

THE ATTRIBUTE AND THE CONTENTMENT OF THE 12TH GRADE STUDENTS OF NINO CONE SANTANA SCHOOL OF GLENO ERMERA TIMOR-LESTE (2024).

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ABSTRACT

Introduction: In the attempt to respond to the various challenges and demands that have arisen in the community and secondary education in Gleno Ermera Timor-Leste, there is a growing need to participate in the quality of education and specifically in the area of training in Secondary School Nino Cone Santana School of Gleno Ermera. The contentment or satisfaction of the students is an essential indicator to appreciate this quality of education, with benefits for the Secondary School system formation and for the entire community.

Objective: To investigate the quality of teaching and the contentment of 12th grade students in effective learning and study at the Nino Cone Santana School of Gleno Ermera Timor-Leste.

Research of Methodology: Quantitative, descriptive-analytical study; Sample or sample: 177 students attending the Nino Cone Santana School of Gleno secondary school training study as a basis of research carried out in the teaching and learning process- Namely, in the process the data collection was carried out through tools in applied questionnaires.

Results: The quality of teaching and learning, with an average value of 3, influences the success of students' training and the joy of meeting their expectations, translated by the level of contentment of students and the determination of the critical educational points of teaching and learning in secondary schools of implementation.

Conclusion: we found that although there is a coherence in the students' answers, leveled in its vast majority by good or contentment and satisfied, there is still a long and hard work to develop in the fu-

ture of training, strengthening good educational practices and evaluating new bets, to develop a teaching adapted to the needs of students and the contexts of course or training appropriate in our country cited by (Tilman CB & Oqui M., 2024).

Keywords: Students, Secondary Education, Quality of Teaching, Contentment.

INTRODUCTION

In the movement of rebuilding or reconstruction and renovation that began in the meantime, it essentially sought to fulfill three purposes: (1) to revalue and retake the schools; (2) recruit new teachers; and (3) replace the Indonesian curriculum in adaptation, with a curriculum that is more meaningful and more in line with the purposes of the new Nation and with the challenges that have more recently been posed to education systems, in a general and country-specific context cited by (Tilman CB & Oqui M., 2024)¹. With regard to the rehabilitation and construction of new educational facilities and the respective equipping of teaching materials, according to the same authors, the process has made extraordinary progress, resulting both from the commitment of the Timorese authorities and from the significant volume of aid coming from outside the international community². The Constitution of the Democratic Republic of Timor-Leste (RDTL) guarantees all citizens equal opportunities to access the highest levels of selective learning education, scientific research and artistic creation, in addition to the right to professional training and cultural creation, as well as the duty to preserve, defend and improve the cultural heritage of Timor-Leste.

The Nino Cone Santana Secondary School was created in 2001, by initiatives of former teachers and students with the support of UNTAET, from the foundation of the Ministry of Education to respond to several challenges and demands that arose in

secondary education in Timor-Leste, shortly after the historic referendum of 1999, but which, for various reasons, it has been operating over the years without its own legal status, duly approved and publicly recognized³. By unanimity of the members present, the Statutes of Secondary Education in Timor-Leste were approved with the transitional rules of UNTAET. Decree-Law No. 2/2008 of 16 January⁴ gives a certain pomegranate to teaching-learning training. Secondary education continues to be transformed according to the needs of the community, namely in terms of education and health care, constant updating through the development of the scientific area of teaching, learning and security, with the need to implement international guidelines. The Centre for Ethics and Human Rights provides a forum to discuss the ethical and human rights issues experienced by teachers, making it possible to improve ethical skills in training, and also helps to plan activities, emphasizing the role of education in the advancement of science to improve the profession of education and health professionals but also in the area of education specific to the future of training for advanced courses at national levels and in the global context cited by (Tilman CB & Oqui M., 2024)⁵. Today in each institution, including the Higher Schools of Timor-Leste, quality education must be developed, focused on the strategic plan for national development of Timor-Leste (2011-2030) and adaptation to the needs of the population of Timor-Leste, as well as to the expectations and desires of its students, in order to satisfy all the interests of society,

contributing to the effectiveness of teaching and learning of secondary and higher education, for the advancement of this scientific area of theoretical investigate and for the recognition of education and health professionals in their own country and universally cited by (Tilman CB & Oqui M., 2024).

Secondary education is important in the appropriate training framework, with two hundred and twenty-five 12th grade students currently enrolled. The faculty that integrates the school is twenty-six teachers in total, of which you say they are permanent teachers and the rest are contracted, of these all are graduates in the field of education of bachelor's degrees and licensees. In addition, the knowledge and skills of the teaching staff also compromise the ability to perform their duties adequately, in view of the pedagogical quality standards currently required and the demands of secondary educations. Another of the very important aspects to be safeguarded in Secondary Education and in particular in the area of specialization in the future are the facilities and infrastructures, which in the Nino Cone Santana Secondary School of Gleno Ermera still have some limitations, such as the library, where some of the central works for teaching and learning and development in Gleno Ermera Timor-Leste are still missing. Another important aspect, for the Department of Education, is that it does not yet have a laboratory reference that allows students to develop their practice, in simulation, before going to the practical context, to develop chemistry and physics education. The knowledge and skills of the teaching staff still present some weaknesses, due to the conjectural limitations of investment in their training and development. We also consider that if there are no quality support services, we can also question the quality of the training process is basic

in the current learning tool cited by (Tilman CB & Oqui M., 2024)⁷. Several efforts have been made at the Nino Cone Santana Secondary School, especially in the General Training - Mathematics Education Department, to improve the quality of training. We highlight the actions that have included the physical improvement of buildings and the reinforcement of the qualification of human resources. The School aims to improve the quality of teaching and learning, meeting the needs and desires of its students. This investment leads to an increase in their satisfaction or contentment, as it develops their commitment and involvement with the institution, creating loyalty. Based on the demands of the practices and the socio-political context evidenced above, we intend to carry out a study with the title: "The Teaching Attribute and the Contentment of the 12th Grade Students of the Nino Cone Santana School of Gleno Ermera of Timor-Leste. Thus, the formulation of the problem in this study is: "What is the level of teaching attribute and the level of contentment of the 12th grade students of the Nino Cone Santana School of Gleno Ermera Timor-Leste?"

Research Objectives

General objective: To analyze the teaching attribute and satisfaction of 12th grade students at the of Nino Cone Santana School of Gleno Ermera Timor-Leste.

Specific objectives are:

1. Describe the modalities of the main aspects of teaching and learning in school;
2. Describe the students' expectations of knowledge in relation to the course;
3. Assess the levels of contentment and

satisfaction of secondary school students;

THEORETICAL FRAMEWORK

This theory focuses on a specific phenomenon, and its applicability to training is easy in all over the world, this theory has some fundamental concepts underlying such as: client, environment, education, health, learning process, interaction, health therapies and social interaction of teaching practices cited by Tilman CB & Oqui M., 2024⁸. The learning process is a systematized and rigorous method of organizing thought for the decision-making process, of teaching-learning studies, for problem solving. The effectiveness of the learning process depends on cognitive abilities, practical skills, experiences and interpersonal relationships. Transition, which happens when reality changes, is considered as the need for change between the past and the future, whenever reality undergoes changes due to changes in teaching and learning. Transition conditions and response patterns are influenced and influence learning therapies, which limit, teaching therapies (intentionality of learning actions) and teaching interventions (actions in response to a learning diagnosis, which generate a result). The teaching process that the teacher develops, in view of the situation and the individual. This theory enables the teacher to respond with attention to the students' or individualized learning, with a better understanding of the individuals in relation to the transition situation they experience or experience. In relation to the context of this study, teachers can support students in their transition throughout the learning course, facilitating the process of change and the experience of the school or practices, minimizing the negative impact and favoring the transactional process. By accompanying and supporting the transactional process, the masters strengthen the student's balance and stability and improve hu-

man development, maturity and growth and the successful completion of the course according to the knowledge of people or students of general education and health of other interconnected knowledges cited by (Tilman CB & Oqui M., 2024)¹⁰.

The definition of education in teaching is described as the process of formation and development of knowledge, skills, mental, character, and so on, especially through formal schooling. After attending formal education, the process of non-formal education in the community is still pursued, whether regular or irregular. Basically, education, formal or informal, reflects the human effort of the trainer, conscious and deliberate, with full responsibility for guiding together physically and psychologically¹¹. The curriculum is a set of activities and resources are provided to achieve the goals and objectives of the program of study, including learning programs, resources, processes, and assessment or appreciation of secondary and higher education learning outcomes in the continuing modality cited by (Tilman CB & Oqui M., 2024)¹². Teaching and training curriculum is prepared with a solid conceptual framework to know and understand: 1) The mastery of science and technology; 2) Solve problems scientifically; 3) Attitudes, behavior and professional capacity; 4) Active and independent learning; 5) Education in the community. Learning education, as a profession, has the following guidelines or manual:

- a. Provision of individualized services/care and conduct research in accordance with the rules of science and competence as well as the learning code of ethics.
- b. Graduating from higher education is expected to be able to: Be a professional; Have the professional knowledge and skills required by

the profession; Use an ethical training conduct in the provision of continuing education services/care forever;

- c. To manage the design of teaching according to the rules of a profession in the field of science, education and health, namely: Training Services in education and health/learning care; Education/training by levels; Formulation of education and quality standards (teaching care, learning education, registration/legalization); To carry out research on merit-based education, in a planned and targeted manner, in accordance with the development of science and technology.

The satisfaction or contentment of students is a positive characteristic for the maintenance of their proactive educational process in higher education institutions, it is the relationship between what is expected to receive and what is necessary to be received. To determine the level of contentment of the students, the different educational establishments are based on their answers to the data collection instrument, applied in the study of the satisfaction of each reality and current novelty. There are many variables that can cause student dissatisfaction, including the mismatch between students' expectations and what actually happens. Sometimes, the educational services received by students are not reasonable, the behavior of the staff, secondary and higher education institutions, is not the most pleasant, the environments, the atmosphere and the physical conditions of the buildings are not the best and the most favorable for learning, it also has a negative impact on the satisfaction, the low performance of the students. The determinants of the satisfaction of students in secondary and higher education are essentially: the

performance of teachers; students' educational activities; the discipline of the students; the opportunity to make a decision; the school's infrastructure; communication and friends. The satisfaction of the students corresponds to the contentment of the students of the school cited by (Tilman CB & Oqui M., 2024).

RESEARCH OF METHODOLOGY

We selected the descriptive and analytical, cross-sectional study model with a quantitative approach. The population will be composed of the 12th grade students of Secondary Education Nino Cone Santana School of Gleno Ermera in the general course. The population is all students of Nino Cone Santana School with 230 students in the same school. The sample number is 177 students with purposeful non-probability convenience sampling, it is a sample taken without planning, in advance. The inclusion criteria to be considered are: Being a secondary school student at Nino Cone Santana School. Not suffering from mental illness; Be healthy at the time of the application of questionnaires; Not have failed more than two consecutive years throughout the training. The instrument for data collection was the same questionnaire, our survey is composed of closed questions using a *Likert scale*. For data analysis, we will investigate or use descriptive statistics, simplicity to the computer program in SPSS (*Statistical package For The Social Sciences*) in version 22, the results presented in the studies in tables 15. Thus, the data we analyzed well fit into the statistical system in the best way to solve the descriptive analytical condition in an ideal way cited by (Tilman CB & Oqui M., 2024).

STUDY RESULTS.

Table. 1 – Distribution of the study sample according to the sex of secondary students in the 12th grade.

Status of sex in study	Frequency or number	Percentages' or %
Male or man	104	59
Women or female	73	41
Total	117	100

59%. The sample consisted of 177 high school students, with an average age of 20 years cited by (Tilman CB & Oqui M., 2024).

Table 2 – Distribution of the sample according to the semester they attend.

Semester	Number or frequency	Percentagens
First Semester	56	31
Second Semester	121	69
Total	177	100

The data in table I indicate that the distribution of the sample according to gender, we conclude that the sample is mostly male, with a representation of 59% of the year 2023.

According to the semester that the students attend, the distribution can be seen in table 2. The most representative students attending semesters two (II) of the year 2023.

Table 3 – Students' opinion on the quality of education (averages).

Quality of Teaching	Average	Average Group
Teacher Competencies		
Teacher uses easy-to-understand language and lesson material	3	3
The teacher uses creative teaching methods that are appropriate to the students' ability and potential	3	
The teacher comes to the class on time, so the time is not reduced for learning activities	3	
The teacher communicates and interacts well with students, they have a positive relationship	3	
The lecturer provides the results of the test according to the established	3	
The material of the class is well understood	3	
The teacher makes good use of pedagogical means in conducting teaching and learning activities	3	
The teacher often arrives too late	2	
The lecturer responds to complaints about students' learning disabilities and personal matters	3	
The lecturer gives students the opportunity to ask questions	3	
The teacher uses methods that are difficult to understand	3	
Quality of Teaching	Average	
Facilities		
12. Campus location is away from the road	3	3
Existing education systems serve to support teaching and learning activities	3	
Support books are not available in the library	3	
Teaching media and books are not well maintained	2	
Bathroom and toilet kept clean	2	
Condition of the classrooms are clean and comfortable	3	

Classrooms are neatly arranged	3	
The Campus is beautiful and exuberant	3	
The Campus and Affects Zone are kept clean	3	
The Library Space is conducive as a place to read.	2	
Lighting, air circulation and space are convenient for the laboratory	2	
Quality of Teaching	Average	Average Group
Teaching and learning process		
The Learning Objectives are clearly stated before each lecture	3	3
The teaching materials delivered, clear and easy to understand	3	
The methods used in teaching and learning activities do not vary	3	
Implementation of learning activities are suitable for learning	3	
Teaching and learning activities can encourage me to actively participate	3	
The teachers' mode of teaching is in accordance with the materials presented (e.g., teaching materials that require verification are implemented through demonstration or experimentation)	3	3
Teaching materials were presented	3	
The application of the material learned is put into practice	3	
The Subject is easy to learn	3	
The Pedagogical Subjects are related to applications in daily life, using the field observation method	3	
Quality of Teaching	Average	Average Group
Extracurricular Activities		
The school offers a wide range of extracurricular activities, both course and non-course	3	3
Implementation of extracurricular activities begins and ends on time	3	
Implementation of extracurricular activities are well timed	3	
Supervision of extracurricular activities provides motivation to excel	3	
Facilitate students on school and in the conduct of activities, to increase their non-school performance	3	
The school has facilities for extracurricular activities	3	
Students are allowed to choose activities that suit their extracurricular interests	3	
Extracurricular activities interfere with hours of formal learning	3	

Regarding the students' opinion about the quality of teaching, in particular about the teachers' skills, the facilities, the teaching-learning process and the extracurricular activities, the average number of responses from the group of grade students was 3, i.e., the respondents expressed that the quality of the teaching is good, considering that the professors of the teacher course have good skills, The facilities are good, as well as the teaching-learning process and extracurricular activities. The competencies of the teachers mentioned in the questionnaire are: language, teaching method, teacher presence/punctuality, communication and positive interaction with students, methods of assessment and classification of students according to their abilities, use of the appropriate teaching method, clearing doubts during the teaching and learning process, giving students the opportunity to ask questions, and also validates the opinion of the students about the teaching methods applied, if they facilitate the understanding of the

subject taught, presenting an average response of 3, only the teaching methods, the conservation of which corresponds to a good joy and satisfaction of books, the cleanliness of the bathrooms, the library the students of the Nino Cone Santana School of space, as a place to read, as well as the lighting and Gleno Ermera Timor-Leste. the exchange of air in the rooms and in the laboratory space. Finally, regarding extracurricular activities, the result of table 3 illustrates that the students' opinion is on an average of 3 points, i.e. 100% of and satisfaction of the students about the location the students consider the extracurricular activities of the campus, the teaching system, the support implemented in the school, in the general education books, the means of teaching, the cleanliness of the department, to be good. The activities mentioned bathrooms, about the state of the classrooms, cleanliness and comfort, the layout of the classrooms, lar activities; The implementation of extracurricular about the campus , cleanliness, comfort and organization, about the library space and also about the activities is well programmed and supervised and lighting and quality donated room and laboratory facilitates student learning. The result of this statement about the level of contentment or satisfaction space. However, even in this part, the results with the course is illustrated in the following manner showed an average between 2-3, on the scale of the ner and manner well cited by (Tilman CB & Oqui Likert model, revealing that the students consider M., 2024).

In relation to the facilities, the result also reveals an average, on a scale of 3 or good, referring to the joy and satisfaction of the students about the location of the campus, the teaching system, the support books, the means of teaching, the cleanliness of the bathrooms, about the state of the classrooms, cleanliness and comfort, the layout of the classrooms, about the campus , cleanliness, comfort and organization, about the library space and also about the lighting and quality donated room and laboratory space. However, even in this part, the results showed an average between 2-3, on the scale of the Likert model, revealing that the students consider

Table 4 The level of contentment or satisfaction of secondary school students Gleno Ermera.

Teaching	Average	Average Group
1. Your level of satisfaction with the implementation of teaching and learning activities in the classroom	3	3
2. Your level of satisfaction with the materials presented by the teachers	3	
3. Your level of satisfaction with the subject being taught	3	
Responsiveness		
The Response to Student Complaints	3	3
Your level of satisfaction with learning efforts	3	
Your level of satisfaction with the teachers' motivation to achieve their achievement	3	
Resources		
Books provided by the library	3	3
Your level of satisfaction to shape the physical appearance of the classroom	3	
Your level of satisfaction with the learning support books available in the Library	3	
Your level of satisfaction with the laboratories	3	
Your level of satisfaction with the school's environmental cleanliness	3	
Your level of satisfaction with maintaining environmental purity	3	
Your level of satisfaction with bathroom maintenance and cleanliness	3	
School		
Your level of satisfaction with the activities at school	3	3
Your level of satisfaction with the school's information provision	3	
Empathy		
Your level of satisfaction with the relationship between teachers and students	3	3
School Safety	3	
The comfort level of classrooms	3	
The Librarian's Service	3	
The comfort level of the library	2	

The set of assertions about the degree of satisfaction or contentment of the students presents an average of 3, which is equivalent to Satisfied. Regarding teaching, the students stressed that their level of satisfaction with the implementation of teaching and learning activities in the classroom; with the materials presented by the teachers with the material to be taught, is satisfactory. The responsiveness, according to what the students mentioned, on the responses to complaints, the learning efforts and the motivation of the teachers to achieve their achievement, is also satisfactory or reasonable. On material resources, when referring to the books provided by the library, the ability to shape the physical appearance of the classroom, the learning support books available in the library, on the laboratories, environmental cleanliness in the school and the maintenance of environmental purity and with the maintenance of the cleanliness of the bathroom, The students answer that they are satisfied. In relation to the school, which included the level of satisfaction with the activities in the school, with the provision of information from the school, the students are equally satisfied with a level of satisfaction of 3. Finally, when asked about Empathy or intropathy, they show a level of satisfaction of 3, that is, they are happy and satisfied with the relationship with the teachers, the safety of the school, the comfort level of the classroom, the service of the librarian. Regarding the comfort level of the library, this last item was scored with 2, which corresponds to dissatisfied or dissatisfied students cited by (Tilman CB & Oqui M., 2024).

DISCUSSION

The results obtained in this study make it possible to recognize some of the factors that, directly or indirectly, contribute to the joy and satisfaction of students and consequently to their success in training. Thus, these results facilitate the student community, in particular the Nino Cone Santana School, in perceiving the factors that, according to the students, influence the quality or attribute of teaching and their satisfaction or contentment. This research emphasizes some of the variables of the development model of training in secondary education, based on teaching and learning competences. The results of these statements about the quality of teaching and the degree of satisfaction or satisfaction with the course, show that students consider the teaching to be of good quality and are satisfied with the teaching of learning. The sample consisted of the total number of secondary school students attending the 2nd semester, in a total target population of 230 students, with an adherence rate of 78%. As previously mentioned, in the present study the number of individuals representing the samples is 177 students in the 12th grade course, the respondents are students aged between 16 and 20 years, with an average age of 21 years cited by (Tilman CB & Oqui M., 2024).

In terms of satisfaction according to the opinion of the students (177 respondents), the results reveal that the average value is 3, which means that they are satisfied with: the teaching, the responsiveness, the resources, the school and empathy. The students' satisfaction with the services provided by the institution depends on the following factors, in the context of the teaching itself, the resources available, the space of the school and the relationships. The provision of services, in this case and within the scope of course satisfaction, focuses on a set of conditions that have been made available to students as consumers. We know that the perception of quality and student satisfaction is dependent on students' needs and

the possibility they have to express them and adapt to academic challenges. The teaching-learning process is characterized by constant changes, namely pedagogical and curricular organization, evaluation methods, and different time management needs¹⁶. From the approach developed, we realize that the satisfaction of the training is always analyzed in a multidimensional way, which allows a careful look at different structures of the school and different indicators, one being dependent on the other and contributing significantly to the theoretical success of each student ¹⁷. In the secondary course, practical experiences also contribute to the success of training and student satisfaction or contentment, which contribute to the assimilation of integration of knowledge acquired or obtained in theoretical classes and simulation of practices in the development of the study cited by (Tilman CB & Oqui M., 2024).

CONCLUSION

We conclude that the concept of quality, from the perspective of education/training, is based on many factors that affect the maximization of excellent education/training, involving the qualification and preparation of teachers (human resources), the facilities available in the School, such as the library, laboratories and other fundamental resources for teaching learning at global levels (material resources). By analyzing the reality of the Nino Cone Santana School, particularly in the department of education, in the area in which the study is carried out in this work, we underline that the main factors that affect student satisfaction are decisive to improve the quality of the learning teaching that is provided in this school. We found that although there is a coherence in the students' responses, leveled in its vast majority by good or

satisfied, there is still a long and intense work to be developed in the education department, reinforcing good pedagogical practices and assessing new bets, to develop a teaching adapted to the needs of students and learning contexts in the country cited by (Tilman CB & Oqui M., 2024).

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