

The Impact of Family, Peers, and Teachers' Support on Learning Satisfaction of Tourism and Hospitality Students in Politeknik Kota Kinabalu

(Kesan Keluarga, Rakan Sebaya, dan Sokongan Guru terhadap Kepuasan Pembelajaran Pelajar Pelancongan dan Hospitaliti di Politeknik Kota Kinabalu)

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Abstract

The success and effectiveness of the learning process can be seen through the level of student learning satisfaction. Student satisfaction is influenced by several variables, such as peer, teacher, and family support. To produce students that are knowledgeable and highly skilled one factor that must be highlighted is student satisfaction. A lack of studies examining the effects of various forms of social support has prompted this paper to investigate how students' level of satisfaction with their learning is influenced by the support of their social environment. The data was collected from 151 students from the first to sixth semesters at the Department of Tourism and Hospitality. Structural Equation Modelling (SEM) techniques were used as a method of data analysis and processed using SmartPLS Version 2.0. The results of the study revealed that students' learning satisfaction was significantly influenced by the support of the teaching staff. However, support from friends and family was found to have no impact on students' learning satisfaction. This finding is explained by the fact that students spend more time in class with their teachers, which ultimately boosts their comfort level and confidence in approaching teachers for advice on issues about their academic performance. The findings of this study will be useful in directing teachers and academics as they develop strategies for increasing students' satisfaction and academic performance.

Keywords: Learning satisfaction, social support, family, peers, teachers.

INTRODUCTION

The spread of COVID-19 has caused Politeknik Malaysia to take the initiative to temporarily implement online learning modes as a measure to ensure that education can be carried out in Malaysia. Following that, the Department of Tourism and Hospitality at Politeknik Kota Kinabalu changed the way its courses were taught to better suit the course requirements. For practical courses, face-to-face classes will be implemented; online classes will be implemented for theoretical courses; and hybrid classes will be implemented for a combination of theoretical and practical courses. This unplanned change in learning mode raises concerns, especially about the learning satisfaction experienced by students (She, Ma, Jan, Sharif, & Rahmatpour, 2021). Politeknik Malaysia aims to produce knowledgeable and highly skilled TVET students who can compete globally. The Department of Polytechnics and Community College Education has taken several actions to fulfil this objective. Among them include improving the polytechnic study programmes' responsiveness and relevance, creating qualified graduates who are competitive, highly employable, and entrepreneurial, and broadening and extending the programmes on offer that could attract students' interests. Yet, to produce knowledgeable and highly skilled students, one factor that must be highlighted is student satisfaction. Student satisfaction is determined by an evaluation of their interaction with the service provided (Eliot & Healy, 2001). The difference between the services' performance and what the students expect determines the degree of their satisfaction (Parasuraman, Zeithaml & Berry, 1986). To guarantee student satisfaction may be achieved, maintaining the quality of services offered to students, such as features of programme administration, technological assistance, and social support, is necessary. As a service sector, higher education must put more focus on satisfying the demands of its consumers, the students (Thomas, 2011). Satisfaction with a student-centered emphasis will enable the institution to reorganise the organisation and adapt to the demands of the students, giving the institution the chance to create a system that can track how well they can fulfil or surpass those needs (Elliott & Shin, 2002).

Earlier studies have consistently shown how crucial learning satisfaction is. It has been discovered that high levels of learning satisfaction are associated with favourable academic commitment to the programme (Kuo, Walker, Schroder & Belland, 2014). It is fundamental to study the factors that are related to students' learning satisfaction to ensure that they are satisfied with their learning. Prior research has identified classroom-level predictors of learning satisfaction, including teacher-student and student-to-student interactions (Croxtton, 2014) self-efficacy, learning strategies (Kuo et al., 2014; Lin, Zhang & Zheng, 2017) and positive school climate (Suldo, Bateman, & Gelley, 2014). Family support has been known to have a significant effect on students' learning satisfaction, but it is still unknown how it functions in other learning contexts. While parents are in charge of controlling and directing their children, teachers are typically more content specialists, designers, and facilitators (Hasler-Waters & Leong, 2014). Even though previous research found that the variables of social support have contributed to learning satisfaction (Siddall, Huebner & Jiang, 2013), there is still a noticeable lack of research that examines the contribution of various forms of social support to students' learning satisfaction. Therefore, the purpose of this study is to determine how social support, specifically parental support, peer support, and teacher support, affects students' learning satisfaction.

LITERATURE REVIEW

Students' satisfaction is an important indicator that could investigate when an organisation is planning to know the quality of the programme, opportunities for improvement and other aspects (Kuo et al., 2014). Increasing student satisfaction will contribute to raising educational standards and reducing students' resistance to innovative teaching methods and learning environments. Learning satisfaction is a subjective measure that is influenced by a variety of factors. Learning satisfaction is a psychological state that results from a person's confirmation or disapproval of academic expectations and positive educational

experiences (Findik, Unver, Yesilyurt, & Ozkan, 2018). Learning satisfaction is crucial for encouraging learners' active and consistent participation in learning activities that are based on their expectations (Ha et al., 2018). Students learning satisfaction influences their intellectual, social, and emotional development, as well as their college retention, motivation, and academic outcomes (Jaradeen, Jaradat, Abo Safi, & Al Tarawneh, 2012).

Family support drives the changes in the student's living environment, which is an important component of intervention programs to increase student learning motivation (Pajarianto, Kadir, Galugu, Sari, & Februanty, 2020). Students with strong family support are more likely to be motivated to learn, which indirectly contributes to student learning satisfaction. Family support can occur in the context of the parent-child relationship and can include discussions about school between parents and children (Gordon & Cui, 2012), which is particularly essential for teenagers (Hill, 2015). Students' satisfaction and, as a consequence, their academic progress are influenced by interactions between the students' immediate surroundings, such as their school and families (Hampden-Thompson & Galindo 2016). Parents and other primary caregivers are expected to play an increasingly important role in their children's education, and teachers are implored to develop partnerships with families and increase families' involvement in education (Mapp & Kuttner, 2013). Students' learning satisfaction may differ if they receive more parental supervision at home, which would improve their academic performance (Li, 2017). Contrarily, students with inadequate parental guidance and support are less adaptable, which negatively affects their satisfaction (Sanders & Prinz, 2018).

Peer support is a broad concept that includes various types of emotional and informational support from peers in organizations (Park et al., 2018). Peers provide students with affection, understanding, moral guidance, a safe space to experiment, and a way to gain independence and autonomy from their parents. Peers are friends who are the same age and maturity level as them (Papalia & Feldman, 2014). Relationships with peers are one of the most dominant factors in dealing with pressure during the learning process (Mishra, Gupta & Shree, 2020). Students can benefit greatly from peer support. Peer social support can assist students in overcoming stress by improving their emotional state (Tompkins, Brecht, Tucker, Neander, & Swift, 2016). Peer support was also found to have a positive effect on students facing academic challenges by increasing positive emotions associated with their sense of community (Byrd, 2016). Furthermore, peer support was also related to life satisfaction and learning program satisfaction (Tompkins et al., 2016). Students' perceptions of peer support are thought to be a significant factor in their learning satisfaction and, as a direct consequence, their intention to stay in school and graduate (Isacco & Morse, 2015). As students struggle to adapt to the latest learning modes in a short period, they may be strongly influenced by their peers, who may understand their challenges better than friends or family members.

Other elements that influence students' learning performance include their interaction in the learning environment. Martin & Bolliger (2018) found that students in higher education rated student interaction in the learning environment as moderately to extremely important. Interaction in a learning environment can take the form of student-student interaction or student-teacher interaction. The interaction between students and teachers was found to be a significant predictor of student satisfaction and the most important one in guiding learners to interact with content and peers (Cox, Black, Heney, & Keith, 2015; Kuo et al., 2014). Students' learning behaviours are heavily influenced by the quantity and quality of teachers' guidance and feedback. According to Gómez-Rey, Barbera, & Fernández-Navarro (2017), teachers' pedagogy is the most important role, and a teacher's presence may be an important factor in increasing learner presence and making them motivated and satisfied with the learning environment (Kang & Im, 2013).

Results from earlier research suggested that peer, parent, and teacher support each brought their specific variation to the prediction of students' learning satisfaction. As a result, the literature supports the idea that factors such as family, friends, and teachers

play a significant role in how satisfied kids are with their learning. The following hypotheses are therefore proposed considering the studied literature:

H1: Family support significantly affects students' learning satisfaction.

H2: Peer support significantly affects students' learning satisfaction.

H3: Teachers' support significantly affects students' learning satisfaction.

METHODOLOGY

The objective of this study was to investigate the impact of family, peers, and teacher support on students' learning satisfaction. A research framework was developed to achieve the objective. The framework is as in Figure 1.

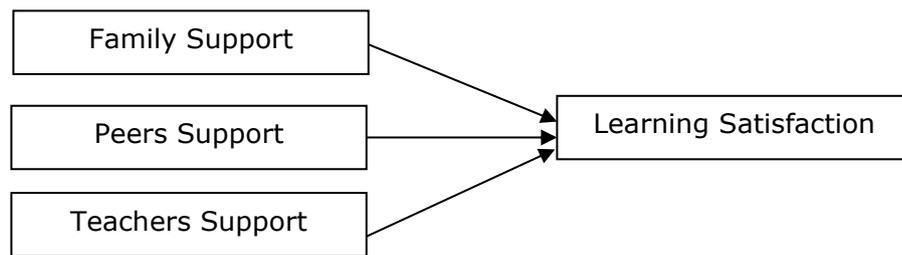


Figure 1: Research Framework

This study used a quantitative method approach due to the nature of the investigation. Google Forms was used to distribute survey questionnaires to survey participants to collect survey data. The survey participants consist of students majoring in Diploma in Hotel Management and Diploma in Resort Management from the Department of Tourism and Hospitality, with a total of 331 students ranging in age from 19 to 22 years old. The research was carried out in semester 2: 2021/2022 at the tourism and hospitality department. A power analysis was used to determine the right sample size, as recommended by Hair, Hult, Ringle & Sarstedt (2017). It was done using the standalone power analysis tool G*Power, developed by Faul, Erdfelder, Lang, and Buchner (2007). 119 participants were needed for this investigation, which had a power of 0.95 and a moderate F^2 of 0.05. A total of 151 students from the Department of Tourism and Hospitality, Politeknik Kota Kinabalu responded to the questionnaire using a simple random sampling technique. The simple random sampling technique is best used considering that there is an equal chance for all of the students to be selected as the respondents. The measurement items on the questionnaire were adapted from earlier studies. Section one of the questionnaire solicited information on respondents' demographic data. Section two was devoted to collecting data regarding family support; Section three was used to measure learning satisfaction; Section four measured peer support; and Section five measured teacher support. The family and peer support items were adapted from Ng, Siddiq, Aida, Zainal & Koh (2010); teacher support from Johnson and Johnson (1983); and learning satisfaction from Lin (2005).

Before final data collection, the questionnaire was piloted with 30 students to assess the validity of the measurement items and the anticipated reliability of the data to be collected (Saunders, 2007). This total number of participants for the pilot study met the requirement of at least 10 participants as suggested by Fink (2003). The Cronbach's alpha coefficients demonstrated that the family, peer, teachers, and satisfaction scales achieved high internal consistency reliability with Cronbach alpha values of .85, .84, .86, and .7, respectively. The reliability met the acceptable level of 0.70 (Nunnally, 1978). The questionnaire was made available online and students were given two weeks to complete it. A 5-point Likert scale was used to record the feedback. To analyse the data collected, Statistical Package for the Social Sciences (SPSS) Version 22 and SmartPLS 2.0 have been utilised for data analysis and hypothesis testing.

RESULTS

The analysis of respondents, as shown in Table 1 below, indicated that 151 respondents had participated in the study. Analysis of the study reveals that 94 respondents, or 62.3 percent, of the study sample, are female respondents, while 57 respondents, or 37.7 percent, are male respondents. The respondents included 76 students majoring in a diploma in hotel management and 75 students studying for a diploma in resort management. Based on their semester of study, semester 3 students provided the most responses, with 41, or 27.2 percent of the total, followed by semester 2 students with 25, or 16.6 percent, semester 1 students with 24, or 15.9 percent, semester 5 students with 23, and semester 6 students with 21, or 13.9 percent, and semester 4 with 17 students, or 11.3 percent.

Table 1. Respondent profile

Demography	Category	Number of students	Percentage %
Gender	Male	57	37.7
	Female	94	62.3
Field of Study	Diploma in Hotel Management	76	50.3
	Diploma in Resort Management	75	49.7
Semester	1	24	15.9
	2	25	16.6
	3	41	27.2
	4	17	11.3
	5	23	15.2
	6	21	13.9

Table 2. Measurement model

Construct	Items	Loadings	AVE	CR
Family Support	FS1	.905	.795	.939
	FS2	.922		
	FS3	.816		
	FS4	.920		
Learning Satisfaction	LS1	.893	.766	.929
	LS2	.853		
	LS3	.887		
	LS4	.867		
Peer Support	PS1	.880	.773	.931
	PS2	.856		
	PS3	.916		
	PS4	.863		
Teacher's Support	TS1	.876	.754	.961
	TS2	.868		
	TS3	.873		
	TS4	.806		
	TS5	.846		
	TS6	.889		
	TS7	.890		
	TS8	.896		

Table 2 above shows the measurement model of the study that shows convergent validity. Based on the table, it can be concluded that convergent validity is achieved where the value of loadings and AVE construct is above the value of .5 and CR at a value greater than .7 as suggested by Hair et al. (2017).

The Fornell-Larcker criterion-based discriminant validity evaluation is shown in Table 3. As each construct's AVE value is high relative to its correlation with another construct in the model, it can be inferred that all of the constructs have discriminant validity, according to Fornell & Larcker (1981).

Table 3. Discriminant validity

	Family Support	Learning Satisfaction	Peer Support	Teacher's Support
Family Support	.891			
Learning Satisfaction	.486	.875		
Peer Support	.481	.409	.879	
Teacher's Support	.643	.629	.566	.868

Hair et al. (2017) recommend looking at R^2 values, beta standards, and t -values to test the relationship that has been hypothesized. Based on the results shown in Table 4, H1 and H2 were found to be not supported, while H3 is significant at a t -value of $p < 0.01$. As per Cohen's (1988) suggested scale of effect sizes, the influence of the variables "teachers' support" and "learning pleasure" is minimal. Based on the R^2 value, peers, teachers, and family support account for 41% of learning satisfaction. The VIF value is below 5, as recommended by Rogerson (2001), indicating that multicollinearity was found to not exist in the study data.

Table 4. Hypothesis testing

Hypotheses	Relationship	Std Beta	Std Error	t Value	Decision	R^2	F^2	VIF
H1	FAMILY SUPPORT -> LEARNING SATISFACTION	.128	.113	1.126	Not Supported	.410	.015	1.848
H2	PEER SUPPORT -> LEARNING SATISFACTION	.056	.096	.586	Not Supported		.005	1.540
H3	TEACHER'S SUPPORT -> LEARNING SATISFACTION	.516	.095	5.428**	Supported		.219	2.491

Note: t -values $> 1.65^*$ ($p < 0.05$); t -values $> 2.33^{**}$ ($p < 0.01$)

DISCUSSION AND CONCLUSION

This paper aims to study how students' learning satisfaction is affected by the support of their social environment which includes peer, teacher, and family support. The finding of this study confirms our hypothesis (H3), indicating that teachers' support significantly affects students' learning satisfaction. In line with prior research by Cox et al. (2015) the most crucial factor in encouraging learners to connect with both peers and content was shown to be the contact between teachers and students, which was also a strong predictor of student learning satisfaction. Students are more likely to be interested in school if they believe their teachers care about them, which can be demonstrated by allowing them to express themselves and paying attention to their difficulties in the learning process and assisting them in overcoming those difficulties. In addition to demonstrating care for the students, a well-structured learning process will help the students to understand what they will learn, and creating a fair learning environment will increase student learning satisfaction because they will feel valued and fully engaged in the learning process. Learning satisfaction is achieved when teachers actively participate in students' learning activities, such as assisting them in completing their schoolwork by giving them clear instructions and aiding them with any necessary school material. Teachers use a variety of techniques in class to make subjects more engaging and understandable for all students,

as well as to promote critical thinking to improve students' comprehension. These activities will create a supportive learning environment in the classroom, and when there is a positive student-teacher relationship, the students will feel more connected to their teacher, and fostering a greater sense of belonging in the classroom will increase students' interest in school and confidence in their ability to face challenges while studying, resulting in increased of learning satisfaction.

This study contradicts previous findings that family support positively affects student satisfaction with learning. This is because students frequently spend more time with their teachers in school regularly and consequently place greater academic reliance on them. Family may be physically distant from the school environment, which could make it more difficult for them to provide direct support and influence student learning satisfaction. Prior research has found that students who receive insufficient parental advice and assistance are less adaptive, which reduces their learning satisfaction (Sanders et al., 2018). Students come from a variety of family backgrounds and have different family relationships, which may influence the type and quality of support they receive from their family members. While some students may benefit greatly from family support, others may not receive the same level of support or may even experience negative family dynamics that negatively impact their learning satisfaction.

In this study, the variable of peer support did not affect students' learning satisfaction. This finding contradicts (Isacco & Morse, 2015) that peer support perceptions among students are regarded to be a crucial determinant in their learning satisfaction. Peer support has no impact on overall learning satisfaction because each student has a unique learning style, preferences, and needs. While peer support may be beneficial to some students, others may not benefit as much or may find it distracting, resulting in student dissatisfaction. Furthermore, peer support is based on relationships thus it is essential to find a person or group with whom students will feel comfortable. Some students are required to participate in peer support projects to fulfil an assignment. When one person refuses to be present, this is not the best way to initiate a relationship of peer support, as it is unequal. Consequently, students participating in peer support groups or projects will always seek assistance and support from teachers. This is demonstrated by the study's findings, which showed that support from teachers, who deliver quality lessons and aid students in their understanding at school, leads to higher learning satisfaction than support from peers.

The purpose of this study is to investigate how students' learning satisfaction is affected by the support of their social environment, specifically teacher support, and peer and family support. The findings of the study can help educators and parents understand the significance of social support for students learning satisfaction. They can help students feel more engaged, motivated, and satisfied with their learning experiences by providing effective social support. The study can also assist educators and parents in determining which types of social support are most beneficial to students. Students who receive more peer support, for example, may benefit more from group activities and collaborative learning, whereas students who receive more teacher support may benefit more from individualised attention and feedback. The study's findings may also have implications for teacher professional development. Educators can learn how to support their students effectively and how to create a positive and supportive learning environment that fosters student engagement and satisfaction. Future research could investigate various aspects of social support, such as the role of social media and technology, as well as how various types of support interact to influence learning satisfaction. Furthermore, study samples with students from other educational institutions could be developed to obtain feedback and a more comprehensive picture of the factors that contribute to students' learning satisfaction.

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