

STUDENT SATISFACTION ON SCHOOL EDUCATION IN KERALA

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Abstract

The satisfaction of students regarding school environment and teachers are helpful in analyzing how far they are involved with teaching learning process in schools. For a better satisfaction level from the part of students the role played by teachers and school environment are crucial. The present study is an attempt to analyze the student satisfaction of high school and higher secondary students in the schools of Thrissur district in Kerala state. The study is empirically based on so many findings and it is found that students are not very much satisfied by the school environment and teachers indicating the importance of more policy changes in the school education sector to improve on these students related factors to improve student satisfaction.

Keywords: Student, Satisfaction, School Education, Gender, Age, School environment, Teachers, Feedback, Quality.

Introduction

School students are regarded as the most responsive part of the young generation. They are in fact the social community capable of bringing educational innovations into the economy. Student responsiveness and good quality education leads to further social activity (Elena, et.al 2018). Satisfaction monitoring is a good sign and inevitable process that every school undergone to improve the integrity and quality of their institution. Student satisfaction feedback is defined as the opinions of students the services they received as students. It may include the perceptions of students about the teaching learning process, school environment, educational process, learning support facilities and learning environment in which they are studying. Student satisfaction and feedback properly monitored can no doubt bring about educational quality improvement of the school. Students have no doubt, more expectations regarding the schools in which they are studying. It is a fact that school is regarded as the second home to every students and every teacher and school environment plays a very positive and important role in shaping and moulding students. Student satisfaction about schools is an important aspect of children's quality of life (Maykel et.al, 2002). It is also important for the schools and teachers to evaluate students through the student satisfaction surveys for the better and smooth functioning of schools. The main elements of student satisfaction are no doubt the school or learning environment and the teaching style, teaching learning process, curriculum, syllabus and the self-evaluation of students themselves in the school educational process. Thus student satisfaction plays an important and integral part of school education. Student satisfaction on school education or the schools in which they are studying is an important and integral component of improving the quality of schools. There are several studies on student satisfaction related to various aspects of higher education and other elements, but studies related to student satisfaction of school students are very limited. It is also studied that the satisfaction of students with respect to their age and gender are different and the present study concentrates on or give more focus to the satisfaction level of students with respect to school environment and teaching learning process. As the studies in these areas are very limited, it is important to study the satisfaction level of school students and that of high school and higher secondary students as they are the most responsive section of school students. Their responses and satisfaction level are very important in determining about the success of school environment and the quality of teachers and improvement needed in the teaching learning process.

Methodology of the study

The present study on student satisfaction of school students is based on a survey conducted among high school and higher secondary students in Thrissur district of Kerala. The school students

include all categories of students such as government, aided and CBSE schools. The study was conducted among 600 school students and among them 284 is boys and 316 are girls. The age wise classification was on the basis of 14-15 and 16-18 and 322 students are 14-15 and 278 of them are 16-18 age groups. Student's perception on student satisfaction is analyzed with the help of mean score and one sample T test based on school environment and teacher related factors. T test is also used to test to find the significant differences between boy and girl school students' satisfaction and 14-15 and 16-18 age groups. Student satisfaction are analysed with the help of Level test based on the hypothesis that proportions of the level of students satisfaction in school education in Thrissur is equally distributed. The level of students' perception on student satisfaction with respect to gender of students is compared and analyzed with the help of Chi Square test. Students' perception on student satisfaction with respect to their age is studied and compared and the hypothesis is formulated also using Chi Square test.

Student Satisfaction and School Environment

The satisfaction of students can be analyzed with the help of school environment and teacher related factors. These two factors play an important and inevitable role in the satisfaction of student regarding the school in which they are studying. Teachers are the persons motivate students more than anything else and favourable school environment positively affects their academic achievement. So it is important to study the satisfaction of school students based on age and gender of students. The satisfaction of students is analyzed with the help of mean test using the hypothesis that there is no significant difference between the sample mean and the population mean. The student satisfaction about schools and teachers are analyzed with the help of mean score and one sample T test in the table 1. The P values are less than 0.01 for the student satisfaction factors like teaching style of teachers, infrastructure of school, present syllabus and curriculum and academic achievement. The P value is less than 0.05 for the factor of student satisfaction such as classroom and school environment. The P value is greater than 0.05 for the factors subject competency of teachers, approach of teachers and quality of teaching. It means that the above said factors of school student's satisfaction are not equal to average level. The mean values shows that all the factors of student satisfaction like teaching style of teachers, subject competency of teachers, classroom and school environment, approach of teachers, infrastructure of school, present syllabus and curriculum, academic achievement and quality of teaching are below the average level (>3 , 3 is the test value). The result thus reveals that all the factors of student satisfaction need to be improved in schools. Based on mean rank, it can be inferred that are the area in which students are more satisfied are approach of teachers followed by quality of teaching, subject competency of teachers, classroom and school environment, teaching style of teachers, academic achievement, present syllabus and curriculum and the least satisfied are the school infrastructure.

Table 1 :Mean score and one sample t test for measuring the student's satisfaction of school students in different types of schools in Kerala

SI No	Factors of student satisfaction	Mean	Standard Deviation	Mean difference	T value	P Value
1	Teaching style of teachers	2.81	1.57	-0.18	-2.92	0.004**
2	Subject competency of teachers	2.87	1.58	-0.12	-1.95	0.051 ^{NS}
3	Classroom and school environment	2.85	1.65	-0.15	-2.22	0.027*
4	Approach of teachers	2.90	1.61	-0.09	-1.41	0.159 ^{NS}
5	Infrastructure of school	2.74	1.57	-0.26	-4.03	0.000**
6	Present syllabus and curriculum	2.76	1.54	-0.23	-3.78	0.000**

7	Academic achievement	2.77	1.57	-0.22	-3.49	0.001**
8	Quality of teaching	2.87	1.63	-0.12	-1.87	0.061 ^{NS}

Source: Compiled from Primary data

Note: Test Value: 3;

** denotes significant at 1% level,

* denotes significant at 5% level

NS denotes non-significant

Students' perception on student satisfaction are compared and studied with respect to their gender using the hypothesis that there is no significant difference between male and female students regarding the factors of student satisfaction. By using independent T test, the significant difference between Boy and Girl student's satisfaction is analyzed in the table 2. Since the p value is less than 0.05, with regard to the factor of student satisfaction like teaching style of teachers which means that there is a significant difference between male and female students regarding this factor of student satisfaction. The value is greater than 0.05 for all the other factors such as subject competency of teachers, classroom and school environment, approach of teachers, infrastructure of school, present syllabus and curriculum, academic achievement and quality of teaching. Based on mean score, it can be interpreted that there are no significant differences in the case of male and female students regarding the factors of student satisfaction. It is clear that female students are more satisfied regarding all aspects except academic achievement than male students. The mean scores are high in the case of both male and female students with respect to different aspects and in the case of females they are more satisfied in the approach of teachers, subject competency of teachers, quality of teaching, classroom and school environment, teaching style of teachers, academic achievement, infrastructure of schools and present syllabus and curriculum respectively.

Table 2 :T test for finding significant difference between Boy and Girl student's satisfaction of school students in different types of schools in Thrissur in 2020

Factors of students satisfaction	Gender of the students				T value	P value
	Boy		Girl			
	Mean	SD	Mean	SD		
Teaching style of teachers	2.66	1.51	2.93	1.61	-2.10	0.036*
Subject competency of teachers	2.75	1.53	2.98	1.62	-1.75	0.080 ^{NS}
Classroom and school environment	2.72	1.60	2.95	1.68	-1.70	0.089 ^{NS}
Approach of teachers	2.77	1.55	3.02	1.66	-1.84	0.065 ^{NS}
Infrastructure of school	2.63	1.52	2.83	1.62	-1.56	0.118 ^{NS}
Present syllabus and curriculum	2.67	1.51	2.83	1.56	-1.23	0.217 ^{NS}
Academic achievement	2.67	1.54	2.86	1.59	-1.40	0.160 ^{NS}
Quality of teaching	2.76	1.57	2.97	1.67	-1.58	0.114 ^{NS}

Source: Compiled from Primary Data

Note: * denotes significant at 5% level

NS denotes non-significant

Regarding male students they are more satisfied in academic achievement, approach of teachers, quality of teaching, subject competency of teachers, classroom and school environment, present syllabus and curriculum, teaching style of teachers and infrastructure of schools respectively. It can be concluded by the mean values that the satisfaction level of both students is below the average value indicating the importance of improvement in the school and teacher related factors. Students' perception on student satisfaction are compared and studied with respect to their age using the hypothesis that there is no significant difference between male and female students regarding the

factors of student satisfaction. With the help of T test, significant differences between 14 to 15 and 16 to 20 age groups of students regarding the factors of student satisfaction are analyzed in the table 3.

It is estimated that the P values are higher than 0.05 for all the factors of student satisfaction, the hypothesis is accepted for the factors of student satisfaction like teaching style of teachers, subject competency of teachers, classroom and school environment, approach of teachers, infrastructure of school, present syllabus and curriculum, academic achievement and quality of teaching. It indicates that there are no significant differences between 14 to 15 and 16 to 20 age group of students regarding these factors of student satisfaction. It means both age groups of student satisfaction are almost same. Based on mean score, it can be inferred that students of 14 to 15 age groups are more satisfied in listening classes properly and attention in class than the 16 to 20 age group. The 16 to 20 age group of students are more engaged in approach of teachers, subject competency of teachers, quality of teaching, classroom and school environment, present syllabus and curriculum, teaching style of teachers, academic achievement and infrastructure of school. It is estimated that the P values are higher than 0.05 for all the factors of student satisfaction, the hypothesis is accepted for the factors of student satisfaction like teaching style of teachers, subject competency of teachers, classroom and school environment, approach of teachers, infrastructure of school, present syllabus and curriculum, academic achievement and quality of teaching.

Table 3
T test for finding significant difference between students on the basis of age regarding students' satisfaction in different types of schools in Thrissur in 2020

Factors of students satisfaction	Age of the students				T Value	P value
	14 to 15 Years		16 to 18 Years			
	Mean	SD	Mean	SD		
Teaching style of teachers	2.82	1.62	2.79	1.51	0.24	0.810 ^{NS}
Subject competency of teachers	2.90	1.63	2.84	1.53	0.45	0.651 ^{NS}
Classroom and school environment	2.88	1.67	2.80	1.62	0.60	0.543 ^{NS}
Approach of teachers	2.91	1.65	2.89	1.58	0.20	0.838 ^{NS}
Infrastructure of school	2.79	1.61	2.67	1.53	0.86	0.386 ^{NS}
Present syllabus and curriculum	2.82	1.59	2.68	1.48	1.10	0.272 ^{NS}
Academic achievement	2.81	1.61	2.73	1.52	0.59	0.552 ^{NS}
Quality of teaching	2.89	1.65	2.85	1.59	0.31	0.754 ^{NS}

Source: Compiled from Primary Data

Note: NS denotes non -significant

It indicates that there are no significant differences between 14 to 15 and 16 to 20 age group of students regarding these factors of student satisfaction. It means both age groups of student satisfaction are almost same. Based on mean score, it can be inferred that students of 14 to 15 age groups are more satisfied in listening classes properly and attention in class than the 16 to 20 age group. The 16 to 20 age group of students are more engaged in approach of teachers, subject competency of teachers, quality of teaching, classroom and school environment, present syllabus and curriculum, teaching style of teachers, academic achievement and infrastructure of school. Regarding the 16 to 20 age group, they are more satisfied with respect to the factors like approach of teachers, quality of teaching, subject competency of teachers, classroom and school environment, teaching style of teachers, academic achievement, Present syllabus and curriculum and infrastructure of school. But there are no significant differences regarding all the factors of student satisfaction of all the age groups. It can also be inferred that the least satisfied with respect to all age groups and all gender are infrastructure of school which needs to be improved.

It is also proved that these differences are not significant and there are no differences between gender and student satisfaction in learning. Student satisfaction are analysed with the help of Level test based on the hypothesis that Proportions of the level of students satisfaction in school education

in Kerala is equally distributed. The level of students' satisfaction about schools and teachers in school education in Kerala is analyzed with the help of Level test in the table 4. As the P value is greater than 0.05, the proportions of level of students satisfaction in learning in school education in Kerala is equally distributed. It indicates that there is no significant difference regarding the level of students' satisfaction in learning in school education in Thrissur. From the table 4, it can be observed that 34.8 per cent of students have low level of student satisfaction (Teaching style of teachers, subject competency of teachers, classroom and school environment, approach of teachers, infrastructure of school, present syllabus and curriculum, academic achievement and quality of teaching). 30.5% percent of students are moderately satisfied in learning. 34.7 percent of students are highly satisfied in their leaning. So, it can be inferred that students are not fully satisfied by their learning indicated by the comparative low level of differences between low level and high level of student satisfaction.

Table 4

Level of student's satisfaction in learning in school education in different types of schools in Thrissur in 2020

Attribute	Low level (Q1)	Moderate level (Q2)	High level (Q3)	Total	Chi-Square value	P value
level of students satisfaction	209 (34.8%)	183 (30.5%)	208 (34.7)	600 (100%)	2.170	0.338 ^{NS}

Source: Compiled from Primary Data

Note: ** indicates significant at 1% level

The level of students' perception on student satisfaction with respect to gender of students is compared and analyzed with the help of Chi Square test in the table 5 and the hypothesis is formed that there is no significant association between gender and level of students' satisfaction in learning. The association between gender and level of students' satisfaction is analyzed with the help of Chi Square test in the table 5. It is analyzed from the table that the Since P value is greater than 0.05, the null hypothesis is accepted at 5 per cent level.

Table 5

Chi-square test for finding the association between gender and level of students' satisfaction in learning in different types of schools in Thrissur in 2020

Gender	Level of satisfaction			Total	Chi-square Value	P value
	Low level	Moderate level	High level			
Boys	99 (34.9%)	96 (33.8%)	89 (31.3%)	284 (100%)	3.652	0.161 ^{NS}
Girls	110 (34.8%)	87 (27.5%)	119 (37.7%)	316 (100%)		
Total	209 (34.8%)	183 (30.5%)	208 (34.7%)	600 (100%)		

Source: Compiled from Primary Data

Note: 1. The values in parenthesis refers to Row Percentage

2. The values in parenthesis refers to to column Percentage

3. NS denotes Non-Significance

Hence, it can be interpreted that there is no significant association between gender of students and their satisfaction in learning. On the basis of row percentage, 34.9 per cent of boy students have low level of satisfaction in learning, 33.8 per cent of them are at moderate level and 31.3 per cent of them are at high level. In the case of girl students, 34.8 per cent of them are under low level, 27.5 per cent of them are at moderate level and 37.7 per cent of them are high level. Therefore, it can be concluded that low level of student satisfaction in learning is higher among boy students and high level of student satisfaction in learning is among girl students and moderate level of the same is higher among boy students. The study also statistically proves that high level of student satisfaction is among girl

students. Students' perception on student satisfaction with respect to their age is studied and compared and the hypothesis is formulated also using Chi Square test that there is no significant association between age and level of students' satisfaction. The association between age and level of students' satisfaction is analyzed with the help of Chi Square test in the table 6. It is analyzed from the table that the P value is less than 0.01; the null hypothesis is rejected at 1 per cent level. Hence, it can be inferred that there are significant association between age and level of students' satisfaction in schools in Thrissur.

Table 6
Chi-square test for finding the association between age and level of students' satisfaction in different types of schools in Kerala

Age	Level of satisfaction			Total	Chi-square Value	P value
	Low level	Moderate level	High level			
14 to 15 years	120 (37.3%)	78 (24.2%)	124 (38.5%)	322 (100%)	13.118	0.001**
16 to 20 years	89 (32%)	105 (37.8%)	84 (30.2%)	278 (100%)		
Total	209 (34.8%)	183 (30.5%)	208 (34.7%)	600 (100%)		

Source: Compiled from Primary Data

Note: 1. The values in parenthesis refers to Row Percentage

2. The values in parenthesis refers to column Percentage

3. NS denotes Non-Significance

On the basis of row percentage, 37.3 per cent of students under the age group 14 to 15 years are satisfied by their learning at low level. 24.2 per cent of them are at moderate level and 38.5 per cent of them are at high level. In the case of 16-18 years of age group students, 32 per cent of them are under low level, 37.8 per cent of them are at moderate level and 30.2 % of them are high level. So, it can be concluded that low level students satisfaction in learning is higher among 14 to 15 age group students and high level students' satisfaction is also higher among 14 to 15 age group students. At the same time, moderate level student's satisfaction in learning is higher among 16 to 18 aged groups of students. It reveals that students' satisfaction in learning is more among 14-15 age group students.

Conclusion and Policy Implications

The present study on student satisfaction reveals that all the factors of student satisfaction need to be improved in schools. Based on mean rank, it can be inferred that are the area in which students are more satisfied are the approach of teachers followed by quality of teaching, subject competency of teachers, classroom and school environment, teaching style of teachers, academic achievement, present syllabus and curriculum and the least satisfied are the school infrastructure. The satisfaction level of both students is below the average value indicating the importance of improvement in the school and teacher related factors. It can be inferred that students of 14 to 15 age groups are more satisfied in listening classes properly and attention in class than the 16 to 20 age group. The 16 to 20 age group of students are more engaged in approach of teachers, subject competency of teachers, quality of teaching, classroom and school environment, present syllabus and curriculum, teaching style of teachers, academic achievement and infrastructure of school. It can be inferred that students are not fully satisfied by their learning indicated by the comparative low level of differences between low level and high level of student satisfaction. Thus the present study on student satisfaction throws light in to so many factors and it is clear that the satisfaction level of students are not satisfactory and need to be improved in the schools of Kerala .

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