

EDUCATION SYSTEMS AND ACADEMIC SATISFACTION: A Study on Rural and Urban Students of Traditional Vs Open Education System in India

Lecturer, Shashi SINGH, Ph.D
Meerut Institute of Engineering and Technology, INDIA
Meerut, Uttar Pradesh, INDIA

Assistant Professor Ajay SINGH, Ph.D
H-58, Roorkee Delhi Highway,
Baghpat Bypass Crossing
Meerut, Uttar Pradesh, INDIA

Kiran SINGH, Ph. D
Department of Economics
University of Allahabad, Allahabad,
Uttar Pradesh, INDIA

ABSTRACT

A satisfaction and dissatisfaction level within an individual influences the motivation level and his/her performance throughout the life. When an individual is satisfied with his/her work, he/she gets pleasure and feels motivated. Obtaining satisfaction from their education system is very important for students as this will lead to better learning possibilities. This paper aims to compare the level of academic satisfaction among the students of Traditional Education System and Open Education System. This paper also investigates academic satisfaction of urban and rural based students and comparing them over traditional (Urban: 110; Rural: 90), and open (Urban: 80; Rural: 71) education system. Statistical tests demonstrate that there is significant difference in the level of academic satisfaction among the students of Open Education System (OES) and Traditional Education System (TES).

Keywords: Academic Satisfaction, Traditional Education System, Open Education System, Higher Education System, Rural based students, and Urban based students.

INTRODUCTION

Education is an organic entity; which evolves to meet emerging societal needs. It is a pre-requisite for regeneration of society, empowerment of people, national integration and international understanding. It infuses knowledge, skills and attitudes in individuals and makes them ready for their responsibilities. Education Commission (1964-66) has accepted education as the instrument of social change "If this change on a grand scale to be achieved without violent revolution, there is one instrument only, that can be used—EDUCATION" (Education Commission Report, 1964-66:4). Satisfaction is a complex phenomenon and cannot be defined explicitly.

Academic Satisfaction can be termed as satisfaction that can be obtained from educational environment and performance. When one's desires get fulfilled, one feels satisfied. Dewey (1922) considered satisfaction as the fulfillment of a specific demand.

Morse (1953) said, "the greater the amount the individual gets, the greater his satisfaction, and, at the same time, the more the individual still desires, the less his satisfaction".

Thus, an individual's satisfaction seems to be a function not only of how much he receives from the environment, but also of where he stands with respect to his level of aspiration.

The results of studies have differed from one researcher to another, supporting the fact that satisfaction is complex phenomena and varies from situation to situation and person to person. Students differ significantly in their satisfaction scores belonging to different colleges (Clifford, 1955) and vary according to their personal factors (Odell 1957). Some researchers argue that there is positive relationship between satisfaction and academic achievement (Mishra, 1993; Broodie, 1964; Perez, 1981), while others have found no significant relationship between satisfaction and achievements (Modu, 1976; Diedrich & Jackson, 1969; Bryan, 1978). Other studies (Field et al., 1974) conclude that administration of college, academic environment, rules and regulations, teacher-student interaction, open decision making, infrastructure, discussions, strength of the class (Biner et al., 1997) etc. affect student's satisfaction.

OBJECTIVES OF THIS STUDY

This study aims to find out learning practices of students taking education from open Education System (OES) and Traditional Education System (TES). This study tries to examine the level of satisfaction among students of the two systems.

The various dimensions that have influence on satisfaction level of students have been discussed in the present study. Satisfaction levels of rural and urban students have also been discussed.

To achieve the above stated objectives and after reviewing the related literature the following hypotheses have been framed and tested under this study:

- Hypothesis 1:** There is no significant difference in the academic satisfaction of students studying in two systems of education.
- Hypothesis 2:** There is no significant difference in the academic satisfaction of the urban and rural students studying in two systems of education.
- Hypothesis 2** has further been subdivided into following hypothesis:
 - Hypothesis 2 (a):** There is no significant difference in the academic satisfaction of the urban and rural students studying in the traditional education system.
 - Hypothesis 2 (b):** There is no significant difference in the academic satisfaction of the urban and rural students studying in the open education system.

Hypothesis 2 (c): There is no significant difference in the academic satisfaction of the urban students studying in traditional education system and open education system.

Hypothesis 2 (d): There is no significant difference in the academic satisfaction of the rural students studying in traditional education system and open education system.

DELIMITATIONS OF THE STUDY

The present study has following delimitations:

- It is confined to the undergraduate students only.
- It is confined to two faculties only, namely students of arts and science faculties.
- The population under study is limited to the municipal limits of Allahabad Municipal Area (Uttar Pradesh, India).
- The sample size of the present study is limited to 351 students.
- The present study is limited in its design, method, measuring devices and statistical techniques.

MATERIALS AND METHODS

The present study is closely connected with the normative survey method of research. The population for the present study has been defined as all the B.A. and B.Sc. students of session 2009-2010 studying in the degree colleges affiliated to Allahabad University and Allahabad study centre of U.P. Rajarshi Tandon Open University (India). In the present study stratified random sampling method has been used as Miller (1977 p.52) pointed out that "the essential requirement of any sample is that it is a representative as possible of the population or the universe from which it has been drawn." Following are the common characteristics of students chosen for study:

- Students mean male and female students both comprising of urban and rural population.
- All the students have gone through the process of examination and evaluation of their respective educational system at least once.
- Two education systems-Traditional Education System and Open Education System have been taken up for the study.

The population wise description of the system is as follows (Table: 1):

Table: 1
Configuration of colleges under TES for final Sample Design

Characteristics			Number of Colleges
Population	Type	Courses	
Rural-Based	Co-Educational	Arts & Sciences	1
Mixed	Girls Only	Arts & Sciences	1
Mixed	Co-Educational	Arts & Sciences	3
		Total	5

Sample Size

Initially, it was planned to have a sample size of 200 students each for TES and OES keeping in view the limited availability of students under Open Education System of UPRTOU. Sample size of 200 students was further supposed to be divided into 100 Arts side and 100 Science side students. Researcher contacted more than 100 students from Arts side but only 51 students could be contacted from Science stream (67 being the population of science students) from OES. So, a sample size of 151 students belonging to OES and 200 students belonging to TES were taken for further analysis (Table: 2). Sample was further classified into rural and urban students for both education systems.

Table: 2
Actual Sample Design

Undergraduate Students	Traditional Education System	Open Education System	Total
Urban	110	80	190
Rural	90	71	161
Total	200	151	351

Instrument

Academic Satisfaction Scale (ASS)

In the present study, academic satisfaction has been taken as the feeling of contentment and happiness with the overall academic environment of the college or system.

It is basically the attitude of students towards the overall academic environment of the college/study centers such as examination system, evaluation process, library facilities, instructional materials, infrastructure, administration etc. Based upon different studies and taking guidance from various researchers and academicians following dimensions have been used to structure the questionnaire.

- Admission procedure, courses and curriculum
- Facilities provided at the college/study centre
- Teachers/Academic counselors
- Classroom teaching/Study centre counseling
- Study Material and Students' learning activities
- Examination, evaluation and administration

Final Form of Questionnaire

Thirteen items due to t-value, three items due to item validity and item difficulty were rejected. Therefore 42 items remained for final form of the test. These 42 (7 items for each dimension) items or statements can be said completely fit and appropriate for further use.

The tool was standardized by judging reliability by using split half method (correlation coefficient was found to be 0.81 and when corrected it was 0.89) and test-retest method (Moment Product Correlation Coefficient is 0.895) and incorporating suggestions from students, educationists and psychologists.

RESULTS

Hypothesis 1

To examine this hypothesis, the Academic Satisfaction Scale was administered to 200 students of Traditional Education System and 151 students of Open Education System. The details of the data are as shown in Table: 3.

Table: 3
Comparison of Academic Satisfaction of Students Studying in TES and OES

Education System	Mean 'M'	Standard Deviation 'SD'	Degree of Freedom	t-value
Traditional (n=200)	121.46	21.73	349	-3.85
Open (n=151)	129.03	15.04		

t critical two tail: 1.97 (at 0.05 significant level)

Value of t was found to be -3.85 that is significant. Thus the hypothesis is rejected and can be said that there is significant difference in the academic satisfaction of students studying in the two systems of education. In the results, it is seen that students of OES have got higher mean compared to the mean of TES. Dimension-wise observations suggest that students belonging to OES feel more favorably towards their education system (Table: 4 and Figure: 1).

Table: 4
Comparison of Academic Satisfaction of Students Studying in TES and OES-Dimension wise

S.No.	Dimension	Total Student				t-value	Significant/Insignificant
		Traditional Education System (n= 200)		Open Education System (n= 151)			
		M	SD	M	SD		
Dim. A	Admission Procedure, curriculum and courses	20.40	4.81	23.74	3.8	-7.28	Significant
Dim. B	Facilities provided at college/study centers	21.31	4.9	21.01	4.73	0.59	Insignificant
Dim. C	Teachers/ Academic Counselors	20.25	4.42	20.66	4.55	-0.85	Insignificant
Dim. D	Class Teaching/ Study Centers counseling	20.31	4.5	20.68	4.3	-0.78	Insignificant
Dim. E	Study Materials & Students' Learning Activities	19.34	4.3	22.48	3.71	-7.34	Significant
Dim. F	Examination, Evaluation and Administration	19.85	4.52	20.45	3.70	-1.35	Insignificant

t critical two tail: 1.97 (at 0.05 significant level)

Above table shows that there is significant difference between the two systems on dimensions A & E (on the other dimension there is no significant difference). Students of OES have responded favorably to the admission policies of their education system. Since the admission procedure is clear and simple under OES, and there are generally no malpractices involved, students feel more satisfied.

Another characteristic of OES is availability of wide range of courses and subjects to pursue. Students find it easier to get enrolled in such courses.

The dimension 'study material & students' learning activities' also shows higher mean suggesting that the course content of the study material provided in OES are perceived good by the respondents.

Thus it can be concluded that dimension A and dimension E namely, 'admission, courses & curriculum' and 'study material & student learning activities', have more influence on the overall academic satisfaction level of OES (Figure 1).

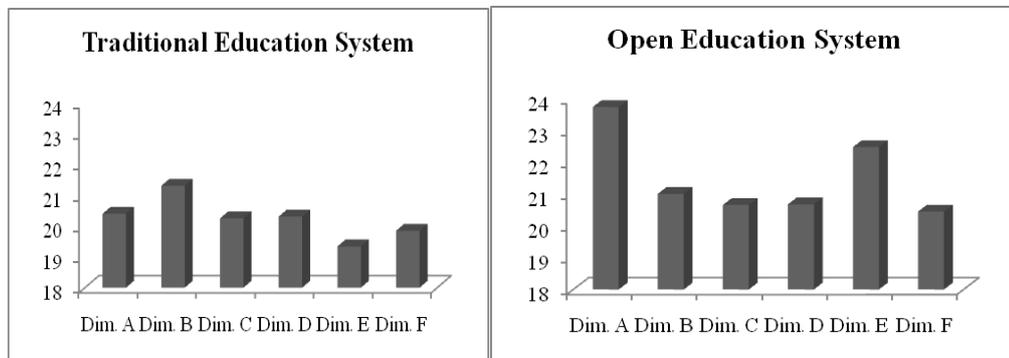


Figure: 1
Comparison between TES and OES on ASS: Dimension Wise

Hypothesis 2(a)

To evaluate hypothesis-2(a), the Academic Satisfaction Scale was administered to 200 students studying in Traditional Education System and then data was segregated in urban and rural based students. Then, means and standard deviations (SD) for academic satisfaction of urban and rural students studying in TES were calculated separately and t-test has been used for comparison of the two means. The details of the data are as shown in Table 5. Value of t was found to be 4.33 that is significant. Thus the hypothesis- 2(a) is rejected and can be said that there is significant difference in the academic satisfaction of urban and rural students studying in Traditional Education System.

Table: 5
t-test Analysis of Academic Satisfaction of Urban & Rural Students Studying in TES and OES

Traditional System	Education	Mean	Standard Deviation	Degree of Freedom	t- value
Urban (n=110)		127.19	21.34	198	4.33 Significant
Rural (n=90)		114.14	20.19		

t critical two tail: 1.97 (at 0.05 significant level)

Value of t was found to be 4.33 that is significant. Thus the hypothesis- 2(a) is rejected and can be said that there is significant difference in the academic satisfaction of urban and rural students studying in Traditional Education System.

Evaluation of hypothesis-2 (a) suggests that the urban and rural students of TES show significant difference between their satisfaction levels. Here, rural students seem to be less satisfied with their education system. This may be due to the fact that rural based students studying in urban locations under TES find themselves unable to adjust with the environment.

They do not feel much affiliated with other students, teachers and educational environment as a whole. Dimension-wise analysis also reinforces these observations as shown in Table 6.

Table: 6
t-test Analysis of Academic Satisfaction of Urban & Rural Students Studying in TES

S.No.	Dimension	Traditional Education System				t-value	Significant / Insignificant
		Urban (n= 110)		Rural (n= 90)			
		M	SD	M	SD		
Dim. A	Admission Procedure, curriculum and courses	21.06	5.01	19.58	4.45	2.22	Significant
Dim. B	Facilities provided at college/study centers	22.00	4.86	20.47	4.84	2.23	Significant
Dim. C	Teachers/ Academic Counselors	21.04	4.31	19.29	4.34	2.82	Significant
Dim. D	Class Teaching/ Study Centers counseling	21.46	4.23	18.90	4.68	4.02	Significant
Dim. E	Study Materials & Students' Learning Activities	20.53	3.88	17.89	4.35	4.48	Significant
Dim. F	Examination, Evaluation and Administration	21.10	4.84	18.32	3.86	4.52	Significant

t critical two tail: 1.97 (at 0.05 significant level)

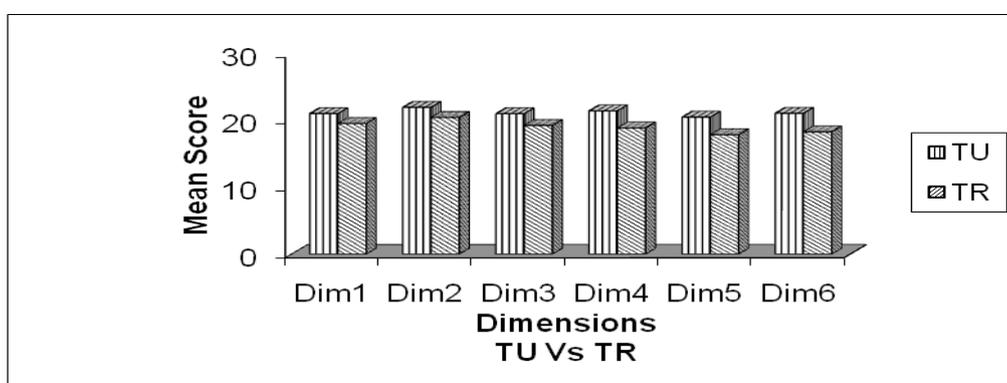


Figure: 2
Dimension Wise Comparison of Academic Satisfaction of Urban and Rural Students Studying under TES

Table 5 shows, that there is a significant difference on all dimensions of satisfaction level scale of urban and rural based students studying under TES. Rural based students have scored low on every dimension showing their dissatisfaction level with their education system (Figure 2). Rural-based students find it difficult to get admission in the desired college and course.

The course and curriculum is also perceived as of higher level of difficulty for rural students. Low confidence level due to less belongingness also increases the communication gap between the teachers and these students. Thus, they are not much involved in the learning activities in the classroom and unable to secure satisfactory marks in examination system.

Poor involvement of students in the academic environment results in less attention of teachers towards them.

These all conditions result in the overall dissatisfaction towards the system by the rural based students. The dimension 4, 5 and 6 have the greatest differences in the mean scores.

Rural students under TES have lower satisfaction with respect to their college ambience, student learning activities and examination and evaluation parts of the system.

Hypothesis 2(b)

To test hypothesis-2(b), the Academic Satisfaction Scale was administered to 151 students studying in Open Education System and then data was segregated in urban and rural based students.

Then, means and standard deviations (SD) for academic satisfaction of urban and rural students studying in OES were calculated separately and t-test has been used for comparison of the two means.

The details of the data are as shown in Table 7.

Table: 7
t-test Analysis of Academic Satisfaction of
Urban & Rural Students Studying in OES

Open Education System	Mean	Standard Deviation	Degree of Freedom	t-value
Urban (n=80)	130.49	15.10	149	1.27
Rural (n=71)	127.38	14.92		

t Critical two-tail: 1.97 (at 0.05 significant levels)

Value of t was found to be 1.27 that is not significant. Thus the hypothesis 2(b) is accepted and can be said that there is no significant difference in the academic satisfaction of urban and rural students studying in Open Education System. Figure: 3 is plotted for the comparison of mean values of academic satisfaction of urban and rural students studying under OES.

Evaluation of hypothesis-2 (b) suggests that the urban and rural students of OES do not show any significant difference between their satisfaction levels. But, if seen overall, the urban based students seem to be slightly more satisfied with their³⁹⁷ education system as compared to rural students.

Mostly, study centers are situated in urban areas so urban based students are able to utilize the facilities and teacher counseling in a more fruitful manner than rural based students. Dimension-wise analysis of data is shown in Table: 8.

Table: 8
t-test Analysis of Academic Satisfaction of Urban & Rural
Students Studying in OES

S.No.	Dimension	Open Education System				t-value	Significant/ Insignificant
		Urban (n= 80)		Rural (n= 71)			
		M	SD	M	SD		
Dim. A	Admission Procedure, curriculum and courses	24.00	3.50	23.45	4.12	0.88	Insignificant
Dim. B	Facilities provided at college/study centers	21.11	4.81	20.89	4.66	0.29	Insignificant
Dim. C	Teachers/ Academic Counselors	21.15	4.37	20.11	4.70	1.40	Insignificant
Dim. D	Class Teaching/ Study Centers counseling	20.85	4.61	20.49	3.94	0.51	Insignificant
Dim. E	Study Materials & Students' Learning Activities	22.64	3.82	22.31	3.59	0.54	Insignificant
Dim. F	Examination, Evaluation and Administration	20.74	3.60	20.13	3.79	1.01	Insignificant

t Critical two-tail: 1.97 (at 0.05 significant levels)

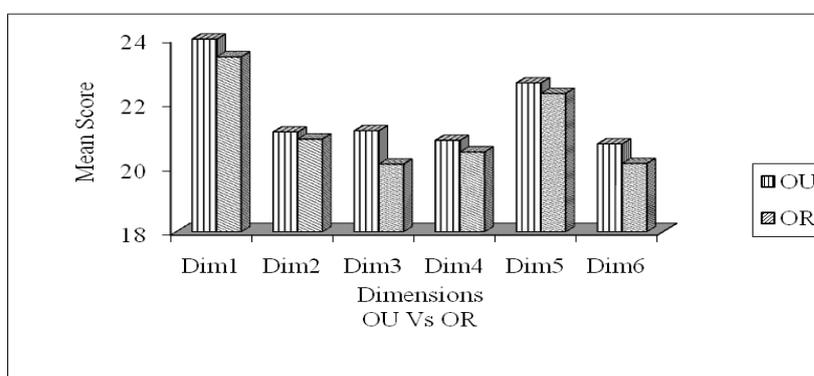


Figure: 3
Dimension Wise Comparison of Academic Satisfaction of
Urban and Rural Students Studying under OES

Table: 8 shows that although there is difference between the mean values of the scores obtained on academic satisfaction scale but this difference is not significant. Rural based students have scored slightly lower score on every dimension as compared to urban- based students. Especially on dimension C i.e. 'academic³⁹⁸ counselors', they have scored comparatively low. Inability to connect and interact with the teachers because of their remote rural residents and less involvement in the classes has lead to poor scores. Rural students also find their study materials difficult to comprehend because of less guidance from their academic counselors. This also surfaces out in their poor performance in examination.

Though they put a lot effort to do well but they are unable to secure satisfactory marks as compared to their urban-based counterparts. But overall, the satisfaction level is more or less equal as that of urban-based students studying in OES and hence the hypothesis 2(b) is accepted.

Hypothesis 2(c)

To test hypothesis-2(c), the Academic Satisfaction Scale was administered to 351 students studying in Traditional Education System and Open Education System and then data for both was consolidated for getting the data of urban-based students studying in both the systems. Then, means and standard Deviations (SD) for academic satisfaction of urban-based students studying in TES and OES were calculated separately and t-test has been used for comparison of the two means. The details of the data are as shown in table 9.

Table: 9
t-test Analysis of Academic Satisfaction of Urban Students Studying in TES & OES

Urban	Mean	Standard Deviation	Degree of Freedom	t- value
TES (n=110)	127.19	21.34	188	-1.25
OES (n=80)	130.49	15.12		

t Critical two-tail: 1.97 (at 0.05 significant levels)

Value of t was found to be -1.25 that is insignificant. Thus the hypothesis- 2(c) is accepted and can be said that there is no significant difference in the academic satisfaction of urban-based students studying in Traditional Education System and Open Education System. This implies that urban students of both the education systems are equally satisfied with their respective education systems.

Table: 10
t-test Analysis of Academic Satisfaction of Urban Students Studying in TES & OES

S.No.	Dimension	Urban Students				t- value	Significant/ Insignificant
		TES (n= 110)		OES (n= 80)			
		M	SD	M	SD		
Dim. A	Admission Procedure, curriculum and courses	21.06	5.01	24.00	3.50	-4.75	Significant
Dim. B	Facilities provided at college/study centers	22.00	4.85	21.11	4.81	1.25	Insignificant
Dim. C	Teachers/ Academic Counselors	21.04	4.31	21.15	4.37	-0.18	Insignificant
Dim. D	Class Teaching/ Study Centers counseling	21.46	4.23	20.85	4.61	0.94	Insignificant
Dim. E	Study Materials & Students' Learning Activities	20.53	3.88	22.64	3.82	-3.74	Significant
Dim. F	Examination, Evaluation and Administration	21.10	4.84	20.74	3.60	0.59	Insignificant

t Critical two-tail: 1.97 (at 0.05 significant levels)

But if seen overall, the mean scored by urban students of TES is less as compared to mean of scores of urban students studying under OES.

The colleges under TES have to face various day-to-day problems in smooth functioning of academics and premises facilities. These irregularities come out time and again and students studying in the colleges are most affected by them. Students of TES feel that their education system is not discharging its duties as per their expectations. But in case of OES, this aspect is manageable and assumes less importance and thus students does not have many complaints about it.

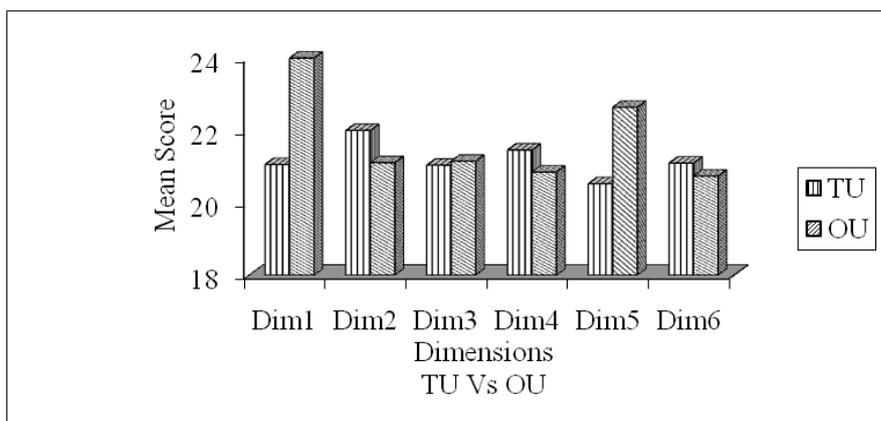


Figure: 4
Dimension Wise Comparison of Academic Satisfaction of Urban Students Studying under TES and OES

Table 10 shows that there is significant difference between the urban students studying under TES and OES on the dimensions, namely, 'admission procedure, curriculum & courses' and 'study materials'. Urban students studying under OES seem to be content with the admission procedure of their education system and they are better off with the ready-made course material making their learning bit easier. Availability of variety of courses which suits their requirements and which are easy to pursue also make these students at ease with their education system. On these dimensions urban students of OES have scored high on the mean values of scores. Taking into consideration the dimensions other than the above-mentioned dimensions, results have shown no significant difference between the two systems. Urban students of TES have scored high on the Dimension-B, Dimension-D and Dimension-F. Students of TES have responded favorably on the aspects like-facilities given at College, classroom teaching etc., which are the main characteristics of TES. Students of OES, on the other hand, feel themselves deprived of these aspects. The students of both the systems, with TES students scoring little higher have considered administration, examination and evaluation more or less equally.

400

Hypothesis 2(d)

To test hypothesis 2(d), the Academic Satisfaction Scale was administered to 351 students studying in Traditional Education System and Open Education System and then data was consolidated for rural based students, separately for the two systems.

Then, means and standard deviations (SD) for academic satisfaction of rural students studying in TES and OES were calculated separately and t-test has been used for comparison of the two means. The details of the data are as shown in Table 11.

Table: 11
t-test Analysis of Academic Satisfaction of Rural Students Studying in TES & OES

Urban	Mean	Standard Deviation	Degree of Freedom	t- value
TES (n=90)	114.44	20.19	159	-4.67 Significant
OES (n=71)	127.38	14.92		

t Critical two-tail: 1.97 (at 0.05 significant levels)

Value of t was found to be -4.67 that is significant. Thus the hypothesis 2(d) is rejected and can be said that there is significant difference in the academic satisfaction of rural based students studying in Traditional Education System and Open Education System. Figure 6 is plotted for the comparison of mean values of academic satisfaction of students studying under two systems.

The testing of hypothesis-2(d) suggests that the rural based students belonging to TES and OES differ significantly on their satisfaction level towards their education systems. Dimension-wise analysis of data is shown in Table 12.

Table: 12:
t-test Analysis of Academic Satisfaction of Urban Students Studying in TES & OES

S.No.	Dimension	Rural Students				t-value	Significant/ Insignificant
		TES (n= 90)		OES (n= 71)			
		M	SD	M	SD		
Dim. A	Admission Procedure, curriculum and courses	19.58	4.45	23.45	4.12	-5.71	Significant
Dim. B	Facilities provided at college/study centers	20.47	4.83	20.89	4.66	-0.56	Insignificant
Dim. C	Teachers/ Academic Counselors	19.29	4.39	20.11	4.70	-1.14	Insignificant
Dim. D	Class Teaching/ Study Centers counseling	18.90	4.68	20.49	3.94	-2.34	Significant
Dim. E	Study Materials & Students' Learning Activities	17.89	4.35	22.31	3.59	-7.06	Significant
Dim. F	Examination, Evaluation and Administration	18.32	3.86	20.13	3.79	-2.98	Significant

t Critical two-tail: 1.97 (at 0.05 significant levels)

Observation of the mean values scored by the students of two education systems reveal that OES is able to satisfy its rural based students more than of the rural students studying under TES. Findings suggest that rural students of TES do not feel as much affiliated to their education system as they should feel, which results in the unfavorable response from these students.

Apart from that, due to higher perceived competition they put more efforts towards their studies but in the process they feel that their system is not supportive as it is in case for urban based students.

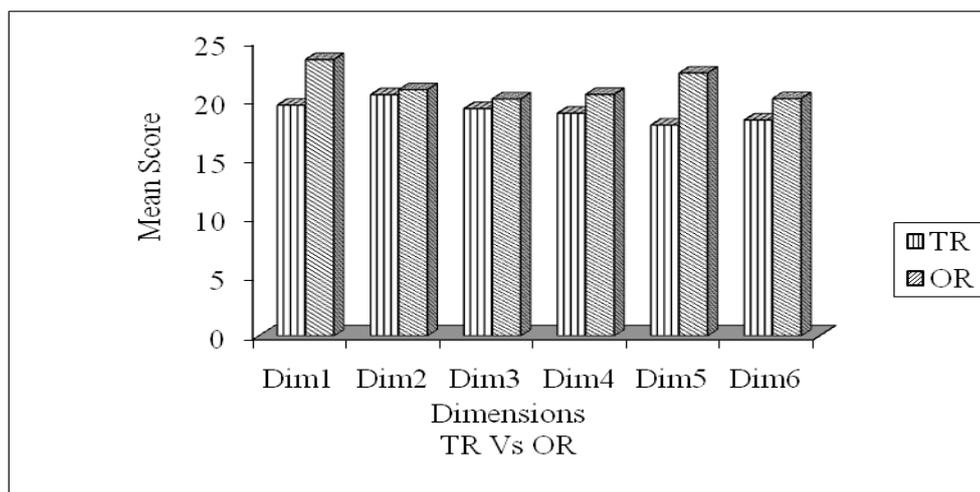


Figure: 5
Dimension Wise Comparison of Academic Satisfaction of Rural Students Studying under TES and OES

Table 12 shows that on all the dimensions rural based students of OES have scored higher value of means as compared to rural students of TES. Dimension wise t-test analysis shows that rural students of the two education systems differ significantly on dimension-A, dimension-D, dimension-E and dimension-F. The students of OES have appreciated admission procedure, course and curriculum of their system and they seemed to be quite pleased with study material. Study material has been a great help to rural students studying under OES. On the other hand, rural students under TES find it difficult to take admission and then because of their poor receptivity they find course material bit difficult also. Difference on dimensions, namely, 'Facilities given at college/ study centre' and 'teachers/academic counselors' is not significant. Lower mean values of TES students suggest that expectation level of rural students studying under TES with respect to less attention of administration towards them is not taken care-off properly.

Comparison of Urban and Rural Students studying under TES

Comparative analysis of urban and rural students belonging to traditional education system shows that there is significant difference in their satisfaction levels. Urban students studying In TES seem to be more satisfied. Positive differences in the mean value of the urban and rural students of TES in favor of urban students also represent lower satisfaction level of rural students towards their education system. Significant difference is found on all the dimensions between urban and rural students of TES.

Rural students seem to have less belongingness towards their colleges. For them admission procedure is also strict and difficult. Interaction between teachers and rural students is not very encouraging. These conditions bring to the minds of rural students a feeling of frustration and discontent.

Comparison of Urban and Rural Students studying under OES

Comparisons of urban and rural students studying under open education system show that there is no significant difference in the satisfaction level. Dimension wise analyses suggest that urban students have slightly more satisfaction with Open education system. This research has found that rural students under OES are more motivated than urban students studying under OES. But due to inability to avail the facilities provided at study centers situated in urban locations, they find themselves deprived and hence less satisfied.

Comparison of Urban Students studying under TES and OES

No significant difference has been found when the urban students of the two systems are compared. Urban students of both the systems have nearly equal satisfaction level with their education system. Overall, urban students of OES are slightly more satisfied and have given favorable responses towards their education system. Dimension-wise analysis suggests presence of significant difference in the satisfaction level between urban students of the two systems on the dimensions, namely, Admission Procedure, Courses and Curriculum and Study Material and Students' Learning Activities. This has highlighted these two characteristics as important features of Open Education System. In case of urban students under TES, it is seen that these students have invested a lot in terms of money, time and efforts as compared to OES. Sometimes due to inadequacy of facilities and sometimes due to less commitment from their own side, they are unable to get worth return of their investment. This results in lower satisfaction levels.

Comparison of Rural Students studying under TES and OES

Same trend of higher satisfaction levels among rural students of OES is seen in the comparative study of rural students of the two systems. There is significant difference in the satisfaction levels of rural students of the two systems. Overall rural students of both the systems have shown lower satisfaction towards their education system. But rural students studying under TES feel less affiliation with the college surroundings. Even after putting lot of efforts they are unable to get the returns out of it leading to lower value of satisfaction with their system. In the case of rural students in OES, absence of regular classroom teaching makes them more comfortable as they need not to mingle much with the urban-based students and so they do not feel themselves as low-performing candidates unlike rural students in TES.

Thus, this does not distort their psychology and they feel motivated to do well in their examinations and compete with their urban counterparts. There is significant difference between the rural students of the two systems on following dimensions, namely, Admission Procedure, Curriculum and Courses, Classroom teaching/Study Centre Counseling, Study Material and Students' Learning Activities and Administration, Examination and Evaluation. On all these dimensions, rural students of TES have given lower responses. No significant difference is found on the dimensions namely, Facilities at college/study centre and facilities of teacher/counselor.

403

On these dimensions students of OES have shown lower responses as they lack these two dimensions in their education system.

CONCLUSIONS

Findings of the above discussion can be summarized as;

- **There is significant difference in the academic satisfaction of students studying in the two systems of education.**
- **There is significant difference in the academic satisfaction of urban and rural students studying in Traditional Education System**
- **There is no significant difference in the academic satisfaction of urban and rural students studying in Open Education System**
- **There is no significant difference in the academic satisfaction of urban-based students studying in Traditional Education System and Open Education System**
- **There is significant difference in the academic satisfaction of rural based students studying in Traditional Education System and Open Education System**
- **Rural students studying under TES are least satisfied population. Rural students studying under OES are far more satisfied population as compared to rural students of TES.**
- **Lower satisfaction in rural students of TES can be attributed to the less belongingness of these students with their education system, difficulty in taking the admission, less understanding and poor comprehension of the subjects taught in class due to less participation and interaction with teachers.**
- **Availability of various courses to pursue and simple admission procedure along with readymade course material makes it comparatively easy for rural students to continue their education. This may be the reason that they seem to be satisfied to a greater extent on these dimensions.**

Above findings can be helpful for the college administration, policy-makers, and academicians. College administration must maintain and enhance various facilities at regular intervals. Effort is required to improve the academic environment at colleges.

This is particularly important for the TES. Steps are to be taken so that rural students studying under TES can be brought in the mainstream of academic environment. Education planners in India must take these findings into consideration to formulate policies for the better acceptance of rural based students in traditional mode of education system. Indian efforts towards the universalisation of education cannot be fulfilled if rural students do not feel included in the mainstream education system. In OES, it is important for the counselors to make the course material more comprehensible in the sessions and helping students to easy to understand. Administrators of the OES system must understand the importance of the quality of class counselors provided at the study centers. The schedule of the sessions planned should be run smoothly. Students of OES have been found having better feeling of satisfaction towards their⁴⁰⁴ education system. Is this merely due to lower expectations from their system or easy accessibility in the admission process and easy evaluation process? Research needs to be carried out on these aspects. Thus, issue of quality in distance education is very important aspect in OES.

BIODATA and CONTACT ADDRESSES of the AUTHORS

Shashi SINGH is working as Sr. Lecturer in the Department of Education, Meerut Institute of Engineering and Technology, Meerut, India. Her area of interest is Distance Education and Education Psychology. She has supervised three M. Phil students. She has presented many papers in National and international conferences. She obtained her Ph.D. in 2007 in distance learning. Her few papers have also been published in journals.

Shashi SINGH, Ph.D

Lecturer, Meerut Institute of Engineering and Technology, INDIA
NH-58, Roorkee Delhi Highway, Baghpat Bypass Crossing
Meerut, Uttar Pradesh, INDIA

Phone Number : +91-9410815431
Fax Number : +91-1212439058
Email : shashisingh1509@gmail.com

Ajay SINGH has qualifications in B.Tech, MBA and obtained degree in Management. He is permanent employee of Meerut Institute of Engineering and Technology, Meerut, India. His areas of interests are entrepreneurship, higher education and commercial banks.

Ajay SINGH, Ph.D

Assistant Professor, Meerut Institute of Engineering and Technology, INDIA
NH-58, Roorkee Delhi Highway, Baghpat Bypass Crossing
Meerut, Uttar Pradesh, INDIA

Phone Number : +91-9837777719
Fax Number : +91-1212439058
Email : ajayks10@gmail.com

Kiran SINGH, is Reader in Department of Economics, University of Allahabad, Allahabad where she has been on faculty since 1997. She is the author of a book and her main research area is in the field of agricultural economics in India. She is supervising 4 research scholars for their PhD.

Kiran SINGH, Ph. D

Reader, Department of Economics
University of Allahabad, Allahabad, Uttar Pradesh, INDIA

Phone Number : +91-9450589374
Email : kiran_alld@yahoo.com

REFERENCES

Biner et al. (1997). The impact of remote-site group size on student satisfaction and relative performance in interactive telecourses. *The American Distance Journal of Education*, vol.11, No.1. http://www.ajde.com/Contents/vol11_1.htm 405

Broodie, T. A. J. (1964). Attitude towards school academic achievement. *Personal and Guidance Journal*, No. 43: 375-378.

Bryan, M. E. (1977). An analysis of the relationship between academic achievement and five dimensions of satisfaction with the college environment. *Dissertation Abstracts International (A)*: 584-585.

Clifford, G. F. (1955). Inter college comparison of students satisfaction with college life. *Dissertation Abstracts International (A)*: 452-453.

Dewey, J. (1922). *Human nature and conduct-An introduction to social psychology*, New York: The Mc Millian Co.

Diedrich, R. C., and Jackson, P. W. (1969). Satisfied and dissatisfied students. *Personal and Guidance Journal*, No. 47: 641-649.

Education Commission Report 1964-66. *Education and national development*, Ministry of Education, Delhi: Govt. of India Press.

Field, S .H., Halley, W. H. and Armenakis, A. (1974). Graduate students' satisfaction with graduate education- Intrinsic Vs Extrinsic factors. *Journal of Experimental Education*, 43:28.

Garrett, H. E. (1981). *Statistics in psychology and education*, Kalyani Publishers Ludhiana Pb.: 243-245.

Mishra, J. (1933). *A Study of correlation between academic motivation and academic satisfaction of high-school level students*.M.Ed. Dissertation, Allahabad University, India.

Modu, C.C. (1976). Description of a satisfaction questionnaire for junior colleges in terms of rotated factors. *West African Journal of Educational and Vocational Measurement*, 3:1: 7-15.

Morse, N. C. (1953). *Satisfaction with the white collar job*, University of Michigan Survey Research Centre: 38.

Odell, A. K. (1957). A Study of inter-relationships between measured satisfaction with college and certain academic and personality variables. *Dissertation Abstracts International (A)*, No. 17: 561.

Perez, V. R. L. G. (1981). A comparative study of the trisut territory students' perceptions of factors affecting satisfaction of college life at selected institutions of higher learning. *Dissertation Abstracts International (A)*, 41:9-10 393.