



Study of Academic Satisfaction and Academic Achievement of Students at Secondary level

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Introduction

The key factor for the development of any nation is education. It provides an important foundation for the social, economic and industrial development of the nation. Citizens with higher moral values are created through education. Education provides social, professional and character qualities among the citizens. Thus to ensure above development, the nation has to spend enough money for the advancement of education. A developing country like India can never ignore education. In our country, since the beginning, there have been regular efforts to improve the standard of education. The formulation of the National Education Policy by the government is a step in this effort. But in a developing country like India, there are many other problems besides education, which our government has to face. As a result, the government is unable to spend a major part of public money in the field of education. Therefore, the Indian government is able to spend limited budget money on education. Thus, it is necessary to use this money in such a way that the citizens of the country get maximum benefits. But in today's time, the amount of money is being spent by the government by looking at the number and quality of successful and unsuccessful students. Thus, most of its part is being wasted. Therefore feeling of dissatisfaction among students is emerged and taking the form of an explosive. The sense of dissatisfaction is emerging in the form of many anti-social acts such as violence, demonstrations etc. There is no visible goal before the students. He is not able to use his energy properly by being confused. But for proper utilization of his energy it is necessary that the reasons for dissatisfaction should be known. After surveying the literature related to the subject, it was found that the number of researches done in India related to academic satisfaction and academic dissatisfaction of students is very less.

It is seen that most of the time students do not treat their teachers well and insult them. They boycott classes and examinations. We want to fulfill our demands through violence and arson. Now the question arises that why do students do such activities after all? It is possible that the students are not satisfied with the different types of educational facilities and arrangements that they are received from the schools. Why, they are dissatisfied and are not able to adjust properly with the school environment? They also have their own personality requirements that affect the satisfaction-dissatisfaction of students, such as demand for independence, performance, dominance, benevolence, harmony etc. The student wants to fulfill these needs in the schools and if these needs are not fulfilled, there can be a feeling of frustration, dissatisfaction among the students, which can also affect their academic achievement.

The study presented will try to find out what factors affect the educational satisfaction and dissatisfaction of the students and what are the factors related to physical facilities that hinder their satisfaction, so that they can be diagnosed. This study will also be helpful to know about the educational achievement of students related to academic satisfaction. The results of the study whether it will be positive or negative work accordingly to remove the dissatisfaction prevailing in the students and the student can make maximum contribution to the development of the nation by achieving educational objectives.

Statement of the Problem

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Objectives of the Study

1. To study the educational satisfaction of students of government aided and private schools at secondary level.
2. To study the educational achievement of students of government aided and private schools at secondary level.

Hypothesis of the Study

1. There is no significant difference in the educational satisfaction of students of government aided and private schools at the secondary level.
2. There is no significant difference in the educational achievement of students of government aided and private schools at secondary level.

Method and procedure of the study

In the study presented, the researcher used the survey method of research. The research work presented was collected from 100 students studying in class 11 in secondary schools of Bijnor District. The sample was selected using stratified random sampling.

Limitations of the Study

The researcher has to limit the subject area of research keeping in view the time and resources available. In the research presented, the study has been carried out under the following limitations-

1. Research work was limited to government aided and private schools of Bijnor District.
2. The research work was done only on the students of class XI.
3. The research presented was limited to the educational satisfaction and academic achievement of the students of class XI only.

Tools Used

For the collection of data in the study presented, Student Educational Satisfaction Scale by Dr. Alka Gupta is used. Marks obtained in class X is considered as educational achievement of the student.

Statistical Techniques Used

Percentage, mean, standard deviation and t-test have been used for analysis and interpretation of data.

Analysis of Data

In this regard, the data found in the survey are shown in the following tables.

Study of academic satisfaction of students of government aided and private schools at secondary level

In order to evaluate hypothesis 1 related to Objective (1), t-test was used on the information received from the students of government aided and private schools in the educational satisfaction scale. The details of which are given in Table no. 1 -

Table No.1

Comparative study of educational satisfaction of students of government aided and private schools at secondary level

Variable	Students of government aided secondary schools			Students of private secondary schools			t-value
	N	M	SD	N	M	SD	
Academic satisfaction	50	254.65	32.53	50	241.20	33.65	2.03*

Significant 0.05 level

The analysis of Table-1 above shows that the t- value obtained is 2.03. The t-value is not significant at 0.01level but is significant at 0.05 level. Therefore, based on the conclusion obtained hypothesis (1)- "There is no significant difference in the educational satisfaction of the students of government-aided and private schools at the secondary level" is rejected. Thus, there is a significant difference between the two. Hence the educational satisfaction of the students of government-aided schools at the secondary level is significantly higher than that of students in private schools.

Thus, due to the educational satisfaction of students in government aided secondary schools being significantly higher than the students of private secondary schools, teaching work by qualified and trained teachers may not be an economic burden on the students and the educational environment in the school.

Study of academic achievement of government aided and private schools students at secondary level

In order to evaluate hypothesis 2 related to Objective (2), t-test was used on the students of government aided and private secondary schools in class X, whose details are shown in Table No. 2.

Table No.2

Comparative study of educational achievement of students of government aided and private schools at secondary level

Variable	Students of government aided secondary schools			Students of private secondary schools			t-value
	N	M	SD	N	M	SD	
Academic Achievement	50	49.62	7.54	50	42.14	8.34	4.70*

Significant at 0.01 level

The analysis of Table-2 above shows that the t-value obtained for finding significant difference in educational achievement of students of government aided and private secondary schools is 4.70. The value of t is significant at 0.01 level. Hence hypothesis (2)- "There is no meaningful difference in the academic achievement of students of government-aided and private schools at secondary level" is rejected. Thus from the observation of the academic achievement of the students of both types of secondary schools, it is found that the educational achievement of the students of government aided schools at secondary level is significantly higher than the students of private schools.

Conclusion

The main objective of any research is to obtain conclusions related to the research problem. In fact, conclusions are the result of research, which are obtained on the basis of analysis of the data collected. In the context of research objectives and hypotheses, the findings of the study are as follows: -

1. A significant difference was found between the academic satisfaction of students of government aided and private secondary schools, which proves that there is a significant difference in the educational satisfaction of students of government aided and private schools at secondary level. Thus the educational satisfaction of students in government-aided secondary schools is significantly higher than that of students in private secondary schools.
2. A meaningful difference was found between the mean of educational achievement of students of government aided and private schools at secondary level. Thus the educational achievement of students of government aided secondary schools is significantly higher than that of students in private secondary schools.

Educational Implications

1. The findings of this research are sufficient to open the eyes of parents and functionaries of private secondary schools, who believe that the level of teaching, educational achievements of students, physical resources and educational satisfaction in government aided secondary schools, are private matter. These findings provide hints to the functionaries of private secondary schools to improve the quality of their schools.
2. The findings of the research motivate the stakeholders of government aided secondary schools and private secondary schools to provide qualified and trained teachers, proper educational administration, physical resources and facilities as per standard for the educational satisfaction of the students of these schools. This will help students in achieving their academic goal.

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