CHAPTER 6
DISCUSSION
CHAPTER 6: DISCUSSION

6.1 INDEPENDENCE OF FACTORS OF CONTENT, CONTEXT AND PERSON

Halpern (1966), Saleh and Grygier (1969) and Saliman (1970) reported that content factors correlated positively among themselves. They explained that this was so because of the characteristics of content factors. Content factors stem from work itself, and a logical corollary of it was that if work itself was challenging and interesting, it led to increased opportunities for learning and recognition. This, in turn, enhanced the likelihood of advancement. Similar trend emerged from the present study in that most of the content factors were found positively correlated. The results did not support the hypothesis of no significant relationships among content factors.

Factors of cognitive skills, non-cognitive skills, education itself, teacher competence, personal growth and recognition, all were intrinsic in nature. The activation of one factor facilitated the functioning of others to differential degrees. The cognitive and non-cognitive skills showed a course of simultaneous development. Students who were desirous of learning, academic skills, successfully completing work, obtaining
good results, developing creative abilities by opting for challenging courses, were also likely to participate to an increased degree in extra-curricular activities like sports, drama, etc.

Recognition was found to be associated with personal growth, meaning that if students felt rewarded in their efforts it will encourage their effective engagement in studies, and enhance self-confidence.

The context factors showed low positive interrelationships in general, except two, namely college policies and interpersonal relationships (Table 6). This implied that if colleges pursued sound policies of administration and evaluation, students would have more trust in teachers and administration, and thus reduced chances of acrimonious relationships.

The consistently low relationship of college policies to college environment, job opportunities and status indicated that the effect of college policies was only marginal. Most of the context factors were extrinsic in nature and were affected by extraneous variables in the social conditions. The college, if well-off financially, may be able to provide better physical setting, good library and space facilities to students, but the importance of these diminished over time.
Of course, low and insignificant relationships among context factors had also been reported by Armstrong (1971), who traced those to environmental characteristics. To him an enhancement in job security was not necessarily accompanied by increased satisfaction of other context factors like working conditions. Each context factor meant different things to different people in different settings. The results of the present study to a substantial extent supported the hypothesis of no significant relationships among context factors.

Rao (1973), and Hubert, Holley and Armanakie (1974) noticed in their studies positive correlations among content and context factors. Rao found that out of 42 possible correlations between content and context factors, the number of positively significant correlations ($p < .05$) was 36 (85%). Results of this also revealed some significant correlations and thus only partly confirmed the hypothesis that no significant relationship will exist between content and context factors. The positive correlations between content and context factors suggested the possibility of overlapping variance in the two domains. This was, theoretically expected as two types of factors related to institutions. Context factors, perhaps, served as sufficient conditions...
for the operation of the content factors. Actin (1968) had noted that student's achievement was affected by institutional characteristics. Ramsden (1979) observed that student's perception of college environment significantly affected their learning.

As expected, job opportunities correlated only nominally with content factors, indicating that job opportunities had its base in the larger social system and stimulated student learning only slightly. Status and interpersonal relationships were the dominant correlates of content factors, which, in fact, reflected the position of educated youth in the society because of which they tried to sustain in the system.

The two demographic factors parent's educational status and father's occupation and income status correlated positively with each other, suggesting that highly educated parents tend to have a higher occupation and economic status (Table 15).

Parent's educational and father's occupation and economic status did not correlate significantly with achievement values. Students coming from better educated and higher economic status families may possess a high degree of achievement need, but its cultivation needed serious efforts.
Parent's educational status correlated positively with the factor of distrust in people. This implied that students coming from less educated homes suffered deprivation of opportunities of identification with successful authority. The negative correlation between parental education and affirmative-negativism and duplicity indicated that students coming from educated homes possess an unconventional attitude towards societal norms, are not impulsive and trust the people. Interestingly, father's occupation and income status correlated negatively with traditional-moralism. This implied that economic status of father determined the nature of student's attitude. Also, the occupational status of family affected development of interpersonal skills (low positive correlation with affirmative negativism).

Traditional moralism correlated positively to factors of discipline orientation, affirmative-negativism, duplicity and distrust in people. It appeared that students who were not traditional/conventional towards societal norms can be more rational, disciplined, morally upright and more effective in dealing with interpersonal candor. Students having weak ego controls on the other hand, may lack interpersonal candor and may be governed by the trait of morality. The low negative correlation between
distrust in people and discipline orientation suggested that the trait of dishonesty might discourage from being morally right.

The factor of sense of devotion to work correlated positively to factors of determination vs. fantasy, identification with successful authority, maintenance for self-respect, ego ideals, and desire for achievement. This suggested that student's own involvement and commitment to work should enhance his desire to be successful, to be a recognized authority and desire to do better than others. This would decrease his conscious fear of failure. Satisfaction in undertaking difficult tasks will help them grow self-confident and earn self respect. The desire to do well for building personal reputation and be a model for others may also be an intrinsic source of inspiration for doing best in activities.

Weinstock (1964) and Singhal (1978) indicated that Machiavellianism was positively associated with achievement values. The results of the present agreed with above study in that factors of Machiavellianism correlated positively with the factors of achievement values. The identification with successful authority was related to discipline orientation, meaning that students with a strong desire to do things better than others and to be recognized authority
were also more disciplined. Distrust in people did not emerge as a correlate of identification with authority, maintenance for self respect and achievement.

The present study did not confirm the hypothesis of no significant relationship among factors of demographic characteristics, personality orientation and achievement values. Students coming from better homes tend to possess a desire to compete successfully with a standard of excellence and in fact a higher score on achievement value may be interpreted as higher ability to manipulate a characteristic of the Machiavellian personality orientation.

6.2 PREDICTION OF ACADEMIC SATISFACTION

6.2.1 PREDICTORS: FACTORS OF CONTENT

Cognitive skill was the most important factor in predicting academic satisfaction, as it alone accounted for 17 per cent of total variance (Table 16). When cognitive skill was entered with education itself and teacher competence, a significant increase occurred in R to the level that this accounted for 26 per cent of variance. This led to the rejection of the hypothesis that content factors will not predict academic satisfaction significantly.
Amir and Krausz (1974) and Holdaway (1978) investigated the factors of satisfaction in academic setting. Results indicated a stronger relationship between overall satisfaction and content factors of achievement, recognition and intellectual stimulation. It appeared from the present results that students' will feel more satisfied if the content factors could be strengthened.

Teachers' positive attitude and involvement into educational programmes, if increased, may provide students greater academic satisfaction through their participation in challenging courses, and work/interact with intellectually stimulating study groups. Studies by Starr, Betz and Menna (1972), Bayer (1975) and Clark et al (1976) mentioned that students' derived satisfaction from curriculum, method of teaching, feeling of acceptance by others, students and teachers, quality of education and teacher competence. Bayer (1975) reported that students' satisfaction was contingent on curriculum, staff competence, quality of instruction and course offerings.

In settings other than academic content factors were noted to be good predictors of satisfaction by Herzberg (1959), MacRae (1972), Schneider and Locke (1973), Ghadially and Jhawle (1976), Harlan, Kerr and Kerr (1977). Naimon and Ronen (1979) observed that factors of achieve-
ment, responsibility, and advancement of work itself contributed to feeling of satisfaction.

6.2.2 PREDICTORS: FACTORS OF CONTEXT

College policies and practices emerged as the most important factor in predicting satisfaction (Table 17). A further addition of college environment, status, job opportunities and interpersonal relationships increased the predictibility of satisfaction as it explained 26 per cent of variance.

ICMR (1972), Eisenman (1976), Hartnett and Katz (1977) reported that factors of college building, students' relationships with faculty and administration, functioning of the college, examination discipline, students' welfare service; and method of assessment; location of institution all contributed to students' satisfaction significantly. Jindal (1977) observed that students derived satisfaction from peers, faculty and administration of the college. Also, in this research, the college environment proved to be a significant motivating factor for those students who desired to learn and grow. The college environment by providing good conditions for the social and psychological growth helped cultivate intellectual leadership and search for knowledge. The faculty, curriculum, library,
academic activities, financial resources, type of student teacher ratio constituted the significant aspects of college environment influencing the students' satisfaction.

Healthy and friendly interpersonal relationships among students and teachers promote cooperativeness and teamwork and lead to the feeling of satisfaction. Student's participation in different social activities inculcate in them self-confidence and feelings of social adequacy. Better job opportunities in the society may act as motivator and increase the satisfaction significantly. It appeared to be more important in the socio-economic conditions of the Indian society that job opportunities could reinforce student's satisfaction, since larger number of students perceived higher education as a means of getting the job.

Context factors like interpersonal relationships, salary, supervision, working conditions contributed to satisfaction significantly in studies of Rothe (1968), Rao (1973), Harris and Locke (1974), Weaver (1975), Suteria (1976) and Reddy (1976). The present results did not support the hypothesis that context factors will not predict satisfaction significantly.

6.2.3 PREDICTORS: FACTORS OF CONTENT AND CONTEXT

When content and context factors were entered together into the model of step-wise regression analysis
(presented in Table 18) it appeared that cognitive skills (content factor) and college policies (context factor) predicted satisfaction quite significantly. A further addition of factors of education itself, teacher competence, college environment and status led to an increase of R to significant level so as to account for 30 per cent of total variance. Evidently, the development of academic skills, creativity, competence and confidence among students needed an environment which placed value on these factors. If students participated in college policies related to designing the courses, content of curriculum, method of instruction and distribution of courses, students' could have equal involvement in making policies successful. Students' interaction with teachers as well as with students themselves is important in sharpening their cognitive skills. Levine and Weitz (1968) reported that factors like independent thinking and action, voice in department policy and instructor student discussion contributed to student satisfaction.

It was quite possible to visualize that despite of healthy and democratic college policies and cooperative relationships among teachers and students, lack of prospective employment opportunities will cause dissatisfaction.
tion among students, affect their enthusiasm to learn the skills and the spirit of competitiveness negatively. This pointed to the need of keeping in view that satisfaction was a multidimensional concept and attention should be focussed on a multitude of factors at the same time.

The results of present study were in agreement with the findings of Wernimont (1966), Lahiri and Srivastava (1967), Rao (1971) Iannone (1973), Ronen (1977), Agrawal (1978), and Nenon, Viswanathan and Balasubramaniam (1978). These studies indicated that both content and context factors contributed to satisfaction. Rao and Sohal (1978) also found that factors of recognition, achievement, work itself, working conditions, contributed to the feelings of job satisfaction. This suggested that there was need to emphasize both content and context factors. The context, in which a variable is embedded must be taken into account in terms of its relevance for the operation of content factors.

Investigators had observed that some content and context factors were unique to populations and social settings. Smith and Kendall (1963) had suggested that satisfaction is an absolute outcome but relative to the alternative available to the individual. Amir and Krausz
(1974) observed that academic satisfaction is a flexible and less stable attitude. This appeared to be reflected in the overlapping variance of content and context factors in this study. The two types of factors together proved to be better predictors than anyone taking singly. Results thus did not support the hypothesis that content and context factors together will not predict students' satisfaction.

6.2.4 PREDICTORS: FACTORS IN THE PERSONAL DOMAIN

Interestingly, in this study factors of demographic characteristics, did not predict academic satisfaction significantly (Table 19). Even after these factors were entered with factors of achievement values, and personality orientation, there was only little increase in $R$. Apparently differences in background characteristics, desire to do work successfully, to do things skillfully, do not lead to significant differences in students' satisfaction in the existing system which favoured performance over satisfaction. In his research over a group of teachers, Mehta (1972) found that teachers having high need for achievement were in fact less satisfied in the educational system than teachers having low need for achievement. Results of the present study
also indicated that students higher on achievement values were less satisfied than those who had low achievement values. Shrivastava (1978), also reported an insignificant relationship between the job satisfaction and extraversion-neuroticism.

6.2.5 PREJILITORS: FACTORS OF PERSON AND CONTENT

Results of the stepwise regression analysis using personal and content factors together indicated that content factors and demographic characteristics predicted satisfaction significantly (Table 20). When these factors were re-entered with achievement values and personality orientation, the predictability of satisfaction remained almost same. Perhaps the socio-economic background influenced student's satisfaction differentially via desire for self-actualization. Students coming from higher socio-economic status might give more importance to satisfaction of the higher order needs (content factors), since they already have a favourable context assured to them, which is not there for students of lower socio-economic backgrounds. The results suggested that a student coming from better educated home was likely to display a higher achievement motivation because of the competitive atmosphere of home and skill to do things skillfully.
Horstain (1977) found that students who reported varying degree of satisfaction with their academic programmes tend to have different educational orientations. Dissatisfied students did not receive the type of education they desired in terms of purpose. Support for the relationship between student's educational orientation and their degree of satisfaction had also been reported in studies of Sherrick, Davenport and Collins (1971), Saleh (1972), Walsh and Lewis (1972), Osipow (1973), Walsh (1974), and Spokane (1979). The results of present study did not support the hypothesis that personal and content factors together will not predict satisfaction.

6.2.6 PREJCTIONS: FACTORS OF PERSON AND CONTEXT

The use of personal and context factors together indicated that factors of college policies and practices, college environment, status, job opportunities and interpersonal relationships, parent's educational status and father's occupation and income status, were important in predicting satisfaction (Table 21). Again, addition of factors of achievement values and personality orientation showed only a negligible increase in \( R \).

As expected, the college environment was affected by students socio-economic background. It was the type
of students in terms of different background orientations which will determine the form and type of pressures/challenges in the college environment.

William (1967), Holland (1968), Morrow (1971), Dotz, Wenne, Starr and Klingensmith (1971), Wiggins (1976), Wioner and Klein (1978) and many others reported that congruency between person and environment contributed to satisfaction significantly. Smart (1975) observed that satisfaction was related to similarity of personality type with the environment. Nafziger et al (1975) also found student-college congruency was related to satisfaction significantly. If the students felt college environment congruent to their background characteristics they experienced more satisfaction and underwent less strain.

The results of the present study suggested that a student will be more satisfied if he chose a college with a student population similar to his background characteristics. To this extent, results did not confirm the hypothesis that the context and personal factors together will not predict student satisfaction significantly.

Although results indicated that entering of context factors and background characteristics along with the factors of achievement values and personality orientation,
did not raise predictability much, it did not imply that factors of achievement values and personality orientation were unimportant. It pointed out, perhaps, to some of the implicit problems of measures of methodology adopted, to be taken care of in future research. College students are capable of verbalizing their motivations and preferences but they can also respond under apprehension.

6.2.7 PREDICTORS: FACTORS OF CONTENT, CONTEXT AND PERSON

Three sets of factors were important in predicting satisfaction, and interacted with each other. The quality of college environment influenced educational contents and in this, the role of student’s characteristics remained important.

The type of students, a college attracted was an important determinant of the type of college output as well as student satisfaction. Student’s personal characteristics played an essential role in shaping and moulding the type of college experiences they desired and directed educational behaviour. These were, however, rooted into college effects. While students with favourable home background, personality traits, and high achievement values may derive more satisfaction from a favourable
content, it is also likely that a student had favourable institutional background and good personality and was stimulated to gain knowledge which led to greater satisfaction. This needs to be tested in future research using a moderator variable model of regression analysis.

Personal characteristics of students determined their involvement into educational activities suggesting the need to strengthen content, context aspects of educational programmes simultaneously to promote satisfaction. Satisfaction arising from the content and contextual aspects of work as well as individual variables was reported by Jarapur (1978), and Bartol (1979). Szusa and Vermillion (1975) reported that self-actualization was related to the attribution of satisfaction to both content and context factors. The present study differed from findings of Dake and Sutaria (1978) who observed only weak relationships between achievement motivation and content-context factors.

Results did not support the hypothesis that content, context and personal factors will not predict student satisfaction significantly. It appeared that a global and integrated approach was essential to understand and predict student satisfaction. The operational effectiveness of content factors will be contingent both on context and personal factors.
6.2.8 PREDICTORS: FACTORS OF CONTENT, CONTEXT, PERSON AND PERFORMANCE SCORE

Dyar and Parker (1975), Jacobs and Solomon (1977), White et al. (1977) stated that rewards were reinforcers of satisfaction, but the present results did not support their observation. If the task was intrinsically meaningful, it was satisfying irrespective of performance reward. Better environmental conditions were effective in enhancing satisfaction only marginally better if performance was valued.

Content and context factors need to be given equal importance, since the reward system based on content factors will be effective, if and only, if context factors were facilitative. High performance if rewarded in terms of better home and college inducement, did not contribute to satisfaction significantly. The results contradicted the available findings of Hackman and Lawler (1971), Greenhaus and Badin (1974), London and Klimoski (1975), Kim and Hammar (1976).

The present study suggested that the need for achievement and socio-economic conditions did not operate as important moderator variables in performance-satisfaction relationship. Similar finding was reported by Dipboye et al. (1979) that self-esteem was not a reliable moderator of the performance-satisfaction relationship. Results
confirmed the hypothesis that personal factors and performance will not predict satisfaction significantly.

If student performance was rewarded in terms of instituting educational courses congruent with students' personal characteristics, it could enhance satisfaction. To this extent, this observation was similar to findings of Hall (1976) and Gould (1979) in that an increase in job complexity resulted in higher challenge. Students could also be provided college environment similar to their personality orientation, background characteristics, to help them perform better. This helped promote satisfaction significantly. Holland (1963) and Walsh et al (1976) reported that students in congruent environment were more satisfied, more stable and experience greater success than the incongruent environment.

6.3 PREDICTION OF STUDENT PERFORMANCE

6.3.1 PREDICTORS: FACTORS OF CONTENT

The present study supported the hypothesis that content factors had no significant contribution made to performance (Table 24). Results supported the findings of Orpen (1976) who reported insignificant differences in academic achievement and self actualization (content factors).

Results differed from studies of Jerry, and Wilson (1971), Creager (1974) who studied college students.
They found that academic achievement was positively related to content factors, while it was negatively related to context factors. Quality of teaching affected scholarly productivity.

6.3.2 PREDICTORS: FACTORS OF CONTEXT

Sanford (1962), Alwin (1974), Rao (1975), Katz and Hartnett (1976), Pascarella, Jenson and Hibel (1978) reported that college environment (which included better faculty, curriculum, library, financial, laboratory, etc.) influenced the academic performance significantly. Alwin (1974) observed gross differences among colleges on the achievements of their students, but when these were adjusted for prior differences in composition on important selection/recruitment factors, the differences were reduced. Ramadan (1979) reported the effects of organization of curricula, teaching and assessment on student learning. The degree to which students feel that their teachers provide facilitant atmosphere for learning emerged as an important factor.

The results of the present study were in line with these studies. College policies and practices was found to be an important factor in influencing student performance (Table 25). It accounted for approximately 6 percent of total variance. When factor of college policies
and practices was entered with college environment, status, job opportunities and interpersonal relationships, improvement in its prediction was negligible. This might be because the college policies had an overwhelming role in determining the environmental conditions. Equal distribution of financial resources is highly essential prerequisite to hire better faculty and physical setting could contribute more to learning environment and in turn better performance.

Results did not confirm the stated hypothesis that there will be no significant contribution made by context factors to performance. In fact, context factors predicted performance better than content factors. This finding was in contradiction to the Herzberg's (1959) content-context theory, which stated that content factors predicted performance better than the context factors. To Herzberg, it was satisfaction of self actualization factors, which motivated workers to produce more, as these were higher order needs. Conversely, the present results demonstrated that unless the environment was conducive to learning students will not perform better. The limited job opportunities act as a press on students to do well in the examination. The results of these being the main criterion for getting entry ahead. The mere desire to learn skills or to develop confidence was not sufficient to sustain in the system and student must perform well.
6.3.3 PREDICTORS: FACTORS OF CONTENT AND CONTEXT

Entering of the content and context factors together in the regression equation simultaneously re-affirmed that cognitive skills and college policies predicted performance optimally (Table 26). Schwab and Cummings (1970) found that in favourable sequences both content and context factors were found to be significantly associated with positive performance effects. Kehoe and McFarland (1975) and Reilly (1976) also observed the importance of content-context factors in performance. They reported that factors like independence, critical facilities, research and experimentation, overcrowding in classes, enthusiasm and defective college education affected student's academic performance significantly. Results did not confirm the stated hypothesis that content and context factors together will not contribute to performance significantly.

6.3.4 PREDICTORS: FACTORS OF PERSON

The demographic characteristics did not emerge significant in predicting performance (Table 27). This suggested that parents' educational status and occupation and income status did not necessarily result in better performance. Results failed to support the findings of
De and Priya (1972), Hewitt (1972), Wright and Bean (1974), and Nagpal and Vig (1975), who indicated that students coming from higher socio-economic background performed better than from low socio-economic group. The high performer in general had father who was better educated and who had professional, executive and managerial occupations. The fathers of low performers were represented in business class.

When demographic characteristics were entered with achievement values, these predicted performance somewhat better. Students coming from educated and professional family identified themselves/their parents as with successful authority, and act aspiration for higher goals. Mukherjee (1968), Entwistle and Entwistle (1970), Rawell and Ronner (1975), Kumamarsh (1976) and Dubey (1977), reported positive relationships among academic achievement and need for achievement, introvert extrovert personality and socio-economic status. Shama (1978) reported that socio-economic status was associated with under achievement. Unrealistic level of aspiration affected academic achievement. Srivastava and Saxena (1979) found that successful students were less anxious and extrovert than unsuccessful.
The demographic characteristics and personality orientation predicted performance marginally. Parental occupation correlated with the personality orientation of students in the sense that high parental occupation may provide skills in seeking and making gainful use of the exploitative opportunities.

Weinstein (1964) reported that individuals high on Machiavellianism performed better than those who were low. In this research, three factors of achievement values and personality orientation predicted performance quite significantly. Students high on achievement motivation and high on Machiavellianism will perform better than those who score low. This may be because the probability of successful endeavour can be increased by the students desire and ability to manipulate. Students with low achievement motivation would have little to gain by employing manipulation tactics and would therefore be low in Machiavellianism.

Smith (1976) reported that high Machiavellians tend to be low in achievement motivation while low Machiavellians tend to be high on it. The results indicated that high Machiavellians possessed the necessary interpersonal skills to satisfy their achievement aspirations, whereas low Machiavellians consistently failed to attain their achievement goals and the consequent frustration.
leads to progressively higher levels of achievement motivation. Different from these findings, in this research students high on Machiavellianism and achievement values performed better. Perhaps the aspiration level increased the ability to do things more skillfully and affect the performance significantly.

The demographic characteristics, achievement values and personality orientation together predicted performance significantly better than each taken separately. No research evidence could be identified utilizing all three of the variables which could support/disprove these findings, yet it appeared meaningful in identifying and explaining the role of achievement values, socio-economic status and personality orientation in performance.

6.3.5 PREDICTORS: FACTORS OF PERSON AND CONTENT

Content factors and demographic characteristics predicted performance significantly, suggesting the possibility of interaction effects. When achievement values and personality orientation were also entered, the multiple $R$ increased. Hayes (1974), Tobar and Hackman (1976) found that needs of academically successful students were in accord with intellectual de-
mands of college. Steers and Spencer (1977) also reported that high achievement oriented subjects were stimulated by tasks challenging in nature and performed better.

To a certain extent, student's socio-economic status determined the need for achievement values, and the two together regulated his capacity to manipulate interpersonal relationships and his self-actualizing behaviour. Both the personal and context factors together predicted performance, however, only marginally better than done singly.

6.3.6 PREDICTORS: FACTORS OF PERSON AND CONTEXT

Context factors along with demographic characteristics helped predict performance (Table 29). A student's adjustment to college environment depended on his background and functioned as an intervening variable between his capacity and academic achievement. A match between student and his environment should, therefore, result in better performance. Nilsson and Moos (1978) found that students whose need for achievement were congruent with the press of their classes did better academically.

Studies by Holland (1965), Astin (1968), Welsh and Hanle (1975), Boyd (1976), Wiggins and Moos (1979)
also suggested the interaction between personal characteristics and college environment in predicting performance. The results did not support the hypothesis that personal and context factors will not contribute to performance significantly.

6.3.7 FACTORS OF CONTENT, CONTEXT AND PERSON

Content, context and personal factors together accounted for 10 per cent of variance in predicting performance (Table 30).

The consistency between students' personal characteristics, contents of education and environment could manifest greater performance through interaction effects. College could utilize students characteristics and initiate students' efforts to perform well in numerous ways.

Sutaria (1979) indicated that effects of content and context factors were associated with personality characteristics, suggesting individual differences in adjustment and performance. High achievers showed better performance and low achievers showed more mental problems. Results of the present study were in line with the above study in that content, context and personal factors jointly predicted the performance better
than any factor taken singly (Tables 24, 25, 27 and 30). The differential in students' characteristics determined the reactions to content and context factors and affected their performance differentially. Results did not support the hypothesis that there was no significant difference in the contribution of content, context and personal factors to performance.

6.3.8 PREDICTORS: FACTORS OF CONTENT, CONTEXT, PERSON AND SATISFACTION

As expected, inclusion of satisfaction along with factors of content, context and person did not improve multiple R significantly (Table 31). This did not support earlier findings of Doll and Gunderson (1969), Hoyt (1973), Barrow (1973), indicating that satisfaction of content factors contributed more to performance. Kazans (1978) found that workers who were content value oriented seemed to be more satisfied with their jobs and were more productive than those who were context value oriented. The marginal increase may be interpreted as indicative of the possibility that student performance can be enhanced if students feeling of self-actualization was satisfied. Content factors representational internalized feelings and satisfaction came perhaps from inner desire to learn and to grow.
Satisfaction derived from context factors congruent to students' characteristics contributed to performance. Students will perform better if college provided courses similar to students' personality or background characteristics, resulting in greater satisfaction.

Umstat, Bohi and Mitchell (1976), Steers and Daniel (1977), and Ahmed and Halim (1979) reported that ability, self-esteem, and growth need strength moderated the effects of satisfaction on performance. Results of the present study also indicated that satisfaction of content, context factors was contingent on students' characteristics and these perhaps acted as moderators.

6.4 ACADEMIC SATISFACTION AND STUDENT PERFORMANCE RELATIONSHIP

A 2 x 2 contingency table for satisfaction and performance scores (Table 32) indicated that 75% of the students performed high irrespective of their level of satisfaction. The chi-square value was found to be significant above 5 per cent level, suggesting significant differences among students high or low by satisfaction and performance. Of 75% highly performing students, 36% were low on satisfaction. This indicated that performance was not necessarily a cause of satisfaction and vice-versa. An increase/decrease in one led to a nominal
increase/decrease in other but the shifts did not show a monotonic relationship. The two could be conceptually distinguished yet as a behavioural outcome of high probability existed of overlapping results.

Lawler and Porter (1967) observed that performance can influence satisfaction under conditions where it leads to rewards either in terms of content or context. As the amount of reward received increases, satisfaction increases. Kesselman, Wood and Hagan (1974), Baird (1976), Gould and Hawkins (1979) indicated that when rewards either in terms of pay or promotion were contingent on performance, performance satisfaction relationship was positive. Locke (1976), Maher (1971) and Orpen (1979) stated that satisfaction was primarily a result of performance.

The nature of task will determine the efforts and the intrinsic rewards are closely tied to performance. Satisfaction of these should be more closely related to
performance than the satisfaction with other kinds of rewards. Results of this research indicated performance was largely determined by individual efforts to obtain organizational outcomes, while satisfaction was a function of outcome actually received. The relationship between satisfaction and performance could be stronger than is of now, if the education provided to students enhanced their academic skills and knowledge. Reinforcing of content factors was related to individual characteristics and the context.

Weinous (1974) stated that the performance-satisfaction relationship was contingent upon content-context reward system. Similarly a higher level of performance can be reinforced if that better performance will lead to better jobs. The performance will therefore, indirectly relate to satisfaction. Locke (1970) argued that satisfaction may be a result of performance, since good performance may lead to rewards, which in turn lead to satisfaction.

Herzberg’s (1959) also stated that productive workers were those that were more satisfied. The result of the present study suggested that Herzberg type relationship between satisfaction and performance may hold true for industrial setting, only, where workers if not
satisfied may not produce more. In educational setting, situation was different. Satisfaction of content factors was not given much importance. One tried to perform better for better future prospects, as future depended on the effective performance in the examination rather than on satisfaction.

6.5 VARIATIONS IN PERCEPTIONS OF FACTORS OF CONTENT, CONTEXT, PERSON, ACADEMIC SATISFACTION AND PERFORMANCE BY COLLEGE TYPE, SEX AND CURRICULUM

6.5.1 BY COLLEGE TYPE

In this research the type of college did not affect students' desire to grow intellectually, personally and socially. Students who were intellectually capable and sufficiently motivated to learn, should certainly prove more efficient in a good institution, but they may do as well in an average or poor college. It is the type of students ultimately who will determine the type of institution and nature of its output. A good college did facilitate the functioning of content factors, but it was no substitute for motivation to learn. Holland (1957) stated that highly productive colleges attracted highly motivated students. Astin (1962) reported that the very college, whose education appears to be outstanding on the basis of high proportion of their graduates who later
earn Ph.D., prove to be the ones that produce, when the background and ability of their incoming students are taken into account, disproportionately few graduates who subsequently obtain Ph.D.

Good colleges differed from the average and low colleges in terms of faculty characteristics, library facilities, intellectual climate, social activities, policies and practices, overall environmental conditions and prestige of college, student-teacher ratio. Many of these factors operated both as intrinsic and extrinsic rewards. Thistlethwaite (1962) noted that faculty pressures and activities influenced students desire to seek advanced courses.

Astin (1971) stated that colleges vary greatly in their degree of selectivity; the least able colleges were in general academically superior to the most able students in the least selective colleges. In this research, good colleges were perceived as having higher reputation in terms of output. Students passing out of these colleges got preference later to get entry into job over ordinary college product, even though both types obtained similar results.

Interestingly, students did not differ by college type on socio-economic status, achievement values and
personality orientation. Studies have shown that students coming from better educated homes were attracted towards affluent colleges over others. McConnell and Heist (1959) revealed that the output of college, that is the production of scientists and scholars, is a function of students' input factors - the quality of incoming students. Stone and Faste (1964) reported that students with a favourable institutional background accompanied by a good personal qualities may stimulate the individual to accomplish a good academic record.

The differences on personal factors perhaps got submerging into the process of combining of status achievement values and personality orientation variables following the logical argument that all variables were correlated. Even in this study college input type differed significantly on students' background characteristics ($X^2 = father's occupation = 186.0$, father's income = 294.0, parent's education = 102.0, p $\leq .01$). Students coming from better educated and higher economic status families were attracted towards good colleges as compared to average and poor colleges. Students' personal characteristics functioned as major intervening variables between their perceptions of content, context factors and performance. These basically initiated and directed their involvement in academic programmes and campus activities.
College type lead to significant variations in perception of academic satisfaction. Students' studying in good colleges expressed greater satisfaction because of congruency between their personal characteristics and college environment. Holland (1968), and Walsh (1973), reported that students who were congruent with their college environment were more satisfied. Good colleges provided relatively better opportunities for the satisfaction of higher order needs, and there was a definite need to improve the conditions of average or poor colleges.

The results indicated partial support to the hypothesis of significant variation by college type, as significant variations were noticed in the student's perception of context factors, academic satisfaction and performance.

6.5.2 BY SEX

Sex differences are often reported in the performance of students. When groups were reclassified by sex, no significant variations were observed in students' perceptions of satisfaction and performance.

The absence of sex variation in the perceptions of context factors was perhaps a concomitant of setting. Bombay was a cosmopolitan city providing equal opportu-
nities of employment to both the sex. The urban environment of families and community nurtured same motivational and aspiration level in boys and girls, and this was borne by the present results. Both boys and girls showed similar need for achievement, experienced similar college environments, and faced similar pressures on job. Actin (1971) found that the academic performance of the women surpassed that of men, even when they were matched in terms of their ability. Weidman (1977) found that in females career success was negatively related to orientation than in males. None of these findings got support in the present results.

A difference was noticeable in overall satisfaction, although insignificant in favour of boys. Levine and Weitz (1968) and Anand (1977) also noticed sex differences in overall satisfaction.

On performance the results of the present study were closer to Orpen (1977), Doty and Betz (1979) and Ebeling, King and Rogers (1979) who reported insignificant sex differences in performance. Results differed from the findings of Holland (1963), and Reuterfore, Schneider and Overton (1979) who reported significant sex differences. Reuterfore at al found that females generally outperformed males, whereas Holland indicated
males had better academic achievements as compared to females. Significant differences were observed on background characteristics treated separately ($X^2 = 43.59$, Father's income = 11.98, parents' education = 41.6 $p < .01$).

6.5.3 BY CURRICULUM

Groups, classified on curriculum showed no significant variations in the domains of content, context, person and academic satisfaction. Curriculum differences were significant in terms of student performance.

The absence of significant variations in the content domain may be attributed close to parallel employment situations existing in India for Arts and Science students. Science students no more enjoy the job certainly enjoyed by their counterpart ten years ago. The aspiration levels of good students were comparable in Arts and Science.

The perception of context factors did not vary again perhaps because of similarity in the college experiences of Arts and Science students. Quite often the two courses were offered in the same college and students had relatively similar library facilities, college policies and practices, interpersonal relationships among teachers and students. Significant curriculum differences may be
visible if students were grouped by departments, like Botany, Chemistry and Psychology.

Curriculum differences were not reflected in the perception of personal factors. This may be inherent in the criterion adopted for selecting colleges. Colleges admitted students on the basis of performance and the later was highly correlated to their personal characteristics. It was true of students in both courses. If grouped by demographic characteristics, students from Science courses differed significantly from Arts students ($X^2 = \text{Father's occupation} = 6.73, \text{Father's income} = 15.89, \text{Parent's education} = 96.80 p \leq 0.01$). Science students in general belonged to educated homes and parents employed in professional jobs.

Reddy (1973) reported that non-achievement was found to be significantly related to academic achievement and differed for Arts and Science Courses. Students in two courses experienced similar satisfaction from content and context factors, because of a similar student culture. Results were closer to the students of Gardner (1977) who reported insignificant differences in satisfaction. Results differed from the findings of Sherrick et al (1971), O'Reilly and Roberts (1973). Sherrick et al indicated that social science students were more sati-
fied with their major courses than natural science students. However, students coming from Arts and Science courses varied significantly in their performance. In Indian educational system better students opted for Science courses than Arts with the exception of Economics. Also, the competition in Science was hard which acted as a pressure to perform better in examination. The eligibility percentage for admission to science was normally higher than Arts. Sesto (1975) and 'Reilly (1976) also observed curriculum differences in performance. They noted that students in Science performed better than students studying in other fields.

6.6 TEST OF THREE DIMENSIONAL MODEL OF ACADEMIC SATISFACTION AND PERFORMANCE

Educationists and researchers associated with educational system often puzzle as to whether good educational programmes, good environment and good student input can necessarily ensure optimum satisfaction, and student performance. Many hypothetical conclusions are drawn in this direction but research is inadequate to throw light on the question. In the present research when students were dichotomized into high and low using content, context and person dimensions, the regression of academic satisfaction turned out to be interesting.
Results indicated that students who were high on content, high on context and low on personal factors had the optimum degree of satisfaction. When low and high on content, context and personal factors were used in other combinations, the predictive efficiency was of a lower order.

Findings indicated that there was not much difference in academic satisfaction of those who were high or low on personal factors. However, if the students scored high on both content and context factors, it contributed more to their satisfaction. This may be attributed to a greater sense of achievement among students from poorer home background, who tend to perceive content and context factors as more satisfying.

Students experienced satisfaction, despite of lack of congruency between their personal characteristics and educational characteristics. This finding was in agreement with the findings of Walsh and Barrow (1971), who indicated that satisfaction from educational characteristics was not found to be associated with students' characteristics.

Results revealed that students who were low on content, high on context and high on personal factors did not experience higher satisfaction. This meant that even if students had higher aspiration levels and found
college environment more conducive to the fulfilment of their needs, they can still experience dissatisfaction because of the lack of challenging educational contents.

Students low on content and personal factors were not more satisfied, reaffirming that a healthy college environment to produce returns should institute good programmes and make efforts to motivate students.

Students high on content but low on context and personal factors were not highly satisfied, implying that even if educational contents were creative, innovative and more opportunities for self-development were available, these would not be effective unless students were motivated to learn and environment was conducive.

Students who were high on content and personal factors but low on context did not differ from those high on content but low on context and personal factors. The results demonstrated the importance of content and context factors over personal factors in predicting academic satisfaction and thus provided partial support to the hypothesis that content, context and personal factors in various combinations (High and Low) will not predict satisfaction significantly.

When the dichotomy of high and low scores on content, context and personal factors was used to predict performance again the prediction was optimum for those high on content, high on context and low on personal factors.
Results indicated that students who were high or low on personal factors could not be differentiated on performance, whereas high content and high context were more differentiating of performance. Landis (1964) found that students who were incongruent with the press of college environment performed better. Context proved to be relatively more important in affecting the content of education.

Dufault (1979) had reported that both student input and educational characteristics were important dimensions in institution building. Students' perception of institutional factors was affected by their input characteristics. Institutional influences which make a student what he is may not be isolated from one another. This appeared to be true in the present research to a substantial degree.