



# The Relationship between School Satisfaction and Academic Achievement among BES Private Secondary School Students (Khartoum Locality, Sudan)

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## Abstract

**Aim:** This study aimed to investigate the overall attributes and characteristics of successful and satisfying BES private secondary schools. It sought to elucidate the direct correlation between school satisfaction and academic achievement, as well as to examine any potential relationship between school satisfaction and the gender of students. **Methods:** The researchers employed a descriptive approach by utilizing the modified measurement tool, adapted from [1], to better align with the specific context of the study. The modified scale was shown to be reliable (0.879) and valid (0.9375) to be used in the present sample. The sample size was 30 students (15 males and 15 females), who were chosen randomly. **Data Analysis:** Quantitative data was analyzed by Statistical Package for the Social Sciences (SPSS), represented by the statistical treatments of Cronbach's alpha equation to find stability—t-test for the sample and the two independent samples. While qualitative was analyzed by content analysis. **Results:** The research results were as follows: School satisfaction among BES secondary school students was high, there was a correlation between school satisfaction and academic achievement; students reporting higher satisfaction levels tend to achieve better academic results, as evidenced by the study where 30% of students earned B grades, 33% received A grades, and 37% achieved A\* grades. And there was no significant difference in school satisfaction according to gender (males and females) among secondary school students. **Conclusion:** Secondary BES school students exhibit high levels of school satisfaction, which is positively associated with academic achievement. Furthermore, no significant differences in satisfaction were observed between male and female students. A supportive school environment enhances motivation and focus, leading to improved performance, while dissatisfaction can result in disengagement and lower academic

outcomes.

## **Subject Areas**

Psychology

## **Keywords**

School Satisfaction, Academic Achievement, Secondary School

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## **1. Introduction**

The school is an educational institution, which is considered an essential milestone in a person's life, without which people would not have made their presence or history [2]. People have warmed up to the idea of education being the key to a well-rounded development instead of just a means to acquire degrees and monetary success in life. Education must facilitate the cultivation of a healthy thought process and groom our cognitive abilities. In the present competitive world, education is a necessity for human beings after food, clothes and shelter [3]. Research has demonstrated that a significant portion of students' global satisfaction with life is affected by their experiences in and satisfaction with school. In addition to the psychological implications of school satisfaction, it has been reasoned that students learn best when they are happy [4]. School satisfaction means the student's satisfaction with the direction of his/her school, as environment, buildings, teachers, and colleagues. These variables have a direct impact on the process of acquiring and understanding information [2].

School satisfaction is a desire as a result of the state of saturation accompanying the situation, so the individual becomes in a state of flowing emotions to represent the maximum degree of reinforcement of emotions that serve performance and learning [3]. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university [5]. Objectives of the academic achievement include: reporting the student's result for moving to another stage, determining the type of study and specialization that a student will move to later, knowing the individual abilities of the students and taking advantage of the results of achievement to move from one school to another. The general school atmosphere and the student's emotional state affect his academic achievement, and the good general atmosphere may be one of the most important motives for learning, as the student is feeling that he gains the appreciation and admiration of his colleagues for him increases his activity and production [1].

## **2. Material and Methods**

The Quantitative-Qualitative Method (mixed methods) was applied. The purpose

of choosing this design is that it builds upon the strength that exists between quantitative and qualitative methods in order to more fully understand the relationship between school satisfaction and academic achievement among secondary school students than is possible using either quantitative or qualitative methods alone. Using mixed methods can help facilitate deeper understanding [6] [7]. The quantitative research method enabled the researcher to quantify data and generalize results from the sample to the population of interest, to measure the incidence of various views and opinions. Methods of data collection were scale and individual interviews. The Researchers adopted the school satisfaction scale of [1]. It is a measure characterized by simplicity and comprehensiveness in its terms.

Then, it was followed by qualitative research method, which was used to explore some findings further, gain an understanding of underlying reasons and motivations, provide insights into the setting of the problem, generate ideas and/or hypotheses for later quantitative research, and finally uncover common trend in thought and opinion and share teachers' thoughts and ideas, as [7] and [8] stated. Qualitative data was collected through direct encounters, *i.e.* through face-to-face interviews, whereas a questionnaire designed by researchers was used for collecting quantitative data.

#### **Sample of the Research**

The researchers implemented the questionnaire with a sample of 30 students (15 males and 15 females). The systematic random sampling procedure for selecting 30 students was conducted as follows: a researcher positioned herself in the secondary playground over a period of three days, employing an even-number sequence to randomly select students as they entered the playground.

Concerning the sample of the interview, a sampling frame was developed, containing all the members of the sample who were written on cards. Each card contained the name of a secondary teacher. It was put in a box. Then, the researchers drew a card at a time and implemented the interview, and again drew a card, and so on and so forth until saturation was reached. This was based upon [9]. The participants were informed that the information gathered from them would be used exclusively for educational purposes and that they had the right to withdraw from the study at any time. They requested that their names remain "off the record" and confidential. Therefore, the students chosen as the target sample were not disclosed in accordance with their request.

### **3. Results and Discussion**

**Hypothesis one: This hypothesis postulates, "There is positive correlation between school satisfaction and academic achievement among secondary school students".**

To verify the validity of the first hypotheses, the researchers applied the following: As seen from **Table 1**, the t-statistic is  $t(29) = 24.513$  and p-value  $< 0.005$  from this value, there is a statistically significant school satisfaction among sample selected.

**Table 2** shows that p-value  $< 0.005$  and t-statistics is  $t(29) = 34.336$ , then it could

be concluded that there is a significant relationship between school satisfaction and student academic achievement.

**Table 3** presents the satisfaction levels of 30 respondents. Out of the total, 20% reported being satisfied, while the majority, 76.7%, expressed average satisfaction. Only 3.3% indicated dissatisfaction. These results highlight that the vast majority of participants (96.7%) are at least somewhat satisfied, with a small percentage showing dissatisfaction.

**Table 1.** Single population t-test to find out the distinctive features of satisfaction.

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Satisfaction	24.513	29	0	1.809	1.66	1.96

**Table 2.** Pearson's t-test the relationship between school satisfaction and academic achievement.

Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Satisfaction-RESULT	-69.191	11.037	2.015	-73.312	-65.07	-34.336	29	0

**Table 3.** Satisfaction level.

Satisfaction Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Satisfied	6	20	20	20
	Average Satisfied	23	76.7	76.7	96.7
	Not Satisfied	1	3.3	3.3	100
	Total	30	100	100	

In **Table 4**, the grade distribution shows strong academic performance, with 70% of students earning either an A\* (37%) or an A (33%), indicating a high level of mastery. Meanwhile, 30% of students received a B, suggesting they are performing well but could benefit from additional support to reach the higher grade levels. Overall, the majority of students are excelling, reflecting effective teaching and motivation, with room to boost the performance of those in the B range.

**Table 1** indicates that there is a statistically significant level of school satisfaction among the selected sample, suggesting that the observed satisfaction is unlikely to have occurred by chance. The significance of these findings is multifaceted. Firstly, it implies that the factors contributing to school satisfaction—such as teaching quality, student engagement, curriculum relevance, and school climate—are important

considerations for educators and policymakers. Identifying these factors can guide improvements in educational practices and resource allocation, fostering a more supportive learning environment.

**Table 4.** Grades of last academic term.

Grades	Frequency	Percentage
A*	11	37
A	10	33
B	9	30
C	-	-
D	-	-
E	-	-
Total	30	100

**Table 2** demonstrates a significant relationship between school satisfaction and student academic achievement, which was emphasized by the findings presented in **Table 3**, which indicate that a significant majority of students (96.7%) demonstrate at least a moderate level of satisfaction, with only a small percentage expressing dissatisfaction, a result that aligns with the findings reported in [10]. A linear regression analysis identified several predictors of students' school satisfaction, including age, male gender, teacher support, peer support, equitable school rules, and morning fatigue, which collectively accounted for 41% of the variance in satisfaction scores. Three teachers interviewed noted a strong correlation between school satisfaction, as emphasized in **Table 3**, and academic achievement, as evidenced in **Table 4**. However, one teacher suggested that a student's satisfaction or dissatisfaction with school may not always be directly related to their academic performance, potentially resulting in lower achievement levels. Furthermore, the research indicates that factors such as relationship building, the availability and organization of classroom resources, the establishment of clear classroom guidelines, and fostering an environment in which students feel safe and valued significantly influence student learning [11]. When students feel content and supported in their learning environment, they are more likely to actively participate in class, retain information, and exhibit enhanced cognitive functioning. Furthermore, a positive school experience can foster better relationships with peers and teachers, reduce stress levels, and contribute to overall personal development. Thus, promoting a supportive and fulfilling school atmosphere is essential for both academic success and mental health [12]. The researchers concluded that the positive effects of student satisfaction were reflected in the high academic results, and the school institution made it a priority to address students' needs. The school institution prioritized meeting students' needs by fostering a positive physical and moral environment tailored to their developmental stages, particularly in secondary education. This approach encouraged students to attend school regularly. The emotional well-

being is a critical factor in academic performance.

Thus, the hypotheses proved to be positive.

**Hypothesis Two: This hypothesis postulates, “There are significant differences between school satisfaction and gender of students”.**

**Table 5.** A two-sample t-test: the difference between males and females in school satisfaction.

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Satisfaction	Equal Variances Assumed	0.52	0.477	0.776	28	0.444	0.115	0.149	-0.189	0.42
	Equal Variances Not Assumed			0.776	27.497	0.444	0.115	0.149	-0.189	0.42

**Table 5** shows that there are no significant differences based on student gender because the p-value > 0.005. This confirms that there are no statistically significant differences in school satisfaction according to gender (males and females) among secondary BES students.

The results presented in references [13] and [14] lend credence to the assertion that there are no significant differences in school satisfaction among sample members at the control center when analyzed by gender. This outcome is particularly noteworthy, as it suggests that both male and female students experience comparable levels of satisfaction within the educational setting. From a scientific perspective, the absence of statistically significant differences in school satisfaction according to gender is indicative of an equitable educational environment. This finding aligns with the principles of gender equity in education, emphasizing that both genders have equal access to positive educational experiences. The researchers' interpretation underscores the importance of fostering an inclusive atmosphere where all students feel valued and supported, regardless of gender. The implications of these findings are multifaceted. Firstly, they suggest that educational institutions have made strides in creating a balanced environment where both male and female students can thrive. This is critical, as previous research has often highlighted disparities in satisfaction levels between genders, which can stem from varying social expectations, teaching styles, and peer interactions. Moreover, the lack of significant differences in satisfaction points to the effectiveness of policies and practices aimed at promoting gender equity. For example, initiatives that encourage equal participation in extracurricular activities, promote gender-sensitive teaching practices, and address biases in classroom interactions may contribute to this positive outcome. However, it is essential to recognize that while these findings reflect equity in this specific sample, further investigation is warranted. Future research

should consider broader populations and various contexts to verify whether these results hold true across different educational settings.

Thus, the hypothesis proved to be negative.

## **4. Conclusions and Recommendations**

### **4.1. Conclusions**

The study reached the following key results:

1) Secondary school students at BES report a high level of satisfaction with their school experience.

2) A positive correlation exists between school satisfaction and academic achievement among these students, indicating that higher satisfaction may be associated with better academic performance.

3) There are no statistically significant differences in school satisfaction between male and female students at BES, suggesting that satisfaction levels are comparable regardless of gender.

In conclusion, the results of this study emphasize the importance of fostering a positive school environment to enhance student satisfaction and academic achievement. Schools that prioritize student well-being and satisfaction can positively impact academic performance, creating a beneficial cycle of engagement and success. Furthermore, the absence of significant gender differences in satisfaction underscores the need for ongoing efforts to maintain inclusivity and equity within educational settings. Future initiatives should focus on sustaining high levels of satisfaction among students while continuously exploring additional factors that could further enhance their educational experiences.

### **4.2. Recommendations**

The researchers recommended the following:

1) Improve the school's location, subjects offered, and faculty members to boost student engagement and satisfaction.

2) Offer non-academic summer activities to challenge and foster students' abilities for holistic development.

3) Create opportunities and space for student creativity and implement programs to showcase their talents.

4) Recognize and address diverse learning needs within the class to support all students effectively.

## **Conflicts of Interest**

The authors declare no conflicts of interest.

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