

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explores what previous research says about student satisfaction, particularly in connection to teaching services and school facilities. It walks through key theories, influential studies, and practical factors that affect how students feel about their educational environment. The discussion includes foundational concepts, what makes for quality teaching and supportive facilities, common influences on satisfaction, the benefits that come from keeping students satisfied, how student perception plays a role, and findings from earlier studies.

2.1 Theoretical background about student satisfaction

Understanding student satisfaction means looking at how students experience their learning environment—physically, emotionally, and academically. Satisfaction doesn't just come from getting good grades; it also stems from how students feel about their classrooms, their teachers, and how well the school supports their needs.

In a school context, student satisfaction reflects whether a student's expectations are being met when it comes to learning experiences and school facilities. According to Elliott and Shin (2002), students' perceptions of teaching quality, school support, and the learning environment significantly shape how satisfied they feel. When students feel respected, supported, and safe, they are more likely to be motivated and academically successful.

Facilities also matter a great deal. Earthman (2004) emphasized that the physical condition of school buildings such as ventilation, lighting, seating, and cleanliness can impact both student comfort and academic performance. A school that provides a safe and pleasant environment helps students concentrate and stay engaged.

Teaching quality is another essential factor. Tuan (2012) adds that a teacher's ability to explain lessons clearly, give timely feedback, and build good relationships with students plays a key role in how positively students view their school experience. When teaching feels personal and engaging, students are more likely to feel connected to their learning.

2.2 Teaching service and facilities

Good teaching goes far beyond simply delivering content. It's about how teachers connect with students, explain materials, provide feedback, and manage the classroom environment. When students feel that their teachers are fair, clear, and approachable, they're more likely to enjoy learning and perform well academically (Astuti & Saputra, 2023).

The facilities also play a big role. A school with clean classrooms, a stocked library, reliable internet, and working projectors offers a much more supportive environment than one without. Pratama and Lestari (2022) found that students in schools with modern and functional resources reported greater satisfaction and academic confidence. Similarly, Yuliana et al. (2023) emphasized the value of having access to digital tools and comfortable learning spaces to meet today's educational needs.

2.3 Factor affecting student

There's no one-size-fits-all formula for satisfaction, but several common factors come into play. On the personal side, students are affected by how well teachers explain things, how much emotional support they receive, and how comfortable they feel in the classroom. Externally, things like classroom layout, noise levels, access to materials, and peer relationships all make a difference (Rahman & Sari, 2024).

Problems like crowded classrooms or delayed maintenance can drag down satisfaction. If students feel their concerns are being ignored—or if they struggle to access basic resources—their overall experience suffers (Uswah, Evicasari, & Sugiarti, 2019).

2.4 The benefit of student satisfaction

Student satisfaction offers several significant benefits, both for the students themselves and for educational institutions. For students, being satisfied with their educational experience directly influences their **academic success** and personal growth. Satisfied students are more likely to be engaged, motivated, and committed to their studies, which often leads to improved academic performance. They also experience a stronger sense of **well-being**, as they feel supported in both their academic and social environments. Positive experiences contribute to lower levels of stress and anxiety, fostering better mental health and overall happiness.

For educational institutions, student satisfaction serves as an essential indicator of institutional quality and effectiveness. When students are satisfied, it leads to **higher retention rates** because students are more likely to continue their studies at the same institution, reducing dropout rates. Satisfied students also help enhance the **institution's reputation**, as they are more likely to share their positive experiences with others, either through word-of-mouth or online platforms. This, in turn, attracts prospective students, faculty, and even external partners or donors. Furthermore, **student satisfaction feedback** provides educational institutions with valuable insights into areas for improvement, such as teaching quality, classroom facilities, and support services. By continuously addressing students' concerns, schools can adapt and evolve, ensuring that their offerings remain relevant and effective in meeting the needs of students.

A study by Yuliana, Fitria, and Darmawan (2023), published in the *International Journal of Educational Management*, found that student satisfaction significantly correlates with academic performance. When students feel valued by their teachers and perceive their learning

environment positively, they tend to be more motivated to engage in class, participate actively, and complete assignments effectively.

According to a study by Tinto (2021) in the *Journal of Higher Education* on student retention, student satisfaction plays a critical role in reducing dropout rates. Satisfied students are more likely to stay enrolled in the institution because they feel a sense of belonging and academic support. The study suggests that when students are content with their teaching services, school environment, and support systems, they are more likely to complete their programs.

Although most studies on institutional reputation come from higher education, similar patterns are beginning to emerge in secondary schools. Yuliana et al. (2023), in a study published in the *International Journal of Educational Management*, found that student satisfaction strongly contributes to the reputation of educational institutions. While their research focused on universities, the principle holds true in school contexts students who feel satisfied are more likely to speak positively about their school, influencing public perception and enrollment decisions through word-of-mouth and social media.

A 2022 study by Pratama and Lestari in *Asian Education Studies* explored the relationship between student satisfaction and mental health. The research concluded that students who are satisfied with their teaching and school facilities report lower levels of stress and anxiety. The study emphasized that when students feel supported, both academically and emotionally, their overall well-being improves.

According to a study by Astuti & Saputra (2023) in *Educational Leadership Review*, student satisfaction leads to higher levels of engagement in extracurricular activities. Satisfied students are more likely to participate in school events, clubs, and leadership opportunities, thus contributing to a more vibrant school community. This engagement helps build school spirit and fosters personal development among students.

A recent study by Rahman and Sari (2024) found that student satisfaction doesn't just improve the school experience it also helps shape skills that matter well beyond graduation. When students are satisfied with their learning environment and feel supported by their teachers and school services, they're more likely to develop strong problem-solving abilities, critical thinking, and self-confidence.

These aren't just academic benefits they translate directly into career success. The study explains that students who are content with their educational journey tend to carry those positive habits into the workplace. They show more initiative, adapt better to challenges, and have clearer goals for their future.

studies affirm that when students feel supported and satisfied with their learning environment especially regarding teaching quality and access to resources they tend to perform better academically. A clear example comes from a recent study involving 65 Bachelor of Education students at a virtual university in Pakistan:

“Faculty support emerges as the most influential factor affecting grades, retention, and graduation rates”

In simple terms, when teachers are responsive, clear, and available, students are more likely to stay motivated, complete their assignments effectively, and ultimately achieve higher grades. This finding highlights the importance of not just having facilities and instruction but ensuring that faculty are engaged and actively supporting their students' success.

2.5 Student perception

Student perception plays a crucial role in determining their overall satisfaction with their educational experience. Perception refers to how students interpret and evaluate various aspects of their school environment, including teaching services, classroom facilities, school

culture, and overall academic support. These perceptions are subjective and can be influenced by a variety of factors, including personal expectations, prior experiences, and individual needs.

Student perception is influenced by several key factors, each shaping how students view their educational experience. Teaching quality plays a significant role, as students form perceptions based on the effectiveness of instructional methods, teacher enthusiasm, clarity of communication, and the ability to provide meaningful feedback. When teachers are perceived as competent, approachable, and engaging, students tend to have more positive perceptions of their learning environment. **Classroom facilities** also contribute significantly to student perception. Comfortable seating, proper lighting, air quality, and access to modern technology can either enhance or detract from the overall learning experience. Positive perceptions of these physical aspects lead to higher levels of satisfaction and engagement. Additionally, institutional support is vital; when students feel supported in their academic journey through services like advising, counseling, and extracurricular activities, they are more likely to have positive views of the institution. Lastly, the **social and cultural environment** within the school, including peer interactions, diversity, and the overall school climate, can heavily influence student perceptions. A positive, inclusive school culture fosters stronger emotional connections to the school, promoting a sense of belonging and community. Together, these factors combine to shape the overall student experience and satisfaction.

2.6 Previous Study

A number of studies have explored the link between teaching quality, school facilities, and student satisfaction. Tupari et al. (2023) found that teacher competence and infrastructure were both major contributors to how satisfied students felt. Dwipa and Sunanti (2019) echoed this, showing that satisfaction improves when students feel supported by both people and place.

Even when teaching is strong, poor facilities can pull down satisfaction levels. That's what Sari and Surip (2020) discovered—they emphasized the need to maintain a balance. Similarly, Uswah, Evicasari, and Sugiarti (2019) reported that students in schools with well-maintained environments felt more comfortable and motivated overall.

Likewise, Rahman and Sari (2024) demonstrated that student satisfaction has a lasting impact on post-graduation outcomes. Their findings highlighted how satisfied students tend to develop better problem-solving and critical thinking skills, which are essential for career readiness and long-term success. Several previous studies have investigated student satisfaction with class facilities and the studying process in higher education institutions, providing a valuable context for this research.

This study found that both classroom facilities (cleanliness, comfort, technology) and teacher competence (knowledge, communication, empathy) significantly influenced student satisfaction. Schools with better facilities and more qualified teachers reported higher satisfaction levels, underlining the importance of both physical infrastructure and teaching quality in the educational experience.

This research focused on teacher-related factors such as fairness, clarity, responsiveness, and emotional support, and found these factors to be critical for student satisfaction. Additionally, the availability of learning resources, like projectors, internet access, and well-equipped labs, was found to significantly affect both student motivation and overall satisfaction.

The study focused on rural schools and found that physical infrastructure, such as classroom size, seating arrangements, lighting, and access to libraries, directly affected student satisfaction. It emphasized that improving school infrastructure, along with teaching quality, is necessary to boost students' learning experiences, especially in rural or underdeveloped areas.

This study examined the relationship between school facilities (including classrooms, sports areas, and libraries) and student satisfaction. It concluded that adequate and well-maintained facilities positively affected students' academic performance and overall satisfaction, highlighting the need for continued investment in school infrastructure.

This study found that both classroom facilities—such as cleanliness, comfort, and technology—and teacher competence—such as knowledge, communication, and empathy—significantly influenced student satisfaction. Schools with better facilities and more qualified teachers reported higher levels of satisfaction among students. These findings underline the importance of balancing physical infrastructure improvements with investments in teaching quality to enhance the overall educational experience.

These studies collectively support the idea that both teaching services and classroom facilities are critical factors that influence student satisfaction, with each study offering insights into specific aspects of the school environment and instructional practices.

