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An Investigation of Factors Related to Student Satisfaction and Dissatisfaction with High School

Delbert B. Beelick
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Delbert B. Beelick
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CHAPTER I

INTRODUCTION

Today as never before the American educator is being held accountable for the restiveness and dissatisfaction that are being displayed by secondary school students. Secondary school educators across the nation are being challenged by parents in school board meetings and by students through protests and demonstrations. Among other things educators are being asked to answer for the dropout rate and the general dissatisfaction that many adolescents have with school. These criticisms appear to be valid in light of the fact that one of every five students leaves high school before graduation,\(^1\) and even high ability students have quit because they did not like school.\(^2\)

These problems have not gone unnoticed by educational administrators. Concerted efforts have been made to reduce the problem of dissatisfaction with school through curricular revisions and improved guidance services. New courses have been added to the curriculum and established courses have been revised in an attempt to make the course of study more relevant. The number of student

\(^{1}\) Kruger, Stanley W., "They Don't Have to Drop Out." American Education, V (October 1969), 6.


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counselors has been substantially increased to provide students with direction in pursuing a course of study which will be satisfying and rewarding.

Other efforts have been directed toward the upgrading of teachers' skills in recognizing and meeting the needs of students. Many school systems have utilized in-service training procedures for teacher education. A number of educational administrators have encouraged teachers to continue their education in graduate school. A few school districts have experimented with sensitivity training in attempting to influence teacher sensitivity in dealing with students.

While these determined efforts have resulted in indications that the problem of student dissatisfaction has been reduced in some areas, the number and kind of student reactions to the secondary school suggest that educators have not yet developed a learning environment in which a much greater majority of students find satisfaction. Possibly, educators have not identified all of the factors which influence adolescents to experience a general satisfaction with school. Studies conducted by Brodie\(^1\) and Jackson\(^2\) revealed that there were a number of students who were dissatisfied with


\(^2\)Jackson, Philip W. and Getzels, Jacob W., "Psychological Health and Classroom Functioning: A Study of Dissatisfaction with School Among Adolescents." *Journal of Educational Psychology*, L (December 1959), 275-300.
school; however, little has been accomplished in identifying factors which have influenced students to be satisfied and dissatisfied with school.

Purposes of the Study

The purposes of this study are to investigate and to identify factors related to student satisfaction and dissatisfaction with school, and to determine if the factors differ in their effect on students who are satisfied with school and on students who are dissatisfied with school. The findings of studies in industry indicate that there are factors which affect employees relative to satisfaction and dissatisfaction with their jobs. Kowitz, in his review of motivational research, found many parallels between factors which influence workers in industry and factors which influence students in school. An assumption that seems reasonable is that there are factors which influence student satisfaction and dissatisfaction with school. If these factors can be investigated and identified then educational administrators can take these factors into consideration when structuring the learning activities within the school. Also, knowledge of these factors may provide counselors and teachers with data of a qualitative nature.


Importance of the Study

It is believed that the findings of this study will provide information which may improve the decision-making ability of school administrators and staff members. Decisions made by school administrators and staff members ultimately influence the attitudes and behavior of school children. With an understanding of the factors related to student satisfaction and dissatisfaction, the resourceful school administrator and staff member may be able to design an educational program which will meet the needs of a greater majority of children. Additionally, the findings may have implications for in-service education, teacher-training programs, and curriculum designs. It seems important that the findings may provide qualitative data for educators to use in seeking a more desirable learning climate.

Project Summary

In order to provide a focus for the remainder of this chapter and in order to put into perspective the literature review of Chapter II, it is necessary to provide a synopsis of the project prior to the detailed design of the study in Chapter III.

After consultation with the committee chairman and other members of the committee, it was agreed that 200 or more students would be randomly selected from the student body of 2200 students at the Flint Southwestern Community High School. Each of the students selected would be interviewed and tested. A semi-structured
interview schedule and the Student Opinion Poll II would be used to interview and test each student. The student interviews would be used to obtain data on the factors related to student satisfaction and dissatisfaction with school. The Student Opinion Poll II would be used to identify students who are satisfied with school and students who are dissatisfied with school. The reading levels, grade-point averages, and intelligence quotients for students interviewed and tested would be obtained from the school's records.

Questions

The questions this study attempted to answer were formulated after a review of the literature related to human satisfaction and dissatisfaction. A number of industrial studies were found which were designed to identify factors related to employee satisfaction and dissatisfaction with work. Few studies were found which were aimed at investigating student satisfaction and dissatisfaction with school. After an analysis of these studies the question that emerged was: Are there identifiable factors which are related to student satisfaction and dissatisfaction with school?

The following questions were the ones for which answers were sought in this investigation:

1. What are the sources of student satisfaction and dissatisfaction with school?

2. What are the effects of student satisfaction and dissatisfaction with school?

3. What are the relationships between student satisfaction and reading levels, grade-point averages, and intelligence quotients?
4. What are the sources and effects of satisfaction and dissatisfaction with school for satisfied and dissatisfied students?

Assumptions

The following assumptions were used as a basis for the development and conduct of the investigation:

1. The factors related to student satisfaction and dissatisfaction with school influence all students to varying degrees.

2. The students selected for this study are representative of the high school population of Flint Southwestern Community High School.

3. The reliability and validity of the data gathering instrumentation employed in this study are adequate for the purposes of this investigation.

4. The expressed responses to measuring instruments are the perceived beliefs of the subjects.

Limitations

The conclusions and inferences that may be drawn from the findings of this investigation are restricted by the following limitations:

1. The project design of the study was developed to obtain data of a qualitative nature; however, the data gathering instrumentation was dependent on student recall and perception of factors, attitudes, and effects.

2. The study was limited to one high school in Flint, Michigan.
3. Consideration of teachers' opinions was outside the scope of the study.

4. Only the criteria specifically included in the research design were examined.

Definition of Terms

For the purposes of this investigation, the terms used frequently throughout this study are defined as follows:

**Sources of Student Satisfaction and Dissatisfaction with School**—objective elements of a situation in which a student found causes for good or bad feelings about school. (Example: a grade of A in a course of study.)

**Students**—adolescents ranging in age from 14 to 19 years and enrolled in the Flint Southwestern Community High School.

**Satisfied Students**—those 25 male and 25 female students who scored the highest on the **Student Opinion Poll II**.

**Dissatisfied Students**—those 25 male and 25 female students who scored the lowest on the **Student Opinion Poll II**.

**Student Grade-Point Average**—an average of all grades received by a student thus far in secondary school.

**Student Reading Level**—a ratio between a student's reading score and the average reading score for students of that age as measured by the **Science Research Associates** reading test.

**Student Intelligence**—a student's mental aptitude as measured by the **Science Research Associates** mental maturity instrument.
Overview of the Dissertation

This study will be presented in five chapters. Chapter I will provide a preview of the project as well as expose some of the foundations for the research effort.

Chapter II will be devoted to a review of the pertinent literature related to the problem. This chapter will be divided into three sections. The first section will discuss some of the contributions of psychology to the understanding of human satisfaction and dissatisfaction. In the second section there will be a review of the research related to human motivation in industry and other fields. The third section will be a review of the educational research which has been designed to focus specifically on the subject of student satisfaction and dissatisfaction with school.

In Chapter III there will be the operational format for the study including the description of the research design, instrumentation, setting, sample, procedures, and preliminary activities. Additional information in Chapter III will include the documentation for the data collecting procedures used.

Chapter IV, Analysis of Results, will be the findings of the study. The results will include the findings relative to the identification of factors related to student satisfaction and dissatisfaction, findings relative to student reading levels, grades, intelligence, and satisfaction with school, and the findings relative to the effect of factors on satisfied and dissatisfied students.

The final section, Chapter V, will be a summary of the study with conclusions and recommendations.
CHAPTER II

REVIEW OF RELATED RESEARCH

An examination of the literature on the subject of human satisfaction and dissatisfaction led to the finding that the projects designed specifically for the purpose of focusing on student satisfaction and dissatisfaction with school were few in number. It was found that the bulk of the research into human satisfaction and dissatisfaction has been conducted in industry. Therefore, much of the literature examined for this study resulted from efforts in industry to study the events and conditions which reflect the different levels of human satisfaction and dissatisfaction.

Contributions of Psychologists

The foundation for contemporary thinking

The foundation for most of the contemporary thinking on the subject of human satisfaction is in the principle of hedonism. This principle was well established in the writings of Jeremy Bentham and John Stuart Mill and can be traced back to the Greek philosophers.\(^1\) The principle of hedonism has as one of its assumptions the belief that human behavior is directed toward pleasure and away from pain.

People are assumed to exhibit behavior which maximizes satisfaction and minimizes dissatisfaction. Fromm in discussing human behavior relative to satisfaction stated:

Pains are the correlatives of actions injurious to the organisms, while pleasures are correlatives of actions conducive to its welfare. Individual or species is from day to day kept alive by pursuit of the agreeable or avoidance of the disagreeable.

He described the physiological demands on the human body to pursue the agreeable as:

The objective, physiological necessity to satisfy these demands is perceived subjectively as desire, and if they remain unsatisfied for any length of time painful tension is felt. If this tension is released, the relief is felt as pleasure, or, as I propose to call it, satisfaction.2

In an effort to relate attitudes to human perceptions of satisfaction and dissatisfaction Vroom suggested that:

If an object is believed by a person to lead to desired consequences or to prevent undesired consequences, the person is predicted to have a positive attitude toward it. If, on the other hand, it is believed by the person to lead to undesired consequences or to prevent desired consequences, the person is predicted to have a negative attitude toward it.

These efforts by Fromm and Vroom to delineate the concepts of human behavior and attitudes suggest that the assumptions of the hedonistic doctrine continue to be the philosophical foundations for the contemporary research on human satisfaction and dissatisfaction.


2loc. cit., p. 183.

3Vroom, op. cit., p. 16.
From the hedonistic doctrine have emerged three distinct approaches to understanding human satisfaction. These three approaches are commonly referred to as the behavioristic, psychoanalytic, and humanistic. The theoretical foundations for most of the psychological research in recent years has come from these three psychological approaches.

**Behavioristic approach**

The beginning of the behavioristic approach can be traced to E. L. Thorndike\(^1\) and his Law of Effect which stated that there was a connection between an event and the accompanying satisfaction or dissatisfaction an animal experienced. The greater the satisfaction or dissatisfaction the greater is the strengthening or weakening of the bond. The Law of Effect underlies much of the research on learning problems and is today often referred to as stimulus-response theory. Such psychological theories as connectionism (Thorndike), associationism (Pavlov and Watson), contiguity (Guthrie), deductive, drive-reduction (Hull and Spence), and operant conditioning (Skinner) are all related to the Law of Effect. The behavioristic approach to understanding behavior has been found to be most useful in the area of learning.

**Psychoanalytic approach**

The psychoanalytic approach to explaining behavior suggests

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that human behavior is influenced by many inborn and animalistic tendencies that are not often conscious to the individual. Psychoanalytic theory explains that the individual progresses through developmental stages which eventually result in an adult personality. The psychoanalysts contend that human behavior is a reflection of the adult personality which is composed of physical characteristics, needs, and childhood experiences. McDougall referred to the physical characteristics which relate to behavior as instincts. He suggested that in order to conceptualize human behavior one must recognize the importance of these human instincts.

Some authors who agree with me in regarding instincts as enduring innate dispositions, which generate impulses to action, and who agree also in regarding them as the mainsprings of human conduct . . . .

Allport interpreted McDougall to be saying that instincts are the foundation for all human behavior, and the possibility that human motivation may have its foundation in an area other than instincts did not exist.

McDougall explicitly denied the possibility; for our motivational structure is laid down once and for all in our equipment of instincts. New objects may become attached to an instinct through learning but the motive power is always the same. Freud's position was essentially identical.

The psychoanalytical theories have been utilized, for the most part, in research on the severely mentally ill.

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Humanistic approach

The humanistic approach to behavior explains that behavior is purposeful or goal-directed and choices are made in terms of cognitions or motives at the time the choice is made. This approach is basically ahistorical in that behavior is viewed as depending on events existing at the time of the behavior. Humanistic theory describes behavior in terms of self-actualization, self-concept, freedom, authenticity, and feelings. It emphasizes the creative, autonomous nature of man who is striving to become a fully functioning person. A few of the theories which have evolved from the humanistic concept are phenomenology, perceptual psychology, transactional psychology, and existentialism. In recent years the advocates of these theories have been instrumental in educational approaches to learning problems.

The theories of Maslow\(^1\) on human motivation have been utilized by many educators in providing a learning environment. His theories on need gratification are based on the premise that the inner nature of man has characteristics which all other selves have and characteristics which are unique to the person.\(^2\) Within these characteristics are capacities which need to be fulfilled and it is


perceived that human satisfaction is derived from the fulfillment of these capacities. Maslow\(^1\) stated:

Capacities clamor to be used, and cease their clamor only when they are used. Not only is it fun to use our capacities, but it is also necessary. The unused capacity or organ can become a disease center or else atrophy, thus diminishing the person.

The theories related to need-gratification explain that need fulfillment is a correlative of human growth and health. Healthy behavior is described as human striving toward self-actualization. Kelly,\(^2\) on the subject of motivation, used the term fully functioning self to explain the goal of human endeavor. He emphasized the necessity of having helpful people in a meaningful learning environment. Combs\(^3\) and Jersild\(^4\) basically agree that a facilitating person is essential in assisting an individual to assess himself so that he may be instrumental in achieving his purpose in life. These humanists view human satisfaction and dissatisfaction as being an individual matter and that motivation must be based on planned experiences toward individual success.

The theories of the behaviorists, psychoanalysts, and humanists

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\(^1\)loc. cit., p. 40.


on human satisfaction and dissatisfaction are, for the most part, founded on the assumptions of the hedonistic doctrine. The behaviorists and psychoanalysts stated that human satisfaction and dissatisfaction are influenced by physical characteristics and past experiences. While the humanists recognize the influence of historical factors in human motivation, they emphasize the cognitive processes and situational factors in describing human behavior.

The descriptions of behavior by these theorists suggest the existence of at least four underlying factors which may be related to human satisfaction and dissatisfaction. They are physical factors, previous experiences, cognitive processes, and situational factors.

The explanations of the theorists on the possible variables related to human satisfaction indicate there exist identifiable factors related to student satisfaction and dissatisfaction with school.

Industrial Research

Through the years people in industry have been interested in those factors which are related to employee satisfaction and dissatisfaction with work. During the 1960's there were a number of studies conducted specifically to identify factors which human beings associate with satisfaction and dissatisfaction. Herzberg, Mausner, and Snyderman in an effort to identify factors interviewed

203 engineers and accountants using a critical-incidents technique. Each individual interviewed was asked to recall a time when he felt exceptionally good about his work and a time when he felt exceptionally bad about his work. Through content analysis of the responses it was found that the sources of satisfaction for these employees were achievement, recognition, work itself, responsibility, advancement, and salary. The sources of dissatisfaction were found to be company policy and administration, technical supervision, interpersonal relations with supervisors, lack of recognition, and work itself. The findings and conclusions of Herzberg et al. prompted many replications of the study in different areas of industry.

Walt\textsuperscript{1} conducted a replication of Herzberg's study using 50 professional women holding positions within the United States Government. The findings correlated closely with the findings of Herzberg et al. in that achievement, recognition, responsibility, and work itself were sources of satisfaction. Policy and administration, and working conditions were associated with dissatisfaction.

In a study using a questionnaire to collect information from male supervisors in public utility companies, Schwartz, Jenusaitis, and Stark\textsuperscript{2} found that achievement, recognition, responsibility, and


advancement represented sources of satisfaction. Sources of dissatisfaction were technical supervision, company policy and administration, and working conditions.

During an investigation conducted by Myers\(^1\) 283 employees of a large corporation were interviewed. Among the employees interviewed were scientists and engineers. The responses of both the scientists and engineers indicated that they considered achievement, recognition, advancement, responsibility, and work itself as sources of satisfaction.

Allen\(^2\) led an investigation in which more than a thousand employees were asked to answer a questionnaire. The questionnaire requested the employees to recall a period of time when they felt satisfied relative to work, and a period of time when they felt dissatisfied. The sources of satisfaction which emerged from the employee responses were achievement, recognition, advancement, possibility of growth, and responsibility. The factors which were associated with dissatisfaction were company policy and administration, technical supervision, salary, working conditions, personal life, and interpersonal relations with supervisors, peers, and subordinates.

In a study to test Herzberg's findings, Dunnette, Campbell, and


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Hakel developed two sets of 36 statements. One set of statements included positive comments concerning a satisfying job situation, and the other set included negative statements descriptive of an unsatisfying job situation. The respondents were requested to describe a satisfactory or dissatisfactory job situation and to select the appropriate set of statements which illustrated the respondent’s feelings. Also, the respondents were asked to order the statements into seven categories. Q analysis was used in scoring and analyzing each of the answers. The findings indicated that the factors which were related to the satisfactory situations were achievement, responsibility, work itself, recognition, co-workers, and supervision-human relations. The factors which were found to be associated with the dissatisfying situations were achievement, responsibility, recognition, advancement, supervision-technical, supervision-human relations, and company policies and practices. While the sources of satisfaction were similar to those in other studies, the sources of dissatisfaction were significantly different.

The studies which have been conducted using the critical-incidents methodology have generally yielded similar findings relative to employee satisfaction and dissatisfaction with work. Herzberg, after reviewing several studies, concluded that the findings

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1Dunnette, M. D., Campbell, J. P., and Hakel, M. D., "Factors Contributing to Job Satisfaction and Job Dissatisfaction in Six Occupational Groups." Organizational Behavior and Human Performance, II (May 1967), 143-74.

2Herzberg, Work and the Nature of Man, op. cit., p. 124.
were similar in nearly every instance. Common among the findings have been the factors of achievement, recognition, responsibility, and work itself as sources of satisfaction. Employee dissatisfaction has been generally associated with company policy and administration, interpersonal relations with other employees, and the lack of recognition. Investigators who have explored employee satisfaction using different research procedures have uncovered many of the same factors; however, the distinction between satisfying factors and dissatisfying factors has not been found to be a clear one.

Vroom\(^1\) stated that one should be cautious when inferring the causes of satisfaction and dissatisfaction from descriptions of events by individuals. He explained that people have a proclivity to ascribe reasons for satisfaction to one's accomplishments while attributing dissatisfaction to factors beyond one's control. This criticism is subject to discussion, if, in fact, these human tendencies are in part the foundation for human satisfaction and dissatisfaction. It seems that, if these human tendencies exist, an investigation of satisfaction and dissatisfaction would neither be complete, nor accurate without an appraisal of these tendencies. Therefore, if the critical-incidents methodology focuses on these human tendencies, then it would seem to have value in the investigation of factors related to satisfaction and dissatisfaction.

\(^1\) Vroom, op. cit., p. 129.
The investigation of factors related to student satisfaction and dissatisfaction with school is a relatively new field of inquiry. The studies which have been conducted have been designed primarily to determine the relationship between student satisfaction and scholastic achievement. No studies were found which had as their primary concern the identification of factors related to student satisfaction and dissatisfaction.

In 1959, Jackson and Getzels\(^1\) used a specially developed instrument to measure student satisfaction and dissatisfaction with school. The instrument, called the *Student Opinion Poll*, was used to identify a group of satisfied students and a group of dissatisfied students for the purpose of determining if differences existed between the groups relative to psychological functioning and classroom effectiveness. A group of satisfied students was selected which included 25 boys and 20 girls, and a group of dissatisfied students was selected which included 27 boys and 20 girls. The groups were compared on ability and achievement scores, and on a number of psychological variables. The findings of the study indicated that no significant differences could be found between the groups relative to ability and achievement variables. There were differences found between the groups relative to the psychological variables. On all of the tests used to measure the level of psychological functioning,

\[^1\text{Jackson and Getzels, op. cit., p. 297.}\]
the group of satisfied students attained better scores than the dissatisfied group. This finding prompted the researchers to conclude that dissatisfaction with school is related to a student's perceptual perspectives which influence his view of himself and the world around him. Also, the findings suggested that the factors related to student dissatisfaction operate differently for boys and girls. It was found that boys tend to blame their discontent on the world around them while girls tend to be introjective in blaming their dissatisfaction on their own perceived inadequacies.

Brodie criticized the findings of the Jackson and Getzels study describing the sample groups as being nontypical in socioeconomic background and intellect. The sample groups for the Jackson and Getzels study were selected from a Midwestern private school where the mean intelligence score was approximately 130. Brodie conducted a similar study in what he described as a more representative educational framework. He compared two groups of students, one group of satisfied students, and one group of dissatisfied students relative to their scores on the Iowa Tests of Educational Development. The findings of this study indicated that satisfied students generally outperformed dissatisfied students at a statistically significant level. He concluded that the satisfied students tended to do better on tests involving academic skills than dissatisfied students. Brodie interpreted this finding to be

\[\text{Brodie, op. cit., p. 375.}\]
the result of the more affirmative attitudes toward classroom objectives and drill routine of satisfied students.

An investigation by Jackson and LaHaderne\textsuperscript{1} to determine the accuracy of teachers' judgments of their students' satisfaction with school was conducted using the teachers of 292 sixth graders. The researchers also attempted to identify the relationship between student attitudes toward school and scholastic performance scores. The results showed that teachers' appraisals of student satisfaction with school were accurate at a statistically significant level. No significant relationship was found between the students' satisfaction scores and scholastic performance scores. Also, the results did not reveal any significant differences between boy and girl students on the factors investigated.

In a study conducted by Levine and Weitz\textsuperscript{2} a questionnaire was developed and administered to graduate students. The questionnaire included questions concerning student satisfaction and dissatisfaction with school. One of the significant findings was that graduate students find the lack of voice in determining department policy a source of dissatisfaction. A source of satisfaction and dissatisfaction was the general quality and competence of the faculty.

\textsuperscript{1}Jackson, Philip W., and LaHaderne, Henrietta M., "Scholastic Success and Attitude Toward School in a Population of Sixth Graders." \textit{Journal of Educational Psychology}, LVIII (February 1967), 15-8.

In a comprehensive study conducted by Diedrich and Jackson\textsuperscript{1} a number of variables were investigated relative to satisfaction and dissatisfaction with school. A sample group of 258 high school juniors was used to measure the relationships between student satisfaction and academic success, intellectual ability, social class, and personal values. As in previous studies, no statistically significant relationships were found between student satisfaction, and ability or academic success. The differences found between the groups on the measures of social class and values were negligible. A difference was found between satisfied and dissatisfied girls on the values inventory. The girls in the satisfied group were found to hold more traditional values associated with the Puritan Ethic than the girls in the dissatisfied group.

A review of the educational research into the factors associated with student satisfaction and dissatisfaction indicates that this area of inquiry is still in the beginning stages. The studies conducted thus far have been primarily concerned with the investigation of relationships of student variables. The apparent importance of this area of research seems to warrant more comprehensive and in-depth study.

Summary

For the most part contemporary thinking on human satisfaction

and dissatisfaction has had as its foundation the principle of hedonism. The primary assumption associated with the principle of hedonism is the belief that human behavior is directed toward pleasure and away from pain. Psychologists in explaining human behavior relative to satisfaction and dissatisfaction have described physical characteristics, previous experiences, cognitive processes, and situational components as the basic factors having influence on gratification.

Industrial researchers have primarily devoted their studies to the sources of satisfaction and dissatisfaction for employees. The findings from studies using the critical-incidents methodology have indicated that achievement, recognition, responsibility, and work itself are related to satisfaction with work. The sources of dissatisfaction which have emerged from the research findings suggest that company policy and administration, interpersonal relations, and the lack of recognition are connected with a sense of employee dissatisfaction. Investigations which have used other research methodologies have found similar factors which are related to satisfaction; however, the distinction between satisfying and dissatisfying factors has not been found to be a significant one.

The research into student satisfaction and dissatisfaction with school has been limited to the study of relationships between student attitudes and abilities, achievements, teacher ratings, and psychological-functioning levels. The research thus far, with the exception of the Brodie study, has not substantiated a significant relationship between student satisfaction and abilities or
achievement. The findings of Jackson and Getzels suggest that an understanding of student satisfaction and dissatisfaction may be derived by examining the psychological-functioning levels of students. The intent of this research project was to investigate the psychological framework of students relative to feelings of satisfaction and dissatisfaction with school. It was the belief of the researcher that the project design used in this study would yield meaningful information on the psychological characteristics of students which influence the perception of satisfaction and dissatisfaction with school.
CHAPTER III

RESEARCH DESIGN AND PROCEDURES

The purpose of this section is to describe: (1) the research design, (2) the selection and development of the instruments, (3) the setting, (4) the selection of the sample, (5) the procedures for the study, (6) the preliminary activities, (7) the administration of the instruments, and (8) the collection and organization of the data.

Research Design

The purposes of this study were to investigate and identify factors related to student satisfaction and dissatisfaction with school, and to determine if the factors differ in their effect on students who are satisfied with school and on students who are dissatisfied with school. To accomplish these purposes it was decided that the research design should include the use of two measuring instruments: one instrument to be used to collect data to facilitate the identification of those factors related to student satisfaction and dissatisfaction with school, and the other instrument to be used to identify those students who are satisfied with school and those students who are dissatisfied with school.

To accomplish the identification of those factors related to student satisfaction and dissatisfaction with school, it was decided that the design of the study should be constructed to enhance
the collection of data which are of a qualitative nature. The observational method of collecting data was recognized as possibly the most suitable approach; however, the realities of the school environment make it impractical to observe student behavior and at the same time to inquire about a student's feelings. As a primary instrument for use in this investigation it was decided that scaled-measuring devices were limited in contributing qualitative information due to their reliance on rankings or ratings based on generalizations. A study of groups of students was considered and evaluated and eventually rejected because of the difficulty in controlling variables and the doubtful value of group scores on student satisfaction and dissatisfaction. An examination of previous studies revealed that an interview technique would have utility in focusing on factors related to student satisfaction and dissatisfaction.

A review of the study conducted by Herzberg\textsuperscript{1} et al. in which the interview was used indicated that qualitative data could be obtained with the use of the interview instrument. While there have been criticisms of Herzberg's conclusions relative to his research findings, it can be said that he was successful in identifying factors related to satisfaction and dissatisfaction. Dunnette\textsuperscript{2} et al. in a study, using a different research design, found many of the same factors to be related to satisfaction and dissatisfaction. It was decided, on the basis of Herzberg's success

\textsuperscript{1}Herzberg, \textit{The Motivation to Work}, op. cit., p. 143.

\textsuperscript{2}Dunnette, op. cit., p. 156.
in identifying factors related to employee satisfaction and dissatisfaction, that the purposes of this investigation would be served by using a similar research design.

A decision was made to develop an interview schedule to investigate and to identify factors related to student satisfaction and dissatisfaction with school. It was recognized that the use of a personal interview would involve the time-consuming tasks of interviewing each student and analyzing each student response for content. However, the possibility that meaningful data would be realized in the end seemed to justify the utilization of the interview instrument in the investigation of factors related to student satisfaction and dissatisfaction.

To accomplish the purpose of determining whether the factors related to student satisfaction and dissatisfaction differ in their effect on students who are satisfied with school and on students who are dissatisfied with school, a method of differentiating between satisfied and dissatisfied students had to be selected. An examination of various tests and measurements and previous research studies indicated that there were instruments available which provide a general measure of student satisfaction and dissatisfaction with school. Two instruments, *The School Inventory* and the *Student Opinion Poll*, were selected for their ability to differentiate between students who are satisfied with school and students who are dissatisfied with school.

An interview schedule was utilized to elicit student accounts of critical incidents which were analyzed for content. Upon
completion of the student interviews each student was requested to respond to a testing instrument. The content analyses of student accounts were used to identify those factors which are satisfying and dissatisfying to students. The test instrument was used to identify those students who are satisfied with school and those students who are dissatisfied with school. These procedures accomplished the purposes of providing data which permitted the identification of satisfying and dissatisfying factors and a determination of the effect of those factors on students who are satisfied with school and on those students who are dissatisfied with school.

Selection and Development of the Instruments

The interview schedule developed for this investigation was modeled after the instrument used by Herzberg\(^1\) et al. for their study in industry. Herzberg used a semi-structured interview schedule to collect data to identify factors related to employee satisfaction and dissatisfaction with work. The interview was used to elicit employee responses on attitudes and feelings related to work experiences. Each employee was requested to recall a specific period of time during which he felt exceptionally good or bad about his job. These periods of strong feelings were referred to as critical incidents. Each critical incident was analyzed for content

\(^1\)Herzberg, *The Motivation to Work*, op. cit., p. 141.
to identify specific attitudes and behaviors during periods when the employee felt exceptionally good or bad about his job. The foundation for this research approach was based on the assumption that a measure of an individual's mentally recorded experiences of good or bad feelings was the most qualitative indicator of human satisfaction and dissatisfaction.

The interview schedule used in this investigation was similar to the instrument developed by Herzberg with changes in the phraseology to make the questions applicable to students in high school. After a number of trial administrations of the instrument it was decided to revise the interview schedule to include only those questions which were effective in eliciting student responses (See Appendix A).

The instrument used in this investigation to identify those students who are satisfied with school and those students who are dissatisfied with school was the **Student Opinion Poll II**. This test is a revision of a questionnaire which has been used in a number of investigations into student satisfaction and dissatisfaction with school. This instrument is a 47-item multiple-choice test designed to elicit student responses concerning satisfaction and dissatisfaction with various aspects of school such as: the teachers, the curriculum, the student body, and classroom procedures (See Appendix B). The instrument is scored by giving one point each time the student chooses, from a set of multiple-choice responses, the answer which indicates the greatest degree of satisfaction. The range of scores for any one student is from 0 to 47. A high
score on the test indicates a greater degree of satisfaction with school, and inversely, a low score indicates a dissatisfaction with school.

Setting

This investigation was conducted in a secondary school in the Flint Community School System in Flint, Michigan. The Flint Community School System is located in an industrial-urban community with a population of nearly 200,000 people. The community contains many of the socio-economic and ethnic factors which are commonly associated with a heterogeneous setting. The population of the community is composed of approximately 30 per cent southern whites, 30 per cent blacks, 10 per cent Mexican Americans, and the remainder is a mixture of nationalities and origins.

The Flint Southwestern Community High School was selected for this study from among the four secondary schools in the Flint Public School System. This secondary school of 2200 students was selected because of its social and ethnic group diversity. The student enrollment in the high school is composed of 20 per cent black students and 80 per cent white students. The families from which the students come represent a variety of the social and economic characteristics of the community. The white families in the area, as well as the black families, are a composite group of the economically advantaged and disadvantaged people of the community. The location of the Southwestern Community High School in an area of social and ethnic group diversity was a primary consideration in
the choice of the student body as the population from which students would be selected for the purposes of this investigation.

Selection of the Sample

It was decided that the final sample group of students selected for this study should reflect the characteristics of the school relative to grade, sex, and race. A partition was constructed to facilitate the selection of a sample group of students which would reflect the relationship of these factors in the school. In Table 1 is the partition which illustrates the distribution of students selected for interviewing and testing.

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>DISTRIBUTION OF STUDENTS SELECTED FOR INTERVIEWING AND TESTING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male=109</td>
</tr>
<tr>
<td>Grade</td>
<td>Caucasian</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>Tenth</td>
<td>27</td>
</tr>
<tr>
<td>Eleventh</td>
<td>26</td>
</tr>
<tr>
<td>Twelfth</td>
<td>26</td>
</tr>
<tr>
<td>Totals</td>
<td>79</td>
</tr>
</tbody>
</table>

The process of selecting students for interviewing and testing was conducted using random selection procedures. Students were selected from classrooms and study halls. The interviewer identified...
himself to the teacher of the class or study hall and explained he was conducting a study and would like to talk to a few students in the class. After the teacher's permission was obtained a number of students were randomly selected for interviewing and testing. Each student was approached by the interviewer and told the following: "I would like to ask you a few questions concerning your thoughts about school." Of the more than 200 students selected only one student refused to participate in the interviewing and testing. Throughout the selection process efforts were made to adhere to the guidelines established in the partition (Table 1). This was done by asking the teacher to identify the year of school of the students. The sex and race of the students were apparent through visual observation.

Procedures for the Study

The Director of Research for the Flint Community School System and the Principal of the Southwestern Community High School were contacted and informed of the proposed research project. A detailed written research proposal was given to the Director and the Principal for consideration. The research proposal explained the purposes of the study and the procedures within the research design. The proposal included the research instruments with the specific questions students would be asked to answer. After an evaluation of the research proposal was made by the Director and Principal the study was approved and permission was granted to conduct the investigation in the Southwestern Community High School.
Preliminary Activities

A suitable room for student interviewing and testing provided a quiet atmosphere in which interviews could be conducted with few interruptions and distractions. The room was 8' x 12' in size and included a large table and two comfortable chairs. It was recognized that it would be difficult to conduct a student interview and at the same time record by pencil and paper the remarks made by students. A decision was made to use a tape recording machine to record student responses made during interviews.

Administration of the Instruments

After a number of trial administrations of the research instruments it was determined that the administration of the interview schedule and questionnaire took approximately twenty minutes per student. This period of time required to administer the instruments indicated that three students could be interviewed and tested during a normal 60 minute class period. The room designated for student interviews was found to be comfortable, adequately lighted, and relatively quiet. With this information it was decided to begin student interviewing and testing.

The student who was to be interviewed was ushered into the interviewing room and asked to be seated at the table. Across the table from the student the interviewer seated himself. The interviewer introduced himself and explained the purposes of the interview. The student was informed that his responses to questions would be held in confidence and it was the desire of the interviewer...
that the student speak frankly during the interview. An effort was made to develop a friendly rapport with the student to promote a comfortable atmosphere in which candid student responses could be elicited. The presence of the tape recorder was explained as being necessary to record the student's responses for analysis at a later time. The student was assured that no one other than the interviewer would have access to the tape. The name, grade, age, sex, and race of the student were recorded on a piece of paper. Then the student was asked the first question from the interview schedule.

The first question in the interview schedule asked the student to think of a time when he felt exceptionally good or bad about school. If his responses to the first sequence of questions referred to a period of time when he felt exceptionally good about school, then the second sequence of questions dealt with a time when he felt exceptionally bad about school. The reverse was the case if the responses to the first sequence of questions referred to a time when the student felt exceptionally bad about school.

Upon completion of the interview the student was thanked for his participation and requested to answer the 47-item questionnaire. The student was then led to a table in the library and seated. The questionnaire and answer sheet were given to the student along with the instructions for answering the questionnaire. The student was told that his answers to the questionnaire would not be divulged to anyone connected with the school, and he should be straightforward in answering the questions. While this student
was answering the questionnaire another student was asked to enter the interviewing room. The same procedures were followed in the interviewing and testing of this student and other students selected for the study. This student, upon completion of the interview, was given the questionnaire and answer sheet. If the student interviewed previously had completed the questionnaire, it was collected and the student was sent back to class. Another student was then ushered into the interviewing room. This schedule was used in the interviewing and testing of the 217 students selected for this study.

Collection and Organization of the Data

The student responses were taken from the tape recordings and typed on 4 x 6 index cards. For each student interviewed there were four typed index cards, two cards having student responses related to a time when the student felt exceptionally good about school, and two cards having student responses related to a time when the student felt exceptionally bad about school. The factors or sources of good feelings were typed on the first card and the effects of the good feelings on the second card. On the other set of two cards were placed the factors or sources of bad feelings and the effects of the bad feelings. On the sets of cards for each student were placed the student's name, age, grade, sex, and race. At the completion of the typing of student responses on index cards there were two sets of two cards for each of the 217 students interviewed.

An a posteriori approach was used in analyzing the students' sources of satisfaction and dissatisfaction with school. The sets
of cards were separated into piles with the factors or sources of good feelings in one pile and the sources of bad feelings in another pile. The cards with the sources of good feelings and bad feelings were analyzed and the responses which were found to be similar in content were placed together and coded. The responses on the cards with the effects of student feelings were simply tabulated, because the responses were generally yes or no and did not require content analysis. Then a second individual analyzed the student responses using the same procedures for categorizing and coding. The categories into which the two individuals placed the cards were compared and minor differences were found. The student responses which were analyzed and categorized differently by the individuals were discussed, and those responses which could not be agreed upon were excluded from further analysis.

With the general categorical scheme developed, the task of detailed analysis could begin. During the detailed analysis of the student responses many subcategories emerged which were placed under the major categories. At the conclusion of the analysis of student responses a categorical scheme was prepared for the coding of each student response. After each card was coded using the categorical scheme the cards containing the responses for each student were stapled together into two sets of two cards for each student. One set of two cards included the student responses to questions related to a good feeling and the other set included the responses to questions related to a bad feeling. The sets of cards were then divided equally into four piles. Each of four graduate
students working on advanced degrees in education was given a pile of the cards and a copy of the categorical scheme and requested to analyze and code each student response. When the codings of student responses were compared to previous codings, few differences were found. The differences were discussed and when an analysis of a student response could not be agreed upon, the two sets of two cards for the student were excluded from further analysis.

At the conclusion of the analysis of the student responses there were 388 sets of cards which had been analyzed and similarly coded by three individuals. During the analysis of the student responses 46 sets of cards, representing responses from 23 students, were excluded from further analysis. The relatively small number of student responses which were eliminated (less than 11 per cent) suggests that the categorical scheme was comprehensive and fairly representative of the students' sources of satisfaction and dissatisfaction. With the agreement of three individuals on each of the 388 sequences of student responses, it was concluded that the analysis was sufficiently objective to provide reliable data.

Each student interviewed was requested to answer the Student Opinion Poll II (Appendix B). The questionnaire was scored by giving one point each time the student chose, from a set of multiple-choice responses, the alternative indicating the greatest degree of satisfaction. The possible range of scores was 0-47.

With the permission of the Principal the cumulative folder for each student interviewed and tested was examined. The following measurements were collected from the folders: (1) the reading level
of the student as measured by the Science Research Associates reading test, (2) the grade-point ratio of the student as of the last completed semester, and (3) the intelligence quotient as measured by the Science Research Associates mental maturity instrument.

The data collected through the student interviews were tabulated in numbers of responses relative to the categorical scheme, and the chi-square test for distribution of frequencies was used where appropriate in the analysis of the data. Those 25 male and 25 female students who had the highest scores on the Student Opinion Poll II were classified as the group of students who were satisfied with school. The group of students who were considered dissatisfied with school were those 25 male and 25 female students who had the lowest scores on the questionnaire. The relationships between student satisfaction scores and reading levels, grade-point ratios, and intelligence quotients were analyzed by correlation analysis. The presentation and analysis of these data will be reported in Chapter IV.
CHAPTER IV

ANALYSIS OF RESULTS

The purposes of this investigation were to identify factors which are related to student satisfaction and dissatisfaction with school, and to determine if the factors differ in their effect on students who are satisfied with school and on students who are dissatisfied with school. The analysis of results of this investigation relative to these purposes has been divided into two sections. The first section presents the findings on the factors related to student satisfaction and dissatisfaction with school, and the second section presents the findings related to the effects of the factors on students who are satisfied with school and on students who are dissatisfied with school.

An examination of the results revealed that the comparative data did not in all cases meet the requirements for a test of statistical significance. The comparative data relative to the sources of student satisfaction and dissatisfaction with school were not found to meet the requirements for a valid chi-square test of the distribution differences. To make a valid statistical test related categories had to be combined and a relatively small category omitted. A decision was made to combine two related categories containing student responses relative to school activities, and to combine two categories containing student responses relative to interpersonal relations with peers. Also, a category containing only three student
responses was omitted. These changes made it possible to interpret more meaningfully the comparative data through statistical analysis. Throughout the statistical analysis, the probability level of .05 was used to determine those results deemed significant.

Factors Related to Student Satisfaction and Dissatisfaction

The findings of the investigation into the sources of student satisfaction and dissatisfaction with school are presented in Table 2. The percentage figures reflect the number of student responses categorized as sources of satisfaction or dissatisfaction with school.

**TABLE 2**

PERCENTAGE OF STUDENT RESPONSES CATEGORIZED AS SOURCES OF SATISFACTION AND DISSATISFACTION WITH SCHOOL*

<table>
<thead>
<tr>
<th>Factors-Sources</th>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers' Behavior</td>
<td>11%</td>
<td>37%</td>
</tr>
<tr>
<td>2. School Activities and the Schoolwork Itself</td>
<td>25%</td>
<td>7%</td>
</tr>
<tr>
<td>3. Interpersonal Relations with Peers</td>
<td>10%</td>
<td>27%</td>
</tr>
<tr>
<td>4. School Policy and Administration</td>
<td>6%</td>
<td>21%</td>
</tr>
<tr>
<td>5. Achievement and Lack of Achievement</td>
<td>44%</td>
<td>13%</td>
</tr>
<tr>
<td>6. Recognition and Lack of Recognition</td>
<td>42%</td>
<td>8%</td>
</tr>
</tbody>
</table>

*The percentages total more than 100 per cent, since more than one factor can appear in any single sequence.
The two factors with the highest percentage figures relative to satisfaction with school are achievement and recognition. The percentage figures for these two factors indicate that nearly one of every two students interviewed mentioned achievement and recognition as sources of satisfaction. Of the remaining factors the one mentioned most often by students as a source of satisfaction was school activities and the schoolwork itself. The percentage figure for this factor indicates that one of every four students found satisfaction with school activities such as athletic events, athletic teams, and interesting schoolwork (see Appendix C). The percentage figures for achievement, recognition, and school activities and the schoolwork itself indicate that these factors were most often mentioned by students as sources of satisfaction with school.

The factor with the highest percentage figure relative to dissatisfaction with school is teachers' behavior. More than one of every three students responded by saying that teachers' behavior represented a source of dissatisfaction. The student responses represented by the percentage figures for school policy and administration, and interpersonal relations with peers indicate that approximately one of every four students found these factors to be sources of dissatisfaction. The percentage figures for the teachers' behavior, school policy and administration, and interpersonal relations with peers indicate that these factors were most often designated by students as sources of dissatisfaction with school.

A comparison between male and female students relative to sources of satisfaction and dissatisfaction with school is presented.
TABLE 3

COMPARISON OF SOURCES OF SATISFACTION AND DISSATISFACTION WITH SCHOOL FOR MALE AND FEMALE STUDENTS

<table>
<thead>
<tr>
<th>Factors-Sources</th>
<th>Satisfaction</th>
<th></th>
<th>Dissatisfaction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1. Teachers' Behavior</td>
<td>11%</td>
<td>12%</td>
<td>31%</td>
<td>42%</td>
</tr>
<tr>
<td>2. School Activities and the Schoolwork Itself</td>
<td>27%</td>
<td>23%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>3. Interpersonal Relations with Peers</td>
<td>7%</td>
<td>14%</td>
<td>24%</td>
<td>32%</td>
</tr>
<tr>
<td>4. School Policy and Administration</td>
<td>4%</td>
<td>8%</td>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>5. Achievement and Lack of Achievement</td>
<td>45%</td>
<td>42%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>6. Recognition and Lack of Recognition</td>
<td>38%</td>
<td>46%</td>
<td>11%</td>
<td>5%</td>
</tr>
</tbody>
</table>

The percentage figures for male and female students under the satisfaction and dissatisfaction columns are similar for every factor with achievement and recognition having the highest figures relative to satisfaction and the teachers' behavior having the highest figure relative to dissatisfaction. Only slight differences exist between the sexes in the percentage figures for all six factors, and none of the differences were found to be statistically significant at the .05 level of probability.

Table 4 illustrates a comparison between the sources of satisfaction and dissatisfaction with school for Caucasian and Negro students interviewed in this study.
<table>
<thead>
<tr>
<th>Factors-Sources</th>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caucasian</td>
<td>Negro</td>
</tr>
<tr>
<td>1. Teachers' Behavior</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>2. School Activities and the Schoolwork Itself</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>3. Interpersonal Relations with Peers</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>4. School Policy and Administration</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>5. Achievement and Lack of Achievement</td>
<td>42%</td>
<td>49%</td>
</tr>
<tr>
<td>6. Recognition and Lack of Recognition</td>
<td>43%</td>
<td>40%</td>
</tr>
</tbody>
</table>

An examination of the differences between the percentage figures for Caucasian and Negro students in the satisfaction and dissatisfaction columns reveals slight variations with no statistically significant differences at the .05 level of probability.

In Table 5 are the responses relative to the sources of satisfaction and dissatisfaction with school for students in grades 10, 11, and 12.
TABLE 5
COMPARISON OF SOURCES OF SATISFACTION AND DISSATISFACTION WITH SCHOOL FOR STUDENTS IN GRADES 10, 11, AND 12

<table>
<thead>
<tr>
<th>Factors-Sources</th>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>1. Teachers' Behavior</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>2. School Activities and the Schoolwork Itself</td>
<td>22%</td>
<td>19%</td>
</tr>
<tr>
<td>3. Interpersonal Relations with Peers</td>
<td>7%</td>
<td>14%</td>
</tr>
<tr>
<td>4. School Policy and Administration</td>
<td>6%</td>
<td>11%</td>
</tr>
<tr>
<td>5. Achievement and Lack of Achievement</td>
<td>55%*</td>
<td>40%</td>
</tr>
<tr>
<td>6. Recognition and Lack of Recognition</td>
<td>48%</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Differences between these groups in the satisfaction column are statistically significant at the .05 level of probability.

In the satisfaction column there are differences of 15 per cent or more for the factors school activities and the schoolwork itself, teachers' behavior, and achievement. It was found that the students in grade 12 mentioned the factors school activities and the schoolwork itself, and teachers' behavior more often than students in grades 10 or 11. The factor achievement was found to have been cited by more students in grade 10 than students in grades 11 or 12. These differences were found to be statistically significant at the .05 level of probability. None of the differences in the dissatisfaction column were found to be statistically significant.
Table 6 illustrates the number of student responses relative to the effects of satisfaction and dissatisfaction with school.

**TABLE 6**

PERCENTAGE OF STUDENT RESPONSES RELATIVE TO THE EFFECTS OF SATISFACTION AND DISSATISFACTION WITH SCHOOL

<table>
<thead>
<tr>
<th>Effects</th>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Performance</td>
<td>52%</td>
<td>34%</td>
</tr>
<tr>
<td>2. Personality</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>3. Health</td>
<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>4. Attitude Toward Educational Goals</td>
<td>27%</td>
<td>14%</td>
</tr>
<tr>
<td>5. Attitude Toward School</td>
<td>49%</td>
<td>46%</td>
</tr>
</tbody>
</table>

An examination of the satisfaction column in Table 6 reveals that the sources of satisfaction with school were reported to have had a positive effect on the school performances, personalities, and attitudes toward school of nearly one-half of the students; on the attitudes toward educational goals of approximately one-fourth of the students; and on the health of almost one-tenth of the students interviewed.

The dissatisfaction column reveals that the sources of dissatisfaction with school were reported to have had a negative effect on the personalities and attitudes toward school of approximately one-half of the students, on the school performances of over one-third of the students, and on the health and attitudes toward educational goals of about one-sixth of the students interviewed.
Table 7 contains the findings of the investigation into the differences between male and female students relative to the effects of satisfaction and dissatisfaction with school.

**TABLE 7**

**COMPARISON OF EFFECTS OF SATISFACTION AND DISSATISFACTION WITH SCHOOL ON MALE AND FEMALE STUDENTS**

<table>
<thead>
<tr>
<th>Effects</th>
<th>Satisfaction</th>
<th></th>
<th>Dissatisfaction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1. School Performance</td>
<td>49%</td>
<td>55%</td>
<td>29%</td>
<td>39%</td>
</tr>
<tr>
<td>2. Personality</td>
<td>41%</td>
<td>47%</td>
<td>39%</td>
<td>50%</td>
</tr>
<tr>
<td>3. Health</td>
<td>7%</td>
<td>12%</td>
<td>16%</td>
<td>21%</td>
</tr>
<tr>
<td>4. Attitude Toward Educational Goals</td>
<td>26%</td>
<td>27%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>5. Attitude Toward School</td>
<td>42%</td>
<td>57%</td>
<td>45%</td>
<td>47%</td>
</tr>
</tbody>
</table>

A comparison of the figures in the satisfaction and dissatisfaction columns in Table 7 reveals that the differences between the percentage figures for male and female students are less than 16 percent for all effects. A chi-square test indicated that the differences between the responses were not significant at the probability level of .05.

In Table 8 are the findings relative to the effects of satisfaction and dissatisfaction with school for Caucasian and Negro students.
TABLE 8
COMPARISON OF EFFECTS OF SATISFACTION AND DISSATISFACTION WITH SCHOOL ON CAUCASIAN AND NEGRO STUDENTS

<table>
<thead>
<tr>
<th>Effects</th>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caucasian</td>
<td>Negro</td>
</tr>
<tr>
<td>1. School Performance</td>
<td>49%</td>
<td>60%</td>
</tr>
<tr>
<td>2. Personality</td>
<td>48%</td>
<td>34%</td>
</tr>
<tr>
<td>3. Health</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>4. Attitude Toward Educational Goals</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>5. Attitude Toward School</td>
<td>53%</td>
<td>38%</td>
</tr>
</tbody>
</table>

An analysis of the data in Table 8 reveals that the differences in the number of responses made by Caucasian and Negro students relative to the effects of satisfaction and dissatisfaction with school were not found to be significant at the probability level of .05.

The percentage figures in Table 9 allow a comparison of the responses made by students in grades 10, 11, and 12 relative to the effects of satisfaction and dissatisfaction with school.
TABLE 9
COMPARISON OF EFFECTS OF SATISFACTION AND DISSATISFACTION WITH SCHOOL ON STUDENTS IN GRADES 10, 11, AND 12

<table>
<thead>
<tr>
<th>Effects</th>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades</td>
<td>10</td>
</tr>
<tr>
<td>1. School Performance</td>
<td></td>
<td>49%</td>
</tr>
<tr>
<td>2. Personality</td>
<td></td>
<td>39%</td>
</tr>
<tr>
<td>3. Health</td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>4. Attitude Toward Educational Goals</td>
<td></td>
<td>24%</td>
</tr>
<tr>
<td>5. Attitude Toward School</td>
<td></td>
<td>48%</td>
</tr>
</tbody>
</table>

The differences between the number of responses from the students in the three grades for the effects of satisfaction and dissatisfaction with school were not found to be significant at the .05 level of probability.

The correlation coefficients in Table 10 show the relationships between student satisfaction scores and reading levels, grade-point averages, and intelligence quotients.

TABLE 10
RELATIONSHIPS BETWEEN STUDENT SATISFACTION SCORES AND READING LEVELS, GRADE-POINT AVERAGES, AND INTELLIGENCE QUOTIENTS

<table>
<thead>
<tr>
<th>Satisfaction Scores</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading Levels</td>
<td>-.022</td>
</tr>
<tr>
<td>2. Grade-Point Averages</td>
<td>.156*</td>
</tr>
<tr>
<td>3. Intelligence Quotients</td>
<td>-.010</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.

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Of the three relationships investigated, the relationship between student satisfaction scores and student grade-point averages was found to be significant at the probability level of .05.

Effects of Factors on Satisfied and Dissatisfied Students

A comparison of the sources of satisfaction and dissatisfaction with school for satisfied students and dissatisfied students is presented in Table 11.

TABLE 11
COMPARISON OF SOURCES OF SATISFACTION AND DISSATISFACTION WITH SCHOOL FOR SATISFIED AND DISSATISFIED STUDENTS

<table>
<thead>
<tr>
<th>Factors-Sources</th>
<th>Satisfied Group</th>
<th>Dissatisfied Group</th>
<th>Satisfied Group</th>
<th>Dissatisfied Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers' Behavior</td>
<td>14%</td>
<td>14%</td>
<td>38%</td>
<td>32%</td>
</tr>
<tr>
<td>2. School Activities and the Schoolwork Itself</td>
<td>20%</td>
<td>40%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>3. Interpersonal Relations with Peers</td>
<td>14%</td>
<td>6%</td>
<td>22%</td>
<td>28%</td>
</tr>
<tr>
<td>4. School Policy and Administration</td>
<td>4%</td>
<td>6%</td>
<td>14%</td>
<td>26%</td>
</tr>
<tr>
<td>5. Achievement and Lack of Achievement</td>
<td>40%</td>
<td>36%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>6. Recognition and Lack of Recognition</td>
<td>46%</td>
<td>38%</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Satisfied Group-25 Males and 25 Females-35 Caucasians and 15 Negroes.
In the satisfaction column the percentage figures show that the dissatisfied group of students mentioned school activities and the schoolwork itself more often than the satisfied group of students. The factors recognition and interpersonal relations with peers were mentioned more often by satisfied students than by dissatisfied students; however, none of the differences were found to be statistically significant at the .05 level.

The dissatisfaction column reveals differences of ten or more per cent between the satisfied and dissatisfied groups for the factors school policy and administration and lack of achievement. Nearly twice as many dissatisfied students as satisfied students mentioned school policy and administration as a source of dissatisfaction. More than twice as many satisfied students as dissatisfied students mentioned lack of achievement as a source of dissatisfaction. The differences in the dissatisfaction column, however, were not found to be statistically significant.

Table 12 discloses the differences found between the satisfied group and dissatisfied group relative to the effects of the sources of satisfaction and dissatisfaction with school.
TABLE 12

COMPARISON OF EFFECTS OF SATISFACTION AND DISSATISFACTION WITH SCHOOL FOR SATISFIED AND DISSATISFIED STUDENTS

<table>
<thead>
<tr>
<th>Effects</th>
<th>Satisfaction</th>
<th></th>
<th>Dissatisfaction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfied</td>
<td>Dissatisfied</td>
<td>Satisfied</td>
<td>Dissatisfied</td>
</tr>
<tr>
<td></td>
<td>Group</td>
<td>Group</td>
<td>Group</td>
<td>Group</td>
</tr>
<tr>
<td>1. School Performance</td>
<td>56%</td>
<td>44%</td>
<td>32%</td>
<td>36%</td>
</tr>
<tr>
<td>2. Personality</td>
<td>34%</td>
<td>56%</td>
<td>46%</td>
<td>44%</td>
</tr>
<tr>
<td>3. Health</td>
<td>12%</td>
<td>4%</td>
<td>14%</td>
<td>28%</td>
</tr>
<tr>
<td>4. Attitude Toward Educational Goals</td>
<td>24%</td>
<td>24%</td>
<td>10%</td>
<td>16%</td>
</tr>
<tr>
<td>5. Attitude Toward School</td>
<td>58%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Satisfied Group-25 Males and 25 Females-35 Caucasians and 15 Negroes.


The chi-square test for statistical significance showed no significant differences at the .05 level of probability.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted in an attempt to identify factors related to student satisfaction and dissatisfaction with school, and to determine if the factors differ in their effect on students who are satisfied with school and on students who are dissatisfied with school. In an effort to accomplish these purposes four questions were formulated to give direction to the investigation. The questions were:

1. What are the sources of student satisfaction and dissatisfaction with school?
2. What are the effects of student satisfaction and dissatisfaction with school?
3. What are the relationships between student satisfaction and reading levels, grade-point averages, and intelligence?
4. What are the sources and effects of satisfaction and dissatisfaction with school for satisfied and dissatisfied students?

The procedures used to seek answers to these questions provided for the random selection of over 200 students from the Flint Southwestern Community High School in Flint, Michigan. Each of the students selected was interviewed and tested using a semi-structured interview schedule and the Student Opinion Poll II. The student interviews were used to obtain data on the factors related to student satisfaction and dissatisfaction with school. The Student Opinion Poll II was used to identify students who were satisfied with school.
and students who were dissatisfied with school. The reading levels, grade-point averages and intelligence quotients for students interviewed and tested during the investigation were obtained from the school's records. The student responses obtained from the interviews were content analyzed and classified into a categorical scheme. Each student response was independently analyzed and categorized by three individuals. Those 25 male and 25 female students who had the highest scores on the Student Opinion Poll II were classified as students who were satisfied with school. Those 25 male and 25 female students who had the lowest scores on the Student Opinion Poll II were classified as students who were dissatisfied with school. The data derived from these procedures were placed in tables of percentages and analyzed. Correlation analysis and the chi-square test were used where appropriate in the analysis of the data.

Summary of the Findings

The findings of this investigation relative to the questions to which answers were sought and to the related questions concerning sex, race, and grade in school are summarized as follows:

1. The sources of student satisfaction and dissatisfaction with school were found to be (ordered from most often mentioned to least often mentioned):

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Achievement</td>
<td>a) Teachers' Behavior</td>
</tr>
<tr>
<td>b) Recognition</td>
<td>b) Interpersonal Relations with Peers</td>
</tr>
</tbody>
</table>
2. The factors achievement, recognition, school activities and the schoolwork itself were perceived by the largest number of students as sources of satisfaction with school.

3. The factors teachers' behavior, interpersonal relations with peers, and school policy and administration were perceived by the largest number of students as sources of dissatisfaction with school.

4. The results of the statistical analysis of the comparative data indicate that the sources of satisfaction and dissatisfaction with school were similar for male and female students and similar for Caucasian and Negro students.

5. The sources of satisfaction with school for students in grades 10, 11, and 12 were found to be significantly different in that the factors teachers' behavior, school activities and the schoolwork itself were mentioned more often by students in grade 12 than students in grades 10 or 11, and that the factor achievement was mentioned more often by students in grade 10 than students in grades 11 and 12. The sources of dissatisfaction with school were not found to be significantly different for the students in the three grades.
6. In the investigation it was found that student satisfaction and dissatisfaction with school had an effect on (ordered from most often mentioned to least often mentioned):

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) School Performance</td>
<td>a) Attitude Toward School</td>
</tr>
<tr>
<td>b) Attitude Toward School</td>
<td>b) Personality</td>
</tr>
<tr>
<td>c) Personality</td>
<td>c) School Performance</td>
</tr>
<tr>
<td>d) Attitude Toward</td>
<td>d) Health</td>
</tr>
<tr>
<td>Educational Goals</td>
<td></td>
</tr>
<tr>
<td>e) Health</td>
<td>e) Attitude Toward</td>
</tr>
<tr>
<td></td>
<td>Educational Goals</td>
</tr>
</tbody>
</table>

7. The findings of the study indicated that the sources of satisfaction with school had a positive effect on the school performances, personalities, and attitudes toward school of nearly one-half of the students; on the attitudes toward educational goals of approximately one-fourth of the students; and on the health of almost one-tenth of the students interviewed and tested.

8. The findings indicated that the sources of dissatisfaction with school had a negative effect on the personalities and attitudes toward school of approximately one-half of the students; on the school performances of over one-third of the students; and on the health and attitudes toward educational goals of about one-sixth of the students interviewed and tested.

9. The effects of satisfaction and dissatisfaction with school were found to be similar for male and female students, similar for Caucasian and Negro students, and similar for the students in grades 10, 11, and 12.
10. Of the relationships investigated in this study, the relationship between student satisfaction scores and student grade-point averages was found to be statistically significant at the .05 level of probability.

11. The sources of satisfaction and dissatisfaction with school for satisfied and dissatisfied students were not found to be significantly different.

12. The differences found between the satisfied and dissatisfied students, relative to the effects of satisfaction and dissatisfaction, were not found to be statistically significant at the .05 level of probability.

Relationships to Other Studies

Many of the findings of this investigation concerning student satisfaction and dissatisfaction are similar to those of other studies reported in Chapter II. The factors achievement and recognition were found in this study to be related to student satisfaction with school. These same factors were found in a number of industrial studies to be related to employee satisfaction with work—Herzberg, Mausner and Snyderman (pp. 15-6); Walt (p. 16); Schwartz, Jenusaitis, and Stark (pp. 16-7); Myers (p. 17); and Allen (p. 17). School policy and administration and teachers' behavior were identified as sources of student dissatisfaction with school. These results are similar to the findings of studies in industry in which company policy and administration and technical supervision were found to be sources of employee dissatisfaction with work—Schwartz,
In this study the relationship between student satisfaction and intelligence was not found to be statistically significant at the .05 level of probability. This finding supports the findings of Jackson and Getzels (pp. 20-1) and Diedrich and Jackson (p. 23). Contrary to the findings of these studies the relationship between student satisfaction scores and grade-point averages was found to be statistically significant in this study. The correlation coefficient of .15 for this relationship, while statistically significant, may be interpreted as too small to account for a meaningful percentage of the variance between the two variables. However, this significant correlation does agree with Brodie (pp. 21-2) who also found a statistically significant relationship between these variables.

Conclusions

Insofar as the techniques used in this study may be valid, the following conclusions seem to be justified.

1. The findings of this investigation suggest that there are identifiable factors which are related to student satisfaction and dissatisfaction with school. Of the factors identified in this investigation those which may represent the sources of satisfaction with school for the greatest number of students are achievement and recognition. This finding suggests that educators can influence student satisfaction by providing opportunities for students to
experience the feelings associated with achievement and recognition.

2. Other factors which were found to influence students to be satisfied with school were school activities and the schoolwork itself. An examination of the responses of students for these categories reveals that students mentioned participation on athletic teams, attendance at athletic events, and interesting schoolwork. This finding suggests that school administrators may have an effect on student satisfaction by providing students with interesting schoolwork and a variety of extra-curricular activities. During the last few years the trend in education has been toward larger, more comprehensive schools. The number of extra-curricular activities in which students may participate has remained basically the same for each school; consequently, the opportunities for students to participate in extra-curricular activities have decreased.

3. The teachers' behavior was mentioned by a number of students as a source of student satisfaction and dissatisfaction with school. As a source of satisfaction with school students described teachers' behavior as being friendly, willing to listen, and interested in students (see Appendix C). As a source of dissatisfaction with school students described teachers' behavior as being unfair, unfriendly, critical, and inconsiderate (see Appendix C). This suggests that student satisfaction and dissatisfaction with school may be influenced through efforts by teachers to be more friendly, fair, and considerate in their dealings with students.

4. Another factor which was found to be a source of dissatisfaction with school was interpersonal relations with peers. For
this category students mentioned being isolated from a group and disapproving of other students' actions. It seems unlikely that these sources of student dissatisfaction will ever be entirely eliminated from the educational environment. Possibly, there is a need for students to study human behavior and group dynamics to better understand themselves and others, and therefore be more able to deal with the feelings associated with isolation from others and disapproval of the behavior of others.

5. After teachers' behavior and interpersonal relations with peers the factor which was found to have the greatest influence on student dissatisfaction was school policy and administration. Many of the student responses fell into four areas: disapproved of administrators' actions, being suspended from school, administrators acted unfairly, and harmful school policies. Administrators, in an effort to provide for an orderly educational environment, can be expected to make decisions which negatively affect a number of students. It is doubtful that educational administrators, by their actions, will be able to entirely eliminate student dissatisfaction with school; however, those conscientious administrators who consider the interests and needs of students when making decisions may be effective in reducing student dissatisfaction.

6. The findings suggest that student satisfaction and dissatisfaction with school are related to the school performances, personalities, health, attitudes toward educational goals, and attitudes toward school of students. Satisfaction with school may have more of an effect on the school performance, personalities, and attitudes
toward school of students than on the health or attitudes toward educational goals of students. Dissatisfaction with school may have more of an effect on the students' personalities and attitudes toward school than on the school performances, health, and attitudes toward educational goals of students.

7. The relationship between student satisfaction scores and grade-point averages was found to be statistically significant in this study. The investigation could not establish a causal relationship between these two variables; however, this finding suggests that rewarding grades, as a measure of student achievement, may have some bearing on student satisfaction with school.

8. The sources and effects of satisfaction and dissatisfaction with school were not found to be significantly different for satisfied and dissatisfied students. This finding suggests that the satisfied and dissatisfied students have generally the same sources of satisfaction and dissatisfaction with school. One possible explanation for this finding may be that the sources of satisfaction with school are available to some students and less available to other students. If, for example, the normal curve is used to grade student achievement, then those students who are less talented and capable may have less of a chance to experience achievement and recognition as compared to more talented and capable students. This possibility seems to be partially supported by the statistically significant relationship found between student satisfaction and grade-point average. Another example of an imbalance in the number of opportunities students have to experience satisfaction may be the
screening procedures used to select students for special school activities. Generally, the talented and capable students are selected to be on the athletic teams, in the choir, and in the dramatic plays which reduces the number of opportunities the less talented and capable students have to experience satisfaction with school through these activities.

Another explanation for the differences between satisfied and dissatisfied students may be that students have different psychological-functioning levels which influence their perceptions of the school and its environment. Perhaps, some students have a negative attitude toward life and the world around them. As these students have difficulty in accepting their life and the world, they may also have difficulty in accepting the school which is a part of their life and the world. This explanation is basically the same as that given by Getzels and Jackson (pp. 20-1) relative to the differences between satisfied and dissatisfied students.

A third possible explanation, which is a combination of the first two explanations, is that there are two distinctly different groups of students who are dissatisfied with school. One group of students may be dissatisfied with school because the practices and procedures used by some educators limit the number of opportunities they have to experience satisfaction. Another group of students may be dissatisfied with school because their psychological-functioning levels only permit them to experience dissatisfaction with school. As large as many of our schools are today, it seems quite likely that these two groups of students are present within the student bodies.
Recommendations

The following recommendations are based on the findings of this investigation.

1. To increase student satisfaction and lessen student dissatisfaction with school, educators should improve the opportunities students have to experience achievement, recognition, interesting schoolwork, a variety of extra-curricular activities, and friendly, considerate teachers.

2. If grades, as a measure of student achievement, are related to student satisfaction with school and if educators are interested in creating an educational atmosphere in which more students are satisfied with school, then the grading procedures used by teachers need to be assessed and evaluated relative to their effect on student achievement and recognition. Educators who use the normal curve for grading students should be aware that this method of grading has built into it the granting of recognition to some students and the withholding of recognition from other students.

3. The school should have an ample number of extra-curricular activities in which students may participate. If students derive a feeling of satisfaction with school from participation in school activities, then educators should endeavor to provide each student with a school related activity in which the student may involve himself.

4. Attempts should be made to identify the ideal number of students who should be assigned to any one complex of school
buildings. Consideration should be given to the curriculum, the opportunities students will have to participate in school activities, and the economic factors that are related to the operation and maintenance of the physical plant.

5. Teachers should evaluate their activities relative to the effect they have on student satisfaction and dissatisfaction with school. Teachers should attempt to be more friendly and considerate and be less critical in their interactions with students. It is recognized that teachers cannot in all instances develop a favorable relationship with all of the students with whom they interact each day; however, it seems that more teachers can attempt to improve their relationships with students by being more friendly, interested, and considerate in their dealings with students.

6. Educational administrators should attempt to reduce the dissatisfying effect their decisions have on some students by carefully weighing each decision in respect to the effect it will have on the interests and needs of students.

7. Educators should attempt to help students understand human behavior and group dynamics so that they may better understand themselves. This may help students to deal more adequately with the dissatisfaction which may result from being isolated from a group and the dissatisfaction which may result from being unable to accept the behavior of others.

8. To deal more adequately with students who are dissatisfied with school, educators should recognize that the dissatisfied student may be categorized into one of two groups. One group of
dissatisfied students may be those who do not have an equal opportunity with other students to experience satisfaction with school. Another group of dissatisfied students may be those who have a generally negative attitude toward the world and life. If educators are interested in reducing the number of dissatisfied students in school, efforts should be made to identify those students who need more opportunities to experience satisfaction, and to identify those who need psychological assistance in improving their perceptions of life. Finally, once the students are identified according to their needs, then efforts should be made to provide a program which will meet those needs.
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**Bulletin, Manuals, and Reports**


**Unpublished Material**


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APPENDIXES
APPENDIX A

INTERVIEW SCHEDULE
USED TO INTERVIEW STUDENTS
INTERVIEW SCHEDULE
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1. Think of a time when you felt exceptionally good or exceptionally bad about your school, either your present school or any other school you have attended. In other words, think of a time when you felt really good or really bad inside about school. (Allow student a period of time to think.)

2. What did this mean to you? What were your feelings at the time?

3. Did it affect the way you did your schoolwork?

4. Did it affect your personality? (The way you got along with people.)

5. Did it affect the way you got along at home?

6. Did it affect the way you slept. Your appetite? General health?

7. Did it affect your educational goals?

8. Did it affect the way you felt about your school?
STUDENT OPINION POLL II

This is not a test. The answer to each question is a matter of opinion. Your true opinion, whatever it is, is the right answer. You will be asked a lot of questions about the school in which you are now studying. Wherever the words "school," "teacher," and "student" appear, they refer to this school, the teachers you have had while studying here, and your classmates in this school.

HERE IS AN EXAMPLE

Mark your answer in the box for PRACTICE QUESTIONS on this page.

0. In general I study
   a) too little
   b) too much
   c) about the right amount

If your answer is "a) too little," place a circle around the letter a, like this:

0. (a) b c d

If your answer is "b) too much," place a circle around the letter b, like this:

0. a (b) c d

Be sure the number on your answer sheet is the same as the question number.

Place your answer on the answer sheet.

Please do not mark on this booklet. Thank you.
1. This school listens to parents' opinions
   a. too much
   b. just enough
   c. too little

2. The number of courses given in this school is
   a. too many
   b. just about right
   c. not enough

3. Although teachers differ in this school, most are
   a. very good
   b. good
   c. fair
   d. poor

4. In some schools the principal sees and talks with the students often, while in other schools he rarely sees them. In this school the principal sees and talks with students
   a. too often
   b. just about the right amount
   c. too little

5. The chance to say or do something in class without being called upon by the teacher is
   a. too little
   b. too much
   c. about right

6. The things that I am asked to study are of
   a. great interest to me
   b. average interest to me
   c. little interest to me

7. Getting to know other kids in this school is
   a. easier than usual
   b. about the same as in other schools
   c. more difficult than usual

8. As preparation for college, the program of this school is
   a. too tough
   b. about right
   c. too easy
9. The class material from year to year
   a. repeats itself too much; you learn the same material over and over
   b. repeats itself just enough to make you feel what was learned before
   c. is so new that the things learned in the last grade do not help much in this one

10. In this school the teachers' interest in the students' schoolwork is
   a. too great
   b. just about right
   c. not great enough

11. When students in this school get bad grades, their classmates usually
   a. feel sorrier for them than they should
   b. admire them more than they should
   c. show the right amount of concern

12. Students in this school are
   a. too smart—it is difficult to keep up with them
   b. just smart enough—we are all about the same
   c. not smart enough—they are so slow I get bored

13. Most of the subjects taught in this school are
   a. very interesting
   b. above average in interest
   c. below average in interest
   d. dull and uninteresting

14. The teachers' interest in what the students do outside of school is
   a. too great
   b. about right
   c. too small

15. The student who shows a sense of humor in class usually is
   a. admired by the teacher more than he should be
   b. punished by the teacher more than he should be
   c. given about the right amount of attention
16. When teachers "go too fast," students do not know what is going on. In this school, most teachers teach
   a. too slowly
   b. about right
   c. too fast

17. Students who are good in sports are respected by classmates
   a. more than they should be
   b. less than they should be
   c. neither more nor less than they should be

18. The practice of competing against each other or of working together in this school
   a. leans too much toward competition
   b. leans too much toward working together
   c. is well balanced

19. On the whole, the things we study in this school
   a. are about right
   b. should be changed a little
   c. should be completely changed

20. The teachers I have had in this school seem to know their subject matter
   a. very well
   b. quite well
   c. fairly well
   d. not as well as they should

21. Students may work either by themselves or in groups. In this school we work in groups
   a. too often
   b. just enough
   c. too little

22. Students get along together in this school
   a. very well
   b. about average
   c. not too well
   d. very badly
23. The amount of "school spirit" at this school is
   a. more than enough
   b. about right
   c. not enough

24. On the whole the school pays attention to the things you learn from books
   a. too much
   b. just enough
   c. not enough

25. Teachers in this school seem to be
   a. almost always fair
   b. generally fair
   c. occasionally unfair
   d. often unfair

26. The things we do in class are planned
   a. so badly that it is hard to get things done
   b. so well that we get things done
   c. so completely that we hardly ever get to do what we want

27. Our seats in class
   a. change too much; we can never be sure where we will sit and who will sit next to us
   b. change about the right number of times
   c. never change; we stay in the same place all year

28. The students who receive good grades are
   a. liked more than they should be by their classmates
   b. disliked more than they should be by their classmates
   c. neither liked nor disliked more than they should be

29. In my opinion, student interest in social affairs, such as clubs, is
   a. too great
   b. about right
   c. too little

30. In general the subjects taught are
   a. too easy
   b. about right in difficulty
   c. too difficult
31. When students need special attention, teachers in this school are
   a. always ready to help
   b. generally ready to help
   c. ready to help if given special notice
   d. ready to help only in extreme cases

32. The ability of the teachers in this school to present new material seems to be
   a. very good
   b. good
   c. average
   d. poor

33. In general, students in this school take their studies
   a. too seriously
   b. not seriously enough
   c. just about right

34. In this school teachers seem to teach
   a. too many things that are not useful to us now
   b. too many things that are useful to us now but not later
   c. both things that are useful now and can be useful later

35. When it comes to grading students, teachers in this school are generally
   a. too "tough"
   b. just "tough" enough
   c. not "tough" enough

36. The student who acts differently in this school is likely to find that most students
   a. dislike him for being different
   b. do not care whether or not he is different
   c. like him for being different

37. In my opinion, students in this school pay attention to their looks and clothes
   a. too much
   b. about right
   c. too little
38. In general, teachers in this school are
   a. very friendly
   b. somewhat friendly
   c. somewhat unfriendly
   d. very unfriendly

39. In general, I feel the grades I received in this school were
   a. always what I deserved
   b. generally what I deserved
   c. sometimes what I did not deserve
   d. frequently what I did not deserve

40. Teaching aids such as films, radio, and the like are used
   a. more than they should be
   b. as much as they should be
   c. less than they should be

41. Memory work and the learning of important facts are
   a. stressed too much
   b. used about right
   c. not stressed enough

42. In some classes the teacher is completely in control and the students have little to say about the way things are run. In other classes the students seem to be boss and the teacher contributes little to the control of the class. In general, teachers in this school seem to take
   a. too much control
   b. about the right amount of control
   c. too little control

43. Some schools hire persons in addition to teachers to help students with special problems. In my opinion, this type of service in this school is
   a. more than enough—it is often forced upon us
   b. enough to help us with our problems
   c. not enough to help us with our problems

44. When a new-comer enters this school, chances are that other students will
   a. welcome him
   b. ignore him
   c. dislike him
45. Homework assignments in this school usually
   a. help us to understand
   b. have little to do with what we learn in class
   c. are just "busy work"

46. In general, teachers in this school pay
   a. too much attention to individual kids and not enough to
      the class as a whole
   b. not enough attention to individual kids and too much to
      the class as a whole
   c. about the right attention to individual kids and to
      the class as a whole

47. In general, my feelings toward school are
   a. very favorable--I like it as it is
   b. somewhat favorable--I would like a few changes
   c. somewhat unfavorable--I would like many changes
   d. very unfavorable--I frequently feel that school is
      pretty much a waste of time.
ANSWER SHEET

1. a  b  c  d  25. a  b  c  d
2. a  b  c  d  26. a  b  c  d
3. a  b  c  d  27. a  b  c  d
4. a  b  c  d  28. a  b  c  d
5. a  b  c  d  29. a  b  c  d
6. a  b  c  d  30. a  b  c  d
7. a  b  c  d  31. a  b  c  d
8. a  b  c  d  32. a  b  c  d
9. a  b  c  d  33. a  b  c  d
10. a  b  c  d  34. a  b  c  d
11. a  b  c  d  35. a  b  c  d
12. a  b  c  d  36. a  b  c  d
13. a  b  c  d  37. a  b  c  d
14. a  b  c  d  38. a  b  c  d
15. a  b  c  d  39. a  b  c  d
16. a  b  c  d  40. a  b  c  d
17. a  b  c  d  41. a  b  c  d
18. a  b  c  d  42. a  b  c  d
19. a  b  c  d  43. a  b  c  d
20. a  b  c  d  44. a  b  c  d
21. a  b  c  d  45. a  b  c  d
22. a  b  c  d  46. a  b  c  d
23. a  b  c  d  47. a  b  c  d
24. a  b  c  d  NAME

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APPENDIX C

CATEGORICAL SCHEME FOR THE SOURCES OF STUDENT SATISFACTION AND DISSATISFACTION WITH SCHOOL
CATEGORICAL SCHEME FOR THE SOURCES OF STUDENT SATISFACTION AND DISSATISFACTION WITH SCHOOL

1. Teachers' Behavior

0. Not mentioned.

1. Teacher behavior considered satisfying.
   a. Teacher trusted student.
   b. Teacher did not compare students.
   c. Teacher made student feel a part of the class.
   d. Teacher showed interest in the student.
   e. Teacher took out time for the student.
   f. Teacher willing to listen.
   g. Friendly relations with teacher.

2. Teacher behavior considered dissatisfying.
   a. Teacher lacked control in the classroom.
   b. Teacher talked too much.
   c. Teacher did not examine all of the student work handed in.
   d. Teacher poorly explained assignments.
   e. Teacher accused students of wrongdoing.
   f. Teacher embarrassed student.
   g. Teacher did not care about students.
   h. Teacher was overly critical.
   i. Teacher was unfair.
   j. Teacher was too demanding of schoolwork.
   k. Teacher discriminated against black students.
   l. Teacher strikes student.
   m. Teacher was not considerate.
   n. Teacher unwilling to listen.
   o. Teacher showed favoritism.
   p. Unfriendly relations with teacher.

2. School Activities and the Schoolwork Itself

0. Not mentioned.

1. Attendance at school assemblies.

2. Attendance at school athletic events.

3. Participation on school athletic teams.

4. Participation in school plays

5. Membership in school clubs.

6. Class trips.

7. Participation in school activities (Sadie Hawkins Week, etc.).

8. Participation in marching or concert band.

9. Schoolwork viewed as interesting.

10. Schoolwork viewed as uninteresting.

11. Curriculum viewed as inadequate.

12. Schoolwork too difficult.
3. **Interpersonal Relations with Peers**

   0. Not mentioned.
   1. Liked other students.
   2. Did not like other students.
   3. Cooperation of other students.
   4. Lack of cooperation of other students.
   5. Was part of a cohesive group.
   6. Was isolated from a group.
   7. Approved of other students.
   8. Disapproved of other students.

4. **School Policy and Administration**

   0. Not mentioned.
   1. Effective organization.
   2. Harmful school policies.
   3. Approved of administrators' actions.
   4. Disapproved of administrators' actions.
   5. Being suspended from school.
   6. Administrators acted unfairly.
   7. Administrators calling students to office.
   8. Administrators overly critical.

5. **Achievement**

   0. Not mentioned.
   1. Successful completion or accomplishment of schoolwork or school related activity.
   2. Failure in schoolwork, or aspect of it.
   3. Vindication—demonstration of rightness to doubters or challengers.
   4. Seeing results of work.

6. **Recognition**

   0. Not mentioned.
   1. Schoolwork praised—no reward.
   2. Schoolwork praised—reward given, such as a high grade.
   3. Inadequate schoolwork blamed or criticized—no punishment.
   4. Inadequate schoolwork blamed or criticized—punishment given, such as a low grade.
   5. Elected to a school office.
   6. Selected for a special program.
APPENDIX D

CATEGORICAL SCHEME FOR THE EFFECTS OF STUDENT SATISFACTION AND DISSATISFACTION WITH SCHOOL
CATEGORICAL SCHEME FOR THE EFFECTS OF STUDENT SATISFACTION AND DISSATISFACTION WITH SCHOOL

1. School Performance
   0. Not mentioned.
   1. Positive change in quality of or output of schoolwork.
   2. Negative change in quality of or output of schoolwork.
   3. Positive change in rate or amount of time spent on schoolwork.
   4. Negative change in rate or amount of time spent on schoolwork.

2. Personality
   0. Not mentioned.
   1. General statements regarding positive effects.
   2. General statements regarding negative effects.

3. Health
   0. Not mentioned.
   1. Loss of sleep.
   2. Psychological effects (anxiety, loss of appetite, headaches, etc.).

4. Attitude toward Educational Goals
   0. Not mentioned.
   1. More positive attitudes toward educational goals.
   2. More negative attitudes toward educational goals.

5. Attitudes toward School
   0. Not mentioned.
   1. More positive attitudes toward school.
   2. More negative attitudes toward school.