CHAPTER-1

INTRODUCTION

I. The study, its raison de atra

The education aims at alleviating poverty and also helps in engineering social change. Education plays a vital role in personal and social development of an individual human being. It is true that education is not magic pill which can solve all problems of the world. It is a fact that it is a ladder that can be used to climb out of poverty, exclusion, ignorance, oppression and war. The children and youth of our times, who will take over from today's adults, need to be equipped with knowledge to usher in a better future.

Since time immemorial education has been trying analyze the needs of individual right from infancy to adulthood to improvise the support system. It does ensure a better future for further generation. Turning back the pages of history and re-examining primitive societies and their often barbaric ways, it is the best reminder of the fact why do people need education. The purpose of education should be to empower the mind and soul to achieve its full potential. Whether our education systems achieves or hinders that purpose is another discussion.

The effectiveness of education depends on many factors, like social climate, economic conditions and educational institutional climate. Out of all these factors learning climate is the most important factor.
The implication of these observations of the framers of national curriculum on education is obvious. Education can become an effective instrument for realizing our national goals but only when our educational institutions have satisfactory learning climate. It is the learning climate which makes the student a civilized citizen or an intelligent person, or a person who feels motivated to bring high academic achievement. It is, therefore, highly significant to know the characteristics of learning climate which contribute to actualize the objectives of education. This, however, is not possible unless we know the characteristics of learning climate of educational institutions. It is this assumption which justifies the choice of the present research problem.

II.  **Theoretical Bases of the study:**

The study in hand is based on the following theoretical concepts.

1. Education, its role in human development
2. Concept of Learning Climate
3. Concept of Academic Discipline
4. Concept of Educational Institution
5. Concept of Academic achievement
6. Concept of Intelligence
7. Concept of Creativity
1. Education, its role in human development:

   Education in a broad sense is an act or experience that has a formative effect on the mind, character or psycho-social emotional needs and abilities of an individual. Technically speaking, education refers to the process by which a society renews its racial experiences. The mature generation of the society deliberately transmits its accumulated knowledge, skills and values to its less mature generation. An educational institution in this regard plays a significant role.

   Besides, society in which an individual child/adolescent/adult lives, the surrounding, physical, social and cultural environment helps in shaping the human individual to develop and to gradually actualize his potential. It is for this reason that some educationists regard an educational institution as a creature and creator of the society. Whereas the society lays down the aims and objectives to be achieved by the educational institution, the latter strives to offer conditions which are helpful in achieving these aims and objectives of education. The more effective it is in developing the learner's cognitive, psychomotor, and affective abilities and in raising the socio-economic status of a nation.¹

   It will be agreed that an educational institution derives its existence up to the period it offers learning experiences to the learners studying in

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it. An educational Institution achieves the educational objectives with the help of its teachers, infrastructure, teaching-learning aids and, of course, through its learning climate.

At the beginning of adolescence, there is definite viewpoint on life philosophy. He keeps on experiencing happiness and unhappiness, appointment and disappointment, curiosity and anxiety, morality and immorality; the mutual contradictory feelings. After such mental struggle he wants to construct a life philosophy for himself. Ross says that adolescence is the stage of stabilizing the self in the stabilizing object. Strengthening enhances determination. The adolescent is in much need of guidance during this stage in construction of their life philosophy, and this is the responsibility of education institution. Blair, Jones and Simpson say that the responsibility of providing assistance to the adolescents to develop their viewpoint towards life, according to our democratic philosophy, lies with school.

2. Concept of Learning Climate:

The learning climate of an educational institution has the potential to influence the process and magnitude of learning by the students studying in it. Studies conducted on learning climate bear out that the former variable not only influences the process and magnitude of learning, but also its quality. The credit for designing learning climate
goes to teacher of an institution. In fact, learning climate and class room teaching situations are interdependent and, therefore, they go together. If so, better is the learning climate, the more effective is teaching by the teacher which in turn will raise the learning output of the learners of an educational institution. If this be so, learning climate of an institution substantially influences the learning output of the learners.

However, learning climate is not the only factor which enters into the cognitive process of learning. Research conducted earlier on correlates of academic achievement testifies that there are several other factors too which play a vital part in the determination and learning output of a learner. Intelligence and creativity are two such factors which intervene between learning input and learning output.

Learning climate or organizational climate is an aspect of organization's total environment. It is a characteristic that gives a unique quality to the environment. Every organization develops its own culture and climate with its own taboos, folkways and moves. This climate refers both the norms and the values of the formal system and their reinterpretation in the formal system. Learning climate of an institute reflects the history of the internal and external struggles, the types of people, the institute attracts, physical layout, the modes of communication and the exercise of authority within the system. Just, as a society has a cultural heritage, so does a social educational institute
possesses distinctive patterns of collective feeling and beliefs. Institutional climate refers to the feelings which exist in a given institute and their feelings vary from school to school.

It is claimed that, depending on their preferred learning modality, different teaching techniques have different levels of effectiveness. A consequence of this theory is that effective teaching should present a variety of teaching methods which cover all three learning modalities so that different students have equal opportunities to learn in a way that is effective for them. Guy Claxton has questioned the extent that learning styles such as VAK are helpful, particularly as they can have a tendency to label children and therefore restrict learning.

In addition to rethinking their formal learning spaces (classrooms, computer labs, etc.) today’s progressive campuses are finding ways to add value to informal learning spaces (courtyards, coffee shops, etc) and incorporate virtual learning spaces (online classrooms, podcasts, etc) to provide their students with a rich, integrated learning environment that supports different types of learning.

To be specific, learning climate of an educational institution is the product of the relationship between the principal and his staff on the one hand and among the teachers on the other hand.
Further, it can be said that organizational climate of an institution refers to the feeling resulting from the interaction of the roles of the various participants in a hierarchy of an organization.

**Kinds of Organizational Climate**

Organizational climate has been found to be of different kinds. A few of these are as under:

(1) **Open Learning Climate** : It is an energetic and lively educational Institute which moves toward its goals and provides satisfaction to the group members. The members are preoccupied neither with task achievement nor with social need satisfaction. Satisfaction on both counts seems to be obtained easily and almost effortlessly. The main character of this climate is the authenticity of the behavior that occurs among all members.

(2) **Controlled Learning Climate** : The controlled climate is impersonal and highly task orientation. The group behavior is directed primarily towards task accomplishment. Although relatively little attention is given to behavior oriented to social needs satisfaction position or to the task accomplishment occupied central. This climate lacks openness or authenticity of behavior because the group is disproportionately preoccupied with task achievement.

(3) **The Familiar Learning Climate** : Refers to a highly personal but controlled climate. The members of this organization satisfy
their social needs but pay relatively little attention to social control in respect of task accomplishment.

(4) **Autonomous Learning Climate**: Is characterized by leadership in which acts emerge primarily from the group. The leader exerts little control over the group members.

(5) **Closed Learning Climate**: is characterized by a high degree of closeness on the part of the members of the organization. The group members in this climate secure neither social need nor derive satisfaction. In fact, the satisfaction of the group members does not come from task achievement. The member's behavior can be considered as inauthentic.

(6) **Technological Learning Climate**: Technology is an increasingly influential factor in education. Computers and mobile phones are used in developed countries both to complement established education practices and develop new ways of learning such as online education (a type of distance education). This gives students the opportunity to choose what they are interested in learning. The proliferation of computers also means the increase of programming and blogging. Technology offers powerful learning tools that demand new skills and understandings of students, including Multimedia, and provides new ways to engage students, such as Virtual learning environments. Technology is being used more not only in administrative duties in education but also in the instruction of students.
The term "computer-assisted learning" (CAL) has been increasingly used to describe the use of technology in teaching, namely, the use of print, recorded audio and video, broadcast radio and television, and Interactive whiteboard, audio conferencing technologies.

3. Concept of Academic Discipline:

Academic Discipline: Refers to a branch of knowledge which distinguishes it from other branches of knowledge. Each academic discipline, usually, has several sub-disciplines or branches. Each branch or sub-discipline of knowledge has its own distinctive characteristics, but the sub-discipline bears a logical linkage with each other. The boundary of a sub-discipline is neither state nor fixed. Research in the sub-discipline increases its area of knowledge.

4. Concept of Education Institution:

Educational Institution refers to an organization which offers such facilities, situations and resources as help in the development of knowledge, understanding, ability to apply, acquire learning in new situations, ability to analyze, synthesize and evaluate skills (physical and mental) as well as develop desirable values and attitude among the learners studying in it. An education is the creature and creator of society. It is, indeed, the society, which lays down the aims and objectives to be achieved by the educational institution. The more successful is an
institution in achieving the educational objectives, the more effective it is in developing the learner’s cognitive, psychomotor, and affective abilities and in raising the socio-economic status of a nation.

It will be agreed that an educational institution derives its existence up to the period it offers learning experiences to the learners studying in it. Needless to say, the institution performs this function through the instrumentality of its teacher, infra-structure, teaching-learning aids and, of course, through its learning climate all of these human and physical factors enhance the academic productivity of educational institution.

5. Concept of Academic achievement:

Academic achievement refers to the quantum of academic achievement scores on either achievement test or an examination paper. Higher is the score of a student on academic achievement test for an examination paper, the higher is the academic achievement\(^\text{2}\) of the testee/examinee.

An academic achievement is something that an examinee / testee does achieve while attempting to solve the problems/ questions / items of a test / examination.

An academic achievement is something learner does or achieves at institute, college or university – in class, in a laboratory, library or

\(^{2}\) ibid
fieldwork. It does not include sport or music. An academic achievement, such as graduating 1st in ones class, is sometimes a purely quantitative matter, while having the findings of lengthy, comprehensive research published by a recognized journal is also notable academic achievement. Being named head/chairman of a particular department at a university is both a professional and academic achievement.

Academic achievement can be defined as an excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behavior, confidence, communication skills, punctuality, assertiveness, arts, culture and the like.

Academic achievement is completing all of learner’s academic goals for himself. It is well known that parents put a lot of pressure on kids to do well in institute, but in reality, academic achievement should be what learner wants for him, instead of what others want for him/her. His goals can be anything he wants, such as passing a class that is challenging for him. Another good goal is to push him to make onto the honor roll.

To conclude academic achievement refers to achievement of academic goals of a learner. Academic Achievement should be what one want for himself, instead of what others want for him.

6. Concept of Intelligence:

Intelligence refers to the intellectual capacity of an individual to adjust effectively with new situations in different life areas. Besides
this ability, an individual is to think rationally, adjust properly with new situations, and solve problems and to draw abstractions. Operationally defined, the higher is the score of an individual on an intelligence test, the higher is his intelligence.\textsuperscript{3}

This conceptualization of intelligence implies that higher is the capacity of an individual to adjust effectively with new situations in different life areas, the more rationally he will think, more successfully he will solve curricular problems and better will be his ability to draw abstractions.

Needless, these concepts of intelligence will be of immense value to the learner in realizing his learning output. Intelligence has been regarded as a general mental ability which is helpful in learning by an individual learner.

I believe there are many forms of intelligence, some more important than others are. A person may be very smart when it comes to subjects like math and science, but when it comes to English and writing they may not know much about it. Also, some people may not do very well in school but can fix almost anything that you put in front of them.

\textsuperscript{3} David G. Mexels Perger, Institute climate: Creating an environment for learning, A Dissertation.
Psychologists have mentioned the following important types of intelligence:

(i) **Abstract Intelligence**: By this intelligence, a person develops interest toward acquiring of knowledge. Awareness toward fine elements, propounding of philosophical thoughts and new thinking is based on this intelligence.

(ii) **Concrete Intelligence**: This is also called mechanical or motor intelligence. By this intelligence a person has interest in machines, tools and their parts.

(iii) **Social Intelligence**: By this intelligence, a person takes interest in taking part in social activities. Living together, good conduct and behavior, adjustment with society, etc. is done with help of this intelligence.

There are nine types of Intelligence as told by **Howard Gardner**.

(a) **Naturalist Intelligence** ("Nature Smart"): Designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. It is also speculated that much of our consumer society exploits the naturalist intelligences, which can be mobilized in the discrimination among cars, sneakers, kinds of makeup, and the like.
(b) Musical Intelligence ("Musical Smart"): Musical intelligence is the capacity to discern pitch, rhythm, timbre, and tone. This intelligence enables to recognize, create, reproduce, and reflect on music, as demonstrated by composers, conductors, musicians, vocalist, and sensitive listeners. Interestingly, there is often an affective connection between music and the emotions; and mathematical and musical intelligences may share common thinking processes. Young adults with this kind of intelligence are usually singing or drumming to themselves. They are usually quite aware of sounds others may miss.

(c) Logical-Mathematical Intelligence ("Number / Reasoning Smart"): Logical-mathematical intelligence is the ability to calculate, quantify, consider propositions and hypotheses, and carry out complete mathematical operations. It enables us to perceive relationships and connections and to use abstract, symbolic thought; sequential reasoning skills; and inductive and deductive thinking patterns. Logical intelligence is usually well developed in mathematicians, scientists, and detectives. Young adults with lots of logical intelligence are interested in patterns, categories, and relationships. They are drawn to arithmetic problems, strategy games and experiments.

(d) Existental Intelligence: Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.
(e) **Interpersonal Intelligence (“People Smart”):** Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Teachers, social workers, actors, and politicians, all exhibit interpersonal intelligence. Young adults with this kind of intelligence are leaders among their peers, are good at communicating, and seem to understand others’ feelings and motives.

(f) **Bodily-Kinesthetic Intelligence (“Body Smart”):** Bodily kinesthetic intelligence is the capacity to manipulate objects and use a variety of physical skills. This intelligence also involves a sense of timing and the perfection of skills through mind–body union. Athletes, dancers, surgeons, and craftspeople exhibit well-developed bodily kinesthetic intelligence.

(g) **Linguistic Intelligence (“Word Smart”):** Linguistic intelligence is the ability to think in words and to use language to express and appreciate complex meanings. Linguistic intelligence allows us to understand the order and meaning of words and to apply meta-linguistic skills to reflect on our use of language. Linguistic intelligence is the most widely shared human competence and is evident in poets, novelists, journalists, and effective public speakers. Young adults with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.
(h) **Intra-personal Intelligence (“Self Smart”):** Intra-personal intelligence is the capacity to understand oneself and one’s thoughts and feelings, and to use such knowledge in planning and directioning one’s life. Intra-personal intelligence involves not only an appreciation of the self, but also of the human condition. It is evident in psychologist, spiritual leaders, and philosophers. These young adults may be shy. They are very aware of their own feelings and are self-motivated.

(i) **Spatial Intelligence (“Picture Smart”):** Spatial intelligence is the ability to think in three dimensions. Core capacities include mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination. Sailors, pilots, sculptors, painters, and architects all exhibit spatial intelligence. Young adults with this kind of intelligence may be fascinated with mazes or jigsaw puzzles, or spend free time drawing or daydreaming.

### 7. Concept of Creativity:

**Creativity** refers to the ability to create a new and uncommon product. It embraces such components within it as originality, novelty, fluency, flexibility and secondary elaboration. Operationally defined, the higher is the score of a testee on a test of creativity, the higher is his creative ability and vice-versa. If this be so, creativity of an individual learner is substantially helpful in planning and executing new projects,
implementation, and innovations and also in solving assignments given by teachers to learners. The product of creativity is different from the routine and traditional products.

Creativity refers to as a combination of many abilities running through many spheres of human activity. It is manifested in a variety of ways though essentially it is the process of bringing something new into birth. The creative thinker is one who explores new areas and makes new observations, new predictions and new inferences (Gray, 1954).

Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer (Isrelle and Drevdahl, 1956).

Creativity is one of the most important assets of an individual. Indeed, it is a highly valued cognitive quality of a human being. Creativity has been a facilitating factor in the emergence, development and survival of human culture. The functioning of mind and the nature of human genius is the centre of mental ability. It has, therefore, become now the focus of research activity. To Guilford goes the credit for propagating the theory of human intellect. His theory on intellect gave good base for research in the area of creativity. Delivering a presidential address at the American Psychological Association (1950) he exhorted the member’s of association to uncover the creativity phenomenon.
The concept of creativity was first recognized by Galton (1869) with his publication of ‘Men of Genius’. Galton did not seriously attempt to understand the mental operations by which distinguished leaders produced their novel ideas. He reasoned out on the basis of his observations of the behaviors of creative persons that nature of creativity is largely hereditary. His reasoning was based on his observation that creative individuals belong to families whose members were creative.

According to Feldman (1988) there are following three phases in creativity. The first is what he calls the transformational imperative; the second is desire for change; and the third is constituted by the efforts of previous workers who have brought about a change in the environment. This he calls “the crafted world.”

1. The Transformational Imperative

Piaget had referred to assimilation and accommodation as two fundamental qualities of cognition. Feldman suggests that there is a third quality which he calls transformation. There is a natural tendency in the mind to produce new things. It may range from idle “tinkering around” to sustained, systematic, long-term efforts to transform a body of knowledge or culture.

2. Desire to Change

The second aspect of creativity is the positive desire to change a part of the external world so as to conform to one’s wishes. This part of
the external world could be a simple object, for example, an appliance that we use in day-to-day life, or it could be a more lofty idea⁴.

3. The Crafted World

The previous efforts to change the world by countless people constitute an important aspect of an individual’s creativity. These efforts give the individual a feeling of confidence that it is possible to bring about a change.

Galton (1869), in his publication of ‘Men of Genius’, recognized creativity as ‘trait’. Andrews (1930) defined imagination in children as the process of which items of experience are combined to form new products. Griffiths (1945) differentiated imagination, a mode of thinking of concerned with fantasy and day dreams, from imagery, a type of sensory experience in which images arise independent of external stimulation. The term creative imagination has been used by Mccoly (1939), Greenacre (1959) and O'Brein, Sibley and Ligon (1953) where as McDowell and Howe (1947) refer to “productive imagination”. All these investigators considered newness or originality as the main criterion.

The phenomenon of the imagination and ‘fantasy’ has been interchangeably used. Both Griffiths (1945) and Singer (1961) equate fantasy with day dreams and imaginative play and the resulting images

thereby produced. The term imagination is more often used to describe the process rather than the product. Singer differentiated early fantasy, characterized by verbal role taking, from later internalized fantasy, chiefly of a visual type\(^5\).

According to the Dictionary of psychology creative thinking means ‘the achievement of new relationship among the parts of experience, which according to Walls (1926) has four stages, Preparation, Incubation, Inspiration or Illumination and Verification. The creative idea comes as a flash of insight or a sudden thought (Harriman, 1947). Hutchinson (1949) says ‘by creative effort I mean the initiation and execution of some work of literature, art, music or science which is essentially new’.

Taylor’s five Levels of Creativity

According to Taylor (1971) there are five levels of creativity. Out of these the first two are a kind of preparation for creativity, and only in last, three actually finds an expression.

1. **Expressive Spontaneity**— the first level is expressive spontaneity. Here there is expression but no emphasis on original expression. It can be seen in spontaneous drawings of children.

\(^5\) Bhardadwaj, R. 1985, Intelligence, sex and age as correlates of the components of creativity, Asian Journal of Psychology and Education, 16, 3, 41-44.
2. **Productive Skill**— this is the next level. Here education and training are added to the first level but here again it is not necessary that originality should be present.

3. **Inventive Ingenuity**— here the individual combines certain concrete elements from his environment to find a solution to some problem, or he discovers new relations.

4. **Innovative Flexibility**— when the individual works with abstract ideas he reaches the fourth level which is innovative flexibility. Here some creative idea undergoes modification and emerges as a new contribution. Examples of innovative flexibility are seen in the work of individuals who have taken up an original idea of a great thinker and have applied it in a new direction.

5. **Emergentive Creativity**— the last and the highest stage is emergentive creativity. Here the individual presents an idea which is altogether new. This level could be compared with “primary creativity” described by Ghiselin⁶.

In the above context, the scope of present study is confined to four variables: (1) Institutional learning climate, (2) academic achievement, (3) intelligence, (4) creativity and. Out of these four variables the study attempt to ascertain the influence of learning climate of secondary

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⁶ Ibid
educational institutions situated in Meerut City on the academic achievement of their secondary level students. The study has controlled the influence of intelligence and creativity on secondary students, so that the influence of only the independent variable, namely, institutional learning climate on the variable can be ascertained.

Needless to say, the whole study has been conducted on IX\textsuperscript{th} graders studying in secondary institutions of Meerut City characterized by good or average or poor learning climate. The observations made above have led to researcher to state the problem as under:

\section*{III. Statement of the Problem:}

The study has been designed with a view to ascertain the influence of learning climate of secondary educational institutions situated in Meerut on the academic achievement of students studying in secondary level classes after controlling the influence of their intelligence and creativity on their academic achievement.

\section*{IV. Objective of the Study:}

The study has been designed with a view to achieve the following objectives as under:

1. To compare the academic achievement of IX\textsuperscript{th} graders studying under high, average and low level of learning climate of their secondary institutions.
2. To compare the academic achievement of high intelligent IX\textsuperscript{th} graders studying under high, average and low level of institutional learning climate.

3. To compare the academic achievement of average intelligent IX\textsuperscript{th} graders studying under high, average and low level of institutional learning climate.

4. To compare the academic achievement of low intelligent IX\textsuperscript{th} graders studying under high average and low level of institutional learning climate.

5. To compare the academic achievements of high creative IX\textsuperscript{th} graders studying under high, average and low level of institutional learning climate.

6. To compare the academic achievement of average creative IX\textsuperscript{th} graders studying under high, average and low level of institutional learning climate.

7. To compare the academic achievement of low creative IX\textsuperscript{th} graders, studying under high, average and low level of institutional learning climate.

V. Hypotheses of the Study:

The study sought to test the hypotheses as under:

1. IX\textsuperscript{th} graders studying under different levels of learning climate of
their secondary institutions differ significantly in respect of their academic achievement.

2. IXth graders characterized by similar level of intelligence (high, average and low) but studying under different learning climate of their secondary institutions differ significantly in respect of their academic achievement.

3. IXth graders characterized by similar level of creativity (high, average and low), but studying under different learning climate of their secondary institutions, differ significantly in respect of their academic achievement.

4. Better is the learning climate of an educational institution, the higher is the academic achievement of its IXth graders studying in it.

VI. DEFINITIONS OF TECHNICAL TERMS:

(i) **Educational Institution** refers to an organization which offers such facilities, situations and resources as help in the development of knowledge, understanding, ability to apply, acquire learning in new situations, ability to analyze, synthesize and evaluate skills (physical and mental) as well as develop desirable values and attitude among the learners studying in it.

(ii) **Institutional learning climate**: Learning climate or organizational climate is an aspect of organization's total environment. It
is a characteristic that gives a unique quality to the environment. Hence, quite often, the term learning climate has been used in place of organizational climate. Every organization develops its own culture and climate with its own taboos, folkways and moves. This climate refers both the norms and the values of the formal system and their reinterpretation in the formal system. Learning climate of an organization reflects the history of the internal and external struggles, the types of peoples the organization attracts, physical layout, and the modes of communication and the exercise of authority within the system. Just a society has a cultural heritage so does a social organization possesses a distinctive patterns of collective feeling and beliefs. Organizational climate refers to the feeling which exists in a given organization and their feelings vary from organization to organization.

(iii) Academic Achievement refers to the quantum of academic achievement scores on either achievement test or on examination tests. Higher are the scores of a student on academic achievement test / examination tests, the higher is his academic achievement.

(iv) Intelligence refers to the intellectual capacity of an individual to adjust effectively with new situations in different life areas. Besides, intelligence is an ability which helps an individual to think
rationally, adjust properly with new situations to solve problems and to
draw abstractions. Operationally defined, the higher is the score of an
individual on an intelligence test, the higher is his intelligence.

(v) **Creativity** refers to the ability to create a new and
uncommon product. It embraces such components within it as originality,
nobility, fluency, flexibility and secondary elaboration. Operationally
defined, the higher is the score of a testee on a test of creativity, the
higher is his creative ability and vice-versa.

**VII. Scope & Delimitations of the Study :**

The investigator has confined her research study to the three
independent variable, namely, learning climate of an institution,
intelligence and creativity of a learner and one dependent variable,
namely, academic achievement.

Besides the above, the study has been delimited to ascertaining
the influence of only one independent variable, namely, the
institutional learning climate on only one dependent variable namely,
academic achievement. Finally the study has sought to control the
influence of two independent variables, namely intelligence and
creativity on academic achievement of IX\(^{th}\) graders studying in
secondary institutions of Meerut City.
VII. Importance of the study:

(A) Educational: The present study is to ascertain the relationship between educational institutes learning climate on the one hand and academic achievement on the other hand under constancy of intelligence and creativity on the other hand. How these factors affect academic achievement of IXth graders is of significant to an educational research worker? Answer to this question will help the educationist and planners to suggest the action points of improving the learning climate. If educational climate of institutions improve, the large young population of India will be able to achieve commensurate to their intelligence and creativity. The students studying in secondary institutions will not only become high academic achievers but will also become excellent professional. Needless to say, if this happens, India, our country will be the beacon of hope for economic, social, scientific, technical and Space (Cosmology and Astronomy) areas. Such a learning climate of our secondary institutions will pave the way for efficient, job oriented and skillful higher citizens. Needless to say, it is these citizens who are hopes of our country. This will make our nation, in future, a super power of world. As such, this study is important from the view point of education discipline.

(B) Psychological: Psychology is basically interested in studying the behaviors of human and subhuman beings. Psychology attempts to find
out in what respect human beings differ, what causes them to differ, how
to effect changes in their behaviors and what controls need to be made for
directing them to develop specific and deliberate behaviors. These
questions are of deep interest and concern to psychologists. Therefore,
they seek answers to such questions.

Findings drawn from the present study have thrown light on the
distinctive characteristics of academic achievers studying in good,
average and poor learning climate of their institutions. Knowledge of
factors contributing to variations in the overall learning climate and the
influence on intelligence and creativity on academic achievements should
be of significant value to the administrators and teachers of an institution.
Findings drawn from the study will help in planning, implementation of
planning, managing learners within and outside classroom in school
situations and subjecting teachers and learners in optimizing their
teaching and learning output.

(C) Social : The socio-economic development of a nation is closely related
with the quality of climate of an institutions at the time of schooling. Cultural
enrichment of a nation is closely linked with the expansion of knowledge. No
nation, today, can hope to maintain its sovereignty, if its citizens fail to keep
pace with the growing pace of knowledge. It is possible only when
management of an institution provides a type of learning climate that motivate
their teachers to put in their best and elicit their cooperation and involve them in decision making, policy formulations and in curricular activities in their institutions. Consequent to such desirable characteristics of institutional learning climate, the teachers will use such devises as will help them to motivate its students in learning. Cooperative efforts on the part of the Principal, teachers and students will help in the development of democratic citizenship as well as the development of such social behavior as tolerance, cooperation, discipline, sympathy and like among its students and teachers. It is in this context that conclusions drawn in the study have social value.

(D) National: Destiny of a nation is shaped by teachers and educational administrators. It is not only teachers but also the educational administrators, who after being apprised of the conclusions drawn in the study will help in establishing an era of peace, progress and prosperity. It is hoped that the state will take measures for developing the good learning climate in educational institutions. An institution characterized by good learning climate may develop desirables and proper habit among the students.

The investigator fondly hopes that findings drawn by her in respect of the influence of institutional learning climate at different levels of intelligence and creativity of secondary school students will optimize the academic achievement of the secondary level students. In this context, findings of present study have national significance.