

A Study of Student Dissatisfaction, its Causes and Consequences- Resorting to Literature Review



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Abstract

Student dissatisfaction has become a substantial challenge for the educators all over the world as this has turned to be a pronounced encumbrance in the productive educational process. As a result strenuous efforts have been made from time by time by the educators in order to either eliminate or minimize the factors contributing to student dissatisfaction. This goal has been met through curricular revisions, by bringing reformation in guidance procedures and transmuting the mode of examination system. Still there are innumerable factors which are grooming student dissatisfaction on a large scale, thus proving to be a great impediment towards the goal oriented education atmosphere. This paper is an attempt to highlight these innumerable factors and their consequences breeding Student Dissatisfaction.

Keywords: Student Dissatisfaction.

Introduction

Dissatisfaction in general sense means the state or attitude of not being satisfied, being discontented, feeling displeasure or disappointment. It implies a sense of dislike for, or unhappiness in, one's surroundings (Merriam webesters dictionary 2007).When this dissatisfaction is encountered by the learner in the educational setup it gives rise to students' dissatisfaction. The dissatisfaction experienced by students can be either in the form of exasperation with learning environment, resentment with institutional administration, discontentment with institutional policies etc.

Students Satisfaction and Dissatisfaction has never received due importance as an issue as it should have been considered by educational authorities, and never regarded as a matter of survival by higher education institutions. The study in this very area would have immensely helped the higher education to pin point their strengths and identify areas for improvement .To grasp the complexity of this issue, it is not enough to know the degree to which students are satisfied, it is important to understand the factors that contribute to student satisfaction.

Little surveys were conducted in the past to rule out the level of dissatisfaction among students and what so ever is the amount of research conducted in the area of student satisfaction and dissatisfaction, it always aimed to ascertain whether colleges and universities are fulfilling their mission. Since main aim of the educational institutions are to produce qualified graduates who will be employed after graduation and will contribute towards the nation building. Thus the learning environment, the governing bodies of educational institutions, the facilitator of education i.e., teacher, the system of examination, the prescribed curriculum and other experiences associated with the process of education should be healthy so that a student satisfaction with the overall educational process should prevail.

Aim of the Study

"Today's youth are the force, hope and leaders of tomorrow", as they are the future of society, country and community. The ship of progress of progress of any country floats on the hard work and dedication of its younger generation and its innovative thoughts. But now a days, wide spread frustration among students have been reported from various quarters and they instead of becoming a positive force in nation building, are showing greater resentment, disillusionment and dissatisfaction towards educational process. The researcher wants to rule out various factors that breed students' Dissatisfaction by resorting to review of

literature and to find out its consequences, in order to eliminate these factors and to prevail a satisfactory state among students, so as to make the whole process of education, a meaningful and productive activity.

Review of Literature

Although research work has been done to know about the causes and simultaneously the consequences of Student Dissatisfaction but at ground level meagre work has been done to curb or to eliminate this problem completely. Research studies conducted have revealed certain aspects of educational system which contributes towards student dissatisfaction. (Delbert B. Beelick 1973) identified teacher's behaviour, interpersonal relations with peers, school policy and administration as sources of dissatisfaction, others reflected university buildings and the quality of the lecture theatres as sources of dissatisfaction (Thorsten Gruber et.al., 2010). (Al Rafai Adnan et.al, 2016) pointed towards the college registration process as a dissatisfaction factor. Students' were also found dissatisfied with many core services & facilities like teaching, administrative support, library, labs, accommodation, medical, and sports (Muhammad Nauman et.al., 2011). (Hamborg et.al., 2015) reported that Norwegian students are dissatisfied with the quantity and quality of the individual feedback and counselling they receive, they are nonetheless very satisfied with the overall quality of their study programmes. Through qualitative and quantitative evidence, they found that the students are dissatisfied with feedback and counselling, because they receive little of both and that the feedback they receive often has limited value to their learning. I.e. it is not very constructive. A recent study has found that dissatisfaction is widespread amongst students regarding the inconsistent use of VLE (Virtual Learning Environment) by lecturers – with many students left frustrated by some lecturers using it heavily while others not using it at all. This unhappiness should not come as a surprise, however. In a world where the proliferation of digital technologies is increasingly widespread, there is a much greater expectation from students for technology to play a large, coherent role in their academic journey (Reed Peter, Watmough Simon 2015). Research study conducted by Shreemali Jitendra et.al. (2015) revealed that students are disappointed, dissatisfied or disillusioned with their own colleges and the education provided there. Thus satisfaction level among students studying at colleges is quite low. Further they revealed that colleges are not seen to focus on softer issues like – encouraging all round development, providing opportunities for co-curricular/sports related activities. Nor do colleges provide industry exposure, placement support or practical knowledge on subjects taught. They recommended that higher educational institutions be prodded to focus on these areas so that graduating students can hope to build a better career for themselves.

A survey conducted on UK undergraduates revealed that the students are dissatisfied with the less contact time with teachers and large class size. It

was found that students with fewer contact hours felt more strongly that they weren't getting value for money and were more likely to have chosen another course if they could have had their time again. Across disciplines, it was found that male students were more likely to feel dissatisfied with the way courses were run (Claire shaw 2015). The 2015 NSS report found that only 73% were satisfied with their institution's assessment and feedback processes – making it the lowest scoring metric tracked by the survey. A number of studies have identified academic advising as a frequent source of dissatisfaction among students (Corts et al., 2000; Guinn & Mitchell, 1985; McAnulty, O'Connor & Sklare, 1987). Kumar vipin (2014) while working on Students' Satisfaction Level in Higher Educational Institutes highlighted that students expressed their dissatisfaction regarding labs, IT tools, placement, sports facilities and extra curriculum activities in public institutes. (Nervin Allan and Rhodes, 2004) in their survey of student satisfaction dissatisfaction found that students were dissatisfied with the teaching and learning and they are facing dissatisfaction as they are concerned about debt and money worries, workload and support. (Bushra manzar et.al. 2011) in their research found that students were dissatisfied with the quality of teaching in the university and current academic facilities. King shaat (2018) reflected that lack of modern and quality academic facilities contributed towards students' dissatisfaction. He further put forward that facilities like lecture halls are not equipped with up-to-date or state-of-the-art instruments like sound enhancing speakers, audible microphones, and improved lightning system. Also in the library, books are not of the current versions. Some courses do not have necessary or adequate materials. Computers that are housed within the library are too old for the current operating system. Dawit Daniel et.al. (2017) highlighted that students were dissatisfied with administrative support service.

The above studies have illuminated our mind with the various causes regarding Student Dissatisfaction. Since Student Dissatisfaction is a critical issue and naturally an issue have its consequences. Aldridge and Rowley (1998) articulate that according to students' point of view, good quality education provides better learning opportunities and suggest that the levels of satisfaction or dissatisfaction strongly affect the student's success or failure of learning. As it has been found that students which are satisfied with the curriculum are likely to be willing to exert more effort in their educational studies than unsatisfied individuals (Bryant, 2006; Ozungor, 2010). Thus, satisfied students exhibit this satisfaction by taking actions such as regularly attending their classes and becoming more involved in their coursework and institution. Researchers have found that Satisfied students are more likely to be committed towards their studies and wants to continue the same(as measured by a higher retention rate) than unsatisfied students, who are likely to be less willing to regularly attend classes, and are more likely to quit their studies (Jamelske, 2009; Borden, 1995). Arshad Muhammad et.al., (2018) found that satisfaction with

physical facilities at Public Schools have a positive role in enhancing Students' achievement. They spotlighted that the physical facilities like library, ventilation, plants, play grounds, first aid medical box, sports items, staff rooms, I.T labs, store room, LCD/LED and ECE/Kids rooms at the Public schools have positive influence on the student's achievement. Dissatisfaction had a negative effect on students' personalities and attitudes towards school (Delbert B. Beelick 1973). Students who opt for some course in colleges on the basis of grades in matriculation exams and not taking their aptitudes and interests into cognizance, this dissatisfaction with their courses results in negative effect on forming the correct beliefs and attitudes for getting a job after graduation(Barron D et.al 2007). Researches indicate that dissatisfied students often become drop-outs (Bryant, 2006). Students with higher satisfaction have more academic achievements in contrast to the dissatisfied students which exhibit low academic achievement (Kim 2001).

Conclusion

Thus an extensive scrutiny of research studies conducted in the field of student dissatisfaction has broadened our vision as how this dissatisfaction creeps in students' life and become an impediment towards smooth learning process. We also got a notion that this student dissatisfaction can land a student on the premises of utter stress both in personal sphere by developing a feeling of escapism from learning activities among students which breeds alienation and also in academic context leading to academic stress.

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