

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. CONCLUSIONS

This study “The influence of student engagement and teachers’ performance to student satisfaction in public senior high schools” firstly aimed to measure the influence student engagement to student satisfaction and teachers performance to student satisfaction. I collected data from five public senior high schools in the city of Bandung. I used excel and SPSS to analyze the data. I chose one school from every region (South, North, West, East and Centre) hence they are five in number.

In conclusion, student engagement was found to be in good enough category. It means that they sometimes take their engagement serious in their learning. This is good enough sign but they still need to improve in order to reach the highest category. In details students’ engagement gave the following results:

The results from respondents gave a total average which is good enough or falls in strong enough category and there were questions which were meant to get the idea of how students consider their engagement in as far as affection is concerned. This average means that student engagement with affection as an indicator to student satisfaction falls under good enough category. This means that they sometimes experience these in schools. Therefore affective student perception with the sense of Belonging/identification with school and School connectedness is good enough in average and it is strong enough.

In as far as cognitive part is concerned results gave a total average which is strong enough. This has got more to do with the mental dimension since it is about Self-regulation, relevance of school to future aspirations and value of learning (goal setting). This average means that student engagement with cognitive part as an indicator to student satisfaction falls under good enough category. This means that in average they sometimes cognitively indulge into their

studies. When we look at their age one can conclude that it is a good sign in their learning process. Therefore cognitive Self-regulation, relevance of school to future aspirations and value of learning (goal setting) is good enough in average in SMAN in Bandung.

The part of students' behavior is one of the lowest averages which falls in strong enough but with the lowest mark. This has got more to do with the day-to-day activities of the school that concern students. Attendance (absences, skips), Participation (Classroom & extracurricular), Behavioral incidences (office referrals, suspensions) are but the few examples in this indicator which has influence in student satisfaction. This average means that student engagement with behavioral part as an indicator to student satisfaction falls under low category. This means that in average they rarely experience these in schools. This can be interpreted as a good sign of a good behavior that students have or portray. Therefore behavioral incidences in this school are low in average. This can mean that few students have experienced referrals to principal's office for misbehavior.

The academic element gave average which is good or strong and this has got more to do with Time on task, Homework completion rate, Class grades. This average means that student engagement with academic part as an indicator to student satisfaction falls under good enough category. This means that in average they sometimes experience these in schools. Therefore academic engagement of students in this school on task, Homework completion rate, Class grades is good enough in average.

All in all student engagement has got average which is good enough. This is strong enough or good enough. As a result, students still need to improve and put their attention to their studies in order to get good results which will see them developing.

When we look at the total average in as far as teachers' performance in being contextual when they teach is concerned, the average that we got from the results is good enough. Therefore teachers' performance in as far as contextual teaching is concerned is strong enough in Public senior high schools in Bandung. This average means that teachers' performance for being contextual when they

teach falls under good enough category. This means that they (Students) sometimes experience this good performance which is contextual in school. Therefore this indicator which is all about being contextual with the interesting work, class discussions, and allotted time to help students is good enough in average in these schools.

The results gave average which is strong enough in as far as teachers' performance in integration of technology in the process of learning is concerned. This has got more to do with how teachers use technological equipment in school. Almost every class has got projectors for slides and libraries also have got good equipment. This average means that teachers' performance with technology as an indicator to student satisfaction falls under good enough category. This means that in average they sometimes experience this in school. Therefore techno-oriented indicator is good enough in average in these schools (SMAN).

In a nut shell results gave a total average of teachers' performance as strong enough in Bandung. This falls in good enough category or strong enough category.

The total average in academic advising and instruction is good enough too and this average means that student satisfaction with academic advising and instruction as an indicator to student satisfaction falls under good enough category. This means that they sometimes experience this in school. Therefore Academic advising & instructions with Learning experience and Course content is good enough in these schools (SMAN).

Social activities inside and outside the campus have got total average which is good also. This has got more to do with social activities, student support service and attitude. This average means that student satisfaction with social activities as an indicator to student satisfaction falls under good enough category. This means that in average they sometimes experience or do indulge into social activities in their schools. Therefore social activities, student support service and attitude are good enough in average.

Library is one of the lowest averages in student satisfaction with an average which is good enough but with lowest mark which is close to low

category. This has got more to do with the day-to-day activities of the library of the schools. This average means that student satisfaction with library as an indicator to student satisfaction falls under good enough category but with a small marginal difference category of wow or weak. This means that in average they sometimes find library useful to their education. Therefore library in this school is good enough in average.

Information and Communication Technologies have a total average which is good enough too and this average means that student satisfaction with ICT part as an indicator to student satisfaction falls under good enough category. This means that in average they sometimes use ICT's facilities and they sometimes find them useful to their education these schools. Therefore ICT in these schools is good enough in average. We can also conclude that ICT in SMAN in Bandung is good enough.

New students in every school have to undergo the process of adaptability which is all about getting well with the existing system in the campus. In this part the total average is good enough and this has got more to do with respect for others and getting the same things from others. This average means that student satisfaction with adaptability part as an indicator to student satisfaction falls under good enough category. This means that in average they sometimes experience these in schools. Therefore adaptability with respect for others and getting the same things from others is good enough in average. It all about being treated as a human being in school.

The results from the data show that there is a correlation between these two variables. When we look at the table of correlation which is found in chapter four we find that indeed there is a correlation. R square column means that the contributions made by students engagement to student satisfaction is  $0.281 \times 100\% = 28.1\%$ . While the remaining  $100\% - 28.1\% = 71.9\%$  are other factors that affect student satisfaction factors outside of student engagement are not examined. Therefore only 28.1% of student engagement contributes to student satisfaction while the remaining 71.9% belong to other factor that contribute or influence student satisfaction.

The finding that behavioral engagement decreases as students progress from earlier to later grades is inconsistent with what has been previously reported by other researchers (Martin, 2009; Yazzie-Mintz, 2010), though behavioral engagement can be operationalized in several different ways. In Martin's (2009) study, behavioral engagement was operationalized as student attentiveness in class. Yazzie-Mintz (2010) operationalized behavioral engagement as students' participation in extra-curricular activities, interactions with other students, and connections with the greater community the school is located in. Martin (2009) further operationalized behavioral engagement as management of learning tasks. Despite the differences in how behavioral engagement has been indexed, the results of the current study are in line with the trend in the literature that as students progress through high school, they experience less behavioral engagement. The average of this indicator was good enough and this means there is still room for improvement on the side of students in order to be satisfied with their studies. All in all results show that student engagement is good enough in these schools but there is still a room for improvement.

There is correlation also between these variables just like between student engagement and student satisfaction. The value of 0.338 at  $R^2$  column means that the contribution made by teachers' performance to the satisfaction of the student is  $0.338 \times 100\% = 33,8\%$ . While the remaining  $100\% - 33,8\% = 66,2\%$  belongs to other factors that affect student satisfaction, factors beyond the influence of teacher's performance which are not examined in this research.

The results show total average of the influence of teachers' performance to student satisfaction is good enough. This includes application or integration of Information and Communication Technologies (ICT) in the process of learning. When I was collecting data I realized that almost every classroom in these schools has got ICT's equipment that is used to help students in the process of learning. This is not only promising but also amazing to find classrooms like these. Results show that students and teachers sometimes use this ICT's equipment in the process of learning. In as far as teachers' performance in making school work

interesting for students things seem to be really good because results show that teachers often make classwork interesting for students. This is a good sign on the side of teachers and this call for a big round of applause for teachers for making learning interesting for students. It is also a kind of motivation for them.

The table in chapter four is about correlation, showed the relationship between variables (Teachers performance, student engagement and student satisfaction). Based on that table we can interpret that Pearson correlation value of teacher performance to student satisfaction is 0.581 and is in the interval 0.4-0.599, which means the relationship between the variables is in the category of strong enough, so does the value of the Pearson correlation student involvement to student satisfaction with a value of 0.530 and is in the interval 0.4-0.599, which means the relationship between the variables is in the category of strong enough. There is a strong enough relationship between these variables.

## **B. RECOMMENDATIONS**

In order to provide further understanding of how various dimensions of student engagement and teachers' performance are linked to student satisfaction there are several future directions for research. To address gaps in the literature, future research should examine the relationship between the various dimensions and indicators of student engagement and teachers' performance and student satisfaction over time (e.g., mental health, academic achievement). Such studies would help build empirical rationales for where to intervene and how to improve student engagement and teachers' performance in order to improve students' satisfaction.

Another direction for future research is to further explore the differences in engagement between students in various levels and teachers' performance. More studies are needed to determine if the differences found in the current study are replicable across different groups over time. It may also be prudent for researchers to include a sizeable group of general education students within the larger study

sample in order to permit comparisons between students enrolled in public senior high school.

Moreover, one of the limitations of this study is that the context of the respondents is only in five schools which are owned by the government. Further study is suggest to make a comparative study to investigate whether there are any differences in student engagement, teachers' performance and student satisfaction between public senior high schools and private private senior high schools. Further study should also take serious consideration in terms of accessibility to the data collection because most of the schools have been very reluctant in giving good cooperation. A serious preparation towards the unexpected situation is needed thus that it is in the ability researcher to face and in control of the situation. The most obvious problem is bureaucracy in Indonesia which makes things difficult with many steps to take. You will be taken from one office the other just to get recommendation letter for making research.