

## School Satisfaction among School Students

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### Abstract

School effectiveness is the extent to which a adolescence is satisfied with his school facilities , environment ,teachers , students , the teaching learning process and also include some management aspect also. The interest of the adolescence in general reading material other than school text book is considered as an essential factor in the development of their general knowledge. The general reading is also a recreational activity which contributes to good mental health. It is a school is effective in all these things the level satisfaction of adolescence will be high. Generally it is seen that the climate of government school do not suit the student due to some reasons in comparison to non-government schools.

In this research, the main objective was to compare the satisfaction level of adolescence belonging to government and non-government schools.

On the basis of the findings it has found that there is no significant difference between school satisfaction of government and non-government high school students. It has been found that there is no significant difference between school satisfaction with the students of government and non-government schools.

**KEYWORDS:** Student Satisfaction, Government and Non Government schools

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### Introduction:

Adolescence is the transitional period between childhood and adulthood adolescence encompasses the physiological changes of puberty the rapid development of the child into an adult capable of sexual puberty underlies adolescence. Concurrent psychological and social changes contribute to make adolescence a crucial development stage.

The findings provide important evidence of the role of early adolescents' life satisfaction in their engagement in schooling during the important transmittion grades between elementary and high school. The findings also help extend the positive psychology perspective to the relatively neglected context of education.

The word 'adolescence' comes from the Latin word 'adolescence' which means 'to grow' so the essence of the word adolescence is growth and it is in their sense that adolescence represents a period of intensive growth and change in nearly all aspects of a child physical ,mental, social and emotional life. Adolescence has been described by 'Stanley hall' as "the period of storm and stress o human life."

Adolescence is an age of opportunity. Young people are resourceful, courageous and well aware that their future depends not only on what we can do for themselves and to the society they live in climate change is an excellent example. Adolescents in developing

countries climate change are providing to be the most effective advocates for addressing the issue, as evidenced by youth.

Adolescence is a time of discovery, a time to try new things. It can be anything from new sports to new friends to drugs. Sports are usually good for a young teen; it keeps them occupied and develops a stronger self. Growing up as a teen can be end usually is pretty stressful.

- **Satisfaction:**

The measurement of student satisfaction can be useful to post secondary institutions ,to help them to pinpoint their strength and identify areas for improvement .satisfaction rating go beyond teaching assessments ,which have a narrow facts, to include broader aspects of the student learning experience . To grasp the complexity of that learning experience, it is not enough to know the degree to which students are satisfied, it is important to understand the factors that contribute to student satisfaction.

First of all, it is necessary to define the notion of satisfaction and especially student satisfaction. Satisfaction a fulfilment of need or desire, the pleasure obtained by such fulfilment. Satisfaction is the feeling of pleasure or disappointment attained from comparing a product's perceived performance in relation to his or her expectations. If the performance falls short of expectations, the customer is dissatisfied .If the performance matches the expectations, the customer is highly satisfied or delighted.

Student satisfaction is a continually changing construct in the higher education environment due to repeated interactions. It is a dynamic process that requires clear and effective action as a result of an institution listening to its students. Student satisfaction is a complex construct influenced by a variety of characteristics of students and institutions. Student satisfaction is an overall response not only to the learning experience of a student.

- **Objective of the Study:**

- To compare the school satisfaction of government and non-government high school students.
- To compare the school satisfaction of government and non-government high school students.
- To compare the school satisfaction regarding with the students of government and non-government schools.
- To compare the school satisfaction regarding with the syllabi and text book of government and non-government schools.
- To compare the school satisfaction regarding with the teachers of government and non-government schools.
- To compare the school satisfaction regarding with the school plants of government and non-government schools.

### **Hypotheses of the study:**

- There is no significant difference between school satisfaction of government and non-government high school students.
- There is no significant difference between school satisfaction with the students of government and non-government schools.
- There is no significant difference between school satisfaction with the syllabi and text book of government and non-government schools.
- There is no significant difference between school satisfaction with the teachers of government and non-government schools.
- There is no significant difference between school satisfaction with the school plants of government and non-government schools.

- **Plan and Procedure:**

Design of the study is an essential part of a research project, because design provides a picture of what and how to do the work before starting it has been determined from time to time that a suitable research design guards against the collection of co-relevant data and gives more economy so in any research project. Design provides the researchers a blue print of the research, dictates the boundaries of the project & helps in controlling the experimental, extraneous error, variances of the problem under investigation.

- **Procedure:**

The first thing in such investigation was to procure the data in each of the two variables separately but it could be done with the help of appropriate & reliable data gathering devices i.e. Appropriate rating scale which could give dependable data.

The present study is based on the survey method in order to find “A comparative study of youth problems of rural and urban areas at senior secondary level.”

- **Sample:**

The sampling will consist of 100 students (50 from government school and 50 from non – government schools). These 100 students will be selected on random bases.

- **Statistical techniques:**

Mean and Standard Deviations

T-Test to compare the school satisfaction of government and non – government areas

- **Tool Used:**

The investigator will be used **SASSI** (Sharma’s adolescents school satisfaction inventory) developed by Mrs. **Meenakshi Sharma**.

**Analysis and interpretation of data:**

**Objectives - 4.1:**

To compare the school satisfaction of government and non – government high school students.

Students satisfaction	Mean	Standard deviation	't'-test	Level of significance at 0.05
Government school	38.785	3.9429	.0454	Not Significant
Non – government school	37.57	7.8051		

**Table 4.1**

**Interpretation:** It is observed from table 4.1 that t-value is .0454 which is not significant at 0.05 level. Thus null hypothesis “There will be no significant difference between “school satisfaction of government and non – government high school student” is accepted. This shows that there is no difference between school satisfaction of government and non – government high school student at 0.05 level of significance.

**Objectives - 4.2:**

To compare the school satisfaction regarding with the students of government and non – government schools.

Satisfaction with students	Mean	Standard deviation	't'-test	Level of significance at 0.05
Government schools	41.5	3.924	.0432	Not significant
Non- government schools	39.78	5.031		

**Table 4.2**

**Interpretation:** It is observed from table 4.2 that t-value is .0432 which is not significant at 0.05 level. Thus null hypothesis “There will be no significant difference between “school satisfaction regarding with the students of government and non – government schools” is accepted. This shows that there is no difference between school satisfaction regarding with the students of government and non – government schools at 0.05 level of significance.

**Objectives - 4.3:**

To compare the school satisfaction regarding with the syllabi and text book of government and non – government schools.

Satisfaction with Syllabi and text book	Mean	Standard deviation	't'-test	Level of significance at 0.05
Government schools	35.9	3.275	.1927	Not significant
Non -government schools	37.5	6.851		

**Table 4.3**

**Interpretation:** It is observed from table 4.3 that t-value is .1927 which is not significant at 0.05 level. Thus null hypothesis “There will be no significant difference between “school satisfaction regarding with the syllabi and text book of government and non – government schools” is accepted. This shows that there is no difference between school satisfaction regarding with the syllabi it and text book of government and non – government schools at 0.05 level of significance.

**Objectives - 4.4:**

To compare the school satisfaction regarding with the teachers of government and non-government schools.

Satisfaction with teachers	Mean	Standard deviation	't'-test	Level of significance at 0.05
Government schools	40.3	2.7124	.04804	Not Significant
Non- government schools	37.76	8.1805		

**Table 4.4**

**Interpretation:** It is observed from table 4.4 that t-value is .04804 which is not significant at 0.05 level. Thus null hypothesis “There will be no significant difference between “school satisfaction regarding with the teachers of government and non – government schools” is accepted. This shows that there is no significance difference between school satisfactions regarding with the teachers of government and non – government schools at 0.05 level of significance.

**Objectives - 4.5:**

To compare the school satisfaction regarding with the school plants of government and non- government schools.

Satisfaction with school plants	Mean	Standard deviation	't'-test	Level of significance at 0.05
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Government schools	37.38	3.1545	.1901	Not Significant
Non- government schools	35.24	9.882		

**Table 4.5**

**Interpretation:** It is observed from table 4.5 that t-value is .1901 which is not significant at 0.05 level. Thus null hypothesis “There will be no significant difference between “school satisfaction regarding with the school plants of government and non – government schools” is accepted. This shows that there is no significance difference between school satisfactions regarding with the school plants of government and non – government schools at 0.05 level of significance.

• **Findings:**

On the basis of the analysis and interpretation of data, the main findings are given below-

On the basis of the findings it has found that there is no significant difference between school satisfaction of government and non-government high school students. It has been found that there is no significant difference between school satisfaction with the students of government and non-government schools.

- There is no significant difference between school satisfaction with the syllabi and text book of government and non-government schools.
- Study also find out that there is no significant difference between school satisfaction with the teachers of government and non-government schools.
- There is no significant difference between school satisfaction with the school plants of government and non-government schools.

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