

Satisfaction of Basic Education Students on School Services

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ABSTRACT

This study determined the satisfaction of basic education students with school services. A total of 184 basic education students were the respondents of the study. The descriptive-comparative design was utilized in the study. The respondents were selected using the stratified random sampling technique. The analysis of variance, mean and standard deviation were utilized as statistical tools in the study. The results reveal that the satisfaction of students with learning facilities is oftentimes evident. Meanwhile, the satisfaction of students with the worth or value of the services is sometimes evident. Furthermore, the majority of the students notably promote the selected academic institution to their family and friends. On the other hand, there is no significant difference in the overall satisfaction of the students when grouped according to grade level. This means that the student's level of satisfaction in all grade levels is most likely the same.

Keywords: *satisfaction, basic education students, School Services, Davao City, Philippines*

INTRODUCTION

Student satisfaction in schools refers to the overall perception and attitude of students toward their school experience (Elliot et. al. 2001). It encompasses various aspects of the school experience such as the quality of instruction, availability of resources, level of support from faculty and staff, and the overall campus environment (Mansori et al. 2014; Tahir et al., 2010). According to a study conducted by Naeem et al. (2020) and Kanwar, et al. (2022), student satisfaction is considered a crucial indicator of the effectiveness of higher education institutions and has a significant impact on student outcomes such as retention, academic performance, and overall well-being. Moreover, academic institutions are becoming more and more aware of the value of student satisfaction as it has a favorable impact on their decision to continue their studies at the institution in question and on the positive word of mouth that will attract potential students (Walker, 2014; Chen, 2016).

According to Kanwar et al., (2022), the degree of student satisfaction is one of the key markers of a college's development, along with student progression and placements. In addition, students prefer higher education that provides better service quality and student satisfaction (Tahir, Bakar, & Ismail, 2010). In India, students who are enrolled in higher education institutions seek more quality education and perfection of the system, in terms of good infrastructure, quality education system, accessibility of the location, additional inputs in the form of value addition, services provided by the institution and employability enhancement

courses (Subbarayudu et al., 2021; Kanwar et al., 2022). Furthermore, the UK emphasized the importance of evaluating students' satisfaction in their universities and colleges to guarantee that every student receives a superior education that enriches their lives and careers, including courses that improve employability (Collier, 2019).

In the Philippines, it is customary to evaluate a college or university's effectiveness as a learning environment by looking at how many national recognitions and accreditations it has received, as well as how many of its programs pass the civil service examination (Balmeo et. Al. 2014). However, studying student satisfaction is highly relevant and important, as it can provide valuable insights into the experiences and needs of students (Patalinhug et. al. 2021). By understanding the factors that contribute to student satisfaction, school administrators can take steps to improve the overall quality of education and create a more positive and supportive learning environment (Corpuz, 2003; Magulod, 2017). Moreover, understanding student satisfaction can help to identify areas of strength and weakness within the institution, satisfaction, and guide decision-making around resource allocation and program development (Patalinhug et. al. 2021). Additionally, studying student satisfaction can help to improve retention rates and attract top-quality applicants. Schools with high levels of student satisfaction are often more competitive and attractive to potential students, as they are perceived as offering a better overall educational experience (Silva et. al. 2012; Sarsale et. al 2020).

Furthermore, students' satisfaction rises because of high-quality services, which also boosts market share and profitability over the long run (Anderson et. Al. 1994; Onditi et. al. 2017). Student satisfaction must be increased in order to gain a significant market share, and one tactic is to offer a high standard of service (Johnson et al. 2018; Khan et. al. 2014). Meanwhile, the focus on quality in higher education is comparatively recent and the subject of student satisfaction in a selected private institution has not been explored much. Therefore, the main objective of this study is to assess the level of student satisfaction with services provided in a selected private institution in Davao City.

Overall, studying student satisfaction is crucial for stakeholders within the institution, as it can provide valuable insights and inform decision-making that ultimately leads to improved outcomes for all parties involved.

Statement of the Problem

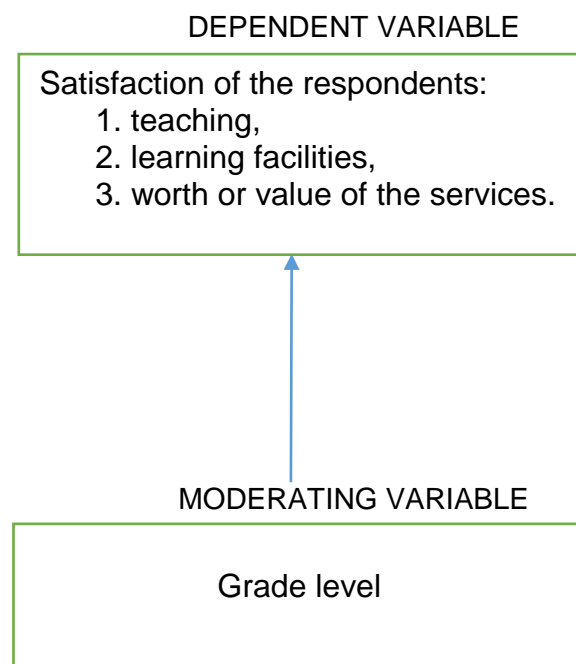
1. What is the level of satisfaction of the respondents in terms of:
 - 1.1. teaching,
 - 1.2. learning facilities,
 - 1.3. worth or value of the services?
2. What is the promoter rate of students?
3. Is there a significant difference in the level of satisfaction of the respondents when grouped according to grade level?

Theoretical Framework

This study is anchored on Expectancy Disconfirmation Theory (Oliver, 1981). This theory suggests that client satisfaction is determined by the difference between what they expect from a product or service and their actual experience. In the context of a study on student satisfaction with school services, the theory suggests that students' satisfaction will be influenced by their expectations of the services provided by the school and the extent to which those expectations are met or exceeded by their actual experience.

The theory posits that if the actual experience meets or exceeds the expectations, then the consumer will be satisfied. If the actual experience falls short of expectations, the consumer will be dissatisfied. If the actual experience exceeds expectations, the consumer will be highly satisfied. Hence, by understanding these expectations and experiences, schools can work to improve student satisfaction by aligning their services with students' expectations.

Conceptual Framework



The figure shows the conceptual framework of the study. The Satisfaction of the respondents represents the dependent variable while the Grade level represents a moderating variable.

METHOD

Research design

This quantitative study utilized the descriptive-comparative research design. A descriptive research design is used to obtain information concerning the current status of the phenomena to describe (Shuttleworth, 2008). Moreover, it is a fact-finding study that allowed the researcher to examine the characteristics and behaviors of study participants (Calmorin, 2007). On the other hand, the comparative design is a technique to compare the outcomes between two or more groups (Creswell, 2007). In the study, it determined the level of satisfaction and promoter rate of students in the school services in a selected private institution. Moreover, it compares the satisfaction of students when grouped according to grade level.

Respondents

The students in the basic education department of a selected private institution were the respondents of this study. Utilizing Slovin's formula, a total of 184 students were selected using the stratified random sampling technique. This involves dividing the population of students in basic education into smaller groups, based on grade level. Then, a random sample is selected from each grade level, so that each stratum is proportionally represented in the final sample.

Instruments

The instrument has three parts that include a profile according to grade level, a satisfaction survey questionnaire, and a promoter rate survey. The level of satisfaction questionnaire is an instrument from the quality assurance office of the institution to measure the level of satisfaction of students with school services. The promoter rate is a yes or no question on whether the students would promote the school to their family and friends.

Procedure

This research study was approved by the institution's Research Office and Research Ethics Committee. The researchers made sure that the questionnaire was suitable for the study's purpose before beginning data collection. The respondents were then approached via a letter, and the data was collected through an online Google form. After the data was collected, it was analyzed using appropriate statistical methods. Finally, the results were thoroughly reviewed and verified by a panel of experts before being printed and released for future studies.

Statistical Tools

The following statistical tools were used in the study:

Mean and Standard Deviation were used to determine the levels of satisfaction of the respondents and the promoter rate of students.

Analysis of Variance was used to compare the satisfaction of students when grouped according to grade level.

RESULTS

Level of Satisfaction of Students with School Services

Satisfaction with Teaching

Table 1.1 shows the level of satisfaction of students with teaching. It can be gleaned from the results that the highest mean score is on the aspect of *subject matter knowledge* ($M=4.53$, $SD=.669$) with a description of very high. On the other hand, the lowest mean is represented by the item *rapport with students* ($M=4.32$, $SD=.809$). Meanwhile, the overall mean is 4.43 described as "High". This denotes that the satisfaction of students with teaching is oftentimes evident.

Table 1.1. Level of Satisfaction of Students with Teaching

Satisfaction with Teaching	Mean	Std. Deviation	Description
Subject matter knowledge	4.53	.669	Very High
Teaching Strategies	4.45	.692	High
Rapport with Students	4.32	.809	High
Overall	4.43	.593	HIGH

Satisfaction with Learning Facilities

Table 1.2 shows the level of satisfaction of students with learning facilities. The result shows that there is the highest mean in the aspect of *convenience* with a mean of 4.52 and a standard deviation of .754. On the other hand, the lowest mean is 4.46 in the *accessibility* and *adequacy of facilities*. The category mean is 4.48, described as high. This means that the satisfaction of students with learning facilities is oftentimes evident.

Table 1.2. Level of Satisfaction of Students with Learning Facilities

Satisfaction with Learning Facilities	Mean	Std. Deviation	Description
Accessibility	4.46	.795	High
Convenience	4.52	.754	Very High
Adequacy of facilities	4.46	.730	High
Overall	4.48	.692	HIGH

Satisfaction with the worth or value of the services.

Table 1.3 shows the level of satisfaction of students in terms of the worth or value of the services, the highest mean is 3.91, while the majority of the indicators of worth or value of the services are between the ranges of 3.26-3.59, which is described as moderate to high level. The lowest mean score is 3.25. Meanwhile, the category mean is 3.31, described as moderate. This entails that the satisfaction of students with the worth or value of the services is sometimes evident.

Table 1.3. Satisfaction with the Worth or Value of the Services

	Mean	Std. Deviation	Description
Kinder	3.33	.577	Moderate
Grade1	3.50	.519	High
Grade2	3.39	.502	Moderate
Grade3	3.91	.302	High
Grade5	3.59	.590	High
Grade6	3.50	.577	High
Grade7	3.41	.541	Moderate
Grade8	3.45	.522	Moderate
Grade9	3.26	.447	Moderate
Grade10	3.25	.518	MODERATE

Promoter Rate on whether the Students Recommend the School to their Family and Friends

Table 2 shows the promoter rate on whether the students recommend the school to their family and friends. The results revealed that there is an outstandingly high promoter rate as shown in the distribution of students who answered "Yes" (f = 179, 97.3%), while only a few answered "No" (f = 5, 2.7%). This suggests that the majority of the students notably promote the school to their family and friends.

Table 2. Promoter Rate on whether the Students Recommend the School to their Family and Friends

Indicator		Frequency	Percent
Promoter Rate	No	5	2.7
	Yes	179	97.3
	Total	184	100.0

Comparative Test on the Overall Satisfaction of Students when Grouped According to Grade Level

Table 3 shows the comparison in the overall satisfaction of students when grouped according to grade level. The results reveal that there is no significant difference in the overall satisfaction of the students when grouped according to grade level ($F=1.540$, $p>.05$). This means that the student's level of satisfaction in all grade levels is most likely the same.

Table 3. Comparative Test on the Overall Satisfaction of Students when Grouped According to Grade Level

	Mean	Std. Deviation	F	p-value	Remarks
Kinder	3.67	.577	1.540	.137	Not Significant
Grade1	3.64	.497			
Grade2	3.44	.511			
Grade3	3.82	.405			
Grade5	3.86	.351			
Grade6	3.50	.577			
Grade7	3.52	.505			
Grade8	3.64	.505			
Grade9	3.52	.509			
Grade10	3.50	.509			

DISCUSSIONS

Based on the level of satisfaction of students on school services with teaching, there is a high level of satisfaction and this denotes that the satisfaction of students with teaching is oftentimes evident. This finding corroborates the study of Elliott et al. (2002), which found that excellent instruction, knowledgeable faculty, desired classes, fair and unbiased faculty, approachable advisor, overall quality of instruction, and teaching methods are significantly

related to student satisfaction. Moreover, the level of satisfaction of students with school services with learning facilities is high. This means that the satisfaction of students with learning facilities is oftentimes evident. This substantiates the study of Kok et al. (2011), which found that facility services have a greater potential contribution to educational attainment the more directly they influence the educational process. Furthermore, the level of satisfaction of students with school services with the worth or value of the services is described as moderate. This entails that the satisfaction of students with the worth or value of the services is sometimes evident. A study by Silva & Fernandes (2012), found that students who perceived higher value in school services were more likely to be satisfied with their schools and had higher academic achievement. Therefore, efforts to improve the quality and value of school services may lead to increased satisfaction among the students.

Meanwhile, in the aspect of promoter rate on whether the students recommend the school to their family and friends, the results suggest that there is a high rate that the students will recommend and promote the school to their family and friends. This conforms with the study of Mihanovi et al., (2016), which emphasized that a high proportion of students would recommend their school to others based on their satisfaction with school services. Moreover, research done by Harrison Walker (2014), found that students are more likely to stick with their current schools and suggest them to other potential students when they are happy with the quality of services offered.

Furthermore, there is no significant difference in the overall satisfaction of the students when grouped according to grade level. This indicates that the student's levels of satisfaction across all grade levels are probably similar. The result conforms to the study of Carey, et al., (2002) as his finding revealed that customer satisfaction varies across individuals.

CONCLUSION

Student satisfaction with school services plays a crucial role in students' development. Hence, a high level of satisfaction with teaching is frequently observed among students. Similarly, students exhibit a high level of satisfaction with learning facilities. However, satisfaction with the value of services offered is moderate, which indicates occasional evidence of satisfaction. It is noteworthy that a majority of students would recommend the school to their family and friends.

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