Preface

Indian Educational System is well diversified and one of the largest in terms of institutions and student enrollment. However, it has not been able to fully contribute towards fulfillment of socio-economic objectives of the nations. Education has always been considered as an instrument of change as was succinctly highlighted by Indian Education Commission (1964-66) which emphasized that destiny of India will be shaped in its classrooms. It has been realized that measurement of school performance should extend beyond academic variables like pass percentages, to incorporate quality of school life variables like satisfaction with school and its various dimensions including teachers, extracurricular activities, school buildings and upkeep, communication and decision making opportunities etc. There is an emergent need to reorient our teaching-learning processes to incorporate students’ opinions, preferences, likings as some of the major considerations. This requires paradigm shift in educational administration. Managerial approaches like Benchmarking, Re-engineering, quality of educational services rendered need to be incorporated in administration and management of Indian educational institutions.

The experiences and reactions of students towards their school may be influenced by possible interactions among student’s socio-economic differences as well as their intelligence levels.

In Indian context, it may also be worthwhile to consider whether there are any gender sensitivities towards satisfaction levels with their schools and its various dimensions.

Present study is a humble attempt designed to highlight emerging challenges facing secondary education in India regarding satisfaction of students with their school environs in relation to their intelligence and socio-economic status.
Present research has been presented in five chapters:

Chapter-I : deals with the introduction to the problem, description of the variables: Intelligence, Socio-Economic Status, concept of Satisfaction, review of related literature, objectives and hypotheses to be tested.

Chapter-II : focuses around description of the tools; their development procedure as well as their reliability and validity

Chapter-III : deals with the tools, sample, design and procedure of the study.

Chapter-IV : presents analysis and interpretation of data and,

Chapter-V : includes summary of the findings, educational implications of research findings and suggestions for further research.