

DEVELOPMENT OF COLLEGE STUDENT LIFE SATISFACTION SCALE (CSLSS): INITIAL VALIDATION AMONG FILIPINO COLLEGE STUDENTS

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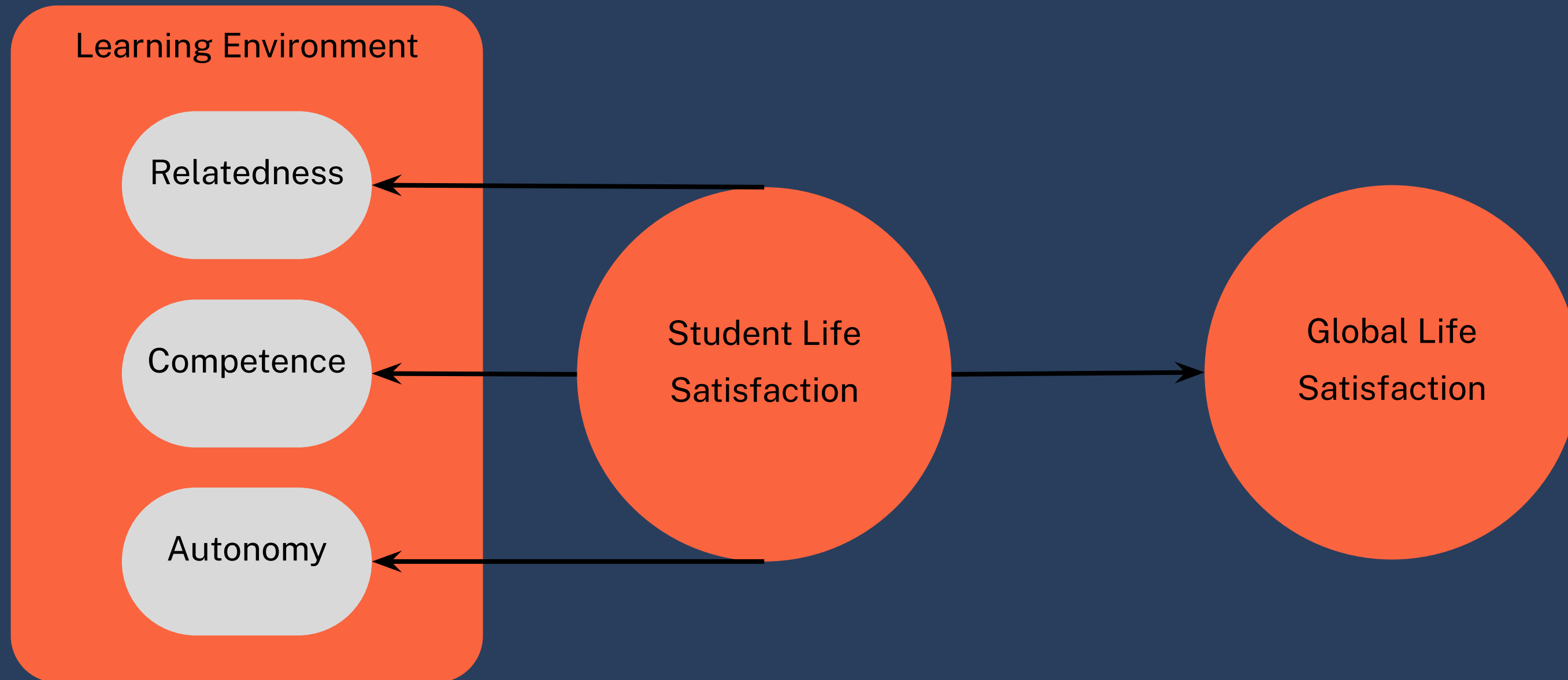
Introduction

- Life Satisfaction (LS) is a cognitive evaluation of one's life (Diener et al., 1985)
- People refer to information chronically available to them (Schimmack & Oishi, 2005; McNamee & Mendiola, 2014; Lucas et al., 2018)
- Bottom-up process of LS judgment making
 - Campbell et al. (1976)
 - A person must select a particular domain.
 - They must compare their condition in that specific domain to others

Introduction

- Student Life Satisfaction and Global Life Satisfaction
 - Youth often refer to their global life satisfaction judgment based on domains such as school (Proctor & Linley, 2014)
 - As for a college student, a satisfied learning experience probably affects their life satisfaction in general
 - School has various sources of support for students in fulfilling their psychological needs - peers, teachers, and school climate (Gilbert et al., 2021)

Introduction



Why create a SLS scale?

- Existing “Student life” scales
 - Multidimensional Students Life Satisfaction Scale (MSLSS)
measures LS of a child on different life aspects - Friends, Self, School, Family, and Living Environment.
- Culture might affect making life satisfaction judgments
 - College Satisfaction Scale (CSS; Lodi et al., 2017)

College Student Life Satisfaction Scale (CSLSS)

- **Assesses students' satisfaction with their overall learning experience in higher education**
- **encompassing both academic programs and interactions with peers and professors.**
- **Satisfaction is influenced by what each student values, with higher satisfaction indicating positive and fulfilling experiences.**

Methods

- **Phase 1**
 - Written interview with college students
 - Thematic Analysis
- **Phase 2**
 - Create preliminary items
 - Check factor structure
- **Phase 2.1**
 - Reliability
 - Validation

Methods

- **Phase 1: Qualitative Data**
 - Themes
 - Social Support (Family)
 - Social Support (Friends)
 - School-life Balance
 - Faculty
 - Academic Performance

Methods

- Phase 2: Generation of items and factor structure

Social Support (Family)	
FSLS56	I feel more relaxed about my studies knowing that my family supports me.
FSLS45	Aside from my grades, I would say that my family is also concerned with my well-being.
FSLS51	Aside from financial aspect, my family supports me on my studies.
FSLS53	My family checks on me whenever I am stressed with school works.

Social Support (Friends)	
FSLS38	I have friends I can rely on whenever I don't understand a lesson.
FSLS29	I am more motivated to attend classes whenever I am with my friends.
FSLS43	My friends are present whenever I am in need of help in my studies.
FSLS41	Studying with friends is helpful for me.

School-life Balance

FSLS14	I am still able to find time to rest despite of having academic responsibilities.
FSLS26	I do not find it difficult to set a leisure time for myself.
FSLS27	I could take a rest without being anxious about my pending school works.
FSLS20	Despite of my tasks in school, I am able to have a good quality sleep.

Faculty

FSLS60	Most of my professors value our opinions as students.
FSLS72	Our professors listen closely to our concerns.
FSLS73	Professors empathize well with our situation as students.
FSLS66	Professors put in great effort to teach their subjects very well.

Academic Performance

FSLS80	I make my parents proud by getting high grades in my subjects.
FSLS81N	My grades do not matter to me.
FSLS78	I tend to have a good grades on most of my subjects.

Methods

- Phase 2: Generation of items and factor structure

Social Support (Family)	Social Support (Friends)	School-Life Balance	Faculty	Academic Performance
<ul style="list-style-type: none">• FSLS56 = .80• FSLS45 = .80• FSLS51 = .78• FSLS53 = .63	<ul style="list-style-type: none">• FSLS38 = .84• FSLS29 = .76• FSLS43 = .74• FSLS41 = .70	<ul style="list-style-type: none">• FSLS14 = .82• FSLS26 = .75• FSLS27 = .68• FSLS20 = .66	<ul style="list-style-type: none">• FSLS60 = .77• FSLS72 = .76• FSLS73 = .68• FSLS66 = .63	<ul style="list-style-type: none">• FSLS80 = .67• FSLS81 = -.64• FSLS78 = .45

Methods

- Phase 2.1:
 - Reliability (Cronbach's Alpha)

Social Support (Family)	Social Support (Friends)	School-Life Balance	Faculty	Academic Performance
.83	.84	.80	.78	.75

- Reliability (Cronbach's Alpha)

SWLS	.33***
MSLSS (School Domain)	.37***
Performance last semester	.27*

Conclusion

- Use of Scale
 - CSLSS measures students' satisfaction with their overall learning experience in higher education.
 - It can also be used to assess the quality of the learning experiences that students receive in higher education institutions (HEIs)
 - Although the scale is new, it can stimulate discussion on how a satisfactory learning experience contributes to educational outcomes such as academic

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