

ACADEMIC SATISFACTION IN THE CONTEXT OF BRAZILIAN HIGHER EDUCATION

A SATISFAÇÃO ACADÊMICA NO CONTEXTO DO ENSINO SUPERIOR BRASILEIRO

LA SATISFACCIÓN ACADÉMICA EN EL CONTEXTO DE LA EDUCACIÓN SUPERIOR BRASILEÑA

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ABSTRACT: The article deals with the theme of academic satisfaction in Brazilian Higher Education. The topic has been widely studied internationally, given its importance as a result of the expansion of higher education and the increase in the number and diversity of students who access the university, with academic satisfaction playing a decisive role in the permanence and academic success of students. Specifically, we sought to explore in the national academic production which works are published that deal with the theme of academic satisfaction in the educational area and discuss what results have been found, in order to have an overview of the theme at the national level. Methodologically, the bibliographic research was directed to the collection of the *Scientific Electronic Library OnLine* (SciELO) and the university libraries of the Faculty of Education at UNICAMP, USP, UNESP and the Brazilian Digital Library of Theses and Dissertations published in the last ten years. The data indicate that in Brazil there are many studies that investigate the aspects that influence academic success and the permanence or dropout of university students, however the specific theme of academic satisfaction is still poorly investigated

KEYWORDS: Higher education. Academic satisfaction. Academic success. Literature review.

RESUMO: O artigo trata sobre a temática da satisfação acadêmica no Ensino Superior brasileiro. O tema tem sido amplamente estudado em âmbito internacional em decorrência da ampliação do ensino superior e do aumento da diversidade de estudantes na universidade. Buscou-se explorar, na produção nacional, quais são os trabalhos publicados que tratam sobre a temática da satisfação acadêmica na área educacional e discutir quais resultados vêm sendo encontrados. Metodologicamente, a pesquisa qualitativa bibliográfica foi direcionada para o acervo do *Scientific Electronic Library OnLine* (SciELO), das bibliotecas universitárias da Faculdade de Educação da UNICAMP, USP, UNESP e da Biblioteca Digital Brasileira de Teses e Dissertações, selecionados trabalhos publicados nos últimos dez anos. Os dados indicam que no Brasil existem muitos estudos que investigam os aspectos que influenciam o sucesso acadêmico e a permanência ou abandono de universitários, entretanto, a temática específica da satisfação acadêmica ainda é pouco investigada.

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PALAVRAS-CHAVE: *Ensino superior. Satisfação acadêmica. Sucesso acadêmico. Revisão literatura.*

RESUMEN: *El artículo trata el tema de la satisfacción académica en la educación superior brasileña. El tema ha sido ampliamente estudiado a nivel internacional, dada su importancia como resultado de la expansión de la educación superior y el aumento en el número y diversidad de estudiantes que acceden a la universidad, con la satisfacción académica jugando un papel decisivo en la permanencia y éxito académico de los estudiantes. Específicamente, se buscó explorar en la producción académica nacional qué trabajos se publican que abordan el tema de la satisfacción académica en el área educativa y discutir qué resultados se han encontrado, con el fin de tener una visión general del tema a nivel nacional. Metodológicamente, la investigación bibliográfica se dirigió al acervo de la Biblioteca Científica Electrónica OnLine (SciELO) y las bibliotecas universitarias de la Facultad de Educación de la UNICAMP, USP, UNESP y la Biblioteca Digital Brasileña de Tesis y Disertaciones publicadas en los últimos diez años. Los datos indican que en Brasil existen muchos estudios que investigan los aspectos que influyen en el éxito académico y la permanencia o deserción de los estudiantes universitarios, sin embargo el tema específico de la satisfacción académica aún está poco investigado.*

PALABRAS CLAVE: *Educación superior. Satisfacción académica. Éxito académico. Revisión de literatura.*

Introduction

Research on the construct "Academic Satisfaction" in the international scenario has deserved some attention due to the increase in the number and diversity of students in higher education (HE) and the need for institutions to try to understand the conditions that favor the permanence and completion of courses by their students. The students' satisfaction is understood as a determining factor for their permanence and academic success.

This theme has also aroused the interest of several researchers in Brazil, suggesting that a growing demand of college students belonging to different social, cultural and economic realities justifies more research on the factors of their academic involvement and satisfaction. It is important to remember that in the last decades there has been a great expansion of Higher Education in Brazil. Several policies of access to HE have been elaborated, such as the Student Financing Fund (Fies in the portuguese acronym), aimed at financing courses in private universities, and the University for All Program (ProUni in the portuguese acronym), supporting enrollment in Federal and State universities in the country. This set of policies has guaranteed access for a greater number of students in all regions,

reducing the impact of socioeconomic factors as determinants of student access to public or private HE.

The guarantee of access to the university and the allocation of vacancies for specific purposes was determined in Law No. 12.711/2012 (BRAZIL, 2012), which regulates the reservation of enrollments in federal universities and federal institutes of education, science and technology for students coming entirely from public high school, in regular courses, or from youth and adult education. There are also places reserved for quotas that are subdivided according to the family income of the student coming from public school. In both cases, the minimum percentage corresponding to the sum of black, brown and indigenous students is also taken into account. As a result, there has been greater accessibility and heterogeneity of ethnic groups and social strata within universities. These students have differentiated skills, expectations, and life projects, often shaped by their sociocultural backgrounds, and such profiles are not always the best suited to meet the demands and challenges that HE typically poses to its students (ALMEIDA, 2019; ALMEIDA *et al.*, 2007; CAMPIRA; ALMEIDA; ARAUJO, 2021; MERCURI; POLYDORO, 2004). Thus, these different cultural, behavioral and social profiles have demanded from higher education institutions (HEI) more attention to these new publics in their characteristics and needs, while seeking to implement support services and programs.

This scenario has aroused the interest of the country's researchers in analyzing the conditions of students' academic life, the factors that imply in their adaptation and permanence or dropout, in particular the intervening variables in their learning and academic performance. In the different areas of academic life, we know that student involvement is strongly dependent on their levels of academic satisfaction or dissatisfaction. As a result, according to these levels of (dis)satisfaction, different levels of student participation and utilization are expected in curricular and extracurricular activities as opportunities for training and psychosocial development (AMBIEL; HERNÁNDEZ; MARTINS, 2016; CASANOVA; BERNARDO; ALMEIDA, 2021; CHICO *et al.*, 2020).

Academic satisfaction can be defined as a variable in a student's life that involves their perception, engagement and personal and professional fulfillment with the academic environment (ALMEIDA, 2019). In this sense, academic satisfaction is a multidimensional construct, including cognitive, emotional and behavioral dimensions, affecting the positive or negative way in which students experience their academic experiences (SOARES; ALMEIDA, 2011). Such experiences include learning and academic performance, the relationship with colleagues and professors, the career project related to the course, or even

the various daily activities and their management. The available research confirms a strong interdependence between academic satisfaction and the quality of academic experiences that occur throughout students' graduation (AMBIEL; HERNÁNDEZ; MARTINS, 2016; BARDAGI; BOFF, 2010; CHICO *et al.*, 2020).

For Osti, Freitas and Almeida (2021), academic satisfaction plays a relevant role in the student's involvement with their course and with their institution. The diversity of conditions and experiences of students differentiates academic satisfaction by areas: Economic Resources, Career and Future Employment, Quality of Teaching and Relationship with Teachers, Interpersonal Relationships with Colleagues, Learning and Academic Performance, and Quality of the Institution's Equipment and Services of Education (OSTI *et al.*, 2020). This diversity of dimensions allows us to better describe student profiles taking their levels of satisfaction with personal and contextual circumstances of their academic life. As an example, satisfaction can vary depending on the scientific area of the course, with higher levels of satisfaction being found among students of the humanities and lower levels among students in the exact area (SILVA; OLIVEIRA JÚNIOR, 2016), an important role is played by the identification of the student with the chosen course and the success in their learning (ALMEIDA, 2019; SILVA, 2015).

Given the above, it is considered essential to develop the theme, especially when considering the consequences of the Covid-19 pandemic for most students and institutions, which needed to adapt to new demands and requirements, whether of isolation and detachment or health. From the situation experienced, more studies have taken the (dis)satisfaction and its impact on the permanence or abandonment of HE (ARAÚJO, 2017; CASANOVA; BERNARDO; ALMEIDA, 2021; FERRÃO; ALMEIDA, 2021; HIRSCH, 2015; OSTI; FREITAS PONTES JÚNIOR; ALMEIDA, 2021; SANTOS; ZANON; ILHA, 2019). The present article carried out a literature review on the theme of students' academic satisfaction considering articles, dissertations and thesis published in the last ten years in Brazil, seeking to verify the general panorama of Brazilian publications on the theme.

Methodology

The literature review was carried out based on the Scientific Electronic Library OnLine (SciELO) database, the university libraries of the Faculty of Education of the University of Campinas - UNICAMP, Faculty of Education of University of São Paulo - USP and Faculty of Education of São Paulo State University - UNESP, and the Brazilian Digital

Library of Theses and Dissertations. Articles, theses and dissertations published in the last ten years (2010-2020) were selected, however, articles published in 2021 were also incorporated, since only two were found until the finalization of this text.

For all databases the keywords "academic satisfaction" and "higher education" were used. Initially, 189 works were found, justifying the definition of some criteria for the selection of those that would effectively compose the sample. The criteria were as follows: a) to deal with the theme of academic satisfaction in Brazilian higher education, b) to be directed to higher education at the undergraduate level, and c) to approach the theme of satisfaction from the perspective of university students still in course. In the end, after the selection and exclusion of duplicates, 21 works remained, among articles, dissertations, and theses.

Brief presentation of the analyzed studies

In a recent article, Osti, De Freitas Pontes Júnior, and Almeida (2021) address the consequences of the Covid-19 pandemic for student satisfaction. A total of 1,452 Brazilian students, attending courses in the three major areas defined by the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES (Coordination for the Improvement of Higher Education Personnel) participated: Exact and Technological Sciences, Life Sciences, and Human Sciences. The questionnaire included closed and open questions, and was applied online, with the objective of identifying how the pandemic scenario compromised the students' engagement in learning activities. The results indicated that students' ability to engage in learning activities was reduced, which affected all university activities in general, as well as their time dedicated to study. Mental and physical health were also compromised.

Regarding college students' satisfaction with higher education, Soares *et al.* (2021) sought, with a group of 78 college students aged 19 to 50 years from different public and private Higher Education Institutions - HEIs in the state of Rio de Janeiro, to identify the characteristics that make up the satisfaction of these students with the higher education course. The role of the teacher was highlighted as an element of student satisfaction. The researchers identified the importance of the professor not only as a facilitator of the students' knowledge and professional skills, but also as the one who helps the student make the transition from theoretical to practical content. Regarding satisfaction with the course, it was detected that a well-articulated curricular grid has a positive impact on the students' perception of the HEI, and this reflects the importance the university attributes to the course and the student. On the other hand, dissatisfaction with the course occurs when the HEI

provides low quality extracurricular activities, precarious campus structure and little offer of internships. Dissatisfaction was also related mainly to not experiencing practical aspects of the profession or to the poor quality of the information provided.

In research conducted at a public university in the state of São Paulo, Osti *et al.* (2020), assessed several dimensions of satisfaction (institutional, professional, interpersonal, economic resources, teaching, learning and performance) among 136 university students enrolled in the 1st year of the Pedagogy, Geography, Biology, Mathematics and Computing courses, through focus group sessions. The results indicate that in relation to the Institutional Dimension, the highest levels of dissatisfaction are found among students of the night course, due to the insecurity of the period and for not participating in most of the cultural and academic activities that normally take place during the day at the university. On the contrary, it is also the students from the evening course who present the highest indices of satisfaction in the Professional Dimension, since most of them are already employed and inserted into the job market, having a certain financial stability. In the Interpersonal Dimension, the highest levels of satisfaction are found in full-time students, for having greater possibilities in building relational bonds with colleagues. In the Economic Resources dimension, there were no significant differences between the groups of students; even so, the night shift students feel more satisfied, reflecting that several of them have income through their own work, not depending on their parents in financial terms. The Learning and Performance Dimension is pointed out as a factor of satisfaction among students from the Humanities and Biological areas, and the greatest dissatisfaction was manifested in students from the Exact area, who claim difficulty in obtaining the minimum averages required by the university. In the Teaching dimension, high levels of satisfaction are found, reflecting the perception of the quality of education offered by the university.

Two other studies were conducted by the same researchers (CHICO *et al.*, 2020; OSTI *et al.*, 2020), describing the process of constructing a scale of academic satisfaction named Academic Satisfaction Questionnaire. In the first study 267 university students from Brazil and Portugal participated, registering good functioning of the scale items in both countries. In the second study, academic satisfaction was related to the academic experiences of students in HE, finding significant correlations between higher levels of satisfaction and positive perceptions of academic experiences, as expected.

In another paper, taking students from three major science course areas, Suehiro and Andrade (2018) analyzed the possible differentiation of academic satisfaction of university students due to gender, age, knowledge area, and whether they work and study or only study.

The research took 232 first-year students and the results indicate that the lowest level of satisfaction in the dimension 'satisfaction with the course' encompasses the need for the relationship with teachers and colleagues in the course to be positive; the availability of teachers to serve students, knowledge about the discipline, class strategies and evaluation of teachers; the content of the course for training; the performance obtained and the commitment of the institution to the quality of training. No differences were found according to the gender of the students, verifying that those who better balance work and study are more satisfied in all dimensions of satisfaction and, more significantly, in relation to 'satisfaction with the course'.

The research of Fadel *et al.* (2018) analyzed the satisfaction with the academic experience in undergraduate students of Biological Sciences and Health area of a public university in the state of Paraná in Brazil. The study considered 223 undergraduates from the Biological Sciences, Pharmacy, Physical Education, Nursing, Medicine, and Dentistry courses. The data were collected collectively in class from the application of the "Satisfaction with Academic Experience Scale" (SES) developed by Scheleich, Polydoro and Santos (2006). Higher averages were observed in "satisfaction with the course", while the dimensions "satisfaction with the institution" and "opportunity for development" obtained lower averages, but close to each other. Most students are satisfied with a large portion of the variables that make up academic life, especially medical students. However, it can be inferred that the perception of undergraduates differs greatly from one another, and a considerable portion of them are not satisfied with their academic life. They emphasize the need for institutions to plan and improve institutional strategies aimed at students, in order to promote academic satisfaction among them, especially for Biological Sciences and Health Sciences undergraduate students.

Referring to the different levels and stages in which students are, Oliveira and Dias (2014) took in a survey three groups (entering, mid-course students and concluding students) and the focus of their concerns, and corresponding satisfaction. The results indicate that entering students direct their attention to the principles of understanding the course, being the most critical moment due to the period having the highest dropout rate. It is also observed that students in the middle of their course intend to stay in it, and that final-year students are concerned with entering the job market. They also indicate that the greatest difficulties for academic satisfaction are directly linked to the complete and/or partial absence of autonomy, a characteristic that ensures emotional control over problematic situations faced by young people during graduation.

According to Soares Benevides *et al.* (2014), the challenges faced by young people after their entry into ES are influenced by a confluence of personal and contextual variables in their transition and adaptation process to ES. In order to investigate how expectations affect the quality of students' adaptive experiences, two questionnaires reporting on academic expectations and experiences were applied to 182 Brazilian students. Results indicated that entrants' initial expectations correlated with the quality of their academic experiences. In particular, expectations of greater involvement in peer relations, career vocational project, and curricular activities in their course were associated with higher levels of students' academic adjustment.

Santos, Zanon, and Ilha (2019) took a sample of 372 students from a higher education institution in the state of São Paulo, distributed across the courses of Psychology, Architecture and Urbanism, Business Administration, Civil Engineering, Chemical Engineering, Production Engineering, Electrical Engineering, and Computer Engineering. In order to relate self-efficacy and satisfaction with academic experience, they used the Academic Experience Scale (SCHLEICH; POLYDORO; SANTOS, 2006) and the Higher Education Self-Efficacy Scale (POLYDORO; GUERREIRO-CASANOVA, 2010). The results indicate that self-efficacy is a predictor of satisfaction with the academic experience in college students, suggesting the relevance of institutions to promote opportunities for its development by students.

In a study that sought to know factors that can impact on the dissatisfaction of students in the Engineering course, Thomaz, Rocha, Machado Neto (2011), warn that these factors are divided into: psychological or personal factors, such as mistaken choice of the course or personal psychological issues; factors associated with difficulty in the first year of graduation, such as lack of foundation in elementary school and high school; factors related to the course curriculum, such as the level of demand, large number of subjects, extensive class hours, little time for study, large amount of tests and assignments to be delivered, among others. Also pedagogical and structural factors, such as, for example, lack of didactics in the teachers' training and difficulties of resources and adequate infrastructure for the progress of the classes, or even socioeconomic factors, such as students who combine work with graduation or difficulty in the work environment after their insertion in the labor market appear associated to the levels of satisfaction of the Engineering students.

Aiming to assess the degree of satisfaction with the academic experience, Czapiewski and Sumiya (2014) used the "Satisfaction with Academic Experience Scale." This scale assesses three dimensions: satisfaction with the course, development opportunity, and

satisfaction with the institution. The sample consisted of 137 undergraduates, spread from 1st to 4th year, and the questionnaire was administered in class, during the regular class period. The data suggest that the 3rd year students are the most satisfied in the dimension "satisfaction with the course", then the second, first and fourth year students, while in the dimension "satisfaction with the development opportunities" a gradual evolution of scores was noted starting in the first year. In the dimension "satisfaction with the institution", the first and second year students are more satisfied than their third and fourth year colleagues. Finally, it is pointed out that the student-teacher relationship, as well as the relationship with the institution, are important for understanding the quality of the academic experience.

Regarding satisfaction with the teacher-student relationship in the university context, Oliveira *et al.* (2014) explain the need to study the factors associated with such a relationship and its consequences on the rates of adaptation and academic satisfaction of higher education students. To this end, the authors interviewed 29 students from a public university in Rio Grande do Sul from the Psychology and Economics courses, both undergraduates and graduates. The results point to five aspects of the teacher-student interaction that can both facilitate and hinder the academic adaptation of students; they are: differences between high school and college teachers; teachers' training and didactics; receptivity and encouragement; academic/personal relationship; and importance attributed to the teacher in the training. The results pointed out the importance of teachers acting with skills both in theoretical and didactic aspects and in interpersonal relationship aspects, concluding that the affective proximity between teacher and students, or conversations about issues unrelated to the course or the profession, may favor the satisfaction with the university experience.

The work of Santos *et al.* (2013) evaluated the integration and academic satisfaction of college students. Participated 203 students from Psychology and Dentistry courses of a private university, being applied the Questionnaire of Academic Experience (QVA-r) and the Academic Satisfaction Scale (ESEA in the Portuguese acronym). Results indicated moderate satisfaction with the course, with the institution, and with the training experiences. When comparing the results according to the course, Psychology students showed significantly higher satisfaction with the course than Dentistry students. However, in the dimension satisfaction with the institution, it was the Dentistry students who showed significantly higher mean scores compared to their Psychology colleagues.

Comparing the dissatisfaction rates of students in different periods of the course (daytime and nighttime) and in the face-to-face and distance learning modalities in students of the Administration course at a Federal University in Mato Grosso do Sul, Souza and Reinert

(2010) state that students of the face-to-face daytime and nighttime course present higher satisfaction with the curricular structure. As for dissatisfaction, it was expressed mainly by the lack of empathy from professors and the lack of didactics in teaching. The greatest dissatisfaction of students in the distance learning modality stems from the difficulties of teaching by the professors and personal difficulties of the students with the management of individualized study and degree of learning of the subjects taught.

Aiming to establish how the satisfaction of students in EaD modality influences academic performance, Machado (2014) worked with students of Accounting Sciences and Administration, focusing on the analysis and association with academic performance. The results indicated, as predicted in the literature, the influence of satisfaction on academic performance. Despite the fact that students from Accounting Science have higher overall scores in the National Exam of Student Performance – ENADE in the Portuguese acronym - than those from Administration, with regard to satisfaction in the sphere of interactivity, the opposite is observed between the courses, with Administration being the course with the highest satisfaction and Accounting Science with the lowest satisfaction, this being the most relevant factor in predicting learning outcomes.

When investigating the correlation between the Career Adaptability Scale (CAAS) and the Questionnaire of Academic Experiences, reduced version (QVA-r), in 89 students of Electrical Engineering and Psychology of a private university in the interior of the state of São Paulo, Ambiel, Hernández and Martins (2016) found that academic satisfaction with the chosen undergraduate degree may be an indication of adaptation to academic life and professional career. The authors recommend that higher education institutions conduct interventions aimed at promoting the career adaptability of their students, as this process can positively influence the career trajectory.

Fonseca (2018) conducted a comparative study of the levels of expectations and student satisfaction of the Federal Institute of Ceará (IFCE) as a function of the internalization policy in the campuses of the municipalities of Aracati, Canindé and Sobral. It was used a questionnaire adapted from the model of Schleich, Polydoro and Santos (2006) in order to assess the degree of expectation and satisfaction with the expansion and interiorization of higher education. The research counted on a sample of 318 students, in which the partial contribution of each unit was proportional to its population. The author concluded that the internalization strategy is effective in fulfilling the National Education Plan - PNE and promotes the inclusion of populations that were previously marginalized and that had the

entry into higher education as a utopia. Its results in the expectations and satisfaction scales are moderate to high.

Luce, Fagundes and Mediel (2016), interested in knowing the satisfaction of foreign undergraduates who are in incoming mobility at the Federal University of Rio Grande do Sul (UFRGS), sought to understand how the actions promoted by this university influenced the quality of mobility and its intercultural dimension. An online questionnaire was applied to 137 undergraduate incoming mobility students. The research showed positive aspects related to the academic community from the exchange students' reports, which showed interest in the language, the integration among students and the satisfaction of the undergraduates in mobility to know the local culture.

For Oliveira, Santos, and Dias (2016), a factor that maintains positive levels of satisfaction among students during their undergraduate years is the contact maintained with their relatives, colleagues, and friends at the university. Thus, they suggest programs that promote the development of social skills by students and the creation of relational bonds in favor of their academic adaptation.

According to Soares *et al.* (2018), being at university forces the student to position himself in several spheres of his social and academic life. In this way, the academic universe can generate different levels of (in)satisfaction of the student in his university journey. The authors estimate that about 30% of students who attend HE are enrolled in courses of second option, which probabilistically causes a possibility of dissatisfaction or interference regarding the student's evasion in the choice of the course.

Rocha (2010) analyzed the satisfaction of low-income students in technological undergraduate courses in three private higher education institutions (Vale do Acaraú State University - UVA, Faculdade Ateneu and Higher Education Institute of Ceará, the latter belongs to the Universidade Paulista - UNIP). A total of 216 students participated, and the data were collected by means of a structured questionnaire, which included two dimensions of academic satisfaction: overall satisfaction with the course, and satisfaction with the quality of the course. The students have satisfaction in relation to the course, also highlighting a relationship between students and professors guided by dialogue and ethical attitudes. According to Rocha (2010), another influential aspect in choosing a college is the institutional recognition and the quality of teaching, showing that this feature contributes to the professional training of students. Finally, students are satisfied with the choice of the course, especially by the perception that the courses present quality in their educational practices.

Results

Of the 189 papers located, 21 were selected for this study. The bibliographical survey carried out in all the databases showed that there is much research in higher education related to adaptation, integration or academic experience, construction of scales, yield or academic performance, university dropout and profile of entrants or graduates. It can be inferred from the above that the theme of "academic satisfaction" has been researched at the HE level in Brazil.

The theme of satisfaction appears as an adjunct to explain processes of adaptation, learning, development and academic success, which reinforces, for researchers in the educational area, that the theme may deserve greater investment in Brazil, since it makes it possible to explain academic situations that corroborate the permanence or abandonment of HE students and their related variables. However, it should be noted that there are many researches on satisfaction conducted by the areas of administration, economics, accounting, marketing, health (nursing and dentistry), focusing on working conditions, on the labor market, or on a single specific factor, such as academic performance during the course, which, in a way, explains why there are so many studies found and so few that deal with academic satisfaction in a broader way, seeking to verify the various factors related to it.

Specifying the studies analyzed regarding academic (in)satisfaction, it is verified that the authors of these studies are from four different regions of Brazil (South, Southeast, Center-West and Northeast) and most of them work in public universities. It was found the involvement of 17 Brazilian universities, eight state, five federal and four private, which shows the presence of interest in the theme nationwide. Separating the universities by states, and due to the number of institutions involved, we have 04 in São Paulo (UNICAMP, USP, UNESP and São Francisco University), 03 in Rio Grande do Sul (University of Vale do Rio dos Sinos, Federal University of Rio Grande do Sul, Passo Fundo University), 03 in Paraná (Ponta Grossa State University, Midwest State University and West Paraná State University), 02 in Ceará (State University of Ceará and Federal University of Ceará), 02 in Rio de Janeiro (State University of Rio de Janeiro e Salgado de Oliveira University), 01 in Mato Grosso do Sul (Federal University of Mato Grosso do Sul), 01 in Santa Catarina (Federal University of Santa Catarina) and 01 in Bahia (Federal University of Recôncavo da Bahia). This survey also made it possible to verify partnerships of Brazilian universities with Portuguese universities (University of Algarve, University of Porto and University of Minho) and with the University of Barcelona.

Considering all the papers, it is observed that they (CZAPIEVSKI; SUMIYA, 2014; OLIVEIRA; DIAS, 2014; OSTI; FREITAS; ALMEIDA, 2021; OSTI *et al.*, 2020; SANTOS; ZANON; ILHA, 2019; SUEHIRO; ANDRADE, 2018) are linked to faculties or departments of Psychology, Education, Dentistry, Economics, Business Administration or Accounting, and Law. Thus, it can be seen that psychology and education are the two areas with the greatest insertion in the theme. The number of papers between 2010 and 2021 remained balanced per year, with no increase in recent years. Considering that the report Retratos da Educação no contexto da pandemia do novo coronavírus (2020) states that 31% of Brazilian college students considered it a challenge to maintain study routines and were not progressing in the process of remote classes, while another 21% were considered at risk of not returning to university, it is possible that as a result of the pandemic there may be an increase in research on student satisfaction in HE

The national works on the subject of satisfaction described here deal with different dimensions, showing how academic satisfaction influences aspects ranging from academic performance to students' mental health, implying in their permanence or dropout from the course. However, the collected studies show that the theme is worked on in Brazil with samples limited to certain courses or scientific areas, that is, not very diversified. On the one hand, this may favor the development of specific measures for the population analyzed, but on the other hand, it is not possible to understand how academic satisfaction acts in the most diverse areas and dimensions of HE.

All the mentioned researches show how the students' academic satisfaction is affected by some variable, be it socioeconomic, institutional, personal or relational. Given the importance of the theme, Silva and Oliveira Júnior (2016) point out that universities should understand the profile of their students and relate it with the performance during the course, because these studies can provide the teacher with parameters and specific knowledge about the relationship between the student's profile and the course, and thus act more objectively.

Final remarks

This article conducted a review of literature on the theme of academic satisfaction at the national level, considering articles, dissertations and theses published in the last ten years, seeking to have an overview of Brazilian research on this subject. The results indicate that the national production on the theme involves universities, especially public ones, bringing together authors from different Brazilian states. It is understood that the theme appears in

many works, either as a theoretical construct, or as a concept that assists in the investigation of other factors, such as academic performance, adaptation, and integration.

In this sense, some researchers (OSTI *et al.*, 2020; SOARES *et al.* 2021; SUEHIRO; ANDRADE, 2018) indicate the importance of investigating the experiences of satisfaction or dissatisfaction of students in the university environment, because in a massified system of admissions, it is important to know and meet the expectations of students. The failure to meet these expectations generates frustration and dissatisfaction in the students (OLIVEIRA; DIAS, 2017; OSTI *et al.*, 2020; SOARES *et al.*, 2018), progressively favoring dropping out of university, manifested through lack of interest and disillusionment associated with both personal and institutional issues.

From all the above, it is inferred that when the student has institutional support, as well as support from friends and family, and greater freedom in their experience at the university, they may experience greater academic satisfaction. In this scenario, again the importance of studying the indicators of student satisfaction and dissatisfaction is highlighted, so that a greater number of students can be covered by insertion policies and care services at universities to promote their development and academic and social well-being.

In summary, this study, bringing together publications on the academic (dis)satisfaction of HE students, makes it possible to state that research on academic satisfaction helps to understand the weaknesses and deficiencies in HEIs and presents important findings regarding the success and permanence of university students. However, it is important to recognize some limitations, mainly due to the time frame and keywords defined. Therefore, it is considered the possibility of future studies and the continuity of research in partnership with other research groups and universities. On the other hand, considering that the pandemic has required a reorganization of universities and all those involved, it is believed that new incursions into the theme presented here will enable new/other research on the intervening factors in academic satisfaction and how it impacts the distance or online experience of students.

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