that students can have greater participation in the development of academic activities, this statement was compared with a grounded theory based on a study highlighting the importance of greater student participation in academic and social activities as an important factor influencing student learning outcomes. Also, the results highlighted the importance of providing high-quality university experiences and the formulation of policies on possible ways to support students' learning outcomes to improve their participation in social and academic activities [19].

Considering the emerging category that the student may have an identification with the house of studies, it is important to contrast it with a study on the relationships between university brand personality, identification, student participation, and citizenship behavior. In this research, the effects of university brand personality and student-

university identification that have an impact on student participation and citizenship behavior in the context of higher education are known. It is affirmed by the reflections that students who identify with their university are involved in various forms of participation and citizenship behaviors, such as affirmation generates that the houses of studies can optimize their marketing and communication brand to emphasize specific characteristics to improve the identification of students with the university and participation in a greater number of support activities [20].

It is important to know the core 2 about which motivational strategies improve university academic performance. For this purpose, it is contrasted with a grounded theory regarding student satisfaction as an element of quality monitoring education in higher innovation, an educational institution was analyzed considering that they determined the increase of students and their participation in the educational process considering the improvement of higher education through cognitive motivation, personal development and satisfaction with higher education. Also, it was revealed that motivation is accompanied by monitoring the student throughout the entire educational process [21].

Regarding the emerging category of personalized academic support, is contrasted with a grounded theory that supports the importance of the academic support environment and its impact on the student in higher education, which affirms the importance of academic support with an added value to personalization, which makes students have more possibilities of knowledge value and produce better academic performance. The study sample of 226 business and economics students concludes how relevant it is to realistically manage students' expectations through closer communication to raise their satisfaction with the study house [22].

Considering the emerging category of student advising, we can contrast it with a grounded theory stating that student advisors have a high impact nationally and internationally, such professionals play a relevant role in the student's academic path, seen as clients. Likewise, in the bibliographic baggage higher education is perceived not only as benign members of the academic community but as strong and necessary benefactors intellectually, culturally, and economically in the student. The relevant position of student counseling as a tool for student satisfaction impacting university academic performance is reaffirmed because the author mentions that such counseling can have an impact on the student client's life for the better, shaping his or her future [23].

Justifying the emerging category of dynamic classroom, we can substantiate the importance of a dynamic classroom session (including student role-playing, participation in feedback, and use of case studies). Key to the study was the use of a team-based role-playing case competition involving student teams, faculty judges from across the school, and undoubtedly the teacher. Overall, the techniques applied improved student performance and learning. Finally, the emerging category is supported by the evolution of the more hands-on and interactive pedagogical process based on a study of a small private liberal arts college located on the East Coast of the United States [24].

The emerging category group feedback is reliably documented as having an impact on university academic performance. Thus, there is a study where they revealed through procedural findings the effectiveness of a formative evaluation system to improve student learning. This system consisted of giving feedback to students on the mistakes they made in a series of tasks performed during a course. A total of 166 students enrolled in a core subject of the psychology degree at the University of Barcelona participated. The main reflection is that attendance to feedback classes was positively correlated with students' grades, generating a consequence in university academic performance [25].

5. Conclusions:

The current state of student satisfaction was diagnosed, evidencing 02 cores, how satisfaction influences university academic performance, and the elements to know which motivational strategies improve university academic performance.

The results of the student satisfaction diagnostic yielded emerging categories that in synthesis reinforce the importance of student satisfaction and how to improve student performance in their educational experience.

The research subcategories have been answered by contrasting information concerning the discussion of results between the theoretical and the practical.

It is also concluded that the research proposal can be implemented in a university (public or private), considering that the educational strategy is flexible and can be adapted according to the established situation.

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