CHAPTER-V
SUMMARY, FINDINGS AND CONCLUSION
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5.1 SUMMARY:

School education is in fact one of the most significant components of human resource development with great potential for contributing to the national and state level development and also for the improvement of quality of life of the people.

As has already been discussed earlier that the organizational climate of a school is often assumed to have a positive relation with the working environment of the entire school structure. Besides having a school with all the infrastructural facilities, its proper functioning is dependent on the interaction of teachers among themselves and with their school leader or leaders. The ongoing interaction between the principal and teachers and of teachers among themselves paves way for difference in the personality or the organizational climate of schools.

A school represents a social system in which teachers and the principals are assigned definite roles. Organizational climate is therefore, concerned with the behaviour of the teachers and principal within the organization of a school and in relation to the local community. The nature and quality of interaction that takes place among the participants of an organization in terms of their role expectation gives rise to organizational climate.

There are three types of education systems prevailing in India: (i) Government, (ii) Private : Government aided school but run by private body and (iii) Private Unaided : school run by private body without Govt.'s aid. All these three types of system essentially require Government recognition and supervision. However, it seems that there is no universal school climate for these schools. Each institution has a specified climate differed from school to school, which may be attributed to the differences...
in the personality traits of the persons involved with the process of school organization.

At present there has been a prolific growth of private schools throughout the district, which has resulted into a stiff competition between the Government and privately managed schools. This competition has no doubt from one side helps to improve the organizational pattern of the schools to a great extent and also develop the spirit of competition amongst the students. But at the same time it is also true that some schools are opened by the people with their own vested interest which lead to the deterioration of standards of these schools, which has become a major issue to the people concerned. But at the same time it is also true that the Government schools have failed to meet the expectation of the people.

In recent years particular emphasis has been given on the improvement of organizational and structural climate of the Government and provincialised schools in order to keep pace with the rising standards of private schools. But the strength and standard of all these schools are not same. Some are famed and strong enough to put up an excellent show in this era of cut throat competition, while the majority are lesser known and are just managing to keep themselves afloat. Almost all of them are English medium schools, which may be one of the reasons of their popularity. But despite all these, it is a well admitted fact that the Government schools play a vital role in the educational field, and till today a majority of the children are enrolled in the Government schools. They are here to stay and with a little bit of effort they will be able to discharge their responsibilities more efficiently. The focus of this study is to identify the organizational climate of the Government and private schools of Kamrup district and to find out the reasons of rising popularity of private schools and the deteriorating status of Government schools.

**STATEMENT OF THE PROBLEM:**

The title of the present study is "Organizational climate of Government and privately managed high schools of Kamrup district: A comparative study."
OBJECTIVES OF THE STUDY:

1. To identify whether Government and privately managed high schools manifest variation in their organizational climate.

2. To identify those components on which different schools are stronger or weaker.

3. To determine whether any relationships exist between the type of school and teachers' job satisfaction.

4. To determine whether any relationship exists between different types of schools and Headmasters' working condition.

5. To determine whether the type of school bears any positive relationship with students' achievement.

The ultimate objective of this study is to make a comparative analysis between Government and Private secondary schools of Kamrup District of Assam.

DELIMITATION OF THE STUDY:

This study is strictly delimited to the entire Kamrup District of Assam with the basic emphasis on the comparative study of Government and privately managed high schools (of the district). An attempt is being made only to identify the organizational climate of these schools by delimiting the study to the Head Masters of the Government and Private Schools and also the teachers. The study would also be delimited to the study of Government Assamese and private English medium schools only.

RESEARCH DESIGN:

The study is certainly an empirical one and descriptive in nature. The details of the steps taken to carry out the research work is given below—
Sample :

For the selection of the sample, simple random sampling procedure was used. An attempt had been made to cover at least 20% of the total number of both Government/provincialised and private secondary schools of the Kamrup district adequately representing each Sub-Division of the district. Attempts had also been made to cover as many Block of the district as possible. There are two sub-divisions in Kamrup district i.e. Rangia and Guwahati. From each school informations were collected from the headmasters and 5 teachers randomly selected for the purpose.

Tools :

Tools for the final study were developed and implemented keeping in view various factors such as objectives of the study, the amount of time available with the investigator, availability of the suitable tools etc. Three forms of questionnaires were used for collecting information. One organizational climate questionnaire, and another two questionnaires, one each for teachers and headmasters.

Data collection :

To collect the data the investigator personally visited each of these institutions of Kamrup district, instead of sending the questionnaires by mail.

Data analysis :

Analysis and interpretation of the questionnaires were done keeping in view the objectives of the study. Both quantitative and qualitative analysis were made. The final outcome of the study is noted down after proper analysis and interpretation of the questionnaires of the study. (Appendix-I, Appendix-II and Appendix-III)
THE FINDINGS OF THE PRESENT INVESTIGATION ARE SUMMARISED BELOW IN RELATION TO THE TWO MAJOR COMPONENTS OF THE RESEARCH

1. Identification of the organizational climate of the Government and private secondary schools of Kamrup district.

2. Comparative study of Government and private secondary schools in order to find out the existing status of both the types of schools.

5.2.1 FINDINGS OF THE ORGANIZATIONAL CLIMATE QUESTIONNAIRE

1. The comparison of the componentwise teacher's behaviour of Government and private schools shows marked variation. In the first dimension of the teacher's behaviour (Disengagement) in Government schools the percentage level seems to be higher than the private schools. They pull in different directions with respect to the organizational task. There is no doubt that the school activities go on. They discharge their duties, in a machine like manner. But one gets the feeling that their heart is not there in anyone of the things they do. Whereas in private schools this negative behaviour seems to be at a low level. The teachers work as a strong unit with respect to the task, without bickering and griping. They do not pull in different direction, with respect to the task. Because they are there to get the job done.

2. The study reveals that in the second dimension of teachers' behaviour (Hindrance), Government schools possesses a low percentage level at hindrance. The principal does not burden the teachers by a mountain of unnecessary works. He attempts to frame such policies which facilitate the teacher's accomplishment of their task. He is not highly dominating and dictatorial. In fact he attempts to make it as easy as possible for them to work. On the other hand mixed responses were received from private schools. In some schools they feel the pressure from above but in some schools the situation is different.
3. In the third dimension of teacher's behaviour, (Esprit) the comparison between Government and private schools shows two different pictures. Only 44.6% teachers of Government schools seem to be having high esprit as compared to the 63.1% teachers of private schools. In Government schools group morale of the teachers is always low. They are not enjoying a sense of accomplishment in their teaching. They are not at all happy with their work, whereas in private schools teachers are positive with their work. Members of the group work as a team and strive for better achievement of the students and achieve their goal easily and quickly.

4. Comparison between Government and private schools on fourth dimension (Intimacy) of teacher's behaviour shows that, teachers of the Government schools are having this positive behaviour at a high level. The teachers have established personal friendship among themselves and socially, at least, everyone is part of a big happy family. On the other hand in private schools the teachers get a rare chance for socialisation and establishment of friendly relations among themselves. This situation gives rise to social isolation. There is no scope for genuinely warm relations among teachers and therefore the members can not satisfy their social needs.

5. The comparison of the first dimension of leadership behaviour of school principals between Government and private schools shows two different pictures. On this (Aloofness) leadership dimension the principals of the private schools are having higher Aloofness than the principals of the Government schools. He attempts to keep himself distant emotionally from the teachers. The principal is aloof and highly impersonal in his behaviour. His main aim is to get the job done and that too in his own way. He never attempts to treat the teachers humanly. His mannerism and behaviour manifest his inner feeling of superiority. But the leaders of the Government schools seems to be somewhat sensitive to the human aspect of teachers. He is not impersonal in any way, and shares a close informal relation with their staff. The behaviour of the
principal represents an appropriate integration between his own personality and the role he is required to play as principal.

6. According to this study in the sixth dimension (Production Emphasis) of leadership behaviour, the percentage level at the Government schools are much lower than the private schools. In Government schools the principal does not emphasis production in an excessive manner. He seems to be satisfied with the activities of the teachers and allows them to work at their own speed. Regular inspection of the teachers work is not there. Under such a principal's guidance, no one will work to capacity, and no one will ever be wrong. Tasks accomplished by teachers will rarely be criticized. He continuously emphasize what should be done, but nothing will in fact seem to get done. On the other hand the leaders of the private schools are quite dominating. He insist on doing everything in his own way. He expect too much from the teachers and emphasise production in an excessive manner. His mannerism and behaviour reflects the feeling that "we should work harder."

7. From the study, it is observed that the comparison of the percentage level of this leadership behaviour (Thrust), both Government and private schools presents two different pictures. 67.8% leaders of Government schools showed this behaviour at an average level. In a way he fails to motivate his teachers with necessary suggestions and personal example. On the other hand 42.1% leaders of private schools had this behaviour at a high level. He motivates his teachers by setting an example by working hard himself. The principal is the first to come to school and last to go home. Everybody works because such an impulse to work comes from within.

8. According to this study in the last dimension of (Consideration) leadership behaviour the percentage level at Government schools are much higher as compared to the private schools. In Govt. schools the leaders are in close contact with their teachers. He
gives a personal touch to the relationship he shares with the teachers. He genuinely strives to find out the problem of his teachers and shows compassion. Whereas the leaders of the private schools are somewhat different. In his relationship with the teachers that "humane" touch is missing. He runs the institution in a business like manner devoid of any personal feeling.

9. The results of this study reveals that both Government and private schools in Kamrup district scattered over all the climate types. No particular difference is observed in the organizational climate of Government and private secondary schools. In fact organizational climate of these schools varies from school to school. We can not confine any particular climate type to any particular type of the school. Only the ranking in the continuum got changed in both the types of schools. Government schools have the highest percentage having familiar climate, whereas private schools have controlled climates. The last rank in the continuum in the case of Government schools go to closed climates and in case of private schools go to familiar climate.

10. It is observed from the study that the enrollment of the school had an important role to play in the organizational climate of the school. The smaller size of the schools contribute to the creation of more open and autonomous types of climate. The schools should not be allowed to grow quite big. As far as possible it should be kept within 400-500 pupils. Large schools affects the climate of the school because of lack of unity and interaction amongst all. The more smaller the school, the better will be the communication amongst the teachers and the headmasters, which will ultimately lead to the creation of more open and autonomous types of climates in school. An open climate would positively contribute to the creation of a democratic style of working atmosphere in the school. There will be more unity and integrity amongst the teachers and they will enjoy high esprit.
11. It is observed from the study that no specific relationship between variables like qualifications and experiences of the teachers and climate seems to be emerging. Therefore qualification and experience of the teachers does not appear to be a factor influencing the organizational climate of the schools. In the process of this analysis a fact emerges that in the 20% secondary schools of Kamrup District there are around 68.42% graduate teachers in private schools and there are around 67.85% graduate teachers in Government schools. Again there are 32.14% post graduate teachers in Govt. schools and 31.57% post graduate teachers in private schools and the remaining are teachers with professional qualification.

12. The study has revealed that the school climate and teacher's job satisfaction are interrelated. The more 'open' the climate the higher will be the teacher's satisfaction. A congenial school climate which is the result of the leadership behaviour of the headmaster, produces a feeling of satisfaction, which in turn influences the teaching learning process in the classroom. Of the 75 secondary schools studied, there is not a single school in the categories of paternal or closed climate enjoying job satisfaction. This proves the fact that climate of the organization greatly influences the job satisfaction of the teachers. More open the climate, the higher is the job satisfaction of the teachers and more closed the climate the lower is the satisfaction of the teachers.

5.2.2 FINDINGS OF THE TEACHER'S QUESTIONNAIRE

1. For most of the teachers of both the mediums, it is a long cherished desire to be a teacher. They opted to be a teacher because of the honesty associated with this profession. Only very few of them are being honest enough to admit that they chose this profession because they had no other better alternative left with them. Some of the teachers of the English medium are of the opinion that for them it is a stop gap arrangement. If they get better opportunity they will leave their job.
2. The study has thrown light on many factors related with the job satisfaction of teachers. Most of the teachers of Government schools are quite satisfied with their job in the sense that they are getting a good salary. Otherwise there is absence of proper enthusiasm amongst the teachers whereas that satisfaction is lacking amongst the teachers of private schools. Salary structure of teachers in these schools is not homogeneous. In some schools the teachers are given a very paltry sum of money as salary for the services rendered by them. These schools are unable to attract good teaching personnel due to their inability to pay them handsomely. Otherwise, the quality and standard of teachers working in both the institutions can be considered as same. Only the teachers of the Govt. schools are slightly better experienced than the teachers of the private schools.

3. The teachers of Government schools are quite disheartened with the attitude of the Government towards them. It does not pay any attention to the teacher's demands. Most of the teachers complained about it for not being a promotional one. Even the upgradation of the teacher has not been done according to service seniority. In fact teachers of the private schools are also quite dissatisfied with their future prospect. Appointment, retention of these teachers is done on business lines. Practically nothing has been done by the institution for developing the qualities of teachers of both the institutions. What is the need of the hour is good teacher's training and in-service training programme for improving the quality of teachers.

4. In both the institutions, all the responsibilities lie with the teachers to come up with all the innovative ideas for the betterment of the students. As most of the guardians of Government schools are not actively involved with the academic development of the students, teachers had to take all the praise and blame for the success and failure of the student. The situation is slightly different in private
schools. As guardians pays heavy fees for admitting their students in these schools, so they automatically expects the teachers to take all the care for better achievement of their students. One of the major duties of these teachers is to provide continuous feedback to the anxious parents about the development of their children.

5. Almost all the teachers of both the institutions believed that their institution is the best place for teaching, but still room for improvement is there. Very few are of the opinion that although their institution is good but better institutions are available in the society. What is interesting to note that majority of the teachers of Govt. schools who believed that their institutions are the best place for teaching, admitted their children in English Medium schools.

6. Another important factor which can be observed from this study is the influence of private tuition on the teaching atmosphere of the school. Students become disinterested in the class. Because they know that even if they do not concentrate, they can finish it up in their tuition. Such was the state that in a reputed school of the city students of class X remain absent for the whole October month before their test examination, whereas exams will be held only in the last week of November. Some respondent went to the extent of saying that tuition should be banned for improving the academic atmosphere of the school. Sometime the teachers and the students happen to be from the same school which is all the more dangerous. When wanted to know from the teachers the basic reason for doing tuition, it was found out that some are doing it for earning extra money and others are doing it just to pass their spare time.

7. From this study it was revealed that the standard of Government schools are deteriorating day by day. Frequent bandhs, irregular salary, lack of initiative from the Government, lack of awareness of the parents, political influence in the functioning of these
schools, lack of up-to-date teaching materials etc. are the major drawbacks, which is causing serious problems to the Government Schools.

8. Education is said to be a tri-polar process. For its success a strong link between teachers, parents and students is very much needed. But this link is very much weak in Government schools. As there is a good number of private schools coming up, qualities of students in Government schools are deteriorating, as people with good educational background craves for better education with better teaching environment. If the same situation prevails the future of Government school is very uncertain.

9. Irrespective of the medium, teachers of both the mediums agree that, for the beginners vernacular medium is the best medium. But for higher studies English is the need of the day. For sitting in any competitive examination or for appearing in any interview, one has to be very fluent in English, which is the prime reason for attracting the students to private schools. Besides all the teaching materials are available in English. But one thing is for sure that for brilliant students medium do not pose any problem. But for average students medium has an important role to play. It can open up new avenues of learning and earning if one has the good command and fluency over English.

10. Both the schools are concerned about the academic, personal and social development goals. Academic achievement is regarded as by no means the only criteria for judging a school as good or bad. But few were of the opinions that the results reflect the whole atmosphere of the school.

11. Except private schools, most of the Government schools do not bring out any magazine thus depriving the students who have the flair for writing. These schools must devise ways and means to collect revenue to bring out the annual magazine, which is very
much loved by the students. But in case of private schools, even if they do not bring out the school magazine, informative news bulletins are always published.

12. One factor that demands our attention here is that the most of the students of private schools come from good and rich families with well defined aims and orientation. So they are very motivated which is not the case in Govt. schools. As parents are rich so they can provide their children with all the facilities which are needed by them at any moment. But that is not the case with the children of Govt. schools. Most of the guardians are either illiterate or belong to the lower classes of the society. For them sending their children to school in itself an achievement and rest of the duties lie with the teachers. For the teachers it is not possible to deal with all the children without co-operation of parents.

13. Besides fluency in English, what is attracting people towards private schools is strict discipline associated with it. There is discipline amongst the students as well as teachers. Teachers are very regular and sincere to their duties. As it is private so there is pressure on them to do well. The very survival of the institution depends on the performance of the students. So they put in their whole effort. Besides they get full co-operation of parents.

14. It may be observed that both Government and private schools can be considered as good. One can not generalise on the goodness of an institution. Everything depends on proper management, good strict discipline, co-operation of teachers and students, good infrastructure facilities, regular classes etc. If these conditions are fulfilled in an institution, any medium will be able to do well. But it was stated by all in unison that private school students has an edge over the Government school students because of their proficiency in English, which is a basic requirement in all types of opportunities available to students in terms of job and profession.
15. But at the same time criticisms are labelled against this institution for the excessive commercialisation of education. The private schools do charge a lot of fees and thereby collect quite a sizeable amount from the students. What is aggravating the situation more is that most of these schools are owned by non-academic people determined to make money through edu-trade.

5.2.3 FINDINGS OF THE HEADMASTER'S QUESTIONNAIRE

1. Almost all the Government schools are located in their own premises although 76.7% schools fail to meet the Government norms of having 11 bighas of land. On the other hand most of the private schools are located in the rented houses with the land area of below 1 bigha.

2. Except few, most of the buildings of Government schools are partly concrete. The condition of some are even worse due to lack of timely repairing and are deteriorating day by day. Even the minimum infrastructural facilities are not available. Incomplete building, absence of proper drinking water facilities, urinals, auditorium, playgrounds, poor library etc. are some of the common features. Scientific equipments are provided to these schools by the Government but they are not put to use as there is no laboratory facility in these schools. In some of these schools computers are there. But they are safely placed in the Almirah as there is no teacher to teach the subject. Comparatively private schools have better infrastructural facilities. But at the same time it is also true that facilities of all the schools are not same. Some are framed and strong enough to put up an excellent show in the era of cut throat competition, while the majority are lesser known and are just managing to keep themselves afloat. Almost all of them are English medium schools, which may be one of the reasons of their popularity.

3. The strength of students of these schools varies from one another. Some of them are having students above 1000 while some are
having below 100. However, majority of these schools are having students between 400-600. Most of these schools have three sections. Another important factor that has to be mentioned here is that according to Government rules only 40 to 45 students should be there in each section. The ratio is properly maintained in private schools. Only in very few exceptional cases it goes up to 55 - 60. But this ratio is not being maintained in Government schools. In most of the cases students in each section are between 60-70. In some schools it even goes upto 80 students. School education calls for personnel and closer teacher-pupil contact and for this the number of childrens should be limited in each section.

4. The headmaster working in all these schools are well qualified with a great yarn for teaching. They chose to be teachers because of the image and honesty associated with it. As teachers they are satisfied with their job. But as headmasters they had to face many problems while running the school. The situation is all the more difficult for the headmasters of Government schools.

5. In both the categories the head of the institution enjoys a cordial relation with the staff members. They are supportive and are willing to help him whenever there is demand for it.

6. In all the schools parents had a profound influence on the school's culture. They often come out with valuable suggestions. But the guardians of the students of the private schools are much more concerned with the well being of their children. The Government schools of urban areas also enjoy the co-operation of parents while the parents of the rural areas are mostly illiterate and indifferent towards the education of their children.

7. Both the institutions are offering same kind of tools and materials for the better achievement of students like Maps, Globes, Charts etc. In private schools well equipped computers are also available. But the Government schools fail to provide this facility for the want of resources.
8. The academic atmosphere of the Government schools as seen through the responses of the headmasters is not good. It is deteriorating day by day. The sense of discipline is neither prevailing amongst the teacher nor amongst the students. The principal does not have full control over the teachers. On the other hand private schools have a better academic atmosphere. Teachers are quite sincere in their duties. As their appointments are made purely on private basis, there is more pressure on them to perform well. The authorities have total control over the teachers which compell them to work sincerely. Strict discipline is being maintained in these schools.

9. Another starling revelation of this study is that the number of working days for both Government and private schools are same. These days are being properly utilised in private schools, but the situation is different in Government schools. Frequent bandhs, irregular attendance of teachers and students are hampering the classes. Besides Government and local people conduct all kinds of academic and non-academic activities in these schools due to which the schools remain closed for longer periods affecting the students, whereas during the same period, classes in the private schools continue. This results in the non-completion of syllabus and thereby indirectly compelling the students to take private tuition.

10. The Economic background of the children studied in both the type of institutions are totally different. The student of the private schools belong mainly to the higher classes of the society. They are very conscious about the achievement of the children. Whereas excepting a few, the students of Government schools belong to the lower classes of the society. As education is free in Government Schools, so all sections of the people can enrol their children in these schools. In fact some of them are even first generation learners. This may be one of the causes for the difference in the achievement level of the students of both these type of schools.
11. The private schools are being run by their own private bodies. They are actively involved with the well being of their schools and can pressurise all the people concerned to do their duties sincerely. On the other hand Government schools has its own managing committees. Generally Managing Committees sit twice a year. The role of these committees is to look after the well being of the schools. But in most of these schools Managing Committees are non-existent. Such was the state that in some of the schools even the meetings of these committees are not being held in the premises of the school. The regular inspection of these schools has not been done for last 5 - 6 years. So neither the Managing Committees nor the inspector knows anything about these schools. What is interesting to note that all the Managing Committees of these schools have been dissolved after the new Govt. came to power. Even after the two and a half year tenure of this Govt. these committees has not been revived. So except the headmaster no one is there to look after the well being of these schools. He is also in a helpless situation without the support and co-operation of the Government.

12. Except very few Government and private schools, the financial conditions of both Government and private schools are somewhat similar to each other. The headmasters of these schools have to face financial constraints individually. The private schools being private, have no other alternative but to depend on their own private fund. What is surprising is that even the Government schools are facing severe fund crunch as there is no help from Government for the last 9 - 10 years. Except the salary there is no help from the Government. No building grant has been given to these schools for many years. The expenses of the schools are met with the students fees. From 1997 the Govt. itself introduced Developmental fees: V - VII (15 Rs.), VIII - X (30 Rs.) per annum. Such was the state that in a reputed Govt. school of the citys electricity bills have not been paid for last 5 years, because of
which they are facing the problem of constant power out. Now they are thinking about collecting that money from the students. Only the Maligaon Railway H. S. and Noonmati Refinery H. S. are financially well-off as they are being run by Railways and Refiners respectively.

13. Another significant feature which can be observed is that the academic achievements of the students studying in private schools are much better than the Government schools. In private schools, a substantial part of its energy is being focused on improving the achievement of students through home works, unit test, class test etc. The major work for teachers in these schools is to regularly check the home task. Even then the teachers did not have to strive as hard as other schools to improve the academic achievement of a large proportion of its pupils, as they and their parents were already well motivated, educated and ambitious.

14. In Government Schools attempts have been made in the recent years to improve the academic environment of the school by conducting unit and monthly test. Provision for regular home work has also been made. The amount of homework is very minimal and there is no fear of punishment for not doing the same. Negligence on the part of the students is very common. There is also no cooperation from parents in this regard. The situation is very frustrating for some of the teachers. Some of them gave the view that if the same situation prevails then Govt. Schools will be closed down after 50 years from now on.

15. There is too much of political influence in the appointment of teachers. Appointments are made from above without considering the exact requirement of the school. In some schools there is great need of teachers whereas some are overstuffed. Such was the state that when the demand is given for Science teacher, appointment is made for English teacher. The headmaster has nothing to do. 

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all these matters as appointments are made under political influence. Once appointed, they take their job for granted. They think that it is a Govt. job and no one can throw them out. And from there starts the negligence, which ultimately leads to the deterioration of the whole academic environment of the school. But exception is always there, though very minimal.

5.3 CONCLUSION:

A proper appraisal of the state of education in India after four decades of Independence has become urgent because educational development was to respond to the expectation generated in the masses. Both quantitative and qualitative education depend on the School system which is being prevailing in this country. Because schools are institutions who play a most important role in the formative period of children's lives. Besides giving the knowledge of the 3 Rs., through schools, cultural heritage, accumulated knowledge, values and skills are transmitted from one generation to the other. This basic schooling process has gained an important place in educational scenario. The world is moving fast bringing with it lots of changes in all the aspects of our life. To keep pace with all these changes, the schooling process has also undergone a sea change in terms of objectives, climate, methodology of teaching and management and administration.

School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. As such special emphasis should be given at the primary and secondary level of education for bringing about improvement in all the aspects of human life. Primary education provides a sound base for secondary and higher education too. On the other hand secondary education takes a very important part in the entire education system as it forms the base of the individual's comprehensive development. Secondary education is said to be the preparatory to higher education and its quality has natural bearing on the quality of the higher education. It offers opportunities to learn new information, to master new skills.
to sharpen old ones, to preview career choices, to take part in sports and to get together with friends. It provides an important life transition as young people move from the security of the simple world of childhood to a large organized environment.

Thus, it is clear that secondary education is a stepping stone on which our whole future depend. It is the link between primary education on the one hand and collegiate education on the other. It is the base which is needed to be strong enough so that the entire structure does not collapse. At the moment Government at national and state level is trying hard to bring out an all round development of the individual by launching various innovating programmes, through the Government secondary schools. With the change of time various private secondary schools are coming up to meet the growing demands of the society. In this study attempts have been made to get a closer look at both the types of secondary schools. Some revelations may be mentioned below –

1. The organizational climate of the secondary schools of Kamrup district differ from one another.

2. The smaller the school, the better will be the communication amongst the staff which will ultimately lead to the opening up of the climate.

3. There seems to be no relation between the climate and variables like qualification and experience of the teachers.

4. Teacher’s job satisfaction is more in an open climate.

5. Headmasters of both the types of schools enjoy a cordial relation with the staff members.

6. Qualification and experience level of the teachers and headmasters working in both the types of institutions are almost same.
7. Infrastructural facilities of both the types of schools are somewhat similar, but private schools has an edge over the Government schools in some of the areas.

8. Except salary of the teachers of both Government and private schools have to meet the economic needs of the schools with students fees. The Govt. is suffering from scarcity of financial resources for providing infrastructure and developing quality of secondary education.

9. There is too much of political influence in the appointment of teachers of the Govt. schools, but which is not the case in private schools.

10. Most of the teachers of the Government schools are satisfied with their job in the sense that they are getting a good salary, which is not the case amongst the private school teachers.

11. Academic achievement of the private school students seem to be much better than Government school students.

12. Teachers of both the mediums agree that mother tongue is the best medium for starters, but for higher studies English is the need of the day.

13. Both the mediums can be considered as good provided good care is taken in the institution.

14. Criticisms are labelled against the private schools for too much of commercialisation of education.

On the basis of this discussion a few suggestions are presented here for strengthening the secondary system of education as a whole—
1. Education is a social interaction process and the sole purpose of education is to bring out the all round development of the individual. To achieve their aim it is very essential to have a healthy interpersonal relationship between staff members which will improve the functioning and efficiency of the institution and will ultimately lead to the creation of a good organizational climate in the schools.

2. Administrators will have to come forward with all the innovative ideas for the growth and development of the institution. Instead of treating other staff personnels as subordinates they should regard them as associates for utilizing the force of the group for betterment of the institution.

3. A special training programme for both the headmasters and teachers are considered to be very essential, training in leadership behaviour, group behaviour, human relation and use of the technique of teaching sensitively etc. are very much needed.

4. In the teacher training programme concepts of teachers morale, sincerity and honesty, (enhancing traits of the personality) pride and respect for the profession, group behaviour etc. are needed to be stressed.

5. For creating more open type of climate, the size of the school should be kept to the minimum. Smaller the school, the better will be the inter-personal relationship between the headmaster, teachers and management as it will provide more interaction opportunity amongst all.

6. The esprit of the teachers contributes positively towards the creation of better climates in the schools and also to the job satisfaction of teachers. In order to keep the moral of the teachers high, he or she should have social and emotional satisfaction at the work...
front. The teacher should be appreciated or recognised for his/her services to the school. The/she should be provided with more academic freedom and opportunities should be given to them to grow professionally.

7. There is an urgent need to reorient the school leaders to provide leadership to the community of teachers and students. The principal should not remain aloof from the staff and the students. The feeling of comradeship should be developed. He should be able to motivate the teachers and should give stress on production. Teachers should be respected and humanely treated in order to improve the organizational climate of the school.

8. More freedom should be given to the teachers with regards to policy decision, academic autonomy, internal decision making of the school etc. The fear of authority should be removed from the mind of the teachers.

9. The infrastructural facilities are very essential for smooth running of any educational institution. Most of the schools studied have failed to provide proper facilities. The authorities must see to it that schools activities are not hampered because of inadequate facilities. Provision should be made for complete buildings, auditoriums, playgrounds, library, bathroom and urinals suitable for children at the least. In this age of scientific development provision should also be made for science laboratory and computer classes with qualified teachers.

10. The guardians of the Government school students should be made conscious of their roles in the lives of their children. They should be encouraged to take part in the various activities of the school. They should be made aware of the fact that teaching is not a one-way process, but for its successful functioning active co-operation between teachers, parents and students is required.
11. Maintenance of strict discipline is the essence of successful functioning of any institution. The sense of discipline should be developed amongst the students as well as teachers. As students they should attend their classes regularly and should complete their home work and classwork. Teachers should be disciplined in the sense that, they should be punctual and regular and should contribute to the all the round development of the students.

12. Government should immediately stop conducting all kinds of academic and non-academic activities in the educational institution for proper functioning of these institution. This will enable the institutions to remain open for longer period which will ultimately help in the completion of the syllabus.

13. The Government should take an active role in defining the role of the controlling authorities of the private schools. They should see to the fact that the teachers of these schools should be made financially secure and they should not be suppressed by the authorities. Strict rules should be made to see that they could not charge too much of fees from the guardians in the name of giving education to these children. Provisions should be made for inspection of these schools by the Government authorities.

14. The Managing Committees of the Government schools should be made active. They should take keen interest in the well being of the institution and should come out with all the innovative ideas for developing the institutions. Regular inspection of these institutions should be done with a view to improving them.

15. To improve the financial condition of the Government schools, something needs to be done at the earliest. Government should give serious thought to the problem and should immediately release grants to improve the material condition of these schools which is considered to be very essential for proper education.
16. To improve the status and standard of teachers as a whole provision should be made for both in-service and pre-service training of these teachers. Promotional avenues should be opened up for them. For teachers of the private schools fixed pay scales should be introduced by the Government. As regards the Government schools, political appointment of teachers should be immediately stopped.

17. To reduce the ill-affects of private tuition, they should be immediately stopped, which will encourage the students to attend their classes regularly and be sincere to their duties at the same time. It will indirectly compel the teachers to finish the syllabus within the stipulated period.

18. In order to stop the mushrooming growth of private schools and excessive commercialisation of it, Government should put forward certain norms for opening up a new school. Fees of these schools should be kept within the reach of the common people.

19. To raise the standard of Government schools co-operative efforts needs to be taken by Government, teachers and parents of the children studying therein. Provision should be made for strict discipline amongst the teachers and students which is considered to be the essence of the successful functioning of any institution. In order to keep a close contact between the teachers and students, fixed limit of enrolment should be made in these institutions. This will also enable the teachers to carry out their activities efficiently. Responsible and honest persons should be appointed to inspect the educational institutions. Proper inspection should be done regularly to avoid quality deterioration.

Thus, it was found that for the successful functioning of any organization healthy organizational climate is urgently needed. As the
climate of these Government and private schools varies from one another and is based on the interpersonal relationship of the school stuff, the responsibilities lie with that particular organization for improving its organizational climate.

It was also found out that private schools are the creation of time. The ambition of the parents and necessity of English to compete in public examination and entrance tests have made the development of the said school. But it must be admitted that private institutions can never replace Government institution. They can not meet the ever increasing challenges of education due to lack of resources and public responsibility, as they are always guided by the profit motive than service. What is essentially required, a strong movement of the people with the help of the enlightened citizen and the parents of the students, in the absence of a strong political will to improve educational scenario in the Government schools. In this regard the suggestion offered above will help to some extend to improve the standard of Government schools and the existing condition of private schools.