Previous chapter, namely, analysis and interpretation of data dealt with tabular presentation of analysed data followed by interpretation and discussion. It enabled the researcher in validating research hypotheses of the present study. In present chapter, namely, findings and conclusion, validation of hypotheses has been made first. On this basis of validation of hypotheses, findings have been drawn and conclusions have been made. In the later part of this chapter implications of the findings have been mentioned followed by research topic suggested for further research study. Thus, succeeding lines contain validation of hypotheses.

VALIDATION OF HYPOTHESES:

1. Hypothesis 1.1 reads Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Disengagement Dimension of their Organization Climate obtained C.R. value is 4.15. It is significant at 0.01 level of significance. Thus, the hypothesis 1.1 stands rejected.

2. Hypothesis 1.2 reads Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Alienation Dimension of their Organization Climate obtained C.R. value is 0.20. It is not significant at any level of significance. Thus, the hypothesis 1.2 stands accepted.
3. Hypothesis 1.3 reads Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Esprit Dimension of their Organization Climate obtained C.R. value is 1.20. It is not significant at any level of significance. Thus, the hypothesis 1.3 stands accepted.

4. Hypothesis 1.4 reads Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Intimacy Dimension of their Organization Climate obtained C.R. value is 0.87. It is not significant at any level of significance. Thus, the hypothesis 1.4 stands accepted.

5. Hypothesis 1.5 reads Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Psycho-physical Hindrance Dimension of their Organization Climate obtained C.R. value is 0.21. It is not significant at any level of significance. Thus, the hypothesis 1.5 stands accepted.

6. Hypothesis 1.6 reads Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Controls Dimension of their Organization Climate obtained C.R. value is 1.11. It is not significant at any level of significance. Thus, the hypothesis 1.6 stands accepted.

7. Hypothesis 1.7 reads Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly
with regard to Production Emphasis Dimension of their Organization Climate obtained C.R. value is 2.23. It is significant at 0.01 level of significance. Thus, the hypothesis 1.7 stands rejected.

8. Hypothesis 1.8 reads Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Humanized Thrust Dimension of their Organization Climate obtained C.R. value is 0.32. It is not significant at any level of significance. Thus, the hypothesis 1.8 stands accepted.

9. Hypothesis 2.1 reads Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Emotional Adjustment obtained C.R. value is 2.63. It is significant at 0.05 level of significance. Thus, the hypothesis 2.2 stands accepted.

10. Hypothesis 2.2 reads Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Social Adjustment obtained C.R. value is 1.68. It is not significant at any level of significance. Thus, the hypothesis 2.2 stands accepted.

11. Hypothesis 2.3 reads Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Educational Adjustment
obtained C.R. value is 2.12. It is significant at 0.05 level of significance. Thus, the hypothesis 2.3 stands accepted.

12. Hypothesis 3 reads Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Academic Achievement obtained C.R. value is 4.34. It is significant at 0.01 level of significance. Thus, the hypothesis 3 stands accepted.

FINDINGS OF THE STUDY:

On the basis of analysis of the data and the validation of the hypotheses following findings were drawn:

1. The disengagement dimension of organizational climate has been found more persistent in Jawahar Navodaya Vidyalaya as compare to Kasturba Gandhi Balika Vidyalaya.

2. Both types of schools i.e. Jawahar Navodaya Vidyalaya and Kasturba Gandhi Balika Vidyalayas equally share 'alienated' oriented organizational climate.

3. Both the types of schools, i.e., Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas 'possess' almost equal degree of Esprit dimension of organizational climate.

4. Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas possess some what similar degree of 'intimacy' dimension as a factor of organizational climate.
5. 'Psycho-physical hindrance' (as felt uninteractive, over demanded and unnecessary imposed duties) was found present with the same degree in both the types of schools, i.e., Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas.

6. The system and degree of democratic pattern of Principal's behaviour that are used to raise the school effectiveness by exercising 'controls' was found to be similar in both the schools.

7. The Principals in Navodaya Vidyalayas are highly directive, task oriented and insensitve to teachers and staff illustrate the 'production emphasis' dimension of organizational climate as compared with Kasturba Gandhi Balika Vidyalaya.

8. The organizational climate of both the schools, i.e. Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas has been found to be some what similarly oriented towards 'humanized thrust'.

9. The students studying in Kasturba Gandhi Balika Vidyalaya have been found having high 'emotional adjustment' as compared to the female students studying in Jawahar Navodaya Vidyalaya.

10. The female students of both the schools i.e., Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas have almost similar 'social adjustment'.

11. The 'educational adjustment' of female students of Jawahar Navodaya Vidyalayas has been better than the female students of Kasturba Gandhi Balika Vidyalayas.

12. The academic achievement of female students of Jawahar Navodaya Vidyalaya has been found higher as compared to female students studying in Kasturba Gandhi Balika Vidyalayas.

CONCLUSIONS:

Based on findings of the study following of conclusions have been drawn:

1. Disengagement and production emphasis dimension of organizational climate are higher in Jawahar Navodaya Vidyalayas (JNV) than Kasturba Gandhi Balika Vidyalayas (KGBV).

2. Jawahar Navodaya Vidyalayas (JNV) and Kasturba Gandhi Balika Vidyalayas (KGBV) Esprit similar organizational climate (in remaining dimension).

3. In terms of social and educational adjustment students of Jawahar Navodaya Vidyalayas (JNV) are superior to students of Kasturba Gandhi Balika Vidyalayas (KGBV) where are students of both schools Esprit similar degree of social adjustment.
4. Students of Jawahar Navodaya Vidyalayas (JNV) are superior to students of Kasturba Gandhi Balika Vidyalayas (KGBV) in terms of academic achievement.

IMPLICATIONS OF STUDY:

Following are the implications of the study:

Implications for Research Scholars: Research scholars of education and psychology can be benefited by the findings of the present study. Findings of the present study will serve as a basic data for the further studies related to Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas.

Implication for Teachers: The role of teachers in prominent in contributing to the organizational climate. It teachers are made aware of the findings of the study they can make efforts to inculcate and nurture these characteristics to improve the organizational climate of their school which will also improve the academic environment and achievement of students. The very popular saying goes as would be teachers so would be the students, nevertheless teachers are the maker, shaper and a guiding agent for students personality.

Implication for Principles: As has been found in the study the open and close organizational climates depend to the larger extent on the leadership style of the principals. It is the leadership behaviour characteristics which create different type of behaviour in relation to teacher and students. The decision taking capabilities add to the
dynamism, productivity and humanized thrust. Thus, the findings of the study will help to make principals aware of their role and contribution and may make efforts as to which type of characteristic are expected of them for effective organizational climate.

**Implication for Policy Makers:** Findings of the present study will provide feedback to the policy makers and authorities concerned with secondary education. They can identify the students of Jawahar Navodaya Vidyalayas (JNV) are superior to students of Kasturba Gandhi Balika Vidyalayas (KGBV) in terms of academic achievement and educational adjustment. Where are students of both schools Esprit similar degree of social adjustment.

**Implication for Parents:** By the findings of this study parents of the students will also be benefited. By knowing disengagement and production emphasis dimension of organizational climate are higher in Jawahar Navodaya Vidyalayas (JNV) than Kasturba Gandhi Balika Vidyalayas (KGBV) but both Vidyalayas are Esprit similar organizational climate (in remaining dimension).

**SUGGESTIONS FOR THE FURTHER STUDIES:**

1. Comparative Study of Stress of Jawahar Navodaya Vidyalaya (JNV) and Kasturba Gandhi Balika Vidyalaya (KGBV) with regard to Student Adjustment & Academic Achievement.
2. Comparative Study of organizational climate of students of Xth class C.B.S.E. board and U.P. Board with Regard to Student Adjustment & Academic Achievement.


4. Comparative Study of organizational climate of students of primary of C.B.S.E. schools and U.P. Board with Regard to Student Adjustment & Academic Achievement.

5. Comparative Study of organizational climate of students of primary of C.B.S.E. schools and I.C.S.E. Board with Regard to Student Adjustment & Academic Achievement.

6. Comparative Study of academic achievement of students of primary of C.B.S.E. schools and U.P. Board with Regard to Student Adjustment.

7. Comparative Study of organizational climate of students of secondary of C.B.S.E. schools and U.P. Board with Regard to Student Adjustment & Academic Achievement.

8. Comparative Study of organizational climate of students of Xth class of Central Board and C.B.S.E. Board with Regard to Student Adjustment & Academic Achievement.


11. Comparative Study of organizational climate of M.Ed. Students of aided college and self-financed colleges with regard to Job Satisfaction & Academic Achievement.

12. Comparative Study of organizational climate of Ph.D. scholars of government universities and private universities with regard to Job Satisfaction & Academic Achievement.