SUMMARY

INTRODUCTION:

Education has been long accepted as a vital instrument for the development as well as for modification of a society. It is for this reason that education has been assigned a pivotal position by a nation for achieving its constitutional objectives and implementing its mandates. It is needless to say that the influence of education starts impinging upon the personality of an individual right from his birth. In fact its influence continues up to the last moment of the individual's death, continued to influence till the last moment of his death. If this be the position of education, those who hold the reins of administration of the Nation and are deeply interested in its development - economic, social, emotional, moral, political, technological, scientific and in other relevant life areas, will have to design a blue-print which will be conducive to the achievement of this important objective.

Education manifests its effect at two levels - formal and informal. The formal effects of education are manifested through the educational institutions and the informal effects get manifested through the institutions of family, society, physico-psycho-biological environment and the state. The formal system of education operates at four levels, namely, pre-elementary, elementary, secondary and higher.
It is a common knowledge that the secondary education is imparted through various types of institutions. As for example, there are secondary institutions, usually referred to as grant-in-aid institutions because of relevant grant received from the State Government but managed by Private Bodies, the Central Schools which are primarily being administered by the Ministry of Human Resource and Development of the Central Government, the State Government Schools governed by the Ministry of Education of a State Government, the Sainik Schools governed by the Ministry of Defense, Government of India and the Navodaya Vidyalayas established by the Ministry of Human Resource and Development, Government of India. All these four types of secondary educational institutions are executing their roles in the context of secondary objectives of education laid down by Secondary Education Commission, 1953. Though all these four types of institutions have their educational system with four basic components, namely, curriculum, transaction of curriculum, designing of teaching-learning situations and evaluation of the learning outcomes. However, there are significant variations in the quality of their behavioural products - cognitive, psychomotor and affective. Which type of institution is more effective in developing desirable behavioural products among the learners is a question, which can be answered only through the comparative study of their organizational climate, as well as students and adjustment and
academic achievement as a consequent of organizational. Achievement performances on tests administered on the learners by the secondary institutions. From a review of research studies conducted by research workers in this regard, it is indeed surprising that till date, we have not arrived at a definite conclusion in respect of the effectiveness of these four types of institutions in respect of the variables that have been taken in this study. Another point worth mentioning at this stage is that but for Navodaya Vidyalayas, no other type of secondary institution subjects its learners to teaching learning situations which may help them to achieve commensurate to their talents and potentialities. The institutions of Navodyala Vidyalayas, infact were conceived for helping the talented adolescents of rural background or from socio-economically low strata of the society. Although, Navodaya Vidyalayas were established primarily for achieving this laudable objective, no research study has so far been conducted in the country which can confidently yield answer to the question, how much successful Navodaya Vidyalayas have been in realizing the earlier mentioned objectives. As such, it becomes important to ascertain the effectiveness of the Navodaya Vidyalayas in helping the talented and gifted children to achieve commensurate to the level of their talent and giftedness.

Research conducted on the institutional effectiveness during the preceding more than five decades have borne out that institutional
effectiveness and institutional organizational climate go hand in hand. If this be so, a study of the organizational climate of Navodaya Vidyalayas becomes even more important than a case study of any one Navodaya Vidyalaya. The researcher observed that no credible empirical study has so far been conducted which can throw light on the present status of organizational climate of Navodaya Vidyalayas. The present study is an offspring of these observations. The study, therefore, aims at a scientific study of the organizational climate of Navodaya Vidyalayas.

In the context of what has been discussed above, it seems relevant at this stage to understand the structure and operational functioning of Navodaya Vidyalayas and the characteristics and effects of organizational climate. The succeeding paragraphs attempt to describe these two significant components of the research study in hand.

The reason for undertaking this study by the researcher, being a man himself, was that the researcher wanted to investigate the various problems of females. This is because, it would provide information to researchers, theoreticians and policy makers in future regarding issues related to openness, adjustment and achievement that might be specific to female students. Unfortunately, this area is under researched; hence, this study could assist in filling the vacuum in this area.
STATEMENT OF THE PROBLEM:

The study in hand may be stated as "A Comparative Study of Organizational Climate of Jawahar Navodaya Vidyalaya (JNV) and Kasturba Gandhi Balika Vidyalaya (KGBV) with Regard to Student Adjustment & Academic Achievement".

OBJECTIVES OF THE STUDY:

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

1. To compare the organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
   1.1 To compare the disengagement dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
   1.2 To compare the alienation dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
   1.3 To compare the esprit dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
1.4 To compare the intimacy dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

1.5 To compare the psycho-physical hindrance dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

1.6 To compare the control dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

1.7 To compare the production-emphasis dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

1.8 To compare the humanized dimension of organizational climate of Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

2. To compare the adjustment of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

2.1 To compare the emotional adjustment of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).
2.2 To compare the social adjustment of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

2.3 To compare the educational adjustment of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

3. To compare the academic achievement of the students studying in Kasturba Gandhi Balika Vidyalaya (KGBV) and Jawahar Navodaya Vidyalaya (JNV).

HYPOTHESES OF THE STUDY:

The following hypotheses have been formulated and listed–

1. Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Organization Climate.

1.1 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Disengagement Dimension of their Organization Climate.

1.2 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Alienation Dimension of their Organization Climate.
1.3 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Esprit Dimension of their Organization Climate.

1.4 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Intimacy Dimension of their Organization Climate.

1.5 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Psycho-physical Hindrance Dimension of their Organization Climate.

1.6 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Controls Dimension of their Organization Climate.

1.7 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Production Emphasis Dimension of their Organization Climate.

1.8 Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to Humanized Thrust Dimension of their Organization Climate.

2. Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Adjustment.
2.1 Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Emotional Adjustment.

2.2 Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Social Adjustment.

2.3 Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Educational Adjustment.

3. Students studying in Jawahar Navodaya Vidyalayas and Kasturba Gandhi Balika Vidyalayas do not differ significantly with regard to their Academic Achievement.

**RESERACH METHODOLOGY:**

Normative survey method of research was used in the present study as the study aims at knowing present status of organizational climate, academic achievement and adjustment.

**POPULATION:**

All the teachers and in secondary school female students of 8th class studying in Jawahar Navodaya Vidyalaya (JNV) and Kasturba Gandhi Balika Vidyalaya (KGBV) constituted the population of the study.
SAMPLE OF THE STUDY:

As it was difficult to collect the data from the entire population, therefore, it was decided to draw a representative sample. 200 female students studying in Jawahar Navodaya Vidyalaya (JNV) and 200 female students Kasturba Gandhi Balika Vidyalaya (KGBV) were selected randomly as sample of study. Besides, teachers from 15 Jawahar Navodaya Vidyalaya (JNV) and 17 Kasturba Gandhi Balika Vidyalaya (KGBV) were taken as sample units of study through random sampling.

TOOLS USED:

Following tools were used to measure variables of the study.

To measure school organization climate questionnaire developed by Dr. Motilal Sharma was used.

➤ To measure "adjustment" of female students "Adjustment Inventory for Secondary Schools Students" (AISS) developed by A.K.P. Sinha and R.P. Singh was used.

➤ To measure the "academic achievement" developed by researcher was used.

STATISTICAL TECHNIQUES USED:

In the present study Mean, S.D. & t-test etc. as statistical techniques was used.
DELIMITATIONS OF THE STUDY:

1. The study has delimited to West U.P.
2. The study has delimited to Kasturba Gandhi Balika Vidyalaya and Jawahar Navodaya Vidyalaya only.
3. Study has delimited to organizational climate, adjustment and academic achievement only.
4. Study has delimited to VIII class girls student only.

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 insenssitive 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 feed back 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.