CHAPTER 1: INTRODUCTION

Academic satisfaction and performance are the two basic concerns of higher education. These represent two inter-related aspects of organizational behaviour of college students, although different in nature. The gain/loss in one may not lead to corresponding gain or loss in another, although the two terms are often loosely used making one wonder, whether the two result from the same set of factors or different set of factors. Logically, satisfaction may at best be defined as a feeling which is intrinsic to the activity sensed differently by different people. This may be a function of the outcome achieved in reality, and hence inferred from expressive behaviour. Performance represents, on the other hand, an achievement level extrinsic to the task, and is likely to be determined by students' own efforts to obtain desirable organizational outcomes. Moreover, performance can be conceptualized and measured in concrete form, while it is not true of satisfaction.

A satisfied student body is the nuclei in the effective functioning of educational institutions both at the level of individuals and the institution. In
fact, the effectance of educational institutions cannot be simply evaluated in terms of its efficiency or student output as such, to the exclusion of their social and personal development. If students do not feel satisfied, they cannot put their heart and soul in learning and the performance target cannot be achieved.

Education is a form of activity and students indulge in it for the reason that it should bring them approval and recognition. College provides them opportunities to compete with peers, to make friends, earn status, and thus meet their social needs of approval and recognition. The extent to which students satisfy their emotional and social needs through varied college experiences is likely to be reflected in their behavioural outcomes. If the satisfaction derived is close to their expected level, it should promote their desire to work more, because doing better itself can act as reinforcer of satisfaction.

1.1 COLLEGE EDUCATION TODAY

In post-independent India, all institutions of higher education reflect crisis on both counts. The rapid quantitative expansion of colleges/universities as reflected in the table below, followed by a fall in academic standards, the examination results, reports of Education Com-
missions and Committees, the incidence of agitations, all seem to point out the discrepancies between expected and achieved outcomes.

**TABLE 1.1: GROWTH OF HIGHER EDUCATION IN INDIA**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Universities</th>
<th>Number of affiliated colleges</th>
<th>Total enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>27</td>
<td>695</td>
<td>3,62,223</td>
</tr>
<tr>
<td>1955-56</td>
<td>33</td>
<td>1025</td>
<td>6,08,255</td>
</tr>
<tr>
<td>1960-61</td>
<td>45</td>
<td>1542</td>
<td>8,95,541</td>
</tr>
<tr>
<td>1965-66</td>
<td>64</td>
<td>2572</td>
<td>14,63,719</td>
</tr>
<tr>
<td>1971-72</td>
<td>86</td>
<td>3896</td>
<td>32,62,314</td>
</tr>
</tbody>
</table>

Source: University Grants Commission

The expansion of higher education appears to be inversely related to quality of instruction, to the satisfaction experienced and level of performance. The Education Commission report (1964-66) indicated that in many colleges a majority of teachers failed to involve students in the process of education. They teach mechanically and listlessly. The teaching has been identified too much with lecturing and note taking in Humanities and Social Sciences. Even in case of pure sciences un-creative and unstimulating laboratory work prevailed and was encouraged. Gajendragadkar Committee reported that in most institutions of higher learning the laboratory and library facilities are inadequate and build-
The conditions in which students live and work are detrimental to healthy personality growth. Ecologically, the student finds himself in an unsatisfactory social and academic environment and in many cases the poor environment at home (both intellectual and economic) does nothing to redeem the situation. Conditions of work remain equally impoverished for teachers, with added constraints resulting on students.

The quality of education is deteriorating continually due to lack of essential academic input both in terms of hard working and well motivated students and teachers. Without such human inputs, change cannot be made in curriculum, teaching, study and evaluation techniques. All these factors persistently affect student's motivation to learn, in negative direction.

A study conducted by Chatterjee (1974) at Jadavpur University showed that in undergraduate courses in Arts, Science and Commerce, only 6% of students were interested in getting degree which they sought, could help them to get a job. The proportion of motivated students increased to 36% in the Honours courses and to 61% in Engineering courses. But even at the postgraduate stage in Arts, Science and Commerce, the proportion of motivated students was as low as 22%.
The discrepancy between expected and achieved levels of satisfaction and performance, if above the threshold point cumulatively may affect students academically and psychologically. Academically, the effects may be visible in the form of high dropout and stagnation rate and poor performance, whereas psychologically in the form of aggression, breakdowns and other forms of behaviour disorders.

In spite of college students' being educated, energetic and intelligent, the tendency to indulge in anti-social activities is inflating, which shows there is something wrong with educational system and is a matter of concern. The decreasing percentage of successful students every year reflect, apart from other things, poor standards of institution and its impact on students' morale and discipline cannot be ignored. It is but natural that when enough opportunities of growth and satisfaction are not provided to students within the educational curricula, the alienation sets in, and their potential creative urge seeks an outlet in destructive activities. It seems obvious that students' satisfaction and performance are functions of factors more than intellectual capacity. Both personal and institutional factors seem to be relevant, in determining their levels of satisfaction and performance. Students of
differing personality and motivational types not only perform differently but perceive themselves to be in differing environment.

1.2 FACTORS OF SATISFACTION AND PERFORMANCE

Academic satisfaction and performance, although not necessarily related behaviours are the outcome of many common factors. The importance of these factors may change from one setting to another, and from one group type to another. Factors of satisfaction and performance could be broadly conceived as of two types:

1. those relating to characteristics of education, and
2. those pertaining to the characteristics of students.

Factors pertaining to the characteristics of education may be further grouped into a dichotomy of content and context. Content factors, in the literal sense are intrinsic to the education itself, whereas context factors stem from external sources. Factors relating to the characteristics of students are those on which content and context factors acted, like age, sex, socio-economic background, personality values and level of aspiration, etc.
1.3 THE PROPOSED STUDY AND ITS RELEVANCE

From a theoretical perspective it is observed that numerous attempts have been made by researchers to identify the role of content, context and personal factors in students' satisfaction and performance, by focusing either on content and context factors, or context and personal factors. Hardly any efforts were visible to study the relevance of using all the three dimensions in predicting satisfaction and performance. Studies did not take into cognizance the importance of multi-dimensional approach in understanding and explaining the phenomena of satisfaction and performance and the relationship between the two.

Factors of content, context and person do not operate in isolation of one another. It is the student which make the college climate to a substantial degree. The importance of personal factors, therefore, cannot be ignored. The satisfaction of content and context factors leads to better performance, but the feeling of satisfaction is also dependent upon personal factors.

The present research attempts to identify and examine the role of various content, context and personal factors in students' satisfaction and performance and
find ways to enhance these. It is believed that such
an investigation may help in understanding the inter-
actions among various institutional and student
characteristics and its effect on students' satisfac-
tion and performance.

A knowledge of these factors may be helpful in
initiating some functional and structural changes in
the educational system. The information on students'
and institutional characteristics should provide a
theoretical framework to curriculum planners and admi-
nistrators in designing the course content and college
policies. A knowledge of institutional characteristics,
educational preferences of students and faculty at a
particular institution, prior to making an enrollment
decision may be beneficial to students themselves. A
student choosing a particular college, if he knows about
various aspects of college and his own personal factors
may find a profound difference in his actual college
experiences. An investigation into institutional cha-
acteristics would help the administrators to create
healthy atmosphere in the college. If they can identify
the prevalent environmental pressures and needs of students,
they can lay down policy of selecting students type which
will be supported by institutional pressures.
Healthy atmosphere in the college would promote initiative and responsibility and eliminate sources of dissatisfaction among students. Closer contact between teachers and students would develop a sense of belongingness and increase students' efforts to perform well. The awareness of students' characteristics will help teachers in designing more satisfying and enjoying educational experiences for students. Once the factors of satisfaction and performance are known teachers may attempt to manipulate and control them and enhance students' satisfaction and performance.

An integrated approach to content, context and personal factors would be useful to educationists in adopting a comprehensive approach to understand students' various behavioural outcomes in organizational setting. Steps can be taken to reinforce those factors which promote satisfaction and better performance. Satisfaction may not favourably influence performance unless the satisfaction is achieved by optimizing rewards in terms of institutional and students' characteristics. Increased academic satisfaction is likely to generate a climate which would reflect itself in increased performance and decreased anti-social and destructive conducts.