JFN HUI's General Survey 2024

Analysis of Student Satisfaction

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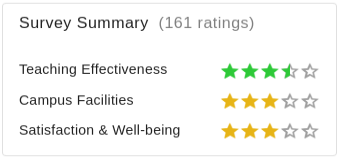

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1. Introduction

At JFN Hightech University Institute (JFN HUI), the commitment to providing quality education is central to its mission of developing competent and operational graduates who meet the expectations of modern enterprises. Achieving this goal requires continuous assessment and improvement of teaching quality and the learning environment to ensure they align with student needs and aspirations. To this end, a comprehensive survey has been initiated to explore key aspects of student satisfaction, including their study habits, perceptions of teaching effectiveness, and experiences with campus facilities. By delving into these areas, the university seeks to maintain its standard of excellence and adapt to the evolving demands of its student community.

The primary objective of this survey is to assess student perceptions of teaching quality at the university. This includes evaluating factors such as instructor effectiveness, the relevance and quality of course materials, and the perceived impact of teaching on academic performance. Additionally, the survey aims to examine student study habits, including patterns of study, time management strategies, and learning preferences. Beyond teaching and study habits, the survey also explores satisfaction with campus facilities, such as internet connectivity and library resources, while giving students the opportunity to express their specific wishes and suggestions for improvement. By collecting and analyzing this data, the university aims to identify areas of strength and opportunities for growth, ensuring that the educational experience remains relevant and enriching.

This survey targets undergraduate students across all fields of study and academic levels to gather a broad and diverse perspective. The questions focus on teaching effectiveness, study habits, campus resources, and student aspirations, creating a comprehensive overview of the academic environment at JFN HUI. The findings are expected to highlight the student satisfaction regarding the teaching quality, study practices, and campus facilities. Moreover, it should provide actionable recommendations to correct observed weaknesses. These insights and recommendations will guide the university's leadership, faculty, and staff in making informed, evidence-based decisions to create a more supportive, adaptable, and student-centered educational experience.

2. Survey Design

This section outlines the methodology employed to administer the survey, the structure of the questionnaire, and the pilot testing conducted to ensure its effectiveness. The survey questionnaire can be accessed at JFN HUI's General Survey Questionnaire 2024.

2.1 Methodology

The survey employed a **hybrid approach**, combining both online and in-person methodologies to maximize participation and ensure inclusivity. Students were given the opportunity to participate online via a dedicated survey website, while in-person efforts were simultaneously conducted to encourage participation and address accessibility challenges.

The hybrid approach was adopted for two primary reasons:

- ➔ Historically, student engagement has been low when surveys were conducted exclusively online without proactive encouragement.
- ➔ A subset of the student population lacks consistent access to mobile devices or internet connectivity.

To address these challenges, multiple strategies were implemented:

- ➔ **Online Participation:** The online survey was promoted extensively using various communication channels, including posters displayed across campus, posts on university social media platforms, and personalized advertisements. These efforts aimed to make the online survey widely known and accessible, thereby ensuring a diverse and representative participant base.
- ➔ **In-Person Participation:** A team of four trained interviewers was deployed to encourage students directly on campus. The interviewers interacted with students, conducted in-person interviews where necessary, and recorded responses on mobile devices linked to the survey website.

Furthermore, to optimize coverage across the student body, online participation data was analyzed by academic program to identify underrepresented groups. Based on this analysis, targeted strata were identified for in-person survey collection. This stratified approach ensured balanced representation across fields of study, academic levels, and demographic groups, providing a more comprehensive dataset.

2.2 Questionnaire Structure

The survey questionnaire was designed to comprehensively address the core objectives of the study. It was structured into **five thematic sections**, each targeting a specific area of interest, followed by additional demographic questions at the end:

1. **Teaching Effectiveness**: Questions in this section evaluated students' perceptions of teaching quality, including the effectiveness of teaching methods, the relevance and

quality of course materials, and the ability of instructors to communicate complex concepts effectively.

2. **Study Practices:** This section aimed to understand students' study habits and time management practices. The questions provided insight into how students approach their academic responsibilities and the resources they rely on for their learning.

3. **Campus Facilities:** Questions in this section assessed the availability, accessibility, and quality of campus facilities, such as library resources, internet connectivity, and study spaces. These factors are crucial for understanding how the campus environment supports students' academic success.

4. **Satisfaction and Well-being:** This section explored students' overall satisfaction with their educational experience at the university. It included questions about personal well-being, such as levels of stress, sense of belonging, and satisfaction with interpersonal interactions on campus.

5. **Student Wishes:** The final section allowed students to express their desires for improvements or additional offerings, such as extracurricular activities, academic support services, or new teaching initiatives.

After the questionnaire, demographic information (e.g., age, academic level, program of study) was collected for analysis while ensuring student privacy. Most questions employed a single-choice format, with a few multiple-choice and open-ended questions included for specific contexts. Questions utilizing Likert scales featured a **five-point scale** with a neutral option provided. This structured design ensured that the questionnaire captured all relevant aspects of the student experience while maintaining clarity and ease of response.

2.3 Pilot Survey

To evaluate the effectiveness of the survey design and refine its implementation, a pilot survey was conducted with a small, randomly selected sample of students. The objective was to assess whether the questions elicited meaningful responses and whether the overall survey experience was engaging and user-friendly.

The pilot survey evaluated the following key aspects:

- ➔ **Question Flow:** The logical progression and order of questions were assessed to ensure smooth transitions between topics.
- ➔ **Completion Time:** The average time required to complete the survey was measured to confirm that it was reasonable and did not deter participation.
- ➔ **Clarity of Questions:** Feedback was collected on any questions that were confusing or ambiguous, and adjustments were made to improve comprehension.

➔ **Participant Engagement:** Student reactions to the survey were observed, including their willingness to participate and complete the questionnaire.

Findings from the pilot survey were analyzed to address any shortcomings in the questionnaire or methodology. Necessary revisions were made to improve question phrasing, streamline the survey structure, and enhance overall usability. This iterative process ensured that the final survey was optimized to capture accurate and actionable data from the student body.

3. Data Collection

Following the pilot phase, the full-scale administration of the survey was launched both online and on campus, with the primary objective of reaching the broadest and most diverse student sample possible. Although both channels were utilized, it was observed that the overwhelming majority of responses were collected through in-person administration due to limited engagement with the online form. To ensure consistent and respectful interaction with participants, all pollsters were equipped with a detailed operational manual (JFN HUI's Survey Guidelines 2024 (EN)) which outlined best practices and step-by-step procedures for face-to-face data collection. This section provides a comprehensive overview of the data collection process and offers a preliminary analysis of the demographic information obtained.

3.1 Timeframe & Tools

The survey was conducted over a four-week period, starting on **February 19th** and concluding on **March 14th, 2024**. For the sake of simplicity and to ensure efficient data management, both the French and English versions of the questionnaire were implemented using **Google Forms**, a user-friendly online tool that facilitates the creation, distribution, and real-time monitoring of digital surveys. The choice of Google Forms was a pragmatic one, allowing the survey team to avoid the added complexity, time, and cost of building a bespoke platform.

For online dissemination, survey links were shared primarily through **WhatsApp groups**, leveraging the widespread use of the application among students. However, online response rates remained low, underscoring the need for active in-person engagement. To address this, a team of **four trained pollsters** was deployed on campus throughout the data collection period. These pollsters conducted direct outreach, circulating through various university departments and academic blocks to encourage student participation.

Due to challenges such as **weak campus internet connectivity** and the **lack of personal digital devices among some students**, pollsters were equipped with dedicated smartphones and tablets. Each interaction typically followed a standardized process: the student was greeted and informed about the purpose of the survey, followed by assistance in completing the form. Pollsters were instructed to remain nearby during the response phase to provide clarifications,

especially for broad or potentially ambiguous questions. They were extensively briefed and trained using the survey guidelines to ensure uniformity and accuracy in response collection.

After the collection phase, the responses from the English and French forms were exported, cleaned, and **merged into a unified consolidated database** for further analysis and visualization.

3.2 Participation Details

At the outset, the goal of the survey was to reach approximately **300 respondents**, corresponding to **around 40%** of the student body. By the conclusion of the data collection period, **161 valid responses** were obtained, accounting for roughly **25% of the total enrolled students**. While this fell short of the original target, the sample is still significant enough to provide meaningful insights – especially when viewed through the lens of demographic segmentation, which is explored below.

Age: As depicted in **Figure 1**, the age range of respondents is concentrated between **18 and 21 years old**, indicating that the majority of participants are relatively young and likely in their initial stages of undergraduate education. While this trend reflects the age profile of many students at the university, it is not entirely representative of the full population, particularly older students in later academic years.

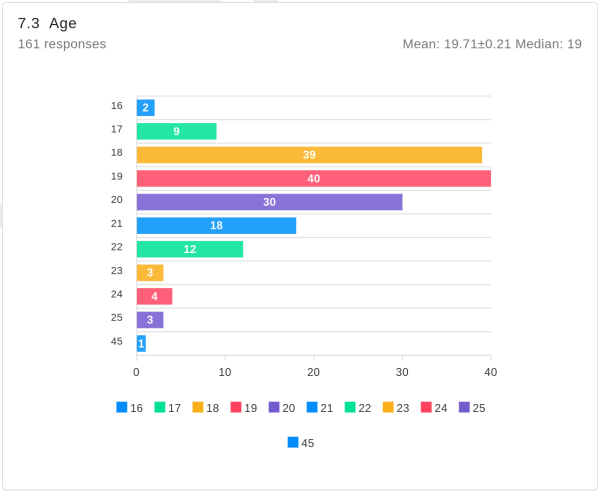


Figure 1: Distribution of participants by age

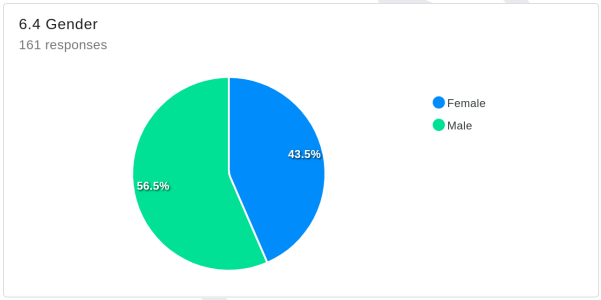


Figure 2: Distribution of participants by gender

Gender: As shown in **Figure 2**, gender representation among survey participants is relatively balanced, with a **slight majority of male respondents**. This discrepancy reflects, in part, the university's actual gender composition, which tends to favor male enrollment, especially in science and engineering tracks. It also correlates with the academic fields most represented in the survey sample.

Academic Year: According to **Figure 3**, more than **80% of respondents** are enrolled in their **first or second year** of study. This imbalance must be considered when interpreting results, as these students may have limited exposure to long-term academic processes and campus infrastructure. The low participation rate among upper-year

students is attributed to two main factors:

1. The university's recent establishment, which means fewer students are currently enrolled in advanced years.

2. Higher reluctance or lower availability of senior students to engage in on-campus surveys.

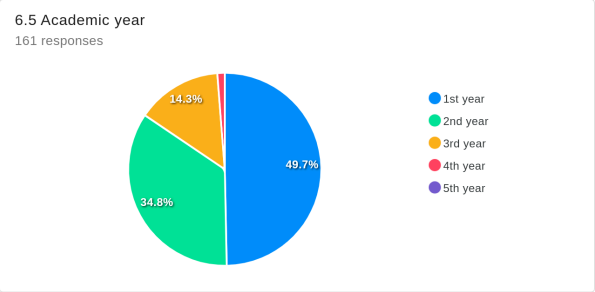


Figure 3: Distribution of participants by academic year

Study Program & Specialization: Figures 4 and 5 detail the distribution of respondents across academic programs and their respective specializations. Notably, students from **BTS Scientific tracks**, **Preparatory Classes**, and the **Engineering Cycle** constitute more than **75%** of the sample. This overrepresentation is partly due to the larger enrollment numbers in these fields and also due to the higher engagement levels among students in their early academic years. Specialization-wise, a significant portion of the responses came from students in **Software and Computer Engineering** and **Engineering & Management Preparatory Programs**.

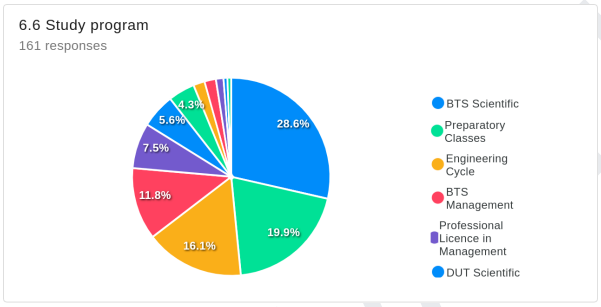


Figure 4: Distribution of participants by study program

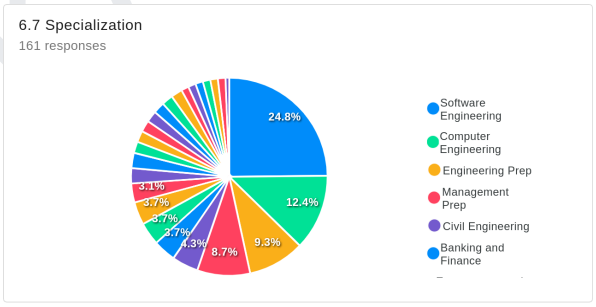


Figure 5: Distribution of participants by specialization

Figure 6 presents the distribution of participants across the 1st, 2nd, 3rd, and 4th academic years, segmented by study program. Among first-year students, the largest share came from **BTS Science (39%)**, followed by **Preparatory Classes (21%)** and the **Engineering Cycle (19%)**. Second-year participants were more evenly distributed, with **BTS Science and Preparatory Classes each accounting for 27%**, followed by **BTS Management (23%)** and smaller proportions from the **Engineering Cycle and Management Cycle**, respectively. For students in their third year and above, nearly **48% were enrolled in the Professional License in Management**, while the remaining participants were scattered across various other programs, each contributing only a minor portion to the overall count.

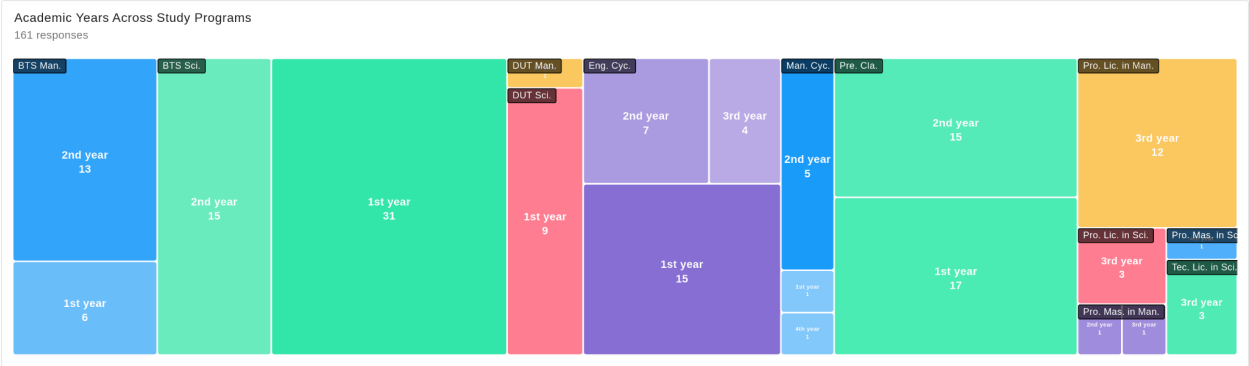


Figure 6: Participant counts by study program and academic year

4. Data Analysis

Following the completion of data collection, the response files from both the English and French versions of the questionnaire were exported in CSV format. These files were then merged, standardized, and consolidated into a single multilingual JSON dataset containing all participant responses. This unified dataset served as the foundation for subsequent analyses. The statistical analysis included key descriptive measures such as **mean**, **median**, **standard error**, and **distribution frequencies**. The results were visualized using a variety of chart types including **bar graphs**, **pie charts**, **radar plots**, **dumbbell plots**, and **histograms**. To facilitate broader access and promote transparency, a dedicated online platform called **SurvInst** was developed. This platform allows both academic staff and non-specialists to explore the data interactively. In addition to displaying response distributions, it supports **conditional filtering** and correlation analysis between different variables, all accessible through a user-friendly web interface.

4.1 Teaching Effectiveness

The analysis begins with the Teaching Effectiveness section of the questionnaire, designed to evaluate student satisfaction with various aspects of instructional quality, including teaching methods, course content, and professor availability. These results are expected to guide strategic improvements in pedagogy and academic offerings.

Figure 7 provides a comprehensive overview of responses related to teaching quality. Overall, the feedback suggests a generally **positive perception** among students. Specifically, a majority of respondents (**over 50%**) rated the interactivity, communication abilities, and capacity to explain complex concepts of instructors as either “Good” or “Excellent” (2.1 & 2.3). Nevertheless, a non-negligible share of students (approximately **30–40%**) expressed only **average satisfaction**, and fewer than **20%** reported being dissatisfied.

On the matter of course content, around **57% of participants** affirmed that course materials are **up-to-date** (2.2), while about a third expressed uncertainty or disagreement. In terms of

relevance (2.5), opinions were divided: roughly **half of the respondents** found the lectures relevant to their academic and professional aspirations, whereas the remainder found them only moderately or not relevant. Additionally, a notable **92% of respondents** believed their syllabus could benefit from adjustments, either through the **addition or removal** of specific lectures (2.6).

Professor availability (2.4) was another area of divided opinion: **about 57%** reported that instructors were "often" or "very often" available for consultation, while the rest indicated limited access, citing availability only “sometimes” or “rarely”.

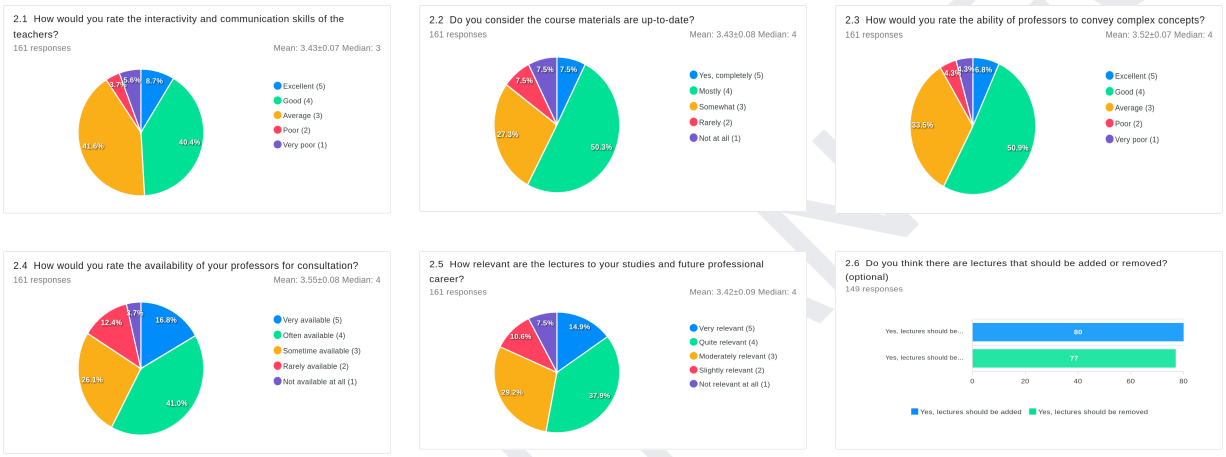


Figure 7: Distribution of participant responses on teaching effectiveness

To enable a more granular analysis, responses were disaggregated by academic year, and Likert-scale answers were **quantified using a 1–5 numerical index**, where 1 represents the lowest possible rating (e.g., “Very poor” or “Not relevant at all”), and 5 the highest (e.g., “Excellent” or “Very relevant”).

Figure 8 epitomizes the average scores across academic levels, including standard error margins. The results reveal a notable trend:

- First-year students reported the highest overall satisfaction with an average score of **3.69 ± 0.11**.
- Second-year students were significantly less satisfied, with an average of **3.27 ± 0.15**.
- Participants in third year or higher followed the trend with an average score of **3.21 ± 0.28**.

This decline in satisfaction across academic levels is especially apparent in questions related to professor availability and lecture relevance, where upper-year students consistently gave lower

ratings. This pattern may suggest either increasing critical expectations as students progress or structural challenges more visible at advanced stages of academic life.

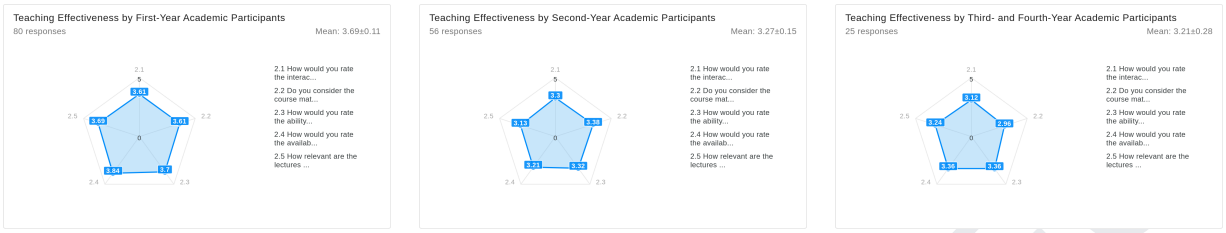


Figure 8: Quantitative analysis of teaching effectiveness by participant academic year

4.2 Study Habits

This section explores the study habits of participants to identify potential academic support needs and areas where the university can foster improved learning strategies. **Figure 9** presents an overview of student methods and learning resources.

When asked about their use of study plans (3.1), only **12%** of respondents reported strictly adhering to a plan, while **50%** admitted having a study plan they do not follow rigorously. Alarmingly, **38%** indicated having no study plan at all. Despite this, a significant **75%** acknowledged that having a structured study plan would be beneficial (3.2), suggesting strong student awareness of the value such planning could bring to their academic performance.

In terms of learning resources (3.4), the **internet emerged as the primary source**, with over **90%** of students relying on it for study purposes. In contrast, **books** were utilized by just **24%**, followed by **14%** using other unspecified resources, and a mere **9%** attending supplementary support courses. This data highlights a **heavy dependence on digital content**, potentially at the expense of more structured and reliable sources such as textbooks.

It is worth noting that these trends were **consistent across academic years**, suggesting a widespread behavioral pattern that is not significantly influenced by seniority or study experience.

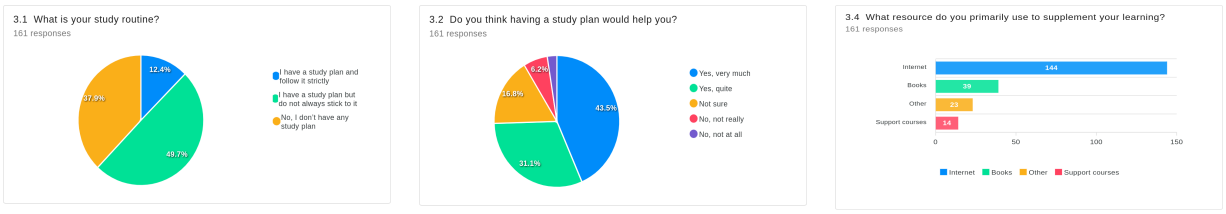


Figure 9: Study routine & resources used

Figure 10 depicts the distribution of hours students dedicate to studying in a typical week. The average study time is approximately **8.19 ± 0.54 hours**, with **50%** of respondents spending **at least 7 hours** weekly on their studies (3.3). The large majority of reported study times fall between **3 to 10 hours per week**, while only a small minority exceed 15 hours. Some students reported investing **fewer than 3 hours** weekly, indicating a possible lack of engagement or time management challenges.

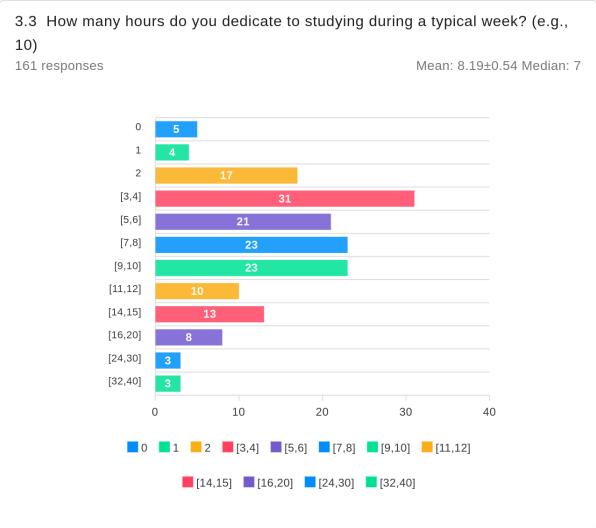


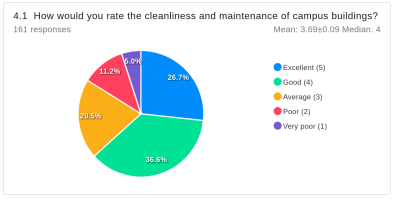
Figure 10: Weekly hours dedicated to studying

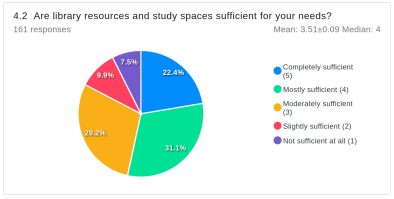
4.3 Campus Facilities

The quality of campus infrastructure directly impacts students' academic experience and overall well-being. Therefore, understanding how students perceive the current state of facilities is critical for informing future improvements. **Figure 11** illustrates the distribution of responses related to various aspects of campus infrastructure.

Overall, there is **general satisfaction** with the cleanliness, the library resources, and the study spaces. Specifically, **63%** of respondents rated the cleanliness and maintenance of campus buildings as good or excellent (4.1). About **half of participants** found that the library resources and study environments were mostly or completely sufficient for their academic needs.

However, internet connectivity emerged as a significant point of dissatisfaction, with **80%** of respondents expressing **dissatisfaction or strong dissatisfaction** with the quality and reliability of campus internet access.





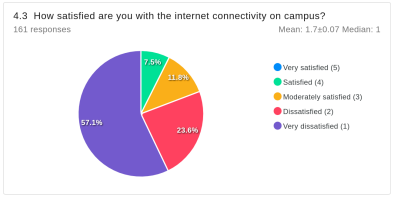


Figure 11: Distribution of participant responses on campus facilities

This sentiment is further quantified in **Figure 12**, which displays the average scores for each facility on a **5-point scale** (1 = very poor/not sufficient, 5 = excellent/very satisfied). The overall average facility rating stands at **2.96 ± 0.06**, indicating a **below-average level of satisfaction**. Most notably, internet connectivity received an **alarmingly low score of 1.7 ± 0.07**, making it the weakest-rated campus service and highlighting a critical area for infrastructure investment.

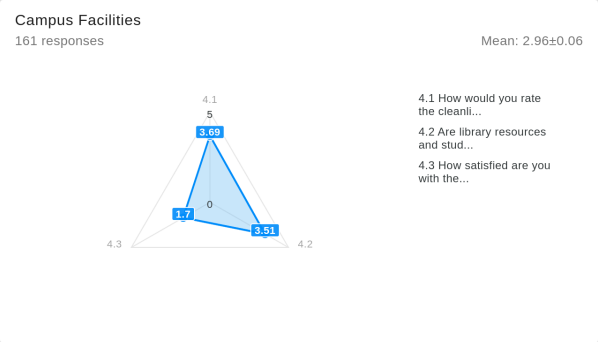


Figure 12: Quantitative analysis of the quality of campus facilities

4.4 Satisfaction & Well-being

The overall student experience on campus, encompassing both academic satisfaction and personal well-being, is a crucial determinant of educational success and long-term engagement. This section presents the students' self-reported perceptions of their academic journey and well-being.

Figure 13 displays the distribution of responses related to satisfaction and well-being. The data reveals a concerning trend: **a significant portion of students are dissatisfied** with their study experience and report high levels of stress.

When asked whether their university experience had contributed meaningfully to the development of career-relevant skills and knowledge (5.1), only **40%** of respondents answered affirmatively. The remaining **60%** felt that the contribution had been either minimal or only somewhat beneficial.

Stress levels among students are also notably high (5.2). **57%** of participants reported feeling stressed frequently, with **45%** of those experiencing stress very often. In contrast, **25%** felt stressed only occasionally, and **19%** reported rarely experiencing stress.

A **weakened sense of belonging** is another issue reflected in the data: **75%** of respondents indicated feeling only a moderate or low level of connection to the university community (5.3). However, on a more positive note, **50%** of students reported regularly engaging in conversations with peers from diverse backgrounds (5.4). This suggests that, despite other challenges, the university fosters a relatively inclusive and low-discrimination environment.

Overall satisfaction with the undergraduate experience is also underwhelming (5.5). Just **35%** of students indicated that they were very or generally satisfied, while a majority (**52%**) expressed only moderate satisfaction. This sentiment was further echoed in responses to whether students would choose to attend the same university again (5.6), where **34%** responded maybe, and another **32%** answered probably not or definitely not.

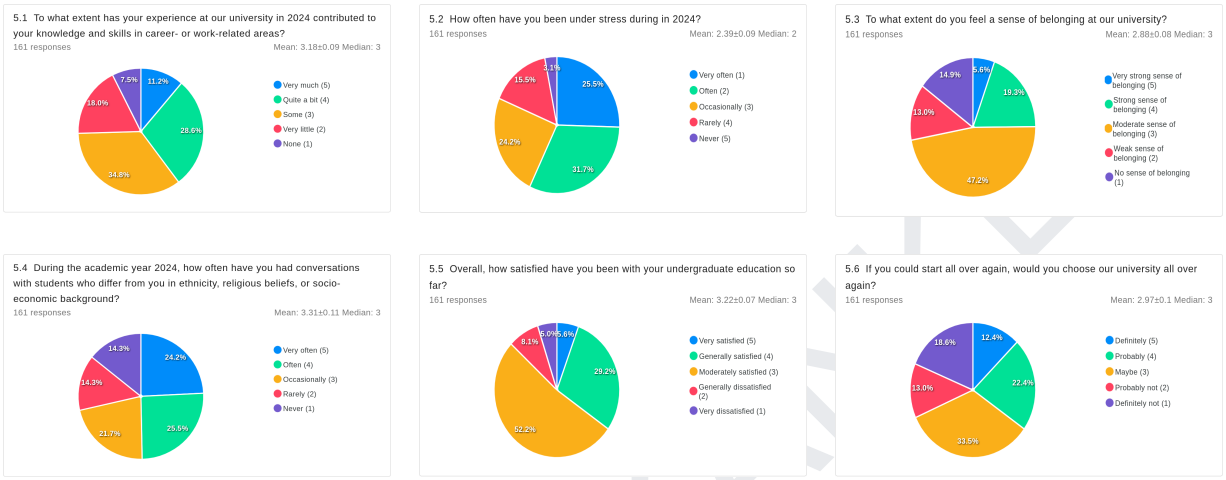


Figure 13: Distribution of participant responses on satisfaction & well-being

Figure 14 presents a numerical analysis of these metrics using a 1–5 rating scale, where **1 represents the most negative** and **5 the most positive** evaluation. For example, in the case of stress (5.2), “never” is rated 5, while “very often” is rated 1. The analysis shows a **clear decline in satisfaction and well-being among upper-year students**. Across nearly all indicators (5.1, 5.2,..., 5.6) students in their second year and above **consistently reported lower scores** than first-year students – namely, for questions referring to the sense of belonging and satisfaction with undergraduate education. This trend suggests a potential erosion of student optimism and institutional trust over time.

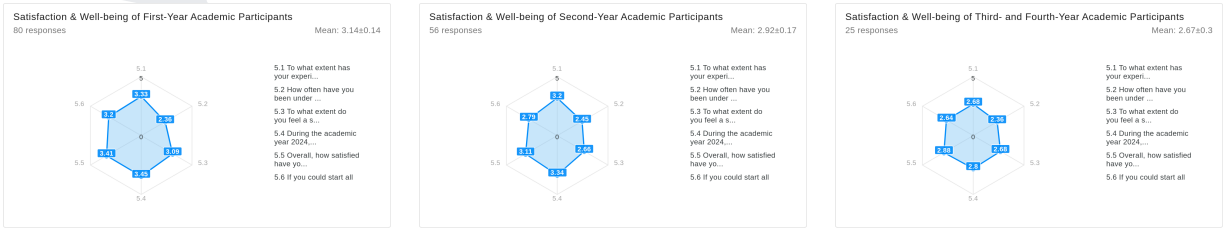


Figure 14: Quantitative analysis of satisfaction & well-being by participant academic year

Figure 15 further dissects overall satisfaction scores (based on question 5.6) by academic program and student seniority. Here, groups are denoted as “[1]” for first-year students and “[2+]” for those in their second or later academic years. Sample sizes (number of respondents per group) are shown in parentheses – n.b. only groups of **at least five respondents** are displayed. The plot displays mean satisfaction scores along with their standard errors, providing insight into intergroup variability. The “Global Average” in the figure is the average satisfaction score across all respondents. The results indicate that **students in higher academic years are consistently less likely to choose the university again**, regardless of their program of study. An exception is found among students in **Preparatory Classes**, where the satisfaction score improves across academic years. This contrast suggests that specific structural or pedagogical aspects of the Preparatory Classes may support sustained satisfaction better than other programs.

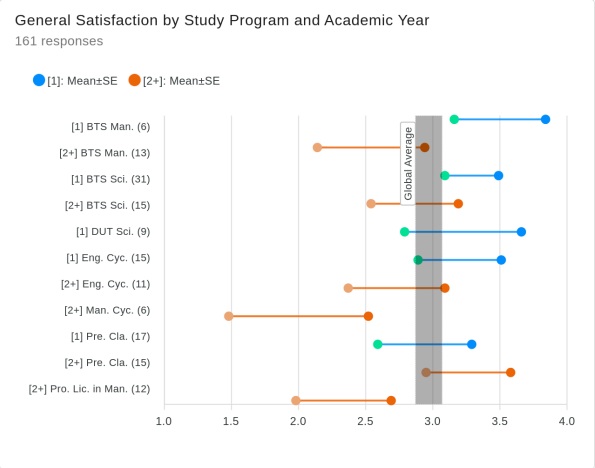


Figure 15: General satisfaction broken down by study program and academic year

4.5 Student Wishes

To better understand student aspirations and areas where the academic experience could be enhanced, participants were presented with a predefined list of options. The aim was to gauge student interest in supplementary academic resources as well as extracurricular opportunities that could enrich campus life. **Figure 16** illustrates the distribution of responses related to students’ academic and extracurricular wishes.

A clear majority, **68%** of respondents, expressed a desire for additional academic support, such as extra exercises, or lessons (6.1), indicating a strong need for reinforced instructional content to support their learning.

When asked about extracurricular interests (6.2), **53%** of students expressed interest in having sports activities available on campus. This was followed by **35%** who wished for opportunities to learn a new language, and **24%** who showed interest in joining programming clubs or peer groups focused on coding. Additionally, **25%** selected the “other” category, highlighting various additional suggestions not explicitly listed in the options.

These findings underline the importance of **complementary academic resources** and **a more dynamic extracurricular offering**, with students particularly valuing hands-on learning, physical activity, and skill diversification.

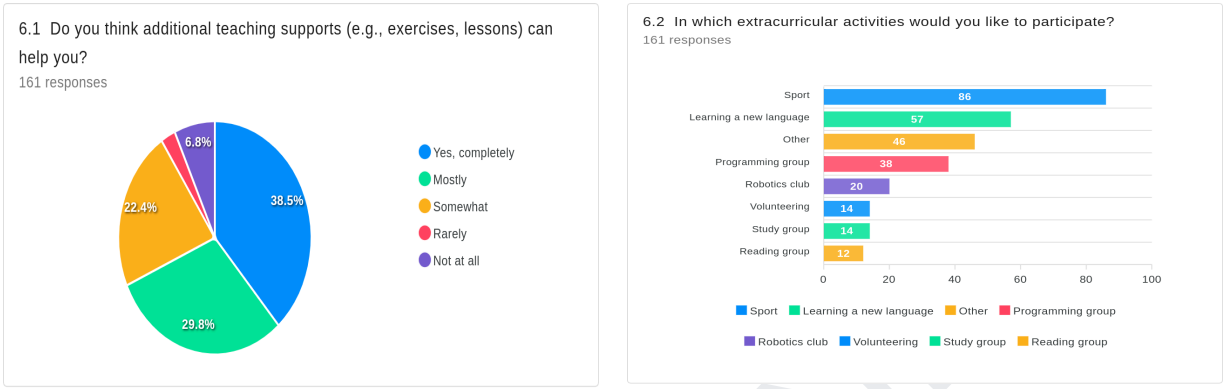


Figure 16: Distribution of participant responses to questions related to student wishes

5. Discussion and Interpretation

Teaching Effectiveness: The discrepancy in satisfaction levels between first-year students and those in advanced academic years can be attributed to the broader and more critical perspective held by older students. Their extended exposure to university instruction allows for a more comprehensive and nuanced evaluation of teaching quality. Although senior students consistently reported lower satisfaction across all indicators (2.1 to 2.5), the overall average score of **3.47 ± 0.09** suggests a generally favorable perception of teaching among the entire respondent group. Nevertheless, there remains room for improvement, particularly in the relevance and design of the syllabus (2.6). Additionally, the high proportion of neutral responses, especially the **42% average rating on lecture interactivity**, signals a need to enhance engagement during classes and increase professors' availability for consultations.

Study Habits: The findings (3.1–3.4) reveal significant challenges in student self-discipline and time management. Despite acknowledging the value of study plans, the majority either do not follow one consistently or lack one entirely. This indicates a strong need for institutional guidance in structuring effective study strategies and motivational support. Moreover, although students heavily rely on the internet as a learning resource, **book usage remains low**, which could be due to insufficient availability or accessibility. Lastly, the average **study time of just 8.19 ± 0.54 hours per week** is concerning and may be insufficient for proper knowledge retention. A deeper inquiry is necessary to uncover the underlying causes such as workload, distractions, or lack of support, that may explain this weak academic engagement.

Campus Facilities: The responses related to campus infrastructure (4.1–4.3) underscore **clear deficiencies in internet connectivity** and the availability of quality study resources. While students are well satisfied with cleanliness and general facilities, only half consider library services and study areas to be sufficient. More critically, **80% expressed dissatisfaction with campus internet**, despite digital resources being their main tool for learning. This creates a notable barrier, especially for students from underprivileged backgrounds or those without stable internet access at home. Enhancing on-campus connectivity and library infrastructure is therefore crucial to leveling the academic playing field and supporting student success.

Satisfaction & Well-being: The overall well-being and satisfaction levels reported by students reveal concerning trends. **The average stress score is alarmingly low** at **2.39 ± 0.09**, with over **50%** of respondents indicating that they often feel stressed (5.2). Additionally, the sense of belonging within the university community is weak, reflected in an average score of **2.88 ± 0.08**, with only a quarter of participants reporting a (very) strong connection to the university.

Even more critically, the general satisfaction with the university experience, as measured by the willingness to choose the university again (5.6), is underwhelming at **2.97 ± 0.10**. Only one-third of respondents stated they would probably or definitely choose this university again. Among second-year and higher-level students, this score drops further to **2.74 ± 0.15**, and nearly a third of these students reported they would definitely not choose the university again.

Importantly, a **strong correlation exists between sense of belonging and general satisfaction.** Students who reported a (very) strong sense of belonging gave a significantly higher satisfaction score (**3.73 ± 0.31**), while those with a weak or absent sense of belonging rated their experience much lower (**2.24 ± 0.18**). This indicates that fostering a stronger campus community and student integration could positively impact satisfaction and retention.

Student Wishes: The results related to student aspirations point to clear areas for improvement. A majority of respondents expressed the desire for **more supportive teaching materials**, such as tutorials and additional exercises. This suggests that reinforcing lecture content with structured learning aids could enhance academic engagement and understanding.

In terms of extracurricular engagement, **sports**, **programming groups**, **language classes**, and other study-related clubs were frequently cited. These activities not only enrich students' university experience but can also serve as vehicles to improve motivation, reduce stress, and strengthen community ties. For instance, study and reading groups can promote collaborative learning and deepen interest in course material.

Notably, over half of the participants expressed a strong interest in sports activities, underscoring the need for better access to campus sports facilities. Promoting such initiatives would support student well-being, provide a healthy outlet for stress, and encourage a sense of belonging. Moreover, the promotion of **plurilingualism** through foreign language courses is seen as a crucial opportunity, particularly for STEM students who need to access international academic resources and research.

Survey Limitations and Response Bias: While gender did not appear to significantly influence the results, some limitations in the data collection process may have introduced subtle biases. Given the in-person format of the survey and its relatively short duration, a tendency among respondents to choose neutral options (e.g., "somewhat," "average," "moderate") was observed. This may stem from either a reluctance to express strong opinions or a lack of sufficient information to make confident judgments. In questions related to overall satisfaction (5.5) and sense of belonging (5.3), approximately **50%** of responses fell into the neutral category. These neutral responses may reflect a latent dissatisfaction or simply a lack of meaningful engagement with the institution.

6. Recommendations

Based on the findings and analysis of the survey, the following recommendations are proposed to enhance the overall academic experience and well-being of students at the university. The priorities are indicated by color:

🔴 High Priority Recommendations

1. **Enhance lecture interactivity**
   Launch and promote the use of the InTeSe platform, which allows professors to create interactive, anonymous quizzes during lectures. This tool facilitates real-time feedback on student understanding and encourages active participation without fear of judgment. It also enables ongoing assessment.

2. **Ensure high-speed, campus-wide internet access**
   Reliable internet connectivity is essential, particularly as the majority of students rely heavily on online resources for studying.

3. **Offer targeted academic support**
   Organize supplementary lectures and provide additional exercises for students who are struggling in specific subjects.

4. **Reform and modernize course syllabi**
   Conduct a detailed survey or focus groups to identify which courses or topics need to be added, revised, or removed based on student feedback and relevance to current academic or professional demands.

🟡 Medium Priority Recommendations

5. **Provide psychological support services**
   Establish a dedicated psychological support unit to assist students dealing with stress and mental health challenges, thereby fostering a healthier academic environment.

6. **Assist with academic planning**
   Offer administrative guidance to help students design structured, personalized, and realistic study plans tailored to their academic needs and personal constraints.

7. **Promote adherence to study plans**
   Develop programs or mentorship opportunities to help students follow through with their study plans and gradually increase the number of hours they dedicate to learning.

8. **Expand extracurricular offerings**
   Introduce a wider range of extracurricular activities, such as sports, cultural events, and clubs, to enhance student engagement and promote a stronger sense of community and belonging.

⚫ **Low Priority Recommendations**

9. **Create collaborative learning spaces**
   Set up designated spaces on campus for group activities and co-creation, including robotics clubs, programming teams, reading groups, and peer study circles.

10. **Improve library resources**
    Conduct a needs-based investigation among students to determine which books and resources are missing from the library, and work to make them accessible.

11. **Increase availability of study spaces**
    Assess current campus infrastructure and, where needed, create more study areas to accommodate students during peak hours or exam seasons.

12. **Introduce foreign language courses**
    Offer optional language classes to encourage plurilingualism, particularly for students pursuing STEM or international studies.

13. **Implement a mentoring program**
    Connect students with faculty members or senior peers through structured mentoring programs to help them define academic goals, access useful resources, and gain motivation.

7. Conclusion

This General Survey 2024 at JFN Hightech University Institute (JFN HUI) was designed to assess the overall satisfaction of undergraduate students with regard to teaching effectiveness, study habits, campus facilities, and general well-being. By gathering insights from students across all academic years and programs, the survey provided a rich dataset that reveals both areas of strength and significant challenges within the current academic environment.

The analysis of the collected data reveals that while students generally express satisfaction with teaching quality, particularly in terms of professor expertise and lecture content, there is still room for improvement, especially regarding the relevance of syllabi and the availability of instructors outside class hours. Additionally, study habits reveal a lack of structure, with a considerable number of students reporting low weekly study hours and limited use of reliable academic resources such as textbooks. Campus facilities, especially internet connectivity, were another major point of dissatisfaction, significantly affecting the students' ability to study effectively.

One of the most striking findings from the survey is the relatively low level of overall satisfaction with the university experience. Only one-third of the respondents stated that they would probably or definitely choose JFN HUI again if given the choice, and this percentage drops even further among second-year and higher students. This suggests that while some students may begin their academic journey with optimism, their satisfaction tends to diminish over time – likely influenced by factors such as insufficient support structures, lack of engagement, and limited extracurricular opportunities. The low sense of belonging, coupled with elevated stress levels and limited recreational outlets, compounds this dissatisfaction.

Despite these challenges, the survey serves as a vital diagnostic tool that brings to light the authentic voices and concerns of the student body. It highlights critical areas for immediate action, such as enhancing interactivity in lectures, improving internet infrastructure, expanding student support services, and promoting a more inclusive and engaging campus culture. The insights generated from this survey are not only instrumental in guiding evidence-based decision-making, but also reflect the university’s dedication to listening, learning, and evolving alongside its students.

In sum, the General Survey 2024 is a meaningful step toward creating a more responsive and student-centered academic environment at JFN HUI. By acting on the recommendations derived from these findings, the university can reaffirm its commitment to excellence and significantly improve the educational experience and satisfaction of its student community.