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FACTORS AFFECTING THE SATISFACTION LEVEL: GOVERNMENT SCHOOLS IN TURBAT, BALOCHISTAN

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Abstract

This study aimed to identify the factors affecting students' satisfaction in governmental secondary schools in Turbat, Balochistan, Pakistan. Schools, particularly in Turbat, have no necessary teaching and learning materials, access to basic facilities like infrastructures, library resources and positive learning environment which consequently affect students' level of satisfaction. In this regard, it was considered necessary to examine influential factors affecting secondary schools students' satisfaction in Turbat by focusing on different variables including quality of teaching, availability of resources, administrative effectiveness, classroom environment, student-teacher relationship, relevancy of the curriculum to students' needs, parental involvement and other socio-economic factors affecting students' level of satisfaction. By using quantitative research method, the data were collected through an adapted questionnaire. The data of the study were collected from 313 secondary school students in Turbat including both gender the male and female of 9th and 10th classes. The data for this study were collected from 10 governmental secondary schools. Collected data were analyzed via SPSS. The study found that lack of infrastructure, unavailability of resources, and socioeconomic background are the factors that affect students' level of satisfaction. Moreover, the study found that overcrowded classrooms, and inadequate safety procedures contribute to dissatisfaction among students in schools in Turbat. These findings contribute to policy makers, teachers, administrative staff and higher authority to creative a positive learning environment the secondary schools in Turbat, Balochistan, Pakistan. To satisfy the students' in the secondary schools in Turbat, the educationists, psychologists, and other policy makers should take action to satisfy students in the school.

Introduction:

Satisfying the students by effective services play a crucial role as key to unlock schools' potential, increasing enrolment rate and consequently prospers the society. Both, the tangible and intangible factors including library, proper

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transportation, teaching quality, and administrative behavioral factors, schools infrastructure, institutional facilities, socio-economic factors and, classroom environment have a vital role on students' satisfaction in schools. Basically, satisfaction is the state experienced by individuals when their expectations are met through performance or outcomes. Satisfaction is impacted by the expectation and the performance perceived (Kotler & Clarke, 1987). When evaluating a service, satisfaction encompasses mental and behavioral mechanisms (Petruzzellis et al., 2006).

In the schooling sector, learners' satisfaction with institutional services is measured with their achievement (Mukhtar et al., 2015). The satisfaction of the student in an educational institution refers to the subjective measurement and outcome of the institution (Elliott & Shin, 2002). It depends on the educational experiences, and the facilitation which the students meet while their learning duration (Elliott and Shin, 2002) highlighted by indicating that satisfaction of the learner levels varies based on what type of institution they are enrolled in.

Students' satisfaction occurs when services align with expectations (Petruzzellis, 2006).

Therefore, satisfaction is influenced by the relative level of expectations and opinion of the people (Mukhtar et al., 2015). Kotler and Clarke (1987) describe that satisfaction is an anticipated result of a task which develops self-esteem. Wirtz, J., & Bateson, J. E. (1999). describe that it is the voluntary achievement that leads to contentment. As Zeithaml (1988) argued that it is the result of the academic's effective administrative and educational performance. Satisfaction plays a crucial role in determining the quality and effectiveness of educational systems, as higher levels of satisfaction contribute to students' skill development, course knowledge, and mindset. Recognizing higher education, a service provider, educational institutions have increasingly focused on concepts such as services quality and satisfaction of the learner in the institution (Borden et al., 1995). Similarly, Abbasi et al., (2011) also identified that several tangible and intangible factors including teaching style, administrative factors, transportation facilities, classroom facilities, library and laboratory significantly influence students' satisfaction in Pakistani educational institutions.

Several studies in students' behavior, have emphasized the significance of providing mental experiences and positive emotional experiences to customers as key drivers of satisfaction (Wirtz & Bateson, 1999; Tan, 2000). Student satisfaction in schools is impacted by several aspects. These include the environment of the classroom, feedback received by teacher in class or out of the classroom, relationship between teachers and students, relationship with fellow students, course content provided by institution to the students, teaching-learning materials provided by administration, library services, and provision of other equipment which enhance students' learning (Garcia-Aracil et al., 2009) also highlight the impact of different cultures and procedures on attitudes towards education. Aldemir & Gülcan (2004) categorized the major factors into four groups which impact students' satisfaction in educational institutions are institutional, non-curricular factors, students' beliefs, and their background they belong to.

This study identifies the critical factors that impact students' satisfaction levels in government secondary schools in Turbat, as satisfaction is a significant component of any education system. There can be various reasons that can lead the student satisfaction levels such as Teaching quality, Learning environment, Resource availability and Parent involvement, Culture and Environment in the school.

The quality of teaching is one of the major determinants of students satisfaction level (Aslam & Naeem, 2020). This encompasses the teachers' knowledge, skills, and expertise, as well as their capacity to convey information and bring students into the learning process. Modern teaching methodologies, influenced by interactive and

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hands-on learning, can also contribute significantly to happy students (Ali et al., 2018).

The government system has had considerable expansion in recent years, especially the schools of the educational system. With the aim of students who have a higher quality education, the government has focused on improving students' academic performance as well as their overall education experience (Wang & Li, 2020). However, it is still essential to study aspects that affect students' happiness in public secondary schools.

Student satisfaction directly influences the academic performance, motivation, and general well-being of students, which makes it essential to become aware of the extent of satisfaction that students possess. Moreover, students who are satisfied with their own educational experiences tend to exhibit higher academic performance, as well as a greater involvement within the classroom setting (Mahmood et al., 2019). Conversely, students who are dissatisfied with their educational experiences may report lower levels of motivation and interest in their studies, as well as lower academic outcomes.

A few studies (Gul & Riaz, 2018; Farooq & Ali, 2017) have been conducted to determine the satisfaction with education among the students, but few are available for researching the satisfaction level among students studying in government secondary schools. Therefore, the aim of this study is to explore the factors having impact on students' satisfaction in government secondary schools of Turbat in order to fill the gaps that already exist in the extant literature.

If these dimensions are identifiable, then policymakers, administrators, and educators will have key insights that will enable them to make informed choices and implement effective strategies to advance student experiences of happiness. The differences that can be done to the education system of Turbat are, the proper following of the learning level provided must be taken into account to do better than, the experience of the amount of learning per se. This will lead to improved student academic achievement and a greater sense of student well-being.

Literature Review

Definitely, one of the most important indicators of education quality, students' satisfaction plays a crucial role in the areas of academic performance, retention, and overall development. Various aspects of students' satisfaction level are analysed by Research tool in context to the Government schools of Turbat area in Balochistan, these factors consisted of school education infrastructure, quality of teaching, class environment, and socio-economic status. This review of the literature delves into these factors in depth, synthesizing research findings from both national and international studies while paying special attention to the troubles that government schools in underdeveloped areas such as Turbat encounter.

Student satisfaction with educational institutions is a crucial factor for attracting students to the institutions worldwide (Hong-Van Thi Dinh, 2021). Understanding student satisfaction is particularly important for educational institutions as they compete to retain and attract the best students (Douglas et al., 2006). Conversely, student dissatisfaction can have negative consequences for both the schools and the student, such as academic underperformance, dropout or transfer (Chadwick & Ward, 1987). However, the consequences of satisfaction in schools differ from those in other services, as the education sector is non-profit and has unique characteristics. Satisfaction leads to happiness, such as loyalty, word of mouth, purchases, which can not be implemented directly but indirectly. Various researchers found different aspects of satisfaction such as loyalty (Webb & Jagun, 1997), word of mouth (Alvarado et al.,2016) and complaints (Webb & Jagun, 1997) related to field of the education. They stated that satisfaction is in the form of loyalty, words of mouth and complaints which are visible behaviors.

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In today's teaching and learning environment, educational institutions face significant challenges in producing highly capable learners due to various reasons. Among them, quality of education is on the peak. In this case, students' level of satisfaction with the educational services is one of the important measuring scale. Satisfaction of the students' with the institutions evidences the quality of the services provided to the students in the institutions (Razinkina et al., 2018). Students' satisfaction ensures that the favorable conditions are availed to the students which fulfill their requirements in the institutions. For satisfying the students, the provision of the quality teaching process holds a significant weight in the schools.

Students' loyalty and retention is impacted by their dissatisfaction level in the institutions. This also causes finding other institutions offering them satisfaction and educational opportunities. For better education, institutions should satisfy their customers (students enrolled in them) so that they develop and consequently develop the institutions. Students should remain competitive in their schools. Students' level of dissatisfaction can be overcome through monitoring and evaluating of the services provided by the institutions. This ensures and aligns the students' needs and requirements they need for mental, social and economic growth from the institutions (Al-Rahimy, 2013).

There are numerous determinants impacting students' level of satisfaction in the schools. One of these significant factor is the teaching which benefits students in the long term. The focus of the institution, presently, is on higher level of increase the students. But this must be translated into satisfying students by providing them effective services that meet their requirements. The quality and quantity both can increase in parallel. Thus, providing positive skills produces satisfaction to the students and ultimately increasing the students' enrolment in the schools (Ababio, R., & Grant, M. 2012). The concept of quality education is seen as continuous process aiming to achieve educational objectives (Llarena et al., 2014). The primary focus is on the extent to which experiences related to human development, knowledge, outcomes, conflict management in institutions, and student well-being are addressed (OCDE, 2017). Carvalho and de Oliveira Mota (2010) propose that educational institutions should strive to enhance their effectiveness and productivity to meet the broad goal of satisfying consumer requirements (Gruber et al., 2010).

Results and Discussion

This study was aimed to identify the factors affecting secondary schools students' level of satisfaction in Turbat Balochistan, Pakistan. The data of the study were collected from the students at the secondary level in Turbat. This chapter describes the results of the study produced from the analysis through using SPSS. The results of the study showed in this chapter are based on the research objectives and research questions related to the research topic. Each table shows variables, frequency and percentage of the responses.

Table Error! No text of specified style in document.**.1: Gender**

Value	Label	Frequency	Percent
0.00	Female	148	47.59%
1.00	Male	163	52.41%
Total		311	100.0%

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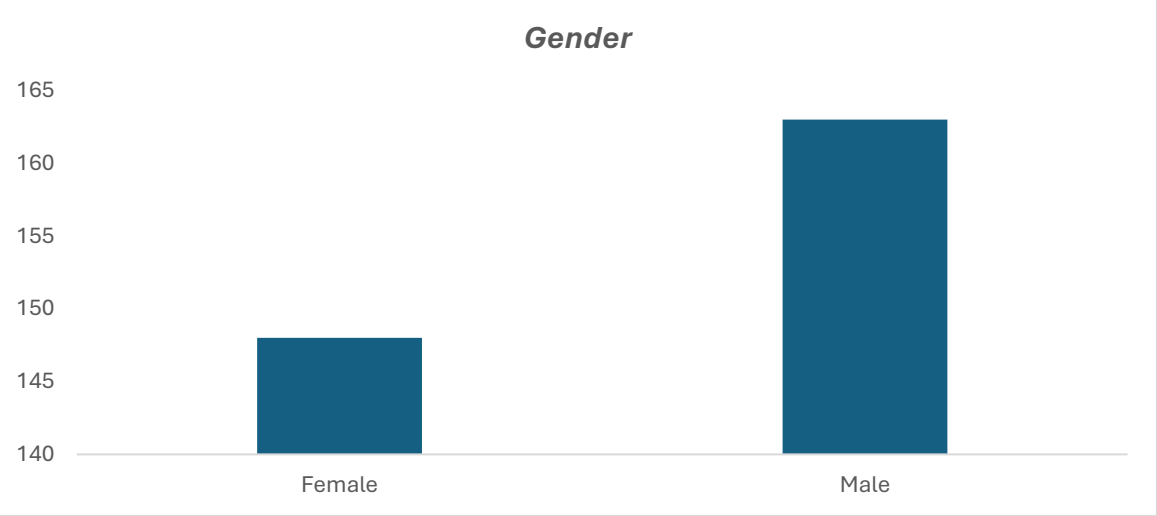


Figure Error! No text of specified style in document.**.1: Gender**

Table 4.1 shows participants' gender. The study included both genders, the male and female. The total number of the participants were 311. Among them, there were 148 (47.59%) female while 163 (52.41%) male. Moreover, the figure also represents the same data. Analysis showed that the majority in the study were female while male participants were in minority.

Table Error! No text of specified style in document.**.2: Class**

Value	Label	Frequency	Percent
1.00	9th	71	22.83%
2.00	10th	240	77.17%
Total		311	100.0%

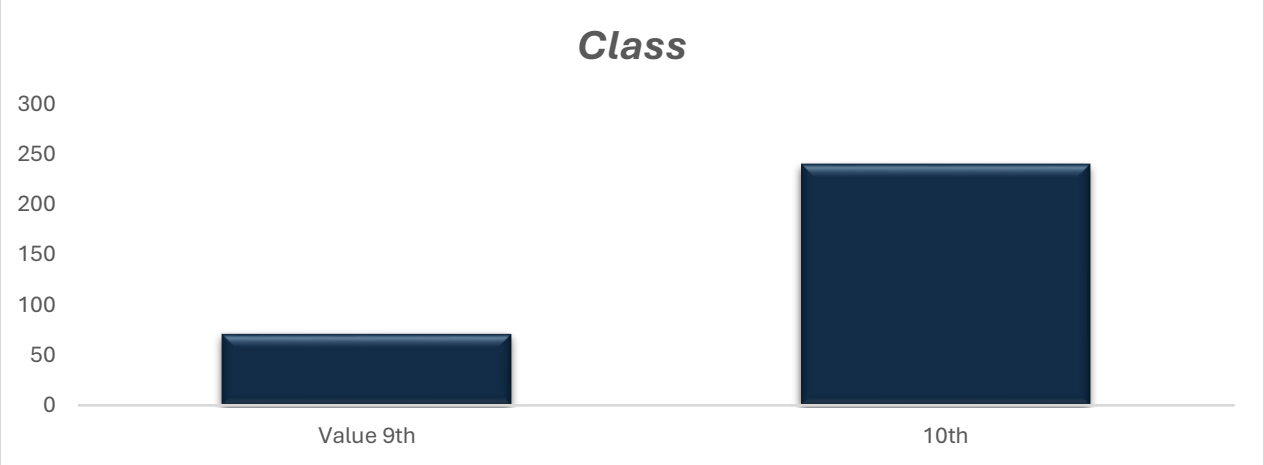


Figure Error! No text of specified style in document.**.2: Class**

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The dataset clearly reveals that the distribution of respondents by class is not balanced, with 240(77.17%) of the respondents from the 10th class and 71(22.83%) from the 9th class. Significantly more senior students possibly appeared in this exercise as senior students may be readily available, there may be more students willing to assist, and they are familiar with such activities or maybe 10th-class students' resorts are more inclined to go for improvements on feedback mechanism

Though, the huge samples of 10th class students can help us how the best students think & feel & know, etc.; the very few numbers of 9th class students in our study indicate that these 9th class students need to be studied & understood much more. It would enhance the wider representation and proportionality from the 9th class that can lead to a more comprehensive dataset allowing analysis of the data with perspectives from students at entire stages of their life.

Table Error! No text of specified style in document.**.3: Age**

Value	Label	Frequency	Percent
1.00	Less than 15	97	31.19%
2.00	15-20	205	65.92%
3.00	Above 20	9	2.89%
Total		311	100.0%

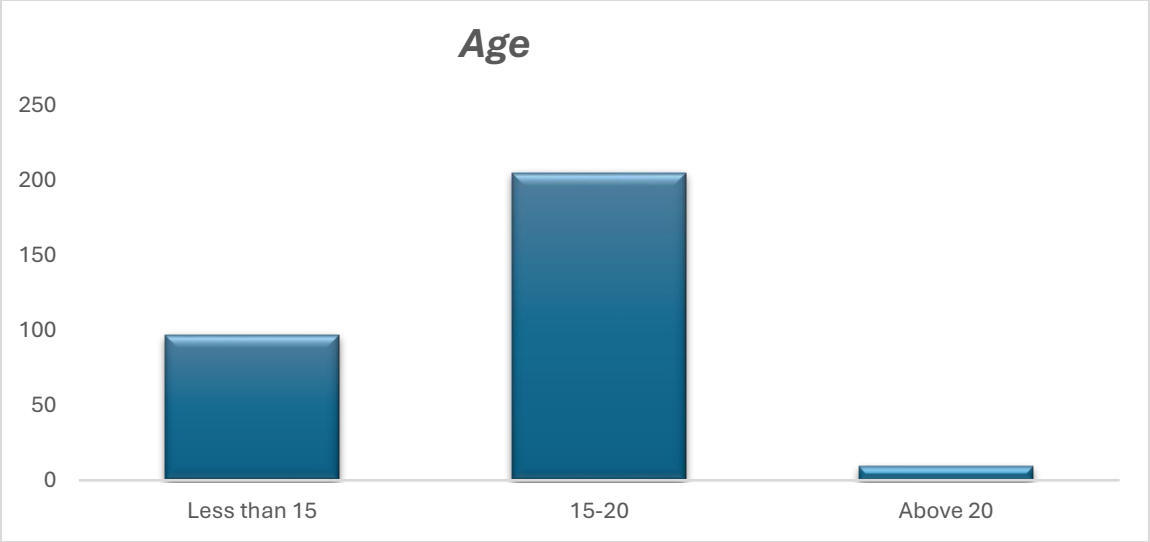


Figure Error! No text of specified style in document.**.3: Age**

205(65.92%) of the respondents are aged between 15-20, 31.19% are aged less than 15 years old and the only 9(2.89%) above 20 years. The prevalence of the 15-20 bracket means that the bulk of participants are likely 15-20 years-old, the demographic range of the high school populations. That describes an age concentration important for trends and satisfaction self-reported by adolescents. Fewer respondents below 15 and above 20 years may mean a more limited view among the two age groups. Future studies could benefit more insight from studies that seek to enroll a more diverse range of ages.

This distribution demonstrates that most of the respondents fall within the mid-teen to late-teen age range, which matches the general age demographic of high school or early university students. Inferences can be made that indicate

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there is a large part of the "15-20" group involved in graduating towards higher levels of learning, whereas the "less than 15" group is most likely still in their younger stages of schooling. The scant number of these "greater than 20" may reflect a small number of older students, or the focus in this study is geared towards younger demographics.

Table Error! No text of specified style in document.**.4: Co-Curricular Activities and Satisfaction**

Value	Label	Frequency	Percent
1.00	Strongly Disagree	57	18.33%
2.00	Disagree	15	4.82%
3.00	Neutral	61	19.61%
4.00	Agree	138	44.37%
5.00	Strongly Agree	40	12.86%
Total		311	100.0%

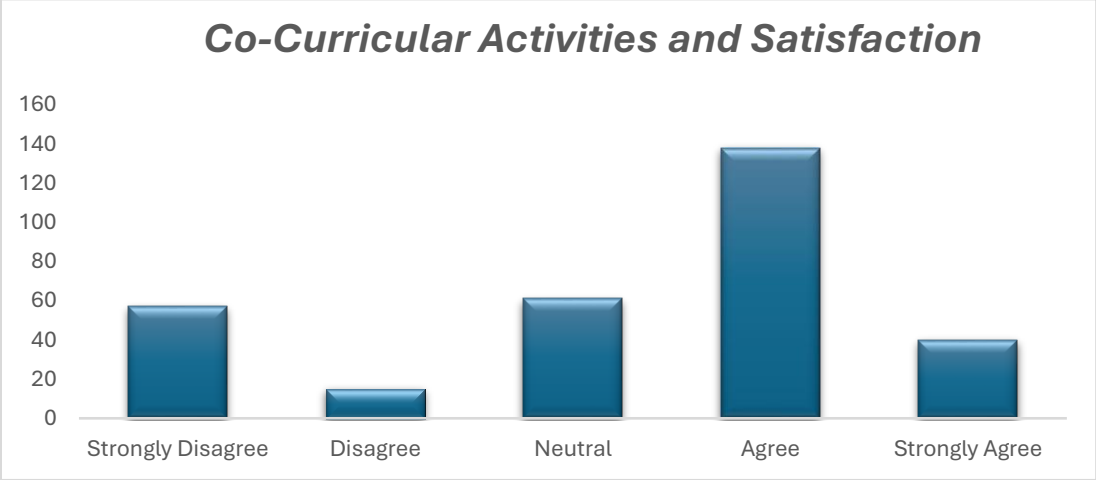


Figure Error! No text of specified style in document.**.4: Co-Curricular Activities and Satisfaction**

Respondents' Level of Satisfaction on Co-curricular Activities While the largest percentage, 138 (44.37%), "Agree" that they are satisfied with the co-curricular activities received, this suggests a very positive perception on the whole. Next in line is 61 (19.61%) whom to the point that they slightly agree with the statement. An even smaller, but not insignificant, number, 57(18.33%), "Strongly Disagree," indicating a great deal of dissatisfaction. There are also 12.86% which "Strongly Agree" that show a high level of satisfaction, whilst 40(4.82%) which "Disagree" indicating a moderate level of dissatisfaction. Though there is a majority positive response to co-

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curricular activities, still considerable percentage of respondents giving a neutral/dissatisfaction view. Or this mixed sentiment may indicate that an examination of co-curricular programs is warranted to determine whether they are adequately inclusive or diverse, or whether or to what extent they may need to be restructured to be more accessible or effective for those taking part.

Table Error! No text of specified style in document.**.5: Quality of Teaching and Student Satisfaction**

Value	Label	Frequency	Percent
1.00	Strongly Disagree	36	11.58%
2.00	Disagree	32	10.29%
3.00	Neutral	75	24.12%
4.00	Agree	113	36.33%
5.00	Strongly Agree	55	17.68%
Total		311	100.0%

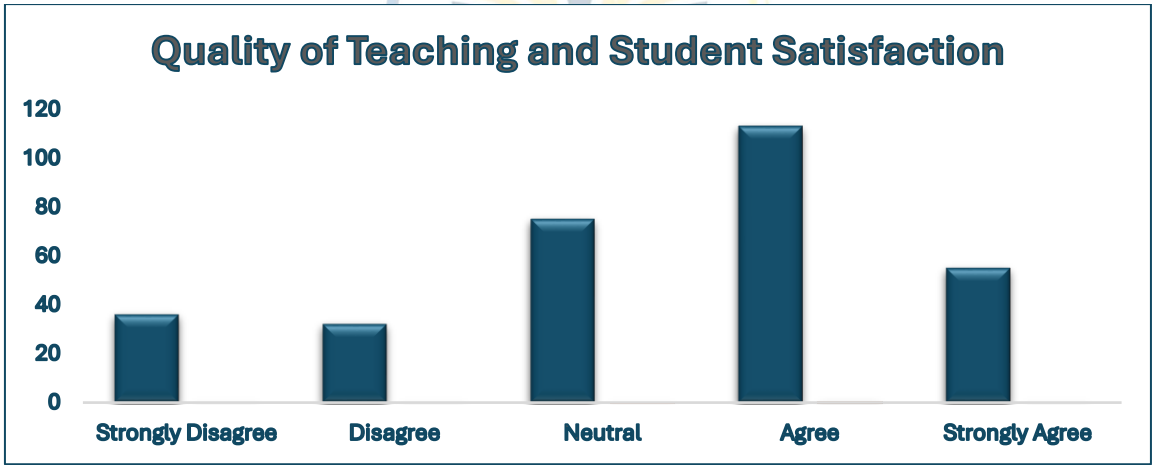


Figure Error! No text of specified style in document.**.5: Quality of Teaching and Student Satisfaction**

The highest percentage of respondents 113(36.33%) agreed that the quality of teaching has a positive impact on satisfaction and 75(24.12%) showed neutrality. Here, 55(17.68%) of the respondents indicated that they agree strongly with the quality of teaching. Conversely, 36(11.58%) strongly disagreed, and 32(10.29%) disagreed, indicating some level of dissatisfaction among the respondents. The analysis shows strong level of agreement. This appreciates the quality of the teaching patterns and strategies in the schools. This shows that teaching quality was effective. Neutral responses from the analysis of the study shows a large number of participants fell in the middle. This suggests that they had no experiences or they were just neutral about the statement in

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the questionnaire. Thus, they did not shared their opinions in the responses. Moreover, the percentage of the dissatisfaction are lesser than the satisfaction. This indicates a room for more improvement to fulfill the students' expectations to make them satisfy. Findings like these encourage to improve the present process of teaching practices and strategies in the schools as basecoat the students' responses. Overall, these results indicate the positive impacts of teaching on students' expectations helping them to be satisfied with teaching process in the school.

Table Error! No text of specified style in document.**.6: Availability of Educational Resources.**

Value	Label	Frequency	Percent
1.00	Strongly Disagree	49	15.76%
2.00	Disagree	28	9.00%
3.00	Neutral	78	25.08%
4.00	Agree	78	25.08%
5.00	Strongly Agree	78	25.08%
Total		311	100.0%

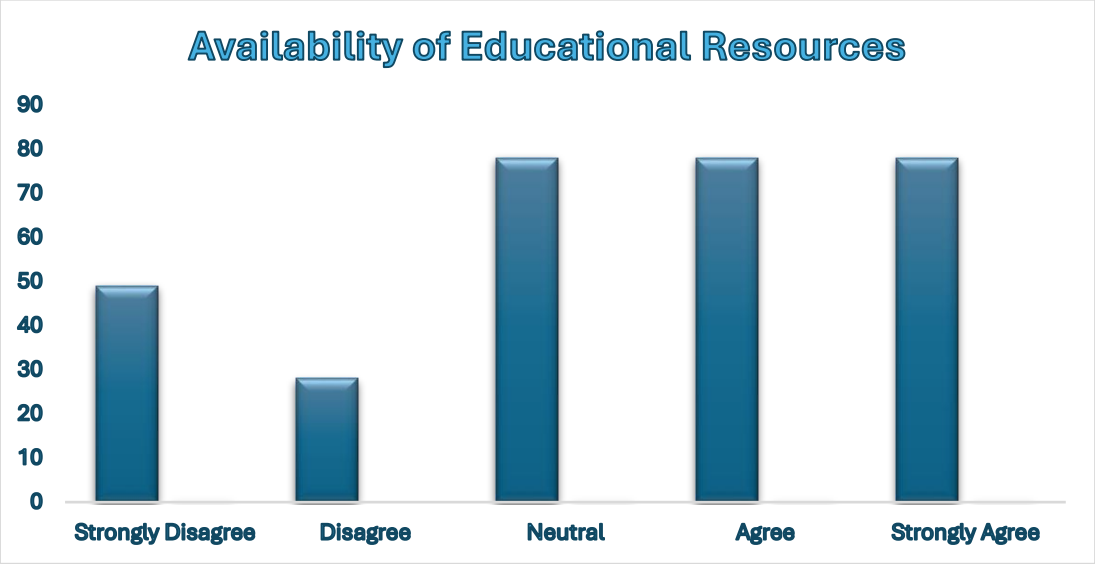


Figure Error! No text of specified style in document.**.6: Availability of Educational Resources**

Majority of the participants responses regarding this category were measured as Neutral, Agree and Strongly Agree. Each of them take as 78(25.08%). This is a balanced indication toward the statement. This indicates, as a result, that students are satisfied. Moreover, 49(15.76%) strongly disagreed while 28(9.00%) disagreed. These results show that there as a room for improvement in availing resources to the school students. These results clear that several students feel the absence of the resources in the school for study. Such factors significantly are impacting their level of satisfaction in the schools. These factors are impacting students' experiences and learning in the school thus resulting to impact their academic outcomes. Similarly, neutral responses from the students indicate and suggest to provide resources to the students for their learning and teaching

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process so the learning would be effective in schools. Overall, the study is showing low level of resource availability to the students in the schools in Turbat, Balochistan, Pakistan. To overcome such problems, schools should be provided with efficient resources for teaching and learning.

Table Error! No text of specified style in document.**.7: Physical Infrastructure and Student Satisfaction**

Value	Label	Frequency	Percent
1.00	Strongly Disagree	47	15.11%
2.00	Disagree	44	14.15%
3.00	Neutral	76	24.44%
4.00	Agree	103	33.12%
5.00	Strongly Agree	41	13.18%
Total		311	100.0%

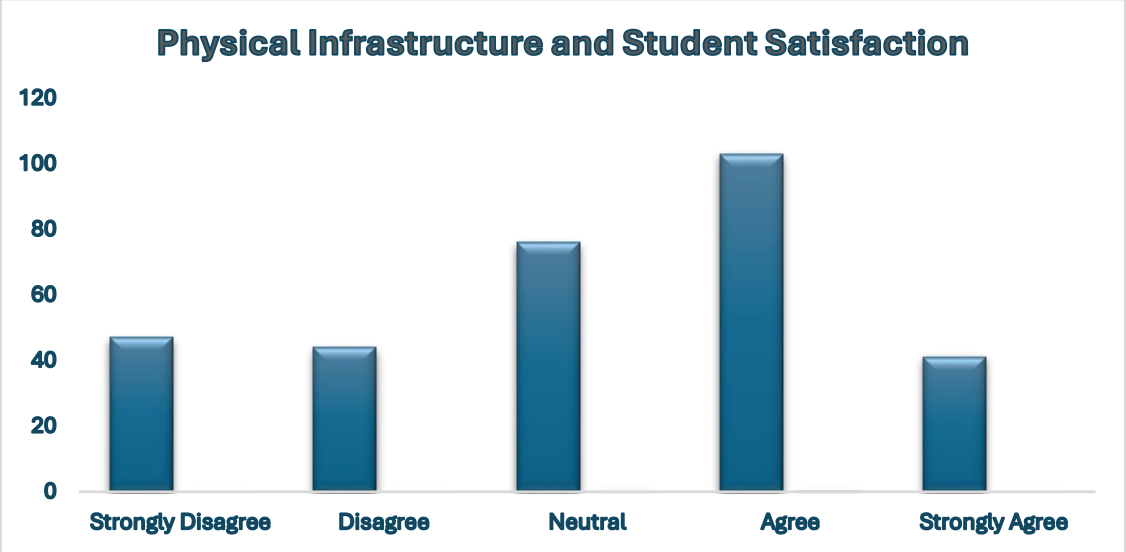


Figure Error! No text of specified style in document.**.7: Physical Infrastructure and Student Satisfaction**

Regarding the physical or tangible infrastructure that supports students' satisfaction received to be agreed by 103(33.12%) students of total participants. However, 76(24.44%) were neutral in response to the statement. Sum = _g_0 + _g_1 (13.18%) shows positive experiences among the students. contrary to this, 47(15.11%) participants strongly disagreed the statement while only 44(14.15%) disagreed it. These are showing that students were dissatisfied regarding the statement in the questionnaire. Generally, infrastructures of the school play a vital role in satisfying the customers to be happy and learn interestingly in the institutions. Infrastructure not only enhances

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the curricular activities in schools but also the extracellular activities. These findings are very significant that students need infrastructure facilities such as building, libraries, tables, chairs and boards so that they feel comfortable in their school. Such facilities are not only important for the students, but also increases the enrollment rate of any school. When enrollment rate increases, the illiteracy decrease and thus, results in developing any society. Therefore, to satisfy the students in the schools, they should be provided with enough infrastructure facilities.

Table Error! No text of specified style in document.**.8: Teacher-Student Ratio and Satisfaction**

Value	Label	Frequency	Percent
1.00	Strongly Disagree	63	20.26%
2.00	Disagree	32	10.29%
3.00	Neutral	93	29.90%
4.00	Agree	73	23.47%
5.00	Strongly Agree	50	16.08%
Total		311	100.0%

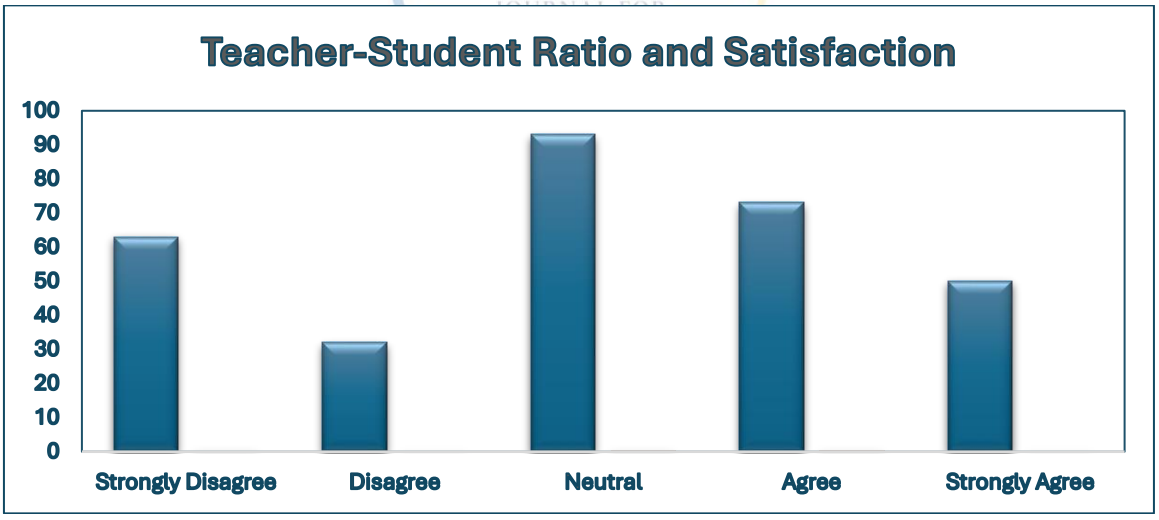


Figure Error! No text of specified style in document.**.8: Teacher-Student Ratio and Satisfaction**

Table 4.8 shows that 93(29.90%) participants were neutral about the statement while 73(23.47%) respondents were agreed about the statement. In this way, 63(20.26%) respondents were strongly disagreed about the given statement in the questionnaire. However, the low neutral perception of the participants also suggest variability among the experiences of teachers' availability and attention in the schools in Turbat. Moreover, these results of the study indicate

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agreement of correlation with satisfaction of students and show that they are enjoying the interaction with teachers in the schools. Contrary to these findings, high percentage of students showing disagreement interacting with teachers show it challenging to learn and these results also show overcrowded classrooms where there is no way to interact with teachers and share their difficulties in the schools. Such problems can only be solved by hiring more teachers and staff for schools and by modifying teaching methods and practices in the classroom. The student-teacher ratio also impacts the performance of the teachers and students in the classroom. These factors cause huge impact on students' level of satisfaction in the schools.

Table Error! No text of specified style in document.**.9: Parental Involvement and Satisfaction**

Value	Label	Frequency	Percent
1.00	Strongly Disagree	40	12.86%
2.00	Disagree	34	10.93%
3.00	Neutral	56	18.01%
4.00	Agree	148	47.59%
5.00	Strongly Agree	33	10.61%
Total		311	100.0%

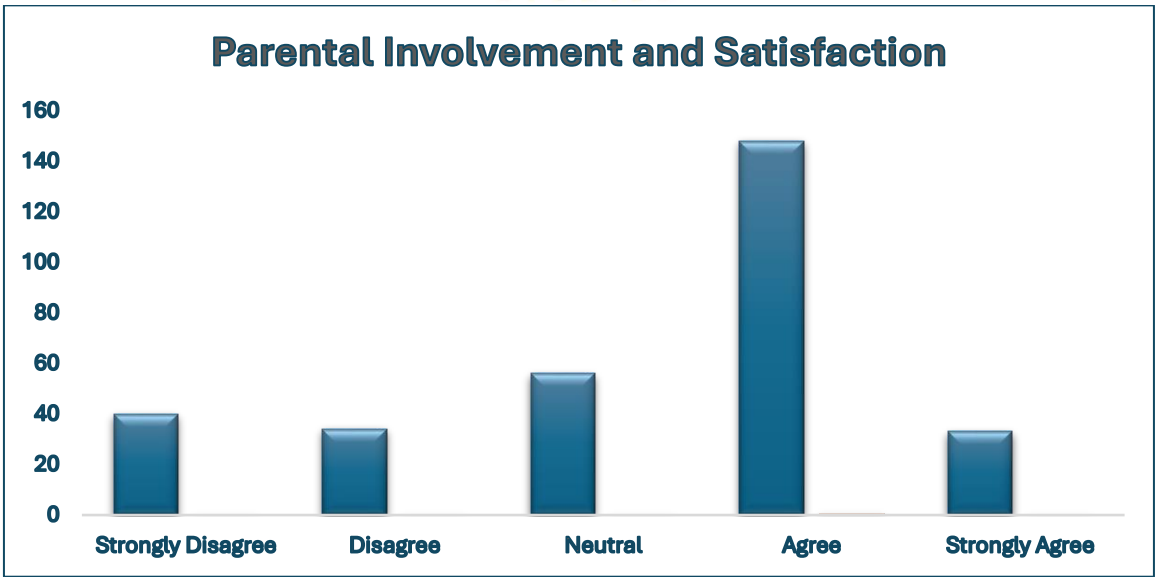


Figure Error! No text of specified style in document.**.9: Parental Involvement and Satisfaction**

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Table 4.9 represents participants' perceptions regarding their parental involvement in their learning process. In this regard, 40 (12.86%) participants strongly agreed that their parents have an involvement in their study while 34 (10.93%) disagreed the statement in the questionnaire. Moreover, 56(18.01%) participants were neutral about the statement. in addition to, the majority of the participants were agreed with indicating 148(47.59%) in the analysis. Moreover, in response, 33(10.61%) participants were strongly agreed with the statement given in the questionnaire. Overall the results showed that the majority of the participants (148) were agreed that their parents have an involvement in their study. This indicates that students in the schools in Turbat were satisfied that their parents support them in study in the schools. These results suggest that the involvement of the parents play an important role in the academic success of the students in Turbat which keeps them satisfied.

Recommendations

Based on the findings, the study recommends that:

- As students found inadequate infrastructure in the schools, the higher authorities should provide effective infrastructures to support teaching and learning process in the schools in Turbat, Balochistan, Pakistan.
- Many students expressed dissatisfaction with the counselling and student support services available in both studies, highlighting disconnection between students' emotional and academic needs. This led to the need for schools and universities to provide more counselling and support services to address the needs of all students, and cater to their well-being.
- The research analyses how levels of satisfaction of the students have a socioeconomic influence, with many respondents stating their dissatisfaction based on economic factors. Therefore, industry-specific guidelines must be created to empower underprivileged students and educational opportunities must be considered as rights, rather than a privilege for the rich.
- The study finds a significant difference between the satisfaction degrees of the two genders and that they tend to perceive gender equality within the learning milieu differently. It is advised that institutions should develop and offer gender equity programs and policies to give equitable opportunities to all the genders for the academic sector.
- It was further analysed that extracurricular and co-curricular activities have mixed responses, as a big demographic of students are not happy with the offered resources. Therefore, educational institutions should increase the diversity and availability of extracurricular and co-curricular activities to better align with student interests and needs.

Conclusion

The study on factors affecting student satisfaction in government secondary schools in Turbat, Balochistan, reveals significant insights into the current state of education in the region. This study employed a quantitative research approach and surveyed 313 school students were sampled to collect data. Study highlighted that infrastructure, availability of resources, and socioeconomic background are necessary determinants of students' satisfaction. The findings indicate that inadequate resources, overcrowded classrooms, and insufficient safety measures contribute to dissatisfaction among students.

In brief, the study highlights the need for improvements in infrastructure, teaching quality, and resource allocation to enhance student satisfaction in government schools in Turbat. Addressing these gaps can lead to a more supportive and engaging learning environment, ultimately contributing to better educational outcomes. The findings also emphasize the importance of parental involvement and the need to bridge gaps in counselling services and administrative effectiveness. By prioritizing these areas, policymakers and educators can work

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towards creating a more conducive and satisfying educational experience for students in Turbat and similar contexts.

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