

Research Article

A Multi-Dimensional Perspective on Learning Satisfaction in Secondary Education

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Abstract

Learning satisfaction plays a crucial role in shaping students' academic engagement, persistence, and overall achievement. This study adopts a multi-dimensional perspective to examine learning satisfaction among secondary school students, focusing on four core dimensions: content relevance satisfaction, learning opportunities satisfaction, motivation satisfaction, and feedback and personal growth satisfaction. Using a sample of 350 students from government, government-aided, and self-financed schools, the research employed quantitative methods to analyze variations across demographic and institutional factors. Findings reveal significant differences in satisfaction levels across dimensions, highlighting the interplay between instructional practices, supportive learning environments, and student motivation. The study underscores the need for holistic educational strategies that address multiple aspects of the learning experience to enhance student satisfaction and success.

Keywords: Learning satisfaction, secondary education, motivation, feedback, content relevance, multi-dimensional perspective.

Introduction

Student satisfaction is often regarded as a short-term attitude that reflects learners' subjective assessments of how well their educational experiences meet or surpass their initial expectations (Elliot & Healy, 2001; Elliot & Shin, 2002). Since students develop a variety of expectations about their learning environment, researchers increasingly view satisfaction as a multidimensional construct, encompassing different aspects of the educational experience

(Hanssen & Solvoll, 2015; Jereb et al., 2018; Nastasic et al., 2019; Weerasinghe et al., 2017). Wu et al. (2015) note that learning satisfaction reflects the extent to which teaching and learning experiences positively influence the learner. Within educational institutions, it is widely regarded as a critical indicator of quality learning and a strong predictor of overall academic achievement (Rajabalee & Santally, 2021; Virtanen et al., 2017). Gonzalez Rogado et al. (2014) emphasize that satisfied learners tend to be more receptive to the teaching learning process, are more likely to achieve higher academic outcomes, and are less prone to discontinuing their studies. Conversely, low levels of satisfaction have been linked to poor academic performance and elevated dropout rates, as seen in Kenya's education system, where internal inefficiencies persist (James et al., 2016). Research by Oluoch and Gogo (2022) further indicates that public secondary schools continue to face challenges in achieving strong academic results.

Significance of the Study

In today's educational climate, higher secondary students face mounting academic pressure from entrance examinations as well as continuous assessments, internal tests, and board exams. While these evaluations measure achievement, they often leave students dissatisfied with the actual learning process. The present study views this issue through the lens of four key dimensions of learning satisfaction. Content Relevance, Learning Opportunities, Motivation, and Feedback and personal growth.

Many students perceive classroom content as disconnected from their real-life needs, interests, or career aspirations. Overloaded syllabi, outdated materials, and limited contextual examples reduce the meaningfulness of lessons, causing students to view learning as an obligation rather than an intellectually engaging activity.

Rigid teaching methods and time constraints often limit opportunities for interactive, exploratory, and hands-on learning. Students rarely get to engage in collaborative projects, discussions, or creative problem-solving tasks, leaving them with fewer chances to deepen understanding beyond textbook learning.

In a performance-driven environment, motivation is frequently linked to external rewards such as grades and rankings rather than intrinsic curiosity. The constant race for marks

diminishes enthusiasm for knowledge, and prolonged exposure to exam-oriented routines can lead to burnout, disinterest, and reduced self-driven learning.

Constructive feedback and recognition are essential to sustaining student satisfaction, yet many learners receive only evaluative scores without guidance for improvement. The absence of personalized support from teachers can make students feel undervalued, leading to frustration and disengagement.

By understanding learning satisfaction through these dimensions, this study aims to highlight areas where schools can improve. Ensuring content relevance, diverse learning opportunities, intrinsic motivation, and meaningful feedback can create a more engaging educational experience promoting not only academic performance but also a lifelong love for learning.

Objectives of the Study

- To ascertain whether there is any difference among higher secondary students in their Learning Satisfaction based on Gender.
- To ascertain whether there is any difference among higher secondary students in their Learning Satisfaction based on Medium of Instruction

Hypothesis

H1. There is no significant difference among higher secondary students in their Learning Satisfaction based on Gender.

H2. There is no significant difference among higher secondary students in their Learning Satisfaction based on Medium of Instruction.

Methodology

The researcher adopted the survey method to systematically gather information from higher secondary students regarding their learning satisfaction. This method enabled the researcher to collect data from a large number of participants in a structured manner using questionnaires. Through this approach, the study aimed to understand students' perceptions and experiences related to various aspects of learning, such as content relevance, learning opportunities, motivation, and feedback. The survey method provided quantitative insights that

helped in analyzing patterns and drawing meaningful conclusions about students' satisfaction levels.

Population and Sample

The population for the present study consisted of higher secondary students studying in schools located in Chengalpattu district. From this population, a sample of 350 students was selected for the investigation. These students were chosen to represent the larger group and to provide relevant data regarding their learning satisfaction. The sample size was considered sufficient to ensure the reliability and validity of the study findings while reflecting the diverse experiences of students across different schools in the district.

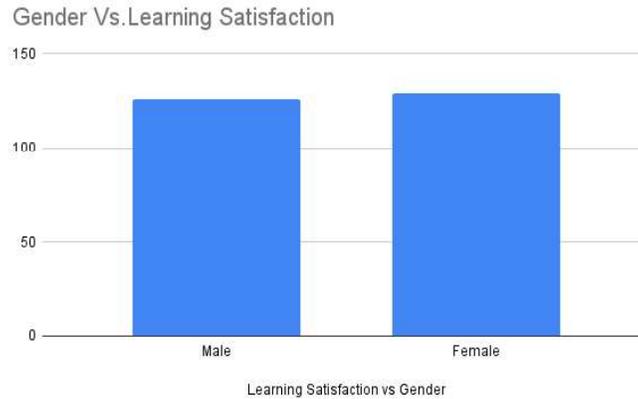
Tools

The Learning Satisfaction Questionnaire was specifically constructed by the investigator to assess the satisfaction levels of higher secondary students regarding their learning experiences. The questionnaire was developed after a thorough review of existing literature and relevant studies on student satisfaction.

Data Analysis

Table.1. Summary of Results of Learning Satisfaction with respect to Gender

VARIABLE	Gender				t-value	p-value
	Male		Female			
	Mean	SD	Mean	SD		
Learning Satisfaction	125.89	17.658	128.90	14.733	2.965	0.003**



From the table it can be observed that the mean score of overall Learning Satisfaction of Female (128.90) student is higher than the Male (125.89) students.

The t-value calculated for the overall Learning Satisfaction and all its dimensions namely, Content satisfaction, Learning Environment satisfaction, Interaction satisfaction, Feedback satisfaction, Personal growth and development satisfaction, Motivation satisfaction with respect to gender reveals the female and male students differ significantly at 0.01. Hence, the null hypothesis, stating that there is no significant difference in Learning Satisfaction between male and female students, is rejected, and it is concluded that there is a significant difference in Learning Satisfaction between male and female students.

This shows female students often demonstrate better study routines, consistency, and attention to detail, which lead to greater satisfaction with academic content and outcomes. Girls are generally more attentive in class, follow instructions, and maintain positive relationships with teachers, which enhances satisfaction in areas like interaction and feedback. Girls are often more receptive to teacher feedback and use it constructively, increasing their satisfaction with feedback mechanisms in the learning process.

Table.2.

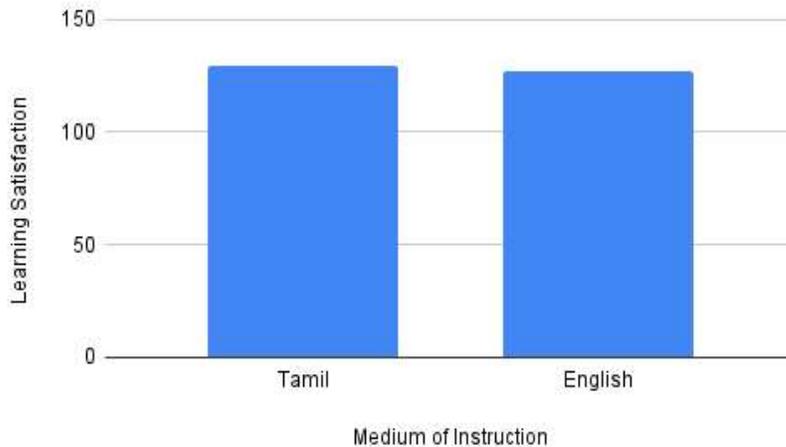
Summary of Results of Learning Satisfaction with respect to

Medium of Instruction

VARIABLE	Medium of Instruction		t-value	p-value
	Tamil	English		

	Mean	SD	Mean	SD		
Learning Satisfaction	128.99	15.965	127.05	16.567	0.959	0.338

Learning Satisfaction vs. Medium of Instruction



From the table it can be observed that the mean score of overall Learning Satisfaction of Tamil medium (128.99) student is higher than the English medium (127.05) students.

The t-value calculated for the overall Learning Satisfaction and all its dimensions namely, Content satisfaction, Learning Environment satisfaction, Interaction satisfaction, Feedback satisfaction, Personal growth and development satisfaction, Motivation satisfaction with respect to medium of instruction reveals the female and male students do not differ significantly. Hence, the null hypothesis, stating that there is no significant difference in Learning Satisfaction between Tamil medium and English medium students, is accepted.

Findings

1. The mean score of Learning Satisfaction of female students (128.90) is higher than that of male students (125.89). The t-test conducted to compare the Learning Satisfaction between male and female students reveals a significant difference between the two groups at the 0.05 significance level, as the p-value is 0.003. Hence, the null hypothesis, stating that there is no significant difference in Learning Satisfaction between male and female students, is rejected.

2. The mean score of Learning Satisfaction of students studying through Tamil medium (128.99) is higher than that of students studying through English medium (127.05). However, the t-test conducted to compare the Learning Satisfaction between Tamil and English medium students reveals no significant difference between the two groups at the 0.05 significance level. Hence, the null hypothesis, stating that there is no significant difference in Learning Satisfaction between Tamil medium and English medium students, is accepted.

Educational Implication

The significant difference in Learning Satisfaction between male and female students suggests that gender-related factors may influence how students perceive and experience their learning environment. Educators and school administrators should be aware of these differences and consider implementing gender-sensitive teaching strategies and support systems. By addressing the specific needs and learning preferences of both male and female students, schools can create a more inclusive and supportive environment that enhances learning satisfaction for all students.

Conclusion

The study found that there is no significant difference in Learning Satisfaction between students studying through Tamil and English mediums of instruction. This indicates that the medium of instruction does not affect students' satisfaction with their learning experience, and both groups are able to achieve comparable levels of satisfaction regardless of language preference.

However, a significant difference was found between male and female students, with female students reporting higher Learning Satisfaction than male students. This suggests that gender plays an influential role in shaping students' perceptions and experiences in the learning environment. Such differences may be attributed to vary learning styles, motivation, support systems, or social factors that impact how students engage with educational content.

These findings highlight the importance of recognizing and addressing the diverse needs of students. Educators and school administrators should incorporate gender-responsive teaching approaches and provide adequate support mechanisms to foster a positive learning experience for all students. By understanding these differences, educational institutions can create more

equitable and supportive environments that enhance students' overall well-being and academic performance.

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