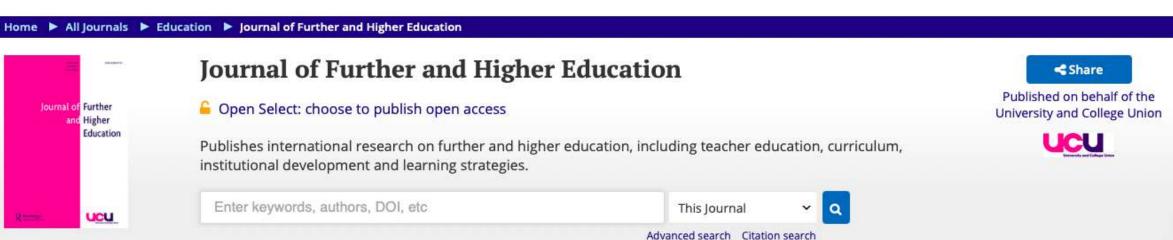


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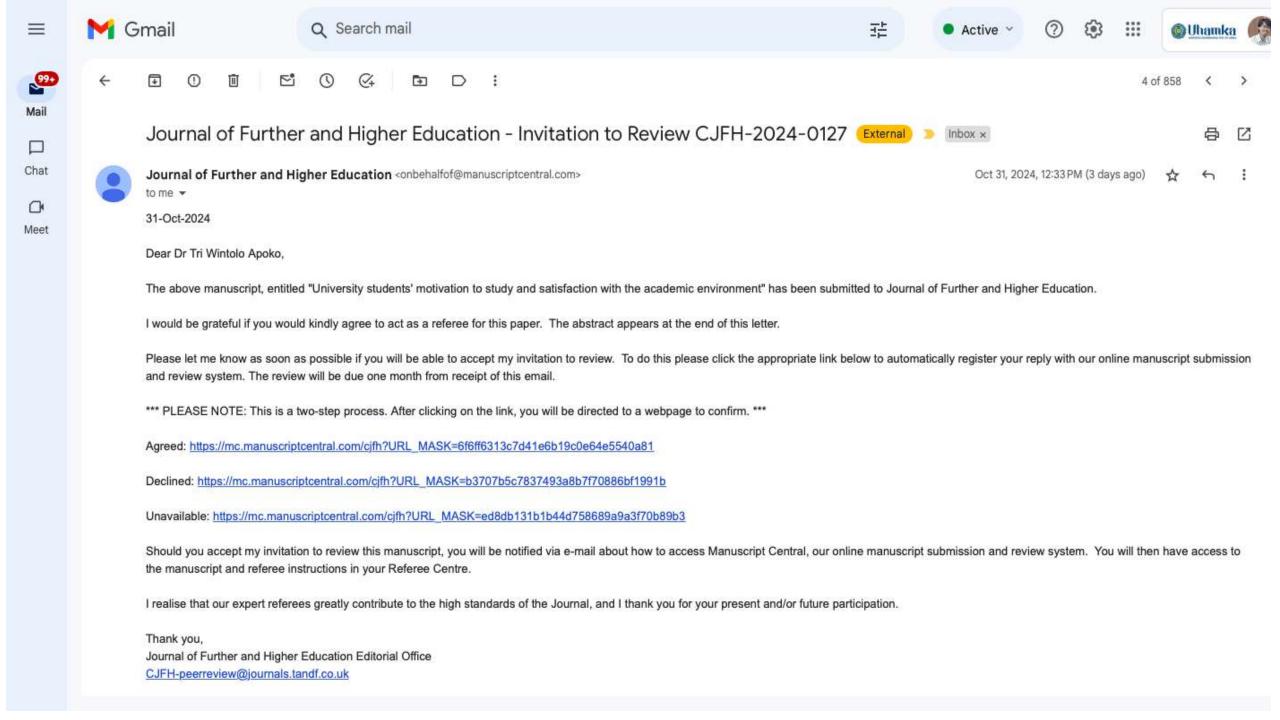
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## Review and Score

ACTION	DUE DATE	TYPE	ID/TITLE	STATUS
Select	\$ 30-Nov-2024	Research Article	CJFH-2024-0127	Under Review
			University students' motivation to study and	Assignments:
			satisfaction with the academic environment	EO: rowley, shula



#### Journal of Further and Higher Education



# University students' motivation to study and satisfaction with the academic environment

Journal:	Journal of Further and Higher Education
Manuscript ID	CJFH-2024-0127
Manuscript Type:	Research Article
Keywords:	academic environment, motivation, satisfaction, university students



### Submitted Review

30

University students' motivation to study and satisfaction with the academic environment

Referee Affiliation Universitas Muhammadiyah Prof Dr Hamka, English Education

Manuscript ID: CJFH-2024-0127
Manuscript Type Research Article

Keywords academic environment, motivation, satisfaction, university

students

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- 3. In the discussion section, you have discussed the results well by comparing the supporting and contrasting previous studies regarding motivation to study and the satisfaction with academic environment. However, you need to add some relevant studies with more updated citations > in 2019. In addition, it will be much better if you present the discussion based on the four research questions you addressed in the introduction.
- 4. It is also important to conclude the results by providing the implications as you explained briefly, yet it will be much better when provided





### Submitted Review

### Comments to the Author

#### Results of Review

- 1. The topic of the manuscript is something usual, yet you decorate it with good background and some findings, so this seems to be distinctive.
- 2. In the introduction section, a comprehensive, but effective background has been elaborated. However, it is also important to put ideas on how your current study is not identical to other previous studies. Please add with some relevant previous studies on motivations and the satisfactions, and describe the novelty of your research before ended with the aim of study and the research questions.
- 3. In the discussion section, you have discussed the results well by comparing the supporting and contrasting previous studies regarding motivation to study and the satisfaction with academic environment. However, you need to add some relevant studies with more updated citations > in 2019. In addition, it will be much better if you present the discussion based on the four research questions you addressed in the introduction.
- 4. It is also important to conclude the results by providing the implications as you explained briefly, yet it will be much better when provided with some more theoretical and practical implications.
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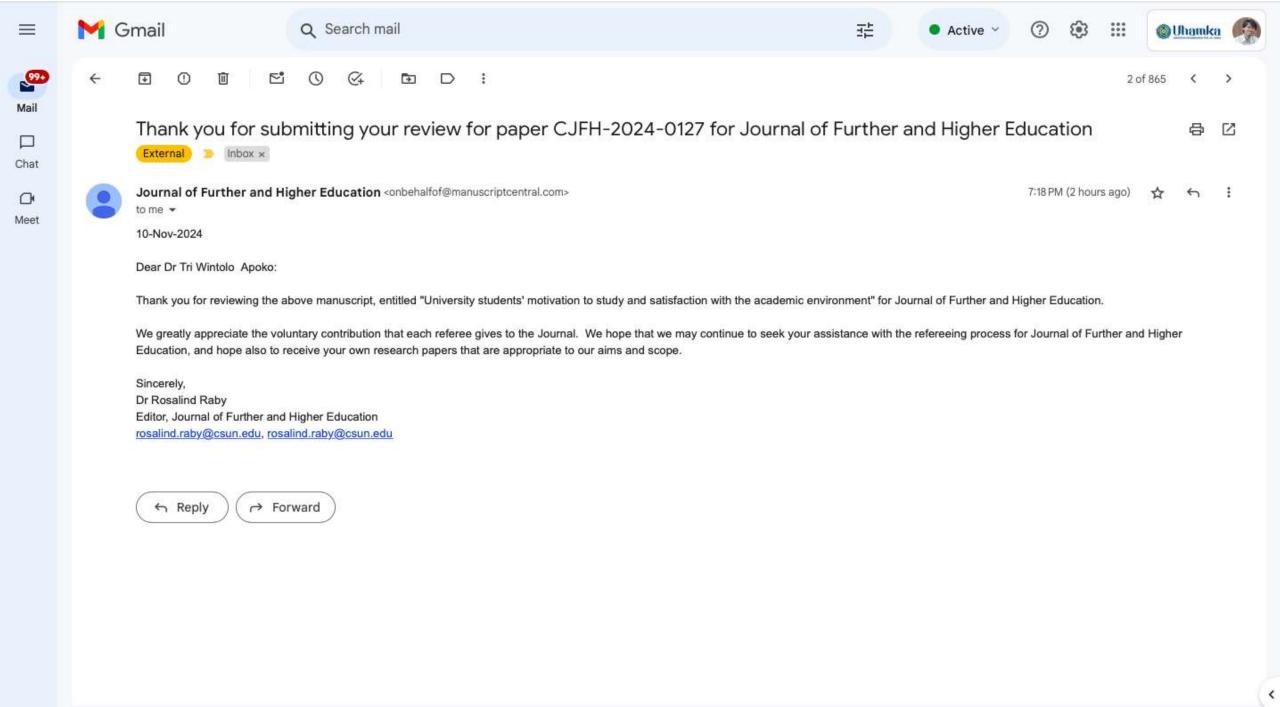


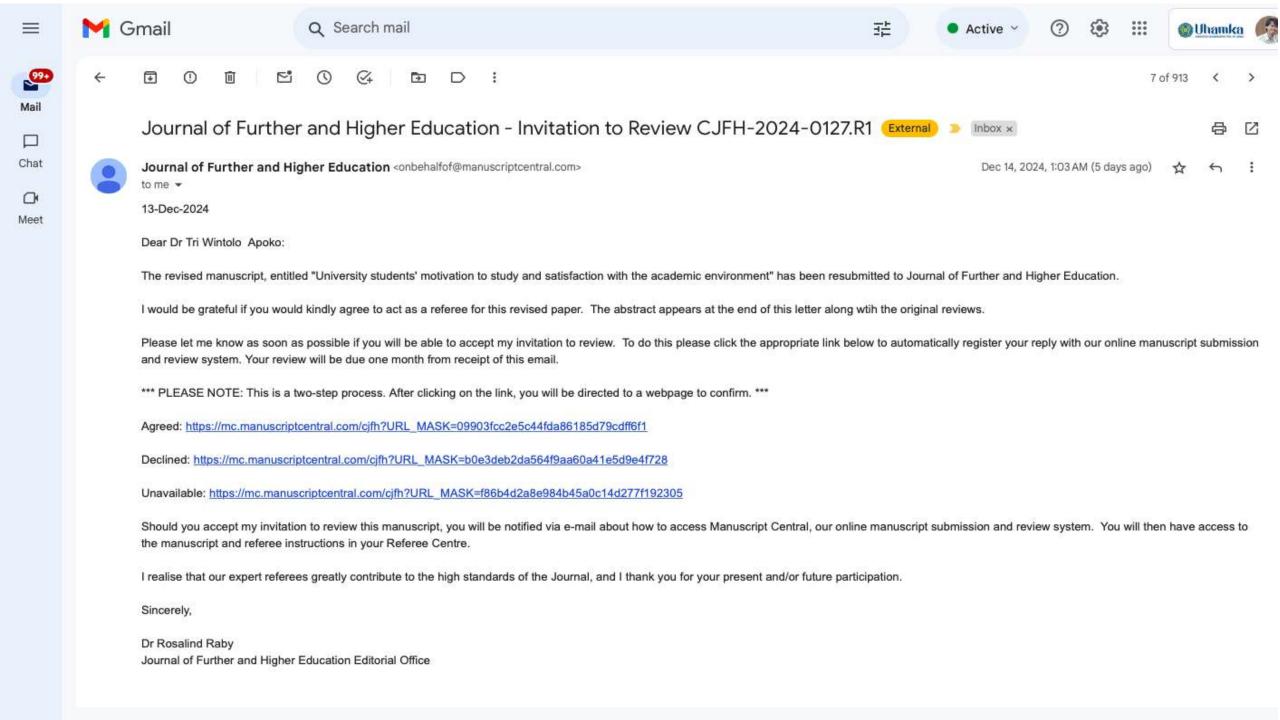


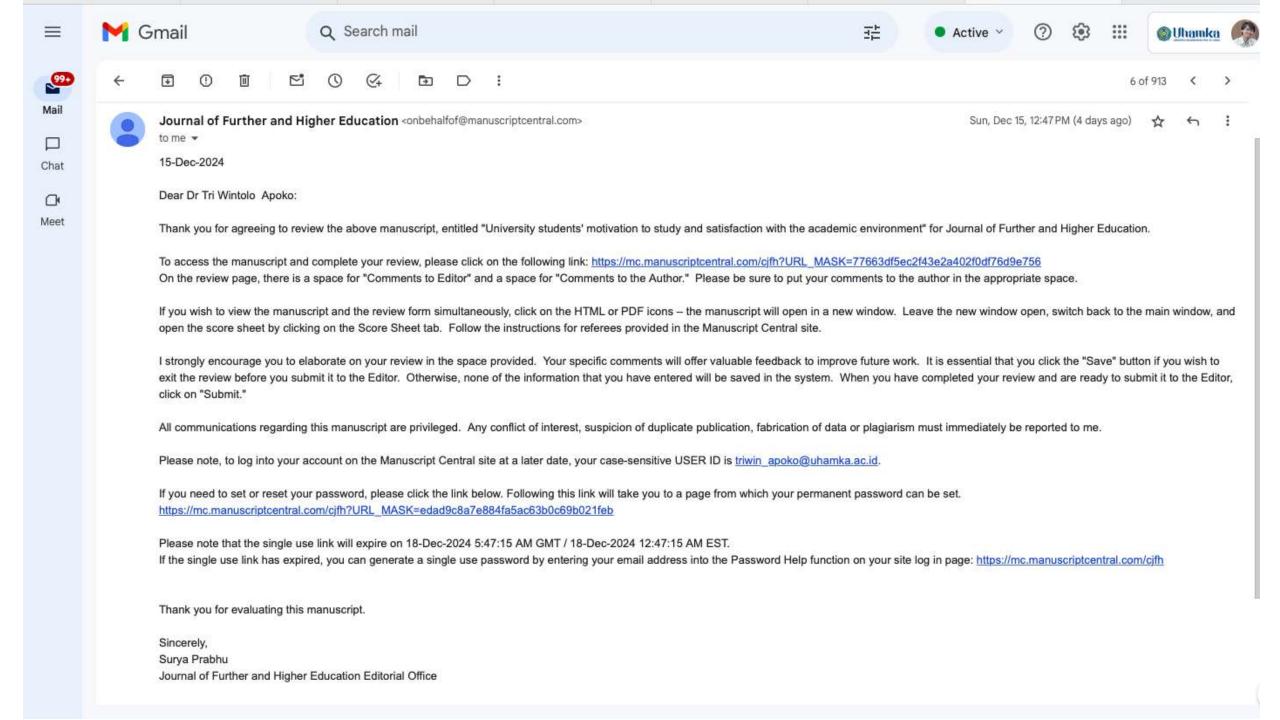


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ACTION	COMPLETED	ID/TITLE	STATUS
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		academic environment	EO: rowley, shula

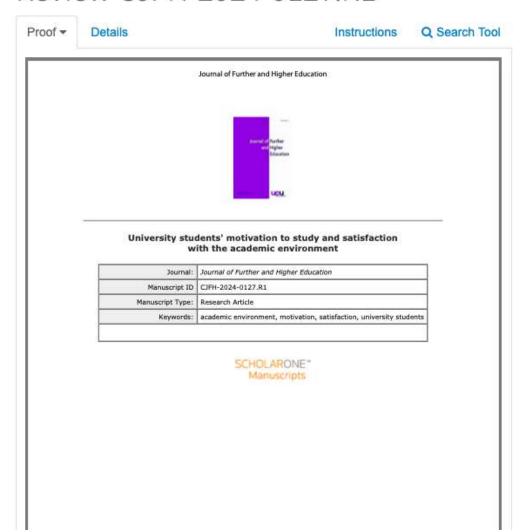








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#### Introduction

The prevalent occurrence of dropouts and non-completion of academic studies draws attention to issues related to factors influencing students' retention and successful program completion in higher education motivation to study. In adacemia, Universities play a central role not only in imparting knowledge but also fostering an environment that ensures the retention and successful completion of academic programs by their students (Kehm et al. 2019; Qvortrup and Lykkegaard 2022). This study assumes that understanding the dynamics of motivation and satisfaction is critical to addressing these challenges. While student motivation and satisfaction are key factors in this discussion, they are influenced by a wider range of elements, including external circumstances, institutional fit, and individual expectations. There is a need for a deeper exploration of why satisfaction with the academic environment and motivation are crucial for improving outcomes in higher education. The relationship between satisfaction and motivation is complex: satisfaction with the academic environment can affect motivation, and conversely, high motivation can enhance satisfaction. To investigate these dynamics, Self-Determination Theory (SDT) by Deci and Ryan (1985) provides a comprehensive framework. According to SDT, motivation stems from the fulfilment three fundamental psychological needs - autonomy, competence, and relatedness. When these needs are satisfied, individuals experience intrinsic motivation, which is linked to better well-being and academic performance (Deci et al. 1991; Ryan and Deci 2000; Jie et al. 2022). SDT is one of the most widely recognized theories of motivation and is often use educational research and programmes (Ntoumanis et al. 2021; Howard et al. 2021; Kritikou and Giovazolias 2022; Wang et al. 2024). In line with Maslow's theory, human motivation and satisfaction are closely related (Taormina and Gao 2013). The closer the persons are to satisfying their needs, the more motivated and satisfied they tend to be. Motivation drives behaviour to fulfil needs, and the fulfilment of these needs leads to satisfaction. Universities are becoming increasingly realizing that a positive and motivating educational atmosphere not only helps attract students but, more importantly to retain them until the completion of their academic pursuits (Burke 2019). By Deci and Ryan (1985) motivation is understood as the psychological force that makes a person to take a certain action or make a certain decision propose that human behaviour can be driven by both intrinsic

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			EO: rowley, shula

