

Learners' Satisfaction on School Policies and Guidelines and Its Relationship on Academic Performance

Jovita F. Punzalan
Bulacan State University
Malolos City, Bulacan, Philippines, 3000
jovita.punzalan@bulsu.edu.ph
0905 076 09 86

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Abstract

The major problem of this study was to determine the learners' Satisfaction on school policies and its impact on guidelines on academic performance. The study made use of the descriptive-correlational method of research in which standardized instruments were the primary data gathering tool. The respondents of the study were selected college students from one higher educational institutions in Malolos. The data were presented using tables and the results of the study were tabulated and processed using Statistical Packages for Social Sciences (SPSS). The study revealed the learners' satisfaction on policies and guidelines is Very good (4.46). The very good satisfaction was manifested by the following indicators namely; (1) the policies and guidelines was clear and straightforward – 4.55, (2) the policies and guidelines were discussed clearly to the participants - 4.35, (3) the policies and guidelines were based on the statutory and regulatory requirements – 4.90, (4) the policies and guidelines made sense for my level – 3.90, (5) there was no confusion enlisted in the policies and guidelines – 4.15, (6) the policies and guidelines ensure the safety of the participants – 4.90, (7) the policies and guidelines were set to assessed the risk associated with the activity – 4.90, (8) risk management were part of the policies and guidelines – 4.88, (9) policies and Guidelines were made for the safety and security of the participants – 4.00, and (10) policies and Guidelines were employed before and during the activity. Moreover, the learners' academic performance was determined as 1.60 (Accomplished). The accomplished mean is manifested by the following percentages; 36% - Accomplished, 31% - Proficient, 20% - Emerging, 11% - exemplary, and 2% - Beginner. The findings of the study indicated that students' satisfaction on policies and guidelines is positively related on students' academic performance.

Keywords: *learners' satisfaction, Policies and Guidelines, Academic Performance*

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1. Introduction

A number of colleges and universities are providing greater access to higher education by developing programs and policies that will enable every learners adjust to college life and achieved graduation goal. Schools are task to create policies and guidelines to ensure the safety and security of every students. The aim of the policies and guidelines is to provide a safe environment for teaching and research activities conducted by every educational institutions.

The principle aim of every policies and guidelines is to, as far as reasonably practical, identify the hazards and risks associated with activities and programs and prevent these hazard/risks from causing harm to any activity and program to all staff member, and most especially to all learners. It is recognized that the best prevention strategy is through planning, preparation, knowledge and management of the hazards (Zhang & Zheng 2008).

Activities and programs differ in ways that may impact the ability of undergraduate students to be successful and achieved good grades (Peachey & Baller 2015).

Academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as school diplomas and bachelor's degrees represent academic performance and academic achievement. On a study conducted by Niia, et. al. (2015) it was revealed that students, teachers, and parents has acknowledged the significance of school policies and guidelines on academic performance. Learners' satisfactions on these policies and guidelines yielded positive relationship on academic performance.

Contrary to this, according to a study conducted by Svanum & Bigatti (2006), learners' satisfaction on school policies and guidelines does not directly influence course grade. Instead academic performance is positively influenced by course effort and family and social activities.

It is deemed necessary to conduct a study that will determine the learners' satisfaction on school policies and guidelines and its relationship on students' academic performance. The findings of the study can help institutions identify the policies and guidelines that may have improved learners' academic performance. More specifically, the present study can help prescribe insights that would improve the profile of students, which is seen to be beneficial for the institution and learners.

1.1 Statement of the Problem

The present study aims to determine learners' satisfaction on school policies and guidelines and its impact on academic performance. The study also aims to answer the following specific questions.

1. What is the level learners' satisfaction on school polices and guidelines?
2. How can the academic performance of college students be described?
3. Does learners' satisfaction on school policies and guidelines exert significant relationship on academic performance?
4. What implications may be drawn in light of the findings of the study?

2. Methodology

2.1 Methods and Techniques

The descriptive-correlational method of research was utilized in this study to determine the relationship between learners' satisfaction on polices and guidelines and learners' academic performance. Correlational research is a systematic investigation of the relationship present between two or more variables. The study used a quantitative research approach in analyzing and understanding the predictor and criterion variables. Standardized test on Students' scholastic ability were used as primary data gathering tools.

2.2. Respondents of the Study

Table 1

Respondents of the study

Year Level	Population	Sample
	N	n (63.93%)
1	74	47
2	116	74
3	11	7
4	18	12
Total	219	140

Table 1 shows the respondents of the study. From the total population of 219, a 63.93% or 140 were the respondents of the study.

The study Utilizes Raosoft sample size calculation with the following standards: The margin of error of 5% and confidence level of 95%. A Raosoft sample calculator is basically a software that primarily calculates or generates the sample size of a research or survey.

2.3 Instruments of the Study

The study make use of locally made survey-instrument to depict the learners' satisfaction on the implemented school policies and guidelines. The 10-item survey instrument was specifically

made to gauge students' satisfaction on the implemented policies and guidelines on student tour. The instrument undergone reliability and validity procedure, obtaining a Cronbach's alpha of 0.85.

3. Results and Discussion

3.1. Level of learners' Satisfaction on school policies and guidelines

Table 1

Learners' Satisfaction on school policies and guidelines

Indicators	Mean	Interpretation
1. The policies and guidelines was clear and straightforward.	4.55	Excellent
2. The policies and guidelines were discussed clearly to the participants	4.35	Very Good
3. The policies and guidelines were based on the statutory and regulatory requirements	4.90	Excellent
4. The policies and guidelines made sense for my level.	3.90	Very Good
5. There was no confusion enlisted in the policies and guidelines.	4.15	Very Good
6. The policies and guidelines ensure the safety of the participants	4.90	Excellent
7. The policies and guidelines were set to assessed the risk associated with the activity	4.90	Excellent
8. Risk management were part of the policies and guidelines	4.88	Excellent
9. Policies and Guidelines were made for the safety and security of the participants	4.00	Very Good
10. Policies and Guidelines were employed before and during the activity.	4.05	Very Good
Average	4.46	Very Good

Table 1 Shows learners' satisfaction on the implemented school policies and guidelines. The table revealed that the mean of learner satisfaction is Very good (4.46). The very good satisfaction was manifested by the following indicators namely; (1) the policies and guidelines was clear and straightforward – 4.55, (2) the policies and guidelines were discussed clearly to the participants – 4.35, (3) the policies and guidelines were based on the statutory and regulatory requirements – 4.90, (4) the policies and guidelines made sense for my level – 3.90, (5) there was no confusion enlisted in the policies and guidelines – 4.15, (6) the policies and guidelines ensure the safety of the participants – 4.90, (7) the policies and guidelines were set to assessed the risk associated with the activity – 4.90, (8) risk management were part of the policies and guidelines – 4.88, (9) policies and Guidelines were made for the safety and security of the participants – 4.00, and (10) policies and Guidelines were employed before and during the activity.

According to the study conducted by Olvido, et. al., in 2018, majority of the college students who were satisfied in the implementation of school policies and guidelines shows enhancement, become a more matured and socially responsible individual thus manifest good academic performance.

3.2. Learners' academic performance.

Table 2

Learners' academic performance

Indicators	MAED	
	Frequency	Percentage
1.00-1.24 (Exemplary)	15	11%
1.25-1.49 (Proficient)	43	31%
1.50-1.74 (Accomplished)	52	36%
1.75-1.99 (Emerging)	28	20%
2.0 - 3.00 (Beginner)	3	2%
3.00 below(Failed)	0	0%
Total	140	100%
Mean	1.60 (Accomplished)	
Std. Deviation	.21541	

Table 6 depicts that the over-all mean of the learners' academic performance of is 1.60 (Accomplished). The accomplished mean is manifested by the following percentages; 36% - Accomplished, 31% - Proficient, 20% - Emerging, 11% - exemplary, and 2% - Beginner.

3.3. Effects of Learners' Satisfaction on school policies and guidelines and its relationship on academic performance

Table 3

Correlation analysis of learners' Satisfaction on school policies and guidelines and its Relationship on Academic Performance

Factor	Pearson r	P-value	Interpretation
Satisfaction on policies and guidelines on student tour	.172	.004	Significant

The present study utilized Pearson-r Correlation Test to describe the relationship between learners' Satisfaction on school policies and guidelines and learners' academic performance. Findings of the correlational test revealed that Satisfaction on policies and guidelines and academic performance were correlated ($r=0.172$; $p>0.5$).

According to Niia, et. al. (2015), Students' satisfaction on every policies and guidelines a school have implemented yields positive effects on academic performance. Thus, learners' consultation on newly drafted policies and guidelines were encouraged by university to further enhance learners' skills, knowledge and capability that gives positive effects on their academic performance.

3.4 Implications:

The results of the study explored the relationship of learners' satisfaction on school policies and guidelines and its relationship on their academic performance. It has been articulated in the present study that learners' satisfaction on school policies and guidelines yields positive relationship on learners' academic performance.

The conduct of learner friendly policies and guidelines further improved students' skills, knowledge, and capability are highly encouraged. Every educational institutions must ensure that proper policies and guidelines were established and implemented to ensure students' safety and security.

4. Recommendations

In light of the findings of the study, the following recommendations are put forth.

1. Educational institutions must explore other parameters that they can adapt in to ensure the safety and security of the learners. Policies and guidelines must be aligned to the different statutory and regulatory requirements.
2. Each educational institutions must provide programs and activities that would cater to the specific need of college learners in able for them to easily adapt in the program and achieved academic goal.
3. Future researchers can explore more dimensions of learners' academic performance of college students. The current study has generated a general picture of the relationship of learners' satisfaction on school policies and guidelines and its relationship on academic performance, but more studies maybe needed to depict other factors that affects academic performance of college learners.

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