REVIEW OF LITERATURE
Before forming hypothesis of the study, it is worthwhile to review the related literature. The researchers, which have helped the researcher in planning, defining and delimiting the problem, forming the hypothesis of her own and providing a comparative data to evaluate and interpret the significance of its finding, need special mention. Social scientists are always concerned with the prediction of scholastic achievement. This task become more difficult as the number of college going students, increased enormously and as the number of predictor variables increased. The psychological area of prediction covers the factor like personality, achievement motivation, aptitudes, self concept, creativity, values etc., while the factor like parents occupation and education, parents income, size of family are covered under the sociological area of prediction. Our present study concentrates on the effect of different types of educational organization on the Psychological aspect of Adolescents.

**Psychological Factors in the study:**

Much emphasis has been laid down by educationalists as well as psychologists on the role of psychological factors in the prediction of scholastic achievement. Factors such as personality, creativity, achievement motivation, self concept and study of values have been taken into consideration in the prediction of scholastic achievement, personality development and development of self concept, creativity and values in reviewing the related literature.

**Personality and School Environment:**

Chaturvedi, N. (1970). Teachers and the students showed definite trends of deviancy and the deviated students and teachers had definite
traits of personality maladjustment and disorder. The family relationship of both teachers and students was unhealthy. The neighbourhood and school had an impact on the personality make up and behaviour respectively. Aimless of their life was another factor in their deviant personality make-up. All these factor had created a type of personality in which mutual suspicion between the teacher and students loss of confidence, feeling of anxiety and tension were dominant giving rise to conflict, mis-behaviour and disobedience.

Sharma, S. K. (1982) found in his study in the whole period of art teaching the total personality of the child is reveal. Secondly the child is provided with a media to express himself without damaging the structural design of the society.

Shah, S. A. (1981) found that each institution possessed a specific school climate which had no influence on the teacher's personality. The students perception of their teacher was not similar in all the schools. All the male and female teachers (urban and rural) had more or less similar personality with slight difference.

After making a careful review of the literature it was found out that very little work has been done to see the effect of organizational climate of school on the personality of adolescent but effect of personality in relation to many other psychological variable of adolescent has been done as viewed.

The relevance of several personality traits to scholastic achievement has been examined by educational psychologists and clinical psychologist. A number of studies have been made to examine the personality traits of high and low achievers with the help of cettell's junior -
Senior High School personality questionnaire to find out the contribution of personality pattern to the scholastic achievement. In very beginning, Butcher, Anisworth and Nesbitt (1936) studied the relationship of personality factors to scholastic achievement of using cattell’s High School personality questionnaire and found significant correlation between these two variables. Cattell's scaly and Sweney (1966) reported that up to 25% variance in school achievement may be due to the effect of personality factors. Cattell's Butcher (1968) found almost similar results. Barton, Dielman and Cattell (1972) found by using H.S.P.Q. on the 6th and 7th grade students that personality factors to be associated with academic achievement. Similarly, many other studies identify significant correlation between certain personality traits and scholastic achievement as Rama Krishna Rao and Kantghamani (1967), Srivastava (1974), Pandey (1974, 1978). Recently, in 1988 Qamar Johan studied the personality dimension on three groups, i.e., science, arts and commerce and found over achievers of the said three streams are significantly different on the certain personality dimensions.

Applying sixteen personality questionnaire, Sharma (1978) identifies significant contribution of sizothyme, threetia, accetia, guilt proneness, low integration high egrie tension factors to under achievement. Patel (1985) observe that certain personality characteristics like dominance, emotional stability and sex interest were significant with achievement.

Simultaneously, new thought was developed by Eysenck (1948) who concluded, on the basis of his investigation, that not these 16 factors but only three characteristic of personality, i.e., introversion - extroversion
neuroticism - stability, psycholicism - realism are only the contributor of scholastic achievement. Eysenak's theory indicates that a good educational attainer should score high on the neuroticism scale and low on extroversion scale. This hypothesis supported by a number of empirical studies like Furneaux (1957), Braadbent (1958), Lynn (1959), Lynn and Gordon (1961) & Child (1964) who obtained positive evidence for the hypothesis while Biggs (1962) obtained negative results. Davadasan (1966) related extroversion, neuroticism to academic achievement and found a low negative correlation between extroversion and achievement and positive correlation between neuroticism and achievement. Basu (1970), in his study, found the same results, i.e. positive correlation between two variables. Recently, same results were found in the study of Trivedi, Sinha, Singh and Gupta (1989), while contradictory results were found in the studies of Bending (1958), Entwistle and Cunnigham (1968), Leith and Davis (1971), Mohan et. al. (1975), Brar (1976) Pandey (1981) and Gulati 1984. Their findings prove that high emotionality and neuroticism have a negative effect on scholastic achievement.

Manzural, Rahman and Mahmud (1986) applied Bangladesh version of Eysenck's personality questionnaire to 21 boys and 21 girls of the department of psychology at University of Dakha and found negative correlation between psychoticism and scholastic achievement. In case of extroversion, a positive correlation with scholastic achievement was observed for boys. These was lack of correlation between neuroticism and academic performance. Female students were found to be less psychotic than their male counterparts and superior in academic achievement.
Further many other psychologists gave more emphasis on five personality needs than the sixteen personality traits and extroversion and neuroticism. Bhatnagar (1969) computed inter correlation between scholastic achievement and personality need. His findings suggest that personality needs do contribute to academic success. Out of fifteen personality need, eight have been found to be positively correlated and three negatively correlated with academic achievement.

Bhatnagar, R. P. (1967) - Inter correlation between intelligence and fifteen personality needs revealed that n-achievement, n-deference, n-autonomy, n-succourance, n-dominance, n-nurturance, n-endurance and aggressive were significantly correlated with academic achievement. Need achievement, autonomy, succourance, dominance, nurturance, endurance and aggression were found to be positively correlated N-achievement, n-autonomy, n-intraction, n-succourance n-dominance, n-nuturance, n-edurance and aggression were found to be positively correlated with academic achievement after partially out intelligence.

Creativity and School environments

Singh, A (1982). The study reveals that teachers creativity significantly but negatively correlated with the teacher talk and positively related to pupil talk in classroom. High creative teachers are more indirect in their teaching behaviour. Teachers creativity was also found to be significantly correlated with use of pupils, ideas in the classroom.

Jarial, G.S. and A.K. Sharma (1982) - students of advantaged school (Public School) obtained significantly higher, scores on fluency, flexibility and originality than dis advantaged school.
Singh, R.P. (1988) - The result point out that age and education stream do not affect creative potential among male subjects of 13, 14 and 15 years of age.


**Findings:** Urban schools were better than rural schools in terms of physical facilities, school activities, and teachers' behavior. Children of urban schools had scored higher on all four aspects of creativity than their rural counterparts. A significant and positive correlation existed between creativity and socio-economic status.

Singhal, Sushil and Liegise, Buna, (1994), schools and creative thinking of students -

**Problem:** It attempts to compare creative thinking in rural government, urban government, and urban private schools in and around Kohima, Nagaland and implications of these for the organizational of school education.

**Findings:** It was found that the rural government schools did not vary from each other on the elaboration and originality factors of either the verbal and non-verbal creative thinking or the total. There were significant differences among schools on verbal flexibility and verbal fluency. The urban private schools differed significantly from each other on elaboration and originality aspects of verbal and non-verbal creative thinking and the fluency and flexibility factors of verbal and non-verbal creative thinking. The Govt. and private schools showed significant values on verbal and non-verbal factors of creative thinking and the total. All aspects of verbal and non-verbal creative thinking correlated significantly with each
other. Students high on one factors of creative thinking were likely to be higher on the other. The highest correlation's were found between verbal fluency and verbal flexibility and verbal elaboration and verbal originality.


**Findings**: All the dimension of diffusion of innovations were found positively significantly related with their school climate of government, girls, big urban and small rural groups of schools. Significant positive correlation were found between organizational climate of schools and diffusion of innovation.

Gupta, A. K. (1984) found in his study that according to students discipline, staff qualifications facilities provided like playground, games, laboratory, teaching methods and the school principle were significant dimensions constuning institutional environment. Students as a group, were able to attribute institutional differences to difference in their institutional environment.

**Self Concept and school environment**

Bhatt, K. K. (1970) find - Parents play a very dominant role influencing the self perception of the growing child. Mother as compared to father, is more influential in self perception. There is significant difference in the urban school and rural school group so far as the parent child relationship is concerned. In the urban family the father is a strongly supporting factor for the mother child relationship. The urban mother shows more concern about the basic capacity of the child. In the urban family the I.Q. of the child and the SES of the family do not influence the
mother child relationship. The school achievement level rather than the I.Q. is found to be more closely related with the self perception.

Singh, R.R. (1987) positive and significant relationship was found between the self concept and academic achievement of science students. Students from urban areas possessed significantly better self concept than rural areas.


Findings: 45.2% of the adolescents studying in central school, 44.4% in private schools and 57.6% in Govt. Schools, possessed average self concept. Adolescents studying in private and central schools were generally practical whereas students in private and central schools were more imaginative. Adolescents in central and govt. schools preferred science subjects while adolescents in private schools were more conscientious in comparison to students in central and Govt. schools. There existed no significant relationship between personality traits and level of aspiration among students from different types schools.


Findings: The stigmatized and non stigmatized students differed significantly only in intellectual and school status; anxiety and happiness and satisfaction dimensional self concept. It was found that students of stigmatized group showed higher self-concept than the students of non-stigmatized group in intellectual and school status. On happiness and
satisfaction dimension of self-concept, the stigmatized group was higher than the non stigmatized group.

Krishnan, S. Santhana (1993) - Relationship between self concept and academic achievement of college students. The progress of education -

Findings: There was a significant relationship between self-concept and academic achievement of the students. There was a significant difference of means between arts and science group students in the self-concept. Sex had no influence on self-concept of the individuals. Similarly birth order had no impact on self-concept of students.

Rastogi R. P. (1981) found in his study that self concept and psychological needs had significant relationship with the students satisfaction and dissatisfaction with the school.


Findings: The coefficient among correlation between the self assessment of male and female respondents with the reflections of parents, Teachers and friends as having perceived by the respondents. It is obvious that male and female respondents do not have different degrees of correlations on various subscales. The male respondnets have optained the highest correlation as high as \( r = 0.54 \) which is on physical appearance and the attributes and lowest is \( r = 0.30 \) statistically significant. Though all the correlation are to substantial. This shows that there exist correspondence between self perception and others reflections. But the extent of their inter dependence is not very high as all the correlation's are low to moderate. In case of boys the highest correlation in between own self and echo self (\( r = \)
0.45) on the subscale of physical appearance and attributes. In case of girls, the highest correlation \( r = 0.44 \) exist on intellectual and school status between own self and parent reflected self.

**Academic Achievement and school environment**

Bhatt, G.P. 1961 find that highly significant difference was found between the achievement scores made by two groups of children in different school subjects. The tradition school children were superior to basic school children. The basic school children were superiors to the traditional school children and the difference was highly significant with respect to all traits. The basis school children were superior to the traditional school children so far as the abilities viz., speed, arm strength, endurance and accuracy are concerned.

Anand, L.L. (1973) in his study of the effect of socio economic environment and medium of instruction of the mental abilities and the academic achievement of children in Mysore state fond that pupil studing through different medium of instruction differed significantly from each other in their non verbal and verbal intelligence. The English medium pupils showed higher non verbal intelligence than the Kannad Medium School.

It was found that in the beginning parental education influences the academic performance of the children. After words academic performance is not influenced by parental literacy. Thakur, G.P.J. Singh and S. N. Srivastava (1980). The steady development trend was more accelerated for the public school and higher achievement level group. The public school students were found to differ significantly higher from government school students (1982) school climate and need for academic
achievement do not effect, the academic stress independently but combined effect is there. Bisht Abha Rani (1980) school influence significantly fluency on letters and words children to Oriya medium school. High achievers have more in fluency than low achievers is both fluency a letters and words school and grade independently do not effect verbal fluency of words but there infraction is significant.

Taj Haseen, (1999). The study aimed at studying the effect of social class, parent child interaction, dependency and school management on the academic achievement of adolescent.

Findings: As much, effective parent child interaction and goal directed dependency behaviour by parent at home, and teachers in school function as catalytic agents in enriching the academic life and upgrading the academic achievement of schools. Effective parental guidance through lively parents child interaction and personally guided instructed dependency behaviour promote motivation the adolescents for value added instructional excellence which help them to achieve higher and higher in academic performance. Parent and teachers therefore, need to extend their helping hands to their wards.

Suneetha B (2000) This study aims to find out the effect of nine selected school factor on the scholastic success of IX and V grade children. The Total sample of the study comprised of 120 children of IX and X grades drawn purposively from to popular and school of Hyderabad. Questionnaire were prepared and administrated on teachers. The data collected then analyzed with the help of frequency distribution tables and correlative analysis. Further more analysis was also used to find out the relative contribution of these factors on high academic achievement of
children. Results indicated that out of nine factors observed majority of them - exhibited significant positive correlated with academic achievement.

Amarnath, (1980) found in his study that there was no positive relationship between the organizational climate and the academic achievement of the student.

**Values and School Environment**

Sambhi Punam (1989) A study of the values pattern and same personality variables of the students studying in three institutions. Sri Sathy Sai higher secondary school, missionary schools and central school in Andhra Pradesh.

**Findings**: The value pattern of the three groups were found to be significantly different. The order of values for Sai Sathya Said school is 'Peace', 'Truth', 'Right Conduct', 'love' and 'Non-voilence'. However for the missionary school, 'Truth' and 'Right conduct' clustered of the first position followed by 'Peace', 'love' and 'Non-voilence'. The order of values for central school students was 'Right conduct', 'Truth', 'Peace', 'No-voilence' and 'Love'. The personality dimension of the three group of students were also significantly different. The students of Sri Sathya Sai school were found to be highly 'intellectual', 'gregarous', 'emotional', 'philosophical' and strong and practical and 'egoistic' those of the missionary school 'discreet - emotional' 'intellectual', 'discreming', 'vivacious', 'Pround' and apathetic; and 'infirm and rash; and students of the central school discrepaning, 'intellectual', 'irritable' and 'emotional'; 'rash', 'bright' and 'timid' and 'emotional', and 'mediocre', intern of personality factors.

Srivastava, Shankar Sharma (1992). The value patterns of the student studying in different school were not similar. The hierarchy values
differ in different types of primary schools. Convent school children were significant higher on knowledge and social values in comparison to other school except Shishu Mandir children. Corporation school children were significantly higher on economic value. 'Shishu Mandir children were significantly higher than the all others patriotic value. Corporation school children top the list on the value of health and power. Shishu Mandir children significantly scores highest on religious value. Corporation school environment was least conducive for patriotic social and knowledge values.


Findings: In theoretical and religious values urban male and female adolescents had significantly higher means scores than the corresponding mean scores of rural male and female adolescents. In social and Aesthetic value rural male ad female adolescents had significantly high mean scores. In political and economic values mean difference of urban and rural adolescents were not significant. The male adolescent student had got significantly higher mean score then those of female adolescents in theoretical and economic values which were due to the influence of cultural and society where male adolescent had better opportunity of their education. In other two values viz., social and political female adolescents had higher mean scores than male adolescents.


Findings: The first degree college students gave much importance to social values such as loving and equality, personal values such as
freedom, honesty, happiness and competence. The value system did not have significant relationship with the personality dimensions of the first degree college students. Neither the college climate for the some climate was related to the value system of the first degree college students.

Ved Prakash (1994) A study of educational aspiration school adjustment and value of +2 arts and science male students in relation to school environment.

Findings: Findings related to educational aspiration and school environment confirmed that students belonging to rich school environment differed significantly from the students belonging to poor school environment.

There was a positive and significant relationship between school environment and school adjustment of all the three groups. Students belonging to rich school environment were significantly higher and social value than their counter parts from poor school environment in all three groups. The relationship between social value and school climate was positive and significant and it had inverse relationship. Students belonging to rich school environment were found to be significantly lower on their economic value as compared to their counter-parts from poor school environment group. The relationship between economic value and school environment was negative though significant.

Bajpai, Sunil (1999) The aim of the present study is to find out the values of tribal and non-tribal high school going boys and girls adolescents. The study was conducted on 498 tribal and 375 non-tribal students. The study reveals that tribal and non tribal adolescents have significant difference in four values. Oratorical, Aesthetic, Social and
religious on the other hand boys and girls students have significant difference in some values.

Chandola, Late (1988). In the present study an attempt has been made to review literature on organizational climate in educational institutions and the problem of effectiveness of the organizational relation to intellectual climate achievement, quality of educational and impulse control.

Findings: Each institution had a unique organizational climate of its own, and the quality of leadership and motivation it had. The OCI factor were intellectual climate achievement standards. Personal dignity organisational effectiveness, orderliness and impulse control.


Findings: Out of three central schools, two schools had parental and one school had familiar climate. In both types of climates teachers did not work well together and job satisfaction was average. Two public schools had controlled climate and one had open climate. But in both the types of situations, teachers were interested to do work and co-operate with the principal.

In government schools it was found that three schools had controlled climate and one each in familiar and closed climates. Out of five aided schools two had parental type, the other two had closed type and one had familiar type of climate. This situation was neither satisfactory nor conducive to task achievement and social needs satisfaction but in familiar type of climate there was a possibility to keep production satisfactory. Out of four unaided schools, three had closed
climate and one had parental climate. In the closed and parental climates, the teachers were disengaged and to do a lot of work but obtained little job satisfaction in respect of either task achievement or social need satisfaction. The academic achievement scores of the students studying in different types of schools revealed that there existed significant difference in performance of students. It was found that students studying in central and public schools got the highest mean scores as compared to government aided and lowest in unaided schools. The results indicated that students performance in central and public schools differed significantly from all other students performance except government schools. If was found that students studying in different types of climates differed significantly in their achievement.

Biswa, Pares Chandra and D.C. Tinku (1995) This study intends to probe effectiveness of secondary teachers, and locations (rural and urban), management (Govt. and private) types (boys, girls and co-educational) and organisational climate of schools.

Findings: It was found that only male and female teachers differed significantly on teachers effectiveness and female teacher had comparatively greater mean for teachers effectiveness scores indicating that the female teachers were comparatively more effective. It was found that only the girls school teachers and co-educational school teachers differed significantly in teacher effectiveness and the girl's school teachers had more mean. Teacher effectiveness score than that of the teachers co-educational school teachers. It was found that the teachers belonging to the open climate differed significantly from those of the autonomous, controlled and the closed climates and further, the teacher belonging to
the closed climate differed significantly for those of the closed and control climates.


Findings: Those school had closed climate it was observed that the principal did not consider the teacher as human being. There were three schools having open climate. In these schools a different type of personality was marked. The teachers and the principal were happy in working with each other.

B. William Dharma Raja & A. Ponnambala Thiagorajan - School Organizational climate and teacher effectiveness of boy's higher secondary schools in Tuticonin -

Findings - As regard organizational climate, only a controlled climate was prevailing in all the higher secondary schools selected for the present investigation, except in one school where autonomous climate was prevailing. Though there were differences in the type of the management govt. and private schools and area of location of the schools urban and rural, they did not have any impact on the organizational climate prevailing in the sample schools anyhow it could be concluded that in schools having controlled climate, efficiency of the teachers was low. At the same time, the efficiency of the teachers was average and above average in a climate which was autonomous from the above, one can observe the influence of the organisational climate on the teacher effectiveness closer the climate lesser was the teacher effectiveness.

Findings: Teachers working in schools with different qualification significantly differed in the organizational climate. Teachers working in higher controlled climate school affected the organizational climate more than those who were working in the lower controlled climate. Teachers working in different categories (boys, girls and co-education) of the schools also significantly differed in the organizational climate score.

Gaur, R. S. (1975) found in his study that on Theoretical values, boys and girls of either rural or urban origin did not differ but urban girls differ from rural girls. On Economic values, rural boys and girls, and rural and urban girls and not differ, but urban boys were significantly higher than urban girls. Rural boys and girls did not differ on Aesthetic values, Political and Religious values. Urban boys and girls did not differ on social values. Rural boys and girls and urban boys and girls did not differ significantly on perception of self confidence.

Sharma, R (1983) - To find out the correlation between educational environment and morale of students of different types of high schools of Chandigarh -

Four different types of schools constituted the sample study -
(A) Government single shift school of the urban area. (B) Government double shift school of the urban area. (C) Private single shift schools of the urban area. (D) Government single shift of the rural area.

Findings: There was a positive correlation between educational environment and students morale in the case of private shift schools of the urban area. The mean scores on Educational environment of government single shift schools were significantly higher as compared to those of government double shift schools of the urban area. Private single shift
schools of the urban area and government single shift schools of the rural area also significantly differed on mean scores on Educational environment.

Mistry, D.S. (1985) found in his study that quality of school life was found directly proportional to their climate. The dimension of climate played their role in building the pupil central ideology, with the increase of positive dimensions and decrease of negative dimensions of climate, satisfaction, commitment to class work and the reaction to teacher had increased.