



SCALE DEVELOPMENT STUDY: STUDENTS' SCHOOL SATISFACTION SCALE*

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Abstract

The aim of this study is to develop a scale to determine the satisfaction levels of high school students towards school. The draft scale was piloted to 650 high school students studying in five central districts of Antalya in the 2020-2021 academic year. Afterwards, real application was made to 614 students. Rotated principal component analysis was used to obtain information about the validity of the scale over the obtained data. In order to determine the construct validity of the scale, principal component analysis and factor analyzes were performed and Promax oblique rotation was performed. In addition, Cronbach's α reliability was calculated to provide evidence for the reliability of the scale and was found to be .94. As a result of these analyzes, the Students' School Satisfaction Scale (SSSS) consisting of 6 factors and 43 items explaining 60% of the total variance was obtained. Item test correlations were calculated as evidence of item validity. Item test correlations were found to vary between .446 and .743. The results obtained prove that the scale is valid and reliable.

Keywords: Student, School, Satisfaction, Scale development.

ÖLÇEK GELİŞTİRME ÇALIŞMASI: ÖĞRENCİLERİN OKUL MEMNUNİYETİ ÖLÇEĞİ

Öz

Bu çalışmanın amacı liselerde öğrenim gören öğrencilerin okula yönelik memnuniyet düzeylerini belirlemeye dönük ölçek geliştirmektir. Oluşturulan 60 maddelik taslak ölçek 2020-2021 eğitim öğretim yılında Antalya ili beş merkez ilçesinde öğrenim gören 650 lise öğrencisine pilot uygulama; 614 öğrenciye ise gerçek uygulama yapılmıştır. Elde edilen veriler üzerinden ölçeğin geçerliğine ilişkin bilgi elde edebilmek için döndürülmüş temel bileşenler analizi kullanılmıştır. Ölçeğin yapı geçerliğini saptamak amacıyla temel bileşenler analizi ile faktör analizleri yapılmış ve Promax eğik döndürme işlemi gerçekleştirilmiştir. Ayrıca ölçeğin güvenilirliğine kanıt sağlamak amacıyla Cronbach α güvenilirlikleri hesaplanmış ve .94 olarak

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bulunmuştur. Bu analizler sonucunda 6 faktörlü ve toplam varyansın %60'ını açıklayan 43 maddeden oluşan Öğrencilerin Okul Memnuniyeti Ölçeği (ÖOMÖ) elde edilmiştir. Madde geçerliğine kanıt olarak madde test korelasyonları hesaplanmıştır. Madde test korelasyonlarının .446 ile .743 arasında değiştiği saptanmıştır. Elde edilen sonuçlar ölçeğin geçerli ve güvenilir olduğunu kanıtlar niteliktedir.

Anahtar Kelimeler: Öğrenci, Okul, Memnuniyet, Ölçek geliştirme.

1. INTRODUCTION

The dictionary meaning of the word satisfaction is expressed as being contented, delighted, rejoicing (Turkish Language Association, 2010). When satisfaction is accepted as meeting and/or exceeding expectations of what is achieved (Robbins & Coulter, 2009; Robbins, Decenzo & Coulter, 2011), it is seen that it is closely related to the definition of quality, while it also refers to the perceptual evaluation of individuals who receive a service about receiving a service (Oliver, 1999). When the concept of quality and satisfaction mentioned in the definition is considered in terms of education and training activities, it is seen that it is an important and rewarding investment, which is expressed in many ways. Reaching the level of contemporary civilizations, in which knowledge and human capital play an important role as a means of production, is one of the important outputs of education (Uzgören & Uzgören, 2007). Inputs from the teaching environment directly or indirectly affect the quality of teaching and student learning.

Schools take strategic decisions on many issues such as developing curriculum according to student needs, using technology suitable for the structure of the institution, improving teacher competencies and qualifications, adapting socio-cultural opportunities and physical conditions according to expectations, etc. in providing quality education. However, contributing to the determination of the satisfaction of the students, who are called the customers or service areas of the schools, is seen as an issue that cannot be ignored. According to Ansari (2002), one of the most important quality indicators in measuring learning and teaching activities is student satisfaction. For this reason, it is important to determine the expectations of students, which are accepted as internal stakeholders, and to create appropriate conditions in increasing the quality of educational institutions (Baykal et al., 2002; Yıldız & Ardıç, 1999). Students make a comparison between the service they receive in their institution and their expectations. If the opportunities provided by the institutions meet the expectations of the students, the level of satisfaction increases. If the service provided is insufficient to meet expectations, student satisfaction decreases. Therefore, it is expected that schools will be responsible for increasing the quality of these service areas provided by the students in a way that will meet their dreams and expectations. Good quality teaching is defined as a situation where students have good learning opportunities, their satisfaction and dissatisfaction are known, and the student's needs and expectations are met.

In the literature, there are previously developed scales related to school satisfaction. "Attitude Scale Towards School" developed by Alıcı (2013) was expressed with 43 items in one dimension. Again, the "Student Satisfaction Scale" developed by Kayıkçı and Sayın (2010) has 42 items expressed in one dimension. In addition, Choi et al. (2013)

“Quality School Building Scale” was analyzed in 31 items in 4 dimensions.

In this context, according to the results of the examination, there are sample scales such as Epstein and Mcpartland's (1976) School Quality of Life Scale, which consists of 3 dimensions; the School Happiness-Life Scale (2021), which consists of 3 dimensions and 15 items, prepared by Kırnık et al., and the Student Satisfaction Scale, prepared by the Ministry of National Education. It has been determined that the dimensions of the developed or adapted scales that are effective on school satisfaction are generally student-teacher relations, the physical conditions of the school and the classroom, the school's management and the opportunities offered by the school to the students.

In this research, it is aimed to contribute to the literature by developing the Students' School Satisfaction Scale, which is a data tool that measures students' school satisfaction.

2. METHOD

2.1. Study Group

The students' school satisfaction scale form, which was determined as a trial, was developed as 60 items. The target population of the study consists of all types of official high schools (Anatolian high school, Vocational high school, Science high school and Imam Hatip high school) in the districts of Konyaaltı, Kepez, Muratpaşa, Aksu and Döşemealtı in the 2020-2021 academic year. Random method, which is one of the frequently used methods in the selection of students, was used. The scale form was delivered to a total of 650 students who were sampled.

2.2. The development process of the scale

2.2.1. Writing the scale items as a data collection tool and creating the trial form

After the literature review on the factors that create student satisfaction at school, the students were asked the question of what the factors affecting school satisfaction are and how they affect it, and written opinions of the students about what affects their satisfaction at school, either positively or negatively. As a result of the content analyzes and evaluations made in the light of both the literature review (related publications and scales) and the answers to open-ended questions, an item pool consisting of 80 statements was created. As a result of combining and simplification of these items with the same meaning, a draft of 60 items was created in line with the opinions of two experts in the field of Educational Sciences, whose content validity was tested. This draft was presented to the students and Turkish Language teachers for their opinions and its clarity was tested and finalized. Experts were asked to indicate their answers regarding the suitability of the items for the scale on a 3-point rating scale (1: Should be removed, 2: Should be revised, 3: Should be accepted). A space was left under each item to allow the experts to make explanations and it was stated to the experts that they could make corrections on the items if necessary. After the forms from the experts were collected, all the answers were combined into a single form. While evaluating the data obtained, the results of these expert opinions were taken as the basis for determining the appropriateness of the items to be included under the relevant factor. Due to the COVID19 epidemic, the draft scale has

been converted to electronic format so that participants can fill it out online. Participation in the study was completely voluntary and no student was required to fill in the draft scale. In the prepared form, apart from the items, demographic information such as the type of high school the student is studying, grade level and gender were obtained, and no information was requested that would reveal the identity of the participant. In order to make the form available to more users, it was kept open to the participants for a period of approximately one month and access to the form was closed at the end of the period. The raw data obtained were transferred to the SPSS program and the data cleaning process was carried out primarily by performing missing data analysis, outlier analysis, normality and linearity analysis.

2.2.1.1. Analysis of data

The created 60-item trial scale was applied to approximately 700 students studying in the 1st, 2nd, 3rd and 4th grades of high schools. However, the validity and reliability studies of the scale were carried out on 614 students after removing the unsuitable and incomplete scales. In order to provide evidence of reliability on the data obtained Cronbach's reliability; item test correlations to provide evidence of item validity; Kaiser-Meyer Olkin (KMO) coefficient and Bartlett Sphericity test to determine the suitability of the data for principal component analysis and Exploratory and Confirmatory Factor Analyses were conducted to provide evidence for construct validity.

2.2.1.1.1. Validity and reliability studies

Content validity is expressed as the ability of the feature to be measured with the measurement tool to represent the population. In this context, it is also referred to as sample validity (Keleş, 1976). Content validity is related to the definition of the structure being examined. It can be done by consulting experts on the subject in Social Sciences or by getting help from similar scales whose content validity has been proven before. In line with the opinions of students and experts, the items were renewed and a pilot application was carried out on 650 participants. The aim of this application was to use the item test correlation analysis (Corrected-Item Total Correlation) to determine the compatibility of each item with the scale, and as a result of this analysis, the M6 value below .300 was removed from the scale. In determining the study group, criteria such as the number of items or factors are important. In this context, Kline (1994) stated that the number of items in the study group should be at least twice as much or a sample of 200 people was generally sufficient (Seçer, 2015). On the other hand, Tavşancıl (2002) stated that the number of items in the study group should be between 5 and 10 times. In this case, it can be said that the sample group was reached 10 times as much as the items in the pilot application. After the applications were completed, all the answer forms were examined and the papers of the students (n=36) whose answers would be deemed invalid due to incomplete answers, more than one coding or not coding some questions were determined and these forms were excluded from the analysis. As a result of the pilot application, after eliminating the extreme values and missing data, factor analysis was performed on the data of the remaining 614 participants, and the number of items was reduced to 43. Examining the construct validity of a scale is important in terms of analyzing the relationships between scale items and covering the area that the items are

related to. In the examination of construct validity, correlation study, benefiting from generalizability theory, difference between groups, factor analysis methods are among the most used methods (Tekindal, 2009). In this study, within the scope of construct validity, Exploratory Factor Analysis (EFA) was performed on 307 data of the 614 participants' data set obtained in order to determine the factor structure of the scale, and then Confirmatory Factor Analysis (CFA) was performed on 307 data in the second application.

Oblique rotation is recommended in order to obtain the most appropriate results for the data (Rennie, 1997). The similarity of the results after the vertical and oblique rotation method will increase as the factor variable ratio and the correlation between the factors decrease. If oblique rotation is to be used in research, it is recommended that promax should be preferred over oblimin rotation in order to make the results more useful in the future (Rennie, 1997; Tabachnick & Fidell, 2007). In this study, promax was preferred for EFA. Since it is thought that there is a relationship between the structures of the scale, Promax rotation method, which is one of the oblique rotation approaches, was used by using the rotation method.

3. FINDINGS

Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were performed on the data set obtained from this study respectively, and the findings obtained as a result of the analyzes are given below.

As a result of the EFA:

Kaiser-Meyer-Olkin (KMO) and Bartlett tests were used to test the suitability of the data obtained from the students for factor analysis. As a result of KMO and Bartlett Tests (KMO = .94, Bartlett's Test of Sphericity= 7249.585 df=903, $p = .000$) it was determined that the data were suitable for factor analysis ($KMO \geq 0.70$ and $p < .05$). This shows that the sample value is very good and shows a normal distribution ($p=0.00$), and this factor analysis has appropriate values (Seçer, 2015). As seen above, as a result of the KMO and Bartlett Tests, it was determined that the data were suitable for factor analysis ($KMO \geq 0.70$ and $p < .05$).

In this study, while EFA was being conducted, the items loaded under the factor were consistent in terms of meaning and content, the eigenvalue of each factor was more than "1"; each item has a factor load of at least ".32" in the factor it belongs to; (Çeçen, 2006; Tabachnick ve Fidell, 2007; Seçer, 2015) it was taken as a criterion that the difference between the load values in the factor containing the items and the load values in the other factor was at least ".10".

As a result of the analysis, it was seen that the communalities extraction values were between .446 and .743 (according to Seçer, it should not be lower than .10). In the analysis, it was seen that the scale consisted of 6 factors with eigenvalues of 1% and above and Alpha values between .79 and .95. The ratio of factors explaining the total variance is 60%, and the ratio of explaining the total variance over 40% in studies in the field of Social

Sciences is one of the important indicators for construct validity (Kline, 1994). It was observed that the factor load values of the items were between .358 and .820. In the scale development process, first of all, the factor load value of each item should be at least .32 (Seçer, 2015).

Considering the listed criteria, the research data were subjected to EFA. 12 items (4-10-11-12-13-21-30-35-36-38-40-41-43-45-48-51) that were determined not to fit the criteria were removed and the remaining items were analyzed again. It was determined that the scale formed a structure consisting of 6 (six) dimensions and 43 (forty-three) items.

Table 1. Rotated factor component matrix

Items	Dimensions					
	1	2	3	4	5	6
19. Attitudes and behaviors of administrators towards students	,820					
24. Considering the opinions, requests and complaints of the students	,724					
20. Conducting student-related business and transactions	,704					
22. Resolving students' school problems	,681					
29. Confidence in the school administration	,665					
25. General discipline of the school	,637					
27. Supervision of school work	,580					
26. Planned and regular operation of school activities	,565					
28. The quality of life that the school environment offers me	,470					
23. Recognition of students' achievements by the administration	,469					
53. In order to make the course topics interesting		,787				
54. The suitability of the course contents to the level of the students		,754				
52. In terms of usability of course content in life		,705				
57. Duration of lesson hours		,671				
56. Time allotted to recess		,646				
55. The suitability of the courses and their contents for the higher education entrance exam		,616				
60. In terms of the school's preparation of students for university life		,615				
58. Selection of textbooks		,574				
59. From the school's exam schedule and the way it administers the exams		,564				
50. Homework given by teachers		,513				
49. In terms of making the lessons interesting and enjoyable		,478				
7. The suitability of the playgrounds and sports areas in the school garden to the developmental levels of the students			,782			
8. In terms of the school garden being arranged in a way that responds to the students' the needs of			,672			
2. The school layout			,653			
1. The color and appearance of the school building			,629			
3. The physical (heating-cooling-lighting and ventilation) condition of the school			,475			
9. In terms of the suitability of the classes for teaching			,470			
33. Students' relationships and communication with each other				-,708		
44. The school's ability to improve our self-confidence				-,543		
47. Measuring and evaluating student achievement				-,462		
46. The compatibility of the classroom atmosphere with trust and understanding				-,441		
42. The quality of education given at school				-,358		
17. The work of the servants					-,763	
18. The security service at the school					-,674	
15. School canteen, cafeteria, etc. adequacy of services					-,528	
32. The attitude of the school staff (servant, officer-security) towards students					-,525	
14. The adequacy of parts of the school such as toilets, washbasins and changing rooms					-,504	
16. Counseling services offered at the school					-,470	
5. The safety of the school garden					-,409	
39. Ability to freely express my ideas in class						,679
31. Attitudes and behaviors of teachers towards students						,604
37. The availability of teachers						,569
34. Teachers' fair treatment of students						,479

When Table 2 is examined, factor loads vary between 0.358 and 0.820. In the scale development process, first of all, the factor load value of each item should be at least .32 (Seçer, 2015). The first factor consists of 10 items, the second factor consists of 11 items, the third factor consists of 6, the fourth factor consists of 5, the fifth factor consists of 7 and finally the sixth factor consists of 4 items.

Factor names, item numbers, total variance explanation rates and the Alpha reliability coefficient of each factor are given in Table2:

Table 2. Factors' names, alpha values and variance explanation rates of the scale

Factors Number	Items	Alpha of Items	Values	Total Variance Explanation Rate
1. Administrative Structure and Functioning of the School	19,20,22,23,24,25,26,27,28,29	10	.95	%39
2. Relevance of the School's Course Content, Program and Curriculum	49,50,52,53,54,55,56,57,58,59,60	11	.93	%6
3. The Physical Structure of the School, the Garden and the Responding to the Needs of the Departments	1,2,3,7,8,9	6	.82	%4
4. The Quality of Education at School and Its Contribution to Student Development	33,42,44,46,47	5	.88	%4
5. Services and Opportunities Provided by the School to the Students	5,14,15,16,17,18,32	7	.86	%3
6. Student-Teacher Relations and Communication at School	31,34,37,39	4	.79	%3
Total		43	.94	%60

In the EFA, it was determined that the scale consisted of 6 dimensions. Students' School Satisfaction Scale (SSSS) consists of 43 items; Administrative Structure and Functioning of the School (10 items), Relevance of the School's Course Content, Program and Curriculum (11 items), The Physical Structure of the School, the Garden and the Responding to the Needs of the Departments (6 items), The Quality of Education at School and Its Contribution to Student Development (5 items), Services and Opportunities Provided by the School to the Students (7 items) and Student-Teacher Relations and Communication at School(4 items) and 6 dimensions. Whether an item in the scale is included in a factor or not depends on the high load values of the factor in which the items are included. In practice, this limit is 0.30 depending on the number of items (Büyüköztürk, 2008).

The Cronbach's Alpha coefficient for the sub-dimensions of SSSS was .95 for the 'Administrative Structure and Functioning of the School' sub-dimension, .93 for the 'Relevance of the School's Course Content, Program and Curriculum' sub-dimension, .82 for the sub-dimension “Physical Structure of the School and Responding to the Needs of the Departments”, The Quality of Education at School and Its Contribution to Student Development .88 , Services and Facilities Provided by the School to Students .86 and Student-Teacher Relations and Communication was calculated as .79. In the calculations made for the whole scale, the Cronbach alpha reliability coefficient was determined as .94. If the Cronbach Alpha value is $0.80 \leq \alpha < 1.00$, the scale is a highly reliable scale (Kalaycı, 2008). It is accepted as an indication that the scale has excellent internal consistency.

After this stage, the 6-dimensional structure of the scale, which was determined as a result of EFA, was examined by CFA. Confirmatory factor analysis is used to confirm the latent structure determined by exploratory factor analysis (Seçer, 2015).

As a result of the CFA;

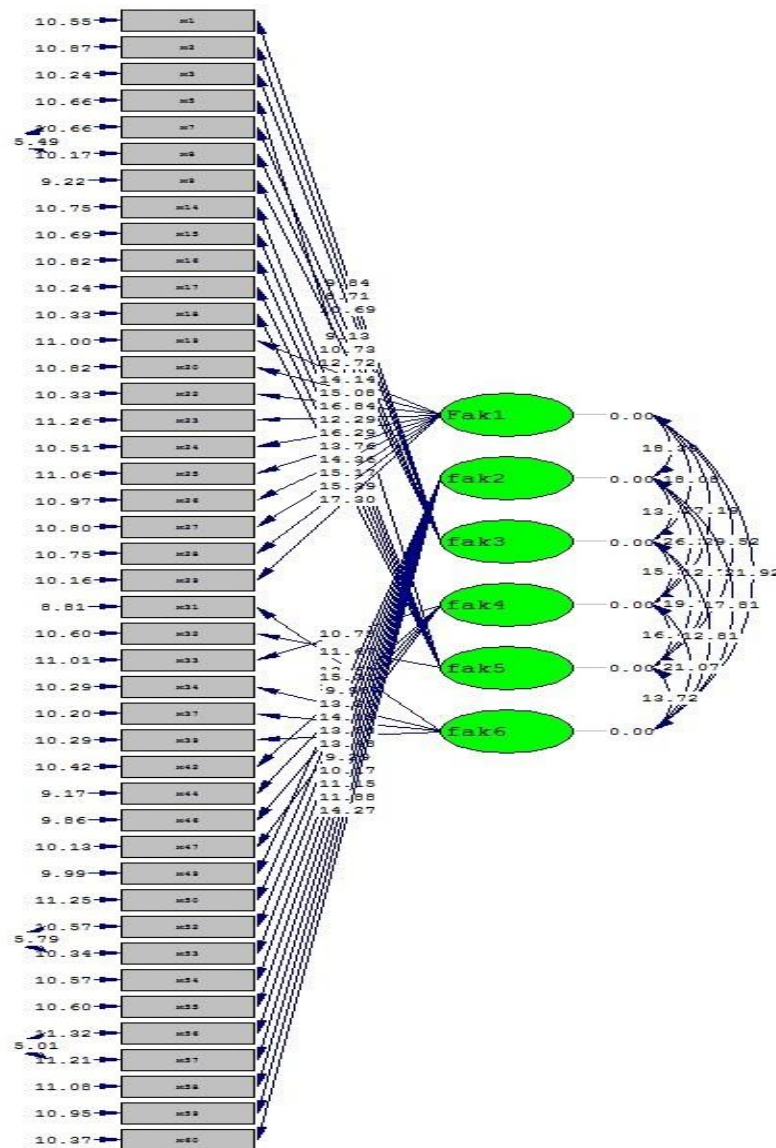
For the construct validity of the scale, goodness-of-fit statistics in CFA should be at the desired level. While the chi-square value is not expected to be significant for a model to be acceptable, it is generally seen to be significant in practice. This is because this value is very sensitive to sample size. Instead, when the chi-square value is divided by the degrees of freedom, the resulting value being two or less indicates that the model is a good model, and if it is 5 or less, the model has an acceptable goodness of fit (Şimşek 2007; Harrington 2009). In the study, the value obtained by dividing the chi-square value by the degrees of freedom according to the CFA results was found to be 1.89, and this value showed that the model had an excellent goodness of fit. The validity analyzes based on the six-factor structure of the School Satisfaction Scale for Students (SSMS) were tested with CFA. When the t values were examined in the path diagram obtained as a result of CFA, no incompatibility of any item was observed in the constructed model with the other items in the related structure. The fact that no item is in red can be evaluated as all items are compatible in the model that was constructed and tested (Seçer, 2015). When the path diagram was examined, it was seen that the item factor load values were at least .30 and above. According to the diagram, factor loadings of the scale were found to vary between .31 and .72. With this result, it can be said that the tested model is approved. In order to

improve the fit indices, a total of 3 modifications were made, between items 7-8, 52-53 and 56-57. Goodness of fit results of the scale are given in the table below:

Table 3. Confirmatory factor analysis fit index values

Goodness of Fit Values	Fit Indexes obtained	Criteria For Acceptable Fit	Criteria For Perfect Fit
p value	0.00	$0.01 \leq p \leq 0.05$	$0.05 \leq p \leq 1$
$\chi^2/sd(1595.03/842)$	1.89	$2 \leq \chi^2/sd \leq 5$	$0 \leq \chi^2/sd \leq 2$
RMSEA	0.057	$0.05 \leq RMSEA \leq 0.08$	$0 \leq RMSEA \leq 0.05$
RMR	0.76	$0.05 \leq RMR \leq 0.08$	$0 \leq RMR \leq 0.05$
GFI	0.80	$0.80 \leq GFI \leq 0.95$	$0.95 \leq GFI \leq 1.00$
CFI	0.98	$0.95 \leq CFI \leq 0.97$	$0.97 \leq CFI \leq 1.00$
NFI	0.97	$0.90 \leq NFI \leq 0.95$	$0.95 \leq NFI \leq 1.00$
NNFI	0.98	$0.95 \leq NNFI \leq 0.97$	$0.97 \leq NNFI \leq 1.00$
IFI	0.98	$0.90 \leq IFI \leq 0.95$	$0.95 \leq IFI \leq 1.00$

References: Uzun, Gelbal and Teacher, 2010; Kline, 2005; Munro, 2005; Çokluk, Şekercioğlu and Büyüköztürk 2010; Schumacker and Lomax, 2010; Capricorn, 2014; Schermelleh-Engel & Moosbrugger, 2003; Lightning 2007; Harrington 2009



Chi-square:1595.03 df: 842

Figure 1. Path Diagram

4. CONCLUSION AND RECOMMENDATIONS

In this study, a scale was developed to determine the school satisfaction levels of high school students. The scale consists of 43 items. As a result of the rotated principal components analysis, a structure consisting of 6 sub-dimensions was reached. These dimensions were named by the researcher as the Administrative Structure and Functioning of the School, the Relevance of the Course Content, Program and Curriculum, the Physical Structure of the School and the Responding to the Departments' Needs, the Quality of Education at the School and its Contribution to Student Development, the Services and Facilities Provided by the School to the Students and Student-Teacher Relations and Communication at School. The internal-consistency and reliability coefficient of the total scale were found to be 0.92. The School Satisfaction Scale of Students thus obtained is a Likert type scale that takes a value between 'I am not satisfied at all (1)' and 'I am very satisfied with (5)'. The limits of the options and the values given in the sub-scales of the SSSS are as follows; 1= 'I am not satisfied at all, 1.00-1.79'; '2=Dissatisfied 1.80-2.59'; '3=Moderately Satisfied, 2.60-3.39'; '4=Satisfied, 3.40-4.19'; '5=Very Satisfied, 4.20-5.00'. As a result of all analyzes and applications, when the data is evaluated as a whole, it can be said that the fit indices of the tested model are at a sufficient or perfect level, so the model is approved and the scale has model fit, thus ensuring the construct validity of the scale (Seçer, 2015). Therefore, it has been decided that Students' School Satisfaction Scale is a suitable and valid tool. As a result, in this study, satisfaction, which is thought to be related to education in the literature, was studied and a scale was developed for students' school satisfaction. The findings of the validity and reliability of the scale show that it can be used to determine the attitudes of high school students towards the relevant feature. Since the scale is developed by students studying in high schools, if the scale will be used in groups other than this, validity and reliability studies should be carried out with the data to be obtained from those groups. In addition, in order to provide diversity in this study, students studying at high schools with different student profiles in the city center of Antalya were studied. In this respect, it is thought that similar findings can be reached regarding the validity and reliability of the scale when applied to high school students studying at high school level in different regions. It may be recommended to test the findings in different institutions and with different sample groups in different institutions and with different sample groups.

STUDENTS' SCHOOL SATISFACTION SURVEY

Instruction: Dear Students, What is requested from you is to mark the most appropriate box according to the following statements regarding your satisfaction with your school.	Very satisfied	Satisfied	Moderately satisfied	Dissatisfied	Not satisfied at all
A. PHYSICAL STRUCTURE OF SCHOOL					
1. Color and appearance of the school building					
2. The layout and design of the school					

3. The physical condition of the school (heating-cooling-lighting-ventilation and cleaning)					
4. The safety of the schoolyard					
5. The suitability of the playgrounds and sports areas in the school garden for the developmental levels of the students					
6. In terms of the school garden being arranged in a way that responds to the needs of the students					
7. In terms of the suitability of the classes for teaching					
8. The adequacy of parts of the school such as toilets, washbasins and changing rooms					
9. School canteen, refectory, cafeteria, etc. (Adequacy of student services)					
B. ADMINISTRATIVE STRUCTURE AND FUNCTIONING OF THE SCHOOL					
10. Counseling services offered at school					
11. The work of the service personnel					
12. The security service at the school					
13. Attitudes and behaviors of administrators towards students					
14. The work and transactions related to the student					
15. Resolving students' school problems					
16. Appreciation of students' achievements by the administration					
17. Consideration of students' opinions, requests and complaints					
18. The school's general understanding of discipline					
19. In terms of the planned and orderly functioning of the activities at the school					
20. Supervision of work in the school					
21. The life quality that the school environment offers me					
22. In terms of the trust I have in the school administration					
C. COMMUNICATION AND INTERACTION ENVIRONMENT OF SCHOOL					
23. Attitudes and behaviors of teachers towards students					
24. The attitude of the school staff (servant, officer, security) towards students					
25. Students' relationships and communication with each other					
26. Fair treatment of teachers towards students					
27. The availability of teachers					
28. Freely expressing ideas in class					
D. EDUCATIONAL STUDIES OF SCHOOL					
29. The quality of education at school					
30. The school's ability to improve our self-confidence					
31. The conformity of the classroom atmosphere with trust and understanding					
32. The way of measuring and evaluating student achievement					
33. Making the lessons interesting and enjoyable					
34. Homework given by teachers					
E. CURRICULUM					
35. In terms of usability of course content in life					
36. The attractiveness of the course topics					
37. The suitability of the course content to the level of the student					
38. The suitability of the courses and their contents for the higher education entrance exam					
39. Time allotted for the break					
40. The duration of the lessons					
41. The selection of schoolbooks					
42. The school's exam program and application method					
43. The school's preparation of students for university life					

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