Albanian graduates satisfaction perception toward state graduation process.

Prof. Ass. Edmond RAPTI[1], Dr Elida RAPTI – SINANI[2]

Abstract

State Matura has brought significant improvement in student admissions process in higher education. This practice, along with continued improvements in its procedures, there is still dissatisfaction with its various components such as career counseling, test construction process management, transparency in correcting tests, etc..

This article has as its primary objective measurement of perceived levels of satisfaction that have Albanian graduates toward state graduation process and the role of each component of the process of state graduation level expression satisfaction ndajsaj.

Survey data were taken from a population of 1000 years of pre-university students, who had passed the state graduation experience. Population study went through a structured questionnaire at several universities in the country as Tirana, Elbasan, Gjirokastër, Shkodra etc. Structured questionnaire containing 50 questions. All questions were Likert-type response ranging from 1 (Strongly disagree) to 5 (Strongly agree). Analysis of the paper is based on Exploratory factorial analysis of the factors composing state graduation process as career counseling, physical conditions, test construction, process management, etc..

The results show that, in general, about 10% of students who passed the state matura express their perception of a low level of satisfaction on state mature. While about 30% of the students expressed a perception in a moderate level of satisfaction to the test and only 60% of students express their perception of a high level of satisfaction to the process of state graduation.
Key terms: management, satisfaction, career counseling, measured state, perception.

Introduction

Currently, in Albania, 70% of students who complete high school are accepted as first year students at public and private high schools. The process of admission to university is a very important moment in the life of any student who finishes high school. Before the 90s, the selection of students who complete high school to continue their studies in higher education was mainly based on GPA last year of high school or GPA all four years

---

1. *Prof. Ass. Edmond Rapti, Univercity of Tirana, edi_rapti@yahoo.com*
2. *Dr Elida Rapti – Sinani, Univercity of Art, Tirana,*

of high school. It should be noted that, despite the average grade criteria, assignment of branches of study in high school has been deeply controlled by the applicable state political structures. This process was performed on the majority of cases, completely outside the student's individual desires.

Criterion the average grade of high school last year and the average grade of the four years of high school has continued to be used as a selection criterion after 90s. In the late '90s, began to be used as selection criteria in addition to the average grade for student selection contest, organized by the universities themselves. This selection process has been repeatedly attacked in public, highlighting elements of subjectivity that profoundly affect the principle of merit and high school students' preferences. In an effort to correct this selection system, reform began applying the "Matura" in 2006. This reform aimed at improving the process of admissions in public universities, based on the principle of merit and preferences. Applying the "Matura" has brought about a significant improvement in student admissions process in higher education. But despite several years of experience and continuous improvements in its procedures, this practice has had back discomfort and criticism about the administration, subjectivity in correcting the tests, the difficulty of the test, the consultation procedure for the selection of the branch etc.. These disappointment and criticism circulating at the premises of high school students, first year students, their families, etc. and are articulated in the media opinions. These opinions, when crossing without being verified and unaddressed, can significantly affect all high school admissions process.Study the opinions of teachers, parents and students themselves first and foremost on the quality of implementation of the Matura and their satisfaction level is necessity for improving the process. This becomes more important if we take into account the number of students who benefit from the improvement of the process. This study aims to identify the overall level of student satisfaction with the practice of Matura and the role played by a number of factors that influence the development of this process.

Methodology

Selection of the sample

The samples of this study were 1200 students who have completed the process of Matura. They in the academic year 2011 - 2012 were the first year student in some of the country's public universities. This sample underwent completion of a structured questionnaire. Students were selected from several public universities such as the University of Tirana, Agricultural University, University of Shkodra, University of Gjirokastrës and the University of Elbasan. These universities were selected at random two years prior studies programs. Then, a simple random selection technique was selected certain number of students in each university. Having a greater number of girls who pursue higher studies and handle sample rate will respond to this report. The composition of the sample was 75% girls and 25% boys

Instruments

The instrument of this study was a structured questionnaire with questions that were formulated after reviewing a series of focus groups conducted with the student. Were Likert-type questions with answers ranging from 1 (Strongly disagree) to 5 (Strongly agree). With the data obtained from questionnaires conducted an explanatory factor analysis (main components, varimax rotation). The first factor that was analyzed was

"Career Counselling" and includes career counseling questions (eligibility at the time of commission of career counseling, career counseling performance by competent people, career counseling guiding force in the labor market, regularity in the performance of career counseling, etc.) While the second factor was "Matura process management" and includes questions dealing with various aspects of process management (start and end time Matura exam, placement of students in the hall space, opportunities to communicate or duplicate rules implemented by administrators, concern by others or by noise level, secretion, etc..);. The third factor was the difficulty level of the tests Matura. "This factor included questions dealing with aspects such as: the difficulty of the tests, compatibility tests with the level of knowledge acquired in school and compatibility testing means tests in high school. Explanatory factor analysis confirmed unidemensionalitetin of each class. Reliability coefficient for each scale was:

Administration:	alpha =.87
Tests:	alpha = 67
Career Counselling:	alpha = 78

While overall satisfaction measurement was made by a scale consisting of three questions that measure the level of each dimension (factor) Matura. Reliability coefficient of this range was 76.

Analysis of data

Structured questionnaire was administered to first-year student at the beginning of the school year 2011-2012.Për describe the level of satisfaction regarding various aspects of the process of Matura were used processing profound percentage. To determine the strength of relationships between variables in processing profound intervals using the Pearson correlation test (Pearson product moment correlation).

All comparisons and differences are discussed in this study were tested for statistical significance level at .05 and are reported only if they meet the criterion of statistical significance.

Results and discussion

Results of Table 1 show that students who have passed the State Matura are satisfied on average by Matura practice (mean = 2.53, standard deviation = .66)

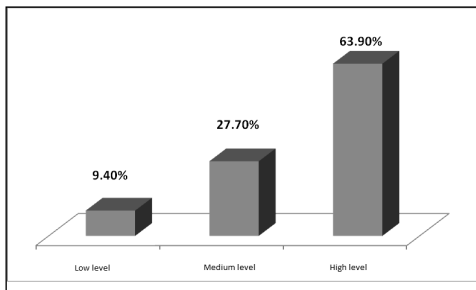|	N	Minimum	Maximum	Average	Standard Deviation
Table 1. Mean and standard deviation of students' general satisfaction from the practice of Matura					
Total	1200	1.00	3.00	2.53	.66

Chart 1. Overall satisfaction of the State Matura at three levels

Overall satisfaction of students from the State Matura is divided into three levels. Specifically, only 10% of the students were not satisfied with the state matura while about 2 to 3 students surveyed said they were satisfied with the process of state graduation.

Only 1 out of 4 students say that they have a moderate level of satisfaction from the process of state graduation.

The perception of satisfaction in terms of career counseling
Table 2 measures the perception of the students on the school career counseling factor. Thus about 50% of students say that their school career counseling or does not function at all, or they are not safe to say that this process has worked somehow in their school.

Table 2: students' opinions on various aspects of career counseling (in%)				
Num.	Claim	I don't agree	(Neutral)	I agree
	Career Advice for choosing the program (branch) of study at my school is made at an appropriate time 24.7 10.5 64.8	24.7	10.5	64.8
	Career Advice for choosing the program (branch) in my school has been a general (non-specific) 10.2 27.8 61.7	10.2	27.8	61,7
	Career Advice for choosing the program (branch) in my school took into account the perspective of study branches diploma in the labor market 22 26.7 51.3	22	26.7	51.3
	Career Advice for choosing the program (branch) in my school is only made by school teachers 22.1 16.4 61.5	22.1	16.4	61.5
	Career Advice for choosing the program (branch) in my school is done regularly 19.6 22.6 57.8	19.6	22.6	57.8
	Career Advice for choosing the program (branch) in my school is made by specialists 42.4 23.2 34.4	42.4	23.2	34.4
	Career Advice for choosing the program (branch) in my school is done in a specific time outside of school hours 38.8 23.6 37.7	38.8	23.6	37.7
	8. Career Advice for choosing the program (branch) in my high school has not functioned 50.1 24.9 25	50.1	24.9	25
	9. Career Advice for choosing the program (branch) that is made in my high school I was worth more 16.2 23.8 60	16.2	23.8	60

Another finding which confirms to a large extent from the data analysis is the fact that career counseling is not done by specialists. So 2 among 5 students surveyed said that this process in their school is not carried out by specialist field. And 2 among 5 students surveyed said that this process at their school was not programmed in a certain time outside of school hours. And 1 student in about 4 students surveyed said that this process does not take into account the relationship between the perspective of the branch of study they wanted to choose the offer that this branch in the labor market.

Perception in terms of satisfaction or enforcement administration Matura management rules

Results expressed as a percentage on the factor of the administration and enforcement of regulations state graduation from table 3 are:

Num.	Claim	I don't agree	(Neutral)	I agree
1	Student accommodation space in the room where I developed Matura exams was such that he did not leave any opportunity to duplicate 15 14 71	15	14	71
2	Start Time Matura exam in the hall where I was respected rigorously 13.3 12.5 74.2	13.3	12.5	74.2
3	Finishing Time Matura exam in the room where I was respected rigorously 8.1 11.7 80.2	8.1	11.7	80.2
4	Timing of performing Matura exams was enough 8.6 13.2 78.1	8.6	13.2	78.1
5	During the Matura exam room where I students were not able to communicate with each other 16.8 18 65.2	16.8	18	65.2
6	In the room where I students had no opportunity to duplicate 18.4 18.6 63	18.4	18.6	63
7	Matura exam administrators in the room where I have applied the strict rules equally to all students 20 19.6 60.5	20	19.6	60.5
8	In the environment in which the exam have entered other people who have communicated with students 50.5 14.1 35.4	50.5	14.1	35.4
9	around the school premises in which the examination was not people bother us 18.9 13.2 67.9	18.9	13.2	67.9
10	secretion administrators Matura exams have implemented rigorous rules 6.5 17.3 76.2	6.5	17.3	76.2
11	The level of noise from the communication of the students during the exam room where I most difficult performance test 43.2 21.5 35.3	43.2	21.5	35.3
12	Manual maturantit helped me a lot for the recognition of rules Matura 6.9 19.2 73.9	6.9	19.2	73.9

Factor exam administration and enforcement of the State Matura remains another problem that requires increased attention again by exam administrators. One of the problems that requires attention is the introduction of unauthorized persons in the premises where the examinations. So 1 among 3 asked students in the classroom in which the exam have entered other persons who have not been authorized and communicate

with students. The noise during the examination and the presence of other people around the school premises is another problem. Approximately 1 among 3 students surveyed said that the level of noise created by students in the classroom communication has resulted in a difficulty to focus on solving exercises.

Problem express marja information from friend or wife So 1 among 5 students surveyed said that the hall in which they were communicated with each other. and exchange information. While 1 among 6 students said that during the Matura exam, were able to communicate with each other, these results indicate that the possibility of communication between students in exams is still in high numbers. Also, 1 of the 5 student asked says Matura exam administrators have not implemented the strict rules equally to all students. This figure is the same as that which expresses the number of students who are hesitant to respond to this question.

Perceived satisfaction in terms of quality of writing tests Matura

Nr.	Claim	I don't agree	(Neutral)	I agree
1	The degree of difficulty that Matura exams tests was affordable I 6.2 17.5 76.4	6.2	17.5	76.4
2	Matura exam tests were within the knowledge I have received from high school 3.6 13.6 82.8	3.6	13.6	82.8
3	ways of building tests Matura exams was similar testing methods used in teaching high school 10.7 20 69.3	10.7	20	69.3
4	*In your opinion the level of difficulty of the tests Matura was: Easy Medium Difficult*	*Easy*	*Medium*	*Difficult*
		1.2	*50.2*	*48.6*

Table 4 shows the analysis of the results of this aspect shows that 4 among 5 students surveyed said that the state graduation exam tests were designed taking into account the knowledge developed by the school. Only 1 student among 2 surveyed said that the tests were of average difficulty. Approximately noted that 50% of students surveyed said they were hard tests. Only 1 student among 10 surveyed said that ways of building tests exams was not similar testing methods used in teaching in high school. But about 70% of the students said that ways of building tests was similar exams testing methods used during exercise in school.

Conclusion

Analysis of the results of the study leads to several conclusions, the focus of which requires the intervention of educational policy makers with continuous improvement of state graduation process. Among the main conclusions of this study are:

First; Albanian students have a high perception of the acceptability of state graduation as a selection tool for entry into high school. They admit to a great extent that this instrument is already consolidated, but his improvement is still required.

Secondly; Albanian students admit to a great extent that there are problems with the administration of the examination process. Still students express dissatisfaction against the

entry of unauthorized people in examination halls, administrator's communication with students, copying or obtaining the information in the classroom, etc., are in substantial numbers. This indicates that the degree of confidence that Albanian students to objectivity and transparency assessment that expresses this process has not yet reached high levels.

Thirdly; higher percentage of students who report that they have had difficulty selecting the branch that you want to study, said the fact that there was a problem with the performance factor of the process of career counseling at school. Lack of specialists in the field of career counseling and watching this process as an element that can be accomplished within teaching hours are among the main causes of high-level expression of dissatisfaction to career counseling

Fourth; lack of information on the labor market connection with programs of study for which they have applied, creates difficulty in selecting the required program. This shortage has created a situation often demotivuese student, when he began his studies in the program that has been selected.