5.1. SUMMARY OF THE STUDY

In this research the researcher investigated the total impact of different types of management under different schools on the classroom climate in relation with the academic scores of pupil with some aspects of pupil growth. In this context the work of Leithwood and Montgomery (1984) is especially helpful in understanding the relationship of motivation to effective leadership and school academic relationship of motivation to effective leadership and school academic achievement because if addresses the principal’s motivation to become a more effective learning as well as the students’ motivation to learn. According to Klug (1989), the classroom learning and academic growth of pupil depending upon the situational factor, personal factors and motivational factors as well.

The schools had been classified under three categories (I) Government School (ii) Aided School (iii) Private unaided schools. The study revealed that under social, psychological conditions and the classroom climate of the schools as perceived by the teachers did not differ significantly among different categories of schools. But, in case of Physical conditions the private schools showed superiority over both the government and the aided schools. But, the academic results of the students among the three different categories of school the better academic growth was shown in the Govt. schools that the
other two categories of schools. The researcher revealed that most of this govt. schools are situated in urban areas of our countries. So, most of the pupils were belonging upper middle class families in those govt. schools. But in case of Aided schools, most of them were situated in rural areas and the private schools, most of them were situated in rural areas and the private schools were also established in urban areas in our country.

The diversity in the physical, social and psychological climate or environment of classrooms could not more complex in pluralistic societies where there are agencies other than the state running educational Institutions i.e. private body management, trustee etc.

It would therefore be interesting to study whether this diversity in the social, physical and psychological context of schooling influences the learning environment in the classrooms. Schools under different types of management’s have varied philosophies, ideologies, and purposes aims and objectives, financial status, infra-structure of school buildings, premises with play ground and Library room etc. They differ also in their practices, policies regarding staff selection, supervision, admitting the number of students and modes of maintaining discipline.

On the other hand, in the govt. schools there is little scope for comparing classroom climate in different types of schools. In the govt. schools the aims and objectives of education as well as policies and practices in the schools are laid down by the state Govt. The philosophies and work
organization governing the school management’s are therefore not expected to differ much and hence their effect on the social, physical and psychological environment of the classroom could be negligible.

- **Academic growth of the pupil**

  Academic achievement or growth of the pupil might be defined as the quality and quantity of learning attained in a subject of study after a period of instruction or practice. It is the measure of the amount of information acquired or the skills and techniques developed by the students of any grade following a prescribed syllabus in a specific period of time. Usually, academic achievement of school students encompasses the achievement or academic growth in all school subjects under different school measurement.

  In the present study, the researcher defined the term academic achievement or growth as a “Scholastic academic growth of the pupil, an index of which provided by the mean achievement score (converted into a percentage figure) obtained by a student in his/her two previous terminal examinations in the academic systems i.e. Half Yearly & Annual Exam”.

**5.2. CONCLUSION**

An open and democratic society like India affords competition among the students in the different schools under different types of management’s, viz., schools under voluntary private management’s unaided by the state, schools managed by private management’s but aided by the state and schools managed by the state or the local level. This diversity gives rise to many ways
in dealing with the pupils in academic, co-curricular and personal aspects. Therefore, an open, democratic society gives ample scope to different agencies to run schools meant for various sections of the society through the policy of pragmatic pluralism.

5.3. IMPLICATION OF THE STUDY

The importance of any research work might be considered valuable by its usefulness. To establish the feasibility and efficiency of the present research, the researchers identified various aspects of its implications. The research findings of the present investigation had greater relevance with regards to the correlates of academic achievement of the students belonging under different types of management of the schools.

Keeping all these in view, the implications of the study were considered: (i) To improve the class room environment in aided school like private and govt. schools in the state of West Bengal. (ii) To improve the academic growth of the pupil in aided school like private and govt. schools in this state.

5.4. LIMITATIONS OF THE STUDY

The study conducted by the present research was primarily description study in nature. The researcher tried his best to follow the proper methods and research technique with all possible care in all stages of the investigations but still the study might have some limitations. Like most of the studies in Educational, Social sciences, the present study had also been conducted with certain limitations.
These were stated below:

i) The prime objective of the present investigation was to investigate certain environmental and psycho-social correlates of academic achievement of the students belonging the different management. Of the many environmental and psycho-social factors. Only a few aspects like school environment, psychological constraints, social constraints, and socio-economic status had been studied in relation to academic achievement of the students, which might not be fully contributed to their academic achievement under different management. (ii) While measuring academic achievement of the students, the researcher only used the average results of Annual and Half-yearly school examination. (iii) Purposive Random sampling method had been followed selecting sample. The researcher had taken into consideration of the students of both the sexes of Advance group and Backward Group of students in West Bengal. (iv) Due to some unavoidable circumstances, the researcher could not apply his tests on a large number students. He made an intensive study with a sample of 800 students only. (V) The researcher himself developed and standardized three tests with all possible psychometric techniques for measuring the classroom environment, school environment, psychological and social constraints and also used to measure the socio-economic status of the high school students under different management of the schools. Though the tests worked satisfactorily in the present study, yet the number of the dimensions and items for each test might be extended for better appraisal
(vi) The scoring key was prepared with the help of only Likert – type 4 point rating scale method. (vii) In the process of standardization of these tests, the research considered only the split-half method and Test-retest methods for ensuring the reliability of tests. It would be better if other methods followed. (viii) For determining the validity of the prepared tests, the researcher had to remain satisfied with the methods context validity, intrinsic validity and item validity only. (ix) For determining the norms of the tests, the research converted the raw scores of these tests to T-scores.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

Due to some certain limitations of the present investigation, the obtained results might not fully explain all the areas of classroom in Education. Some further researches were therefore, necessary which could be generalized over a large population in the state of W.B. Hence, some valuable recommendations for future researches. Some of them were appended below for further studies: (i) Apart from the variable considered in the present investigation, the analysis of the obtained data suggested that these might have some other relevant variable’s related to the academic achievement of the students under different management’s of the schools. Some of them were parental attitude, students attitude and motivation, teaching quality, cognitive style, intelligence, creativity, achievement motivations locus of control etc. The prediction of academic achievement of the students could have been elaborate if these variables were considered. (ii) For better appraisal of the academic
achievement of the students under consideration, if was further suggested that a standardized academic achievement test should be prepared considering the course and curriculum of the particular level under different types of school-management in W.B. (iii) The further study should be designed over a wider population including rural, urban, semi-urban, and industrial areas. It was also suggested that separate students, communities might be taken for a critical analysis of the educational under-achievement of the students under different types of school-management in W.B. (iv) A longitudinal study of the students selected from primary and continuing up to graduate students would provide an authentic picture of the students’ education scenario of West Bengal, (v) thought the sample of the present study was selected from some major students concentrated district of West Bengal yet more district and large number of students of the state might gave better representation of the cross-section population under consideration. In the present study, the researcher constructed and standardized the tests for measuring classroom environment, psychological and social constraints respectively. Hence, there was scope of further researches to modify and re-standardized the tools by including more dimensions, items and using more developed psychometric techniques. This might help to measure the proposed variables with effectively and accurately. (vi) The norms, that were developed for students’ achievement under different types of classroom environment might be improved in future. But still in researcher felt that the norms, he had found would help the future researchers to compare the results obtained by them, (vii) The students to whom the tests
were administered played a vital role in the present research work. Before administration of the test the researcher felt to ascertain more rapport with the student. Though the total sample students belonged to different communities, hence good rapport, using their social status might helps to develop a optimistic attitude towards the researcher and also on the tests. So, the researcher recommended to take help of the people who know their social status well. (viii) The problems of the location of the schools under different school-management areas and teachers serving in these schools were numerous and complex. So, more intensive research should be done in these areas. (ix) A more intensive investigation should be undertaken to know the problems faced by the different groups of students of the state belonging the different classroom environment under different school management.