CHAPTER II

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In the present chapter a review of literature related to the problems has been presented. They have been evaluated in order to provide an insight into the attempts made by the previous researchers. Their methodology and sampling procedures adopted, tools used, statistical techniques applied and results obtained by them have been examined and discussed with a view to justify the choice of design and its execution to obtain answers to the problems raised in this research.

Not many studies could be located which sought to investigate the role of self-concept, anxiety, needs, level of aspiration, classroom functioning, intelligence, social class and other such variables in student's satisfaction - dissatisfaction with their schools. Studies on school organizational climate and its relationship with academic achievement of pupils could be traced but studies parallel to the present one with all these variables have been conspicuous by their non-reporting in Psychological Abstracts, (1940 - 1980) and Dissertation Abstracts (1965 - 1979), and other educational and psychological journals.

Therefore, the review presented in the following pages is markedly deviated from the criterion of direct relevancy. Not withstanding this limitation, the review though mostly foreign aims to highlight the problem and attempts to provide solutions, although in different context.

Studies which do not have direct bearing on the problem have only been referred to whereas others relatively more relevant to the present study have been discussed and evaluated.
The review presented may be classified as:

A. Studies on students' satisfaction - dissatisfaction with school / college or University and other psychological health variables and achievement.

B. Studies on students' satisfaction - dissatisfaction with school / College or University and its relationship with school climate.

C. Studies on school climate and its relationship with other variables.

D. Review of school satisfaction - dissatisfaction measures.

A: STUDIES ON STUDENTS' SATISFACTION - DISSATISFACTION WITH SCHOOL / COLLEGE / UNIVERSITY, PSYCHOLOGICAL HEALTH VARIABLES AND ACHIEVEMENT:

A. 1. FOREIGN STUDIES:

Srirboonma (1979) investigated the relationship between satisfaction as perceived by foreign students and other variables as sex, age, region, source of support, curriculum, marital status, type of residence, and length of stay as measured by college student Satisfaction Questionnaire (CSSQ), Form C. Five hundred foreign students attending the university in 1978 were randomly selected as subjects for the study, CSSQ questionnaire was administered on students which yielded scores on working conditions, compensation, quality of education, social life, recognition, and total satisfaction. Statistical analyses such as one-way classification analysis of variance, the Scheffe' multiple comparison method and the multiple classi-
fications analysis of variance by way of regression format were used to analyze the data upon which relationships and descriptions were based. Results indicated significant relationships between students' satisfaction and various variables as measured by CSSQ.

Bryan (1978) conducted a study to identify the relationship, if any, between measures of satisfaction with the school environment, as reflected in the College Student Satisfaction Questionnaire (CSSQ) Form C and the level of Academic Achievement, as reflected in the grade point average. The findings revealed that grade point average of the students (academic achievement) and their feelings of satisfaction were independent of each other.

Peterson (1977) compared the perception of and satisfaction with dimension of student-university-life-environment. 152 male university students participated in the study. Institutional Functioning Inventory and satisfaction questionnaire were administered on the subjects. Results showed that most of the students felt that they did not have a meaningful voice in the decision-making process which affected their student life and caused dissatisfaction in them.

Mc Cann and Fisher (1977) investigated the interactive relationship of teacher directiveness and student authoritarianism among other variables to students achievement and their satisfaction with school. Six teachers and one hundred and seventy-four high school students participated in the study. Students completed a satisfaction scale, and a teacher directiveness scale. Student achievement was recorded from school records. Results revealed that perceived teacher directiveness significantly interacted with students authoritarianism.
in the determination of satisfaction of students with the school. Perceived teacher directiveness was significantly correlated with students' satisfaction.

Morstein (1977) examined whether students' orientations regarding educational "purpose and process" and "relative fit" with faculty orientations are associated with students' satisfaction with their academic programme and found that dissatisfied students had educational orientation profiles noticeably divergent from moderately or highly satisfied ones, and were less congruent with faculty than highly satisfied students.

Hersey (1977) investigated the impact of the high school environment on a sample of 353 male students studying in class VII to XII into two large suburban high schools. The indicators of psychological health included measures of self-concept, self-esteem, self-dissatisfaction, desire for role change, physical and social change, school deviance, absences, internal and external locus of control, etc. School grades and achievement test scores were used to indicate school performance. The results found some support for a prediction of interaction between a students' level of exploration and the structure of the school environment. The level of perceived teacher involvement was related to indicators of school performance and psychological health. A high frequency of the interactions with school adults and the perception of low principal-teacher control seemed to result in a more positive psychological health. Satisfaction with school seemed to influence indicators of both performance and psychological health.

Modu (1976) investigated the stability of their factor structure of dimensions of a satisfaction questionnaire and their relationship...
with college grades (academic achievement). The satisfaction questionnaire was administered on 3,100 junior college students. Results revealed relatively homogeneous scales indicative of the extent of a students' satisfaction or dissatisfaction with various dimensions. No relationship was found between students' satisfaction with college and their academic achievement.

Booth, McNally and Berry (1976) investigated into background and personality characteristics related to students' satisfaction in field medical service school and found that satisfaction and environmental perceptions were unrelated to academic performance. Also, the satisfied students had higher scores on comr social conformity and activity scales than the dissatisfied students.

Quarter, Krish, Dimitri and Postle (1976) explored the relationship between academic achievement, humanistic values, SES level among other variables and students' satisfaction with school. Eleven hundred and sixty tenth grade Canadian students participated in the study. Results showed that SES was not related to students' satisfaction with their school. Academic achievement also was not found to be significantly related to students' satisfaction. Excellence (value) accounted for 15 percent of variance in relation to satisfaction.

Hatcher (1975) probed into the relationship between personality characteristics and other selected factors with satisfaction and dissatisfaction of students attending public and private colleges. 192 students enrolled in various colleges participated in the study. Edwards Personal Preference Schedule, College Student Satisfaction Questionnaire and Transcript and Socio-personal data were administered
on the subjects. The results showed a significant canonical correlation \( p < .05 \) between personality characteristics and student satisfaction for the total sample, but not separately by college. Personality factors which offered the highest degree of contribution to the canonical relationships are: dominance, aggression, succorance, and autonomy. Other major contributors from satisfaction domain were recognition and compensation and quality of education. Transcript and socio-personal variables which offered the highest degree of contribution to the canonical relationship for the total sample were age, family-income, grade point average, and the ACT scores. A significant relationship was also found between students' satisfaction and their age, family income, grade point average and ATC variables \( p < .01 \). No significant relationship was found to exist separately by college except between transcript and socio-personal factors and students' satisfaction with private colleges.

Parent, Forward, Canter and Mohling (1975) studied the effect of disciplined and indisciplined conditions on students' satisfaction with school. 700 students participated to the study. Results revealed support for the hypothesis that those students who were assigned to their preferred discipline condition showed greater satisfaction than those who were not. \( F = 4.37, p < .05 \).

Bumstead (1975) found no significant difference between lower and higher social class background groups of students in their satisfaction with school. But the similar levels of satisfaction of the two groups had different sources, with a more instrumental orientation among lower background groups related directly to academic performance, but not for higher background groups.
Tal, Tal and Leinhardt (1975) investigated into the relationship between the perception of locus of control and pupil satisfaction with school. A four item satisfaction questionnaire was administered on the subjects. The uncorrelated 't' tests indicated that while the sixth and eighth graders did not differ in Mathematics satisfaction, in science class, eighth graders expressed more satisfaction than sixth graders, \( t_{(78)} = 3.03 \) ( \( p < .05 \) ). The correlated 't' test showed that the eighth grade pupils were more satisfied in science class than in Mathematics class, \( t_{(53)} = 2.47 \) ( \( p < .02 \)), and the sixth grade pupils were more satisfied in mathematics class than in science class, \( t_{(25)} = 3.147 \) ( \( p < .004 \)). The findings further indicated that the perception of locus of control is related to feelings of satisfaction (correlational values being .26 and .36 significant at .01 and .001 respectively). The authors concluded that pupils who feel that they have control over their environment feel satisfied and those who feel that they have no control on the environment feel dissatisfied in a second situation.

Romine (1974) analysed the responses of 2,058 students and 325 faculty members in U.S.A. and found that in response to questions regarding the level of general satisfaction with the over all instructional climate of their institution, 48.1 percent of the student reported that they were satisfied or highly satisfied. The remainder were either uncertain, or dissatisfied. Teacher-student interpersonal relations and student learning of obligations were found to be responsible for generation of satisfaction among students.

Gregg Wayne (1973) investigated into the factors affecting students' satisfaction. 1,969 graduate students of a large mid-western
university participated in the study. A satisfaction measure was developed with five dimensions: faculty-student relationship; student-student relationship, expectancy-reality discrepancy, academic and non-academic dimensions. Results indicated that faculty-student relationship was positively related to students' satisfaction while student-student relationship was negatively related to student satisfaction. The author concluded that faculty-student relationship was the best predictor for students' satisfaction with the university.

Hardy (1973) studied the problem of satisfaction among freshman (new) students and the old (native) students and found that students who were newly admitted and came from other colleges were more satisfied than the old students, with the college faculty and administration ($p < .01$).

Cuban and Scaife (1973) investigated into self-environment similarity and satisfaction among students in a college of education. 140 students were administered the measures of self-concept, ideal-self and college extraversion-introversion. Satisfaction with the college was measured using a separate scale. Students' satisfaction with college experience was found to be significantly related to self-environment similarity and self ideal-self fit.

Beelick (1973) investigated into the sources of satisfaction and dissatisfaction among students in relation to their school. The sample consisted of 217 students selected at random from a high school with 2200 students in grades 10-12 and contained many of the socio-economic and ethnic factors commonly associated with a heterogeneous setting. A modified version of personal interview schedule (Herzberg,
et al., 1959) and a revised version of Opinion Poll II (Getzels and Jackson, 1962) were administered on the subjects. On analysing the interview responses of students, the author found that sources of satisfaction were achievement, recognition, school activities and interesting school work and sources of dissatisfaction were teacher's behaviour, interpersonal relations with peers, and school policy and administration. The author further concluded that sources of satisfaction with school had a positive effect on students' school performances, personalities, and attitudes toward school. The sources and effects of satisfaction and dissatisfaction with school were not found to be significantly different for "satisfied" and "dissatisfied" students. The correlation between satisfaction scores and grade point average was found to be significant at .05 level but was not significant at reading level and intelligence. Beelick gave three alternative explanations for the sources of satisfaction with school: (i) availability of sources of satisfaction to some and non-availability to other students, (ii) influence of different psychological functioning levels of students, and (iii) there are two distinctly different groups of students who were dissatisfied with school.

Field, Halley and Armenakis (1974) conducted a study to determine the variables related to over-all satisfaction with graduate school and to find out the significance of extrinsic and intrinsic factors to students' graduate education in predicting over-all education. The sample consisted of sixty two male graduate students. Graduate Education Questionnaire (GEQ) developed by the investigators was used. Simple correlation, factor analysis was done to find out the variables significantly related to over-all satisfaction with the graduate school and
a step-wise multiple regression procedure was applied to the data in order to determine the degree to which the various factors combined to predict over-all satisfaction (after Draper and Smith, 1966). The results of the study revealed that prestige of the institution, proper academic climate, flexibility in the selection of courses, effective communication within the institution, policies of the institution, individual counselling, teacher-student relationships, quality of instruction, intellectual stimulation, opportunity for independent thought, teacher-student discussion on course and physical plant of the school affected the over-all satisfaction of students of the graduate school. Family income, social interaction with students, recognition for work and feedback received on performance were not found to be significantly related to students' over-all satisfaction with school.

The results further indicated that a clear dichotomy of intrinsic, extrinsic factors in predicting students' over-all satisfaction with graduate school does not exist, and the graduate students' satisfaction seemed to be based on a multitude of factors. Consequently, Herzberg's and others' proposition that intrinsic variables should relate more strongly to over-all satisfaction than extrinsic variables, was not substantiated for this sample of students. The intrinsic factors were not significantly more important in terms of their relationship with over-all student satisfaction. The results of the present study also gave support to the conclusion derived by Hulin and Waters (1971), that a set of intrinsic variables was not more potent than extrinsic variables in predicting over-all satisfaction.
Nafziger, Holland and Gottfredson (1973) found that person-environment congruency and consistancy have significant effect on students' college satisfaction (p < .05).

Misam (1973) investigated the relationship between satisfaction and level of aspiration on a sample of black students and failed to support the claim that lower class students have low level of aspiration. No significant relationship was found between low class students' level of aspiration and their satisfaction with school. The lower class students also do not lack the perception of the sense of internal control.

Feather (1973) studied the effect of response anonymity on assessment of own-school value system and satisfaction with school, based on the concept of person-environment fit and discrepancy theory (Feather, 1971a; 1972a; 1972b, 1973). Rokeach value survey and Cornell Job description scale were used. Analysis of variance indicated that boys in the anonymous condition reported less satisfaction with pupils and teachers in the school (p < .05) than did subjects in the named condition.

Hecklinger (1972) studied the relationship between student indecision and degree of satisfaction with faculty, administration, academic major, and with other students. It was concluded that undecided students are less satisfied with their college environment than are the decided students. Wilson (1972) found that locus of responsibility appeared to be an important intervening variable relating to nature of response of satisfying experiences in a social system - university.
Du Quette and Wolk (1972) studied the relationship between students' satisfaction and achievement as well as teachers' ability to estimate such satisfaction. One hundred thirteen students of 7th and 8th standard participated in the study. The survey of study habits and attitudes, and the Student Opinion Questionnaire were administered to the subjects. Also, assessment of standardized achievement test and teacher estimates of student attitudes and satisfaction were gathered. Simple correlational analysis was applied. The findings revealed small but significant relationships between satisfaction and achievement, and students' satisfaction and teacher estimates.

Feather (1972) investigated the value similarity, satisfaction, happiness, and the adjustment of the students in schools. 2947 senior students from 19 high schools participated in the study. A modified version of the Cornell Job Description Index (Satisfaction scale), a rating scale for happiness with school and the Rokeach Value survey were administered to the students. Results revealed that satisfaction scores and happiness ratings are positively related to the extent to which subjects' values matched school values but the correlations were quite low. Also satisfaction scores and happiness ratings were higher in independent schools than in state schools.

Weiner and Weiner (1972) investigated the effect of placement in ability groups, attitudes toward school, satisfaction with school, and self-concept of seventh grade students. 215 students participated in the study. Students completed the Sear's Attitude measure, Sears self-concept Inventory, and Getzels and Jackson Student Opinion Poll to measure satisfaction with school. Analysis of variance was applied.
The results revealed no significant difference between means of attitudes, self-concept and satisfaction scores of subjects of different ability groups.

Schmidt and Sediacek (1972) examined the factors which caused dissatisfaction among students in the university and found that satisfaction was correlated with the number of teachers considered to have personal acquaintances. The more dissatisfied students felt a greater need for counselling. The students from high SES were highly dissatisfied and the fresh students had a low level of anticipated dissatisfaction.

Gluskinos and Weiner (1971) investigated the dimensionality of satisfaction considering individual differences using ranking of twelve items related to university life made by 120 undergraduates. Fifty percent of the subjects ranked items in order of satisfaction, and the other in order of dissatisfaction. Principal component analysis was done, which revealed two significant dimensions: (1) impersonality experienced by the student and (2) motivator—hygiene factor. Results suggested that while impersonality and motivator—hygiene dimensions may often be related, they should not properly be considered as concomitant sources of satisfaction.

Waterman and Waterman (1971) conducted a study to identify those variables which relate to students' satisfaction with college across schools providing different types of educational experiences. 1,529 male students from six colleges representing three different types of campus environments participated in the study. College Questionnaire Part II (Peterson, 1965) and a set of 20 questions
relating to level of satisfaction were administered to the students. The results revealed that nine relationships between specific questions and specific satisfaction variable: three involving satisfaction with the major field, three with the faculty and another three with the administration, achieved the consistency on replication at .05 to .001 level of significance. Two basic dimensions associated with students' satisfaction with college experience were found: (1) Academic Orientation (high grade point average) which did not relate to satisfaction with all aspects of college life but only related to the faculty members. (2) Traditionalism, which related to satisfaction for their major field and perceived their parent as strongly approving their choice. The findings indicated the existence of several variables which relate to satisfaction with specific aspects of the college environment across schools providing varying types of educational experience.

Waterman and Waterman (1970a, 1970b) conducted two separate studies to investigate the relationship between ego-identity and students' satisfaction with the college.

**Study I** The sample consisted of 15 freshmen and 17 juniors of engineering course. Semi-structural interview to assess ego-identity of students (Marcia, 1966) and 4 five-point scales to measure satisfaction with education, faculty, administration and with students were administered to the subjects. Results revealed a significant difference between students with different occupational identity status regarding their evaluation and satisfaction with their education and administration at .01 level, but not for satisfaction with faculty (teachers) or with peers at the school.
Study II was conducted on a sample of 281 students, to provide further evidence for their previous findings that the association of an identity crisis with college is an important factor in the students' satisfaction with college. College Student Questionnaire (Peterson, 1965) was used in the present study. The college dimensions chosen for the study were major field, faculty, administration and the students. The whole sample was divided into two categories viz., those who had taken a decision about the courses of study (major field) at high school and the other who decided at the college. Results of this study showed that students who made the decision at college were less satisfied than those who had made the decision at school with major field (\( p < .001 \)), with administration (\( p < .05 \)), with students (\( p < .05 \)). But, the two groups did not differ significantly on satisfaction with faculty. When the two groups were compared on the basis of their retention of the major field (courses) or switching over to other course, the former were found to be more satisfied than the latter with their major field (\( p < .001 \)), with faculty (\( p < .05 \)) and with administration (\( p < .01 \)). But, no significant difference was found between the two groups for their satisfaction with students.

The authors, on the basis of findings of both the studies, concluded that ego-identity status plays an important role in students' satisfaction with various dimensions of the college.

Betz, Klingensmith and Mann (1970) conducted a study on college-students' satisfaction, based on the principles and previous researches on Job satisfaction of employees in business and industry (Herzberg, et. al., 1957; Hoppock, 1935; Vroom, 1964). The main object of the
study was to investigate into the relationships between aspects of student satisfaction and three demographic variables viz., sex, type of residence and years of stay at college. College student satisfaction Questionnaire (CSSQ) developed by the investigators was administered to 463 students along with a personal data schedule. The results of the study revealed that type of residence and year in school are related to various aspects of satisfaction. Students residing in fraternity and sorority appeared to be more satisfied with working conditions and social life, while Dormitory residents appeared to be more satisfied with college policies and procedures, compensation, and quality of education. The fresh students were found to be more satisfied with their college than the old students.

Williams (1970) in one study selected 56 satisfied and 65 dissatisfied students out of 1818 high school students by administering California study Methods Survey, to assess attitudes towards school. The criteria for selection of satisfied and dissatisfied students was at 1.3 SD above the national mean and 1.3 SD below the national mean. The two groups were compared on California short Form Test of Mental Maturity, the reading and mathematics sections of the California Achievement Test, GPA, the Bell Adjustment Inventory and the Tennesse Self-Concept Scale. The results showed that the two groups differed significantly on all dependent measures, with the satisfied group obtaining superior ability, achievement and higher personality scores. When intellectual ability was controlled, the groups did not differ on achievement measures, but the dissatisfied group still scored significantly lower on personality measures and average G.P.A's. Results suggest that the personality dimension affects students' work and re-
relationship with his teacher to produce diminished evaluation of his academic progress.

Richardson (1970) probed into student-college fit in relation to satisfaction with the college. 1,886 subjects representing five patterns of college responded to college student Questionnaire-II (CSQ-II) for the purpose of investigating the subjects' satisfaction with faculty, administration, one's curriculum and interpersonal relations with other students. Results indicated that fit and satisfaction with school were inextricably intertwined.

Diedrich and Jackson (1969) studied "satisfied and dissatisfied students" and teachers' perceptions of them. 127 boys, 131 girls from one school and 14 teachers participated in the study. Student Opinion Poll (Jackson and Getzels, 1959), occupational rating scale (Warner, et al., 1949), Value orientation scale (Prince, 1957), List of 24 adjectives to measure class-room feeling, Personality Record, Rating scale for pupil adjustment (Michigan Deptt. of Mental Health, 1953), California short Form Test of Mental Ability (Verbal and Non-Verbal), and cooperative English Test were used. The satisfied and dissatisfied group were sorted out on the basis of top and bottom 27% on the scores on Student Opinion Poll arranged in a descending order. The results revealed no significant correlation between ability variables (intellectual and academic success) and satisfaction scores. The correlation between the teachers' ratings and student satisfaction was consistently positive, though small. Students who did not fit-in with the school were found to be dissatisfied with school experiences, but their dissatisfaction did not affect negatively their achievement and their major academic goals. The two extreme
groups "highly satisfied" and "highly dissatisfied" did not differ significantly on ability variables, social class and in their performance on value inventory, but significant difference was found in teacher's ratings on "responsibility", "emotional stability", "emotional security" and overall emotional adjustment for the two groups. The dissatisfied students used negative adjectives more frequently than did satisfied students, while describing their typical classroom feelings. The authors concluded that students' school dissatisfaction and academic success are relatively independent of each other. The findings reflect the 'Halo-effect' between highly dissatisfied and satisfied students. For it, the authors gave two alternatives: (1) The extremely dissatisfied group possessed much higher level of aspiration than did the 'average students' or 'satisfied students', (ii) the dissatisfaction measured by extreme scores on Student Opinion Poll is not valid. The person can feel dissatisfaction with many aspects of the environment without feeling any great psychological discomfort at the same time.

Williams and Venditti (1969) conducted a longitudinal study to compare students' anticipated satisfaction with school, assessed at the beginning of the academic year and expressed satisfaction at the end of the academic year. The sample consisted of 579 Negro and White students living in rural areas of south eastern United States. Illinois Inventory of Pupil Opinion was administered to the subjects. Analysis of variance, mixed design was used in analysing responses for each of the 25 items and their totals separately. The data strongly suggested, that the actual experience of going to school has a debilitating effect on affinity for school. Students' satisfaction with school decreased with the passage of time.
Jackson and Getzels (1969) replicated a part of their previous study of 1959, using 7th and 8th grade lower class negro students and the findings confirmed their previous findings.

Rand (1968) investigated into the "goodness of fit" hypothesis as it affected a students' satisfaction with college. The basic assumption was, that choice of a college would be more positive and thus a student would be more satisfied, if he chose a school with a student population similar to himself in personality, interest and aptitudes, etc. Sample consisted of 7,257 students from 24 colleges differing in type, student enrolment, geographic region and intellectual ability of the student body. The tools used were American College Survey, Six-scales of Vocational Preference Inventory (Holland, 1965), American College Test Battery (Ellis, 1962; American Testing Programme, 1967), Student Orientation Survey Form C. (Farber and Good Stein, 1964; Trow, 1960), and a three point rating scale to measure satisfaction with college. Chi-square tests between top-bottom 27% and middle 46%, multiple discriminant analysis (Rao, 1952) and analysis of variance was employed. In all 84 null hypotheses were tested, 18 were rejected at .05 level. Results showed that the relationship between satisfaction and match was minimal and quite complex. There were very few patterns of matching of individuals and institutions which related to satisfaction with college choice. The author suggested that there still remains a need for more information about the characteristics of colleges and of students that are important to college matching, and the specific college or type of college for which these characteristics are relevant.
Pervin and Rubin (1967) investigated the relationship between student's perception of himself, and his college with his dissatisfaction with the college, and the probability of dropping out. 50 University students participated in the study. Transactional Analysis of Personality and Environment (TAPE) and a set of 16 questions relating satisfaction, frustration, and dropping out were administered on the subjects. The discrepancy scores were calculated between self-concept, self-students and College-Ideal College. The results of the correlational analysis revealed that there was some evidence of a relationship between perceived discrepancies and academic dissatisfaction but not with non-academic dissatisfaction. The authors concluded that discrepancies between perception of the self and the college, the self and students, and the college and ideal college are significantly related to non-academic dissatisfaction. A significant correlation of .32 (p < .05) was found between academic and non-academic satisfaction. The highly dissatisfied students perceived their college to be dull, boring, uncreative, competitive, tense, militaristic, repressive, conforming, coercive, detached, snobbish, cold, callous, unfriendly and intolerant.

Pervin (1967a) studied the relationship between student satisfaction with college and perceived self-college similarity. The concepts used were - My college, Self, Ideal self. 365 undergraduates participated in the study. Transactional Analysis of Personality and Environment (TAPE) questionnaire, and satisfaction scale were administered on the subjects. Results of the correlational analysis revealed that the perceived Self-Environment similarity was found to be related to personal satisfaction scores. The environmental satisfaction did not appear to reflect satisfaction with the self. The findings supported
the view, that perceived self-environment similarity is related to personal satisfaction with the environment.

Pervin (1967b) explored the relationship between student and college interaction. 3,016 students from 20 colleges participated in the study. Transactional Analysis of Personality and Environment (TAME) - Form A and B were administered on the subjects. The findings revealed that significant areas of discrepancy and dissatisfaction with college varied from college to college. The study suggested that there is an optimum fit between student and college, the qualities of which will vary for different students and different colleges. It was also predicted that a high discrepancy score would be related to dissatisfaction.

Kurtzman (1967) investigated into differences between students of higher, middle and lower creative ability in terms of peer acceptance, satisfaction - dissatisfaction with school and personality characteristics. 80 boys and 71 girls were included in the study who obtained total scores in between 84th percentile on School College Ability Test (SCAT). A measure of Creativity, Classroom Social distance Scale (Cunningham, 1951), Student Opinion Poll (Getzels and Jackson, 1959) and High School Personality Questionnaire (HSPQ, Cattell and Beloff, 1962) were administered on the subjects. The results revealed that there were differences between adolescents with differing degrees of creative ability and personality variables in terms of their satisfaction - dissatisfaction with the school.

Auria and Frankiewicz (1967) factor analysed the responses of 300 9th and 10th public school students on the 60 item Student Opin-
ion Poll. The items were related to school practices and activities. The analysis yielded seven mutually independent satisfaction factors. The four most easily identifiable factors accounted for 72 percent of the common factor variance and were associated with school organization, school concern for social development, academic content and standards, and teacher behaviour. Three other factors for satisfaction were tentatively identified as school attention to individual differences, degree of student autonomy, and breadth of intellectual preparation.

Peterson (1965) conducted a study to investigate into the relationship between the school campus environment and students' satisfaction with their school. 1,529 students from six colleges representing three different types of campus environments were included in the study. College Student Questionnaire Part II (CSQ) developed by the investigator was used to measure satisfaction with various aspects of the college viz., major field, the faculty, the administration and the students. The results showed that various aspects of the college environment were significantly related to students' satisfaction.

Brodie (1964) studied the relationship between satisfaction - dissatisfaction of students with their school and their school achievement. Student Opinion Poll (Jackson and Getzels, 1959) and Iowa Tests of Educational Development were administered on the subjects. Results revealed a statistically significant, though inconsistent superiority of satisfied students in scholastic achievement. But, the differences were quite striking for girls and almost nonexistent for boys.
Jackson and Getzels (1959) investigated into the psychological functioning and classroom effectiveness between two groups of adolescents, those who were satisfied with their recent school experiences and those who were dissatisfied. 531 students from one single school were included in the study. Student Opinion Poll (developed by the investigator), Individual Intelligence Test (Binet and Simon), Standardized Verbal Achievement Test, Standardized Numerical Achievement Test, Direct and Indirect Sentence Completion Tests, Group Rorschah Cards III, IV, IX and X, Teacher Rating and Adjective Check List were used. Results revealed that the 'satisfied' and 'dissatisfied' students do not differ from each other in either general intellectual ability or in scholastic achievement. Those differences which did appear were linked to psychological rather than scholastic variables. More specially each of the test instruments designed to assess psychological health or adjustment were effective in distinguishing 'satisfied' from 'dissatisfied' students. The 'satisfied' group attained better scores on various tests than the 'dissatisfied' group, signifying a more adequate level of psychological functioning. The variables that differentiated the experimental groups tended also to distinguish them from the total population of students. As regards their typical class-room feelings, the dissatisfied boys were more extra-punitive than satisfied boys. The authors concluded that dissatisfaction with school appears to be part of a larger picture of psychological discontent rather than a direct reflection of inefficient functioning in the classroom. The dissatisfaction seemed to be a product of a pervasive perceptual set that colours the students' view of himself and his world and the "dynamics" of dissatisfaction operates differently for boys and girls.
Spillman (1959) and White (1962) replicated partially Jackson and Getzels' study and confirmed their findings about the absence of a correlation between students' dissatisfaction with their school experiences on one hand and measures of achievement and intelligence on the other. Odell (1957) also studied the relationship between students' satisfaction with college, achievement, and personality characteristics, and concluded that achievement and satisfaction - dissatisfaction are not related, but a significant relationship exists between personality characteristics and satisfaction - dissatisfaction with school.

Clifford (1955) did a comparative study on students' satisfaction with college life in different colleges and found that the students differ significantly in their satisfaction scores in different colleges.

Berdie (1944) investigated into students' college achievement and their satisfaction with college. The satisfaction measure used was an adaptation of Hoppock's (1935) Job Satisfaction Blank. Honour point-ratio, high school grades and scores on a series of ability tests were taken as indices of students' achievement. Results indicated a significant relationship between high school rank and students' satisfaction scores.

A-2. Indian Studies

Yadava (1980) investigated into the relationship between students' satisfaction - dissatisfaction with their college and their attitudes and values. 210 students of class XI of the literary stream from Allahabad city participated in the study. Satisfaction - dissatis-
faction scale (Rastogi, Mahrotra & Saxena, 1978). Attitude scale (Swarup, 1975) and Personal Value Questionnaire (Verma & Shery) were used. Means, S.Ds and t test were computed. Eleven hypotheses were tested. Results revealed among others that all the five dimensions of the satisfaction - dissatisfaction scale "Santosh - Asantosh Mapni" representing five college areas, contributed equally to the overall satisfaction - dissatisfaction among students with their college. The satisfied and dissatisfied students differed significantly in their attitudes towards education, school, discipline, society and morality. The satisfied and dissatisfied students also differed significantly on six of the 10 value dimensions viz. social, democratic, aesthetic, economic, power and family prestige.

Jindal (1977) conducted a study to find out the relationship between perceived discrepancies in the self and various aspects of college environment and the sources of conflicts or strain within the college environment. A sample of 1,650 students was selected from different colleges of Haryana. They were administered TAPe (Transitional Analysis of Personality and Environment) test and were asked to rate a number of concepts on bipolar adjective scales. The data was analysed on the two bases: (i) Intra and inter-institutional comparisons, and (ii) student v/s college interactions. Results revealed that there were large discrepancies between the way the students saw themselves and the various aspects of college environment. The sources of strain were in the functioning of the college. The student v/s college interaction suggested that the students were dissatisfied with other students in the college, faculty and the administration of the college. The largest variability was, however, found on student and administration concept.
B. Studies on Students' Satisfaction and School Climate:

Schreck (1977) probed into the interaction of student personality variables and perceived classroom and school social climate among students, and the effect of those interactions between environmental and personality variables as they affected the students satisfaction. The sample consisted of 107 teachers and 515 junior class students from 3 schools in U.S.A. School Organizational climate was measured using Likert Profile of a School Questionnaire Form I and Form III for students and teachers respectively, Student's Satisfaction Inventory (Goodwin, 1975), Edwards' Exploratory Questionnaire and Rotter's Internal / External of Reinforcement scale were used. The findings revealed that high explorers were more satisfied with the various aspects of their school settings than the low explorers. The level of internality was not found to be a significant factor influencing student responses to satisfaction items. Students were found to differ significantly on their satisfaction scores. School rules and discipline were found to be the chief centers for students' satisfaction. The author made the following conclusions: (i) satisfaction with the particular school had more effect on student satisfaction than did personality differences, (ii) support was found for the ecological position that there exists a 'best-fit' for individuals of different personality orientation, (iii) student responses to situational variables were mediated by the different social environments of the school and, (iv) the high level of student satisfaction with various aspects of alternate school may be explained in part by its smaller size.

McPartland and Epstein (1975) investigated the interaction of family and school factors on student's satisfaction with school life.
The investigators surveyed 5,661 students in four secondary grades of 16 schools. Results showed that attendance in 'Open' vs 'Traditional' schools have small positive effects on student's satisfaction with school life and student self-reliance, while differences in family authority structures are much more important for these outcomes when student social class characteristics are statistically controlled. Also certain rules in the family had a positive effect on student satisfaction with school life. Interaction effects between family and school authority structures did not appear consistently.

B. 1. Other studies on Organizational climate of schools:

Rohr (1977) found that organizational climate of elementary schools located in urban areas are not significantly different from elementary schools located outside an urban area, while Drexler (1977) concluded that there was a main effect of organization on organizational climate. Pirkney and Esposito (1976) using OCDQ showed that excluding students, teachers as a group and teachers and principal both go to form the two basic dimensions of school organizational climate. Seidman (1975) attempted to identify staff behaviours responsible for climate, used OCDQ and found that organizational climate of schools was the outcome of teacher behaviours of Disengagement and Esprit. Lunenburg and O'Reilly (1974) and Apple Berry and Hoy (1969) concluded that teachers in open schools were more humanistic in pupil control ideology than teachers in closed climates, and significant relationship existed between openness of school Organizational climate and pupil control ideology.
Pritchard (1966) questioned the validity of Halpin and Crofts' method of classifying schools based on the similarity of the school profile to one of the six prototype profiles, if the climate descriptions represent valid descriptions of characteristics of teacher-teacher interaction. Smith (1967) found that the concept of organizational climate as identified by the OCDQ was empirically sound and viable. Halpin (1966) concluded that the subtests of the OCDQ provided reasonably valid measures of important aspects of the school principal's leadership, in the perspective of interaction with his staff. McFadden (1966) reported that the prototype profile reported by Halpin and Crofts (1963) for their sample were not found frequently among schools of his study. Brown (1965), Novatney (1966), Kinney, White and Gentry (1967), Resurrection (1969), and Stanbery (1969) in their replicatory studies observed great differences in case of organizational climate of schools.

Novatney (1966) found only four school types: Open, closed, autonomous - familiar and controlled - paternal. Mehra (1968) on a sample of 65 secondary schools from Delhi found disengagement, aviscidity, esprit, intimacy, controls, hindrance, thrust, and task orientation as dimensions of organizational climate. She also found three basic factors: esprit, social needs and social control, but climates remained the same.

STUDIES ON SCHOOL CLIMATE AND ITS RELATIONSHIP WITH OTHER VARIABLES:

C.1. Foreign Studies:

Morton (1977) undertook a study to determine if a relationship existed between teacher perception of the organizational climate
of the elementary schools and the academic achievement of the students. The data were analysed using mean scores for each sub-scale of organizational climate Questionnaire for each school. These were correlated with achievement scores of students using multiple correlation to find the relationship with summed scales of climate components. Findings from the correlational analysis among the student achievement variable and the nine sub-scales of elementary school organizational climate revealed no significant relationships. Similarly no significant relationships were found when summed climate scales were correlated with mathematics and reading scores. Examination of the scattergram for the summed climate scales and student achievement also revealed no linear or curvilinear relationships.

Apter (1977) studied the relationship between school organizational climate and grade level of the students along with other school variables. The formula of Esprit plus thrust minus Disengagement to identify the openness was used. The grade level of students was not found to differ significantly in between the two climate categories at .05 level of significance. Hall and Hall (1976) found that the organizational climate of school affected the performance and success of students.

McPartland and Epstein (1975) investigated, if there existed any differences on the students' achievement in relation to the openness of a school and the effect of social class on them. The investigators surveyed 6,185 students in 23 elementary, 10 middle and 6 high schools of a suburban Maryland school district where schools varied significantly in the authority system. Results revealed that there was a large school openness and family background interaction effect on
achievement. Students from the higher social class categories showed a more positive relationship between school openness and achievement than did students from lower social class.

Kronick (1974) investigated the relationship between attitudes towards learning and academic achievement and the role of organizational climate. 195 junior high school students were administered a questionnaire that included the variables of organizational climate, and perception of climate of classroom. The dependent variable was academic achievement. Results indicated that in selected cases significant differences existed between academic behaviour, and perception of the school setting as 'open' and 'closed'. But, Leonard, Madden and Denton (1973) found no significant difference in language arts achievement variables on the basis of different organizational climates.

Kornick (1972) in another study attempted to distinguish the achievers from non-achievers, on a student population (51 Black and 138 White subjects) of 8th grade on the basis of their perceptions of the social climate within their school and their classroom. OCDQ was used to measure the organizational climate of schools. The results indicated that perception of organizational climate had some limited consequences for students' achievement and it also provided information that might possibly distinguish the achievers from non-achievers.

C. 2. Review of Researches done in India:

Desai, Shelat and Sahasrabudhe (1979) reviewed the researches

done on Organizational Climate of Schools / Colleges at CASE Baroda. They have reported that a pioneering study in 1970, in this direction gave momentum to as many as nineteen doctoral studies in this area at various levels, viz., schools, colleges of Education, and Departments of Universities. Out of 19 studies, eleven studies were conducted at school level, while 8 studies were carried out at higher education level. Relationship of organizational climate with various variables relating to principals, teachers and students have been studied. Kumar (1972), Sharma (1972), Patel (1974), Shelet (1975), Pandey (1975) and Pillai (1973) studied organizational climate and personality characteristics of teachers at school level. Chokshi (1976), Mehre (1976), Franklin (1975), Gupta (1976) studied at higher education level. Sharma (1973), Shelet (1975), and Darji (1975) studied the organizational climate of schools and its relationship with students academic achievement and academic motivation. Shah (1975) and Sahasrabudhe (1977) studied the relationship between School Organizational Climate and students' unrest and pupil's act of indiscipline.

Tripathi (1978) carried out another study at B.H.U., Varanasi. The sample was drawn from intermediate colleges at Varanasi both urban and rural. The variables included were organizational climate and attitude of teachers.

1. Open vs Closed Climate:

Desai et. al., (1979) has reported that in almost all the studies, in the institutions of Gujarat state, a trend was found towards closedness. Climate studies done on the samples from Rajasthan, Tamil Nadu, Punjab and Maharashtra have obtained similar results.
Studies by Sharma (1972), Kumar (1972), Patel (1973), Pillai (1973), Pandey (1975), Neela Shelat (1975), Darji (1975), Gupta (1976), Chokshi (1976), and Gandhi (1977) and Tripathi (1978) also supported this trend. Chokshi (1976) compared the organizational climate of schools of Gujarat and Phillipines and found that distinct differences existed between the two. He inferred that the difference was due to differences in the social systems of the two countries. Kumar's (1972) study revealed that open climate tended to show better personal and social adjustment on the part of the pupils ($F$ ratio = 2.81, $p < .05$). Also, better value formation and attitude development was possible in open climate ($F = 2.45$, $p < .05$). Likewise, findings of Gandhi (1977), Mehta (1977) and Shasrabudhe (1977) revealed, that a positive and significant relationship existed between School Climate and Pupil Control Ideology ($t$ value of 5.12 and $F = 4.81$ and $6.02$ are significant at .01 level). These studies also confirmed the previous findings of Lunenberg and O'Reilly (1974) and Hoy, Apple Berry (1969, 1970), that teachers were humanistic in 'open climate' schools, and custodial in 'closed climate' schools. Gandhi (1977) and Sahasrabudhe (1977) found that pupil control ideology was positively related to disengagement, hindrance, aloofness, production emphasis, and was negatively related to intimacy, esprit, thrust and consideration. Sharma and Santhanum (1970), in another study, investigated into the influence of school organizational climate on students' indiscipline and student-teacher relationship in the classroom. It was revealed that relationship and behaviour of the teacher affected the behaviour and attitude of students towards teaching and teacher.
Shelet (1975) conducted a study to measure and identify organizational climate and the relationship between organizational climate and pupil's achievement. The sample consisted of 100 high schools selected from Baroda district. Gujarati adaptation of OCDQ (Halpin and Crofts); School survey (Robert Coughlan), personal data sheet, etc., were used. The major findings of the study were, that the organizational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types predominate. Most of the high achievement schools had closed climate and low achievement schools had open climate. The schools having open, autonomous and paternal climate contributed to boy's academic achievement, whereas controlled and familiar climate did not contribute to boy's academic achievement. Also, leadership behaviour did not influence pupil's academic achievement.

Shah (1975) conducted a study to develop a profile of colleges in Central Gujarat, to study perception of academic life, and student unrest. 26 principals, 100 teachers and 1,112 students from 28 colleges participated in the study. OCDQ (Halpin and Crofts), and opinionnaire and rating scales were used. The findings revealed that the students showed their maximum dissatisfaction towards students' welfare services, curriculum, examination, indiscipline, and interpersonal relationships. The students' satisfaction was higher in the best possible college building. Organizational climate of the college was significantly related to the principals', teacher's, and students' perception of causes and remedial measures of students' unrest.

Sharma (1974) replicated Halpin and Crofts' study on organizational climate on a random sample of 1,066 secondary school tea-
chers in Rajasthan which aimed at identifying and classifying the organizational climate of the sample schools, constructing a profile for each of the schools, comparing climate of various types of schools, investigating relationship between organizational climate and teachers satisfaction, and between organizational climate and school effectiveness, etc. OCDQ, Teachers' Satisfaction scale, School Effectiveness scales were used. External and internal examination results were used as schools' academic performance index. Factor analysis was used to identify the basic factors underlying organizational climate. The findings revealed new dimensions of organizational climate viz. Psychological Hindrance, Alienation, Controls, and Humanized Thrust. The results of the study were in consonance with the findings of Halpin and Crofts. Significant positive correlations were found between teacher satisfaction and school climate, school academic achievement index and humanised thrust, and school climate and school effectiveness.

Pillai (1973) studied the relationship between organizational climate and pupil performance, innovativeness of schools, and faculty morale. The study concluded that pupil performance is significantly better in schools with open and autonomous climates than those with other types of climates. Both the organizational climate and faculty morale are positively and significantly related to innovative ability of the school and pupil performance. Esprit and Thrust influence the level of pupil performance significantly and positively, whereas disengagement and hindrance influence it negatively but significantly.
Sharma (1971) investigated the relationship between organizational and pupil's achievement both at profile level and at subtest level on a sample of 25 secondary schools in Churu district of Rajasthan. OCDQ (Halpin and Crofts) and achievement scores of Board Examinations were used. 'F' test, 't' test and correlational analysis was used. The results revealed that 'open' and 'autonomous' climates might well be the most favourable for high achievement index, whereas the 'closed' climate would tend to affect the achievement index adversely. On the sub-test level, the correlation of -.67, -.33, .59 and .25 are obtained between achievement on one hand and disengagement, hindrance, Esprit, and intimacy respectively. The correlation between achievement and intimacy is found to be statistically significant. Coefficient of correlation between achievement on the one hand and the leadership behaviour characteristics of OCDQ tests namely 'Aloofness', 'Production Emphasis', 'Thrust', and 'consideration' on the other, are found to be .46, .21, .59, .44 respectively. Here the coefficients of correlations except the one in respect of 'Production Emphasis' are found to be significant. Accordingly, 'Esprit' and 'Production Emphasis', 'Thrust', and 'Consideration' might add to the high achievement of the pupils, while 'Disengagement', 'Hindrance', 'Aloofness' would hinder or affect adversely the achievement of the students.

D. 1. SCHOOL, SATISFACTION - DISSATISFACTION: A REVIEW OF SCHOOL

Areas (Dimensions).

Various researchers have included different aspects of school / college / university in their studies as indicators of satisfaction -
dissatisfaction. Malpass (1953) and Marks (1970) in their studies on students' perception of college environment included teachers, classmates, achievement in schools, school discipline, school in general and student, faculty, administration and physical plant. Jackson and Getzels (1959) included teachers, student body, classroom procedures and curriculum. Jackson and Laederne (1967) took attitude of students towards teachers and work itself in addition to those included by Jackson and Gatzels. Pervin (1967) included My college, self, Ideal-self; Pervin and Rubin (1967): College-Ideal college, Self-Ideal self, administration, faculty and students; constantinople (1967): Goal in college experience, and happiness / unhappiness with college; Pervin (1968): Student, faculty, and administrator. Diedrich and Jackson (1969) took into account two additional variables viz. social class and course grades in addition to those included in their previous study of 1959. Williams and Venditti (1969) considered grades, assistance from teachers, fairness of teachers, financial demands imposed by the school, kindness of other pupils, adequacy of school facilities, practicability of school work and academic standard of school: Nelson (1971) included college classes, college regulations, college teachers, grades, roommates, studying, campus, myself as student, ideal student, college education and religion.

Waterman and Waterman (1971) took into account academic orientation (satisfaction with faculty) and traditionalism (administration and major field), Peterson (1985) included major-field, faculty, administrator and student. Gragaliunas and Herzberg (1971)
included achievement, responsibility, work itself, recognition, personal growth (as motivator factor), and peers, teachers, status, rewards, and school policy and administration (as hygiene factor). Beelick (1973) included school policy and administration, teacher behaviour, interpersonal relations with peers, school activities and school, work itself, achievement and lack of achievement, recognition and lack of recognition; Cuben, and Scaife, (1973): concept of self, ideal-self and college environment; Gregg (1973): faculty-student relationships, student-student relationships, expectation-reality discrepancy, academic and non-academic experience in the college. Clark et. al., (1972) considered curriculum, standard and reputation, liberal climate, community, religious attachment of the school, school plant and its location; Hatcher (1975): recognition, compensation and quality of education; Parent, Forward, Canter and Mohling (1975): disciplined and undisciplined conditions at school.

Quarter, Krish, Dimitri and Postle (1976), Modu (1976) and Bryan (1978) took into account academic achievement at a school, while Peterson (1977) included decision making process; McCann and Fisher (1977): teacher authoritarianism and academic achievement included as factors in satisfaction — dissatisfaction with school. Morstein (1977) included academic programme, and Rundle (1978) included school size in their studies respectively.

D. 2. SCHOOL SATISFACTION — DISSATISFACTION, A REVIEW OF MEASURE

47 items from the original scale of Jackson and Getzels (1959) to use as a measure of satisfaction - dissatisfaction. The reliability and validity of the Shortened version / version of the scale have not been reported. Williams and Vendith (1969), adapted a modified form of Illinois Inventory of Pupil Opinion. Nelson (1971) used semantic differential technique for measuring satisfaction - dissatisfaction and Pervin (1967a, b), Pervin and Rubin (1967) also used the same technique for constructing an instrument for the Transactional Analysis of Personality and Environment (ITAPE / TAPE). Others used direct method for eliciting responses about satisfaction - dissatisfaction (Friedlander, 1965; Peterson, 1965; Rand, 1968). Some other researchers adopted Job satisfaction measures, as used in industries. Berdie (1944) used an adaptation of Hoppock's (1935) job satisfaction Blank, Feather (1973) used Job satisfaction Index to measure satisfaction - dissatisfaction among students. Betz, Klingersmith and Manne (1970) constructed college student satisfaction Questionnaire (GSSQ) on the basis of job satisfaction research regarding components of satisfaction (Herzberg, et. al., 1957), while Stern (1968) constructed College Experience Questionnaire (CEQ) to measure satisfaction - dissatisfaction based on 'Two-Factor Theory' (Hygiene - Motivator) developed by Herzberg, et. al., (1959). Constantinople (1967) constructed another scale, Perceived Instrumentality of the college test (PICT) to measure satisfaction - dissatisfaction from college. Beelixx (1973) used interview schedule similar to one used in studies relating to satisfaction - dissatisfaction among employees by Herzberg, et. al., (1959).
D. 3. ITEM ANALYSIS: A REVIEW OF PROCEDURES.

Different techniques of Item-analysis:

Various methods have been used for the analysis of items by different researchers. A look into the literature showed that numerous arbitrary indices for item analysis were devised and used. Long and Sandiford (1953) listed 23 methods, Guilford (1936) described 19 methods, Gillickson (1950) summarized that these lists are essentially the same, with one or two exceptions. Murphy and Likert (1938), Kelley (1939), Lev (1938), Lentz and Whitmer (1941), Lewshe and Mayer (1947), Ferguson (1942), Loevinger (1947), Vernon (1948, 1950) and Wherry, Campbell and Perloff (1950) and others have described various ways of analysing the test items.

Engelhart (1965), showed a high degree of agreement among the various techniques of item-analysis. Oosterhop (1976) maintained, that any of the common indices would not make any appreciable dent on the eventual outcome of an analysis. Guilford (1965) and Nunnally (1967) argued in favour of the point biserial 'r' on the basis, that, it tells more about the contribution of a particular item to the predictive validity of the total test. Upadhyaya (1978) compared four methods of item-analysis using MTAI scale and found that only 40 items could be retained on the basis of critical ratio, chi-square test, U.L. Index and tri-serial and biserial 'r'.

SUMMARY OF THE REVIEW:

The review reveals that generally tools and techniques employed,
methodology used and variables included, to investigate the problem of satisfaction—dissatisfaction among students in relation to their school / college differ widely from researcher to researcher and from country to country. It is difficult to summarize the results of the studies in this area, in a single conclusion. In India, many studies directly related to the problem could not be traced. Studies show marked difference in their findings and inferences drawn. These provide little knowledge about the construct 'satisfaction—dissatisfaction with school', and its relationship with different personality characteristics of students and other variables like family size, social status, parents' income, sex, type of residence, and other variables. Its relationship with the school / college environment as perceived by students has been investigated by a few but its relationship with the climate as perceived by the teachers has been attempted only rarely.

The cross-cultural and racial studies, though few, have revealed significant differences between the satisfying and dissatisfying experiences of students belonging to different cultures and races. In the light of these studies, results obtained by other researchers in their studies on foreign soil and inferences drawn from them, can not be applied whole sale in this country. Few studies have also revealed, that students belonging to private and public schools, as well as those in denominational and public schools differ in their satisfying and dissatisfying experiences. Results of other researches show that transfer or fresh students are more satisfied than the old students, and their dissatisfaction increases with longer stay at school / college. The results also vary in respect of relationships with students' per-
sonality characteristics and their academic and non-academic achievements. Some have found significant correlation between students' satisfaction - dissatisfaction with school / college and their personality characteristics, such as level of aspirations, self-concept, internal and external control, needs and a few other variables, while others have not. A comparative and definitive assessment of the role played by different personality characteristics on students' satisfaction - dissatisfaction with school / college seems to be not feasible. Also, the personality characteristics taken into account by many previous researchers differ from those taken by the present investigator.

One will wonder, if satisfaction - dissatisfaction among students, in an altogether different culture, social and economic setting, and the political set up, as in other countries will have the same psychodynamics (as suggested in foreign studies), as dissatisfaction among students in India. The problems that students, teachers, principals and the schools as a whole face in India, differ greatly from those of other countries, specially U.S.A., where most of the researches in this field have been conducted. The role of organizational climate of schools on students' academic achievement have come to investigator's notice, showing either positive relationship or no relationship among themselves, but its role in the generation of satisfaction - or dissatisfaction among students have been hardly observed with definite inferences. Therefore, it is evident, that, foreign studies on satisfaction - dissatisfaction are not much comparable with those, done in India, including the present one. Comparison becomes still more difficult on account of the difference in tools used, opera-
tional definition of various psychological constructs taken into consideration, the specific techniques employed for sample selec-
tion, heterogeneity of sample characteristics like age, grade level, ability, class; different controls of correlated variables; diffe-
rent school systems and differences in school size, school plant; and the culture and community, to which the sample belonged. The review has also revealed that the use of adequate controls has been singularly lacking. The use of the controls such as intelligence, family size, family education, and type of residence, etc. have been found to be effective in some, while ineffective in others.

Therefore, the researches which have been cited in the fore-
going review suggest that researches on the relationship of personal and environmental factors, related to students' satisfaction - dis-
satisfaction are not many and reflect varying degrees of relation-
ships. The findings have been by no means unequivocal, and the nature of relationships appear to be complex.

The Present Study:

The present study differs from other investigations in the in-
cision of different variables, the population chosen, the tools used and objectives laid for the study as well as statistical treatment given to the data. It differs in including socio-economic status as a variable, while many of the earlier studies have studied either family size, family education, type of residence, and others, separa-
tely only. Verbal and non-verbal intelligence has also been combined to see the effect of both separately as well as conjointly. The study also differs from the past ones, in the inclusion of self-concept,
anxiety and EPPS needs along with level of aspiration, and classroom functioning of students as independent variables. Moreover, inclusion of "Organizational climate of schools", as perceived by the teachers and its relationship with students' satisfaction has added to the uniqueness of the present study. Also, the present study deviates from the past ones in its research design and the statistical treatment of the data to obtain reliable and valid answers to the questions raised.