CHAPTER V

THE RESUME

5.0 SUMMARY

- STATEMENT OF THE PROBLEM
- PURPOSE OF THE STUDY
- HYPOTHESES
- DELIMITATIONS
- CONCEPTUAL FRAMEWORK AND OPERATIONAL DEFINITIONS
- UNIVERSE
- SAMPLE
- INSTRUMENT
- FINDINGS
- SUGGESTIONS
- FOLLOW UP STUDIES
CHAPTER V

THE RESUME

5.0 SUMMARY

Any work assigned to any body will depend upon the attitude of the members and their way of working. The way of working is dependent on the organisational behaviour of the members. Any organisation, in any work, requires a coordination between the members which helps in achieving the goal. Thus an organisation, in a simple form, is a planned coordination of activities of a number of people for the achievement of explicit purpose or goal, through division of labour and functions.

It is evident from the above that an organisation is the activities or roles which must be fulfilled by the number of people in order to achieve a common goal. In business organisation, the coordination is planned and goal oriented. Some body purchases the raw material, some designs the products and someone builds and produces it whereas someone helps in selling. Thus an organisation involves the mental as well as physical coordination of activities.

In the late 1920 a study was conducted in Western Electric country, Hawthorne study Illinois in which it was observed that the women, who were selected for the job had developed a very high morale. Secondly, the women developed good relationship with one another and divided the work among
themselves willingly and enthusiastically. By this study it was generalised that the women preferred to work and they involved themselves to organisational goals.

Any good organisation should have a linkage system between superior and subordinate. Recent researches have shown that the horizontal linkage helps any organisation in getting success in any operation. Dubing (1959) has pointed out three types of linkage pattern -
1) Serial linkage
2) Radial linkage
3) Circular linkage.

Thus an organisation is any dynamic entity which includes three main elements which are "the structure", "the process" and "the attitude's" of the person. In the educational set up this organisational environment is known as climate.

However, different organisational theories propounded by different psychologists have tried to solve the industrial climate by improving the physical and mental health of the employees and welfare of the individual. Roethlisberger and Dickson (1939), Mc Gregor (1960), Argyris (1957, 1964) and Likert (1961, 1967) have developed Humanistic Organisation Theory, Theory X and Y, Personality and Organisation Theory and Likerts system 1 - 4 Theory respectively.
A school complex has many ingredients which directly or indirectly affects the organisation, administration and school environment or school climate. These ingredients are managers, who runs the educational institutions. Principal who organises the various activities to achieve the goal, teachers who play a leading role in the education of the children and in forming a school climate. Thus the climate of the school depends largely upon the coordination and interaction of these ingredients. If the coordination between these three ingredients is better then in such a school climate a congenial, healthy and purposeful environment will be formed which helps the teacher and pupil in promoting the educational goal. Thus a school climate is largely depended on the cooperation of Manager, Principal and Teachers. The interaction of the teacher and children is one of the most important aspect of the educative process. Thus it can be concluded that the school climate plays an important role in teaching learning process as well as for the all round development of the pupils.

In any school organisation or climate "planning" and "execution" are important aspects in getting an effective and healthy climate. Thus Planning plays an important role in forming a good climate of the school. In a school climate Principal and Manager plays a key role in planning where as
Principal and Teachers have important role in executing the planning.

The climate of any school is largely formed by the leadership behaviour of the school ingredients. If the leadership is of autocratic type then the submissive behaviour will prevail in the climate. The democratic type of climate will involve group behaviour of the school ingredients. This type of climate will try to satisfy the basic needs of the school ingredients. Laissez-faire type of climate develops more paper work which keep themselves aloof from the group members. In this type of climate no set goal is achieved in a required type. Bonner (1959) has proposed two types of climates these are beaurocratic and charismatic. Knickerbocker (1948) has proposed four type of climates namely "Force", "Paternalism", "Bargain!" and "Mutual Means".

Now-a-days the school has become a complex set up because the school has to fulfill the needs of the society. With the development of the science and technology the environment and goal is changing so the school has to prepare itself so that it can increase its abilities to cope up with the changing environment. In an educational set up it becomes necessary to study the different Organisational Climate of the school. Chris Argyris (1957) has pointed out that a successful Organisational Climate can be obtained by dynamic
inter-relationship between the needs of the person and the needs of the society.

The leadership and the climate of the school are the outcome of inter-relationship between the different ingredients of the school. The different school organisational climate of the school forces the teachers differently to act accordingly. The assignments assigned to the teachers are completed by the teachers as the perceived organisational climate of the school. The climate of the school tries to change the attitude of the teachers towards the activities of the school.

Franklin (1975) conducted a study on Organisational Climate and Teacher Morale and found that different organisational climate affect the teacher morale. In another study Tripathi (1978), concluded that Disengagement has negative significant relationship with Attitude towards Classroom Teaching.

It is presumed from the above that the organisational climate of the school affects the teachers behaviour. In other words the organisational climate of the school directly affect the academic achievement of the pupils and the outcome of the school. Thus it has become imperative to study the effect of School Organisational climate on the Academic Achievement of the pupil.
Statement of the Problem

The following problem has been selected for the study

"A study of Academic Achievement of pupils of Class XI in Physics and Chemistry as related to School Organisational Climate."

Purpose of the Study

The following objectives have been formulated to conduct the research for getting an accurate and reliable finding:

1) To know eight dimensions of each Govt. aided, private and Govt. of India Undertaking Schools.
2) To assign six different climates to schools taken under study on the basis of their dimensions.
3) To prepare two Academic Achievement Test in Physics and Chemistry for class XI students.
4) To know the Academic Achievements of class XI students in Chemistry and Physics subjects.
5) To study the relationship of Achievements in Physics and Chemistry of different school organisational climate.
6) To study the effect of climate of the school as the achievement of the pupil.
Hypotheses

1) There exists a significant difference between the Academic Achievement of XI class pupils in different school climates with reference to Physics and Chemistry.

2) There would be a significant difference on Academic Achievement Test between the pupils of high educated and low educated parents in Physics and Chemistry.

3) There exists a significant difference between the pupils of XI class on Academic Achievement in Physics and Chemistry whose parents are categorised in high and low income groups.

4) There would be a significant difference on the Academic Achievement of class XI pupils of different types of schools.

Delimitations

1) This study is confirmed to XI class pupils only.

2) This study is limited to those pupils who opt Physics and Chemistry as their subjects.

3) This study is limited to schools of Durg District.

4) This study is confined to school organisational climate of Urban, Semi-Urban and Rural schools of Durg District.

5) The pupils other than the Science discipline have not been considered.
6) This study is a Differential study.

Conceptual Framework and Operational Definition

For a Scientific Study it has become necessary to define the variable taken under study. This will also permit the researcher to distinguish it from other phenomenon. Voltaire (1968) has rightly said that "if we are going to have a discussion on any point, let us define what we mean". Thus for a clarity in the terminology a few terms which has been used in this study of different stages have been defined here to facilitate the understanding of the concept.

Organisational Climate

In any school the environment is totally dependent on the body which runs the school the Principal who executes the planning, the teacher who helps in developing the discipline and in forming the school climate and the students of that school. Sometimes the environment which is the synonym of the climate are termed as atmosphere of the school. Some may term the atmosphere of the school as the tone of the school but now-a-days the atmosphere or tone of the school is largely termed as school climate.

After analysing & generalising the definitions and meanings by different psychologists and educationists the researcher has come to the conclusion that the organisational
climate can be defined as an interaction between the members of an organisational climate.

There are two distinct concepts namely the school climate and Academic Climate. The School Climate is the product of the group activities of the different ingredients of the school but Academic climate is that climate in which school climate has yielded a very encouraging and fruitful academic results.

Bobb (1973) reported that in every situation two distinct areas can be safely assumed one is the external and the other is internal. According to him the external and internal climate of an institution constitute the school organisational climate.

**Academic Achievement**

Academic Achievement is of paramount importance particularly in the socio-economic context. In the present circumstances a great emphasis is given on the Academic Achievement right from the beginning in the formal education. Academic Achievement is a concept related to learning outcomes which an individual acquires during the learning process. It is a psychological term and often being used as synonyms of Scholastic Attainment, Educational performance, Educational Attainment, Educational Achievement, Scholastic Achievement. All these terms have the same meaning. The Academic
Achievement has been conceptualised as the acquired excellence by the individual in a particular branch of knowledge.

**METHODOLOGY**

A scientific research depends largely on the sampling technique the validity of the instrument control upon the variables as per the need of the research and field experiment design. It has become necessary to employ the recent trends to control the variables taken for studying and to employ the recent methods for measurement of the variables.

**UNIVERSE**

Bhilai was a small village in 40's. After industrialisation of Steel Plant, Bhilai has taken a important place in the map. This town is a well planned town on the East. The plant was commissioned and on the West the township is developed. For the education of the Bhilai Steel Plant employees each sector of this township has primary, secondary and higher secondary schools for the education of the children.

**SAMPLE**

The education standard of Bhilai is better than adjoining township (areas). Thus the number of students in each school is very high, therefore, the schools are running
in two shifts. For the study out of 5122 students 517 students have been selected on random basis for the study.

INSTRUMENT

School Organisational Climate Description Questionaire by M.L.Sharma (1978) (An Indian Adaption of Halpin & Craf SOCDO test) was selected.

An Academic Achievement Test in Physics & Chemistry was prepared by Dr. Srivastava and Ku.George for this particular study.

Description of the Instrument: SOCDO : Sharma (1973) prepared a School Organisational Climate Description Questionaire (SOCDO) on the basis of Organisational Climate Test prepared by Halpin and Craft. In this test eight dimensions were grouped under two categories namely Group Behaviour Characteristic and Leader Behaviour Characteristic. This test has six climates namely Open, Autonomous, Familiar, Closed, Controlled and Paternal.

Administration of the SOCDO :- This test was administered individually on the 75% of Higher Secondary School teachers in order to maintain the reliability of the test.
SCORING --: There are 64 likert type of item distributed over the eight dimensions. The respondents indicate the answer by any one of the four categories (1) Rarely occurs, (2) Sometimes occur, (3) Often occurs, (4) Very frequently occurs. These four categories are assigned four integers 1,2,3,4. The raw scores were converted into doubly standardised scores normatively and ipsatively standardisation process.

Designating Climate : The six prototype profiles have been designated. The coefficient of reliability of each subtest was calculated by using KR-20 Formula. Coefficients of internal consistency and communality estimates are given in Table I. The validity of the SOCDQ was found to be very high. The coefficient of correlation was found to be .63 which was significant at .01 level of significance.

ACADEMIC ACHIEVEMENT TEST :

Academic Achievement test of Physics and Chemistry was prepared by Dr.Srivastava and Ku.George. The test was of objective type which comprised of 100 questions.

Administration of the Test:-- For the pre-test 100 questions were administered to the students of Class XI.

Scoring of the Test : One mark was awarded for every correct answer whereas no marks was given for wrong answer. The
discriminating value was found out statistically by employing
the following formula –

\[ D = \frac{P_1 - P_2}{\frac{P_1Q_1 + P_2Q_2}{N_1} + \frac{P_1Q_1 + P_2Q_2}{N_2}} \]

In which

\[ D = \text{Discriminating value} \]

\[ P = \text{Percentage of students doing the item correctly in the upper group.} \]

\[ P = \text{Percentage of students doing the item correctly in the lower group.} \]

\[ Q = \text{Percentage of students doing the item incorrectly in the upper group.} \]

\[ Q = \text{Percentage of students doing the items incorrectly in the lower group.} \]

\[ N = \text{Number of students in the upper group.} \]

\[ N = \text{Number of students in the lower group.} \]

After the treatment of each items of test by item
analysis, discriminating value was calculated. Items with a
discriminating value more than 1.96 were selected for the
standardised test, 40 questions were found to have a
discriminating value more than 1.96.
The prepared test was again administered on 600 pupils of Class XI for final try out and then it was again checked. The reliability of both the tests were found by split half method and Rulan's method respectively. This shows that the test is having high validity.

The hypothesis, that have been formulated for the scientific findings, have been given below:-

The proposed Hypothesis H1 "There exists a significant differences between the Academic Achievement of XI class pupils in different school climates with reference to Physics and Chemistry" is accepted.

This hypothesis was splitted into many sub-hypotheses. Finding of SH, "There exists a significant difference between the Academic Achievement of XI class pupils of Open and Closed School climates in Physics and Chemistry" is accepted [(Open Type School Climate (Physics) mean = 17.70, S.D = 3.97, N = 27, Closed Type School Climate (Physics) mean = 9.81 S.D = 2.50 N = 16, t value = 5.22, df = 41 significant at .01) (Open Type School Climate (Chemistry) mean = 19.48 S.D =3.86 N = 27 Closed Type School Climate (Chemistry) mean = 10.56, S.D.=2.28, N=16, t value = 6.19, df = 41 significant at .01)]. The SH which reads as "There exists no significant difference
between the Academic Achievement of XI class pupils of Open and Paternal School Climate in Physics and Chemistry" is rejected [(open Type School Climate (Physics) mean = 17.70, S.D.=3.97, N=27, Paternal Type School Climate (Physics) mean = 19.85 S.D.=1.45 N=7, t value = 1.16, df=32, Not significant) Open Type School Climate (Chemistry) mean = 19.48, S.D.=3.86, N=27, Paternal Type School Climate (Chemistry) mean = 19.14, S.D.=3.86, N=7, t value = .19 df = 32 Not significant].

The SH2 which reads as "These exists a significant difference between the Academic Achievement of XI class pupils of open and Controlled School climates in Physics and Chemistry" is accepted [(Open Type School Climate (Physics) mean = 17.70, S.D.=3.97, N=27, Controlled Type School Climate (Physics) mean = 13.13, S.D.=4.11, N=96, t value = 3.65 df = 121 significant at .01) Open Type School Climate (Chemistry) mean = 19.48, S.D.=3.86, N=27, Controlled Type School Climate (Chemistry) Mean = 14.48, S.D.=5.23, N=96, t value = 3.49, df = 121 significant at .01)].

Finding of SH4 "There exists a significant difference between the Academic Achievement of XI class pupils of Open and Familiar School Climates in Physics and Chemistry" is partially accepted. [(Open Type School Climate (Physics) Mean = 17.70, S.D.=3.97, N=27, Familiar Type School Climate
(Physics) Mean = 17.16, S.D. = 5.97, N = 139, t value = .5, df = 164 Not significant) Open Type School Climate (Chemistry) Mean = 19.48, S.D. = 3.86, N = 27, Familiar Type School Climate (Chemistry) Mean = 25.39, S.D. = 6.60, N = 139, t value = 3.64, df = 164 significant at .01).

Finding of SH6: "There exists a significant difference in Academic Achievement of XI class pupils of Open and Autonomous Climate in Physics and Chemistry" is accepted [(Open Type School Climate (Physics) Mean = 17.70, S.D. = 3.97, N = 27, Autonomous Type School Climate (Physics) Mean = 15.36, S.D. = 5.17, N = 232, t value = 1.75, df = 257 Significant at .01. Open Type School Climate (Chemistry) Mean = 19.48, S.D. = 3.86, N = 27, Autonomous Type School Climate (Chemistry), Mean = 16.11, S.D. = 4.89, N = 232, t value = 2.69, df = 257 significant at .01)].

Finding of SH7: "There exists a significant difference in Academic Achievement of XI class pupils of Closed and Paternal School Climate in Physics and Chemistry" is accepted [(Closed Type School Climate (Physics) Mean = 9.81, S.D. = 2.50, N = 16, Paternal Type School Climate (Physics) Mean = 19.85, S.D. = 1.45, N = 7, t value = 7.38, df = 21 significant at .01. Closed Type School Climate (Chemistry) Mean = 10.56, S.D. = 2.28, N = 16, Paternal Type School Climate (Chemistry)....]
Mean = 19.14, S.D. = 1.24, N = 7, t value = 7.03, df = 21
significant at .01}.

The SH which reads as "There exists a significant difference between the Academic Achievement of XI class pupils of Closed and Controlled School Climates in Physics and Chemistry" is accepted [(Closed Type School Climate (Physics) Mean = 9.81, S.D. = 2.50, N = 16, Controlled Type School Climate (Physics) Mean = 13.13, S.D. = 4.11, N = 96, t value = 2.53, df = 110 significant at .02 Closed Type School Climate (Chemistry) Mean = 10.56, S.D. = 2.28, N = 16, Controlled Type School Climate (Chemistry) Mean = 14.48, S.D. = 5.23, N = 96, t value = 2.52, df = 110 significant at .02)].

The SH which reads as "There exists a significant difference between the Academic Achievement of XI class pupils of Closed and Familiar School Climates in Physics and Chemistry" is accepted [(Closed Type School Climate (Physics) Mean = 9.81, S.D. = 2.50, N = 16, Familiar Type School Climate (Physics) Mean = 17.16, S.D. = 5.97, N = 139, t value = 4.27, df = 153, significant at .01 Closed Type School Climate (Chemistry) Mean = 10.56, S.D. = 2.28, N = 16, Familiar Type School Climate (Chemistry) Mean = 25.39, S.D. = 6.60, N = 139, t value = 8.01, df = 153, significant at .01)].
The SH(0) which reads as "There exists a significant difference between the Academic Achievement of XI class pupils of Closed and Autonomous School climates in Physics and Chemistry" is accepted. [(Closed Type School Climate (Physics) Mean = 9.81, S.D. = 2.50, N = 16, Autonomous Type School Climate (Physics) Mean = 15.36, S.D. = 5.17, N = 232, t value = 3.72, df = 246 significant at .01] Closed Type School Climate (Chemistry) Mean = 10.56, S.D. = 2.28, N = 16, Autonomous Type School Climate (Chemistry) Mean = 16.11, S.D. 4.09, N = 232, t value = 4.08, df = 246 significant at .01).

Finding of SH(0) "There exists a significant difference between the Academic Achievement of XI class pupils of Paternal and Controlled School climates in Physics and Chemistry" is accepted. [(Paternal Type School Climate (Physics) Mean = 19.85, S.D. = 1.45, N = 7, Controlled Type School Climate (Physics) Mean = 13.13, S.D. = 4.11, N = 96, t value = 3.88, df = 101 significant at .01] Paternal Type School Climate (Chemistry) Mean = 19.14, S.D. = 1.24, N = 7, Controlled Type School Climate (Chemistry) Mean = 14.48, S.D. = 5.23, N = 96, t value = 2.19 df = 101 significant at .05).

Finding of SH(1) "There exists a significant difference between the Academic Achievement of XI class pupils of
Paternal and Familiar School Climates in Physics and Chemistry is partially accepted. [Paternal Type School Climate (Physics) Mean = 19.85, S.D. = 1.45, N = 7, Familiar Type School Climate (Physics) Mean = 17.16, S.D. = 5.97, N = 139, t value = 1.12, df = 144, Not significant. Paternal Type School Climate (Chemistry) Mean = 19.14, S.D. = 1.24, N = 7, Familiar Type School Climate (Chemistry) Mean = 25.39, S.D. = 6.60, N = 139, t value = 2.39 df = 144 significant at .05].

Finding of $SH_{12}$ "There exists a significant difference between the Academic Achievement of XI class pupils of Paternal and Autonomous School Climates in Physics and Chemistry" is not accepted. [Paternal Type School Climate (Physics) Mean = 19.85, S.D. = 1.45, N = 7, Autonomous Type School Climate (Physics) Mean = 15.36, S.D. = 5.17, N = 232, t value 2.16, df = 237 significant at .05, Paternal Type School Climate (Chemistry) Mean = 19.14, S.D. = 1.24, N = 7, Autonomous Type School Climate (Chemistry) Mean = 16.11, S.D. = 4.89, N = 232, t value = 1.61, df = 237, not significant].

The $SH_{13}$ which reads as "There exists a significant difference between the Academic Achievement of XI class pupils of Controlled and Familiar School Climates in Physics and Chemistry" is accepted. [Controlled Type School Climate (Physics) Mean = 13.13, S.D. = 4.11, N = 96, Familiar Type
School Climate (Physics) Mean = 17.16, S.D. = 5.97, N = 139, t value = 4.19, df = 233 significant at .01 Controlled Type School Climate (Chemistry) Mean = 14.48, S.D. = 5.23, N = 96, Familiar Type School Climate (Chemistry) Mean = 25.39, S.D. = 6.60, N = 139, t value = 9.79, df = 233 significant at .01].

The $H_{14}$ which reads as "There exists a significant difference between the Academic Achievement of XI class pupils of Controlled and Autonomous School Climates in Physics and Chemistry" is accepted. [Controlled Type School Climate (Physics) Mean = 13.13, S.D. = 4.11, N = 96. Autonomous (Physics) Mean = 15.36, S.D. = 5.17, N = 232, t value = 2.14, df = 326 significant at .05, Controlled (Chemistry) Mean = 14.48, S.D. = 5.23, N = 96, Autonomous Type School Climate (Chemistry) Mean = 16.11, S.D. = 4.89, N = 232, t value = 1.91, df = 326 significant at .01].

The $H_{15}$ reads as "There exists a significant difference between the Academic Achievement of XI class pupils of Familiar and Autonomous School Climates in Physics and Chemistry" [Familiar Type School Climate (Physics) Mean = 17.16, S.D. = 5.97, N = 139, Autonomous Type School Climate (Physics) Mean = 15.36, S.D. = 5.17. N = 232, t value = 2.14, df = 369, significant at .05. Familiar Type School Climate (Chemistry)
Mean = 25.39, S.D. = 6.60, N = 139, Autonomous Type School Climate (Chemistry) mean = 16.11 S.D. = 4.89, N = 232, t value = 10.66, df = 369 significant at .011.

The proposed Hypothesis $H_0$ "There would be a significant difference on Academic Achievement Test between the pupils of high educated and low educated parents in Physics and Chemistry" is accepted.

This hypothesis was split into two subhypotheses $H_{0-1}$: "There would be a significant difference on Academic Achievement Test between the pupils of high educated and low educated parents in Physics" is accepted. (Pupils of high educated parents Mean = 19.36, S.D. = 6.01, N = 247, pupils of low educated parents Mean = 12.28, S.D. = 2.91, N = 186, t value = 11.23, df = 431 significant at .011).

$H_{0-2}$ reads as "There would be a significant difference on Academic Achievement Test between the pupils of high educated and low educated parents in Chemistry" is accepted. (Pupils of high educated parents Mean = 21.74, S.D. = 6.48, N = 247, pupils of low educated parents, Mean = 14.11, S.D. = 4.43, N = 186, t value = 10.03, df = 431 significant at .01). The proposed Hypothesis $H_3$ which reads as "There exists a
significant difference between the pupils of XI class on Academic Achievement in Physics and Chemistry whose parents are categorised in high and low income groups" is accepted.

This hypothesis is splitted into two subhypotheses

Findings of $H_{a_1}$ "There exists a significant difference between the pupils of XI class on Academic Achievement in Physics whose parents are categorised in high and low income groups" is accepted. (Pupils whose parents are categorised in high income group Mean = 18.25, S.D. = 4.95, N = 83, pupils whose parents are categorised in low income group Mean = 11.32, S.D. = 3.78, N = 149, t value = 8.15, df = 230 significant at .01).

Findings of $H_{a_2}$ "There exists a significant difference between the pupils of XI class on Academic Achievement in Chemistry whose parents are categorised in high and low income groups" is accepted. (Pupils whose parents are categorised in high income groups Mean = 19.98, S.D. = 6.05, N = 83, pupils whose parents are categorised in low income groups Mean = 14.86, S.D. = 4.55, N = 149, t value = 4.92, df = 230 significant at .01).

The proposed hypothesis $H_2$ which reads as "There exists a
significant difference between the Academic Achievement of XI class pupils in different schools with reference to Physics and Chemistry" is accepted.

Hypotheses \( H_4 \) is splitted into various sub-hypotheses

Findings of \( SH_4-1 \) "There exists a significant differences between the Academic Achievement of XI class pupils of Private and Government School in Physics and Chemistry" is accepted. 

\[
\begin{align*}
(\text{Private (Physics)} & \text{ Mean} = 16.10, \text{ S.D.} = 5.08, \text{ N = 78,} \\
(\text{Government (Physics)} & \text{ Mean} = 10.79, \text{ S.D.} = 5.43, \text{ N = 249,} \text{ t value } = 5.53, \text{ df = 325 significant at .01}) \\
(\text{Private (Chemistry)} & \text{ Mean} = 15.29, \text{ S.D.} = 4.97, \text{ N = 78,} \\
(\text{Government (Chemistry)} & \text{ Mean} = 11.19, \text{ S.D.} = 5.56, \text{ N = 249,} \text{ t value } = 4.36, \text{ df = 325 significant at .01})
\end{align*}
\]

Findings of \( SH_4-2 \) "There exists a significant difference between the Academic Achievement of XI class pupils of Government and B.S.P. Schools in Physics and Chemistry" is accepted. 

\[
\begin{align*}
(\text{Govt. (Physics)} & \text{ Mean} = 10.79, \text{ S.D.} = 5.43, \text{ N = 249,} \\
(\text{B.S.P. (Physics)} & \text{ Mean} = 19.24, \text{ S.D.} = 5.56, \text{ N = 192,} \text{ t value } = 11.41, \text{ df = 439 significant at .01}) \\
(\text{Government (Chemistry)} & \text{ Mean} = 11.19, \text{ S.D.} = 5.56, \text{ N = 249,} \\
(\text{B.S.P. (Chemistry)} & \text{ Mean} = 19.68, \text{ S.D.} = 5.58, \text{ N = 192,} \text{ t value } = 11.32, \text{ df = 439 significant at .01})
\end{align*}
\]
Findings of SH_4: "There exists a significant difference between the Academic Achievement of XI class pupils of Private and B.S.F. Schools in Physics and Chemistry" is accepted. (Private (Physics) Mean = 16.10, S.D. = 5.08, N = 78, B.S.F. (Physics) Mean = 19.24, S.D. = 5.56, N = 192, t value = 3.10, df = 268, significant at .01, Private (Chemistry) Mean = 15.29, S.D. = 4.97, N = 78, B.S.P. (Chemistry), Mean = 19.68, S.D. = 5.58, N = 192, t value = 4.39, df = 268 significant at .01).

Suggestions - The main aim of any educational institution is the attainment of goals fixed for the learner as well as for the educational set up. But there are many social, environmental factors which try to hamper the progress in achieving the goal. The school organisational climate is one of them. It is necessary to mention here that the environment plays a key role in motivating the teaching-learning interactions. If the climate of the school is congenial then the teaching-learning interaction will be better resulting in a good result. It is clear that the tensed environment of the school, will affect adversely the attainment of the educational goal. Thus the following suggestions are offered for the better climate of the school.
1. The management and the administrative body should try to diagnose the different problems regarding the school, teacher and the student and to plan according to educational goals.

2. Better facilities should be provided which can enhance the teaching-learning outcomes.

3. Straining work should be given to the teachers after developing a good report with the teachers. The work load of the teacher should be reviewed properly.

4. The need satisfaction of the teacher should not be affected and teacher's cooperation should be taken in the planning and execution of plans.

5. The familiar type of climate shows better goal oriented result. Thus this type of climate should be encouraged in schools.

Follow up studies:

The various following studies can be undertaken for research which can contribute in grooming the climate of the school as well as in framing the educational goal.
1. To study the effect of different climates on the rest of subjects such as English, Hindi, Maths, Social Science, Biology etc.,

2. The study can be done on primary school pupils belonging to different school climates.

3. To study the effect of climates on the Achievement of pupils at the degree level.

4. To study the effect of different school climate on the Education Attainment of pupils of Middle Schools.

5. To study the anxiety of the teachers in relation to school Organisational climate.

6. To study the locus of control with the social behaviour, different school climates and the Educational Attainment of the learners.

7. To study the Adjustment and mental hygiene of the teachers in relation to School Organisational Climate.

The appendix includes various tables the prepared tests etc.,
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