CHAPTER II
CHAPTER II

REVIEW OF RELEVANT LITERATURE

2.0 INTRODUCTION 28

2.1 STUDIES ON ACADEMIC ACHIEVEMENT 28-92

2.2 STUDIES ON SCHOOL ORGANIZATIONAL CLIMATE 92-102

2.3 STUDIES ON SCHOOL ORGANIZATIONAL CLIMATE AND ACADEMIC ACHIEVEMENT 102-109

2.4 RESUME OF THE REVIEWS 109-112
CHAPTER-II

REVIEW OF RELEVANT LITERATURE

2.0 Introduction

The present chapter deals with the relevant literature in this area. It helps in laying the foundation of the research, directs the investigator in designing the research design, developing and executing the research. Different researches were studied and significant findings are stated. For meaningfulness, clarity, vividness the results of available relevant literature has been presented under the heads mentioned below.

2.1 Studies on Academic Achievement.

2.2 Studies on School Organizational Climate.

2.3 Studies on School Organizational Climate and Academic Achievement.

2.4 Resume of the Reviews

2.1 Studies on Academic Achievement :

Satyanandam (1969) studied about socio-economic status and academic achievement and found out that - (i) The children of graduate parents performed far better than the children of matriculate parents. (ii) There was a significant difference between the children of upper economic strata and lower economic strata. (iii) The upper and the middle economic
groups differed significantly. (iv) The middle and the lower economic groups did not differ significantly. Though the middle economic group was better than the lower economic group. (v) Sex had no bearing upon the achievement level.

Khanna (1980) studied the relationship between students socio-economic background and their academic achievement at junior school level and concluded that -(i) There was a positive and significant relationship of socio-economic status with academic achievement. (ii) The students achievement was related with his socio-economic status irrespective of whether his home town was a village, a town or a city. The correlation was more consistent in urban than in rural areas. (iii) There was a close relationship of academic achievement of rural and urban students with their guardians income. (iv) Socio-economic status was positively and significantly related with academic achievement in the case of boy and girl students of rural and urban areas. (v) There was a significant relationship of the academic achievement of the students of different types of schools with the socio-economic conditions of their families. (vi) The academic achievement of the children of educated parents, illiterate parents and educated mothers was significantly correlated with the socio-economic status of the family. (vi) There was a significant relationship of the scholastic achievement of the students of junior high school
classes with their family's socio-economic status.

Bajwa and Setia (1994) conducted a study on academic performance in relation to intelligence, self-concept and n-Achievement and concluded that - (i) Academic performance is positively and significantly related to intelligence and self-concept. (ii) Academic performance is not positively and significantly related to n-achievement. (iii) Academic performance of students with high intelligence is significantly better than students with low intelligence. (iv) No significant difference exists between students with high and low self-concept and high and low n-achievement in respect to their academic performance.

Kurdek and Sinclair (1988) conducted a study on Relation of eighth grader's family structure, gender and family environment with academic performance and school behaviour. The study revealed (i) students in two parent nuclear families had better academic performance and less problematic school behaviour than did students in either mother-custody or step father families (ii) Boys had more detentions than did girls. Despite significant differences among the three family structures, the family structure variable accounted at most for only 7% of the variability in academic performance and
school behaviour (iii) A family environment that emphasized achievement and intellectual pursuits accounted for variability in end-of-the-year, grades beyond that accounted for by family structure, gender, and family conflict (iv) The joint consideration of family structure, gender and family environment accounted at most for 17% of the variance in academic performance and school behaviour (v) For students in the mother custody and stepfather families; contact with father was unrelated to academic performance.

Sandhu (1986) A study of caste differences in intelligence and academic achievement. Findings revealed that (i) students belonging to the scheduled castes, backward classes, and general category do not differ in either intelligence or in performance in School subjects. No significant difference were found, suggesting that the categorization of these students is arbitrary.

Veenman, Voeter and Lem (1987) investigated about Classroom time and achievement in mixed age classes: Conducted an observational study in the Netherlands regarding the use of learning and instructional time among 120 students in 12 mixed age and 60 students in single-age classes (MACs and SACs) during mathematics and reading/language instruction (Grades 3 and 4). Achievement test scores indicated no significant
differences between Ss in MACs and SACs in time spent in content areas of reading/language and math or achievement. Ss in MACs spent more time working individually, and Ss in SACs on average spent more time working on the task prescribed by the teacher than Ss in MACs. A significant relationship between time-on-task and achievement was found only for math and 3rd-grade reading comprehensions.

Carpenter and Hayden (1987) investigated about girls' academic achievements. Single-sex versus coeducational schools in Australia. Findings support attempts in Australia to provide single-sex classrooms for Science and Mathematics courses.

Gakhar (1986) conducted a study on intellectual and personality correlates of academic achievement of college students undertaking different courses. Findings revealed that intelligence was more closely associated with achievement than with personality factors in all 4 groups of Science, commerce, arts, and home science. Factors of personality were differentially correlated with achievement. Commerce students were superior in intelligence and achievement to their counterparts in the other 3 groups. Home science students were superior to arts students in intellectual ability and achievement.
Gakhar (1986) did a correlational research in intelligence, aptitude, personality and achievement among science, commerce and arts students. A group test of general mental ability, the Differential Aptitude Test, and the Sixteen Personality Factor Questionnaire (16 PF) was administered to 150 science, business and art students to correlate intelligence, aptitude, personality and achievement. Findings revealed (i) that Intelligence was found to correlate more closely with aptitude and intelligence than with personality factors. (ii) Business students scored higher in intelligence, verbal reasoning, numerical ability, language speed, and achievement than did science students, who scored above art students.

Clarke (1987) conducted a study on smoking and academic achievement. There was no difference between smokers and the non-smokers mean marks on either the individual items of assessment or the over-all course results. Results indicate the number of cigarettes smoked per day was not significantly correlated with academic achievement.

Cheung (1986) conducted a study on sex differences in the effect of academic achievement on self esteem. Results show that males had a higher score on self esteem than females and the self esteem of males was susceptible to the influence of
academic achievement but it was not true for females.

Mohan and Gulati (1986) studied about Academic Achievement. A review of determinants Major Findings were intelligence plays a major role in AA, several other factors also appear to contribute. Home environment, maternal care, relation between parents, socio economic status (SES), parental education, interest and motivation have been found to be related to AA. Personality factors related to AA include self-concept, neuroticism, psychoticism and introversion-extroversion. Overall, personality adjustment appears to be related to AA and value system also seem to play a role. Thus AA appears to be an outcome of a large number of determinants interacting with each other.

Russell and Startup (1986) conducted a study on month of birth and academic achievement. It was concluded that some intellectually relevant quality peaks between 18 and 21 years of age and then declines.

Das (1983) investigated about Administrative behaviour of secondary school principals in relation to school climate and student achievement. Results indicate no significant relationship between principals administrative behaviour and
either school climate or student achievement.

Marsh (1988) studied the causal effects of academic self concept on academic achievement. Major findings are: (i) mathematics self concept did not influence subsequent achievement (ii) Problems associated with single item indicators are considered by demonstrating how the use of an alternate solution to the one proposed by Newman produced different results. Using the same data, the present author's finding support the causal influence of self concept on subsequent achievement.

Rao (1986) did a comparative study of self-acceptance, test anxiety, intelligence and achievement of scheduled caste and non-scheduled caste high school students. Sample consisted of 1,086 lower middle class and lower-class male and female non scheduled caste (NC) and scheduled caste (SHC) students studying in the 10th grade in India Groups were matched on age, grade level, residence, geographical area, socio-economic status (SES), parental education and parental occupation. Ss were administered a self concept inventory by S. Sharma (1976) a Hindi version of the Test Anxiety Inventory by C.D Spielberger (1980) and Raven Progressive Matrices. Major Findings are: (i) SHC students are more self-accepting than were their NC explained a significant amount of achievement
variance.

Peterson, De Gratie, James and Ayabe (1987) conducted a longitudinal study of the effects of retention/promotion on academic achievement. Major findings were: i) retained students significantly improved their relative class standing by the end of the retained year and in some cases they maintained this advantage over a 2 year period. However, after 3 years there were no differences between retained and promoted students. ii) Comparisons of same grade level performance provides some evidence that second and third grade retainees experienced more sustained benefits from retention, although these benefits were delayed 1 year.

Creemers and Tillema (1987-88) review the research on classroom process and managing classroom complexity, focusing on gaining the co-operation of students, reducing complexity and task accomplishment. It was found that language use differs among classroom settings and serves several purposes beyond giving informations like enforcing co-operation and confirming rules. Students self-awareness can increase their sense of efficiency or personal control over learning.

Henry Paul (1989) examined J. Hollands(1985) hypothesis that person-environment congruence relates positively to academic achievement. Subjects were classified as congruent or
incongruent and a cumulative grade point average (GPA) and a science GPA were calculated for each subject. It was found that congruent subjects achieved significantly higher cumulative and science GPA than incongruent subjects.

Syde Pieter (1987-88) studied about teacher's work condition and the amount of support they give to students. The degree of support students perceived as given by the teacher was correlated with school climate operationalized as teacher job satisfaction. It was found that teachers more concerned with individual students were perceived as less controlling and when teachers were expert oriented there was a positive relationship with task orientation.

Thomas Eleanor (1989) studied the three aspects of teachers' thought processes that have implication for education practice. These aspects are planning prior to teaching, thoughts and decisions during teaching and cognitive understanding of the knowledge and processes students need for optional benefit from instruction.

Alsaker (1989) measured global self-evaluation perceived academic competence and importance of achievement among the students. It was found that independently of the method used
to measure achievement, the correlations between global self-esteem and achievement remained low in absolute terms. Very little support was found for an interactive hypothesis with respect to the relationship between academic and global self-evaluation.

Basow and Medcalf (1988) administered attribution questionnaires and Bem Sex Role inventory to subjects rated how important 8 factors were in affecting their grade. It was found that typing affected attributions in exam performance but in different ways. Greater use of effort and task difficulty attributions by women than men might indicate greater prior knowledge of the subject matter.

Boyle, Start and Hall (1989) studied Mathematics and English achievement among students using the school motivation Analysis Test. A significant amount of variance in achievement was accounted for independent of variance due to abilities and personality traits. Males tended to invest a greater proportion of intellectual abilities than females in the learning of Math where as females demonstrated a higher investment of abilities in English.

Streitmatter (1989) explored the relationship between identity development and academic achievement in students.
Extended objective measures of Ego Identity Status was administered. Measures of attendance and achievement were obtained from school records. It was found that psychosocial maturity was significantly associated with missed school days and scores on standardized tests of achievement in mathematics and language. Correlations between these 3 measures and four identity statuses measured by EOSIS i.e. Achievement, Moratorium, Foreclosure & Diffusion and Ideological & Interpersonal domains was reported.

Patel (1981) Studied about the general ability as a predictor of academic achievement of the pupils of standards II, III and IV. The sample consisted of 400 pupils of standard II, III and IV selected from various districts of Gujarat. The subject, language, Mathematics, Social Science and Science were considered the variables of academic achievements. The non-verbal group test of general ability in pictorial form comprised of two parts viz. i) information part, consisting of 33 items ii) reasoning part, consisting of 26 items the reliability coefficient of test range from .84 to .96 and validity from .57 to .70. The study revealed following findings. i) With regard to the general ability of pupils of standard II through standard IV, no significant sex difference was found. ii) The general ability variable influenced the
achievement of the pupils of standard II through standard IV in all subjects in the total achievements. iii) The achievement of pupils of standard two in Social Science and Science from urban area and pupils of standard III in mathematics in rural area were influenced by the general ability variable. iv) The achievement of girls (rural) of standard II in social science and boys (urban) of standard II in social science was influenced by the interaction among IQ, area and sex variables.

Prasad (1977) investigated the impact of social re-inforcement on academic achievements. The sample consisted of 120 students of class VI divided into experimental and control groups. The groups were taught by the same teacher, the experimenter for a period three months on fixed dates. Weekly test were administrated to the subjects of both groups. The instructional content, the method of teaching and the nature of the test materials for both the groups were same. The experimental group received social re-inforcement whereas control group did not. The investigation reveal the following results. 1) The scores of experimental groups were significantly higher than the control group. 2) There was a progressive improvements in the marks obtained by the subjects of the two groups on the eight weekly test in the week to week
performance of the experimental group. The control group showed no progressive improvement. There was a significant difference between pre and post test scores of the experimental group.

Ravinder (1977) conducted a study on the effect of State Trait Anxiety, Psychological Stress and Intelligence on Learning and Academic Achievement. The sample consisted of 240 girl students of grade IX. The tools employed were Hindi version of State Trait Anxiety Inventory (STAI) of Spielberger (Sharma and Singh) Hundal's General Mental Ability Test, Hindi version; lists of serial verbal learning task and paired associate learning task prepared by the investigator. The major findings of the study were i) The performance of high anxiety and low anxiety students reflected difference in drive level only where experimental conditions contains some degree of stress. ii) Under the experimental condition of ego stress, the performance of high intelligence low anxiety students was superior at all stage of learning, whereas it affected in the case of low intelligence subjects. iii) Under the controlled conditions, the performance of high intelligence, high anxiety students was better than their high intelligence and low anxiety counter parts and low intelligence, high anxiety students were better than low intelligence and low anxiety
students. iv) The drive level or experimental conditions were important for high and low intelligence students. v) The performance of low anxiety students were better than high anxiety one at all stages of learning. vi) There was no significant relationship between anxiety and academic achievement except in the case of achievement in general science and mathematics. vii) The performance of high aptitude student were better than low aptitude students. viii) There was a little effect of general anxiety on academic achievement and the combination of anxiety with intelligence increased the accuracy of predicting academic performance.

Reddy (1978) – Studied about academic adjustments in relation to scholastic achievement of secondary school pupils - a longitudinal study. The sample constituted of 250 students of class VIII from rural, semi urban and urban areas selected randomly and followed till they reached class X. The tools employed were Rao's Academic Achievement Inventory, a sentence completion device to assess the attitude to self, learning, achievement, parents, teachers and peers. Raven's standard progressive matrices, Rao's socio-economic status scale and personal data sheets. The major findings of the study were i) There was a significant relationship between the academic adjustments and scholastic performance. ii) There was a
moderate relationship between mental ability and scholastic performance. iii) Beyond the necessary minimum level of ability, any increment in mental ability was not directly related to the increase in the academic adjustment level iv) There was a positive relationship between the attitude to self, learning, achievement, parent, teachers and peers with academic adjustment and scholastic performance. v) There was no relationship between the order of birth and size of the family with academic adjustments and scholastic performance. vi) There was no significant relationship between socio-economic status of the pupils parents with the scholastic performance at class VIII and class IX but pupils of class X hailing form homes with higher socio-economic status performed better. vii) Academic adjustments was independent of socio-economic status, scholastic performance and consistency in vocational preference were unrelated.

Salunke (1979) conducted a study of the home environment, socio-economic status and economic management in relation to the Academic Achievement of the first year college students of M.S. University, Baroda. The sample comprised of 673 students of the first year from science, commerce, arts and home science faculties of M.S. University of Baroda. The tools employed were the socio-economic status scale which was a
modified version of the original Kuppuswamy SES scale. Home environment questionnaire and economic management questionnaire developed by the investigator. The study yielded the following findings. i) The academic achievement of the students and their home environments was related to one another. ii) There was a relationship between educational climate and emotional climate with academic achievement. iii) There was a positive contribution of educational facilities and emotional happiness in the home to the academic achievement of the students. iv) There was no relation of socio-economic status with academic achievement but economic management was related with academic achievements. v) There was a difference in the socio-economic status, home environment and economic management of the students of different faculties. vi) The higher socio-economic status students were from home science and science faculties and students of home science faculty were better in economic management. vii) There was difference in the home environment of male and female students but there was no difference in their socio-economic status and economic management. viii) There was no relationship of home environment and economic management with different age groups, but there was relation of socio-economic status with age groups.
Shah (1978) investigated the relationship of self-concept to Academic Achievement of secondary school pupils. The sample consisted of 718 pupils from ten secondary schools of Bhavnagar studying in Grades IX and X of whom 368 were boys and 160 girls. The tools used was a self-concept inventory newly developed by the author based on the self-reporting technique. The investigation revealed the following findings.

1) In grade IX there was no significant sex difference in self-concept but a significant sex difference was found in self-concept at Grade X. The girls as a group did not indicate higher positive self-concept. 2) No significant difference was found between the mean scores on the self-concept of pupils studying in Grade IX and X. 3) A significant positive and sincere relationship was found between self-concept and academic achievement.

Sharma (1979) conducted a study on self-concept, level of aspiration and mental health as factors in academic achievement. The sample of the study comprised of 1060 students randomly drawn from students studying in classes X to XII of high schools and intermediate colleges situated in eight eastern districts of Uttar Pradesh. The tools employed were Piers-Harris childrens self-concept scale (Hindi adaptation), Ansari and Ansari LA coding test, Asthana's adjustment inventory and
personal data schedule. The major conclusions of the study were i) There was a positive and significant effect of the level of self-concept on academic achievement. ii) The level of aspiration did not affect academic achievement. iii) Mental health influenced some measures of self-concept but not scholastic achievement. iv) Difference in academic achievement influenced the level of aspiration.

Jain (1981) studied the impact of reading on the Achievement of pupils of Class VII in different school subjects. The tool was the silent reading comprehension test prepared by researcher. The study yielded the following results: (i) There was a positive relation of performance in all school subjects taught through the mother tongue with reading comprehension. (ii) There was a positive relationship of reading speed with achievement of school subjects. (iii) In Gujarati, Social Studies, science and Mathematics the achievement of the pupils from urban areas was better than that of the pupils from rural areas. (iv) The pupils with good reading comprehension their achievement was better in all the four subjects under study than normal and poor readers. (v) There was no sex differences in the achievement in the subjects under study. (vi) The socio-economic level of parents had a great impact on achievement of pupils in Gujarati,
Social studies, Science and Mathematics. Achievement of pupils belonging to higher SES was better than those whose parents belonged to middle and lower socio-economic levels and the score of pupils belonging to middle socio-economic levels were better than those with lower socio-economic levels in all subjects. (vii) The achievement of poor readers of rural areas boys and girls were better than poor readers boys and girls of urban areas. (viii) The boys and girls with poor reading comprehension from rural areas than their counterparts from urban areas in Mathematics. In case of normal readers also the girls from rural areas achieved better in mathematics than from urban areas.

Joseph (1979) conducted a study of some predictors of Achievement in Chemistry at the Pre-degree level. Sample consisted of 560 pre-degree students of Kerala. The ten variables measured using tests of accepted validity and reliability were number series, formulation, spatial ability, verbal comprehension and interpretation and critical thinking under cognitives variables while the attitude towards science, science interest, personal adjustment and social adjustment under effective variables and achievement in chemistry as dependent variables. The study yielded the following result :-

(i) The high achievers and average achievers, the average and
low achievers and high and low achievers were discriminated by independent variables. (ii) There was a significant correlation of all nine independent variables with achievement in chemistry at the pre-degree level. (iii) The multiple coefficient of correlation between achievement in chemistry and the best three predictor's spatial ability, number series and formulation was 0.7048 which indicated that around 49 percent of the variance of the criterion could be accounted for by the three predictor variables. (iv) There was significant differences between different groups as revealed by factor structures for high and low achievers this implied that achievement differentials effected the factor structures obtained with respect to ten variables under study.

Katiyar (1979) studied cognitive functions in relation to Achievement in Mathematics at High School stage. The sample consisted of 1000 girls and boys of class X of which 300 boys and 200 girls were studying general Mathematics and 300 boys and 200 girls were studying advanced Mathematics. The tests on cognitive functions were abstract reasoning, numerical reasoning, numerical ability, space relation and substitution of symbols, two prepared by investigator and three adopted from DAT. The major findings of the study was on the achievement test there was no significant difference inthe
average scores of boys and girls studying advanced mathematics. On the tests of cognitives functions, girls with advanced mathematics had a better score. Among the five cognitive functions, numerical reasoning and numerical ability occupied prominent place. The regression equations were found to be helpful in predicting scores of advanced Mathematics for boys and girls.

Khanapuri (1986) conducted a study on Academic Achievement Motivation Assessment, Validation and Development. The major objectives of the study were to develop a psychological education course and to check its effectiveness. The hypotheses of the study were: (i) The psychological education course raises the level of the need for academic achievement motivation. (ii) The psychological education course (PEC) improves the performance of pupils in school subjects of school achievement. The researcher developed two tools for studying the academic achievement motivation of students with reliability values of 0.91 and 0.82 respectively. PEC in motor and affective domains. The sample consisted of 35 standard IX pupils of the Rotary High School, Hubti. The treatment was given in 90 periods each of 45 minutes duration. The effectiveness of PEC was found by administering the achievement motivation tool before the treatment, immediately after the treatment, and six months after the treatment. Also,
the students' performance in school subjects was studied in relation to the nation of class VIII and class IX of the experimental group were collected. The non-parametric Wilcoxon Matched-Pairs Signed-Ranks Tests were used for analysis of data. The study revealed the following: (i) The psychological education course was effective in raising the level of academic achievement motivation of the pupils. (ii) The pupils sustained the academic achievement motivation level raised by the psychological education course even for six months after the training. (iii) The psychological education course was effective in improving the performance of pupils in school subjects.

Koul (1978) studied the personality needs of High and Low Achievers in Mathematics. The sample consisted of 200 high and 130 low achieving students selected on the basis of marks in Mathematics at the public examination. The tools employed were Socio-Economic Status Scale, Questionnaire of Jalota and others and Hindi version of Edward's Personal Preference Schedule (EPPS). The study revealed that: (i) There was a significant difference between high and low achievers in Mathematics on eight of Murray's need. High achieving group students on an average were high on the scale of Order, Dominance and n-endurance and low on Scales of n-Exhibition, n-Succorance, n-Heterosexuality and n-Aggression as compared
with low-achieving group. (ii) Low achievers in Mathematics were more exhibition succorant, heterosexual and aggressive. (iii) High and low achievers in mathematics were discriminated on several scales of EPPS and could be used as possible non-academic predictors of achievement in Mathematics.

Kulshreshta (1981) conducted a study on certain factors related to Differential Patterns of Achievement among Bright Students. The sample consisted of 276 students of first year Science and Mathematics students of intermediate colleges of Agra and Mathura selected on the scores on General Mental Ability Test of Joshi out of a population of 1,050 students. The tools employed were General mental Ability Test of Joshi, Vocational Interest Record of Kulshreshta, High School Personality Questionnaire by Kapoor, Family Relation Inventory by Sherry and Sinha and other tests to measure basic skills in Mathematics and Science. The major findings were:— (i) The Vocational interest in agricultural, persuasive, social and household areas had a changing role in scholastic achievement. Those who had less vocational interest achieved high whereas greater interest was detrimental to achievement. (ii) Greater vocational interest was shown by bright under achievers in artistic and agricultural area than other students. In
vocations related to household area bright under achievers in Mathematics than normal achievers. (iii) The bright under-achievers in Mathematics were more warmhearted than normal achievers and bright normal achievers in English were more conscientious than bright under achievers. (iv) The bright normal and under achievers in Science, Mathematics and English differed in their attitude to parents whereas common students did not. (v) The bright normal achievers in English had a higher basic skill in English than bright under achievers in English. (vi) To some extent under achievement was related to economic conditions at home but not with the personal health of the student. (vii) Under achievement was directly related with the parent's cares concerning collecting fees and other facilities for their child. (viii) Underachievers lived in more noisy houses.

Kumar (1981) investigated the relationship between Personality and mental Ability Variables and Achievement through programmed Instructional Styles. The sample comprised of 282 students of class IX studying in three intermediate colleges in the urban areas of Western Uttar Pradesh. Suitable measures of general anxiety, extraversion, intelligence and creativity were administered to the whole sample. The main findings of the study are 1- (i) Branching style of
programme was used to teach high intelligence students and expository method of teaching for low intelligence students. (ii) Programming styles preferably branching style should be used to teach high creatives and expository method of teaching for low creatives. (iii) Low general anxiety students should be taught through programming styles preferably branching styles and high general anxiety students through expository method. (iv) High extraversion students should be taught through linear style of programming and low extraversion students through branching style of programming.

Makhija (1973) conducted a study on interaction among values, interests and Intelligence and its impact on Scholastic Achievement. The sample comprised of 310 first year male students studying in the faculties of arts, science, commerce and agriculture. The tools employed were Ojha's Hindi adaptation of Allport-Vernon-Lindzey study of values, Chatterji's Non-language preference Record and Jaloto's Group Test of General Mental Ability. The study yielded the following result :- (i) There was a positive influence of intelligence on Scholastic achievement. (ii) Those students who were not oriented to political value, exploited their mental ability to much less extent than those who were highly oriented to it. (iii) Students developed vocational interest
in literacy pursuit those who valued beauty, form, symmetry and grade and avoided sports and outdoor activities. (iv) Those students who were oriented to practical and utilitarian view of life tended to exert their intellectual capacities more in the mechanical fields of vocational. (v) Those students who gave value to power, competition, renown etc. in their life utilized their mental abilities to excel in the field of crafts of scientific studies. (vi) Those students exploited their intelligence in the fields of science and medicine whose ideal of life was to probe into the mysteries of God. (vii) Adolescent boys who were motivated by affection, friendship and love of people used their intelligence in household activities. (viii) Those who cherished search of truth as the dominant ideal of life would not divert their capacities to mechanical occupation. (ix) There was no significant influence on scholastic achievement of the six values. (x) The motive to gain power as a means to dominate, control and influence others accelerated scholastic achievement. (xi) Intelligent students interested in science and medicine found that religious value were helpful in their performance but obstructive if they were interested in recreational activities. (xii) Students those who were highly interested in sports seldom proved to be high achievers in schools. There was affinity between religious
value and technical interest and they jointly influenced the calibre of the student in respect of his scholastic achievement.

Menon (1980) studied about creativity in English language of students of the Higher Secondary level in some English - Medium School in Delhi in relation to their Intelligence, Achievement and language Abilities. The sample consisted of 301 students. (165 girls and 136 boys) from six English Medium Schools of class VII. The tools used was the language ability Test to measure the students language ability in vocabulary, grammar comprehension and composition. Standard progressive matrices Test which measured the intellectual capacity of the students and creativity tests 1 and 2 to measure fluency, flexibility, originality and elaboration. The study yielded the following results:-(i) Creativity correlated highest with language then achievement (.045) then intelligence (.29). (ii) Correlation of language and achievement was higher (.56) than that of language and intelligence (.32). (iii) Intelligence was correlated highest with language (.32) creativity (.29) and achievement (.24).

Menon (1982) studied the performance of students at polytechnic's in relation to their Academic Achievements,
Intelligence, Differential Aptitudes, Adjustment and Aspiration level. The sample comprised of 300 students of Government polytechnics in Haryana. The tools employed were the General Mental Ability Test of Tandon and Jalota, the Adjustment Inventory by Patel and others, the Occupational Aspiration Scale of Grewal, the Differential Aptitude Test Battery (DAT) and the Test for level of Aspiration developed by Shah and Bhargava. The study yielded the following result.

(i) Eight factors were differentiated between high and low performance like general mental ability, space relations numerical ability, mechanical reasoning, language usage (spelling), language usage (grammar) and academic achievement.

(ii) In the correlational study numerical ability, general mental ability, abstract reasoning, mechanical reasoning, academic achievement, usage (spelling) and space relations were significantly related to the students performance. (iii) The multiple correlation analysis indicated numerical ability, general mental ability, abstract reasoning, mechanical reasoning, academic achievement and language usage (spelling) together accounted for 38.23 percent of the variance in the criterian variables.

Menon (1972) conducted a comparative study of personality characteristics of over-achivers and under
achievers of High Ability. The sample consisted of 2,400 students studying in class X selected from twenty one schools in Trivandrum Educational District on the basis of S.S.L.C. examination marks. The tools employed for the study were two parallel forms of an intelligence test, General Mental Ability Test-Verbal Forms A and B, a personality inventory, a motivational inventory, an interest inventory and a general data questionnaire. The findings of the study were: (i) Boys and girls of belonging to over achieving groups of superior and general ability were less extrovert and less maladjusted than the underachievers and showed greater academic interest and endurance. (ii) Over-achieving girls of general ability showed strongest interest in aesthetic, social and mechanical activities. (iii) Over and under achievement was influenced by demographic factors and Socio-economic status. Higher occupational and educational level of father, educational level of mother, family income and parental attention were related to high achievement but the extent of relationship was not similar for boys and girls. (iv) High achievement for girls was associated with job aspiration, educational aspiration and general ambition. (v) Urban residence was related to high achievement.

Mishra (1978) did a comparative study of high and low
achievers in science, commerce and arts on creativity, intelligence and anxiety. The sample consisted of 400 students (200 from each sex) for comparing the high and low achievers sex wise and 300 students (100 from each stream) for formulating regression equation for predicting academic achievement selected from secondary schools of Rajasthan. The tests employed were Mehdi's test of creativity, a verbal test of creativity, constructed by the investigator, Raven's standard progressive matrices and Sinha's general anxiety scale. The main findings of the study were :- (i) On the level of creativity, high achievers in arts were higher than low achievers in arts. (ii) On the level of creativity, high achievers in commerce were higher than low achievers in commerce. (iii) The high achievers in science were higher than their low achieving counterparts on the level of creativity. (iv) In arts the high achieving boys had a higher creativity than their low achieving counterpart. In arts the high achieving girls had higher creativity than their low achieving counterpart. (v) The high achieving boys in science were higher on creativity than their low achieving counterparts. The high achieving girls in science were higher on creativity than their low achieving counterparts. (vi) High achievers in arts were higher in the intelligence level than the low achievers. (vii) In intelligence, high achievers in commerce
were higher. (viii) In intelligence high achievers in science were higher than low achievers. (ix) The high achieving boys in arts were higher in intelligence than their low achieving counterparts. (x) The high achieving girls in arts were higher in intelligence than their low achieving counterparts. (xi) Intelligence and creativity were statistically correlated among the high achievers in science and commerce and low achievers in arts. (xii) There was no relationship between intelligence and general anxiety in any of the streams or levels of achievement except the low achievers in science. (xiii) There was a relationship between creativity and general anxiety in case of low achievers in commerce and science. (xiv) The science students were more creative, intelligent and low in general anxiety than their counterparts in other streams. In creativity and intelligence, arts students were low but high in general anxiety. High creative talent and low general anxiety was exhibited by science students.

Mishra (1982) conducted a study of performance discrepancy of science teachers and the effect upon the achievement of students in science. The sample comprised of 109 science teachers teaching class IX (male 93, female 16) of urban boys, urban girls, rural girls and rural co-educational higher secondary schools. 94 members of the supervisory staff, 72
teacher-educators, 12 science promotion officers and 10 members of the State Institute of science education were selected randomly. For data collection, the rating scale for expected performances of science teachers schedule for actual performance of science teachers, achievement test and other tests were used. The study yielded the following results:—

(i) Performances related to the dimensions of teaching, planning, correlation in science, homework, science library and co-curricular activities were perceived to be favourable by supervisory staff. While classroom teaching and laboratory organization was considered to be favourable by science teachers. (ii) There were significant differences between the expected and the actual performances of science teachers in relation to performances in all aspects. (iii) The amount of discrepancy was low in less expected performances and more in most expected performances. (vi) Difference between the discrepancy of male and female science teachers was observed in the dimension of classroom teaching, demonstration and laboratory organization. The performance discrepancy was more among female science teachers than their male counterparts. (v) The dimensions of laboratory organization, co-curricular activities and science library revealed performance, discrepancies between urban and rural science teachers. The discrepancy in all these dimensions was found to be more
prominent among rural science teachers than their urban counterparts. (vi) An inverse relationship was identified between the performance discrepancy of science teachers and the achievement of science students. (vii) It was found that the main causes of performance discrepancy were in the area of unawareness of the performances lack of time to organize the performances and over-crowding. The other related causes to make the science teachers non-performers was lack of science materials, lack of money, non-cooperative attitude of school authorities and improper and inadequate teacher training. (viii) The curriculum in science was dominated fully by external examination system so the entire performance of science teachers was identified to be dominated by examination result syndrome. Their interest in conducting co-curricular activities, investigatory projects and the involvement of students in teaching-learning process was very less.

Ojha (1979) studied about the correlation between socio-economic status and achievement of high school boys. The sample comprised of 1,050 male students of class XI belonging to the rural and urban intermediate colleges of Jaunpur district (U.P) who filled the personal information blank which was devised to collect information about the determinants of socio-economic status. The marks secured in the high school examination served as a criterion for achievement. The study
yielded the following results (i) A significant positive correlation of .34 was found between achievement and socio-economic status (SES) for rural boys and .69 for urban boys. (ii) Rural boys achievement were better than that of urban boys (iii) In case of both rural and urban students, it was found that higher the SES better would be the academic achievement of students at high school level. (iv) There was a relationship between parental education, occupation and income with educational achievement of rural and urban boys of class XI.

Prasad (1977) studied the impact of social reinforcement on academic achievement. The sample comprised of 120 students of class VI divided into experimental and control group. The study yielded the following results. (i) The experimental group scored significantly higher than the control group. (ii) The average marks obtained by the subjects of the two groups on the eight weekly tests and in the post test showed improvement in week to week performance of the experimental group, whereas there was no progressive improvement in the control group. There was a significant difference between the pre-test and post test scores of the experimental group.
Vijayalakshmi (1980) conducted a study on academic achievement and socio-economic status as predictors of creative talent. The sample consisted of 425 pupils attending six selected secondary schools from rural and urban areas of Kerala. The tools employed were Nair's Kerala University test of creative thinking and Nair's socio-economic scale data sheet. The study yielded the following results:

(i) There was a significant difference between the high and low creatives in academic achievement. (ii) A significant difference in socio-economic data was observed between the high creatives and low creatives. (iii) The average academic achievement of the high creatives was found to be more than the low creatives. (iv) Socio-economic status had a facilitating effect on the creative ability of the pupils.

Ganihar (1993) found a significant relationship between cognitive style and school achievement.

Sharma (1981) studied factors related to academic underachievement of girls of secondary schools located in rural areas of Haryana. The study yielded the following result:

(i) Poor Academic Motivation, linguistic ability, planning of study work, adjustment and emotional insecurity contributed to underachievement. (ii) The underachievers were significantly
poor in their performance on all these variables. (iii) All the variables included in this study were inter-related. Hence remedial programmes for underachievers had to be necessarily global in approach.

Panda (1994) conducted a study on risk taking, personality and academic achievement. The study was done on 200 boys and girls of class IX. It was found that risk taking, sex and interaction do not have significant independent or joint effect on academic achievement.

Misra et al (1960) found that children coming from high home environment achieve better in school than their counterparts coming from low home environment.

Morrow and Williamson (1961) while analysing the background of family factors responsible for higher achievement of school children, concluded that achievement of the children was higher if there was more congenial home environment. Less parent domination and sympathetic parental encouragement have been found to be responsible for the achievement of the child.

Shah and Sharma (1984) observed a high significant positive relationship between variable of family climate and academic achievement.
Jagannathan (1986) found that there was a strong association between home environment and academic achievement. There was a significant difference between the students of high home environment and low and middle groups. Mehra (1980) revealed in his study that the family which had many siblings the achievement scores were affected.

Ganguli (1981) studied about Anxiety and Academic Achievement and found that there was no significant difference in the mean performance on an achievement test in Mathematics between the pupils having high and low anxiety.

Sharma (1982) studied about Academic Achievement of school students vis-a-vis their parents Education and found a positive correlation between academic progress of students in school and their parents education.

Pandey (1981) conducted a study on the social aspects of Academic Achievement and Aspirations of scheduled Tribe students. The study yielded the following results. (i) Low academic achievement by tribal students were because they were not able to avail proper educational opportunities which was provided by the formal educational set-up due to their socio-cultural backwardness and the gap between the
school environment and family background. (ii) Poor economic conditions of the students forced them to do manual labour which resulted in low achievement. (iii) The bitter and negative interaction pattern between non-tribal and tribal students was also responsible for low achievement. There was hegemony of non-tribal upper caste students who showed indifference and hatred in their behaviour towards the tribals. Because of these environmental factors tribals could not take the advantage of educational opportunities provided to them. (iv) The teacher taught relationship in the class and out of class was not very congenial. Teachers showed indifference to tribal students. (v) It was revealed by the analysis of occupational aspirations that their selection area was becoming gradually more extended variegated and modernized.

Kerawalla and Pandya (1995) investigated the students Attitude towards the School in Relation to their classroom climate and school type and concluded that students attitude towards the school is influenced by their perception the classroom climate including their relationships with teachers and pears, the nature of rules and control and the nature of opportunities provided for personal growth.
Deshpande (1996) concluded that student achievement depends on student variables like intelligence, need for achievement, study habits, socio-economic status of students in addition to academic inputs provided by the school.

Patel and Patel (1996) investigated the study habits of pupils and its impact upon their Academic Achievement. The investigation revealed the following findings (i) There exists no significant difference between the mean scores of study habits of the pupils having high and low General Ability. (ii) There exists no significant difference between the mean achievement scores of the pupils having high and low G.A. (iii) There exists no significant difference between the mean achievement scores of the boys and the girls. (iv) There exists no significant difference between the mean achievement scores of the pupils having good and poor study habits. (v) There exists no significant interaction between/among the independent variables of general Ability, Study habits and sex in the production of achievement scores.

Boucher and Cheek (1987) studied the effect of cultural differences, brain similarities and academic achievement.

Pandey (1981) A study into the Relationship between the organizational climate of Barhwal's Secondary schools
Percieved by the Teachers and their Adjustment problems. The main findings of the study were (i) A significant negative relationship between the total scores on the organizational climate and social adjustment was identified. (ii) The Govt. Secondary Schools had better organizational climate than private secondary schools. (iii) The girls secondary schools were better in organizational climate than the boys secondary schools. (iv) Similarly the secondary schools of urban areas were better than those of rural areas with respect to organizational climate. (v) The teachers of the government secondary schools were more well adjusted than those of private secondary schools in the areas of home, social and educational adjustment whereas they had similar levels of adjustment in emotional and health areas. (vi) The teachers of girls and boys schools were almost similar in the areas of health and emotional adjustment. The male teachers had poor family and educational adjustment than their female counterparts whereas the female teachers had more problems related to social adjustment. (vii) The teachers working in the secondary schools of urban areas had less problems related to home and social adjustment than those of the secondary schools of rural areas whereas these teachers were more well adjusted in the areas of emotional, health and educational adjustment than their counterparts of urban schools.
Agarwal (1982) conducted a study of self-disclosure and Academic Achievement as related to self-concept and parent Child Relationship among major castes with special reference to girl students. The major objectives of the study were:

(i) to study caste differences in self-disclosure
(ii) to study caste differences in self-concept
(iii) to study caste differences in academic achievement
(iv) to study caste differences in parental acceptance
(v) to study caste differences in parental rejection
(vi) to study the relationship between self-disclosure and self-concept
(vii) to study the relationship between self-disclosure and parental rejection
(viii) to study the relationship between self-disclosure and parental acceptance
(ix) to study self-disclosure and academic achievement
(x) to study the relationship between self-concept and parental acceptance
(xi) to study the relationship between self-concept and parental rejection
(xii) to study the relationship between self-concept and academic achievement
(xiii) to study the relationship between parental acceptance and academic achievement.

The study was conducted on a sample of 600 girl students (18 to 24 yrs) from different castes, namely brahmins, kshatriyas, vaishas and scheduled castes. From each caste 150 girl students were selected. The investigator used the following tools. Sinha's Eighty Item self-disclosure Inventory, Swatva-
Bodh-parikshan (A test of self-concept in Hindi version) by Sherry and Verma, marks for high school examination as an index of academic achievement. The finding of the study were:

(i) There were statistically significant caste differences in self-disclosure. Kshatriya, Brahmin and Vaish girls were higher in self-disclosure than the girls belonging to scheduled castes. Kshatriya girls revealed themselves in a very different manner. Brahmin girls were lower in self-disclosure than Vaish girls.

(ii) There were statistically significant caste differences in self-concept. It was interesting to note that the girls belonging to scheduled castes had lower self-concept than Kshatriya, Brahmin & Vaish girls. The self-concept of Kshatriya girls was found on the top of the hierarchy. Vaish girls had higher self-concept than Brahmin girls.

(iii) There were no significant caste differences with regard to academic achievement. The girls belonging to scheduled castes were low achievers than Kshatriya, Brahmin & Vaish girls. Kshatriya girls obtained highest marks in this respect and Vaish girls were higher achievers than Brahmin girls.

(iv) There were no significant caste differences with regard to both dimension of parent-child relationship viz. parental acceptance and parental rejection.

(v) There was a positive relationship between self-disclosure and self-concept. The higher the self-disclosure,
the higher the self-concept and vice-versa. (vi) There was a positive relationship between self-disclosure and parental acceptance. Accepted children disclosed themselves more freely than rejected children. (vii) There was a negative relationship between self-disclosure and parental rejection. Parental rejection inhibited children to communicate with each other. (viii) There was a positive relationship between self-concept and parental acceptance. (ix) There was a negative relationship between self-concept and academic achievement. (x) There was a positive relationship between academic achievement and parental acceptance and a negative relationship between academic achievement and parental rejections.

Gupta (1978) conducted a study of the Personal Characteristics and Academic Achievement of Scheduled Caste and Backward Class students of Meerut University. The objective of the study were (i) To study and describe the personality needs of the scheduled caste and backward class students and also those of the general group of students. (ii) To study and describe the self concepts of the scheduled caste and backward class students and along with those of the general group of students. (iii) To study the cognitive characteristics, such as intelligence, of the scheduled caste and backward class students along with the non scheduled caste students of degree
and postgraduate levels; (iv) to study the level of academic achievement of the scheduled caste and backward class students along with that of the general group of students; and (v) to make a comparative study of the scheduled and non-scheduled caste students on all the foregoing variables. The sample for the study consisted of students of six colleges of Meerut University selected randomly. Data were collected through Meenakshi Personality Inventory, Bhatnagar's self-concept Inventory, Raven's standard Progressive Matrices and cumulative record cards. The test was used for data analysis. The findings were (i) The scheduled caste and backward class postgraduate students were characterized as more enduring nurturant and achievement oriented, but suffering from feelings of abasement. They were much less exhibitionistic and dominant. The graduate students of the scheduled caste and backward class also presented almost a similar picture. In comparison to the post graduate students, of the scheduled caste and backward class, the graduate students, emerged as affiliative also. (ii) The non-scheduled caste postgraduate students were found to be more nurturant, dominant, achievement - oriented autonomy - oriented and aggressive. (iii) The non-scheduled caste graduate students were more achievement - oriented and aggressive with regard to the need - structure of personality. (iv) The S.C.
postgraduate students perceived themselves as confident and good achievers. They perceived themselves as less inferior, less withdrawing and less emotionally unstable (v) The graduate students of the scheduled caste and backward class also presented exactly the same picture as that of the postgraduate students with the difference that the postgraduate students perceived themselves slightly more inferior in comparison to the graduate students of the scheduled castes. (vi) The non S.C. students, the post graduates as well as as the graduates, presented almost the same order of self - concept as found in the case of S.C. students. (vii) With regard to intelligence, the post graduate students of the S.C. and backward class appeared to have a slightly higher mean score in comparison to the graduate students. Larger difference was found between the intelligence levels of post graduate and graduate students of the non S.C. (viii) S.C. graduate and post graduate students were average on the need for achievement the need for autonomy and the need for affiliation. They appeared to be less intelligent as compared to the general normative sample. (ix) The S.C. graduate students as compared to the non S.C. graduate students were more affiliative, more in the need of feeling inferior, more nurturant and more enduring. (x) The S.C. students of post graduate classes were more achievement
oriented, more enduring and more in need of feeling inferior, less aggressive, less dominating and less in need of autonomy as compared to non S.C. students of same level.

Sutradhar (1982) did a psychological study of Socially Disadvantaged and Advantaged Children; and their relative Academic Achievements. The major findings were: (i) The advantaged children were always superior to the disadvantaged children in respect of academic achievement. (ii) The advantaged and the disadvantaged children did not differ in respect of intelligence. (iii) In the advantaged group, both the children and their fathers had positive self-concept, whereas in the disadvantaged group both the fathers and their children reported negative self-concept. (iv) The child-centredness of the parents was more marked in the case of advantaged children than in the case of disadvantaged children. (v) The academic achievements of the advantaged and the disadvantaged children, both as a whole and separately, had significant association with some of the biographic and environmental factors. (vi) Cognitive and perceptual factors, on the whole, made significant contribution to the academic achievement of the children considered irrespective of their status and irrespective of urban and rural settings. This was so also in the case of the
advantaged children considered irrespective of their settings and also when urban and rural populations were considered separately (vii) The academic achievement of the children considered irrespective of their advantaged and disadvantaged status and irrespective of urban and rural setting was found to have significant association with intelligence, self-concept, self-concept of father, child-centeredness of parents and father’s education, occupation and income. (viii) Father’s education contributed maximum to the relative academic achievement of the children followed by the intelligence of the children. (ix) The disadvantaged and the advantaged children differed in terms of their personality characteristics to a considerable extent. The two groups also differed in respect of their biographic and environmental factors. Almost the same differences were observed when the advantaged and the disadvantaged children were compared in terms of urban and rural setting separately. (x) There was no difference between the urban and rural advantaged children in respect of biographic and environmental factors except the provision for a private tutor. But the urban and the rural disadvantaged children were found differing in terms of biographic and environmental factors.

Bisht (1980) conducted A study of stresses in relation to School Climate and Academic Achievement (Age-group 13-17).
The main objectives of the investigation were (i) to identify the causative factors of stresses and (ii) to study the academic stress (AS) and institutional stress of students in reference to three main effective variables, viz. need for academic achievement (NAA), School Climate (SC), academic achievement (AA). The significant results of the study were (i) All the distributions of the different variables were almost normal (ii) Mean scores of academic stress and school climate did not differ sex-wise but the male students differed from female students significantly on the need for AA, AA & AS. (iii) Age-wise there was no difference on the mean scores of these variables. (iv) All the three independent variables were positively and significantly correlated. (v) Only school climate and academic achievement were correlated negatively for the female sample though it was not significant. (vi) The need for AA was a significant predictor of institutional stress and AS even when the need for academic achievement's correlated variance with other variables was partialed out. (vii) The need for AA was the second best predictor but for males it was the best predictor (viii) The school climate was found to be a significant predictor of IS & AS and it was also the best predictor except for the male sample (ix) Although academic achievement predicted institutional stress and academic stress significantly, it
ceased to do so when its correlated variance with the need for academic achievement and the school climate was partialled out.

(x) The overall results indicated that NAA and SC could predict IS and AS as efficiently as NAA, SC, and AA implying that the variable AA could be dropped without losing predictability. (xi) For the female sample, SC alone functioned as an efficient predictor.

Bisht (1980) investigated Interactive Effect of School Climate and Need for Academic Achievement on the Academic stress of students. The investigation aimed at studying the interactive effects of the school climate and the need for achievement on the stress of students. The major findings were (i) High n-A Ach and low n-A Ach operating independently did not differ in their effect on academic stress. (ii) Two types of school climates operating in and by themselves did not differ in their effect on academic stress. (iii) The two variables namely the n-A Ach and the school climate, when allowed to interact, affected the degree of academic stress. (iv) Academic frustration was influenced by the interactive effect of the n-A Ach and the school climate but not influenced by either of them in isolation. (v) Academic conflict was influenced by the n-A Ach but not by the school climate. The interactive effect of the n-A ach and the school
climate was symmetric. (vi) The n-A Ach had an effect on academic pressure of students but the school climate did not show any specific effect. No interactive effect was found on academic pressure. (vii) Academic anxiety was not affected either by the n-A Ach or by the school climate but was influenced symmetrically by their interactive effect.

Gupta (1981) conducted a study of parental Preferences in relation to Adolescents personality, Adjustment and Achievement. Through purposive sampling, 3,404 cases were involved at one stage or other of the study. Patterns of parental preferences were identified by the Parental Preference Inventory (PPI) prepared by the investigator. The Hindi version of Junior - Senior High School personality questionnaire of Kapoor and Mehrotra was used along with Singh's Adolescent personality Inventory and Saxena's Adjustment Inventory. The findings of the study were: (i) Parents as a group tended to show varying parental preferences in different spheres while some tended to exist as core preferences; these preferences were primarily focussed on higher academic achievement followed by the physical and social fields and tended to neglect influences of tradition, culture and Indian social norms. (ii) While adolescents from joint families tended to exhibit significantly better
educational social and health adjustment, emotional adjustment and home adjustment were independent of family type. A higher desirability of parental preferences in the social field resulted in better educational adjustment. (iii) Though achievement was a function of socio-economic status, it was independent of family size and type. (iv) An inverse relationship existed between the desirability of parental preferences and the achievement of adolescents. (v) While no single effect was found to be strong enough to cause delinquency, tendency was manifestmore among adolescents of extreme achievement groups low desirability of parental preferences resulted in significantly higher delinquency among average achievers. Those with low levels of achievement and adjustment were significantly more delinquent even when their parents had high and average desirability of parental preferences. (vi) Creativity was manifest significantly more among those with poor and average achievement. (vii) Students with poor achievement were more creative when desirability of parental preferences was of average level. Students with high average adjustment were significantly more creative. (viii) Obedience as a personality trait was related with high desirability of parental preferences while assertiveness was related with low level of desirability of parental preferences. (ix) Low desirability of parental preferences
resulted in expedience, evasion of rules, lesser ego integration. (x) Low desirability levels of parental preferences in the moral and emotional fields tended to make adolescents, particularly girls, group dependent. (xi) The desirability of parental preferences was positively related to socio-economic status.

Gupta (1978) did a study of Anxiety and Achievement motivation in relation to Academic Achievement, sex and Economic status. The main findings of the study were: (i) The low anxiety group had higher mean achievement motivation than the high anxiety group but the differences were not statistically significant. (ii) Girls were significantly more anxious than girls. (iii) Boys were more achievement motivated than girls. (iv) In the case of boys there was negative relationship between anxiety and achievement motivation. (v) Students from higher socio-economic classes showed lower level of anxiety. (vi) Students having higher academic achievement showed lower level of anxiety. (vii) Correlation between anxiety and achievement motivation in the case of all the groups having low academic achievements was negative irrespective of socio-economic status. (viii) In the case of groups belonging to low economic status but having upper academic achievement, correlation between anxiety and
achievement motivation was negative. (ix) In the case of
groups belonging to low economic status and having middle
academic achievement, correlation between anxiety and
achievement motivation was positive.

Dandapani (1976) investigated the effect of a Group Guidance
programme upon the Academic Achievement of High School
Underachievers. The sample was drawn from 680 boys studying in
standard X, English medium, of twelve high schools in Mysore
city. Ninety out of 680 boys were identified as under
achievers. The major findings of the study were: (i)
Academic achievement of the counselled underachievers was
significantly greater than that of non-counselled
underachievers. (ii) The academic achievement of the
counselled underachievers was significantly greater than that
of the non-counselled normal achievers. (iii) There was no
difference in the academic achievement of the non-counselled
underachievers and non-counselled normal achievers (iv) There
was no difference in the academic achievement of
underachievers of merchant class and clerical class families,
the underachievers of professional class families differed
significantly from the other two groups.
Vohra (1977) investigated the relationship among Intelligence, Aptitude, Personality, Academic Achievement, and Vocational choice of polytechnic students. The major findings of the study were:

(i) The polytechnic students gave definite and well-considered choice for the group of occupations (technology) for which they were undergoing training.

(ii) Most of the choices in various other groups and in the technology group were given for the first level of occupations.

(iii) The means obtained on intelligence and aptitude tests were comparable and in some cases higher in the case of polytechnic students than in the case of other general academic course students.

(iv) The scores on H/I and N dimensions of personality were less in the case of polytechnic students than in the case of students of other professional and general academic course groups of equivalent age level.

(v) Intelligence played little role in their choices for technology group of occupations.

(vi) Occupational choice (technology) and aptitude were significantly and positively correlated.

(vii) Personality and academic achievement did not play any role in the choice of occupational courses.

(viii) There was low correlation between personality and intelligence, personality and aptitude for these courses.

(ix) The relationship between academic achievement and personality dimensions H/I and N was found to be negative. The low score
on neuroticism and extraversion was associated with high achievement in these difficult, complex courses requiring a lot of persistence to do work at desk and machine. (x) Academic achievement and aptitude were positively correlated in the whole sample as well as sample in different branches. This was further supported by the factor analysis as both these variables formed one common factor. (xi) The choices of polytechnic students were not having a rational and scientific basis, as no relationship was found between the occupational choices and personality, academic achievement, and intelligence of the students. Lack of rational basis could be the major reason for wastage in these institutions.

George, Mathew and Nair (1971) conducted a study on development of Language and Play Patterns of children of the Age Group 5 1/2 to 11 and their relationship to Academic Achievement. The sample of the study was made up of 144 pupils, with equal number of boys and girls, drawn from twelve schools in Trivandrum district, their parents, (at least mother being compulsory) and 120 teachers. The sample was classified into three subgroups for all analyses with 48 pupils in each group. Correlations with academic achievement were calculated for the variables which provided continuous scores and biserial correlations for variables which provided
dichotomous scores. The language and play patterns of the three groups were arrived at and compared to obtain the developmental norms.

Acharyulu (1978) studied the relationship among creative thinking, intelligence and school achievement. The main findings of the study were (i) There was no sex differences in intelligence, figural creativity and achievement in Telugu, general science and social studies significant sex differences in verbal creativity and achievement in English and mathematics were found in favour of girls. The performance of either sex was better on the verbal than on the figural TTCT.

(ii) The average correlation between intelligence and verbal TTCT ($r = .21$) was not only significant but was also higher than that between intelligence and figural TTCT ($r = .10$). These correlations were higher for girls than for boys. Further, the correlation between verbal TTCT and school achievement were as high as those between intelligence and school achievement.

(iii) The hypothesis of interaction between intelligence and creativity as they affected school achievement were not supported in 34 out of the 35 sets of 7 x 3 factorial analysis of variance. There was a significant disordinal interaction between intelligence and figural elaboration, although no definite trend in their effect on the English language was.
noticed. (iv) The main effects of both intelligence and creativity were significant in 33 out of the 35 analysis of variance involving intelligence, verbal and figural creativity measures and school achievement and the form of relationship was such that intelligence and creativity tended to be additive and more or less linear in their effect on school achievement. (v) There was no evidence for the existence of maximum or minimum intelligence thresholds, and neither Anderson's ability gradient theory nor Cicirelli's modification of it was supported. (vi) Getzels Jackson effect was confirmed by the non-significant differences in achievement between the high intelligence and high verbal creativity groups despite significant differences in their intelligence and verbal creativity. But in the case of the high intelligence and high figural creativity groups the evidence for the Getzels - Jackson Effect was rather weak. The achievement of the high intelligence and high verbal creativity group in different school subjects was significantly higher than that of the high intelligences and high verbal creativity groups.

Gaddy, (1988) conducted a study on High School order and Academic Achievement. It was found that (i) the literature does not clarify why individuals who misbehave perform poorly in school. (ii) One inference drawn here is
that failure to distinguish order as a product of coercion from order as a manifestation of self-discipline may result in the failure of research to clarify the relationship between order and achievement.

Mckenzie (1989) conducted a study on Neuroticism & academic achievement. Tools employed were the Eysenck Personality Questionnaire and the sixteen personality Factor Questionnaire (16PF) Examined sample consisted of 204 British students. The study revealed that (i) although neuroticism correlated negatively with success on the Diploma of Higher Education it correlated positively with success on the 3rd yr. Bachelor of Arts/Sciences degree by independent study. (ii) Neuroticism correlates positively with achievement only in students who have been selected on some coping factor.

Breznitz and Teltsch (1989) investigated the effect of school entrance age on academic achievement and social-emotional adjustment of children. The sample included 73 oldest pupils born in the 1st quarter and 64 youngest pupils born in the last quarter of the same calendar year Results showed that (i) differences between the two groups in academic and social-emotional measures found when Ss were in Grade 1, persisted in part to Grade 4. (ii) The youngest Ss continued to score lowest in mathematics and in oral and silent reading
comprehension, they were slower readers and had higher trait anxiety scores. (iii) Differences between the groups in oral and silent reading comprehension performance increased over the years.

Fincham, Hokoda and Sanders (1989) conducted a study on helplessness, test anxiety and academic achievement. It was found that (i) both self-report and teacher-report measures of helplessness were stable over the 2-yr. period (ii) helplessness in the 3rd grade was related to achievement test scores was related to achievement test scores in the 5th grade and (iii) teacher reports may be a viable means of identifying helplessness. Findings are discussed in terms of cognitive development changes in children's understanding of effort and ability and their implications for the assessment of learned helplessness.

Clifton and Roberts (1988) investigated about social psychological dispositions and academic achievement of Inuit and Non-Inuit students. The investigation revealed that - (i) Inuit students were found to have lower activism and self-concept of ability scores (on scales measuring these) than non-Inuit students (ii) These 2 social psychological dispositions are believed to account for a large part of the
effect ethnicity has on academic achievement. (iii) effective teachers of Inuit students create emotionally warm and personalized classroom environments, while demanding high academic achievement. In doing so, teachers may positively affect students' activism and self-concept of ability which, in turn, may enhance academic achievement.

George and Lakshminarayanan (1988) conducted a study on academic achievement in relation to anxiety. Sample consisted of 30 9th & 10th standard school children. Results indicate no difference in the anxiety.

Bal (1988) conducted a study on Creativity cognitive style and academic achievement amongst university students. Sample consisted of 150 female Indian college students. Tools employed were Embedded Figures Test - Form A and Torrance Test of Creative Thinking (TTC) the study revealed field independence - dependence and academic achievement (AA) were related to TTC scores of fluency, flexibility and originality and to creativity assessed by the Remote Associates Test (RAT). Cognitive style & AA interacted with RAT but not TTC creativity.

Delgado (1988) found that sociocultural adjustment to school affected the academic achievement.
Smith (1988) studied about self concept and teacher expectation of academic achievement in elementary school children sample consisted of 163 male and 123 female 3rd - 6th graders. The study revealed A 3-way factorial (sex by race by grade level) yielded a significant self-concept difference according to sex, with girls having higher self-concept scores than boys.

Altmann and Dupont (1988) investigated the relationship between academic self-concept global self concept and academic achievement. Sample consisted of 198 elementary school students (Grades 3 - 6). Tools employed were perception of Ability scale and the Pers Harris Children's self concept scale. Results revealed that (i) there were significant positive relationships between measures of self-concept and academic achievement (ii) Data indicate that Ss perceptions of their academic ability were significantly related to their achievement in school.

Partes, Dunham, King & Kidwell (1988) conducted a study on Early age intervention and parent child interaction. Their relation to student academic achievement. The study revealed that participatory style of interaction but not early-age intervention correlated significantly with academic
Barber (1988) investigated the influence of family demographics and parental teaching practices on Peruvian children's academic achievement and administered reading and mathematics achievement tests, based on Peruvian curricula, to 1,201 children (aged 6–8 and 9–12 yrs.) from Lima, Andahuaylas, and Lamas. Parents were interviewed and socioeconomic status (SES) was assessed by examining physical aspects of the home environment. Investigations indicate (i) that achievement scores differed across the 3 locations (ii) The locations differed in the percent of literate parents, quality of home environment, parental expectations for their children's future and parental teaching practices (iii) These variables were found to have different relations to achievement in each location. (iv) The ways in which parental behavior's may mediate between family demographic characteristics and children's achievement.

Comadena and Prusank (1988) conducted a study on communication apprehension and academic achievement among elementary and middle school students. Major findings were :- (i) Communication apprehension and Academic Achievement were found to be significantly and negatively related (ii) On 3
tests of achievement (mathematics, language, reading), Ss high in communication apprehension demonstrated the lowest levels of learning. (ii) In the case of mathematics, Ss law in communication apprehension had achievement scores that were 23% higher than Ss high in communication apprehension.

Teltsch and Breznits (1988) studied the effect of school entrance age on academic achievement and social-emotional adjustment of children. Ss were the oldest (27 boys & 27 girls) and youngest (25 boys & 25 girls) in the class (born between January & March and October and December of the same year). Tools employed were reading test, an arithmetic test, the State - Trait Anxiety Inventory, a sociometric questionnaire, and a school adjustment assessment scale completed by teachers for each S. Major findings were (i) the oldest Ss surpassed the younger Ss in all tests of reading and arithmetic skills (ii) They were better adjusted socially and emotionally and were more highly rated by their teachers. (iii) Younger girls showed a slight advantage over younger boys in the socio-metric measure only.

Trueba (1988) found that culture is crucially important and affects the collective and individual level for the academic achievement.
George (1966) did a comparative study of the Adjustment and Achievement of 10 years and 11 years schooling in Kerala State and found that boys and girls were affected by factors like promotion, economic and educational status of fathers.

2.2 Studies on School Organizational Climate

Reddy (1981) studied Interrelationship between organizational climate of secondary schools, socio-economic status of students, students perception of rewarding Behaviour and their Academic Achievement and concluded that - (i) the organizational climate profile of the government schools in Telangana area was controlled. The academic achievement level of the students was 305.34 out of 600 marks, (ii) The organizational climate profile of the Zilaparishad schools was controlled-cum-paternal-cum-closed. The academic achievement level of the students was 303.47 marks out of 600 marks. (iii) The organizational climate of the schools under aided management was controlled-cum-autonomous. The academic achievement level of the students was 325.73 out of 600. (iv) The organizational climate profile of the schools under unaided management was controlled-cum-open. The level of academic achievement of the students was 364.54 marks out of 600. (v) The organizational climate of the schools under
different managements had different profiles and the students perception of rewarding behaviour was neutral in all the cases. (vi) There was positive correlation between the socio-economic status of the students and their academic achievement. (vii) The students perception of rewarding behaviour was consistently neutral.

Sinha (1980) investigated the effect of school system on the competence of secondary school students and whether there exists any difference in the competence of children studying in private and government boys and girls schools as a result of difference in the organizational system or the physical condition of the schools. It was found out that more facilities were provided to by the government schools to their pupils than the private schools but the private schools give all those facilities which are essential for academic work.

Tripathi (1978) conducted a study on organizational climate and teacher attitudes: A study of relationships. The major findings were - (i) Under rural, urban dichotomy, percentage difference was highly significant in autonomous climate only. (ii) Under Government-private dichotomy in open climate percentage difference was significant. (iii) There was no significant differences in the mean difference between rural
and urban colleges, government and private colleges and girls and boys colleges on professional attitudes. (iv) Between 'thrust' and attitude towards child-centered practices, there existed a statistically significant relationship. (v) There existed a significant negative relationship of 'Disengagement' with attitude towards classroom teaching.

Kirton and McCarthy (1988) studied cognitive climate and organizations. The study reveals that the identification of similarities in preferred ways of working and associated personality characteristics within occupational groups constitutes a cognitive climate.

Hopkins (1984) investigated about organizational character of teacher education and concluded that the relative failure of efforts to change teacher education is due to lack of understanding of the dynamic of change and a lack of consideration of the organizational structure of teacher training institutions.

Kirton and McCarthy (1988) in their study found that the identification of similarities in preferred ways of working and associated personality characteristics within occupational groups constitutes a cognitive climate within the
overall organizational climate. The evidence for this hypothesis is reviewed along with the studies which examine the effect of inferred forces that act on the individual who finds himself/herself in an alien cognitive climate; reported pressure and copies behaviour selective recruitment and turnover and inter-personal clashes.

Franklin (1975) has done work on organizational climate and Teacher morale in colleges of education in Gujrat and the major findings of his study were - (i) The openness of climate did not lead to 'high' or 'low' effectiveness of the teacher education programme in contrast to closedness of the climate but the dimension esprit indicated a significant effect on the low side. (ii) There was a significant and contributing effect of the teachers rapport with the principal and the teacher educators, the teacher's salary, the teacher's job satisfaction with work load, the curriculum issues and the community support and pressure making the teacher education programme less effective in the State of Gujrat. (iii) Morale of teacher educators with an urban background had no significant difference with those with rural background. (iv) There was no significant relationship of morale of teacher educators to the number of years of teaching experience of the teacher educators. (v) The background date of the teacher
educators in colleges of education in Gujrat showed no marked difference under the six climate categories.

Gupta (1978) conducted a study and found that (i) 15, 15, 14, 20, 26 and 10 schools were perceived as open, autonomous, familiar, controlled, paternal and closed respectively out of 100 schools by their respective staff (ii) Headmasters of different school climate were found to differ significantly on eight dimensions of LBDQ which are "Demand Reconciliation", "Tolerance of uncertainty", "Role Assumption" "Production Emphasis", "Initiation of Structure", "superior orientation", 'Consideration" and "Tolerance of Freedom" (iii) Head Masters of "paternal" climate and "closed climate" scored highest in Tolerance of uncertainty. (iv) "integration" mean score was reported highest for headmasters of "Open" type of school climate whereas lowest in case of "Closed" type of school climate. (v) A positive significant relationship was found between school climate and all the different dimensions of LBDQ. (vi) There was no significant relationship between the climate of school and factors A, C,E, H, N, O, Q1, Q3, and Q4 of 16 PF. (vii) For predicting the school climate different predictor variables were found a) consideration (leadership behaviour dimension), b) Predictive accuracy c) Toughminded Vs Tenderminded d) Group - dependent Vs self - sufficient. e) Practical Vs Imaginative.
Haynes, Comer and Hamilton (1989) studied about School Climate enhancement through parental involvement. Sample included 288 3rd - 5th graders from 7 experimental and 7 control schools, 147 teachers and 245 parents. Studies indicate that (i) experimental schools showed significantly greater improvement in students and parents perceptions of classroom and school climate than control and special schools. (ii) Experimental schools also showed significantly greater improvement in student achievement and attendance.

Eisenhauer, Willower and Licata (1984) conducted study on "Role conflict, role ambiguity, and school Principals' job robustness" examined the relationships of role conflict, role ambiguity, and job robustness among 61 elementary and 68 secondary public school principals who were chosen randomly and who responded to standard measuring instruments. Subjects also provided demographic data on themselves, their schools, their communities, and 5 job support items. Major findings were that job robustness was associated with low role ambiguity, low role conflict, and support from those with whom subjects worked - staff, administrator colleagues, the superintendent, and the community. In general, subject saw their jobs as highly robust. For most school principals, conflict and ambiguity are troublesome rather than
J. Patel (1994) studied about organizational climate in Higher Secondary Schools and found (i) the principal did not consider the teachers as human beings in schools having closed climate. (ii) In schools having open climate the teachers and principals find pleasure in working with each other. (iii) Few schools have Autonomous and Controlled climate. (iv) Percentage of familiar, controlled and open climate are found more in large size schools.

Prakash and Mishra (1986) in their study concluded that there was low to moderate relationship of personal and organizational outcomes with personal values such as personal enhancement, Dharma and conformity.

Pandey (1986) investigated and found that there was a tendency towards the closedness of school climate in rural schools.

Boocock (1978) studied and analysed the differential factors of roles, role relationships and social environment in the classroom. James et al (1979) studied that affect of climate on the environment. Solancik, Staw and Pondy (1980) investigated and found that turnover of twenty university
departmental heads at a large mid western University was found to be an interactive function of the paradigm development of the field, the resource inter dependence among departmental members and the turbulence of the historical period of an administrator's headship.

Schem (1986) investigated and found six major mistakes that should be avoided by managers trying to create an organizational culture that can be used as a management tool for improved productivity, helping to regain competitive edge and for improved quality of work.

Soar and Soar (1987) did a study on Classroom Management and affect expression. It was found that (i) effect is unrelated to achievement, but negative affect is negatively related. (ii) close control of student behavior is associated with achievement gain, but control of learning activities does not show a linear relationship to achievement and neither extreme is functional and (iii) the optimal level of control shifts with the cognitive level of the outcome being sought. It is concluded that feedback to teachers regarding effective classroom management is critical.

Wellisch et al (1978) conducted a research on "School
Management and organization in successful schools: An indepth study of schools, and discussed the three aspects of school management and organization that were differentially related to school success: Co-ordination of instrumental programmes throughout the school, administrative leadership in instruction and policy regarding academic standards.

Milstein, Golasczewski and Duquette (1984) concluded in his study that females were found to be more stressed than males about the belief that their students were not doing as well as they could because they were not trying hard enough. Teachers who taught in preschool and kindergarten were less stressed about student effort than subjects of any other grade level. It was found third and fourth grade teachers were most stressed about this issue. Teachers those who were exposed to a stressful environment for extended periods of time become more capable of coping or becoming numbed to their environment.

Bunker and Winjberg (1985) investigated and found that the analysis of data on organizational climate and its impact on outcome in public social service organizations (PSSOS) posits the role of the first line supervisor as a possible leverage point for reducing the negative effects of organizational culture on social service workers and their performance.
Gupta and Swaroop (1981) found in their research that
(i) that the school educational climate differed significantly from open to closed from one type of school to another (ii) there was a significant difference in the personality factors of effective teachers from one type of school organizational climate to another. (iii) There was a high positive relationship between five factors B, E, Q₁, F, Q₉ with teaching effectiveness and negative relationship of five factors I, Q₂, Q, M, N and Q₉ with teaching effectiveness (iv) B, H, O, Q₂ were the very important factors for teaching effectiveness.

Panda (1975) investigated and found that (i) In the administrative behaviour headmasters on one hand were more self-oriented, authoritarian, traditional, academically apathetic and rejecting were as on another less effective in communication, less co-operative, less outcome oriented and less permissive (ii) the ideal administrative behaviours were others-oriented, permissive, outcome oriented, co-operative, adaptable and constructive and the least described traits were academically apathetic, authoritarian, traditional and rejecting. (iii) the headmasters of effective schools were more others-oriented, less authoritarian and less rejecting. (iv) the headmasters of urban schools were more adaptable,
outcome - oriented and effective in communication and less rejecting (v) Headmasters of Boys' schools were less communicating, less authoritarian, less outcome - oriented and less permissive than the headmasters of Girls' school. (vi) Factors like teachers indifference to carry out work, groupism among teachers, students indifference to education, interference in administration by authorities, level of literacy in the surrounding community and poor self perception were related to Head masters administrative behaviour.

Willower (1981) conducted a study on organizational culture in schools that in one school there was little unity or sense of belonging to a group among the faculty and in other school teachers referred to themselves as isolated.

Bourke (1986) studied and found that class size and teaching practices affects students achievement.

Fraser (1987) found that classroom learning environments effects the students outcomes.

2.3 Studies on School Organizational Climate and Academic Achievement.

Tripathi (1978) studied the relationship between personality
patterns and social acceptance, classroom behaviour and academic achievement. The investigation revealed the following. (i) High coefficient of variation of 52.26, 82.37 and 105.85 percent was found for anxiety, social acceptance and disruptive classroom behaviour (ii) There was a positive correlation of intelligence with socio-economic status and negative correlation of intelligence with anxiety and neuroticism. Anxiety was positively correlated with neuroticism but negatively with adjustment - Adjustment was positively correlated with extraversion but negative with neuroticism. There was a significant positive correlation of social acceptance with academic achievement and a negative correlation with disruptive classroom behaviour. Academic achievement and disruptive classroom behaviour yielded a significant negative correlation. (iii) There was a significant positive correlation of social acceptance with intelligence, socio-economic status and adjustment. (iv) There was a negative correlation between social acceptance and anxiety and neuroticism. (v) There was less variability among students on the academic achievement as compared to their variability in social acceptance and disruptive classroom behaviour. There existed a high positive correlation of academic achievement with socio-economic status. Academic achievement had a negative though significant relationship
with anxiety. (vi) There was highest variability among students for disruptive classroom behaviour in comparison with social acceptance and academic achievement. There was a positive significant correlation of disruptive classroom behaviour with anxiety and neuroticism and a negative though significant correlation with intelligence and adjustment. (vii) Personality variables, either taken together or taken with one or both concomitant variables, contributed significantly towards the prediction of each of the three criterion variables.

Desai (1979) conducted a study on classroom Ethos, pupil motivation and academic achievement. The main findings of the investigation were—(i) The level of classroom climate was positively related to the motivation of the pupils and their academic achievement. (ii) There was a positive relation of pupils academic motivation to their academic achievement. (iii) Socio-economic status was not related with pupils classroom climate or pupils motivation or with academic achievement. (iv) Non-academic achievement was not related with classroom climate and pupils motivation. (v) Boys were higher than girls in the level of classroom climate, pupils academic motivation and pupils academic achievement. (vi) Scores of pupils of Gujarati medium schools were higher than
those of English medium schools on classroom climate, pupils academic achievement and pupils academic motivation. (vii) Scores of boys schools on classroom climate, pupils motivation and academic achievement were higher than mixed and girls schools.

Hirunval (1980) conducted a study of pupils self-concept, academic motivation, classroom climate and academic performance. The major findings of the study were—(i) There was a positive relation of academic motivation which was measured by junior index of motivation to self concept and some of its components like goal-oriented activity, problem avoidance, but had a negative relationship with components of self-concept such as parental dependence, social commitment. (ii) Academic motivation of boys were higher than girls and pupils in rural areas had higher academic motivation than those in urban areas. (iii) Pupils of missionary schools were more academically motivated than those of Central schools and other private-aided schools. (iv) There was a positive relationship between the self-concept of pupils and their classroom climate. (v) Self-concept and pupils academic performance and classroom climate were positively related. (vi) Academic motivation and self-concept of pupils of twelve years of age were greater than older pupils. (vii) Boys had a
better self-concept than girls. Urban pupils scored better on the self-concept than rural pupils. (viii) Classroom climate had a positive relationship with pupils performance. (ix) Urban schools had a better classroom climate than rural schools.

Chopra (1982) has studied organizational climate in relation to teachers job satisfaction and students achievement and concluded that - (i) Among the six climates, the open climate schools show the highest overall teacher job satisfaction which are followed by autonomous, familiar, controlled, closed and paternal climate schools respectively. Teachers in the open climate school exhibit higher job satisfaction in the area 'Supervisor' and 'Identification with the institution', High 'spirit' and 'Humanized trust', average intimacy, 'psycho-physical hinderance' and production emphasis and low disengagement, 'alienation and control', all of which give rise to open organizational climate in the school system which are conducive to entrance teachers job satisfaction by reducing the annoyance caused by supervisor's domination and by increasing their identification with the institution. There was no significant difference of students achievement in different type of school climate and there was no significant relationship between teachers job satisfaction and student
achieved.

Lulla (1974) attempted to find out the effects of teachers classroom behaviour on pupils achievement. The study yielded the following results that the pupils who were taught by the teachers trained in using indirect behaviour scored higher. It was also found that the indirect teacher behaviour may raise the interaction potential of the classroom climate resulting in free communication and open interaction between the teacher and the groups of pupils.

Carpenter (1985) conducted a study and found that academic achievement varied with the school system in quite complex ways. Achievement of students in government school were found to be more than those at non-government school.

Kerr et al (1986) conducted a study of successful and unsuccessful high school student to determine whether the students classroom behaviours matched the behaviours they reported in previous interviews, assessing adaptive behaviours among successful and unsuccessful students. It was found that there was a close agreement between interview data and follow-up observational data for both students. Unsuccessful students thought they possessed a general awareness of school survival
skills they failed to apply this knowledge but successful students applied their skills consistently.

Dar and Resh (1986) investigated and found that (i) class-room composition was more effective than school composition (ii) class room intellectual level was more effective than its variance (iii) the intellectual component of student body composition outweighed both ethnic and socio economic component (iv) class-room intellectual composition positively affected the academic achievement of students and compositional quality and personal ability interacted (that is, low resource students were more sensitive than high resource students to compositional quality).

Prakasham (1986) studied Teacher Effectiveness as a function of School Organisational Climate and Teaching Competency. The findings of the study were (i) Teachers working in an open school climate were better in teaching competency and teacher effectiveness than those employed in schools with autonomous, familiar, controlled, paternal and closed climates. (ii) Teachers working in schools situated in industrial areas were found better in teaching competency than teachers working in semi-urban and rural, areas whereas teachers of semi-urban and rural areas were better in teacher effectiveness than the teachers of industrial areas. However, teachers working in schools situated in urban areas were better than teachers of
all other areas on both teaching competency as well as teachers effectiveness. (iii) No significant difference was found in the teaching competency and teacher effectiveness of the teachers working in government and non-government schools in global terms. However, teachers working in schools run by local bodies were found better in teacher effectiveness and teaching competency than those working in government schools, Christian schools and non-Christian schools.

Bacon and Ichikawa (1988) found that there was a significant difference in the maternal expectations, classroom experiences and achievement among kindergartners in the United States and Japan.

2.4 A Resume of the Reviews

The above mentioned studies available on school organizational climate and on Academic Achievement revealed that a very few studies have been conducted by taking Physics and Chemistry as a subject of class XI. The studies on Organizational Climate investigated by Haynes (1989), Creemers and Tillema (1987-88), Maciver (1988), Wander (1987-88), Bacon and Ichikawa (1988) and few others studies conducted by educationist revealed that the school organizational climate has directly and indirectly affected the school improvement
programme of the students, teachers and perception of the parents regarding the school. The climate of the school whether it is closed or open, parental, autonomous etc., develops the behavioural climate and outcomes of the learners in the school environment.

A number of studies have also been conducted on the Academic Achievement of the students in total as well as in relation to the other school subjects. There are numerous studies on various administrative aspects. The behavioral research found that an affective leadership can create a congenial environment which on one side motivates the individual involved in the group and on the other side creates satisfaction in the individual. The relevant studies presented here show that one of the studies have been conducted the effect of climate on the academic achievement of pupils in Science subject. However a few studies show significant result of climate with the other variables like the job satisfaction, motivation, anxiety etc. A few studies have also been conducted on the achievement of pupils in Science subject. It has become relevant to study for the researcher, the different climates of the School and its relationship with the achievement in Physics and Chemistry. The study on the particular topic may improve the academic achievement of the
Science students in one side and on the other it may help the institution to develop and create such type of school climate, which directly or indirectly will help the learners in achieving their objectives of life. The following points are presented which are the shortcomings in the literature available.

1] There are numerous studies conducted on SOCDO none of the studies have been traced out which had studied the effect of climate on Science students.

2] A few significant studies have been found taking SOCDO as one variable and its effect on Academic Achievement. However this attempt is only one of its kind because in this study the effect of SOC on the Academic Achievement in Physics and Chemistry is studied.

3] This study will also try to find out the different dimensions of the school and its effect upon the Academic Achievement of the pupils because no studies has been traced out by the researcher in this respect.

4] The literature presented in this chapter revealed that no studies has yet been conducted on school Organizational climate of rural Schools especially were the Schools are governed and controlled by the Government. keeping in view of the shortcoming that is present in the literatures available so far. It is evident that this
study will show a large improvement in the climate of the school. It is a fact that the climate of the school affects the Academic Achievement of the pupils. This study will help the institution in improving the results of the pupils in Physics and Chemistry by changing the dimensions and climate of the School Organization. From this point of view this study is, no doubt, a significant addition in the field of education and in existing literature. This study is also helpful in application. The findings of the study will be of greater relevance and importance.