CHAPTER – II
REVIEW OF LITERATURE

Previous chapter contained detail introduction dealt with origin of the study, conceptual framework, statement of the problem, objectives of the study, hypotheses of the study, definitions of terms used in the study and delimitation of the study. Present chapter, namely Review of Literature is concerned with review of the research studies related to organizational climate, student adjustment and academic achievement.

Review provides insight into the relevance, scope and theoretical basis of the problem itself under study, guidelines for choosing an appropriate procedure and tools for the study to be taken. It is very important aspect of a research process because it gives a vast understanding and knowledge to the researcher in the field concerned. This intends to study and helps the investigator to establish a critical relationship of the study in hand with previous studies done on one aspect or the other related to the study. The also helps the investigator in avoiding the duplication of work on the same problem.

Realising the importance of review Best (1963) writes... "A familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remain to be solved".
A further review of the related literature would bring to light the factors, which have been remained unexplored in relation to organizational climate, adjustment and academic achievement. This would explain the importance and necessity of the present study. The purpose of the following chapter is to summarize the vast literature on organizational climate, adjustment and academic achievement.

The existing works that are directly or indirectly related to the present study may conveniently be classified into the following segments:

1. Organizational Climate Related Studies
2. Adjustment Related Studies
3. Academic Achievement Related Studies
5. Uniqueness of the Present Study

**ORGANISATIONAL CLIMATE-RELATED STUDIES:**

Plaxton (1965) found a stronger relationship (.61) between organizational climate and teacher satisfaction (assuring order from open to close), and an even stronger relationship (.68) between teacher satisfaction and esprit were found. Seven of sub-test scores (Trust, Esprit, Intimacy, Production Emphasis, Disengagement, Consideration and Hindrance) were related significantly and in a predictable fashion
to principal effectiveness. There was no significant relationship between faculty size and school climate.

Bushlinger (1966) reported that open climates were associated with less age and experience.

Flanders (1967) found that in the white sample, with longer tenure teachers were more likely to perceive open, autonomous or familiar climates, and was significantly associated with more open schools. Flanders found that these results did not hold good for the black teachers in the sample.

Brinkmeyar (1968) reported that the sex of the teachers was not found to be significantly related to the elementary school climate.

Harkin (1969) reported that teacher's age and experience were not significantly related to climate. Further he found that there was no significant relationship between sex and climate. There was no significant association between the school climate and time in school for high school teachers.

Robinson (1970) reported that Disengagement, Hindrance, Esprit, Thrust and Consideration were strongly related to teacher alienation from school and all dimensions of teacher alienation from school were significantly correlated with openness of climate.

Schneider, B. & Snyder, R.A. (1975) reported that (a) climate and satisfaction measures are correlated for people in some positions in the agencies but not for others; (b) people agree more on the climate
of their agency than they do on their satisfaction; (c) neither satisfaction nor climate are strongly correlated with production data; and (d) satisfaction, but not climate, is correlated with turnover data.

Marsh (1976) reported that there were no significant differences between the larger and the smaller schools on organisational process.

Craig (1980) concluded that teachers in the open climate had higher mean scores for teacher job-satisfaction than did the teachers identified in schools of closed climate.

Sission (1980) reported that a significant difference was determined to exist between principal and teachers' perceptions of school climate.

Singh, H.C. (1988) found that organisational climate is significantly related to teacher's attitude. An open climate leads to more positive attitude and a closed climate to less positive attitude.

Dhulia, Usha. (1989) Reported that the school climate was positively and significantly correlated with teacher's job-satisfaction and students' institutional perception in terms of administrative style.

Mahashabde, R.S. (1990) could not found any significant relationship between leadership styles, job-satisfaction of teachers, organisational climate and students academic achievement.

Solanki, Kantilal N. (1992) found that the organisational climate of secondary schools appeared to be independent of organisational management, place of school and sex of the student
population. There was a relationship between resource management and the organisational climate of secondary schools.

A study was conducted by Singh and Joseph (1995) to find out the impact of organizational climate and shift work on life satisfaction. 300 bottom level executives and 300 non-executives were selected from Bhilai Steel Plant. 2×2 factorial design was employed since organizational climate and shift work were varied to two levels. Findings indicated that a positive relationship existed between organizational climate and life satisfaction. Further findings obtained on 2×2 revealed that the main effect of organizational climate was found to be significant while main effect of shift was not found to be significant. Although two-way interaction was found to be significant.

Puravi, K. (1998) observed that (i) Primary teachers had higher level of organisational climate and teacher burn-out, (ii) Especially in the organisational climate they were more concerned with disengagement, alienation, physical hindrance and control, (iii) Likewise in burn-out they were more concerned with psychological thrust, physical hindrance, socio-psychological and familiar issues.

Srivastav, P. (2003) in his study tried to achieve the following Objectives: (i) To find out the relationship between physical structure of schools and burnout tendency of female primary school teachers; (ii) to find out the relationship between human structure of schools and burnout state of female primary school teachers; (iii) to find out
the relationship of physical structure and burnout tendency of female primary school teachers after partialing out the effect of human organisational structure; (iv) to find out their relationship of human organisational structure and burn-out tendency of female primary school teachers after partialing out by effect of the physical structure; and (v) to suggest procedures for removing the problem of burn-out tendency related to organisational structure. The sample consisted of 456 primary school female teachers of Varanasi region comprising the districts of Varanasi, Ghazipur, Mirzapur, Balia, Jaunpur and Sonebhadra. In this study normative survey method was used for collection of data. For measuring female primary school teachers' burnout tendency an Indian Adoption of Maslach Burnout Inventory was used. While for measuring the effects of the school organisational structure on female teachers a rating scale of 50 items covering areas such as physical structure and human organisational structure were used. Descriptive statistical techniques were used for analysis of the data. Findings: (1) The study reveals that schools having poor organisational structure are likely to have higher number of burnout female teachers. (2) The schools with poor human and physical organisation structures are likely to have high burnout female teachers.

Sharma, S. K. (2004) in his study tried to achieve the following Objectives: (i) To evaluate the differential characteristics of organisational climate of English and Hindi medium institutions,
situated in the cities of Meerut Region; and (ii) to study how organisational climate is related to the effectiveness of the institutions. The sample consisted of 250 male and 240 female teachers from the Hindi medium institutions; and 50 male and 60 female from English medium schools. Motilal Sharma's School Organisational Climate Description Questionnaire has been used to measure the organisational climate of the Institutions. Median test of significance mid Pearson product moment correlation were used for analysing the data. Findings: (1) The teachers, male as well as female of Hindi medium schools, in general, perceive disengagement, alienation, intimacy as the predominant characteristic of their school climate, whereas the English medium Institutions perceive esprit, control, production-emphasis and humanised thrust as the predominant characteristics of their organisational climate. (2) Only three dimensions, namely, disengagement, esprit and humanised thrust have been found to exert a significant influence on academic achievement. The study cites 10 references.

M.M. Bhardwaj (2006) compared organizational climate of govt. aided and self-financed teachers education institutions affiliated of C.C.S. University, Meerut. He concluded that organizational climate of self-financed teacher education institution was superior to organizational of their counter part teacher education institutions aided by govt. of U.P.
Sunita Sharma (2006) studied personal values of ninth grader female students studying in secondary schools with different kinds of organizational climates. She collected her sample of study from 67 secondary school and used Motilal sharmas organizational climate discipline questionnaire to collect data. She concluded that different dimension of organizational climate influence, personal values of the female students.

Munthas, N.S.; Abdul Jaleel, K. (2008) School Leadership and organizations climate: A Requssion Analysis. The purpose of the study is to find out the ability of each of the leadership behaviour variables in predicting organizational climate of primary schools. For this a representative sample of 400 primary school teachers was selected from eight districts in Kerala and was administered the leadership behaviour scale and the scale of school organizational culture by applying stepwise multiple requession analysis the study revealed that significant predictors of school organizational climate on the basis of their extent of predictability are communication organization and control respectively ad around 42 percent of variance in school organizational climate is attributable to the variation in these three variables.

Singh, G. (2010) conduct a study of Organizational Climate in Relation to Stress, Professional Commitment and Job-Satisfaction of Secondary School Teachers, his main objective (a) To find out
relationship between organizational climate and stress of secondary school teachers. (b) To find out relationship between organizational climate and job satisfaction of secondary school teachers. (c) To find out relationship between organizational climate and professional commitment of secondary school teachers. He used Descriptive and Analytical Survey Method of Research and he was found that (i) Out of nine dimensions of organizational climate, only one dimension namely, support and satisfaction is significantly related to stress of the teachers. (ii) Professional commitment of a teacher is not significantly related any dimension of organizational climate. (ii) Out of nine dimensions of organizational climate, only two dimensions namely support & satisfaction and lack of facilities significantly related to teachers' job satisfaction.

Lauren Thompson and John Rose (2011) Staff stress and burnout is a prominent area of research in relation to services for people with intellectual disabilities. The aim of this study is to review the literature in relation to organizational climate in order to investigate whether there is a relationship between organizational variables and staff burnout. A systematic literature search yielded 21 articles which fell into two categories. Earlier studies tended to focus on deinstitutionalization, whereas later studies appeared to be influenced by work-stress theories, including ‘person–environment fit’ and demand control. Overall, it was found that an organizational climate that has a better ‘person–environment’ fit promotes greater job
satisfaction and reduced burnout. Future research could focus upon the social or therapeutic aspects of the environment within services for people with intellectual disabilities to address an area of research which appears to have been overlooked.

Choudhury G. (2011) organizational climate is a measure of the feel of the internal environment of an organization which is perceived by an outsider and/or an employee according to their business with the organization. Organizational climate has a great impact on employees' behavior. If the climate of an organization is open and friendly, employees feel comfortable and if it is very formal, then such a comfort level may not be felt. Organizational climate can be temporal too. Sometimes, when there is a pressure of targets to be achieved on demand from the business, one can say that the climate is hot. Climate includes stress level and moral at workplace. Organizational climate comprises of a system of shared action, values and beliefs that develops within an organization and guides the behavior of employees. Organizational climate depends on the employee's attitude how they interpret the climate of the organization. This study intends to discuss about the dynamics of organizational climate. How its constituents affect the atmosphere of an organization and what a manager should do to manage. T.V. Rao's OCTOPACE culture is been discussed in the study and focuses about its importance to make a healthy atmosphere within the organization.
Tasleema J. et al. (2012) Organizational Climate of Special Schools of Jammu Division. The main purpose of this study was to study and compare the organizational climate of government versus private and urban versus rural special schools of Jammu division. The sample taken for this study consisted of 12 special schools operative in Jammu division and all the teachers working in these special schools. The data was collected with the help of organizational climate scale developed by Sanjyot Pethi, Dhar. The analysis of the data revealed that government special schools have high organizational climate as compared to private special schools. It further revealed that there was no significant difference between urban and rural special schools in the light of organizational climate.

Holmgren, K. et al (2013) conducted a study on "The Combination of Work Organizational Climate and Individual Work Commitment Predicts Return to Work in Women but Not in Men". Main Objective of this work is to analyze if the combination of organizational climate and work commitment can predict return to work (RTW). This prospective Swedish study was based on 2285 participants, 19 to 64 years old, consecutively selected from the employed population, newly sick-listed for more than 14 days. Data were collected in 2008 through postal questionnaire and from register data. Authors give the result that among women, the combination of good organizational climate and fair work commitment predicted an early RTW with an adjusted relative risk of 2.05 (1.32 to 3.18).
Among men, none of the adjusted variables or combinations of variables was found significantly to predict RTW. They concluded that this study demonstrated the importance of integrative effects of organizational climate and individual work commitment on RTW among women. These factors did not predict RTW in men. More research is needed to understand the RTW process among men.

**RESEARCHES RELATED TO ADJUSTMENT:**

Gupta, Sushma (1990) conducted a study on "Education as a factor of social-adjustment of adolescent girls across different levels of socio-economic status, and found that adolescent girls studying in urban schools were significantly better in their social-adjustment as compared to girls studying in rural schools. Adolescent girls studying in private schools showed significantly better social adjustment as compared to adolescent girls studying in government schools. Adolescent girls studying in co-educational schools were significantly better in their social adjustment as compared to adolescent girls of Girls' schools. Adolescent girls studying in English medium schools were significantly better in their social adjustment as compared to adolescent girls studying in Hindi medium schools. Education of father and education of mother positively influenced the social adjustment of adolescent girls.

Mubarak Ali, Sekar (1990) studied adjustment and deviance among school children and it was observed that children studying in
slum schools are poorly adjusted to their family, school, peer group, teachers and adjustment in general. The children studying in certified schools have high deviance and also maladjusted to their teachers and school. The children studying in rural schools were found poorly adjusted to their family members, peers and adjustment in general.

Pradhan, C. (1991) studied the, "Effect of school organisational climate on the creativity, adjustment and academic achievement of secondary school students of Orrisa." Objectives: (1) To study the effect of school organisational climate on creativity. (2) To study the effect of school organisational climate on adjustment and (3) To study the effect of school organisational climate on academic achievement. Findings: The school organisational climate did not effect the uniqueness score creativity, home adjustment, the social adjustment, the health, the emotional areas of students and the school adjustment of students.

Irfan, Mohammad (1991) studied the school adjustment among truants and non-truants studying in government and private schools. It was found that truants and non-truants distinct groups as a whole, differ significantly from each other with regard to emotional, social, educational and total school adjustment.

Jou and Fukada (1995) examined the effect of adjustment of 3 dimensions of support (need, perceived, actual) and the gaps between those dimensions. 92 Chinese students in Japan responded to
questionnaires that included a social support scale and items measuring adjustment. Correlational analysis and multiple regression analysis consistently indicated that the relation between need support and adjustment was positive, but there was no association of perceived support and adjustment. Perceived support had a positive effect on adjustment for students who had a high need for support, but not for students with a low need for support and actual support had a positive effect on adjustment for all students. All support gaps were negatively related to adjustment indicating that insufficient support was linked to poorer adjustment.

Simon – Morton, B.G. (1999) examined students- school bonding and adolescent problem behaviour in one US district. Findings revealed that student – school bonding was positively correlated with school adjustment and perceived school climate, but inversely correlated with problem behaviour. It was also found that school bonding, climate and adjustment were significantly higher among males than females and among students in higher grades.

Taylor, C.A., Liang, Belle (2002) explored the effect of previous exposure to the Reach out to schools: Social Competency Program (SCP) on the middle school adjustment of sixth grade students. SCP was designed to teach children social skills to help them to communicate better, solve problems and build stronger relationship. Result showed association between program exposure and the middle
school adjustment of girls, according to teachers and student ratings, and on physical fighting among boys, according to their self-reports. Differences were also found for teacher-rated levels of girls "assertiveness and boys" self-rating of self-control.

Reddy, R. et al (2003) examined the influence of perceived teacher support on trajectories of depression and self esteem in middle school. It was found that both boys and girls change in perceptions of teachers, support reliable changes in both self-esteem and depression. Those students perceiving increasing teacher support showed corresponding decreases in depressive symptoms and general self-esteem.

Babu, R. (2004) studied the higher secondary students attitude towards the study of commerce and their adjustment, to find out the relationship between the higher secondary school students attitude towards the study of commerce and their adjustment and to find out the difference, if any, in higher secondary students attitude towards the study of commerce and their adjustment in respect of the variable i.e. Gender (Boys, Girls) Residence (rural, urban). It was found that there is a significant relationship between the higher secondary students attitude towards the study of commerce and their adjustment. There is no significant difference between the boys and girls in respect of their adjustment.
Sindhu, I.S. (2005) conducted a study of teachers motivation, students adjustment and their academic achievement. The main objective was to study and compare the school adjustment of boys and girls and it was found that most students displayed average and above average adjustment with school environment. The girls displayed superior adjustment as compared to the boys.

Chopra, R. and Kalita, R. (2006) studied adjustment problems of elementary school children of single parent and intact parent families, to find out the emotional, social and educational adjustment of elementary school children of single parents and intact parent families and family structure affects the development of children. It was found that the emotional, social and educational adjustment of elementary school children of single parents have severed problems rather than intact families and affect their development.

Kaur, Daljeet (2006) conducted a study to understand the academic adjustment experiences of six Asian Indian international students in U.S. Results revealed that Asian Indian international students perceived a major difference between the educational system of the U.S. and India in terms of approaches to teaching and learning, and in student expectations of the instructors. Among the various academic adjustment problems, the five most common and severe problems were expressing critical thinking, observing the academic code of integrity, participating in class discussion and activities,
accepting a new approach to education, and understanding and negotiating the student, instructor relationship.

Raju, M.V.R. and Rahamtulla, T.K. (2007) examined the adjustment problem of school students from urban and rural schools of Visakhapatnam district. The findings of the study showed that adjustment of school children was primarily dependent on the school variables like the class in which they were studying, medium of the school and the type of management of the school. While family adjustment was high in higher classes and academic adjustment was high in children of government school and emotional adjustment was high for students from English and privately managed schools.

A study was conducted by Palaiologou, Nektaria (2007) in Greece that explored the learning and psycho-social difficulties of immigrant pupils, as compared with those of their Greek classmates. It was found that immigrant pupils showed better picture of their adjustment towards the Greek school than Greek classmates.

Yoon, Jina, S. Carcamo, Amy (2007) examined the relationship between support by parents and teachers and school attachment and involvement in the first year of middle school for 157 sixth graders in a predominantly African-American middle school. Result suggested the importance of parental support in school attachment and involvement during early adolescence. Teacher’s support was a
significant predictor of overall school attachment ($R^2 = .03$) beyond the variance explained by parental support ($R^2 = .11$).

Venkat Lakshmi, H. Geetha, C.V. and Krishna Murthy, K.N. (2008) in their study on "Behaviour and Adjustment of visually impaired children" found the significant difference in the emotional adjustment pattern of the visually impaired children attending special and integrated schools. A good emotional adjustment by visually impaired children at integrated schools was attributed to factors like being reasonably in a better position to more understanding, tolerant and to rationalize in a given situation. In contrast to their counterparts in integrated schools, the visually impaired children of special schools were poorly adjusted to their school environment. In the area of social adjustment patterns the scores were found to be non-significant. In the area of educational adjustment the visually impaired children of integrated schools have better mean score when compared to the scores of visually impaired children attending special schools.

Neelakshi A. Lavakare (2009) tried to bring out the factors that influence adjustment in adolescents. The results revealed that personal adjustment status was a good indicator of physical ailments and behaviour problems. When the personal adjustment was high both the physical ailments and behaviour problem were low. Adolescent of non-working mothers has significantly better social adjustment than those of working mothers. Physical ailments reflected class wise
difference indicating higher classes viz. XI and XII were low on physical ailments than the lower ones. The picture was reversed with behaviour problems where standard IX and X showed fewer problems than the older standards. Behaviour problems were higher in the older group (17 to 18 years) than the younger ones (14 to 16 years).

Ebenezer, A. & Leo Stainly, S. (2009) conducted a study with the objectives of identifying the relationship between adjustment and achievement in physics of class XI students in Paunduchery region and to find out the significant difference, if any, in the level of adjustment and in achievement in physics of class XI students in terms of their sex and type of school. It was concluded that the level of adjustment is low, the class XI students do not differ significantly in their adjustment and achievement in physics, the adjustment of class XI students is influenced by sex and type of school. The level of adjustment of male students is higher than that of female students. It was also found that there is a positive relationship between type of school chosen by the students and their level of adjustment.

An investigation was done by Ahmadi, K. et al (2009) to study the effect of academic majors on educational adjustment and motivation power between four academic majors: Engineering, Human Sciences, Medical Sciences and Paramedical Sciences. Results showed that only in terms of educational adjustment there was a significant difference between medical students and other academic
majors. Findings also revealed that medical students experienced substantial distress which contributes to poor academic performance, academic dishonesty, cynicism and substance abuse.

A study was conducted by Patil, M., Saraswathi, G., et al. (2009) to examine the relationship between self-esteem and adjustment among children with reading and writing difficulties in Dharwad city (Karnataka). Result revealed that 93% of academically low achieving children were found to be having reading difficulty, while 58% had writing difficulty. Among academically high achieving children 77% were found to be normal in reading while 13% were found to be having difficulty. In writing 87% of the high/normal achieving students were normal and 5% were found to be having difficulty. Children with reading and writing difficulties obtained significantly low score in self-esteem and adjustment when compared to normal children.

Mehroz, A. (2011) conducted a study on the topic "A comparative study of minority students studying in Madarsas and Modern Public Schools in terms of their openness, adjustment and achievement". Main objective of the research that to study adjustment and achievement of Muslim Female Students studying in Madarsas. Researcher used survey method of research and she was concluded that the two groups namely muslim female students studying in Madarsas and Modern Public Schools showed equal degree of
emotional adjustment, social adjustment and educational adjustment.
Research was also concluded that muslim female students studying in
Modern Public Schools showed high achievement in English than
their counterpart female students studying in Madarsas, while muslim
female students studying in Madarsas had high achievement in
Mathematics as compared to their counterpart students studying in
Modern Public Schools. Whereas, it was concluded that the two
groups i.e. muslim female students studying in Madarsas and Modern
Public Schools shows equal achievement in science.

Iyamu el. al. (2012) investigated the effect of social life
adjustment on academic achievement of adolescents in senior
secondary schools of Edo state. Two hundred and forty (240) samples
were randomly drawn from three senior secondary schools in Edo
state. Related literatures on social life adjustment on academic
performance were reviewed and the research design used for the study
was descriptive survey. The instrument used for the study was a self
developed questionnaire on social life adjustment on academic
achievement was analyzed by Pearson’s product moment correlation
statistics and fishers for gender. Instrument was content validated by
experts in faculty of education, university of Benin and reliability was
0.78. Based on the research questions of the study two null hypotheses
were formulated for testing at .05 alpha level. The findings showed
that social life adjustment influences students’ academic achievement.
It was therefore recommended that stakeholders should educate the students on the need to be focus on their studies. There is the need also, to organize programmes that will help the adolescent to air their views about their environment.

Ahmed Kamel Al Horany & Siti Aishah Hassan, Marwan Zaid Bataineh (2013) conducted a study on "A Review on Factors Affecting Marital Adjustment among Parents of Autistic Children and Gender Effects". Main objective of this study that to systematically review studies that examine factors affecting marital adjustment among parents of children with disabilities, especially the autistic children. Besides, we emphasized the effects of gender on marital adjustments among the parents. They found there was no conclusive evidence regarding the factors affecting the marital among parents of autistics children. There was conclusive evidence from the reviewed literature regarding gender effect, yet the number of article supporting it was small. Mothers of autistics children were more affected in the marital adjustments as compared to fathers. Finally, with conclusion we then suggest for future interventional study.

Salwen & O'Leary (2013) conduct a study on Adjustment Problems and Maladaptive Relational Style: A Meditational Model of Sexual Coercion in Intimate Relationships. This study based on Four hundred and fifty-three married or cohabitating couples participated in the current study. A meditational model of men’s perpetration of
sexual coercion within an intimate relationship was examined based on past theories and known correlates of rape and sexual coercion. The latent constructs of adjustment problems and maladaptive relational style were examined. Adjustment problem variables included perceived stress, perceived low social support, and marital discord. Maladaptive relational style variables included psychological aggression, dominance, and jealousy. Sexual coercion was a combined measure of men’s reported perpetration and women’s reported victimization. As hypothesized, adjustment problems significantly predicted sexual coercion. Within the mediational model, adjustment problems were significantly correlated with maladaptive relational style, and maladaptive relational style significantly predicted sexual coercion. Once maladaptive relational style was introduced as a mediator, adjustment problems no longer significantly predicted sexual coercion. Implications for treatment, limitations, and future research are discussed.

RESEARCHES RELATED TO ACADEMIC ACHIEVEMENT:

Harikrishnan, M. (1992) conducted a study of academic achievement of the students of higher secondary stage in relation to achievement motivation and socio-economic status to find out the relationship between academic achievement, achievement motivation and socio-economic status among students. It was found that girls
obtained higher mean in achievement than boys. Socio-economic status was significantly related to academic achievement. Achievement was not related to achievement motivation.

Lew and Angeles et al (1998) conducted a study on Achievement orientation and fear of success in Asian American college students. American undergraduates participated in a study designed to examine the relationship among gender acculturation, achievement orientation and fear of academic success. Acculturation was modestly correlated with achievement orientation. Endorsement of Asian and Anglo values was significantly related to individual oriented achievement. Marginal significance however was obtained for endorsement of Asian values and beliefs to social oriented achievement orientation in turn predicted fear of academic success with gender and perceived discrepancies from parental achievement values contributing minimal additional variance. Social oriented achievement was related to high fear of academic success; whereas individualistic orientation buffered against such conflicts.

Pada, M. (2000) conducted a study on analysis of relationship between Academic Achievement and School Intervention of class IX students. Objectives were 1. to find out the effect of school interventions on academic achievement in different categories of school. 2. To assess inter relationship between academic achievement and interpretations provide is different between academic achievement.
and interpretations provide in different categories of schools. Findings revealed that all categories of schools differed significantly from one another as regards the academic achievement of the learner. There was no significant relationship in government and non-government schools. There was no significant relationship between academic achievement and school intervention in the schools of Dhenkanai district.

Gupta, V.P. (2001) investigated the achievement level of class XI students in chemistry Aliphatic Hydrocarbons. The main objectives were: 1. To assess the overall difference in the performance of students of different schools viz. private management, aided, public and government school. 2. To compare the performance of boys in knowledge, understanding and application type test items. 3. To compare the performance of girls in knowledge, understanding and application type test items. 4. To compare the performance of girls and boys in each of the three abilities: knowledge, understanding & application. Findings: 1. The mean score of students of government schools is lowest as compared to students of other schools. 2. There is no significant difference in the performance of male and female students. 3. At least 27.9% of girls and 32.6% of boys have been successful in attempting the application type test items correctly and 45.5% girls and 40% of boys could respond correctly to the understanding type of test items. It is an indicator that if the students
are exposed to new situation some of them can definitely tackle the new situation with success.

Alam, M.M. (2001) studied Academic Achievement in relation to Socio-Economic Status, Anxiety level and Achievement motivation: A comparative study of muslims and non-muslim school children of Uttar Pradesh. Objectives were: 1. To study the academic achievement in relation to socio-economic status of the selected sample of school going children. 2. To study the extent up to which the academic achievement of the children are affected by their anxiety level. 3. To study the academic achievement with respect to achievement motivation of school going children. 4. To compare the data on academic achievement, socio-economic status, anxiety level and achievement motivation between muslim's and non-muslim school children. Author was found that significant positive relationship has been witnessed between socio-economic status and academic achievement, negative relationship exists between anxiety and academic achievement, positive relationship between achievement motivation and academic achievement of muslim and non-muslim children. Both muslim and non-muslim children have significant inverse relationship between socio-economic status and anxiety, socio-economic status goes along with higher achievement motivation. Academic achievement of non-muslim children has been found superior in comparison to their muslim counterparts. The non-muslim
children have less anxiety in comparison to muslim children. On the measure of achievement motivation non-muslim children are found to be superior to muslim children.

Suneetha, B. and Mayuri, K. (2001) studied "Age and Gender differences on the factors affecting High Academic Achievement." Gender was found to be more important variable than I.Q. in deciding high academic performance as more girls were found among top ranking students. Girls were significantly superior to boys in almost all except in morality and self-sufficiency. It was also found that adaptability increase with the increase in age where as tension decrease with the increase in age.

Rao, P.M. (2002) studied Teacher competencies and Learner's Achievement in Tribal Areas of Karnataka." The main objectives were: to study the achievement level of students in language and mathematics, social studies (EVS I) and science (EVS II). To study the existing level of competencies of primary school teachers in language, mathematics, EVS I and EVS II. To study the achievement difference between the tribal students studying in government schools and ashram schools. To study the class-room practices of students achievement in language, Mathematics, EVS I and EVS II. To study the relationship between teacher's competencies and students achievement in Language, Mathematics, EVS I and II. Findings: Teachers do not possess required competencies either in subject or in
the pedagogical methods, students achievement were found to be low and their performance in language and mathematics was of average level. Class-room practice of students were found to be below average in all the subjects and it was found that the teachers had exhibited an average performance in language and mathematics when compared to EVS I and EVS II. A significant relationship was found between the teacher’s competencies and learners achievement in language and EVS II.

Devi and Mayuri, K. (2003) studied "The effects of Family and School on the Achievement of Residential School Children" Objective to study the family factors contributing to the academic achievement of IX and X class residential school children, to study the school factors contributing to the academic achievement of IX and X Private residential school children. It was found that family factors were not found to be critically important for the achievement of residential school children. School factors like qualified teachers, good physical facilities and classroom organisation, checking up of curriculum and subject matter on time, impressive methods of teaching and teacher student interaction contributed significantly to academic achievement.

Verma, M. (2003) studied "Type of Child Rearing Practices Experienced, Personality and Academic Achievement of Advantaged and Disadvantaged students." Findings show that there is a significant difference between both the groups with respects to their academic
achievement. Students of the advantaged group achieve at a higher level as compared to the disadvantaged group. No significant relationship was found between Child Rearing Practices and academic achievement in the advantaged group. In the disadvantaged group, only two areas of Child Rearing Practices—feeding and toilet-training—were found to be significantly related to academic achievement. Feeling of security and adjustment are also found to be significantly related to academic achievement in both groups. A negative relationship was found between anxiety and academic achievement in both the groups. Intelligence was found to be a significant positive predictor variable of academic achievement.

Fatima, N. (2003) studied "Influence of School Environment, Reading Habit and Self-concept on Scholastic Achievement-An HRD Approach for school children." It was found that different predictor variables were instrumental for significantly influencing criterion variable i.e., scholastic achievement for varied sub-sample groups however, in all only seven prediction variables viz.,

1. Voluntary Concentration a facet of reading habit;
2. Fixing priorities-a facet of reading habit;
3. Reading fast loudly-a facet of reading habit
4. Reading slowly and silently- a facet of reading habit
5. Student's attitude towards school-a facet of school environment
6. Total school environment and
7. Self-concept emerged as significant predictors of scholastic achievement.

Kalra, R. and Pyari A. (2004) studied family climate and Income as Determinants of Educational Achievement. The objective of the study was to study the role of family climate and family income on the educational achievement of the students at univariate levels as well as interactively. The study concluded that the achievement of the students having favourable climate as better than the group of students having infavourable family climate. It was also found that students achievement is found to be affected by the income status of the family.

In an investigation Reddy, G.L. and Jeevananthan, M. (2004) investigated "School Effectiveness Factors (Physical, Curricular and Administrative Factors) and their contribution towards Enhanced learning Achievement at primary stage. The main objectives were To study the physical, curricular and administrative factors of school effectiveness at primary stage; and to find out how these school effectiveness factors, when taken individually and also as a whole contribute to enhance learning achievement of V$^{th}$ standard pupils at primary stage. It was found that these were low and positive relationship between the physical, curricular and administrative factors, when considered individually and also when taken together and the learning achievement of V$^{th}$ standard. Pupils in each subject and total achievement score but it was not significant. It was also
found that the relationship between the administrative factors of school effectiveness and learning achievement in Tamil was negative and not significant.

Vamadevappa, H.V. (2005) found that there was positive and significant relationship between parental involvement and academic achievement, there was a significant difference in the achievement scores of boys and girls of high parental involvement group. It was also found that there was no significant difference in the achievement scores of boys and girls of low parental involvement group and there was significant difference between high and low achievers with respect to parental involvement. There was significant difference between boys and girls in their academic achievement. He studied the "Impact of Parental Involvement on Academic Achievement."

Saini, S. (2005) studied the Family Environment and Academic Achievement of Adolescent of working and non-working mothers. Objectives of the study were to study and find out the difference in family environment of the adolescent of working and non-working mother and to study and compare the academic achievement of adolescent of working and non-working mothers. It was concluded that family environment of adolescent of working and non-working mothers were significantly different. In respect of academic achievement also adolescent of working mothers were much better than the adolescents of non-working mothers.
Anuradha, K., Bharti, V.V. and Jayamma, B. (2006) studied Television Viewing Behaviour of Adolescent-its impact on academic achievement, objective: To study the television viewing behaviour of adolescents and its impact on academic achievement. It was found that the mean Television viewing time for boys 166.47 minutes (SD=98.97) and the same for girls was 182.89 minutes (SD=93.820). The percentage of marks was found to be more for adolescents with cable connections than these without cable connections.

Subramanyam, K. and Rao, Srinivasa, K. (2008) Emotional Intelligence and Academic Achievement of Secondary School Children. Objectives of the investigation were: 1. To assess the impact of gender on emotional intelligence of secondary school children. 2. To assess the impact of gender on academic achievement of secondary school children. 3. To assess the relationship between emotional intelligence and academic achievement of secondary school children. It was found that there is a significant difference between boys and girls with regard to their emotional intelligence. There is no significant difference between boys and girls with regard to their academic achievement. There is not significant relationship between emotional intelligence and academic achievement.

Aruna, P.K. Amanulla, A.K. (2009) studied "Academic Achievement in Relation to Social Phobia and Socio-Economic Status." The research was conducted, to find out whether there is any
significant difference between the mean scores of achievement in social studies for the sample classified on the basis of gender, locality and type of management of schools. To compare the mean scores of achievement in social studies of high social phobia group, average social phobia group and low social phobia group. To compare the mean scores of achievement in social studies between pupil of high socio-economic status and low socio-economic status group. To find out the correlation between social phobia and achievement in social studies for total sample and sub sample.

Significant differences in achievement in social studies were not observed for the students paired as government schools and private schools, high social-phobic groups and average social-phobic group, high social phobic group and low social-phobic groups and average social-phobic groups and low social-phobic groups. This indicates that factors like management of schools and social-phobia are not the factors influencing the achievement. Significant differences in achievement in social studies were observed for the students paired as boys and girls, rural and urban schools, high socio-economic status and low socio-economic status groups. This indicates that factors like gender and socio-economic status are the factors influencing the achievement. A negative relationship was observed between achievement in social studies and social phobia and socio-economic status and social phobia in total sample and all sub samples (boys and
girls, government and private, rural and urban schools). This relationship indicates that the increase in achievement in social studies and socio-economic status is negatively related to the social phobia of secondary school students. They suggested that if the parents are educated and economically sound the social phobia can be removed.

Mahender Reddy Sarsani, Ravi Maddini (2010) studied "Achievement in mathematics of secondary students in selected variables." The study aimed at finding out the difference in Mathematics Scholastic Achievement Test in relation to sex, caste, type of school, nativity and medium of instruction. The study concluded that;

1. Girls performance is better than boys.
2. Caste has no influence on performance.
3. Type of school influence performance.
4. Locality influences the performance.
5. English medium schools better than Telgu medium schools.

Kumari, K. Vijaya (Jan 2010) studied on the relationship of Academic Anxiety and Achievement Motivation with Academic Achievement of secondary school students. It was found that Academic Achievement is negatively related to Academic Anxiety and positively related to Achievement Motivation. (Sex, Academic Anxiety and Achievement Motivation have significant effect on Academic Achievement. There is significant difference in Academic
Achievement among boys and girls. Academic Anxiety does not influence Academic Achievement significantly at different levels of Achievement motivation.) The main effect of three variables, Academic Anxiety, Achievement Motivation and Sex on Academic Achievement is significant and the interaction effect of Academic Anxiety and Sex as well as Achievement motivation and Sex are significant on Academic Achievement.

Mehta, Dr Meenakshi (2010) conducted study on Personality Needs and Academic Achievement of Senior Secondary Students. The study revealed that need achievement, need-dominance, need-nurturance and need endurance are positively and significantly related to students academic achievement while need-succorance, affiliation, abasement and aggression are significantly but negatively related to academic achievement.

Mahajan, Monica (2011) found that there exist no significant difference between spiritual intelligence of boys and girls and no significant difference was found between emotional intelligence of boys and girls. There exist positive and significant relation between academic achievement and emotional intelligence of boys and girls. Also relationship was found positive and significant for boys and girls separately. There exist positive and significant relationship between academic achievement and spiritual intelligence of boys and girls. The
study aimed at finding the relation of academic achievement to emotional intelligence and spiritual intelligence.

Robert W. Fairlie and Jonathan Robinson (2013) find that Computers are an important part of modern education, yet large segments of the population – especially low-income and minority children – lack access to a computer at home. Does this impede educational achievement? We test this hypothesis by conducting the largest ever field experiment involving the random provision of free computers for home use to students. 1,123 school children grades 6-10 in 15 California schools participated in the experiment. Although the program significantly increased computer ownership and use, we find no effects on any educational outcomes, including grades, standardized test scores, credits earned, attendance and disciplinary actions. Our estimates are precise enough to rule out even modestly-sized positive or negative impacts. The estimated null effect is consistent with survey evidence showing no change in homework time or other "intermediate" inputs in education for treatment students.

John Bradley (2013) Physical Education and School Sport (PESS) is an integral part of the school curriculum in Ireland. Historically the “Healthy Body, Healthy Mind” philosophy has promoted the inclusion of PESS alongside more cognitive school subjects. Research suggests that PESS can promote cognitive function and provide educational benefits. However, there is little research on
how the choice of school sport influences academic achievement. This study investigated how participation in school sport influences the Leaving certificate points score in an Irish secondary school. In particular, the study will investigate how the particular sport chosen by students participating in school sport during their Leaving certificate years influences their Leaving Certificate results. They recorded the Leaving certificate scores and sports participation from 402 boys graduating from a secondary school in Ireland during 2008-2011. Sports participation was assigned 1 of 4 categories: rugby, rowing, soccer, and no sport. They concluded that promoting participation in school sport and providing access to a range of team and individual sports throughout the secondary school years may be a beneficial way to improve students’ Leaving certificate results.

KASTURBA GANDHI BALIKA VIDYALAYA & JAWAHAR NAVODAYA VIDYALAYA RELATED STUDIES:

A Perspective Paper on Education in September 1990 was issued by Acharya Rammurty Committee. The appointment of the committee was to review the NHE, 1986. It had interacted with several bodies and persons; a field study of 28 Navodaya Vidyalayas was also undertaken. Several study reports were also consulted. Perspective Paper had been discussed in several seminars and workshops. On the basis of all these efforts, the committee finalized its report and presented significant recommendations.
Vani Gaddam (2003) conducted a study on beliefs and practices related to giftedness in Navodaya Vidyalayas. The Navodaya Vidyalaya Scheme (NVS) is the largest talent development program in India. It was established by the government in 1985 with two schools set up on an experimental basis. Today the NVS includes 480 boarding schools—one in nearly every district throughout the country. The specific objectives of the scheme are to identify and nurture talent particularly in rural areas, to promote national integration, and to establish institutions of high quality that would serve as pacesetters and models at district levels. The problem of this study was founded on the lack of appropriate research concerning the organizational strategies of Navodaya Vidyalayas. The objective of this study was to understand and describe the beliefs and practices related to giftedness in Navodaya Vidyalayas. A phenomenological approach was followed to gain the perspectives of the participants pertaining to their beliefs and practices related to giftedness. Data were collected through 14 interviews with central administrators, principals, and teachers at four different locations and through document analysis of official reports, annual reports, and magazines published by the central administration. Rigor was established through triangulation, member checking, peer debriefing, reflexive journals, and an audit. The findings of the study revealed that no theoretical or official definition of giftedness exists underlying the NVS. Only an operational definition was identified
from the opinions of the participants, which was based on a very narrow concept of giftedness. Participants believe that giftedness exists in varied fields, but there was no concordance with school practices. NVS has introduced some innovations such as promotion of national integration, pace-setting activities, art in education, and overall development of the child that can be traced back to an ancient concept of excellence in Indian culture, but because of various socio-political pressures the final emphasis has been laid on academic achievement only. The major conclusion of the study is that, a well-articulated belief system could strengthen the program. This would require retention of some current aspects, but necessitate a broadened conception of giftedness, the change of student and teacher selection practices, and a more individualized application of curriculum.

Khaparde, M.S. Ashok K. Srivastava and R Meganathan (2004) conducted a study on Successful School Management in India: Case Studies of Navodaya Vidyalayas. This research explored the management devices followed in successful schools in the Indian context. In-depth case studies of three successful Navodaya schools were carried out. The schools were identified on the basis of the academic performance of students in the last three years in the national examinations and their participation in co-curricular activities at the regional and national levels. The study employed triangulation approach in which data were collected employing different
methodologies (personal interviews, observations, and questionnaires/schedules) from various categories of respondents (principals, teachers, students, parents, and in some cases alumni) by a team of researchers. Results indicated that successful schools adopted participative management system in running day-to-day activities of the schools, gave people autonomy but also made them accountable for successful completion of the tasks, followed democratic methods of taking decisions, gave priority to the welfare of students, maintained supportive relationship with teachers, attempted to establish linkage with parents, set up higher and higher goals for themselves and the schools, adopted innovative pedagogical methods and evaluation devices, and recognized good work of the teachers. The results have implications for other schools where some of these devices can be tried out to improve their performance.

Sharma Kavita and Patel Madhulika of N.C.E.R.T., New Delhi in the year 2006 have conducted a study on the topic entitled, "Science laboratory at secondary level: A comparative study of availability and its usage in the perception of Jawahar Navodaya Vidyalaya and SC/ST school teachers". They concluded that (1) Total sample, which includes sixty schools. Secondary science laboratories of JNVs have average level where as SC/ST schools have below average level of effectiveness. (2) Availability of basic facilities are lacking and are often nonexistent in SC/ST schools as compared to J.N.V. Schools. (3)
Also more of the laboratory work is being managed by teachers themselves due to non-availability of trained skilled personnel for assistance. (4) There are lot of paper work involved in procuring and utilising the financial grant. (5) Demonstrations and experimentation are not being made a part of regular teaching especially in SC/ST schools as the time table does not provide sufficient time for conducting practicals as prescribed by CBSE.

Aarti Agarwal (2009) had an enlightening experience during teachers' training. We turned into students learning the basic concepts with practical applications and also understood ways of making learning more enjoyable for children," said Priyanka Singh, a teacher from Sultanpur. She along with many other teachers, drawn from all over UP, of Kasturba Gandhi Balika Vidyalayas (KGBV) underwent training at State Institute of Educational Management and Training (SIEMAT) here. Pavnesh Kumar, director, SIEMAT informed that there are 454 KGBV in Uttar Pradesh.

Sangeeta Rawat (2011) conduct a study Status & Functioning of Kasturba Gandhi Balika Vidyalayas Uttarakhand Kasturba Gandhi Balika Vidyalayas (KGBV) is a scheme for setting up residential schools at elementary level (6th to 8th class) in Educationally Backward Blocks (EBBs) for out of school girls belonging predominantly to the SC, ST, OBC and minorities or physically challenged categories. The scheme is being coordinated with the
existing schemes like SSA, NPEGEL and Mahila Samakhya. The main objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools at upper primary level. She found that in Uttarakhand, 25 KGBVs have been established at upper primary level in various educationally backward blocks of 12 districts of the State.

Doere, Jogram, and Shankarrao (2013) evaluated that Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. KGBV’s will be set up in those EBBs that do not have residential schools for elementary education of girls under any other scheme of Ministry of Social Justice and Empowerment and Ministry of Tribal Affair. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line.

UNIQUENESS OF THE PRESENT STUDY:

It is obvious from the review of the related research studies that organizational climate, adjustment and achievement related to female
students have not been studied, not compared in context to type of schools i.e. Jawahar Navodaya Vidyalaya (JNV) and Kasturba Gandhi Balika Vidyalaya (KGBV). Literature shows that very little, almost negligible, work has so far been done on the female education. Based on the review of related research studies it can confidently be stated that the present study is unique in its area of research. The present study is different from the earlier studies with respect to its variables, population, method, sampling technique, tools and statistical techniques used. Thus, the study in hand is unique and original and researcher very own.