Review of: "Assessment of Learner Satisfaction in Secondary School Education"

Sakir Cinkir[1]

1 Ankara University

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This study provides a great contribution to the understanding of learning satisfaction and its importance, effectively using previous research findings to highlight a distinct gap in the existing literature. The study's objectives and overarching aims are clearly articulated, providing the reader with a comprehensive understanding of the research's trajectory.

However, there are other areas that might be improved in order to conduct a more comprehensive and rigorous investigation. Commencing with the literature review, although it imparts fundamental knowledge, there is potential for enhancing its overall context by a more comprehensive analysis of key studies. Furthermore, enhancing the coherence between academic research and its practical applications will enhance the reader's understanding. In the context of Kenyan secondary education, it is imperative to prioritize the examination of its global or regional consequences in order to fill the existing research gap. The claim that there is a lack of research on student satisfaction in Kenyan public secondary schools requires more support through an extensive review of existing literature.

The existing empirical evidence does not possess sufficient robustness to establish a compelling causal relationship between low learner satisfaction and specific outcomes in Kenya. A more focused and comprehensive examination of literature would provide stronger support for these assertions. One of the objectives, which highlights the significance that students attribute to teaching, is notable for its lack of clarity. It is necessary to either enhance the wording of the text to improve clarity or provide a coherent justification that establishes its relevance to the primary issue of the study.

From a methodological standpoint, the study exhibits certain weaknesses in various aspects. The study used a qualitative correlational approach, which interestingly combines qualitative and quantitative research methods. The adoption of a "mixed methods" approach would enhance the level of transparency. Furthermore, there is a lack of comprehensive calculation provided for the sample size determined using "Cohan's formula." Additionally, the use of terminology such as "semi-questionnaire" introduces ambiguity and necessitates clarification, maybe indicating the concept of a "semi-structured interview/questionnaire."

Another factor that deserves emphasis is the adoption of uncomplicated criteria for classifying learners based on their satisfaction replies. The utilization of such a methodology carries the inherent possibility of generating biases as a result of probable misclassifications. The data analysis, albeit extensive, appears to lack consideration for potential confounding variables inside its regression model. Furthermore, it is of utmost importance that the study elucidates the findings pertaining to the Cronbach's alpha coefficient, a fundamental metric utilized to assess the reliability of questionnaire

questions.

In summary, although the study asserts its position with a well defined scope and objective, it is compromised by various methodological incongruities. By addressing these identified flaws and further refining the technique, the credibility of the research can be greatly enhanced. The discourse, characterized by its profound analytical rigor, might enhance its academic standing by incorporating detailed statistical analysis, highlighting distinctive contributions, and refining recommendations.