

## A Gender Segregated Study: Students' Learning Satisfaction Towards Higher Education

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### Abstract

The study investigated the satisfaction accounting students have towards higher education and if there is a difference between their satisfaction according to gender. It aims to facilitate universities in enhancing their learning system and assist students regarding their career choices. Factors that may affect the students' satisfaction include teacher's capabilities, assessments given, and the students' generic skills and learning expertise. The study's design is quantitatively descriptive and uses questionnaires to gather data from a random sample of students from the accounting program of City College of Angeles. Data are then treated using frequency and percentage on demographic profile, arithmetic mean on weighing satisfaction, and independent sample T-test comparing female to male satisfaction. Results show that the respondents are satisfied with the teaching personnel, the assessment provided, and their skills and expertise in learning. The respondents also show a satisfying outlook toward higher education. The independent T-test also indicates no significant difference between male and female gender when it comes to their satisfaction towards higher education. CHED or any governing body should closely monitor the students' satisfaction with their academic ventures to understand why students drop out more in higher education.

**Keywords:** *accountancy, accounting information system, gender segregated, higher education, learning satisfaction*

### Introduction

Education has proved to be an integral part of society; Montgomery (2018) concluded that it is the main determinant of success. University of the People blog significantly introduced eight reasons why education is the key to success; one of the most impactful reasons stated is that the skills used in the job or employment are taught inside the school or curriculum. This proves that education is a breeding ground for highly competent and holistic individuals. Higher education is vital to education and society. It can be viewed as a tool for personal growth. Universities and Colleges are big factors and foundations for students to seek and achieve their dreams. It helps them with skills and how to know themselves as a person and what they really want to do or have after their studies in college.

Tolerance, intellectual skills as well as social skills are the result of education; it serves as an undeniable asset as it contributes to society and also, at the same time, focuses on the personal development of an individual. Students are

transferred to their non-comfort zone during their studies. This stage teaches children how to think critically and solve problems. They become better persons with the ability to tackle real-life situations due to their increased thinking and logic skills. Colleges undertake quality assurance assessments in higher education to learn about the strengths, limitations, opportunities, and other important factors. It aids in the discovery of planning areas.

Satisfaction is the feeling that a person experiences when he or she had a performance or an outcome that has exceeded his or her expectations. When a person meets his or her expectations, he or she will be satisfied; so, it is a deliberate achievement that leads to contentment. Yet, Magnaye (2020) stated that around the globe, schools are experiencing less and less graduates in colleges.

Given that more and more students are becoming less satisfied with education is a serious factor that needs to be considered as education proves to be a

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strong foundation of society, their satisfaction towards education is also a challenge to administrators; students are considered as business partners of the educators. Therefore, it is important to clarify their satisfaction.

Undoubtedly, students' satisfaction should focus primarily on what they get and perceive in themselves; instructors and assessments are the most talked factor among schools, and instructors are the motivating factor in continuing education. How they perceive themselves provides them will continue despite the challenges and risks inside the academe. Educators should be more aware of the different techniques in order to improve undergraduate education. Students and instructors may benefit from learning styles to help them better understand how to learn and teach. Identifying the learning styles of students provides information about their individual preferences. Understanding learning styles can make it easier to establish, alter, and improve educational programs and curriculum.

Philippines proved to be on par with global skill competencies against other foreign countries as stated by Magnaye (2020). Despite this, in the latest consensus of the Philippine Statistics Authority (PSA), suggest that among the number of enrollees in schools surprisingly drops from 27.7 million in 2019 to 23 million in 2020, it can be remembered that in 2017, PSA stated that out of 3.53 million dropout students 83.1% of this can be had an age range of 16-24 years old (Romero, 2021). This proves that even though the future security higher education provides, many students still consider dropping out. Philippines' economic situation remains dire. As a result, academics recommend that our leaders think about the quality of education available in the country.

Bombarded with these consensuses statistically, factors should be properly be addressed and studied in order to properly grasp and control the continuously increase in dropping rate of the students. In the study conducted by Li and Carroll (2019) reviews the relationship satisfaction of students and the dropout rate in higher education, their study proved that students who had low satisfaction toward their marks and performance are most likely to drop out in college.

Dhaqane & Afrah (2016) stated that student satisfaction of student is a determinant of academic performance. Classifying the student's satisfaction with their education system is important to prolong students' academic performance in higher education properly. Today, educators tend to disregard the students' satisfaction with what the institutions provide, and satisfaction proved to be one of the factors that need to be talked about and discussed properly.

Thus, looking back on the studies mentioned above, it is concluded that satisfaction of students towards their learning at higher education poses a huge problem to be covered, but most of them are general, too broad, or lacking in factors. The study is prompt to achieve the satisfaction of Accountancy students, in particular towards their chosen school and career path.

Professional subjects in accounting should be studied as it is; accounting students learn how to build, maintain, and audit a detailed and accurate accounting system that reflects a company's or organization's finances. They learn how to examine a firm's or organization's financial status by studying accounting theory, it is not the same as reading a novel, memorizing facts, or even understanding accounting jargon. To put it another way, it is not easy. Basic accounting, financial accounting, cost accounting, managerial accounting, auditing, advanced accounting, business law, and taxation are examples of accounting topics. It is critical to study these accounting subjects not only to pass the course and improve one's accounting skills, but also to prepare for one's future employment (Mercado et al., 2016).

The purpose of this research is to help the university's accounting students enhance their learning methods. It will also identify accounting students' satisfaction towards their current educational system in order to make suggestions on how to better understand professional courses. Not only would determining the happiness of accounting students in various institutions of higher learning benefit the accounting students, but it will also boost the reputation of the participating universities.

Furthermore, this study aims to deliver and analyze the satisfaction encountered by BS Accountancy and BS Accounting Information System Students who are currently enrolled at City College of Angeles. To properly conclude strong results, the researchers aim to pursue answering these questions;

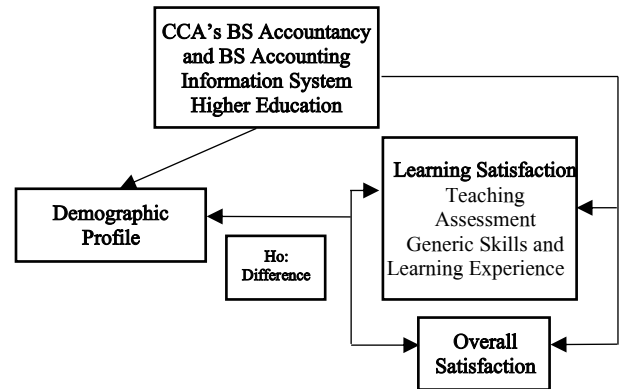
1. How are the respondents' profiles described as to sex?
2. How are the respondents' learning satisfaction described as to:
  - 2.1. Teaching;
  - 2.2. Assessment; and
  - 2.3. Generic skills and learning experience?
3. How is the overall satisfaction of students with higher education described?
4. Is there a significant difference between students' satisfaction according to sex?

**Methodology**

***Conceptual Framework***

Figure 1 shows the basic variables of the present contention of the study; City College of Angeles' BS Accountancy and BS Accounting Information System on Higher Education acts as the independent variable, which is the key to assessing students' satisfaction. The paper also assesses the demographic profile of the respondents in terms of sex, year level, and age. Figuratively, the researchers are to determine the satisfaction difference between males and females regarding teaching, assessment, and generic skills and learning expertise. Finally, the students shall also analyze the overall satisfaction of students towards CCA's BS Accountancy and BS Accounting Information System's education.

**Figure 1.** Paradigm of the Study



***Research Design***

This study will use quantitative descriptive research as the design; it notably focuses on analyzing direct data collected from the participants' answers. This research design is useful in interpreting the database of the mean, frequency, and percentage in classifying the level of satisfaction students have towards the current education, eventually concluding if there is a difference in the satisfaction of male and female respondents inside the given setting. According to Harappa Education (2021), descriptive research expresses the quality of a population, phenomenon, or situation, which can be used to observe even the slightest information relevant to the study, of which the researcher has no control, authority, or influence. Likewise, Patricia and Rangarjan (2013) stated that descriptive research design is used to describe the characteristics of a population or phenomenon being studied.

***Respondents of the Study***

The students' participation in this study was voluntary, and they all agreed to the survey/questionnaire. The respondents will be gathered from the sections in Angeles City particularly students inside the City College of Angeles during the year 2022-2023.

According to the City College of Angeles' Admissions and Registrar's Office, the population of students are currently enrolled as BS Accountancy and BS Accounting Information System at CCA for the 1st semester of the school year 2022-2023 are eight hundred-thirteen (813), with these a sample of two-hundred sixty-two (262)

was analyzed using a software named as Raosoft. The researchers used the simple random technique. The course and school chosen are suitable for the researcher's study.

### ***Sampling Design***

Simple random sampling techniques shall be utilized in this study. From a wider group of people, we choose a small number of people (a sample) to research (a population). Every person in the sample is chosen purely by chance, and everyone in the population has a chance to be included in the sample. Every sample of a particular size that is available has the same chance of being chosen.

### ***Methods of Data Collection***

Indirect method via questionnaires shall be used as the data collection process in the study. The researchers will gather data by the use of an adopted instrument in National Center for Vocational Education Research (NCVER) to determine the satisfaction encountered by the students and to explore whether there is a significant difference on the level of satisfaction according to their gender. The questionnaire contains a total of 20 questions and is separated into 4 factors which the researchers believe are beneficial to understanding the satisfaction of students in their course program and education system. The researchers are first to determine the demographic factor distinctly the sex or gender of its respondents which is an important variable to be considered in a gender-segregated study.

The first factor which is teaching is utterly composed of 6 teaching/instructor related questions. This part of the instrument acknowledges the satisfaction of students towards the teaching styles, capabilities and performance of the instructors inside the City College of Angeles.

Assessment is the succeeding factor which is composed of exactly 5 questions which tests if students are wholeheartedly satisfied in the assessment given to them, this factor also tests if students think that the quizzes or examinations given to them are presented fairly according to what has been thought.

Subsequently, the generic skills and learning experience part mainly encompasses 8 skill and experience related questionnaires which assess the student's own capability, generic skills and learning experience uniquely recognizes the student as itself including if they truly learn or gain something throughout their experience in higher education. This factor comprehends if students think they are satisfied with being a competent individual.

Overall satisfaction is the last and foremost important factor to be considered in the study, this undeniably generalizes the satisfaction of students towards the education system as a whole.

5-Point Likert Scale which ranges from Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4) and Strongly Agree (5) shall help the researchers in understanding student's satisfaction towards the given factors and concluding if they truly are satisfied towards the current education system in higher education.

The said instrument has been properly modified to appropriate the question to the chosen respondents. The questionnaire will be sent to the representative of each class which will then be distributed to the needed respondents. Their responses are retained in accordance with the respondents' and researchers' agreement.

After gathering the needed responses, the researchers then shall use the following to completely analyze and tabulate based on the statistical tool used. Statistical treatment shall be done by a computer software and application named IBM SPSS Statistics 20.

### ***Reliability and Validity of the Research Instruments***

In seeking to accurately analyze student's satisfaction towards higher education, the researchers make use of a 5-point Likert scale adapted from National Center for Vocational Education Research Student Outcome Survey (NCVER SOS), (1) being the Strongly Disagree, (2) as Disagree, (3) as Neither Agree nor Disagree, (4) as Agree and (5) being the Strongly Agree. The terms, wordings and phrases were structured accordingly to fit in the study to exactly construct a research conclusion.

The adopted questionnaires were validly and reliably analyzed in a past study conducted by Fieger (2012). Testing the reliability of the three variables, an internal consistency has been proven to have a very high coefficient using the statistical formulation of Cronbach's Alpha. An alpha score of 0.9151 is tested in teaching, 0.8916 in assessment and 0.9363 in generic skills and learning expertise shows that the variables are truly valid and highly reliable. Therefore, the researcher concluded that the instrument shall be suitable to perfectly utilize and assess the satisfaction of the students towards the higher education towards BS Accountancy and BS Accounting Information System students in City College of Angeles.

The collected data form from the participants shall be analyzed and computed using arithmetic mean to conclude the total level of satisfaction BSA and BSAIS students had towards the factors stated in the study. The difference between the satisfactions of students from male to female respondents are to be computed using the independent sample t-test.

### ***Research Ethics***

Researchers gathered willing participants relevant to the study and discussed that this study aims to deliver and analyze the satisfaction encountered by BS Accountancy Students and BS Accounting Information System who are currently enrolled at City College of Angeles. Research ethics considerations shall be taken into account by the researchers in conducting the process of the study.

The respondents are also informed regarding the purpose, benefits and risks that they can have after participating in the study. The responses are purely voluntary and a written consent shall be attached at the beginning of the given questionnaires, emails and information of the conducting researchers shall also be written at the first page of the said questionnaires.

Moreover, to give them assurance and confidentiality, the researchers will not disclose any of the personal information regarding its respondents. Names, ages and other demographic profile aside from their gender or sex are optional to keep their identities anonymous from others and it never linked to other data by anyone else. Gender is

the only profile that should be required to be asked to the respondents as per this study requires the difference of satisfaction among male and female respondents.

No psychological or physical harm should result in this study as researchers only tend to analyze their own opinions regarding the stated contention of the study. The researchers will purely respect the opinion of its respondents and will only rely on the collected data by protecting the participant's choices and will not manipulate any of the responses to control the analysis of data.

### ***Statistical Treatment of Data***

After collecting the responses of the participants, a special statistical tool shall be used to accurately analyze and interpret the data collected and inferential statistical analysis approach shall be conducted accordingly:

1. To determine the demographic profile of the BSA and BSAIS students in City College of Angeles, frequency and percentage shall be used. This also shall help the researchers to quantify and identify the number of male and female respondents who answered the questionnaires.
2. To determine and conclude the level of satisfaction of the male and female students', Arithmetic Mean shall be used towards the factors teaching, assessment and generic skills and learning experience.
3. To determine the overall satisfaction of the students towards the education system, the researchers are to utilize analyzing the arithmetic mean of the response.
4. To accurately test the difference between the satisfaction of male and female respondents, the researchers shall use the independent sample t-test. By analyzing the p-value and t-value of the data, researchers shall conclude if there are differences in male and female's satisfaction.

Analysis, interpretation and computations necessary for the study are to be conducted using a computer software application specifically tasked to statistics. IBM SPSS Statistics 20 primarily focuses on computations and interpretations of data

statistically, it is a common tool which is used by researchers to analyze data mathematically.

**Results and Discussion**

***Respondents’ Profile***

Demographic profiling is a form of demographic analysis about groups of people and populations based on factors such as age, race, sex, and other demographic data.

Sex is a term used in studies referring to the physiological attributes that distinguish male from

female. It is often used by researchers when stratifying outcomes by male versus female participants in a sample or target audience, as it is more appropriate to say what the distribution by sex compared to gender, since the latter is multifaceted and fluid construct (Tannenbaum et.al, 2016).

The following table shows the frequency and percentage distribution of male and female respondents.

**Table 1.** Respondents’ Profile as to Sex

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Female	181	63.96%
Male	102	36.04%
<b>Total</b>	<b>283</b>	<b>100%</b>

Of the 283 surveys completed, 102 (34.04%) were from male students and 181 (63.96%) were from female students at City College of Angeles pursuing Bachelor of Science in Accountancy (BSA) and Bachelor of Science in Accounting Information Systems (BSAIS). Traditionally, the profession for accounting has customarily been overwhelmed by majority of men (Catalyst, 2016). However, the table above indicates that society has developed and the current circumstance has changed. According to the 2018 CPA Tracker Survey of the Board of Accountancy (BOA), more than 64 percent of newly certified public accountants are females. Consistently, several researches including the studies of Ming To et.al (2019), as well as Mercado, et.al (2016) segregated male from female respondents, observing that feminine understudies outflanked their masculine counterparts. In line with study of Lamayo (2019), one reason why male enrollees under BSA Program in the Philippines are relatively few is because they prefer engineering, pilot, and criminology rather than accountancy. Given the growing number of females entering the accounting profession, it is perceived that many females are now engaged with accounting courses compared with the early years of practice.

***Learning Satisfaction of the Respondents in Teaching***

Learning satisfaction is an evident, perspective and justified opinion of students towards learning which helps boost the morale of students in achieving success in academics.

Teaching is broadly defined as a form of interaction, communication and delivery of knowledge which connotes delivering information from one person to another person (Rajagopalan, 2019), according to Sieberer-Nagler (2015) an integral piece that raises the effectiveness and satisfaction in learning of students is teaching.

**Table 2.** Students’ Learning Satisfaction as to Teaching

Statement	Mean (Male)	Description	Mean (Female)	Description
My instructors are knowledgeable to the subject content	4.21	Agree	4.17	Agree
The instructors interact to the students	4.12	Agree	4.13	Agree
The instructors treated me with respect	4.38	Agree	4.35	Agree
The instructors understood what my learning requirements are	4.05	Agree	3.93	Agree
The instructors properly explained the subject’s topic	3.95	Agree	3.95	Agree
The instructors made the subject as interesting as possible	3.94	Agree	3.83	Agree
<b>Sub-mean</b>	<b>4.11</b>	<b>Agree</b>	<b>4.06</b>	<b>Agree</b>

Table 2 shows the student’s learning satisfaction for teaching which laid a sub-mean of 4.11 for male respondents and 4.06 for female respondents. It induced that both male and female students are satisfied to the teaching of their instructors. The question whether instructors treat students with respect yields the highest mean score of 4.38 for male respondents and 4.35 for female respondents, respectively, stating that students agree that their instructors treated them with respect regardless of their gender. As is often said, if you treat the students with respect, they will treat the instructor with respect. The students are satisfied with the class rules implemented by the instructors before the start of the discussion, as it allows them to understand what the instructor likes and dislikes during the lesson. The knowledge of the teacher towards the subject garnered a mean score of 4.21 for male and 4.17 for female which suggest that students agrees that they are satisfied towards their teacher's mastery and knowledge towards the topic, some factors suggest that passion affects the mastery of the topic. Most college professors are part timers so they tend to divide their time in teaching and their original work resulting for a lesser time to prepare for the subject. Professors in higher education particularly in the program also had different specializations in their own topic mastery.

As per the question “the instructors interact to the students” obtained a mean score of 4.13 for female and 4.12 for male respondents, which indicates that students agree that instructors interact with them while teaching. Some students observe that interaction with instructors can keep them active

while the class is still ongoing. Instructors have different ways of teaching; some do recitation during discussion while others give recitation activities, some ask questions if they understand the lesson, and others just want to focus on teaching. Since most of the college instructors value their time as the session for class is often limited to 1-2 hours, they tend to focus more on discussing the lesson thoroughly.

On the other hand, every instructor was given a syllabus which contains a set of guidelines about the subject offered. The question of whether the instructor understands the materials the students need to learn, acquired a mean score of 4.05 for male and 3.93 for female respondents, indicating that most of the students agree that the instructors understand and have knowledge about the students' learning requirements. The study of Mapuranga, et.al (2015) Majority of respondents believed that some personal characteristics influenced academic achievement and whether or not a student would complete the program in the time allotted. Understanding a subject related to accounting requires broader understanding and expertise as well as a strong connection to the subject. That’s why the major subjects related to accounting were taught by instructors in higher education, who have the ability and mastery to teach with a broader foundation on accounting subjects.

Furthermore, the question as to whether the instructors adequately explain the subject topic had a mean score of 3.95 for both sexes which implies that the students agree that their instructors properly explain their subject topic. Since the instructors of

major subjects in the accounting program graduated with mastery in accounting related professions, they are able to provide explanations to every question the students ask. They agree that their instructors' capacity and skills are adequate to explain every detail of the topic. In terms of whether the instructors made the subject as interesting as possible, obtained a mean score of 3.94 for male and 3.83 for female, indicating that students agree that their teachers can make their discussions interesting. Teaching strategies such as the use of teaching tools to keep the students interested, interaction in-between discussion among the student and the instructor, and the teacher's attitude have also influenced the overall satisfaction of the students (Gomez, et.al, 2012). Most college instructors use trivia or icebreakers such as

answering problems and multiple-choice questions while discussing, this made them agree that instructors make their best presentation to have a lively discussion.

***Students' Learning Satisfaction as to Assessment***

Assessment is a term used in HEI for summative and formative evaluation. According to Fisher, et al., (2019), assessment helps define students' development or improvements academically. Including evaluation and classification of students' grades (Tosuncuoglu, 2018).

The following table shows statements related to assessments, their corresponding mean, and their description.

**Table 3.** Students' Learning Satisfaction as to Assessment

Statement	Mean (Male)	Description	Mean (Female)	Description
The assessments are harder than I expected	3.75	Agree	3.82	Agree
Skills are fairly assessed by the assessment	3.82	Agree	3.80	Agree
The interval to take the assessment are appropriate	3.83	Agree	3.85	Agree
The feedback and score on the assessment are useful to understand my knowledge in the subject	4.14	Agree	4.08	Agree
The assessment was a good way to put everything I'd learned to the test.	4.07	Agree	4.05	Agree
<b>Sub-mean</b>	<b>3.92</b>	<b>Agree</b>	<b>3.92</b>	<b>Agree</b>

As shown in Table 3, the students are satisfied to the assessment given to them on higher education as it collected a sub-mean of 3.92 for both male and female respondents, the statement regarding the assessment's feedback and scores garnered the highest mean score of 4.14 for male and 4.08 for female and is marked "Agree". This suggests that students are satisfied when teachers provide assessment results and outcomes as it helps them navigate their knowledge in a particular subject and aids them understands how to improve. It is noted that feedback and scores disseminated on a timely basis is much preferred by the students so they can reflect on their work while still at the peak of studying the topic. Feedback from instructors that are not full-time usually takes longer than from full-time instructors which affects students' interest in reflecting on and studying items where they got the

wrong answers. Consistently with the study conducted by Watty et al. (2013) and Hattie and Timperley (2017), where the results shows that students prefer timely and detailed feedback; and is a powerful influence on learning; which is also a key to ensure effective formative assessment (Curtis, 2011). Additionally, assessment is a good way to put everything students have learned, with a mean score of 4.07 for male and 4.05 for female respondents, implies that students are satisfied when instructors use assessment to test their knowledge and help them expand their level of expertise. In consistent with the study conducted by Paul (2015), findings shows that frequent testing is a great way for students who struggle academically to improve their logical and academic skills, which in turn helps them learn more effectively. Moreover, having a mean score for male



respondents of 3.83 and 3.85 for female respondents, students agree that interval when taking assessments is appropriate. During this time, students review past lessons and skim through their lectures to equip themselves with the necessary information before taking their assessment, whereas others take their time to prepare the resources needed.

Students are also satisfied with the assessment given by instructors, obtaining a mean score of 3.82 for male and 3.80 for female, they agree that skills are fairly assessed by the assessment. College professors who often handle more than one section, make assessments not beyond the knowledge of the student but based on what they already know and what they have discussed with the group. Further, students are satisfied that assessments are fair or have the same criteria, method, and type of tests as their classmates and with other sections. On the other hand, male and female students agree that assessments are harder than expected, yields a mean

score of 3.75 and 3.82 respectively, as it indicates that students' struggle with the assessment given by their instructors as some professor discusses the topic and provides examples that only require basic requirements. Thus, students tend to have trouble solving problems that have unfamiliar requirements as they have not yet encountered nor practiced them before.

***Students' Learning Satisfaction as to Generic Skills and Learning Experience***

Generic skills and learning experience assess the student's own capability, it recognizes the student as itself they truly learn or gain something throughout their experience in higher education. This factor comprehends if students think they are satisfied with being a competent individual.

The table below shows statements relating to generic skills and learning expertise with their corresponding mean and description.

**Table 4.** Students' Learning Satisfaction as to Generic Skills and Learning Experience

Statement	Mean (Male)	Description	Mean (Female)	Description
College has helped me think about new life opportunities	4.25	Agree	4.16	Agree
College has helped me to develop the ability to plan my own work	4.13	Agree	4.09	Agree
College has helped me develop my ability to work as a team member	4.14	Agree	4.02	Agree
I am more positive about achieving my goals	4.22	Agree	3.95	Agree
College has improved my skills in accounting profession	4.04	Agree	3.96	Agree
College has made me more confident about my ability to learn	4.01	Agree	3.82	Agree
My problem-solving abilities were honed in college	3.89	Agree	3.83	Agree
I feel more confident about tackling unfamiliar problems	3.67	Agree	3.52	Agree
<b>Sub-Mean</b>	<b>4.04</b>	<b>Agree</b>	<b>3.92</b>	<b>Agree</b>

Table 4 presents the mean results in terms of generic skills and learning experience with the highest mean for both male and female respondents garnering a 4.25 and 4.16 score respectively, this suggests the participants have been given more time to fully

grasps the opportunities currently available for them, according to our respondents, college has helped them get more answers when it comes to what they can do with their lives by discovering a path that matches their interests. With a mean of

4.13 on male and 4.09 on female which suggests that college has also benefited the respondents in terms of their capabilities, both results according to Carnevale et.al, (2018) is crucial to securing the opportunities the participants want to accomplish.

The lowest mean present is 3.67 and 3.52 for male and female respondents which suggest that the respondents still agree with the statements, most of them agree and some are neutral in regards to their capabilities in tackling unfamiliar problems, according to our respondents, most of the problems they are about to tackle feels more situational rather than guaranteed when it comes to their confidence and capabilities, which also have a mean of 3.89 for male and 3.83 for female.

The Sub-mean shows a result of 4.04 on male respondents and 3.92 for female respondents which suggests that the respondents are well equipped with their skills and their capability to learn, also suggesting that through their capabilities, they can be more satisfied with the learning the institute

provide. This is also evident with what Mariano (2021) stated that the student’s skills, learning experience correlates to a high learning satisfaction and academic performance.

***Overall Satisfaction of Students in Higher Education***

Higher education refers to various degree or courses offered by different colleges and universities. On the other hand, satisfaction is what keep the students interested and inspired in completing their chosen course; which is important to identify for HEI to fulfill their role of helping strengthen the nation’s economy (Al-Sheeb et.al, 2018).

The following table presents the statement related to overall satisfaction of students with higher education along with the corresponding mean, and description.

**Table 5.** Overall Satisfaction of Students with Higher Education

Statement	Mean (Male)	Description	Mean (Female)	Description
I was satisfied with the quality of my college education in general.	4.10	Agree	3.98	Agree

Presented in the table above is the overall satisfaction of the students with higher education. Having a mean score of 4.10 and 3.98 on male and female respectively implies that students agree they are satisfied with the quality of education in general. Including course-program and classroom management, as well as extracurricular activities and various services offered by the school. This is imperative as the study of Martirosyan, et.al (2014) presents that overall satisfaction influences academic performance; which has substantial effect on individual’s career choosing path, as well as nation’s growth of prosperity (Kaur, 2015). Consistently with the study of Lampen (2020),

where the result shows that pursuing higher education among students creates good career opportunities after getting the degree.

***Significant Difference Between Students’ Satisfaction According to Sex***

To test the hypothesis that the male and female BS Accountancy and BS Accounting Information System students of City College of Angeles have no significant difference towards higher education, t-value and p-value of each predictor have been issued.

**Table 6.** Significant Difference between Students' Satisfactions according to Sex

	T-value	Mean		Mean Difference	Sig. (2-tailed)	Interpret
		Male	Female			
Teaching	.532	4.11	4.06	0.05	.595	Not Significant
Assessment	.082	3.93	3.92	0.01	.935	Not Significant
Generic Skills and Learning Experience	1.330	4.04	3.92	0.12	.185	Not Significant
Overall Satisfaction	1.052	4.10	3.98	0.12	.294	Not Significant

Table 6 shows that teaching, assessment, generic skills and learning experience, and overall satisfaction show no significant difference between the male and female respondents' satisfaction towards higher education.

Teaching with a p-value of 0.595 signifies no significant difference in the learning satisfaction between the male and the female respondents; this can be evidenced as the p-value is significantly higher than the alpha criterion of 0.05.

Assessment, which is higher than the alpha criterion of 0.05, garnered a p-value of 0.935, indicating that male and female satisfaction towards learning has no significant difference.

The lowest p-value difference among the variables, Generic skills and learning experience, suggests no significant difference between the male and female respondents toward learning satisfaction, as the p-value of 0.185 is higher than the alpha criterion of 0.05.

The significant difference of male and female respondents towards overall satisfaction garnered a p-value of 0.294, higher than the alpha criterion of 0.05 suggests that there is no significant difference and that the null hypothesis which is that there is no significant difference towards the male and female BSA/BSAIS students towards higher education in CCA is thereby accepted.

According to Siming, et.al (2015), the main factor which affects the students' satisfaction in learning is the experience, it can be implied that the experience is what separates the male and female respondents' overall satisfaction in HEI, Naaj, et.al (2012) concluded that there is no difference between male and female respondents towards

teaching and assessment which can be interpreted adjacently to the result gathered by the researchers. Their passion and mindset as an individual are what creates their own perception towards satisfaction, generic skills and learning expertise' of male and female students have no significant difference therefore it can be hinted that their passion and mindset towards achieving academic success are the same.

### Conclusions

As a conclusion to the findings of the data gathered:

1. The majority of respondents were female students, and their growing population implies that females are more interested in accounting-related courses than their male counterparts.
2. The majority of the respondents have a satisfactory result towards teaching as they believe that they get all the treatment they deserve inside the classroom.
3. Majority of the respondents are satisfied on the assessment's feedback and score provided by their instructors as they believe it helps them understand their knowledge in the subject and is a good way to put everything they learned to the test.
4. Majority of the respondents believed that they are well equipped with the generic skills and learning experience needed to have a better learning satisfaction highlighting the fact that HEI gave them more life opportunities.
5. Students are satisfied with the various services offered by the school, from course-program and classroom management to extracurricular activities which implies that students are getting quality education. Presuming that HEI would want to increase the satisfaction level of the students, they must thoroughly review the actions implemented and should monitor/maintain the overall satisfaction.

6. The computed responses garnered from the respondents shows that there is no significant difference between male and female towards teaching, assessment, generic skills and learning expertise and overall satisfaction as it concludes that sex is not a determinant of difference in learning satisfaction.

### **Delimitation of the Study**

This study categorically deals with the factors related to the student's satisfaction with higher education's teachings, assessments, generic skills, and learning experience in their chosen course.

This study is exclusively delimited to the stated factors, which are the teachings, assessments, and generic skills and learning experience; no other factors shall be included in analyzing the results on students' satisfaction, challenges, and problems encountered by students are not addressed. Another delimitation to be noted is towards the demographic profile of the respondents, the study itself focuses on the gender of the respondents, whereas other demographic profiles such as race, ethnicity, and marital status shall not be tested. Additionally, it delimits itself only to students under the program course BS Accountancy and BS Accounting Information System.

### **Recommendations**

#### ***Teaching***

Teachers and administrators should primarily focus consistently maintaining what they currently are providing for students, if they would strive for a much higher satisfaction towards HEI, then they should primarily focus on the lowest attained mean on questionnaires, particularly on making the subject much more interesting in order to gain the student's attention, it is recommended that teachers, if they would want to improve the satisfaction, should give out activities and games which are related to the subject before class, bringing out humor while opening up experiences in personal jobs to make the classroom approach much livelier. Teachers can also take note of some of the important highlights on the topic that seemed to be harder to grasp by the students and properly explain them in the simplest way possible; teachers of accounting subjects should primarily focus on

giving out problem-solving examples to students as the course outline primarily focuses on application.

#### ***Assessment***

As for the assessment variable, this study proves that students are satisfied with the assessment given to them by their teacher therefore, they primarily should keep this up consistently in order to possess a satisfactory result to students. This assessment helps students assess their capability and knowledge of the subject matter.

#### ***Generic Skills and Learning Experience***

Satisfactory of students' result shows that students are satisfied towards their own perception of generic skills and learning experience, students should constantly strive what they were doing as these generic skills and learning experiences poses to be an integral part of academic satisfaction. If the students are yet not satisfied towards their own perception, the researchers should recommend looking out for unfamiliar problems from other sources as this questionnaire was the lowest computed satisfaction among other questions.

#### ***Overall Satisfaction***

HEI focuses and monitors students' satisfaction, such as classroom observations, student progress, and evaluations; this should consistently be practiced and maintained by the HEIs to address any possible concerns and problems encountered by students, teachers, and administrators.

Incidentally, this study shall be used to help the Commission on Higher Education (CHED), the parents of the students, or any governing body such as the school administration to understand why more and more students, especially in higher education, tend to drop out of their academic platform.

#### ***Future Research Directions***

This study can be used to identify problems relating to academic satisfaction of the students towards higher education, it will serve as a basis of significant data and reference to understanding what and how students perceive the so-called learning satisfaction towards higher education.

This study shall also be a reference material to gender-segregated studies that opt to study the perceptible difference between male and female responses, especially in an academic paper.

This study may serve as a framework for understanding the student's perception towards teaching, assessment, and even generic skills and learning experience of students, additional psychological or demographic factors (school, program courses, etc.) are to be recommended in order to possibly get a step closer to understanding student's perception.

This study shall help realize that grades are not the only determinant of satisfaction and success in higher education; experiences and outside factors shall also be considered to treat students' satisfaction properly. As a suggestion, future researchers should tackle additional outside factors such as financial capabilities, personal experiences.

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