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Learner Satisfaction And Its Correlation With Academic Performance In Kenya Medical Training College Campuses In Nyanza Region, Kenya.

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Abstract:
Background*: Institutions of higher learning, including Kenya Medical Training College (KMTC) are facing increased competition to adopt methods that enable them separate themselves from their competitors and attract more learners while still maintain regulatory requirements and expectations of learners. This study aimed to assess the level of learner satisfaction with teaching and learning, determine the level of importance learners place on teaching and learning, and determine influence of satisfaction on academic achievement in KMTC campuses in the Nyanza region, Kenya.*
Materials and Methods*: The study was a mix of a descriptive survey and correlational research design. Data was collected with the aid of a structured questionnaire and interviews. Proportional stratified sampling was used to identify 365 respondents.*
Results*: There respondents comprised of 180 males and 185 females. Three hundred and thirty-seven respondents were aged between 18 - 29 years. A total of 274 learners accounting for 75% of the total respondents had a mean grade of B. The average learner satisfaction was 4.01. Respondents reported highest satisfaction (levels 4 and 5) with aspects related to teacher – learner instruction and teacher competence with respondents reporting an average percentage of 77.8 and 79.8 respectively. Learners were most satisfied with lecturers providing opportunities to ask questions with 86.8% of respondents reporting being satisfied.*
Conclusion: *These findings underscore the importance of investing in teacher quality and maintaining a conducive learning environment to enhance learner satisfaction and, ultimately, academic achievement.*
Key Word: *Teaching and learning, Learner satisfaction, perceived importance, academic achievement*

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I. Introduction

Learning satisfaction is an indicator of leaner's overall academic experience and performance[1]. A satisfied learner is more receptive in the learning process and less likely to abandon tertiary education, a problem that is prevalent all over the world[2]. It is with this backdrop that learner satisfaction at tertiary institutions has received increased attention[3]. Several studies have been conducted to investigate various aspects of learner satisfaction[4, 5, 6]. The findings report learners with a high level of satisfaction have a greater chance of successful completion of their education. In spite of the great number of studies concerning learner satisfaction, very few studies have been done in Kenya to evaluate satisfaction of learners with teaching and learning processes in medical training institutions. Educational institutions offer relevant learning experiences to the learners. These experiences are important in promoting learner satisfaction and should be included in the curriculum. A high level of learner satisfaction leads to an improvement in the evaluation and self-evaluation process[7].

Different instruments can be used in measuring learner satisfaction in an academic institution. Use of questionnaire is a common method used in measuring learner satisfaction[8]. Majority of assessments of learner satisfaction are based on teacher performance rather than how learner learning occurred[9]. This study strives to assess learner satisfaction both in terms of teacher performance and the learning process. It is imperative that learner experience in learning is captured wholesomely to capture their overall view on the module/program, teaching, learning and assessment and tutor feedback[10].

II. Material And Methods

Study Design: The research adopted a descriptive survey and correlational research design. Mixed method approach was used to collect quantitative and qualitative data.

Study Location: The study was be carried out in 9 campuses of Kenya Medical Training Campuses located in Nyanza region in the following counties; Homabay, Kisumu, Migori, Siaya, Kisii and Nyamira counties. Nine campuses were involved in the study including; Bondo, Homabay, Kisii, Kisumu, Lake Victoria, Migori, Nyamira, Nyamache, and Siaya campuses.

Study Duration: June 2023 to June 2024.

Sample size: 365 learners.

Sample size calculation: Cochran's formula (Cochran 1977) calculation for sample size for finite population was used. Three hundred and sixty five learners were to be identified to take part in the study.

Subjects & selection method: Proportional stratified sampling was used to ensure that the various programs forming different learner subpopulations were represented. The sampling process was divided into 2 steps. First, the number of learners from each campus were determined proportional to size. This population was subjected to the structured questionnaire. Finally, a sample representative of participants across all strata was subjected to open – ended interviews.

Procedure methodology

Data was collected in between the months of January and March 2024. A structured questionnaire was used to collect the data from the learners. Stratified proportion of the respondents from the respective programs was subjected to the interview (Table 1). The semi-structured interviews were conducted and room for spontaneous follow-up questions was allowed. This approach gave a better understanding of which factors affected the student satisfaction both positively and negatively.

Data about participant's academic performance was collected through self-reported academic data. To ensure confidentiality, names of learners were not captured on the questionnaire. Once the questionnaires were filled, they were collected, coded and analyzed.

For the qualitative data, a structured interview with the learners was conducted. Before each interview, each informant was informed about the interview being recorded, and given an opportunity to consent. Each interview lasted between 25 – 35 minutes depending on interviewee response to questions. The interviews were held face to face. The interviews were transcribed and responses analyzed. Interviews were conducted in English and ordered as shown in the interview schedule. The interviewee was allowed to freely respond to the questions.

Statistical analysis

The analysis of data encompassed two distinctive approaches. Quantitative data was analyzed by the aid of statistical package SPSS version 27. Qualitative data was grouped into themes corresponding with the study objectives and their analysis done. For each respondent, the mean satisfaction was calculated. The overall mean satisfaction was recorded. The overall mean satisfaction across all the questionnaire items for the respective respondents was correlated with the average grade score for the respective end of semester exam. Demographic background of respondents was analyzed using descriptive statistics and presented in frequency counts and percentages. Analysis of Variance was done to determine group differences in relation to student satisfaction score and the coefficient of variation determined. Spearman Rho correlation was utilized to determine the relationship between learner satisfaction and academic performance and p values determined to report significance.

III. Result

Demographic Information

A total of 365 questionnaires were analyzed. The demographic data of the respondents is as shown in table 2 below:

Table 1: Demographic data of the respondents

Biodata	Frequency	Percentage
Gender		
Male	180	49.3
Female	185	50.7

Age		
18-29	337	92.2
25-29	18	6.2
30-34	6	1.6
35-39	2	0.5
40-44	1	0.02
45-49	0	0
>50	1	0.02
Academic grade		
A	29	8
B	274	75
C	62	17
D	0	0
E	0	0

Female respondents were the majority (50.7%) while male respondents made up to 49.3%. Age category of 18-29 made up the majority of the respondents (337) while those who had a mean grade of B were 75% being the majority.

Assessment of learners' satisfaction

The students were required to respond to a total of 36 questions concerning the following aspects: teaching competency, teacher – learner relationship, blended learning, learning facilities, assessment and general. A likert scale was used both the level of satisfaction and importance i.e. 1- 5 with 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, and 5= Strongly Agree and 1-5 with 1=very important, 2=unimportant, 3=neutral, 4=important and 5=very important respectively.

Teaching competency

Table 2 below show respondents responses on level of satisfaction as a percentage on the 5 questionnaire items related to teacher competence.

Table 2: Responses obtained on teacher competence

S/No				Rate your level ofsatisfaction %					Rate the level ofimportance %				
		Yes %	No %	1	2	3	4	5	1	2	3	4	5
A Teaching competence													
1	Are course outlines provided for the subject/units?	99.3	0.7	3.5	3.5	16.1	31.5	45.5	2.8	4.2	9.8	25.9	57.3
2	Are subject objectives clearly stated by the instructor/teacher?	98.6	1.4	4.2	2.1	14.7	31.5	47.6	3.5	5.6	10.4	25.7	54.9
3	Are the stated objectives met?	91.7	8.3	4.2	7.6	16.7	32.4	38.9	1.4	4.9	11.1	26.4	56.3
4	Does the lecturer have thorough knowledge of subject content?	97.2	0.28	3.5	2.1	12.5	32.6	49.3	2.1	0	9.7	28.5	59.7
5	Does the lecturer use differentmethods to make learning enjoyable?	95.1	4.9	4.2	2.8	13.3	32.9	46.9	1.44	1.4	14	32.6	54.9

Teacher-learner relationship

Table 3 below show respondents responses on level of satisfaction as a percentage on the 7 questionnaire items related to teacher – learner relationship.

Table 3 Responses obtained on teacher- learner relationship

S/No				Rate your level of satisfaction %					Rate the level of importance %				
		Yes %	No %	1	2	3	4	5	1	2	3	4	5
B	**Teacher-learner relationship**												
1	Do lecturers treat you with respect?	98.6	1.4	3.5	2.1	13.2	33.3	47.9	2.1	2.1	10.4	26.4	59
2	Do lecturers provided you with opportunities to ask questions?	99.3	0.7	4.2	1.4	7.6	29.2	57.6	2.8	1.4	5.6	25	65.3
3	Do lecturers provide answers to questions and issues raised?	98.6	1.4	4.2	4.2	10.4	31.9	49.3	2.1	1.4	10.4	25.7	60.4
4	Do the lecturer encourage interaction to help learners understand concepts better?	99.3	0.7	3.5	2.8	12.5	31.9	49.3	2.1	2.8	7.6	24.3	63.2
5	Are the lecturers punctual in class?	91.5	8.5	4.2	6.3	16	31.3	42.4	1.4	2.8	13.9	27.1	54.9
6	Are lecturers approachable?	96.5	4.5	4.9	3.5	13.2	34.7	43.8	2.8	1.4	10.4	24.3	61.1

7	Are lecturers available when you need help in learning?	98.6	1.4	3.5	2.1	18.2	33.6	42.7	2.8	0.7	11.8	30.6	54.2

Blended learning

Table 4 below show respondents responses on level of satisfaction as a percentage on the 9 questionnaire items related to blended learning.

Table 4 Responses obtained on blended learning

S/No				Rate your level of satisfaction %					Rate the level of importance %				
		Yes %	No %	1	2	3	4	5	1	2	3	4	5
C	Blended learning												
1	Does use of blended learning encourage you to learn independently?	91.7	8.3	6.3	1.4	15.3	38.9	38.2	4.2	2.8	13.2	34	45.8
2	Is your understanding better with blended learning?	93.1	6.9	4.9	3.5	11.2	35	45.5	4.2	1.4	11.8	33.3	49.3
3	Is your performance better when blended learning is used?	93.1	6.9	4.9	3.5	11.2	35	45.5	4.2	1.4	11.8	33.3	49.3
4	Is the lecturer available and accessible?	95.8	4.2	4.2	4.2	20.8	30.6	40.3	2.1	4.2	11.8	28.5	53.5
5	Does the lecturer use blended learning technology appropriately?	88.8	11.2	6.9	4.9	18.1	35.4	34.7	5.6	2.1	13.2	33.3	45.8
6	Do you interact with the lecturer appropriately?	93.5	6.3	4.2	66.3	11.8	30.6	47.2	1.4	3.5	8.3	29.2	57.6
7	Is the course content shown or displayed clear?	98.6	1.4	4.2	2.1	11.8	28.5	53.5	2.8	0.7	11.1	25	60.4
8	Is the technology used for blended teaching reliable?	88.9	11.1	6.3	6.9	19.4	28.5	38.9	2.8	2.8	18.1	29.2	47.2
9	Compared with face-to-face interaction, are you satisfied with blended learning?	76.1	23.9	7.7	9.8	18.2	31.5	32.9	4.2	6.9	20.1	27.1	41.7

Learning facilities

Table 5 below show respondents' responses on level of satisfaction as a percentage on the 5 questionnaire items related to learning facilities.

Table 5 Responses obtained on learning facilities

S/No				Rate your level of satisfaction %					Rate the level of importance %				
		Yes %	No %	1	2	3	4	5	1	2	3	4	5
D	Learning facilities												
1	Do the classrooms at the campus provide a good environment for learning?	79	21	7.6	11.8	22.2	19.4	38.9	3.5	6.3	16	25	49.3
2	Is the school library well equipped with adequate reference materials to aid in learning?	83.2	16.8	7	12	16.1	27.3	41.3	2.8	4.2	13.2	23.6	56.3
3	Is the laboratory well equipped?	77.1	22.9	10.5	10.5	16.1	28	35	6.3	6.9	17.4	18.8	50.7
4	Is the campus environment suitable for learning?	87.5	12.5	4.2	6.9	16	32.6	40.3	4.2	2.8	13.4	28.9	50.7
5	Is the infrastructure of the campus adequate for learning?	60.4	39.6	11.1	16	20.1	23.6	29.2	2.8	7.6	20.1	24.3	45.1

Assessment

Table 6 below show respondents responses on level of satisfaction as a percentage on the 7 questionnaire items related to assessment.

Table 6 Responses obtained on assessment

S/No				Rate your level of satisfaction %					Rate the level of importance %				
		Yes %	No %	1	2	3	4	5	1	2	3	4	5
E	Assessment												
1	Did you know you were going to be assessed?	66.7	33.3	8.3	4.2	13.2	32.6	41.7	4.9	2.8	11.8	24.3	56.3
2	Is the method used for assessment fair?	93.8	6.3	5.6	3.5	15.3	33.3	42.4	2.8	2.1	11.1	31.3	52.8
3	Are the examination done online well	81.3	18.8	6.3	6.9	15.3	24.3	47.2	3.5	4.2	17.4	20.8	54.2

	structured?												
4	Is the examination in line with content taught in class?	92.4	7.6	3.5	4.9	17.4	30.6	43.8	2.1	1.4	13.9	26.4	56.3
5	Are the examinations done at appropriate intervals?	96.5	3.5	4.2	2.1	13.9	32.6	47.2	2.1	0.7	11.8	29.2	56.3
6	Are examinations results provided on time?	87.5	12.5	4.9	4.9	13.9	27.8	48.6	2.8	2.1	13.2	22.2	56.7
7	Are the examination done online well timed?	80.6	19.4	5.6	6.3	20.1	25.7	42.4	2.8	4.9	18.8	24.3	49.3

General

Table 7 below show respondents' responses on level of satisfaction as a percentage on the 7 questionnaire items related to general.

Table 7 Responses obtained on general

S/No				**Rate your level of satisfaction %**					**Rate the level of importance %**				
		Yes %	**No %**	1	2	3	4	5	1	2	3	4	5
1	Are you able to solve problems better through lecturer guided learning?	97.2	2.8	4.9	1.4	16	30.6	47.2	2.1	2.1	13.9	25.7	56.3
2	Does lecturer guided instruction increase your ability to learn?	99.3	0.7	2.1	2.1	11.8	34	50	1.4	0	13.2	24.3	61.6

Test for normality

Normality distribution of the data was analyzed using the Kolmogrov-Smirnov and Shapiro – Wilk test. The data showed non – normal distribution of data. Non-parametric test were used for analysis

Table 8: Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score	.126	365	.000	.964	365	.001
Teacher competence	.158	365	.000	.875	365	.000
Teacher student relationship	.178	365	.000	.835	365	.000
Blended learning	.140	365	.000	.884	365	.000
Learning facilities	.102	365	.001	.953	365	.000
Assessment	.138	365	.000	.899	365	.000
a. Lilliefors Significance Correction						

Spearman Rho correlation

Analysis of the data showed significant correlation between teacher competence, teacher student relationship, blended learning, learning facilities and assessment as shown in table 9 below.

Table 9: Spearman Rho correlation

			Score	Teacher competence	Teacher student relationship	Blended learning	Learning facilities	Assessment
Spearman's rho	Score	Correlation Coefficient	1.000	.099	.064	.055	-.101	.068
		Sig. (2-tailed)	.	.240	.447	.511	.227	.415
		N	365	365	365	365	365	365
	Teacher competence	Correlation Coefficient	.099	1.000	.787**	.728**	.547**	.677**
		Sig. (2-tailed)	.240	.	.000	.000	.000	.000
		N	365	365	365	365	365	365
	Teacher student relationship	Correlation Coefficient	.064	.787**	1.000	.827**	.679**	.751**
		Sig. (2-tailed)	.447	.000	.	.000	.000	.000
		N	365	365	365	365	365	365
	Blended learning	Correlation Coefficient	.055	.728**	.827**	1.000	.680**	.748**
		Sig. (2-tailed)	.511	.000	.000	.	.000	.000
		N	365	365	365	365	365	365
	Learning facilities	Correlation Coefficient	-.101	.547**	.679**	.680**	1.000	.664**
		Sig. (2-tailed)	.227	.000	.000	.000	.	.000
		N	365	365	365	365	365	365
	Assessment	Correlation Coefficient	.068	.677**	.751**	.748**	.664**	1.000
		Sig. (2-tailed)	.415	.000	.000	.000	.000	.
		N	365	365	365	365	365	365
**. Correlation is significant at the 0.01 level (2-tailed).								

Regression analysis

Score was regressed with mean satisfaction of the respondents

Table 10: Regression Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	64.568	3.587		18.003	.000	57.478	71.658
	Satisfaction	.249	.878	.024	.283	.777	-1.486	1.983
a. Dependent Variable: Score								

A linear regression equation, Y = 64.568 + 0.249 X, was created. r= 0.024 , p value> 0.05.

Linear regression model showed there was insignificant correlation between academic performance and mean satisfaction.

Qualitative data analysis

In terms of thematic areas, majority (67%) of the learners feel like teacher-learner relationship has the biggest impact on their level of satisfaction with teaching and learning. This is followed by learning facilities (12.5%) which has a slight higher percentage than blended learning at 11.1%. Assessment has the least impact to learning and teaching at 9% (figure 4).

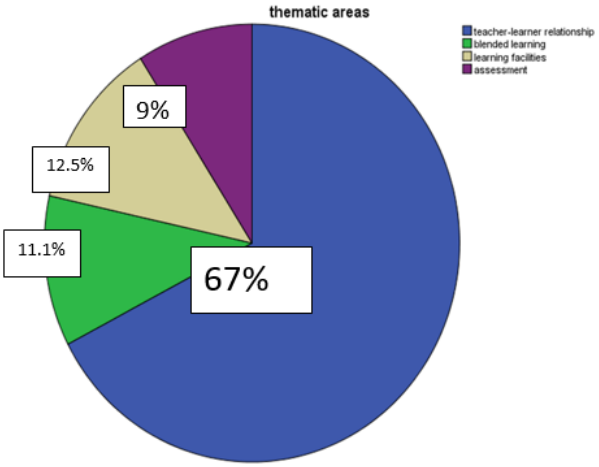

Figure 4: response to the question 'based on various thematic area, which has the biggest impact on your level of satisfaction?'

The highest percentage of the respondents (88.9%) agrees that the teacher is an important part of how satisfied they are with teaching and learning of the program, contrary to 11.1% who disagree (figure 3.4). Moreover, 61% the respondents regarding to above response report that the teacher is very important part of satisfaction while only 2.8% reporting as unimportant (figure 5).

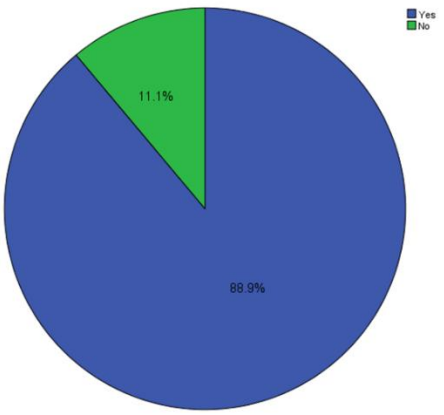

Figure 5: response to question 'do you think the teacher is an important part of how satisfied you are with teaching and learning of the program?'

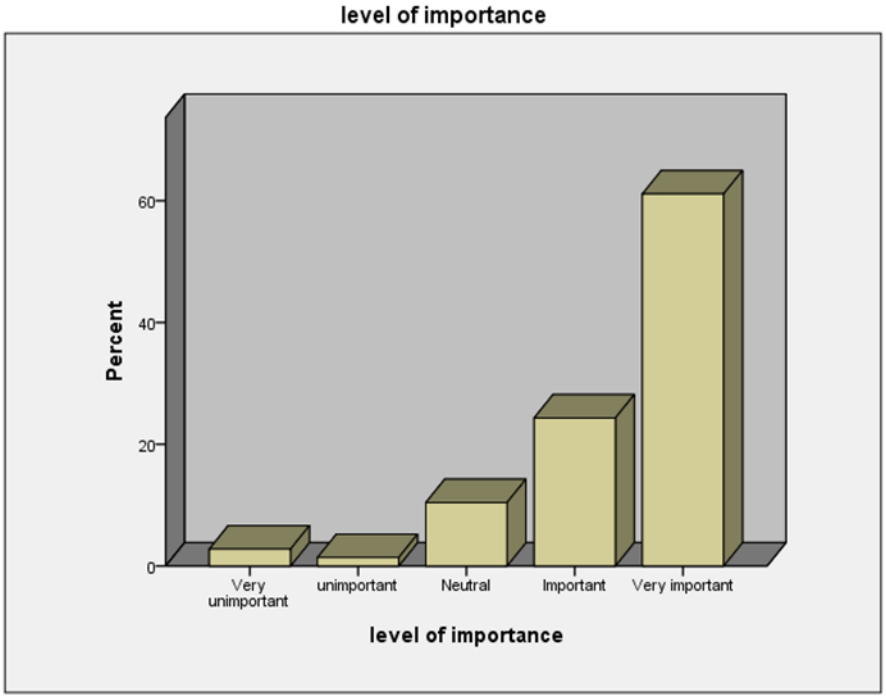

Figure 3.5: response to the question 'how important do you think the teacher's accessibility and commitment is to your satisfaction with the program'.

IV. Discussion

Students' satisfaction refers to the way or situation in which their (students) desires, hopes or expectations are met in terms of teaching and learning activities[11]. Students' satisfaction or dissatisfaction rely on several aspects, which have been covered at large by the items in the questionnaire tool in the current study. Responses obtained from the current survey indicate that students were strongly satisfied with the 6 components in the questionnaire tool. The mean satisfaction was 4.041 which indicates a high level satisfaction rate.

In the current study, majority of the student, about 80% and above either agree or strongly agree that they are satisfied with the aspects falling under teaching competency (table 2.). That is, they are in agreement that the course outline for the subject are provided and their objectives clearly stated and met, lecturers have thorough knowledge of the subject content and that the lecturers use different methods to make learning enjoyable. Less than 10% of the students disagree with above sentiments. The positive response could be attributed to the fact that availability of course outline with clearly stated objective is very key towards students' academic satisfaction and achievement. A study by[12] showed that 50% of students were strongly satisfied by their lecturers' teaching competency. These findings are consisted with [13,14] who depicted that course structure in essential in promoting student satisfaction.

In regards to teacher learner relationship, majority (75%) agrees and strongly agrees that they are satisfied with the relationship they have with their lecturers. This is attributed to the positive attitude that lecturers towards the students and their willingness to provide opportunity for the students to ask questions and equally responding to them. The positive response is also as a result of the lecturers being available and punctual when needed by the students. However about 11% respondents recorded disagreement. The positive findings are consisted with[12] who found that enthusiasm from lecturers and their willingness to deliver content influences students' satisfaction.

Blended learning is an approach that allows online or digital learning materials with normal physical classroom learning. It provides opportunity for learners and lecturers to interact in a vast space. In this survey, majority of the respondents (80%) recorded agreement in satisfaction about the questionnaire item. The majority response is as a result of embracement of e-learning platform in majority of the campus. This allows for more interaction, understanding and also facilitates easy accessibility to lecturers and other learning materials. However, less than 10% of the respondents showed disagreement with several components recording lower satisfaction mean of 3.3 averagely. This involved areas such as content clarity in the e-learning platform, reliability of technology and lack of satisfaction in blended technology in comparison to face to face interaction. The findings in this study were consisted with[15] who reported a majority of respondents (51%) showing

satisfaction with blended learning. They also report that communication and interaction via the media has impacted positive significance on students' satisfaction.

Learning facilities in an institution is very critical and vital because they provide a platform for learning to take place. Such facilities involve classrooms, library, laboratory and other essential infrastructure. The findings of these study recorded a mean of 3.7 which corresponds to about 60% of the respondents in strong agreement with availability of learning facilities. This mean response is slightly above average. The lowest mean in this category of questions was 3.6, concerning whether the library is well equipped with adequate reference materials to facilitate learning. A conducive learning environment improves the academic performance as it alleviates distraction. Previous studies have also reported inadequate reading materials in the library [16,17.]

The current study indicates that majority (55%) of the respondents had a strong satisfaction on the questionnaire items regarding assessment. These respondents were in agreement that they knew about upcoming assessment, the online examination were well structured, timed and done at appropriate intervals. The question of whether the exam was in line with what is taught in class had the highest mean of 4.2. Low satisfaction mean of 3.9 was recorded in areas indication that the method of assessment was unfair and that the examination results were not provided in time. Examinations and assessments are essential tools for monitoring students' learning hence help to evaluate their progress. This is reflection on the strengths and weakness of students and the evaluation of the findings will have eventually have a positive impact on academic achievements.

Guidance and instructions from lecturers have proved to be instrumental in students' behavior and professional development. Instructions guide the students in making informed decisions towards meeting their academic goals. The current study recorded 97% of the students being able to solve their problems better through guided learning and 99% strongly agree that guided instructions from the lecturers increase their ability to learn. These findings are consistent with that of[18] whereby pre and posttest score evaluation was done to assess students' understanding of concepts in response to lectures' instructions and guidance. They recorded rapid increase in mean in posttest analysis group.

Teachers play significant roles in influencing learners' academic performance because of their immense knowledge and expertise in in related fields. The findings in this study confirms that majority of the learners (88.9%) agree that the teacher is an important factor of how satisfied they are with and learning program (figure). This findings are similar to that of[19] who reported teachers form integral part of learners' academic excellence as they influence their conduct, ethics, professionalism and integrity.

In matters concerning thematic area, the current study records that the relation between the teachers and learners has the highest (67%) contributory factor to their satisfaction with teaching and learning. This could be attributed to the fact that the interaction improves the learners' personal growth, attitudes, intellectual growth and advancement of knowledge and innovations in their fields. These findings are consistent with that of [20.]

On regression analysis, the findings in this study indicated weak association between the campus infrastructure and academic score of the student (table 11). Infrastructure is a key contributory factor as a learning facility. The students' average satisfaction on infrastructure may have contributed to these findings. Regression analysis in other studies have shown a positive relationship between learning facilities and academic performance[21]. This has been contributed to adequate and reliable infrastructures which is well equipped to facilitate learning processes.

A significant (0.01) correlation was recorded between teacher competence, teacher student relationship, blended learning, learning facilities and assessment. This indicates a positive relationship. The thematic areas play a pivotal role in aiding and shaping the interaction between the teachers and learners. The learners feel engaged and participate well when various themes are integrated [22].Blended learning and learning facilities go hand-in-hand in that there is less fragmentation in learning modules since the learning is independent and there is more interaction with the related content. Essentially, blended learning is more likely to be achieved in presence of adequate and functional learning facilities. This includes access to computer devices and internet connectivity to foster seamless interaction [23]. Often times, the academic performance is measured by assessment of the learners in the relevant fields. It serves as a pathway for learners for academic and professional carrier progress. In a study by[24] on assessment of students' academic performance, reported a very significant relationship between academic performance and serial assessment of the learners. Moreover, this relationship guides to establish teacher competence as the learner's achievement correlates directly with content delivery from the teachers. Method of assessment was unfair and that the examination results were not provided in time. Examinations and assessments are essential tools for monitoring students' learning hence help to evaluate their progress.

V. Conclusion

In terms of teaching competence, all the aspects inquired demonstrated strong satisfaction rate to the teaching competence. Moreover, the lecturers demonstrated thorough knowledge of subject content and employed different learning methods to make it enjoyable. Learning facilities also demonstrated a significant role in students' satisfaction which also recorded a higher rate however, concerns arose about availability of equipped library and laboratory poor infrastructure in general which had the lowest ranking. This further confirms the need to improve on learning facilities in the institutions.

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Declaration Of Conflict Of Interest

No funds were received for this research therefore the authors are fully responsible for its entirety.

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