CHAPTER - 1

INTRODUCTION
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The school climate is the major determinant of the behaviour of people which, in turn, determines school effectiveness. As defined by Halpin and Croft, it is the ‘personality’ of the school as seen by its members.\(^1\) It refers to the perceptions of the people in the school including teachers, students, administrators and others. In the search for determinant of school effectiveness Rutter M. et al. found that the school ethos (climate) was influential in determining school effectiveness.\(^2\) School climate reflects the physical and psychological aspects of the school that are more susceptible to change and provide the pre conditions necessary for teaching and learning to take place. It can be focused on the basis of the feelings and attitudes about a school expressed by students, teachers, staff and parents – the way students and staff ‘feel’ about being at school each day. School climate is a significant element in discussions about improving academic performance and school reform. It is also conducive for potential solutions to problems such as bullying, inter-students conflicts, suicide, mal-adoptive behaviour, character education and moral education. It is comprising of several aspects of schools physical and social environment. It can be defined as ‘an orderly environment in which the school family feels valued and able to pursue the schools mission free from concerns about disruptions and safety’. School climate can be pictured on the basis of appearance and physical plant, faculty relations, student interactions,

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1. Andrew W. Halpin and Donald B. Croft, Organizational Climate of School (Chicago: University of Chicago, Midwest Administration Centre, 1963), p. 12.
leadership or decision making powers, disciplined environment, learning environment, attitude and culture and school community relations etc.

1.01 Meaning of School Climate:

School climate refers to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, inter-personal relationships, teaching, learning, leadership practices and organizational structures. It is the key element for effective schools that have strong implications for young people’s cognitive and social growth. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected while students, families and teachers work together to develop, live and contribute to shared school vision. Each person contributes to the operations of the school as well as the care of the physical environment.

School climate can be conceived in terms of the four aspects of the school environment. First of all a **physical environment** that is welcoming and conducive to learning. It contains a good school building with a limited number of students to make students feel safe and comfortable everywhere in the school. These schools give warm and inviting teaching learning and other situations to engage teachers and students in academic learning and thereby fosters congenial academic climate. On the other hand, some schools contained large numbers of students where classrooms were overcrowded and disorganized, grounds were dirty, poorly lit and poorly maintained and having high noise level. Such a situation does not encourage students to participate in any activities of the schools and thereby impedes their learning. Secondly a **social environment** that
promotes communication and interaction. A good school climate fosters better interaction and inter-relation among staff and other personnel involved in the school. In such environment teachers and students are actively communicated as teachers are collegial and students groupings are diverse. Parents and teachers are partners in the educational process where decisions are made on site, with the participation of teachers. In such situation staff is open to students suggestions, students have opportunities to participate in decision-making, staff and students are trained to prevent and resolve conflicts. On the other hand, in some schools the interaction level of teachers and students are low, teachers are isolated from one another, students segregate, parents are not treated as equal partners and bullying and conflicts are ignored. These all definitely lead to low communication and interaction level of the student in schools. Thirdly an affective environment that promotes a sense of belongingness and self esteem to build a good school climate. In such a situation interaction of teachers and staff with all students is caring, responsive, supportive, and respectful. Students trust teachers, morale is high among teachers and staff and teacher-pupil relationship is friendly, comfortable and peaceful. Such schools are open to diversity and welcoming to all cultures to make teachers, staff and students to feel that they are contributing to success of the school. Such a school has a great sense of community, and respected and valued by teachers, staff, students and families. Parents perceive these schools as warm, inviting and helpful. On the other hand in some schools, interaction of teachers and staff with students is distant and minimal, students are subjected to favoritism, some students are overlooked which produce unhealthy school climate. These schools show low morale among teachers and staff, staff and students are unfriendly and parents do not feel welcome. Many a time teachers and staff feel unappreciated, students receive no positive reinforcement for work or actions. All the working staff do not feel that they have any impact on what happens in the school. In
such a school there is seldom any opportunity to promote a sense of belongingness and self esteem. Fourthly an academic environment that promotes learning and self fulfillment also builds good school climate. There is an emphasis on academics, but all types of intelligence and competence are respected and supported. Teachers are well trained and employing effective teaching methods to fulfill the needs and high expectations of students. In such school there is great encouragement for all to progress and succeed, by maintaining regular monitoring of progress. Results of assessments are promptly communicated to students and parents. Achievements and performance of students are always rewarded and praised. But in some schools, academic achievement is down played, teachers are ill trained and students are subjected to immoral activities and unpsychological methods of teaching. There is little communication about result of assessment and students do not know how to improve their performance. In such situation parents discover that their child is struggling academically but the teachers and students repeat the same cycle of failure, causing minimal rewards and praise. Such a school impedes learning of students.

Research indicates that positive school climate is a critical dimension of effective risk prevention, health promotion efforts and learning. Review of research shows that effective risk prevention and health promotion efforts are correlated with safe, caring, participatory and responsive school climate. One of the fundamental dimension of school climate is relational, i.e. how connected people feel to one another in school, and the nature of the school-family-community partnership. In fact school 'connectedness' or the extent to which student feel attached to at least one caring and responsible adult at school, is an area of increased attention among risk prevention and school climate research. School connectedness is a powerful predictor of adolescent health and academic outcomes, violence
prevention and is a protective factor against risky sexual, violence, and drug use behaviour. The National School Climate Council has developed the national school climate standard. They complement national standards for contents, leadership, and professional development. The framework is comprised of five standards that supports effective school climate improvement efforts, namely-the school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate. Secondly, the school community sets policies specifically improving (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have becomes disengaged. Thirdly, the school community’s practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching learning and school wide activities (c) address barriers to learning and teaching and reengaged those who have become disengaged. Fourthly, the school community creates an environment where all members are welcome, supported and feel safe in school; socially, emotionally, intellectually and physically. Fifthly, the school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to school justice.

Virtually, all researchers suggest that school climate has four essential areas of focus. Firstly safety (e.g. rules and norms, feeling safe-socially, emotionally, intellectually and physically) which is a fundamental human need. Feeling safe in schools powerfully promotes students learning and healthy development. However, there is a great deal of research that shows that many students do not feel physically and emotionally safe in schools. For e.g. a study found evidence that high school students are
fearful about going to school because of the violence and personal victimization some of them experience during the school day. Studies have also shown that students feel less safe in large schools and that verbal bullying is more likely to occur at such schools (Lieras, 2008). Although many urban and economically disadvantaged schools are plagued by physical violence, most students are not exposed to physical violence (Mayer & Furlong, 2010). Unfortunately, this is not the case for social, emotional and intellectual safety. Another important safety-related dimension is rules and norms. Research underscores the importance of school rules and perceived fairness in regard to students behaviour. There is evidence that schools in which rules are effectively enforced have lower rates of students victimization and student delinquency. Secondly relationships (e.g. respect for diversity; school connectedness/engagement, social support-adults; social support-student; leadership) which is the most important aspect of school about how connected people feel to one another. There is a growing body of research that suggest that school connectedness is a powerful predictor which is associated with adolescent health and academic outcomes (Nonnewaker & Blum, 2002). Further, it is a protective factor against risky sexual, violence and drug use behaviour. From the psychological point of view, relationship refers not only to relation with others but relation with ourselves; how we feel about and take care of ourselves. There is research that school climate has a profound impact on students mental and physical health. The social emotional climate of a school is also related to the frequency of its students substance abuse and psychiatric problems. Thirdly, teaching and learning (e.g. social, emotional, ethical and civic learning) which represents one of the most important dimension of school climate. Research supports the notion that positive school climate promotes students ability to learn. A positive school climate promotes co-operative learning, group cohesion, respect and mutual trust. These particular aspects have been shown to
directly improve the learning environment (Ghaith, 2003). A series of correlated studies have shown that school climate is directly related to academic achievement (Brand, Shina Felner, 2003). When teachers support and interact positively with students, then students are more likely to be engaged and behave appropriately (Skinner of Belmont, 1993). Fourthly, institutional environment (e.g. physical surroundings) which has a greater impetus on the overall climate of a school. It has been found that smaller schools have better connectedness and academic performance of students. However, reducing the school size is not only the way to improve school environment. Instead, a school should strive to form smaller learning communities as a way to improve the learning environment (Cotton, 2001). School space is another environmental dimension that has impact on students feeling about safety.

Finally, by using Tagiuri's (1968) taxonomy, one can categorize the environmental quality of an organization in four dimensions: (i) ecology, (ii) milieu, (iii) social system and (iv) culture. Applied to schools, the ecological dimension would refer to the physical and material aspects, such as the school building and school library. The milieu would be the average characteristics of the individuals in school, such as teachers’ morale, staff stability, and students background. The social system would be the formal and informal structures of rules that govern individuals and groups interactions in school. They include principal-teacher communication, participation of staff in decision making, students’ involvement in decision making, collegiality and teacher-student relationships. Finally, the cultural dimension is concerned with values and belief systems, such as student peer norms, expectation for success, and discipline in school. Based on this taxonomy, Anderson (1982) did a very thorough review based on over 200 references on school climate. However, a closer examination of the major studies reviewed revealed that most
school climate research focus on the social system and cultural dimensions. Although these two elements are related to the physical and compositional aspects of an organization, it is the intangible qualities of the school that school climate researchers are concerned about.

School climate has always been a tropic of research for many years and continues to be examined and defined as a result of its influence on educational outcomes. Thus, we view school climate as a part of the school environment associated with attitudinal and affective dimensions and the belief systems of the school that influence children's cognitive, social and psychological development. School climate is reflected in the school interactions in and out of the classroom and from the faculty lounge to the lunch room (Ashby and Krug 1998). Because values, attitudes, beliefs and communications are subjective matters, researches primarily rely on participants' perceptions to measures school climate and sometimes aggregate the participants' response to the level of interest, such as classroom or school.

1.02 Secondary Education and School Climate:

The secondary education which serves as a bridge between primary and higher education is expected to prepare young persons between the age group 14-18 in the world of work and entry into higher education. The secondary education starts with classes 9-10 leading to higher secondary classes 11 and 12. The function of secondary education may be assumed to give guidance to the adolescents and helping them to adjust to his environment. The secondary school is to improve the skills and techniques by which a adolescent attacks and solves his problems. The successful training in the adolescents helps them to face the various problems of

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3. Marshall, Megan L. Examining School Climate: Defining Factors and Educational Influences Centre for Research on School Safety; School Climate and Classroom Management, Georgia State University. p. 3.
adulthood. The secondary schools need also to consider all the heritage of mankind, the practical as well as cultural. The secondary school should undertake to guide students on the basis of this result of revealing and exploratory courses and of personal study in vocation in which they are most likely to be successful and happy. Secondary education also attempts to begin gradually to increase differentiated education on the evidence of interests, aptitudes and capacities demonstrated in earlier years. The school should use in all the courses as largely as possible, methods, that demand independent thoughts, involves the elementary principles of research, provide intelligence and somewhat self directed practical, individual and co-operative, in the appropriate desirable activities of the educated persons. Methods of secondary education should continuously demand for students independent thinking to make students as responsible and democratic citizens of the country. Training in democratic method through organization of self government, running of unions, election, legislation, debates, seminars etc. are included in the curriculum of education. In order to be a true citizen, one must have a wide range of knowledge and experience, which includes the varied subjects to promote the democratic values like co-operation, unity, mutual understanding, tolerance etc. A healthy and strong citizen is an asset to a country therefore, the innate faculties of a child must be developed without allowing to grow any complexity in his mind. The spirit of fellow-feeling, mutual co-operation and tolerance should be inculcated in students to adopt a democratic way of living.

The secondary education is considered as highly important stage of education as it encompasses the adolescence period, the period of storm and stress. It is most crucial period of which requires utmost care for healthy development of the child. It plays a significant role in the development of a well balanced personality. Secondary education is also
important as it trains the youth of the country to take an effective part in the
social re-construction and economic development. The social, economic,
technical and cultural efficiency of the nation depends on the secondary
education. As secondary stage is the final stage of education for a majority
of students, it has to prepare them for various vocations. Secondary
education also determines the quality of education both at the primary and
higher stages of education as it provides teachers for primary schools, who
can make or mar the standard of primary education and also secondary
schools supply students for universities and other centres of higher
learning.

The success of secondary education depends upon the success and
effectiveness of schools. The aims and objectives of secondary education
can be achieved only by an efficient functioning of school. A school must
have a sound learning environment to put its aims and values into practice.
The school climate affects the quality and character of school life. It has a
strong influence on children's development, learning and achievement.
School climate represents strategies that have impact on students' achievemen
and positive youth development. Hence, the school administrators, policy makers, and educational leaders have a responsibility
to create and sustain schools in which students are engaged in learning.
Quality school climate contributes to students knowledge and skills for
success in school, work and life. A good school climate advances students
achievement through quality school norms, goals, values, and inter-
personal relationships; teaching, learning and leadership practices; and
organizational structures. The School Board members and Inspectors have
a responsibility to encourage, support and reward schools to integrate and
sustain quality school climate of secondary schools. The National School
Boards Association (NSBA) has developed the Key Work of School
Boards Framework of eight inter-related action areas to focus and guide
School Boards in their work. The Key Work components are Vision, Standards, Assessment, Accountability, Alignment, Climate Collaboration, Community Engagement and Continuous Improvement. The purpose of the Key Work is to help School Boards to engage their communities and improve student achievement through effective governance. The framework provides a solid foundation, which district policy makers and educational leaders can consider, adopt and adapt quality school climate policies, practices, accountability and capacity for students achievement and success along with the eight active areas. The NSBA has identified a set of seven conditions that influence quality school environment and higher student achievement. These seven conditions are: shared leadership, continuous improvement and shared decision making, ability to create and sustain initiatives, supportive work place for staff, staff development, supports for school sites through data and information and community involvement. To conclude, school climate is an education variable that can be created and sustained through district policies, quality practices, alignment with priorities and accountabilities, encouragement and support. A positive school climate not only fosters youth development and learning but also contributes to positive relationship among adults, their sense of connectedness and success.

1.03 Concept of Academic Climate:

Academic climate is one of the major component of school learning environment. It indicates all forces, conditions and situations stimulating and encouraging conducive academic environment in the school. Academic climate refers to a suitable teaching and learning situation to ensure academic pursuits and excellences. It fosters all round development of personality of students. It does not merely consist an environment for scholarly achievement but includes everything prescribed by a school to make all possible development of students. In the true sense, academic
climate refers a wholesome educational and cultural environment of school, in which teacher pupil relationship is healthy and peaceful, rules are self imposed, instructions are psychologized, responsibilities are voluntarily undertaken. The school culture is changing in view of changing need of the time and values of life. A child feels happy, peaceful and safe within the school campus. Although there is no any agreement on the components of school climate, or their importance, most people emphasizes ‘caring’ element as a core element. However, some people consider ‘safety’ element as foremost important defining school climate as ‘an orderly academic environment in which the school family feels valued and able to pursue the school mission free from concerns about disruptions and safety’. Several aspects of the school’s physical, cultural, moral, social and spiritual aspects comprise its academic climate. A physical environment constructed by physical material is inevitable to constitute academic climate of school. Without proper physical setup and surroundings, academic climate of a school can not take place because a physical environment is always welcoming and conducive to learning. Along with physical material, a social and cultural environment is also a pre-condition for building up academic climate of schools. Such an environment is welcoming and conducive to promote communication and interaction between teachers and students and parents and teachers. Such environment can give training to social efficiency, social service, sacrifice and civic sense. An academic climate can be built up by an affective environment that facilitates a sense of belongingness and self esteem. In such school interactions and inter-relations of teachers with staff and students is caring, respectful, supportive and peaceful. There is a great feeling of involvement, unity and integrity in the midst of many diversities of religion and cultures. A school is a centre of community and people in general perceive the school as warm, inviting, helpful and accountable to community. Moreover, an academic environment that promotes academic
excellence and self fulfillment is a core of academic climate of a school. A school having better academic climate is very caring and shows much sincerity on students academic achievement and excellence. In such school, academic performance of the students is very high, rate of progress is high, and there is satisfaction and contentment of people towards these schools for their accountability and commitment towards academic pursuits and excellence of students. These schools taking care to the needs of the individual students and fulfilling the same with appropriate teachers and right method of teaching.

Academic climate is a pre requisite to academic activities to take place in the school. Without conducive academic climate even the best curriculum and suitable method of teaching fail. Academic climate fosters all important situations and conditions in the school environment so that any academic plans and programmes may find it suitable to work. Hence, academic climate may be said as soul of total school climate. The very objective of education can be achieved only when academic programmes run properly and smoothly. The innate talents, capacities and capabilities can be best discovered and developed only when a conducive academic climate is ascertained to facilitate teaching learning and other activities. Therefore, all involved in the school must keep in mind that academic climate must be ensured at any cost to realize the aims and objectives of education in the shortest possible time. In making academic climate conducive Headmasters, teachers and other non-teaching staff have a primary role to play. The managerial, organizational and administrative role of the Head, teaching and organizing power of learning activities of teachers and disciplined activities of the non-teaching staff are indispensable to buildup academic climate of a school. Basically, the Headmasters/ Headmistress and teachers must be resourceful and have innovative power of mind to discover new plans, programmes, strategies
and techniques of teaching and learning to encourage innovations, improvement and mobility to learning environment of school. On the other hand, barriers, obstacles raising from time to time must be overcome with willing mutual efforts and initiative of teachers, students and other staff of the school.

Keeping these in view, the academic climate of a school has been conceptualized as a climate wherein teaching learning is spontaneous and natural, wherein hurdles in the process are removed by willing mutual effort of teacher and student; wherein students feel encouraged to engage himself in learning activity and makes effort of improving and fashioning their behaviour accordingly. Thus, component of academic climate can be visualized as a concept incorporating the motivation on the part of the students, encouragement and inspiration on the part of the teacher and inter-personal trust between authority and students. The entire atmosphere of the school throbs with ideas, activities and processes that contribute to the mental and behavioural enrichment. Perhaps those scholars who have tried to identify climate measures only in intra-personal relationships and their resultant perceptions will find it slightly difficult to subscribe this view that academic climate does have a physical and material aspect. Almost all psychologists agree that the nature and quality of our physical environment affects our effective core of behaviour. So the physical material aspect that imbibes in student a sense of dedication to learning can also be said to be contributory aspect in academic climate. Besides these general ingredients, the leadership behaviour of the administrator can also be incorporated to signify the academic climate. It has been found that a principal who is academic orientated will stress more academic activity than the one who is function-oriented (Goyal, 1980).4 The behaviour and

personality of the principal not only affects but controls and directs the academic life of a school.

1.04 Dimensions of Academic Climate:

A good academic climate of a school is a composite of many dimensions that works together –

Physical Material:

The material provisions of a school are the first requirement to constitute academic climate. It refers to the school plant including school campus, building, playgrounds, library, laboratories, classrooms, furniture, equipments, hostels, common room, canteen and all these put together to mean physical materials of the school. The physical materials are integral part of the learning environment because of its impact on the educational process and programmes. Right attainment of goals of education is possible by providing suitable material provisions of the school. A good physical set-up of a school therefore, nourishes the learners rightly, gives them proper environment for their growth and development and above all, it has its everlasting impact on the personality of the learners. Dr. K.G. Saiyidain said “A school or a college is a vital and life giving environment to the extent that it brings it to the life of its students an abiding love and appreciation for all that is best and most significant in national and human life…. This is not a plea for a luxurious environment but for one that will provoke, challenge and inspire varied activity through the stimuli which it provides. I would like to put in a plea for a concerted attempt on the part of all concerned, to bring about some aesthetic improvement in the dull, drab and ugly environment which most of our educational institutions provide. There is no adequate space, no grace, no beauty, no artistic appeal in the buildings, the furniture, the equipment or the grounds and the general layout of our schools and colleges, therefore, it is only natural that our young
men and women, coming from homes which also are artistically barren, should remain unquickened aesthetically”. At another place he says “In fact in some educationally advanced and wealthy countries, schools are housed in beautiful buildings which are not only stimulating centres of education for children but also vital centres of community life”. It is necessary that our school plants become the learning laboratories. It must provide opportunities for the child to do his own study, a group to study real problems, to think together, to arrive at conclusions and to plan constructive programmes; and community a common meeting place for year round educational and recreational programmes. The physical materials of school may include the following aspects-

The **site selection** of the school is first and foremost important. The wrong structure can be changed but the wrong choice of site once made will not be easily changeable. The surroundings of the school should be neat, healthy and congenial and free from disturbance and noise. The site should be spacious enough to meet all the requirement of structures, playground, farm, lawns, shady trees, and cycle stand and there should be scope for further expansion. The situation of the site should be easily accessible. After the selection of a site for the school campus, then comes the question of constructing a **school building**. There are no opinions on the idea that a school building must be excellent – planned spaciously, functionally and with pleasing architectural features. ‘Buildings are to education as body is to the mind’. ‘A sound mind can only be there in a sound body’. It is very all expressed in the statement; ‘A fine building makes a fine school and a poor building a poor one.’ School should be housed in beautiful buildings, which are not only stimulating centres of education for children but also vital centres of community life. In order to meet various requirements, there should be the provision of the following rooms in the school building like principal’s office, school office, staff
room, library and reading room, assembly hall, common room, laboratories, workshops museum and audio-visual room, dispensary, sports room, NCC room, cycle stand, urinal and lavatories. It is needless to add here that there should be adequate drinking water facilities in the school and it should have proper sanitary arrangements.

After construction of building the question of classroom comes. The usual and the most prevalent shape for the classroom is that of a rectangle. The rectangle shape is easy to construct, suitable for seating arrangement, economical to maintain and amenable to decoration. This design, ensures cross-ventilation and cross lighting. On the other hand, the dimensions of classroom depend upon the number of students who are to be seated. General norm of space is 10 square feet per student. Thus we need 400 sq feet space for 40 students. Apart from this the staff room in the school building should be in a convenient place. It should be spacious enough to accommodate the whole teaching staff of the school and it should have a separate toilet for man and women attached to it with modern amenities and facilities as far as possible. The staff room should be well furnished with chairs, tables and suitable type of almirahs for the teachers. Along with staff room, it is desirable that the office room is centrally located to serve as a good co-ordinating centre for the school. It should be easily accessible to visitors, teachers and pupils. A good office in a large secondary school requires four things i.e., a room for the principal, a waiting room for the visitors, an office room for the office staff and a store room.

The library is the hub of the academic life of a school. With the new techniques of teaching, library should be the centre of the school educational programme. Library is the source of great inspiration for the learners as well as teachers. Efforts should therefore, be to make it really a place worth the name so that any and every reader has access to it. Fuessil
Kyle Writes ‘Libraries preserve knowledge so that none is lost, organize knowledge so that none is wasted, and make knowledge available so that no one need be deprived’\textsuperscript{5}.

The school building should have a separate wing for \textbf{science laboratory}. Usually there is one science laboratory in a school but if possible there should be separate science laboratories namely physics laboratory, chemistry laboratory, Botany and Zoology laboratory. Apart from laboratory room, drawing room, subject room and geography room should be located in the school building. Art room is also very important for a school. The size of the art room will be determined by the number of pupils for whom provisions may be made. Music room is also very important for a school. Moreover, every secondary school should have a room set aside for medical and dental services.

Moreover, with the rapid increase in the number of students, the need of \textbf{hostel} is usually felt. Where hostel is attached to a school, it should be housed in a proper building with good sanitary arrangements. The hostel is considered to be the second home for the students. Thereafter, one of the basic necessities for the school staff and the students is the provision of neat and clean \textbf{lavatories}. There should be separate lavatories for staff and students. The \textbf{playground} of the school is of most emergency need, to organise all types of physical activities. The school should have good arrangement for keeping the bi-cycles/car vehicle. The \textbf{school canteen} is also indispensible part of a good school building. Proper drinking water facilities is also very important. Good water arrangements specially in summer seasons make the students and teachers to feel comfortable and thus they are able to work more. Finally, we can conclude that physical

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materials of school is the first and foremost important requirement of a good academic climate without which school climate is unimaginable.

**Inter personal trust:**

The first definition of ‘trust’ given in The American Heritage Dictionary (1991, Houghton Mifflin Company) is ‘confidence in the integrity, ability, character, and truth of a person or thing’ (P.1300). Inter-personal merely limits this definition to ‘person’ or situations between people. Inter-personal trust has been considered as a relation or trust between one man and another. Ever since there were two human beings on earth, there have been human interactions and interrelations. Early man sometimes worked with his neighbours and sometimes worked against them in his efforts to obtain the necessities of life. In both situations human relations were taking place. Living together in primitive villages men learned to interact satisfactorily for their mutual defense.

Inter-personal trust may be better understood by human relationship in school to attain human interactions and inter-relations in such areas as the teacher-pupil and the principal-staff relationships. Thus, inter-personal trust is cordial relationship among all human beings in the school. It refers love, respect, and trust to the dignity of all human beings working together in the school. In such schools, the teachers like each other and they also enjoy being with the pupils. The better the relationships of the teachers and the Head in the school, the better are the students of the institution from inter-relation’s point of view.

Every educational institution is a society in a miniature form. The idea of establishing a school is to develop human relations by modifying the behaviour of the learners. In fact, the society sets up the school for its own betterment. The culture gets enriched, the environment becomes better through the modification of the behaviour of the learners. The school
provides opportunities of being better and every child is able to seek admission and thus undergo a change in behaviour through a wide variety of experiences provided by the institution. The teachers doing their job of teaching also come from different families, different walks of life and in the school they are all guides to the budding innocent children. The teachers are just like gardeners in the school where the innocent learners are to grow and develop under their guardianship with their care and affection. S.N. Mukherji says, educational administration is more concerned with human beings and less with inanimate things. It is, therefore primarily a social enterprise. Therefore, relationship of people in the school matters a lot. It all depends upon how the administrative Head sets the stage for relationship in the institution. Some Heads knowingly create groupism in the staff and some others try to make the teacher individual minded. Very few administrators keep the whole staff united and integrated. Need of the hour, therefore, is the creation of the wholesome emotional tone for the school. The school having good relationship provide enjoyable situation to others. In such schools, the teachers like each other and enjoy being with the pupils. The Head needs to be a successful public relations officer. His job is not only to maintain relationship with others but also to improve upon the situations in this regard. His effort ought to be sincere and well and up to the expectations of all concerned. As is the Head master, so will be the school. A disciplinarian Head would make his institution a well disciplined one. That is why people are heard saying that just a visit for a short while to some institution would reveal of others the fundamental characteristics of the Head of the school. Therefore, it can be said that the better the human relations in the institution, the better will be that institution. In fact, running of an educational institution is nothing but promotion of relationship with one another. It is all the administrators job to promote good human relations.
Each educational institution is a composite of many social beings coming from varied types of societies. In the school, social interaction takes place. The social interaction is the result of many formal and informal contacts, meetings, get together, sit together etc. The teachers work in the classrooms and interaction takes place, teacher reacting upon the students, sometimes Headmaster’s orders or instructions are passed on to the students through the teachers. In that situation personality of the Head is having its impact upon the teachers and the learners. This is discernible very often when the teacher in a casual way or the student very genuinely reacts to it though that reaction of the student can only be felt and not seen directly. Another example: one student stands up and puts a question to the teacher. Here that student is having his impact upon the teacher and other class mates sitting there in the same room. Thus classroom social interaction is of varied types and works in many ways. In other way a morning assembly or a get together of all students of an institution causes social interactions in multiple ways. Here the senior student interact with the junior and vice versa. In inter-college competitions, social interaction is there and may be of a different type. In the staff meeting, in students sitting together in the assembly, in the canteen or playing together in the playground – there is social interaction. No individual acts in isolation from the other in an educational organization. In the institution every act, every incident has its impact upon others. Suppose a teacher smokes in the classroom, it will have its impact upon the learners sitting in that class and also upon all others who happen to observe it somehow or the other. The observer in this case may be the Headmaster, other teachers, administrative staff etc. all will be affected by it. Every action or activity that goes on in the institution will have its impact upon many concerned with the institution. Suppose a teacher punishes a student it may result in typical

problem of human relations. The student may be sensitive and may take it badly and then spread it to all the students and make it a big issue leading to strike by all the students in the institution. Thus typical chain reactions may be its result. But these type of complications are not seen when there are proper human relations. Therefore, human relations must be emphasized fully in the educational intuitions. It has been found "that if a school system has a good general administration of education, with good human relationships, regardless or race, colour or creed, social difficulties are less likely to occur. Similarly, if the human relations in a particular school administration are less than satisfactory, the influence of conflict will be higher".

The whole of educational administration centres around human relationships. Better social environment through better administration is possible only if good administrators come forward and work diligently and conscientiously with all sincerity. Therefore, the following types of human relations are expected to occur in an educational institution:

I. Relation of the Head with others:
   a. Relation of the Head with the pupils
   b. Relation of the Head with the teaching staff
   c. Relations of the Head with the class IV employees.
   d. Relation of the Head with the parents of the students
   e. Relation of the Head with the public
   f. Relation of the Head with the controlling authorities
      (Managing committee in case of aided institutions, with Inspector office, with School Board etc.)

II. Relation of the teacher with other:
   a. Relations of the teachers with the students.
   b. Relation of the teachers with the class IV employees
   c. Relation of the teacher with the controlling authorities
d. Relation of the teacher with the parents of students

e. Relation of the teacher with the public

III. Relation of the different teachers with one another

IV. Relation of controlling authorities within themselves in case of Managing Committee of privately recognized institution.

School Provision:

School provision is very important component of academic climate of school. School provision means facilities essentially needed for smooth running of the school. A school having all the material, educational and cultural facilities forms good school provision. A healthy school is not only materially well furnished but also provides a rich educational and cultural environment to build academic climate. In such situation both academic and non academic activities can be properly arranged. In this way, good school provision encourage better teaching learning situations and human interactions and inter-relations. Good school provisions can also facilitate good academic provision to improve academic achievement and excellence of students. A healthy school by its healthy school provision ensures all facilities necessarily important for making all round development of students. Such schools prepare the child not only academically but also socially, culturally, morally and spiritually. By this way, healthy school provisions cater to the varied needs and requirements of the children attending from different socio-economic and cultural background. That is, it satisfies the social, cultural, emotional, vocational and to some extent personal needs of the pupils. An ideal school having its ideal school provisions equips the school both psychologically and technologically.

School provision is an indispensible component of academic climate of a school. A healthy school provides healthy school rules and regulations for its smooth functioning. A school is a place intended for the
training and education of young people; training and education should be understood in a broad sense, equally involving the learning to live in a society with its values, rights and responsibilities. The school regulation is based on mutual respect and the necessary solidarity among all members of the school community, and it implies respect for personal values without regard to function, age, colour, creed or nationality. School discipline is very important to provide ideal school provision. In the words of P.C. Wren, ‘As in the army, the navy or the state, so in the school, the pre requisite, is the very conditions of existence is discipline’. Orderliness is the most significant pre requisite for the successful implementation of school programme. Discipline is essential for helping the child in the growth of individual personality, for giving him the feeling of security, a sense of confidence and the knowledge of the boundaries of his freedom. In modern way, discipline is viewed as self-discipline, the foundation of students moral character which is self imposed coming largely from within the individual, not external to him or imposed from without by force. The child makes decisions and assumes responsibility for his actions without always requiring a vigilant watch over him. The child is psychologically motivated to indulge his actions and behaviour by his inner thought and self-realization. Such disciplined behaviour, conduct and action is essentially required to make the school function effectively. The **time table** of the school is also a necessary tool for the efficient working of a school. It primarily serves the arriving to and leaving of the school premises with other plans and programmes to be carried out in a disciplined way. It ensures the most effective use of the time at the disposal of the school by regulating the distribution of work. A time table secures the adjustment of the school work to the public with regard to the demands it makes on their energy and their capacity to meet them. Thus it is very important element in the internal economy of the school and is indispensable from the pupils, teachers and principal’s point of view. A time table is in fact, the second
clock of the school, on the face of which are shown, the hours of the day for school work, the kind of activity for each class, the number and length of periods, the interval, the morning assembly, time for games, library and recreation etc. Thus a suitable time table is an effective tool for healthy school provision.

The adequate space of the school is also very important for effective school provision. The children can not get desired benefit from the school, if it is not spacious enough to encompass various materials, academic and infrastructural facilities. Many schools are in dark, dingy, and dirty rooms, or made to sit in the open for want of accommodation, or made to sit on unmatted floor, or made to sit under the scanty shade of a tree exposed to scorching heat of the summer season, dust storm, down pour in the rainy season and biting cold of the winter. Such a school can not have minimum facilities for school provision. The school must have sufficient working staff to equip the school properly and meet the needs of the students. The library and reading room provision also form a core of school provision. Library is the centre of the intellectual life of any educational institution. It provides a quiet place, and an environment which encourages study and reading. It is much more than a store room and distributing centre of books, because it provides stimulating, inspiring and comfortable atmosphere for studies. A school library is properly equipped with book resources and non-book resources. Book resources include textbook, unit booklets, literary materials, references materials, conventional reference books and non conventional reference books. The non-book resources include periodicals, pamphlets, news papers, special documents, publication and audio-visual or non reading materials. A good school has a good library room along with attached reading room facilities. It is equipped with good furniture’s. It is furnished with reading tables and chairs. A large number of daily newspapers, periodicals and magazines
dealing with current affairs should be placed there. Apart from school library, the school record is also indispensible for systematic and successful working of a school. Some important school records and registers which includes admission and withdrawal register, pupils attendance register, teachers attendances register, school calendar, log book, cash book, stock register, fund register, service books, cumulative record cards, progress report etc. It is one of the major responsibilities of the Head master to keep and maintain the records of his school. The school office is the custodian and keeper of most of the school records. The school must be equipped with time saving devises like type machine duplicating machine, desk calendar, punching machine, rubber stamps, etc. The school hostel is also an indispensible part of good school provision. Schools having hostel facilities are of great value to those parents who do not find good schools in the neighbourhood and are anxious that their children should get good education. The hostel must have good building and equipments. In a school hostel, big dormitories are preferable to cubicles or even two seated rooms so that effective supervision is possible. It should be equipped with common room, reading room, guest room, visitors room, sick room, dispensary and superintendent’s quarter. School guidance service is also one of the essentials of a good school. In a good guidance programme the principal, the school counsellor, teachers, school librarian, physical instructor, art teacher, school doctor, parents – all are involved, all must cooperate. Thereafter, the school clinic and medical service is also important for effective school provision. The school health education programme revolves around three aspects like- health instruction, health service and health supervision. Regular health check-up of students must be made without gap so that physical fitness can be ensured.

The beautification and decoration of the school campus is also an important condition for school provision. The members of the school
family should be able to take pride in the cleanliness, maintenance and attractiveness of their campus. Along with beautification, electrification, purified drinking water facilities are also pre-requisite for healthy school provision. The school meal is also important for teachers and students. Mid-day meal must be arranged in the school. Apart from this the urinal and lavatories must be well-equipped. These should be regularly inspected to assure proper cleanliness and working condition. Moreover, the transportation facility of the school, the uniform of students also constitute an important part in the overall conditions of school provision. The canteen of the school, the school notice board, students union etc. all lead to build a healthy school provision.

Academic Provision:

Academic provision is an indispensible component of academic climate of school. Academic provision means academic activities and facilities provided by the school to improve academic excellence and pursuit of knowledge of the students. It refers teaching and learning situation based on curriculum and co-curricular activities for all round development of students. The school having good academic provisions organizes manifold academic programmes and activities. Academic provision includes activities for teaching and learning along with other programme necessary for the academic growth of both teacher and students. The academic provision is the base of academic climate of the school. The achievement of the students both the scholastic and non scholastic performance is completely based on academic provisions of the school. Academic provision also comprises the programmes of academic calendar of the school to conduce effective intellectual climate. Therefore, academic provisions can be produced by the combined efforts of the teachers, Headmasters and guardians for encouragement and inspiration of learning on the part of the students. A good academic provision is always
guiding, stimulating and facilitating of teaching and learning. An ideal academic provision also reduces many of the emotional, educational and behavioural problems of the students. In such environment teachers are engaged in discoveries many of the academic shortcomings and endeavours to overcome the same. Teachers are professionally well prepared to deal with the academic and managerial problems arising out from time to time in the school environment.

The academic provision of a school is mainly based on **curriculum** and **co-curricular activities**. The curriculum deals with real life problems that have meaning for children, which are significant for them to solve. It is related to the physical, emotional and intellectual needs of children and leads to the fullest development of each child. A good curriculum helps to solve the problems the children faced in and outside of the school. Therefore, our schools need a continuous programme of curriculum improvement to meet the problems of our complex culture and ever changing world. Apart from curriculum experiences, the co-curricular activities also occupy a pivotal place in the total academic provisions of the school. The co-curricular activities engulf activities for physical, mental, cultural, moral, social and spiritual development of students. Therefore, it includes activities of playing, dancing, singing, gymnastics, exercise, wrestling, drawing, painting, debate, discussion and other numerous activities for all round balanced development of personality of students.

Dr. Radhakrishnan said “We must release the talents of the children and help them to become what they are in potential. It is the machine that constructs, it is the living spirit that creates. Song, dance and literature are creative activities.”\(^7\) Apart from curricular and co-curriculum activities, the teaching learning situation is also an important area of academic

\(^7\) Sidhu, K. Sing, School organization and Administration, Sterling Publisher Private Limited; 2005), p. 232.
provision. The success of academic provision highly depends upon the improvement of teaching learning situation of a school. The teaching depends upon knowledge, expertise, professional preparation, personal development and skills of teacher. The learning is also a result of combined effort of the teachers and students. Learning depends upon learners' involvement, motivation, learning ability and encouragement. Hence, it is the responsibility of the school to provide a suitable learning environment in school to build a good academic climate. Teachers' ability to use various psychological methods of teaching, his teaching skills, use of various techniques and devices, tactics, audio-visual aids etc. all lead to higher academic climate of the school. Therefore, various innovative measures can be taken to enhance the quality of teaching learning process. Moreover, teacher training provision is also a core of academic provision to build up effective academic climate of school. In teaching profession a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities, participate in community programmes, diagnose and make remedy to students problems etc. together with activities which are intrinsic to teaching and learning. This needs perfection in academic and professional preparation of teachers and teacher educators. Teacher training programmes are meant for professional preparation of teacher and so they should provide for a comprehensive coverage of professional knowledge, values and skills. A trained and professionally oriented teacher can make action research to find out remedies relating to many learning and teaching problems of class room situation.

The morning assembly is one of the indispensible part of academic provision of a school. The day of the school begins with the morning assembly, which has strong educational, cultural, moral and spiritual significance. The morning assembly has a vital role in the overall school
climate and conduces activities and other programme smoothly. It opens the day with some gravity and dignity. In addition to morning assembly, the **cultural and recreational activities** of the school form a healthy academic provision. The variety of cultural activities of the school builds a good cultural environment in the school. The recreational activities of the school have psychological incentives to the process of teaching and learning which is very important for the balanced development of personality of students. The **social service programme** of the school is also highly conducive to develop a healthy academic provision. A school imparts education to students not only for their own development but also for the development of the society. Keeping in view this objective, a school organize various community programmes so as to show the accountability of school to the community where it belongs. A strong feeling of social responsibility, social awareness and social cohesion will lead the society towards development and progress. Therefore, a school must organize programmes like NCC, Scout and Guide, etc. to encourage students for social service and sacrifice. Schools must maintain the health book of students, safety measures in classrooms, playground; laboratories, workshops, lecture and talks on health and hygiene, health weeks, health projects, health clubs, educational trips, incidental teaching etc to ensure health awareness and health education to students. A healthy school environment is conducive to healthy academic provision. The **work experience** programme of the school is also a basis of good academic provision. Work experience is the productive activity which contributes to productive work in the school.

The **library provisions** of the school are the most effective means to build academic climate of school. A good library facilitates the instructional programme, teaches skillful use of books, creates an atmosphere conducive to the growth of reading habits, stimulates literary
appreciation and provides fruitful social experiences. Apart from this the **punishment and reward system** both have their unique place and importance in the academic climate of school. Both have to be used with a good deal of caution and economy. Both of them have psychological bases and therefore their use should be made with desired educational and psychological purposes in view. **Examination and evaluation system** of school must include both academic and non academic attainments. The new objective type tests, internal assessment, grading system continuous and comprehensive evaluation are some new methods developed in the field of evaluation. The **cumulative record** card is also an important means to evaluate the child's personality. School records pertaining to each individual student is also important. **Homework and assignments** are also very important academic provision of school. Homework may be regarded as a continuum: at one end are mechanical exercises required of all students; at the other end are creative projects undertaken voluntarily by students. Assignments are always a part of the daily lesson plan. It helps to give direction for learning. Audio-visual aids are also useful for teaching and learning. The **parent-teacher meeting** of the school, the provision of **school magazine**, class ethos, **supervision and inspection** of the school-all lead to academic provisions and ultimately builds academic climate of schools. If the Headmaster is a academic oriented person, definitely the academic climate of the school will be properly well maintained.

1.05 Academic Climate and Adjustment:

Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustment between the whole unique personality and the environment. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise, and increased participation in social groups, such characteristics enhance one's
personality. Therefore, parents, teachers and other significant members of the society must understand them properly.

Each day we face with new situations that involve change in both our internal state and our external environment. The process of adjustment involves a person’s attempt to cope with such changes. This working definition provides a starting point for understanding adjustment. According to Aggrawal (2004) the adjustment of adolescent very much depends on the fulfillment of their significant specific needs that consist of physical needs, emotional needs, social needs, intellectual needs, moral needs and vocational needs. Shafer (1961) emphasized adjustment as the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Piaget (1952) has used the term accommodation and assimilation to represent the alteration of oneself or environment as a means of adjustment. It may be helpful, therefore, to devote a little more space to two important qualities of adjustment. First, it is a process that involves continuous changes and the second people develop consistent pattern of adjustment to these constant changes. School is considered one of the most important foundation pillars on which the child’s personality develops. Children learn proficiencies in various abilities like, learning process and home work, social communications, handling emotions, and the management of day to day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e. the house and the school to meet his growing needs. The concern, therefore, extends to how the school climate can be enhanced and improved to meet the growing needs of the children.

Several studies have been reported in the area of social, educational and emotional adjustment of school students of both sexes. Some studies try to relate adjustment with variables like intelligence, achievement, age,
socio-economic status, anxiety and security. Pradhan, C (1991) found that
school climate has a closer link with academic achievement. The study also
revealed that academic achievement of student has a closer link with school
adjustment. Many other researchers show that school climate can affect
many areas and people within schools. For examples, a positive school
climate has been associated with fewer behavioural and emotional
problems for students (Kuperminc et al, 1997). Furthermore, researchers
have found that positive school climate perceptions are protective factors
for boys and may refrain them from indulging many antisocial activities
within the school and promotes healthy development and learning. School
climate research suggest that positive inter-personal relationships and
optimal learning opportunities for students in demographic environments
can increase achievement levels and reduce maladaptive behaviour
(Welker, 2000). Freiberg (1998) notes ‘the interaction of various school
and class room climate factors can create a fabric of support that enables all
members of the school community to teach and learn at optimum level.’ In
addition to this Smith, Lesco and Fernendex (1989) identified four
common impediments to students for schools failure – i.e. adjustment,
difficulty, incongruence (lack of match between the student and the school)
and isolation. However, a significant body of research indicates that
academic achievement and adjustment are influenced by the quality
teacher-student relationship in which teachers were conceived to be warm
and friendly to students. The first Health Behaviour in School-Age
Children (HBSC) study, conducted by the World Health Organisation in
1983, examined youth’s health behaviours, lifestyles and their social
contexts in 28 countries. The study reported that students’ perceptions of
their decision making role in school and their feeling about being
supported by their teachers or by other students, are correlated with
smoking, physical activity, perceived health and quality of life. If students
perceive dissatisfying and unsupportive school climate, they tend to smoke
more, report a lower quality of life, and feel less healthy or physically active (Currie et al. 2000).

Thus, we can conclude that safe, caring, participatory and responsive school climate tend to foster a greater attachment to school and provide the foundation for social, emotional and academic learning and proper adjustment for school students. A healthy academic climate tends to foster better inter-personal trust among teachers, students and other members of the school community. Hence inspired from the review, the investigator attempts to understand the relationship between school academic climate and adjustment of students.

1.06 Academic Climate and Achievement:

Academic climate aims to foster academic pursuits and excellence and thereby makes all round development of students. A healthy academic climate is a base upon which all academic activities and facilities can be arranged to ascertain proper adjustment, creativity and psycho-social development of students. Academic climate is viewed as a part of school environment associated with attitudinal and affective dimensions and the belief system of the school that influence children's cognitive, social and psychological development.

The most studied educational outcome of school academic climate is children’s learning and academic achievement. A review of 40 major studies between 1964 and 1980, Anderson (1980) found over half of these studies reported effects of school academic climate on student achievement. High student’s achievement is associated with high teacher peer norms, an emphasis on group or team co-operation, high level of expectation held by teachers and administrators, a good reward and punishment system, consensus over curriculum and discipline and clearly defined goals and objectives. Some of these relationships between school
climate and students achievement remain significant after students background characteristics are controlled (Anderson 1982). In fact much of the observed variance in achievement that has been attributed to the school’s SES composition may even be a result of school climate (Mc Dill, Righby, and Myers 1969). In late 1980s Coleman, Hoffer, and Kilgore’s (1981,1982) seminal work on Catholic schools further underscored the importance of some important aspects of schools. They suggested that parents should be connected with other parents of the school in order to communicate better about their child’s academic achievement. The web of relationships and networks of adults the ‘social capital’ as Coleman (1988) called it, could provide powerful support for children. The high achievement in Catholic schools was attributed to the strong relations of families by the way their common membership in the Church. Coleman and his colleague’s study created an educational puzzle regarding why some schools are better than others to induce achievement outcomes among a student body of diverse SES and racial/ethnic backgrounds. They reported that strong emphasis on academic matters and effective disciplined environment may produce high academic achievement in schools. Coon, Carey, Fulker & Defries (1993) investigated the influence of school environment on academic achievement and found that the relationship between school environment and academic achievement may be understood in view of direct experience of school environment and placement of students into the prior ability based school environment. An international study of 41 countries reported that students academic performance is positively associated with their sense of belongingness to their school (PISA, OECD, 2003). A series of correlational studies have shown that school climate is directly related to academic achievement (Brand, Felner, Flood, Wisern baker, 1977, Prater & Busch 2009, Fleming et al 2005). Researches have also looked at the relationship between school climate and academic achievement in relation to student classroom
participation. When students are encouraged to participate in academic learning, the potential for academic achievement increases. (Voelkl, 1995, Ladd, Birch and Bhus, 1999).

Teachers support is integral to student learning. Research shows that the student-teacher relationship in Kindergarten is related to later academic and behavioural outcomes for students. If teacher-student relationship in negative and conflicting in kindergarten, it is more likely that the student will have behavioural and academic problems in later grades (Hamre & Pianta, 2001). Also teachers interaction with students can directly affect students behavioural and emotional engagement in the classroom (Skinner & Belmont, 1993). When teachers support and interact positively with student, then students are more likely to be engaged and behave appropriately (Skinner & Belmont, 1993).

The quality and richness of schools’ life have direct impact on academic achievement in variety of ways. Educators like parents are always teaching social, emotional, civic and ethical as well as intellectual lessons to students. Research shows that evidence-based character education programme lead to higher achievement scores in elementary school students (Kuehn & Smith, 2003). Implementing learning activities beyond the classroom is an effective way to incorporate civic education into a school and these activities, in turn, promote students learning. Service learning project promotes civic education because these activities teach student how to apply classroom material in real life situations (Morgan & Streb, Bandura, 2001). For example, activities like community service and debates enhance the learning environment by providing student opportunities to participate in social and Govt. systems (Torney, Youniss et al. 2002). Therefore, schools should be equipped with all real and academic life situations to meet their varied developmental needs and problems. Having such understanding and considerations in mind the investigator
attempts to relate academic climate of schools with academic achievement of students.

1.07 Need and Justification of the Study:

In the search for determinants of school effectiveness, a variety of factors have been identified (Cuttance, 1992). Among these factors, the school academic climate, a multifaceted concept, has emerged as a crucial prerequisite for school success. An example of the importance of school academic climate was provided by a well published report of a two year American experiment (1979-81) which achieved a signal success in improving the school system. The report focused on systematic planning and development of curriculum, a comprehensive package of instructional methodology, frequent assessment of students progress and feedback, parent and community support and, above all, the school climate. All in all, it may be stated that school academic climate, in view of its paramount importance and complex nature, has been the focus of much research and writing around the world. It is, therefore, high time that a serious effort be made to uncover the ramifications of the concept of school academic climate and also to understand its meaning and significance and necessary steps to be taken for its improvement leading to the question of better secondary schools in our state. Hopefully, this study will meet the need.

Academic climate is a necessary condition for academic activities to take place in an educational institution. A healthy and cheerful academic environment ascertains academic excellence; proper adjustment, creativity and psycho-social development of students. Without favourable climate even the best curriculum and suitable method of teaching may fail. Academic climate provides all important situations and condition in the school environment so that any academic programme can suitably be undertaken. The very objective of education can be achieved only when
academic programmes run properly and smoothly. The innate talent, capacities and capabilities can be best discovered and developed only in a conducive academic climate to facilitate proper growth and development of students. Thus school academic climate is associated with social and cultural dimensions of the schools that influence children's cognitive, social, and psychological development. Academic climate is reflected in the social interactions in and out of the classroom.

A school is also to train the students to live successfully in the wider community. Education takes the form of real learning on the part of the students to give power and necessary skills to adjust in the changing situation of life. Learning is an ability to overcome problems arising out of rapid social change and complicated social relationships. The students' problem of adjustment is now increasing causing mal-adaptive behaviour and students indiscipline. Infact, student unrest, juvenile delinquency are also at a rapid rate resulting chaotic social situation and severe social disorganization. The poor adjustment of students in school eventually results poor adjustment in later social life. The complexities of life increasing and stress and anxiety level is now also considerably high. Negligence of parents, high expectations in academic performance, abused childhood, growing up tensions and frustrations etc. the main causes of childhood and teen stress. Therefore, the school is considered as a major socialization institution for any child. It is the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like, learning process and home work, social communications, handling emotion, and the management of day to day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e. the home and the school to fulfill his growing needs. The concern, therefore, to prepare the school with proper facilities to satisfy the growing needs of the students. Keeping such
views in mind, the researcher has made an attempt to see the relationship between the school climate and nature of students adjustment in the school.

The academic activities of a school primarily aim at to increase academic pursuits and excellence. Academic activities sharpens mental functioning by developing thinking and reasoning ability for searching knowledge and truth. It also takes the form of research for innovation and discoveries and verifies knowledge on the basis reality and utility. Therefore, the most studied educational outcome of school academic climate is children's learning and academic achievement. A series of correlational studies have shown that school academic climate is directly related to academic achievement (Brand, Felner, Shim & Dumar, 2003). Many researches are done in the field of school climate and reported that students classroom participation is a must for their academic success. Students active participation in different activities of the school can develop a feeling of belongingness in them which ultimately promotes high academic achievement. Inspired by such understanding the researcher inclines to study the relationship between school academic climate and academic achievement of students.

Moreover, the present study necessitates to find out the existing situation of secondary school in the state of Assam in general and Darrang district in particular. In our state secondary education is mainly imparted by provincialized and private schools. There is a rush of students to private schools. It is a general observation that the academic achievement of private schools are better than the provincialized schools. In fact, many a time people shows reluctance toward provincialized schools. Now a days the Govt. is making some efforts to lure students towards these schools but still no improvement of the scenario has been noticed. Further, private schools demanding high fee structure for admission, still corridors of these schools are always crowded. Hence, the investigator took an attempt to see
the present status of academic climate of the provincialized schools of Darrang district and to suggest certain remedial measures for improving academic climate of these schools.

1.08 Statement of the Problem:

In view of the above justification, the researcher feels it quite imperative to look into the academic climate of provincialized secondary schools in relation to adjustment and academic achievement of students. The present problem therefore, entitled as 'A Study of the effect of Academic Climate on Students' Adjustment and Academic Achievement of Provincialized Secondary Schools of Darrang District, Assam' is an endeavour to provide necessary information in the light of above justification.

1.09 Objectives of the Study:

The following objectives are formulated for the present study:

1. To study the academic climate of provincialized secondary schools of Darrang district.
2. To compare the academic climate of Urban and Rural provincialized secondary schools.
3. To find out the relationship between academic climate and adjustment of students in provincialized secondary schools.
4. (a) To study whether the schools differ significantly in students' adjustment with respect to their Location (Urban / Rural).
   (b) To study whether the schools differ significantly in students' adjustment with respect to their Sex (Male / Female).
5. To find out the relationship between academic climate and academic achievement of students.
6. (a) To study whether the schools differ significantly in academic achievement with respect to their Location (Urban / Rural).
(b) To study whether the schools differ significantly in academic achievement with respect to their Sex (Male / Female).

7. To suggest certain measures for improvement of academic climate of provincialized secondary schools.

1.10 Hypotheses of the Study:

The following hypotheses have been formulated for the present study.

$H_{01}$ There exists no positive academic climate in the provincialized secondary schools of Darrang district.

$H_{02}$ There is no significant difference in the academic climate of Urban and Rural provincialized secondary schools.

$H_{03}$ There is no significant relationship between academic climate and adjustment of students in provincialized secondary schools.

$H_{04}$ There is no significant difference in students’ adjustment in the provincialized secondary schools.

Specifically –

(a) There is no significant difference in students’ adjustment with respect to their Location (Urban / Rural).

(b) There is no significant difference in students’ adjustment with respect to their Sex (Male / Female).

$H_{05}$ There is no significant relationship between academic climate and academic achievement of students.

$H_{06}$ There is no significant difference in students’ academic achievement in provincialized secondary schools.
Specifically –

(a) There is no significant difference in students’ academic achievement with respect to their Location (Urban / Rural)

(b) There is no significant difference in students’ academic achievement with respect to their Sex (Male / Female).

1.11 Variables:

In the present study academic climate and its components were taken as dependent variables. But while studying their relationship with adjustment and academic achievement of students, academic climate and its component were considered as independent variables.

Along with academic climate and its components following variables were taken into account for the study-

1. The Location of the school (Urban/Rural)
2. The Sex of the students (Male/Female)
3. Adjustment of the students. It implies social, emotional and educational adjustment of students in the school.
4. Academic achievement of the students. In this study Annual examination marks of students constitute their academic achievement scores.

1.12 Methodology:

Descriptive research method has been adopted for the present study as it aimed to study the academic climate already existing in the school. In this study school survey method is adopted under descriptive research method to measure the academic climate of schools on the basis of the responses given by students in the concerned schools.
1.13 Population and Sample:

The population of the present study consists of all the 69 nos. of provincialized secondary schools of Darrang district. However, the sample strength of the present study is confined to 16 schools out of which 10 Rural and 6 Urban. The sample of the study comprises total 240 students, out of which 120 from Urban and 120 students from Rural schools have been considered. In terms of gender, it comprises 60 boys and 60 girls from the both 120 Urban and 120 Rural students.

The following Flow Chart shows the Sample schools and Sample students of the present study.

```
+-------------------+-------------------+
| Schools 16         |                   |
|                   |                   |
| Urban 6           | Rural 10          |
|                   |                   |
| Students 120      | Students 120      |
|                   |                   |
| Male 60           | Male 60           |
| Female 60         | Female 60         |
```

On the other hand, simple random and purposive sampling technique was adopted in selecting sample schools and sample students. Care was taken to collect data from 30% of students of each school. Thus, data was collected from 240 students studying in 16 schools of Darrang district.

1.14 Tools Used:

In this study following tools were used to collect data -

1. Academic Climate Description Questionnaire (ACDQ) - developed by Shah M.L. and Shah. A.
2. Adjustment Inventory for School Students (AISS)-developed by Sinha, A.K.P. and Singh, R.P.

3. Academic Achievement Data Sheet.

1.15 Analysis of Data:

The perception of the students with regard to academic climate of their respective schools and also their nature of adjustment was collected with the help of questionnaires which were scored adopting the procedures given in the test manual. The analysis of ACDQ is based on four components of academic climate namely-physical material, interpersonal trust, school provision and academic provision. The scores of each component is transformed to percentiles and on the basis of total mean scores of these components, academic climate of school is interpreted as very high, high, average, low and very low academic climate of schools.

In regard to nature of adjustment AISS was scored on the basis of responses of the students. Adjustment scores were also classified in terms of categories like - excellent, good, average, unsatisfactory and very unsatisfactory. Further, scores were classified in terms of location and sex of the students.

For the purpose of finding out academic achievement, students academic performance was taken from the school record. The Board examination result of class nine and ten students constitute their academic achievement scores. The scores were further classified into location and sex of the students.

The data collected were subjected to different statistical analysis such as graphical, descriptive, correlation etc in the light of the objectives set forth for the investigation. In interpreting and analyzing data following statistical techniques have been employed.
1. Mean and standard deviation.
2. Graphical representation – Bar diagram, Pie diagram
3. Percentile rank was used to interpret the academic climate of schools on the basis of percentiles in different dimensions of academic climate scores.
4. t-test was used to find out the significance of mean difference in different dimensions of academic climate scores in terms of location and sex of the students. Adjustment and academic achievement scores were classified in terms of location and sex of the students and t-test was applied to see their significance of mean difference.
5. Product moment correlation was applied to test the relationship between academic climate scores and adjustment along with academic achievement scores.

1.16 Organization of the Research Work:

With these objectives in view the present study was divided into five chapters. Chapters are organized in the following ways:

Chapter – I: The first chapter deals with introduction and to the broad areas under consideration. A clear statement of the problem, need and justification of the study, objectives, hypotheses, variables, key terms, method and sample used, along with scope and delimitation of the study are presented.

Chapter – II: The second chapter reviews important literature related to the study.

Chapter – III: The third chapter is concerned with the methodology of the study. In this chapter the description of the population and sample, techniques and tools for data collection and different statistical techniques for analysis of data are discussed.
Chapter – IV: The fourth chapter deals with the analysis and interpretation of collected data.

Chapter – V: The fifth chapter presents findings, conclusions and suggestions. The educational implications of the study and also some suggestions for future research are also included in this chapter.

1.17 Scope of the Study:

- The present study is primarily concerned with the secondary schools under SEBA.
- The study is confined only to Darrang district.

The reduction in the scope and coverage of the study has been based on practical considerations not on theoretical justifications. However, findings can be generalized to the entire state.

1.18 Delimitations of the Study:

- The study is delimited to the provincialized secondary schools of Darrang district only.
- The study is delimited to the secondary schools (up to class 10th) only.
- Academic achievement is confined to the Annual examinations marks of students of the year 2010 only.

1.19 Key-terms:

The following terms have been used in the study-

1. Academic Climate: Academic climate refers a conducive environment in the school to facilitate academic pursuits and excellence. It is a healthy environment free from disturbances and disruptions. It designates favourable academic provision for
development of all round balanced personality of students. In fact, it is a wholesome educational and cultural environment of the school.

2. **Academic Achievement:** Academic achievement refers to educational performance of the students studying in schools. As defined by A. Biswas and J.C. Agarwal (1997, p.7) it is the knowledge acquired and skills developed in school subjects, generally indicated by marks obtaining in tests. In the present study, academic achievement implies the academic performance of students which is achieved by them in their annual examinations.

3. **Adjustment:** Adjustment means reaction to the demands and pressure of social environment imposed upon the individual. Adjustment to be taken place in home, school and community environment of child. In the present study adjustment implies, emotional, social and educational adjustment of students in school environment.

4. **Secondary School:** In our state secondary education is imparted by high schools and higher secondary schools, which are amalgamated with the upper primary classes. High schools starts with classes IX and X and higher secondary schools comprises class IX to XII, including four years of school education. In the present study secondary school means both the high and higher secondary schools including class IX and X only.

5. **Provincialized School:** Schools which are not directly maintained and managed under the rules, regulations and administration of the Govt. nor private and even not fully financed, but receive maintenance grant from the Govt. are known as provincialized schools. The staff of these schools deemed to be Government as they come under the concrete rules of the State Government. This type of schools are established by the public and subsequently provincialized by the State Government.
1.20 Conclusion:

It is hoped that the study reflects the whole status of academic climate of provincialized secondary schools of Darrang district. In the light of findings, discussion and suggestions of the study, it will be possible to improve the existing academic climate of secondary schools. It will also focus some of the ways and means to ensure conducive academic climate in the State in general and Darrang district in particular.