

THE RELATIONSHIP BETWEEN THE LEVELS OF STUDENTS' SATISFACTION AND THEIR ACHIEVEMENT AT KANT KAW EDUCATION CENTER IN MYANMAR

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Abstract: The purpose of this study were to determine the students' satisfaction level, their achievement level, and test whether or not was there any a relationship between students' satisfaction and students' achievement at Kant Kaw Education Center, Yangon, Myanmar. The supportive theories used in this study were Effective School Indicator Theory, Student Achievement and Variables related to student achievement. The revised "High School Satisfaction Questionnaire" (2006) from Arkansas department of higher education in USA were used as a research tool in this investigation and they were distributed to all the current students from Kant Kaw Education Center, Yangon in July 2014. In this study, Means, Standard Deviation and Pearson Product Moment of Correlation were applied to describe and test the hypotheses of this study. The research results revealed that students were most satisfied with school instruction, and students were least satisfied with school library. Besides, the students' achievement as represented by their GPA were on "high" level. Furthermore, the correlation analysis found that there were positive relationships between the levels of students' satisfaction and achievement at Kant Kaw Education Center, Yangon, Myanmar. The study recommended the center's leaders to develop and initiate their leadership skills to create a better administrative system. The results also recommended that the center administrators to maintain the management in the focus of eight areas including instruction, courses, grading, testing, guidance, rules, library and school assistance. So as to keep the students satisfaction highly, and to convince more future students and parents to trust and come to study in the center.

Keywords: Students' Satisfaction, Achievement, Educational Center.

Introduction

To educate students is the major purpose of schools. Education is a means to help students to change in the positive ways, to introduce new things to them (Airasian, 2001). Education gives knowledge to students through the teachers. John Dewey (1938), defined education as "Education is the development of these (physical, social and spiritual environment) capacities in the individual which enable him to control his environment."

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Education is very important for the development and growth of any country. When education improves in a country, benefits extend to communities and to society. It is known that higher levels of education result in better health, economic growth, human rights, democracy and political stability. The researcher believes that education in Myanmar still needs to greatly improve. For example, it is known that an educated mother raises a healthier child. Educated persons can earn higher salaries than uneducated persons. Also education supports people in learning and advocating for their rights (Center global, 2014).

Myanmar, formerly known as Burma, is a country rich in natural and human resources. Myanmar is located in South East Asia and shares borders with Bangladesh, China, India, Laos and Thailand.

The education gap between rich and poor people of Myanmar is vast. There are many educational centers or organizations that support students who lack resources and opportunities to continue their education. Since 2011, more and more education centers have opened every year, but what is the quality of services from those education centers? What is the level of their students' satisfaction? Do the students achieve their goals through learning in the education centers? In fact, we know very little about this. No previous research has been conducted to the public whether or not these education centers are succeeding in their mission and/or what they need to improve in the future.

Reforming the education system in Burma is the responsibility of all sectors (public, private and citizen/non-governmental) at all levels (pre-school, primary, secondary, vocational, higher education) within public, private and international school, via international funding agencies, foundations and the Ministry of Education (McCord, Simon and Weil, 2013). The researcher hopes Myanmar will return to the educational excellence it had achieved before the 1960's. But this will take time. So currently, the existence of many education centers in fact provides students more opportunities for continuing their studies in Myanmar.

However, questions and curiosity about whether or not the students who are learning at the education centers are satisfied with the instruction, guidance, grading, rules, libraries and academic help from their education centers should be of vital interest to professionals in the field. Thus, studies about students' satisfaction will be very valuable for scholars and professionals in education centers. Evaluative research is critical.

Being aware of this, the researcher decided to conduct research on this topic. The researcher investigated Kant Kaw Education Center in this study to know more about students' satisfaction, students' achievement and to test if there is a relationship between students' satisfaction and achievement at this education center.

Objectives

This research had three main objectives:

1. To determine the students' satisfaction level at Kant Kaw Education Center, Myanmar.
2. To determine students' achievement level of Kant Kaw Education Center, Myanmar.

3. To determine the relationship between students' satisfaction and students' achievement, Kant Kaw Education Center, Myanmar.

Literature Review

This study was the theoretical basis derived from research into effective schools student satisfaction and student achievement.

Effective School Indicators Theory

Kimbrell, Bedner and Matthis (2006), published their questionnaire which included school indicators; instruction, course offering, grading, tests, guidance, rules, library, and school assistance that is relevant to high school students. Kant Kaw Education Center, in Myanmar, accepted students who finished high school and waiting to continue higher education. These effectiveness indicators were priorities to improve educational organization so the researcher decided to adapt the “High School Satisfaction Questionnaire” of Arkansas Department of Higher Education from USA, to conduct this study of the Kant Kaw Education Center.

Arkansas Department of Higher Education in USA developed “High School Satisfaction Questionnaire” and mentioned eight indicators which are important for school effectiveness. As Kimbrell, Bedner and Matthis (2006) did in their study of “School level performance descriptor for Arkansas Standards and Indicators for school improvement” by eight important indicators.

Students' Satisfaction

Sweeney & Ingram (2001) defined satisfaction as “The perception of enjoyment and accomplishment in the learning environment”. Education is one of the main keys of one country. Student satisfaction is an important component in attracting and retaining high achievement. Student satisfaction according to Edens (2012), it was a key factor in perseverance in a course of action, as students who are satisfied with their experiences on campus tend to make an effort to graduate.

Customer Satisfaction

Hom (2002) developed the original customer satisfaction theory. This theory focuses on comprehensive significance of the matter. It developed for the as heads and employees have required to increase efficiency in the school scenery to development sense of professionalism. For the schools, it focused on the effectiveness of concepts and features of teaching and learning, thus, considering students' function in the progression of school effectiveness monitoring. According to Hom (2002) theory, education is the driver of the economic development. The higher education sector has become successively more competitive in the educational market; school student satisfaction is becoming an important factor of quality assurance.

Customer satisfaction is an interesting area of research and one of the most important factors but there is limited research in satisfaction as Morgan, Attaway, & Griffin stated. During the last two decades researchers are more focusing on the concept of customer satisfaction but before 1996 was limited research on the satisfaction. Oliver (1997) concluded satisfaction was difficult to define but based on the theoretical and clear experience. It can be defined as “Satisfaction is the

consumer's fulfillment response. It is a judgment that a product or service feature, or the product of service itself, provided (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under- or over-fulfillment”.

Karthigai (2010) pointed out that in the expectations of the customer and the employee, services quality, product and etc., are equal, the customer satisfied. If the expectation of the customer is higher than the product and service quality, the customer satisfaction decreases.

A satisfied student population is a highly sought after competitive advantage for higher education institutions, lending itself to desirable outcomes such as positive word of mouth communication, retention and student loyalty. “A quality culture should permeate throughout each institution and underpin the range of activities provided for students e.g., teaching, learning, research, library, computer services, health and leisure facilities, etc.”

Thomas and Galambos (2004) cited in Stoltenberg (2011) teaching quality, administration of the program, support from teaching staff and college infrastructures explained most of the variance in student satisfaction. It follows that there exists a strong correlation between the level of student satisfaction and loyalty/intention to stay at the college.

The Role of Students as the Customers

Brigham (1992) cited in Schwartzman students were customers or consumers in higher education, and educational institutions should apply principles of customer service gleaned from businesses. Total Quality Management has infused educational institutions. Understanding the customer needs and responding quickly to fulfilling the needs and expectations is one of the Total Quality Management (TQM) basic approaches. Total Quality Management effects in service industries has been unstable than in manufacturing, so some commentators has courage to apply total quality concepts to education.

Student Achievement

Many studies have proved that a knowledgeable and skillful teacher can create student achievement. Gordon's Handbook of Research on Improving Student Achievement (2004) looked at clear and high standards, multiple changes, strong leadership, collaborative teams and committed teachers very successful prominent features of schools that produce high student achievement.

According to Gordon Cawelti (2004), student achievement could be improved through positive behavioral reinforcement, goals and modeling was the intent of the study. Academic achievement has been approached with several ways. In academic improvement, teacher quality, class size and financial support were critical issues at educational organization. Schools are graded annually and according to test results. Curriculum is aligned to test strategies. School districts are constantly looking for new strategies and technology to increase academic achievement.

Allen (1983) and Nicholson (2006) worked with the same hypotheses while testing the effect of teacher absences to student achievement. They found a huge negative effect to productivity due to the difficulty of finding the right replacement of workers. Murnane, Miller and Willett (2007), Walberg & Paik (2000) predicted

over the past four decades that a large number of variables of the student achievement had increased.

Huitt, Monetti and Hummel (2009) mentioned in their research, there was an ongoing debate about how to best prepare children and youth for adult success, more out of the industrial age into the information age as developed nations, in the twenty-first century. Some believed that to improve student achievement should focus on academic preparation of students. Schools should effectively organize themselves towards responsible for student academic achievement. Successful students are at the core of school improvement and accountability with all other components connected to and focused on the standards of student achievement.

Variables Related to Student Achievement

Hattie (2009) identified 138 variables significantly related to school achievement. This study followed earlier reviews of some 134 meta-analyses (Hattie, 1987; 1992) and summarized results from literally thousands of studies on many hundreds of variables. School learning is an important issue that must be considered when attempting to utilize research for schooling reform.

As Figure 3 showed the large number of variables related to student achievement, there were mainly three categories of variables including school-level variables, home context variables, classroom input variables and classroom process variables.

The school-level variables included school characteristics, school process, school leadership and curriculum. The classroom input variables concerned about the teacher and student characteristics, while the classroom process variables focused on teaching strategies, teacher behavior, student behavior and classroom processes.

A second important consideration was to understand classrooms, schools, families, and communities as systems (Green, 2000; Snyder, Acker-Hocevar, & Snyder, 2000). Attention must be paid to both developing well-functioning teams within schools (i. e., transformational leadership; Chin, 2007) while simultaneously addressing issues of improving the quality of teaching (i. e., instructional leadership; Teddlie & Springfield, 1993). Efforts at school reform that do not consider schools and classrooms as systems may find that the system merely adapts to the intrusion by outside forces in order to preserve the integrity of the teachers, classrooms, or schools that are the focus of change, Gustello & Liebovitch, (2009).

Conceptual Framework

The purposes of this study were to identify the relationship between the levels of students' satisfaction and their achievement at Kant kaw Education Center, Myanmar.

Figure 1 below showed the conceptual framework of this study in details. As the first study conducted at Kant Kaw Education Center, Myanmar, this study was based on Kimbrell, Bedner, and Matthis's (2006) Effective school indicators theory, Hattie's (2009) Variables related to Student Achievement.

(See Figure 1 on the next page)

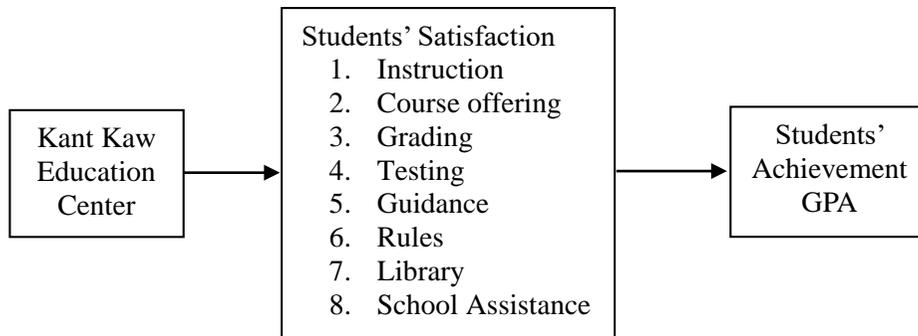


Figure1: Conceptual Framework of The Study

Method/Procedure

The purposes of this study were to identify the relationship between the levels of students' satisfaction and their achievement at Kant kaw Education Center Myanmar.

This research was a quantitative and relationship study, which used "High School Satisfaction Questionnaire" (2006) from Arkansas department of higher education in USA were used as instrumental tool for the data collection. The researcher used means, standard deviation and Pearson correlation were the statistical techniques applied in data analysis to find the relationship between the levels of students' satisfaction and their achievement at Kant kaw Education Center Myanmar.

The participants were all students from Kant Kaw Education Center. To conduct this study, first, the researcher requested the permission from director of Kant Kaw Education Center. After getting permission letter, the researcher distributed questionnaires through Kant Kaw Education Center by herself and her assistant. The researcher distributed questionnaires on July 2014 and finished on August 2014.

Findings/Results

Research Objective One

Research Objective One was to determine the students' satisfaction at university preparation program and professional development program in Kant Kaw Education center, Yangon, Myanmar.

Means and Standard Deviations were used to identify the students' satisfaction at Kant Kaw Education center, Yangon, Myanmar.

Table 1 shown, the total mean scores of students satisfaction were 3.68, in the range of 3.51- 4.50, according to the interpretation criteria, it meant students' satisfaction level at Kant Kaw Education Center was on "high".

The mean scores of the students' satisfaction towards on *instruction, course, grading, test, rules and assistance* were in the range of 3.51- 4.50, according to the interpretation criteria, it was regarded as "high".

And there were one item which were about the mean scores of the students' satisfaction towards on *guidance and library* were in the range of 2.51-3.50, according to the interpretation criteria, it was regarded as "moderate".

Among them, the mean scores towards instruction were 3.97 as the highest, which indicated that the students were most satisfied with the instruction at Kant Kaw Education Center. However, the mean scores towards school library were 3.49 as the lowest, which indicated that the students were least satisfied with the school library at Kant Kaw Education Center, Myanmar.

Table1: Overall of Students' Satisfaction of Kant Kaw Education Center

Students' Satisfaction	N	Mean	S.D.	Interpretation
1. Instruction	63	3.97	0.53	High
2. Test	63	3.75	0.47	High
3. Assistance	63	3.71	0.53	High
4. Grading	63	3.68	0.49	High
5. Course	63	3.53	0.78	High
6. Rules	63	3.61	0.60	High
7. Guidance	63	3.49	0.60	Moderate
8. Library	63	3.46	0.45	Moderate
Total	63	3.68	0.36	High

Research Objective Two

To determine the level of Students' achievement from Kant Kaw Education Center, Myanmar. Means and Standard Deviations were used to identify the students' achievement at Kant Kaw Education center, Yangon, Myanmar.

Table 2 showed 65 students, 10 students which were 15% of students from Kant Kaw Education Center got 3.67 or higher GPA and the interpretation criteria were regarded as very high; 47 students which were 76% of students got GPA between 2.67-3.67 and the interpretation criteria were regarded as high; another 6 students which were 9% of students got GPA between 1.67 and 2.67 interpretation was regarding as moderate in Kant Kaw Education Center, Yangon, Myanmar. Therefore the majority of students' GPA belong to 2.67-3.67 as regarded as high.

Table 2: Students' Achievement of Kant Kaw Education Center

Kant Kaw Education Center	N	Mean	S.D.	Interpretation
GPA	63	3.24	0.48	High

Research Objective 3

To determine the relationship between students' satisfaction and students' achievement, Kant Kaw Education Center, Myanmar.

Pearson Product Moment Correlation Coefficient was used to determine the relationship between level of students' satisfaction and students' achievement at Kant Kaw Education center, Yangon, Myanmar.

Table 3 also showed, the mean scores of 63 students' achievement as their GPA were counted were 3.24, in the range of 2.67 to 3.67, according to the interpretation criteria, it meant the current students' achievement at Kant Kaw Education Center were regarded as "high".

Table 3: The Relationship between The Levels of Students' Satisfaction and Their Achievement of Kant Kaw Education Center

		Achievement
Students' satisfaction	Pearson Correlation	.410
	Sig (2tailed)	.001*
	N	63

Discussion

1. *Students' satisfaction level at Kant Kaw Education Center*

This study found that students' satisfaction towards current instruction, courses, grades, tests, rules, and assistance were high while guidance and library were moderate at Kant Kaw Education Center.

As the finding showed, the center's students mostly satisfied with the instruction because teachers gave timely feedback, constructive feedback to the students, teachers were prepared to teach their subjects, teachers were interested in helping students, teachers were easy to talk to, teachers were encourage class discussion, teachers were receptive to other concepts and ideas and teachers had developed students' ability at making informed decision and considered opinions, but the students were expected that the class was challenging in the future, as the finding indicated by this study.

As finding showed that in Kant Kaw Education Center, students were very happy to see that the courses were up to date and school occasionally adds new courses the curriculum. The grading policies at school were clearly understood, grading policies at school made sense and grading was helpful in pointing out areas needing improvement. Most students were satisfied on center's guidance because counselors were available at convenient times, and they were helpful in both personal matters and academic matters.

Rules for students were clearly describes as the findings showed as well, rules were appropriate for the students from education center. Students were also happy that school rules were applied fairly to every student's .Kant Kaw Education center provides academic assistance (tutoring, special class sessions) to those students need it. Education center offered many opportunities to participate in learning experiences outside of the classroom.

However, this study finding also revealed that students were least satisfied with the school library, which was true reflection as this researcher agreed, since it was an education center, there was not enough resources in the library, and the size of the library was also quite small as the researcher observed before. As a very small library, it is not accessible for the students sometimes, facilities from library were not well maintained as the students mentioned sometimes. Another fact was the facilities from library were not quite comfortable for the students to do some learning activities.

In fact, there were no previous studies conducted about students' satisfaction. This study indicated that the general students' were satisfied with current instruction, courses, grades, tests, guidance, rules, library and assistance in the Kant Kaw

Education Center. This results of this study should be able to help the center leaders to improve the school management, curriculum innovation and school quality.

Moreover, Roopsuwan Kun, P. (2003) also did a study on students' satisfaction in Thai private vocational schools, and his findings showed that most of students were satisfied with their schools based on the finding with six factors and variables that were significant analysis of satisfaction namely, parent involvement, school, environment, academic engagement, estimate of advantage in career and working skills, use of computer technology, major, current GPA, and living environment. Thus, his study found that students were generally satisfied with their schools, which was the same finding as this study did.

Stoltenberg (2011) conducted a study on investigating the concept of students' satisfaction in Oslo. His research was based on the findings with five factors of academic advising, quality instruction, accommodation, library facilities and general climate. He found out most of the students were quite satisfied with academic advising and quality instructions according to his research. Some respondents commented that they would prefer to have interactive discussions during classes. Teachers should use modern methods of teaching. The findings of his study were to some degree similar to this study though the researches were conducted in different locations and organizations.

Petruzzellis (2006) mentioned that satisfaction is an outcome of service quality. He found out that the university should pay attention to all five dimensions (tangibility, assurance, reliability, responsiveness, and empathy and student satisfaction) of service quality and they should give more focus to the role of service quality in increasing overall student satisfaction. Students' satisfaction studies for schools in Myanmar are very important. Schools should conduct more research and improve their schools as needed. The education market is becoming more competitive, and institutions are competing for the students. Students attend schools to gain knowledge, and knowledge is a key factor in the development of society.

Lankara (2014) investigated student satisfaction in two public high schools in Southern Shan State, Myanmar. The investigation focused on student satisfaction towards the courses provided from schools, instruction, the grading system, tests, rules, guidance and school assistance. The student satisfaction were generally high at both schools. Students from both schools were most satisfied with the grading system and schools test but least satisfied with the school rules and school assistance. He found that there was no significant difference of student satisfaction in selected two public high schools in Southern Shan State. However, there was a significant difference in student satisfaction towards courses, grades, tests, rules and assistance in the two selected public high schools.

2. Students' achievement level of Kant Kaw Education Center

The testing of research hypothesis results showed that the students' academic achievement, which used their GPA (Grade point average) from the KKEC. In general students' achievement were high, as the mean scores of students' GPA was 3.24 and it was between GPA of 2.67 to 3.67, according to the interpretation criteria, it meant students' achievement at Kant Kaw Education Center were regarded as "high".

According to this study, it found that students were got timely feedback and also got constructive feedback from their teachers. The schools had challenging classes and teachers were well prepared to teach their subjects. The schools regularly updated the curriculum and adds new courses the curriculum. The schools grading policies were clear, the grading policies were clear and grading was helpful in pointing out areas needing improvement for the students. These were good reasons to improved students' achievement.

As the students felt that the center's tests were appropriately spaced through the semester, guidance were available, helpful, and interested in students. The students felt happy to follow school rules and school provided academic assistance to those students needing it. Meanwhile, as the school offered many opportunities to participate in learning experiences outside of the classroom. These different facts as reflected from students' satisfaction were helping to improve students' achievement from Kant Kaw Education Center.

Patrick (1991, as cited in Bartosh, 2003) suggested that improving student achievement has been associated with the following factors: high educational attainment of parents, home environment where reading and discussions of ideas are valued, limited television, significant amounts of time spent on homework assignments and a stable family structure.

3. The relationship between students' satisfaction and students' achievement, Kant Kaw Education Center

The data analysis of this study showed that there was a positive relationship between the levels of students' satisfaction and their achievement at Kant Kaw Education Center in Myanmar.

Students' achievement gained because of effective instruction, from other influences on student learning both inside and outside school, and from tests that were appropriately spaced through the semester. A number of factors had been found to have strong influences on student learning gains. These factors also included the quality of curriculum materials, specialist or instructor supports, class size, and other factors that affect students' achievement.

An academic administration category includes effectiveness, efficiency of the academic administration section admission procedures, enrollment procedure, resolving examination clashes. The respondents satisfied in other factors but enrollment procedures and response to administrative problems should be improved.

Moreover, in student services and study assistance including library, counseling, academic support, study assistance to measure students' satisfaction. In general students access to services library, counseling, academic support and study assistance were unsatisfactory. In general student service category, students were asked to indicate their satisfaction with regard to access to services such as medical services, accommodation and financial aid. The result showed that students were satisfied. And also students were satisfied with student newspaper and not satisfied with student representative council, should be improved.

As the results showed, there were a relationship between the level of student satisfaction and achievement towards instruction, course, grading, test, guidance,

library, rules, assistance and GPA with correlation (.001), which was smaller than .05 at Kant Kaw Education Center.

Previous researcher Blanchard A. Gayle (2012) did a study on communication satisfaction, organization citizenship behavior and the relationship between student achievements in high schools. Gurlen, Turan and Senemoglu (2013) also found in their research paper based on gender, major, learning approach adopted and the quality of the learning outcome. The teachers' perception of achievement were correlated with satisfaction and achievement.

This study's findings also confirmed the students' satisfaction survey conducted by another researcher, Shago (2005). He found that there were so many indicators that students rated as important and were satisfied through the students' satisfaction survey. These included: learning outcomes, academic administration, student services and study assistance, general student service, student representative and student newspaper. To measure the level of student satisfaction by rating the following items: ability to think critically, capacity for creativity and innovation, up-to-date knowledge and skills, and skills for self-directed learning. All these findings also implied that there were some relationship between the students' satisfaction and their achievement in school for sure, which acknowledged this study's finding about the positive relationship between the students' satisfaction and their achievement in Kant Kaw Education Center, Myanmar.

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