The Impacts of Culture, Training Environment, Attitude, Psychology, Communication and Development on Students' Satisfaction: The Case of Mongolia

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Abstract
Our research aims to evaluate how various factors within the cultural and training environment, attitudes, psychology, communication and development at Ikh Zasag International University influence law schools' students' satisfaction. The purpose of our study is to find out the variables of results on student satisfaction. Our study includes two kinds of problems in terms of theoretical and practical frameworks. The first, in theoretical frameworks, previous researchers demand attention on student satisfaction in Ikh zasag International University, Mongolia.

Our study reveals strong internal consistency and reliability for all constructs measured, including students' satisfaction, communication, culture, development, environment, and psychology, with Cronbach's Alpha, rho_A, and Composite Reliability values indicating robust measurement. Convergent validity is confirmed by Average Variance Extracted values above 0.50, demonstrating effective capture of construct variance. Communication is identified as having the most significant positive impact on students' satisfaction, while culture and development also positively contribute, though the environment and psychology show weaker or slightly negative effects.

Keywords: Culture, Environment, Attitudes, Psychology, Communication, Development, Law School at Ikh Zasag International University

1. Introduction
Our research team want to study how the overall cultural environment at Ikh Zasag International University affects law students' satisfaction. Also, we interested training environment how the physical and academic setup of the university—like the facilities, resources, and support structures—impact student satisfaction. Attitudes we are interested in the general attitudes of students, faculty, and staff. This could include how positive or negative attitudes affect students' overall happiness and satisfaction. Psychology focuses on the mental and emotional state of students. We will look into how psychological factors, like stress or motivation, influence their satisfaction levels. Communication, we would like to study the ways in which information is shared between students, faculty, and administration. Effective or ineffective communication might impact students' satisfaction with their educational experience. Development: Finally, we are examining how opportunities for personal and professional growth offered by the university affect students' overall satisfaction.

2. Theoretical Framework
2.1 Culture and Student Satisfaction
Several researchers have shown that an organizational culture has a close link to the effectiveness of an organization [1]. In today's competitive environment, customer satisfaction is an increasingly

important component of an effective organization, especially in the service sector [2,3].

Education can be a part of the service sector, within which colleges can be considered an organization providing service to their customers. In this case, students are consumers of services being offered by colleges. While consuming those services, students also become a part of college. It is evident from the fact that students represent their colleges to the world outside the college.

They spend most of their time within colleges or working for college assignments and papers and in the process, we believe that students will build up their own understanding and perception of the college culture. So, in this study, we have assessed college culture as perceived by students, not as perceived by employees of the college. College culture plays an essential role in student satisfaction. Colleges that focus on the adaptability, involvement and consistency dimensions of culture are the ones that have satisfied students.

The future of higher education institutions depends on their ability to attract and retain students. To respond to the increasing demand of customers, higher education institutions need to identify the key factors that influence the satisfaction of the „customers", thereby creating a competitive advantage [4].

2.2 Training Environment and Student Satisfaction
A good educational environment can include aspects such as adequate campus facilities, a complete library, good laboratories, and adequate academic support from faculty and teaching staff. In addition, positive social interaction with fellow students and lecturers can also form a conducive environment for student motivation.

The learning environment as the physical, social, and psychological context in which individuals interact and experience the learning process. The learning environment can include classrooms, facilities, social norms, and instructional support. S. Kartadinata (2016) described the learning environment as a physical, social, and psychological condition in which individuals interact with influences from teachers, peers, subject matter, and structured learning activities [5].

The learning environment includes physical dimensions (classrooms, facilities), social dimensions (interaction with teachers and peers), and psychological dimensions (perceptions and individual attitudes towards learning). states that the learning environment includes the interaction between individuals and the physical, social, and cultural environment in which the individual is located, as well as its influence on motivation and learning success.

2.3 Attitude and Student Satisfaction
Current debates regarding learning and its optimization are increasingly focused on non-intellectual aspects which have an influence on performance. Namely on the attitude and motivational aspects involved in the learning process, which have a holistic and inter-determined approach, in the sense of a constructive alignment, on the perceptions over significance and relevance, expectancies and teacher and student approaches on the teaching act, with all that it involves – from design to implementation to assessment and evaluation [6-9].

We will look at the attitude towards learning in terms of complex evaluative statements concerning aspects pertaining to academic learning [10]. Thus, attitudes towards learning that are considered favorable become objective in statements such as: "I believe that learning is essential to me", "When I`m learning, I feel that I`m doing something important" or "I`m looking for opportunities to learn something new", "When I want to learn something, I get totally involved", perceived both at a general and specific level, regarding the intention of action. Favorable attitudes towards learning and towards oneself lead to an increased level of engagement in the learning process, associated with a deep approach to it (deep approach to learning; Marton and Saljo, 1997) [11]. The depth approach is based on the endeavors to understand the learning material, on taking the necessary steps to achieve an understanding that will last; this entails but not "the filling of empty vessels" (Marton, & Saljo, 1997) with information on things, but rather making changes on an attitudinal and behavioral configurations level, in the sense of acquiring/developing efficient adaptation abilities [11]. A predictive behavioral value may be associated with this attitude, which means that a generally favorable attitude towards learning translates into a high probability of manifestation of sustained learning behavior, in the sense of a predominantly intrinsic-motivated way of learning. Learning behaviors associated to a generally favorable teaching attitude are specific to the implementation of some strategies that can ensure learning productivity.

2.4 Psychology and Student Satisfaction
Psychology is one of the most popular issues in students' satisfaction. Understanding characteristics that contribute to psychology students' academic success is important to better support them during their studies. Referring to person–environment fit theory, we examined effects of study-relevant characteristics (self-efficacy beliefs, self-assessed level of information about the study program) on subjective criteria of success (persistence with the choice of study subject, later study satisfaction) and controlled for effects of grade point average (GPA) and mathematical skills. The psychology, demands are multifaceted, as students have to pass inter alia statistical, biological and pedagogical courses. Hence, a fit of demands and abilities and thus academic success, e.g. persistence and satisfaction, should be more likely for excellent school achievers with a very good GPA and comprehensive math skills as well as for students with confident self-efficacy beliefs. Furthermore, as beginners in the subject psychology are commonly not aware of the scientific character of their subject and are often overwhelmed by the unexpectedly large proportion of mathematical content, a match of subject demands and students'

characteristics resulting in persistence and satisfaction should be more likely for well-informed students [12-14].

2.5 Communication and Student Satisfaction

Communication is defined as a process of direct or indirect exchange of meaning; mutual giving and receiving messages through different characters. Communication is, as opposed to information, a two-way process, and feedback is its integral part. Many theories that explain the essence of the communication process have been developed in the last 60 years.

Communication in university teaching has been experiencing years of reform led by modern media and technologies. This paper examines (by triangulation) satisfaction with university communication in students of private and state universities, which consider communication as one of the most important competence frameworks.

According to Shannon-Weaver's (SW) communication model (1948), when sending a message from one person to another, the person sending the message must encrypt their thoughts and feelings, find the words, verbally and non-verbally code their meaning. Communication is, therefore, a two-way process of achieving mutual understanding, in which the participants not only exchange (coding-decoding) information, news, ideas or feelings, but also create and share meaning. Considering that, contemporary communication theorists resent the SW model's linearity and disregard for constant feedback and they try to complete it with complex concepts that include feedback [15].

Recent research warns of communication crisis, at least the sort that has existed so far (face to face) but embraces the flood of communication that takes place with the use of modern technology that has not missed the teaching process [16-18].

Exploring modern communication means, they emphasize the possibility of mobile communications, which should be much more present in university teaching [19,20].

Research results show that study participants indicated that mobile devices could be useful for supporting future professional responsibilities (career-long learning, collaboration) and facilitating student learning but less effective for planning, assessment, and managing the classroom environment [19]. Salloum (2011) states that that respondents feel comfortable when using CMC tools, e-mail, forums, web conferencing, and chats and consider them useful tools in developing social skills, and maintaining communication [17].

Development and Student Satisfaction
Education is considered a means for the development and empowerment of the social, economical and political growth of a country; therefore, the importance of education and its delivery

to the citizens is imperative. Hence, it should be the responsibility of the government and education service providers to focus on education access and quality of provision for the students. Although the literacy level in Pakistan is barely minimal, Fry, Ketteridge and Marshall (2003) claim that the status is improving through the induction of ICT in education and increased funding for higher education [21].

The higher education sector is growing very rapidly in the world, which is due to the rise in industrial market and employment opportunities in the not-for-profit sector. Consequently, youth and students in the recent time are focusing on acquiring degrees that could provide them with learning and skill set aspired by the market. Hence, it is vital for the practitioners involved in higher education sector to ensure quality assurance and improvement to meet the expectations of the students. Thus, quality indicator in education and higher education delivery becomes vital for any institutional sustainability and growth.

Quality is a complex term that can be defined in many aspects and also it is interpreted differently by different individuals.

Manoharan (2009) states that although quality and excellence have become buzz words in higher education, they cannot be used as a yardstick that measures quantitative and qualitative services provision of the institution [22]. However, they include a comprehensive set of processes that effect the educational institutions, quality of instruction, quality of faculty, student relationship, quality of learning facility, and quality of innovation. Similarly, the quality in higher education pertaining to quality of faculty members, learning environment, learning activities, extracurricular activities, and community development activities influences individual student satisfaction and their perceptions about the institution they are currently enrolled in [23,24].

Student satisfaction in the higher education is a significant assessment issue for educators and the universities. Many of the research studies have indicated positive correlation of students' retention and overall satisfaction [25-27].

Jones (2009) draws attention to higher education incorporating students' feedback in their quality improvement planning each year [2009]. According to him, this allows the university to restore students' confidence in the ability of the university that they have selected to study and facilitate stronger student retention with the university.

Incorporating student feedback can influence positively the service quality of any educational institution as well as support the university in various ways. Several studies have shown the positive impact of incorporating and investigating student satisfaction with the university and its long-term positive impact on the quality increase of the university [28,29].
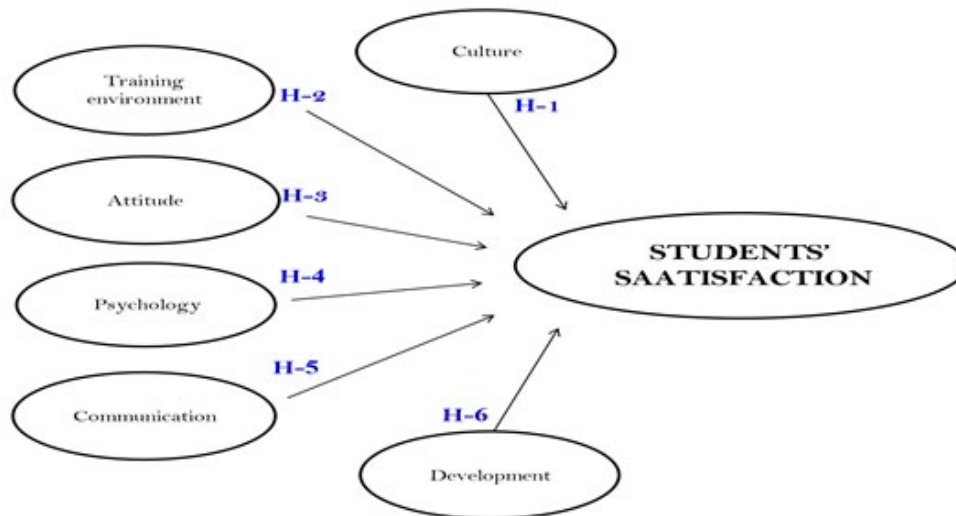
The conceptual models of factors on STUDENTS' SATISFACTION are drawn in Figure 1.1.

We hypothesized five hypotheses in our study as below:
Hypothesis 1: Culture will positively impact on students' satisfaction.
Hypothesis 2: Training environment will positively impact on students' satisfaction.
Hypothesis 3: Attitude will positively impact on students' satisfaction.
Hypothesis 4: Psychology will positively impact on students' satisfaction.
Hypothesis 5: Communication will positively impact on students' satisfaction.
Hypothesis 6: Development will positively impact on students' satisfaction.

3. Research Methodology
3.1 Data Collection and Questionnaire Design
The purpose of our study is to find out the variables of results on student satisfaction. Our study includes two kinds of problems in terms of theoretical and practical frameworks. The first, in theoretical frameworks, previous researchers demand attention on student satisfaction in Ikh zasag International University, Mongolia. Second, from the practical frameworks deemed attention in a fiscal year in the first half year in 2024. In our study, Likert scales were easy to use and analyze. Bass and O'Conner (1974) defined that although larger Likert scales make it possible to discriminate opinions more finely, they can also confuse the respondents in general, five-point scales are found to reduce inaccuracy, whereas five-point scales restrict choice more (Bayasgalan Tsogtsuren, 2021) [30,31-33].

In our study, SPSS and SmartPLS-3.0 were chosen for their simplicity and completeness. SPSS and Smart PLS were used to test the relationships between variables. This is followed by the examination and presentation of the demographic profile of respondents using Descriptive Statistics (Bayasgalan Tsogtsuren et al., 2021) [31-33].

There is many software programs used to process data analysis, including Statistical Package for the Social Sciences (SPSS), Smart PLS etc. Our study was preferred to check the consistency of all related factors in the study based on path analysis and Cronbach's Alpha value, Composite Reliability (CR). The internal reliability of each factor was assessed using Cronbach's alpha coefficient. Firstly, according to Bayasgalan Tsogtsuren (2021) descriptive analysis refers to the transformation of the raw data into a form that will make it easy to understand and interpret [31-33].

Secondly, the Cronbach Alpha testing will be used as it is the most well accepted reliability test tool applied by social researchers [33]. Cronbach (1946) identified that in Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha to 0.00- 1.0, the higher the internal consistency reliability as a less than 0.6 considered poor, in the range 0.7 is considered to be acceptable, more than 0.8 are considered to be good in social science [34].

Finally, we tried to determine whether there are significant relationships among the independent variables and dependent variables. The scale model suggested by Davies (1971) used to describe the relationship between the independent variables and the dependent variable, or as shown that:0.7 and above, very strong relationship, 0.50 to 0.69, strong relationship, 0.30 to 0.49, moderate relationship, 0.10 to 0.2, low relationship, to 0.09, very low relationship (Bayasgalan Tsogtsuren et al., 2021) [31-33,35,36].

4. The Results of our Study
The research aimed to identify and analyze the factors that influence how satisfied students are with their academic experience. This could include various aspects such as teaching quality, learning resources, campus environment, administrative support, and so on.

The data for this research was gathered between January and March 2024 from 458 students enrolled in the Law school at IKH

ZASAG International University, Mongolia. This data forms the basis for the analysis and conclusions drawn in the study.

In our study, we checked for the completeness of the questionnaire and eligibility of the respondents.
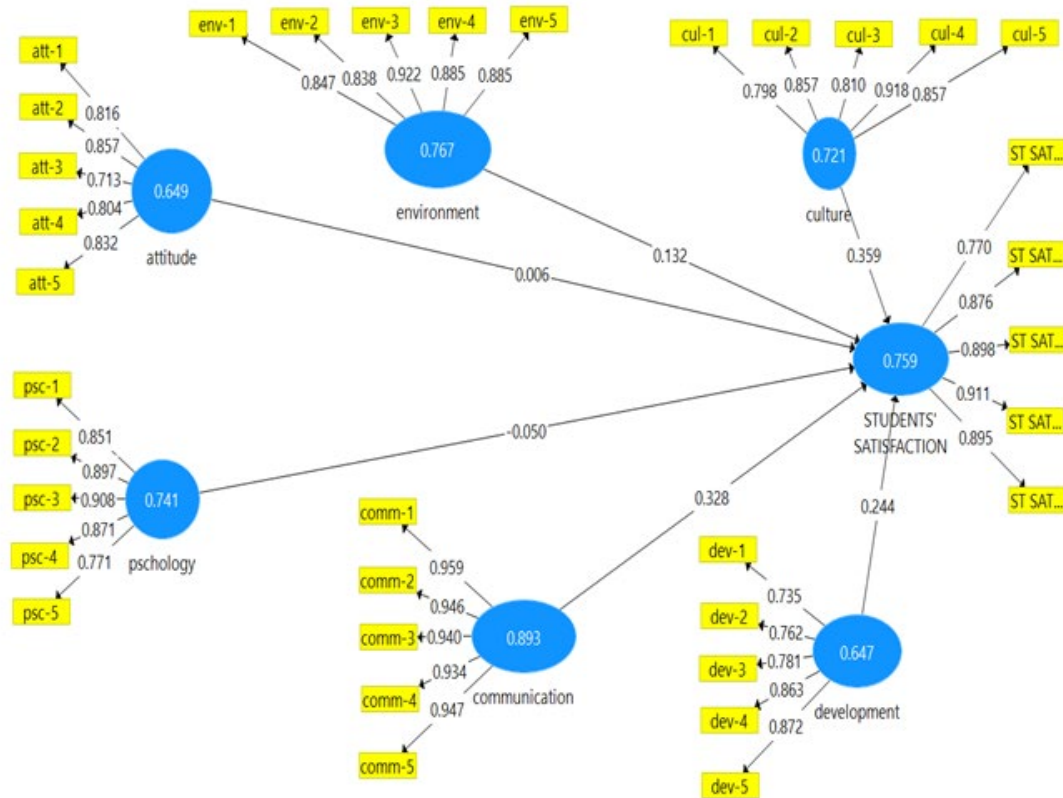
Noted by cul-Culture, env-Training environment, att-Attitude, psc-Psychology, com-Communication, dev-development

5. Results of Discriminant Validity
Diagonal Values (Square Root of AVE): Students' Satisfaction: 0.871, Attitude: 0.806, Communication: 0.945, Culture: 0.849, Development: 0.805, Environment: 0.876, Psychology: 0.861. Discriminant Validity: For each construct, the square root of AVE (diagonal value) should be greater than the correlation with any other construct (off-diagonal values). We analyzed all validity at each construct:

Students' Satisfaction (0.871): Greater than its correlations with attitude (0.628), communication (0.789), culture (0.805), development (0.772), environment (0.696), and psychology (0.714). Attitude (0.806): Greater than its correlations with communication (0.629), culture (0.628), development (0.516), environment (0.783), and psychology (0.779). Communication (0.945): Greater than its correlations with culture (0.658), development (0.741), environment (0.620), and psychology (0.844). Culture (0.849): Greater than its correlations with development (0.676), environment (0.700), and psychology (0.626). Development (0.805): Greater than its correlations with environment (0.560) and psychology (0.703). Environment (0.876): Greater than its correlation with psychology (0.651). Psychology (0.861), No further constructs for comparison since it's the last construct.

The table demonstrates that the square root of AVE for each construct is greater than the correlations between that construct and all other constructs. This indicates that discriminant validity is achieved, meaning each construct is distinct and measures something unique compared to the others. This is a good indication of the robustness of our measurement model in capturing distinct factors related to students' satisfaction in our study.

6. The Construct Reliability and Validity
Cronbach's Alpha is a measure of internal consistency or reliability of a set of items or constructs in a survey or questionnaire. It indicates how well the items in a scale are correlated and whether they consistently measure the same underlying concept. interpretation of Cronbach's Alpha:
Above 0.9: Excellent reliability, 0.8 to 0.9: Good reliability, 0.7 to 0.8: Acceptable reliability, below 0.7: Questionable or poor reliability.

Students' Satisfaction (0.920): Excellent internal consistency. The items measuring students' satisfaction are highly reliable. Attitude (0.865): Good reliability. The items related to attitude consistently measure the same construct. Communication (0.970): Excellent reliability. The communication items have a very high internal consistency, indicating that they are strongly correlated with each other. Culture (0.902): Excellent reliability. The culture construct is also measured consistently by its items. Development (0.863):

Good reliability. The development-related items are reliable and consistent. Environment (0.924): Excellent reliability. The environment items are strongly consistent. Psychology (0.912): Excellent reliability. The psychology construct is measured with high consistency.

All the constructs listed in the table have Cronbach's Alpha values that are above 0.8, with several above 0.9, indicating that the constructs have good to excellent internal consistency. This means the items used to measure each construct are reliable and consistent, making the study's findings more robust and dependable.

Table. 01. Results of discriminant validity

The factors	cronbach alpha	rho_A	Composite reliability	Average variance extracted
Students' satisfaction	0.920	0.922	0.940	0.759
Attitude	0.865	0.882	0.902	0.649
Communication	0.970	0.973	0.977	0.893
Culture	0.902	0.906	0.928	0.721
Development	0.863	0.876	0.901	0.647
Environment	0.924	0.924	0.943	0.767
Psychology	0.912	0.918	0.934	0.741

The results of our study.

The rho_A values for different constructs, including students' satisfaction, attitude, communication, culture, development, environment, and psychology. rho_A (Dijkstra-Henseler's rho) is an alternative reliability coefficient that is considered more accurate and robust compared to Cronbach's Alpha, particularly in the context of Partial Least Squares Structural Equation Modeling (PLS-SEM). It provides a measure of internal consistency reliability, similar to Cronbach's Alpha, but tends to be more sensitive to the actual data structure.

Interpretation of rho_A, Values: 0.70 - 0.79: Acceptable reliability, 0.80 - 0.89: Good reliability, 0.90 and above: Excellent reliability.

Students' Satisfaction: 0.922, Excellent reliability. This indicates that the items related to students' satisfaction are highly consistent and measure the same construct effectively. Attitude: 0.882, Good reliability. The items under the attitude construct are reliable and show good internal consistency. Communication: 0.973, Excellent reliability. The communication construct has extremely high internal consistency, indicating that the items measure the construct very reliably. Culture: 0.906, Excellent reliability. The culture-related items are highly reliable, reflecting consistent measurement. Development: 0.876, Good reliability. The development construct has good internal consistency, showing that the items are reliably measuring the concept. Environment: 0.924, Excellent reliability. The environment construct is highly consistent and reliable. Psychology: 0.918, Excellent reliability. The items related to psychology are consistent, showing strong reliability. The rho_A values across all constructs indicate good to excellent reliability, with all values above 0.876. This suggests that the constructs used in our study are measured reliably, and the items within each construct are consistent in capturing the intended concepts. The high rho_A values provide strong support for the reliability and validity of our measurement model, making

our research findings on factors affecting students' satisfaction robust and dependable.

The Composite Reliability (CR) values for different constructs related to students' satisfaction, including attitude, communication, culture, development, environment, and psychology. Composite Reliability is a measure of the internal consistency of the constructs in our model, similar to Cronbach's Alpha, but it is generally considered a more accurate measure because it takes into account the different loadings of items within a construct.

Interpretation of Composite Reliability (CR) Values: 0.70 - 0.79: Acceptable reliability, 0.80 - 0.89: Good reliability, 0.90 and above: Excellent reliability.

Students' Satisfaction: 0.940, Excellent reliability. The items used to measure students' satisfaction are very consistent, indicating strong internal consistency. Attitude: 0.902, Excellent reliability. The attitude construct demonstrates high internal consistency, meaning the items reliably measure the same underlying concept.

Communication: 0.977, Excellent reliability. This is an extremely high value, indicating that the communication-related items are very consistent and reliable in measuring the construct.

Culture: 0.928, Excellent reliability. The culture construct also shows high internal consistency, reflecting reliable measurement. Development: 0.901, Excellent reliability. The development construct is measured consistently and reliably by its items. Environment: 0.943, Excellent reliability. The environment construct has very high internal consistency, indicating that the items measure this construct reliably. Psychology: 0.934, Excellent reliability. The psychology construct is also measured with high consistency and reliability. All the Composite Reliability (CR)

values are above 0.901, indicating excellent reliability across all constructs in our study. This suggests that the measurement model you used to assess these constructs is highly reliable, with consistent responses across the items for each construct. High composite reliability reinforces the validity of our findings, ensuring that the constructs such as students' satisfaction, attitude, communication, culture, development, environment, and psychology are being measured accurately and consistently.

The Average Variance Extracted (AVE) values for various constructs related to students' satisfaction, including attitude, communication, culture, development, environment, and psychology. AVE is a measure used to assess the amount of variance captured by a construct relative to the amount of variance due to measurement error. It indicates how much of the variance in the indicators is accounted for by the latent construct.

Interpretation of AVE Values: 0.50 and above: Indicates that the construct explains more than half of the variance of its indicators, suggesting good convergent validity.

Students' Satisfaction: 0.759, Good convergent validity. This value indicates that 75.9% of the variance in the indicators is explained by the students' satisfaction construct, which is well above the threshold of 0.50. Attitude: 0.649, Good convergent validity. The attitude construct explains 64.9% of the variance in its indicators, indicating that the items are strongly related to the construct they measure. Communication: 0.893, Excellent convergent validity. This very high AVE value shows that the communication construct explains 89.3% of the variance in its indicators, suggesting the items are very effective in capturing the construct. Culture: 0.721, Good convergent validity. The culture construct explains 72.1% of the variance in its indicators, indicating that the construct is well-represented by its items. Development: 0.647, Good convergent validity. The development construct explains 64.7% of the variance in its indicators, suggesting that the items are consistently measuring the construct. Environment: 0.767, Good convergent validity. The environment construct explains 76.7% of the variance in its indicators, indicating that the items reliably measure the construct. Psychology: 0.741, Good convergent validity. The psychology construct explains 74.1% of the variance in its indicators, demonstrating that the items are effectively measuring the construct.

All the Average Variance Extracted (AVE) values are well above the threshold of 0.50, indicating good to excellent convergent validity for all constructs in our study. This means that a significant portion of the variance in the indicators is captured by the corresponding constructs, confirming that the items are effectively measuring their respective constructs. High AVE values strengthen the validity of our measurement model, providing confidence in the accuracy of the constructs such as students' satisfaction, attitude, communication, culture, development, environment, and psychology.

7. The Path Analysis

The sample mean values for the relationships (or hypotheses) between various independent variables (attitude, communication, culture, development, environment, psychology) and the dependent variable (students' satisfaction). These values likely come from a Structural Equation Modeling (SEM) analysis, where the path coefficients (or sample means) indicate the strength and direction of the relationships between variables. Interpretation of Sample Mean Values:

Positive values: Indicate a positive relationship between the independent variable and students' satisfaction. The higher the value, the stronger the positive influence.

Negative values: Indicate a negative relationship between the independent variable and students' satisfaction. The lower the value, the stronger the negative influence.

Values close to zero: Suggest a weak or negligible relationship between the independent variable and students' satisfaction. Attitude → Students' Satisfaction: 0.022, a very weak positive relationship between attitude and students' satisfaction. The influence of attitude on satisfaction is minimal, indicating that changes in students' attitudes might not significantly impact their satisfaction. Communication → Students' Satisfaction: 0.342, a moderate positive relationship between communication and students' satisfaction. Effective communication likely has a meaningful impact on how satisfied students are, making it an important factor in enhancing satisfaction. Culture → Students' Satisfaction: 0.332, a moderate positive relationship with students' satisfaction. A positive cultural environment within the educational setting likely contributes significantly to students' overall satisfaction. Development → Students' Satisfaction: 0.251, a moderate positive relationship between development (likely referring to personal or academic development opportunities) and students' satisfaction. Opportunities for development are an important factor in determining how satisfied students are. Environment → Students' Satisfaction: 0.158, a weaker positive relationship between the environment (likely referring to the physical or academic environment) and students' satisfaction. While the environment does contribute to satisfaction, its impact is not as strong as communication, culture, or development. Psychology → Students' Satisfaction: -0.077, negative value suggests a weak negative relationship between psychology and students' satisfaction. This could indicate that certain psychological factors, perhaps stress or anxiety, might slightly decrease students' satisfaction.

Table. 02. Results of path analysis

hypothesis	sample mean	standard deviation	T statistics	P values	results
attitude -->students' satisfaction	0.022	0.125	0.048	0.962	no supported
communication-->students' satisfaction	0.342	0.167	1.970	0.049	supported
culture -->students' satisfaction	0.332	0.141	2.544	0.011	supported
development -->students' satisfaction	0.251	0.114	2.140	0.033	supported
environment -->students' satisfaction	0.158	0.161	0.821	0.412	no supported
psychology -->students' satisfaction	-0.077	0.202	0.246	0.806	no supported

The results of our study.

8. Conclusion

The results of our study demonstrates that Cronbach's Alpha, rho_A, Composite Reliability (CR), and Average Variance Extracted (AVE) all indicate strong internal consistency and reliability for the constructs measured, including students' satisfaction, attitude, communication, culture, development, environment, and psychology. All constructs exhibit good to excellent reliability with Cronbach's Alpha values above 0.8, rho_A values above 0.876, and CR values above 0.901, ensuring consistency in measurement. The AVE values, all above 0.50, confirm good convergent validity, meaning the constructs effectively capture the variance in their indicators. These high reliability and validity measures make the study's findings robust and dependable.

The analysis of sample mean values for the relationships between various independent variables and students' satisfaction reveals several key insights. Communication has the strongest positive influence on students' satisfaction, indicating its significant role in enhancing satisfaction levels. Culture and development also show moderate positive relationships, suggesting that a positive cultural environment and opportunities for personal or academic growth contribute notably to students' satisfaction. The environment has a weaker positive relationship, indicating that while it affects satisfaction, it is less impactful compared to communication, culture, or development. Psychology presents a slight negative relationship with satisfaction, suggesting that psychological factors might marginally decrease students' overall satisfaction.

We concluded that internal consistency and reliability: The study demonstrates strong internal consistency and reliability for all constructs measured, including students' satisfaction, attitude, communication, culture, development, environment, and psychology. This is evidenced by Cronbach's Alpha values above 0.8, rho_A values exceeding 0.876, and Composite Reliability (CR) values above 0.901. Convergent Validity: The Average Variance Extracted (AVE) values for all constructs are above 0.50, confirming good convergent validity. This means the constructs effectively capture the variance in their indicators, supporting the robustness of the measurement. Impact on Students' Satisfaction: Communication has the strongest positive influence on students' satisfaction, making it a key factor in enhancing satisfaction.

Culture and development also contribute positively but to a lesser extent, suggesting their importance in promoting student satisfaction. Weak and Negative Relationships: The environment has a weaker positive relationship with satisfaction, indicating its lesser impact compared to other factors. Psychology shows a slight negative relationship, suggesting that psychological factors might slightly reduce students' overall satisfaction.

Enhance Communication Strategies: Given the strong positive influence of communication on students' satisfaction, institutions should prioritize improving communication channels and strategies. This could involve better feedback mechanisms, clearer information dissemination, and more engaging interactions between students and faculty. Foster Positive Culture and Development: Since culture and development each have a moderate positive impact on satisfaction, efforts should be made to create a supportive and enriching cultural environment and provide ample personal and academic development opportunities for students. Address Psychological Factors: With psychology showing a slight negative impact on satisfaction, it is important to address psychological factors such as stress and anxiety. Implementing support systems like counseling services and stress management programs could help mitigate their negative effects and improve overall student satisfaction.

The we suggested three types suggestions from our research results as below:
Improve Communication: Focus on making communication better between students and staff. This means giving clearer information and creating more opportunities for feedback. Build a Supportive Culture: Create a positive and supportive environment at school. Offer more chances for personal and academic growth to boost students' satisfaction. Support Mental Health: Address issues like stress and anxiety that affect students' satisfaction. Provide counseling and stress relief programs to help improve their well-being.

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Appendix

SmartPLS: C:\Users\dell\smartpls_workspace

Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
STUDENTS' SATISFACTION	0.920	0.922	0.940	0.759
attitude	0.865	0.882	0.902	0.649
communication	0.970	0.973	0.977	0.893
culture	0.902	0.906	0.928	0.721
development	0.863	0.876	0.901	0.647
environment	0.924	0.924	0.943	0.767
pschology	0.912	0.918	0.934	0.741

SmartPLS: C:\Users\dell\smartpls_workspace

Path Coefficients

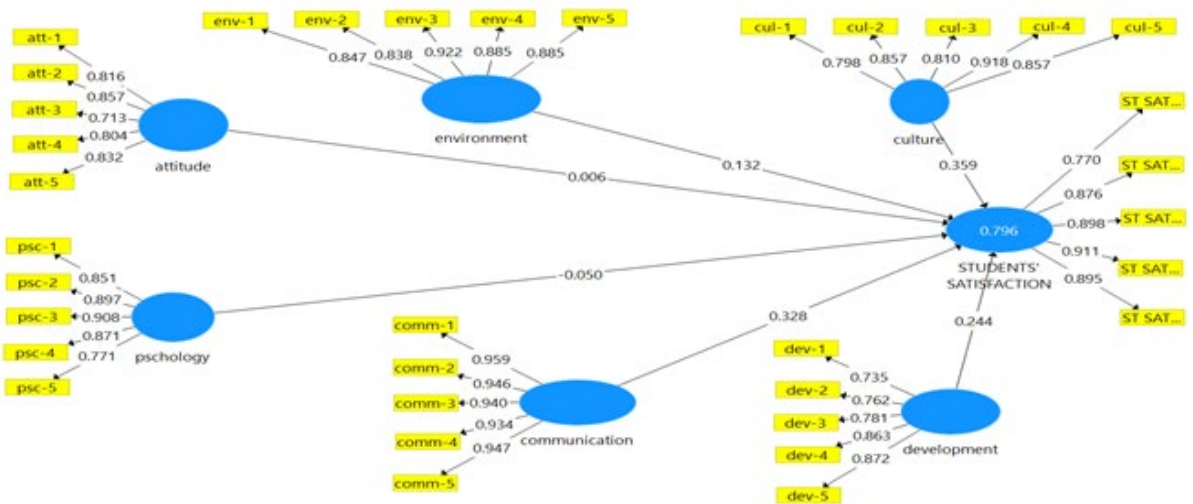|	Original Sample (O)	Sample Mean (M)	Standard Deviation (...	T Statistics (|O/ST...	P Values
attitude -> STUDENTS' SATISFACTION	0.006	0.022	0.125	0.048	0.962
communication -> STUDENTS' SATISFACTION	0.328	0.342	0.167	1.970	0.049
culture -> STUDENTS' SATISFACTION	0.359	0.332	0.141	2.544	0.011
development -> STUDENTS' SATISFACTION	0.244	0.251	0.114	2.140	0.033
environment -> STUDENTS' SATISFACTION	0.132	0.158	0.161	0.821	0.412
pschology -> STUDENTS' SATISFACTION	-0.050	-0.077	0.202	0.246	0.806
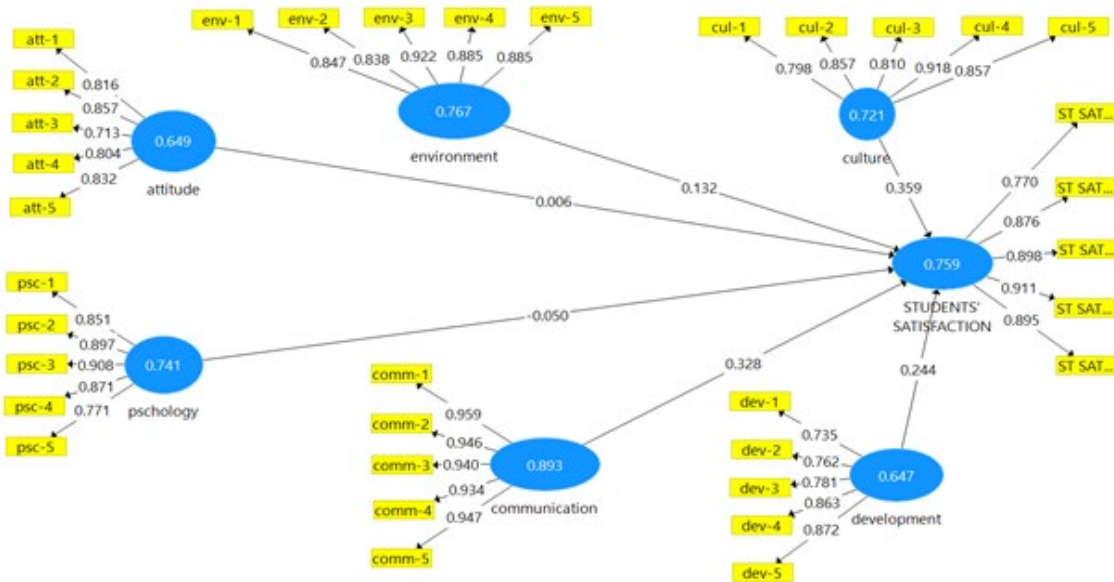
Discriminant Validity

	Fornell-Larcker Criterion		Cross Loadings		Heterotrait-Monotrait Ratio (HT...		Heterotrait-Monotrait Ratio (HT...

	STUDEN...	attitude	commun...	culture	develop...	environ...	pschology
STUDENTS' SATISFACTION	0.871						
attitude	0.628	0.806					
communication	0.789	0.629	0.945				
culture	0.805	0.628	0.658	0.849			
development	0.772	0.516	0.741	0.676	0.805		
environment	0.696	0.783	0.620	0.700	0.560	0.876	
pschology	0.714	0.779	0.844	0.626	0.703	0.651	0.861