

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

Brika Said Khalfa Mokhtar<sup>1</sup>

<sup>1</sup> University of Bisha

**Potential competing interests:** No potential competing interests to declare.

1- **The abstract** presents a study focused on learner satisfaction and its impact on academic achievement in secondary schools in Kisumu East Sub-County, Kenya. The research methodology, including the sample size and demographics, is outlined clearly, offering a good understanding of the study's scope. It's interesting to note that the study found a positive correlation between learner satisfaction and academic achievement, emphasizing the importance of student contentment in the teaching and learning environment. The areas where students expressed high satisfaction, such as encouraging interaction among learners, indicate positive teaching practices that foster engagement and learning.

One potential weakness in this abstract is the limited depth in identifying and addressing the reasons behind certain satisfaction levels. While it highlights areas where learners reported high and low satisfaction, such as teacher encouragement of interaction and dissatisfaction with library equipment, it lacks a detailed exploration of why these specific areas received these ratings.

Additionally, the abstract could benefit from a more comprehensive understanding of learner satisfaction beyond quantitative measures. While the overall satisfaction score is mentioned, understanding the qualitative aspects and nuances behind these scores, such as through interviews or open-ended questions, could provide richer insights into students' experiences. Moreover, the abstract might lack contextualization regarding the broader socio-economic or infrastructural challenges that could contribute to low satisfaction with library equipment. Exploring these underlying issues could offer a more holistic view of the challenges faced by these schools and students, beyond surface-level dissatisfaction.

2- **The introduction** provides a broad overview of the significance of learner satisfaction in academic achievement, but it could benefit from a more focused and concise approach. One weakness lies in the extensive citation of previous studies without connecting them cohesively to build a clear narrative. While citing various studies establishes the relevance of learner satisfaction, the introduction lacks a seamless transition between these citations and the specific context of the study.

Additionally, the introduction highlights a range of factors that supposedly influence academic achievement, from social and cultural aspects to school administration and learner attitudes. However, it presents these factors somewhat disjointedly without explicitly linking them to the core focus on learner satisfaction and academic achievement. This lack of clear connection might create confusion or dilute the central argument.

The introduction also claims a gap in the existing literature regarding learner satisfaction in Kenyan secondary education. While asserting that this gap is important, the introduction could benefit from further elaboration on why this gap exists and how addressing it contributes to the broader field of educational research or has practical implications.

Moreover, the introduction briefly references studies conducted in higher education institutions globally to support the premise that learner satisfaction significantly affects academic performance. While these references strengthen the argument, they could be better integrated to show how findings from higher education settings relate to the specific context of Kenyan secondary schools.

In essence, the introduction's weakness lies in the need for a more focused and coherent narrative that bridges the cited literature seamlessly with the specific aim of assessing learner satisfaction in Kenyan secondary schools, thus clarifying the gap in research and the importance of the current study's focus.

**3- The methodology** outlined in the study has several weaknesses that might impact the robustness and reliability of the findings.

**Sampling Technique:** While the use of stratified random sampling is generally robust, there's limited explanation regarding why 303 learners were chosen specifically and how representative they are of the larger population. Without a clear rationale for this sample size, it might raise questions about the generalizability of the findings.

**Data Collection Methods:** While combining focus group discussions and semi-structured questionnaires is beneficial for gathering qualitative and quantitative data, there's a lack of detail on how these methods were used together. More clarity on the integration of these methods, such as how findings from focus groups influenced the questionnaire or vice versa, would strengthen the study's methodology.

**Questionnaire Validity and Reliability:** The methodology mentions a pilot study with 30 learners to test the questionnaire, but there's no elaboration on the results of this pilot or how adjustments were made based on its findings. This lack of detail regarding the refinement process of the questionnaire might raise concerns about its validity and reliability.

**Data Analysis Techniques:** The criteria used to categorize learners into high-satisfaction and low-satisfaction groups (based on response categories) might oversimplify the assessment of satisfaction levels. The grouping criteria could potentially neglect nuances within responses and fail to capture a more detailed spectrum of satisfaction.

**Regression Analysis:** While using academic grades as a measure of academic achievement is common, it's essential to consider other factors that might influence academic performance. Without accounting for potential confounding variables (e.g., socio-economic background, prior academic performance), the relationship established between satisfaction and academic achievement might not be fully comprehensive.

Overall, these weaknesses could impact the study's validity, generalizability, and the depth of insights generated from the data collected. Clarity in sampling rationale, method integration, questionnaire refinement, and comprehensive analysis

would strengthen the methodology and the study's overall reliability.

4- **While this discussion** effectively highlights various factors influencing learner satisfaction, it could benefit from a more structured and in-depth approach:

**Integration of Studies:** While citing previous research studies to support claims about determinants of learner satisfaction is beneficial, the discussion would be stronger by integrating these studies more explicitly. Explaining how the current findings align or diverge from these studies and their methodologies could provide a more comprehensive understanding.

**Depth in Low Satisfaction Areas:** Although the discussion identifies areas of low satisfaction such as library and laboratory equipment, it lacks deeper exploration into the underlying causes. Providing insights into why these specific areas received low satisfaction ratings could enhance the discussion's depth and offer actionable suggestions for improvement.

**Clarity in Relationship with Academic Achievement:** While mentioning the relationship between learner satisfaction and academic achievement, the discussion could clarify the strength and direction of this relationship. Elaborating on how improvements in satisfaction levels in specific areas might impact academic performance could strengthen the discussion's conclusions.

**Regression Analysis Interpretation:** While mentioning a weak but significant linear relationship between learner satisfaction and academic achievement, the discussion could offer more insights into the nature of this relationship. Further elaboration on the specific impact of satisfaction levels on academic outcomes could enhance the discussion's depth.