CHAPTER-1

1.0 INTRODUCTION

Education is said to be the most powerful weapon in human hands to combat the most complicated issues prevailing in the society. The history reveals that all major changes around the world have their roots in education. Education solely is responsible for all world famous inventions, discoveries and innovations. It has the capacity to improve an individual from within and also his surroundings. The need of education in the present era is still more relevant due to the pressing needs of all physical, social, political and environmental changes. Changes in every field are swift and we as a nation are trying to telescope centuries into decades. Therefore, education must keep pace with the changes around the globe. For this, planning in education requires a holistic and serious consideration of all major areas of society, if the proper equilibrium is to be maintained and if India wishes to keep pace with global changes.

Our ancestors understood the value of education long back and hence, we had world class universities at Taxila and Nalanda. There have been changes in the field of education from time to time. Since independence, more and more schools and colleges have come up, primary education has been made free in almost all states, vocationalization of education is taking place at a quick pace, technical and professional educational institutes have been started to diversify different types of courses. But still all these efforts are not sufficient to meet the need of the hour. Education still has not reached every nook and corner of India. Still we have not been able to achieve 100% literacy in India. Our education system should be such which reaches from classes to masses. All efforts of government, N.G.O’s and private institutions will bear fruit only when our education system develops an individual, self sufficient, confident and truly liberal outlook and thinking but the biggest impediment is the absence of connectivity from one level of education to another.

All reforms are useless until different levels of educational institutions are interlinked in their methodology, philosophy and approach towards a common aim.
A positive outcome will be manifested only when the planning for the lowest rung of the system i.e. the primary school is done keeping in mind its connection with the highest rung i.e. the university. The educational reconciliation of the university must be based on the level of secondary school, which in turn has to be rooted in the planning of a primary school.

Often it is also complained that standards of education in India are much below the standards of education in developed countries. When it comes to educational evaluation, it is also submitted that in the pre-independence period, the quality of education was much higher than the present time, despite the fact that the physical infrastructure of the present educational institutes has elevated.

For quality improvement in the field of education we need to chalk out meaningful programs and for that we must identify the components of quality education.

First of all, our teacher education programs have to undergo revolutionary changes because they are solely responsible for the mental makeup of all future educators. Teacher education must be imparted keeping in mind the social, physical, psychological, economical, political, technological and spiritual changes occurring in our society or world at large. Coupled with this; physical facilities, scientifically designed and child oriented curriculum, latest equipments, latest teaching-learning strategies, comprehensive and continuous evaluation system, effective leadership and management will equip us to achieve the desired results in the arena of education. It is also a known fact that the improved quality of education will have a direct and positive effect on the institutional climate.

1.1 INSTITUTIONAL CLIMATE

The climate of an institution may depend upon several factors. A school is called the temple of education. It actually reflects the society or the life itself. It has been observed by various educationists that school is a center of vigorous life. It is in direct, intimate contact with the realities of the life around reflecting the best and the worthiest of its features which are simple enough to appeal to the child.
The functions of the school change with the changing needs of time. In the past, the school was considered to be a place where knowledge was manufactured and this used to be bookish, mechanical and stereo-typed. A child was regarded just like dumb driven cattle. Examinations dominated the entire system of education. The ‘fear atmosphere’ prevailed in the school. The teacher was called a policeman or a drill sergeant. The functions of the present day schools have undergone a great transformation in India and the world at large. Ours is a country wedded to the ideals of democracy. If democracy is to survive, education must develop certain qualities needed for its survival.

The present day schools have to be conceptually based to equip the students with the latest faculties to develop their mind, body and soul in such a way that they are in a position to meet the increasing pressure, challenges and demands of life. Education has to ultimately teach them to run their life smoothly, successfully and happily. The concept of a modern school has been summed up by S. Bala Krishna Joshi (1972) “A school is not a mere brick and mortar structure housing a miscellany of pupils and teachers. A school is not a market place where a heterogeneous crowd gathers with diverse objects. A school is not a rigorous reformatory where juvenile suspects are kept under vigilant watch. A school is a vibrant community center radiating life and energy all round, a school is a wonderful edifice, resting on the foundation of goodwill: goodwill of all the public, goodwill of the parents and goodwill of the pupils. In a word, a well connected school is a happy home, a sacred shrine, a social center, a state in miniature and bewitching Vrindawan, all beautifully blended in to a synthetic structure.”

School is an extension of family and is an integral agency of society. It is a conglomerate of individuals with different backgrounds, different mindsets and different academic achievements. They differ from each other in their age, sex, work experience, work expectations, attitudes, ambitions, values, temperaments, skills and aptitudes. Other than human elements, there are certain system components. School includes formal and informal organization status, role expectancy system and also the physical environment of work. The system concept of a school can be ascertained from the following points :-

[3]
1. The school is based on two classes of phenomena that are both conceptually independent and phenomenally interactive.

2. A school being a human organization; within which a social service is performed; is composed of a series of inter dependent components, including the formal and informal organizations, status of people, patterns of role expectancy and the physical environment.

3. School is an institution, which has certain roles, and expectations that fulfill the goals of the system.

4. The individuals in a school with certain personalities and dispositions inhabit the system whose observed interactions comprise what is known as social behavior.

5. The school staff and their personal functions can be considered as a major sub system of the total school system. Within the personal functions, there is a network of interdependent processes including man power, planning, compensation, recruitment, selection induction, development of security and justice.

The school being an important agency of society not only imparts knowledge but also gives adequate experience to students to run their lives smoothly. Therefore, the system of a school is actually a blend of various sub systems, which interact, cooperate and co-exist to make teaching-learning an excellent process. In such a system, interaction, supervision and leadership go side by side. These sub systems are again composed of a number of facilitative processes. The components of a sub-system are inter-related within the sub system whereas the subsystems are woven into a system. The school also largely depends on the proper coordination among its sub systems.

Not only in India but throughout the world schools differ from each other on the bases of their philosophy, culture, needs, infrastructure, functioning and aspirations. According to Andrew, Halpin W. (1963) “Anyone who visits more than a few schools notes quickly how schools differ from each other in their “feel.” In one school the teacher and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other; this pleasure is transmitted to the students who thus
are given chance to discover that school can be a happy experience. In a second school, the broadening discontent of the teachers is palpable. The principal tries to hide his incompetence and his lack of sense of direction behind a cloak of authority and yet he wears this cloak poorly because the attitude he displays to others vacillates randomly between obsequious and the officious and the psychological sickness of such a faculty spills over on the students who in their own frustration feed back to the teachers a mood of despair. A third school is marked by neither joy nor despair but by hollow ritual. Here one gets the feeling of watching an elaborate charade in which teachers, principal and students alike are acting out parts. The acting is smooth, even glib but appears to have little meaning for the participants in a strange way. The show just does not seem to be “for real” and so as one moves to other schools; one finds that each appears to have a “personality” of its own.”

Although all schools may be different from each other in their “feel” but the underlying aim of all of them is same, that is to impart education or to provide knowledge as the only justification for the existence of any school is its ability to educate the students. Only education proves the status of a school. Better the education of a school, better it justifies its existence. It is assumed that a stimulating work environment is essential in a complex social organization like a school in order that individual and group talent may be released and that creativity, growth and positive changes may be encouraged so that the school meets all the ongoing challenges of society, nation and the world at large.

It is also a well known fact that no school can meet the challenges of society or nation for a long time if its environment is not supportive because environment plays a crucial role in shaping our life. Individual performance, behavior and attitude are influenced by different factors in addition to the school. The environment is also recognized as a complex system of situational determinants that exert an influence upon the participating individuals. These determinants may be factors of social, physical and intellectual significance in an analysis of the role of environment. They have a direct influence to produce behavioral changes. Many noted educationists such as Bloom (1964) and Pace, G. (1963) assert environment as a powerful determinant of behavior.
It is also a well known fact that most of the secondary schools vary from each other as far as the school environment is concerned, therefore, it is difficult to determine how particular environmental conditions in a secondary school affect the development of specific characteristics of students.

We need to discover a variety of new ways to describe and analyze the diversity of secondary school climates in order to increase our understanding of how educational environment affects students.

1.2 STUDY HABITS

Institutional Climate largely depends upon the classroom activities that can be described as a process of interaction between the teacher and the taught, between classroom group and the teacher and between the student (individuals) and the class room groups. Their interaction directly or indirectly motivates the child to learn and also to develop proper study habits. Study can be interpreted as a planned program of subject matter to attain mastery over a stipulated period of time. Study usually is associated with reading and reference work but it is also related to the solution of problems of daily life. If there is no need for study, there are no study habits because study requires energy and time according to which study habits are formed.

Most of the students find study distasteful. Therefore, teachers have to help the learners to find ways in which their study may become as pleasant, interesting and fruitful as possible. Many students need continued guidance. Others can develop good study procedure on their own that will achieve the optimum results. Learners have different levels in different environments, and also different study habits. Some cannot study alone. Some can study only when they are alone. For some best study time is night, for others it’s morning or day time. Some have peculiar learning habits. They cannot learn without music. Some take a long time to learn or to concentrate while others quickly grasp the subject. The whole crux of the matter is that study habits vary in different students or in the same student at different levels.

[6]
1.3 CREATIVITY

Creativity stands for ‘Capacity to accept challenge’ ‘Freedom to exercise choice’ and ‘Readiness to change self and environment.’ Flexibility, divergence, originality and an ability to synthesize ideas are key ingredients of creativity.

Creativity produces new methods, new concepts, new understandings, new inventions and new works of art. It is at the very root of human progress.

Since time immemorial, we human beings are curious by nature about new things and fascinated by new ideas. Thinking may stop at a point but creativity does not stop. It is an endless process. Creativity comes out whenever an opportunity arises. It becomes evident in science exhibitions, poetry, drawing, painting, science fairs, creative writing and elocution etc. If children’s minds are cultivated with creativity from the childhood, there will be a creative world around us in future.

Creativity being essentially a human phenomenon gives birth to the process of systematic thinking which further leads to a variety of solutions to each problem. Creative people believe in a wide variety of possibilities available through divergent ideas for any problem if these possibilities are applied in a systematic manner one by one.

It is equally true that all creative people are capable but all capable people are not creative. Each one of us has creative potentialities but one must work hard to be creative. Creativity helps teachers and educationists to improve themselves and also their students. It also helps parents to be constructive in promoting creativity among their children by inspiring them through examples or instances.

Great psychologists such as Murphy, Young, Taylor, Rogers, Hednick, Rola, Mooney and Mackinnon conducted many experiments on creativity. Their theories prove that the essence of creativity mainly consists of five stages namely: necessity, evolution, synthesis, application and different directions. They also stressed that these qualities could be learnt by one and all.
**J.P. Guilford (1950)** stated that “The teaching methods of present educational system are satisfactory but the boys and girls lack in creative thinking. The study without creativity is a blind one.”

In the modern society the need and importance of creativity has increased all the more due to the technological revolution. All progressive nations are trying to develop creativity in the new generations. Therefore, it occupies a predominant place in pedagogy and educational psychology. Everyone is in search of new creations. As the school is considered a miniature society, the creative abilities should be cultivated among students. Today’s students are the citizens of future who can make this world better by making new discoveries and inventions in the field of science, literature, teaching, art, medicine, business and economics. It is evident that the progress and development of a society depends upon the development of creative abilities of its people. Hence, it is very important to foster creativity among the students of any country.

There are three important points about creativity and innovation:

1. Humans are enormously creative. It is in our nature to be innovative. Technological progress captures only a small fragment of our creative output which extends to literature, art, music, science, medicine, business and countless other domains but the sad part is that we do not use the whole of our potential and sometimes it is used for harmful rather than helpful purposes. Educators who get a close up, firsthand look at the way children use their minds are in a unique position to observe and encourage creative capacity.

2. There is an ever increasing competition among corporations and countries for economic preeminence. Success is heavily dependent on having high creative workers. Consequently, our education systems and the way they train future innovative thinkers are key to competitive success.

3. The pace of societal change has accelerated tremendously and continues to do so. Therefore, countries will need to have citizens who are capable of adapting to continued and accelerated change. Here again, schools as institutions and teachers
as individuals play crucial role in recognizing and fostering creativity of future adults.

To educators, it seems a daunting task to encourage creativity in young people but understanding the nature of creativity helps them in three different ways:

1. It can help the teachers to adopt more creative approaches themselves so that they can model those approaches for their students.

2. Secondly, it can help a teacher to see where and how he/she might be able to have the best impact on the students she encounters.

3. Finally, it helps an educator to recognize that he/she is but one of many factors that together shape mentality of their students.

History of Creativity

The concept of creativity has changed throughout history as has the term creativity itself. The ancient Greeks had no terms corresponding to “create” or “creator”. The expression “poiein” (to make) sufficed. The only exception was poetry; the poet was seen as making new things, bringing to life a new world whereas the artist only imitated others.

However, Horace modified the Greek view and he included the painters also along with the poets in the purview of expression of their ideas but unlike Greek, Latin had a form for “creating“ (creatio) and for “creator” and also had expression for “to make”, ”create” and “facere.”

Greeks or Romans, though had no words to express creativity but their music, art, architecture, inventions and discoveries provide many examples of creative works.

First fundamental change came during the “Christian period” when the word “Creatio” evolved to designate God’s act of ‘creation from nothing’, therefore “Creatio” took on a different meaning than “facere” (to make) and ceased to apply to human functions.
Modern Times experienced another change in the history of creativity during the Renaissance period when people had their own sense of independence, freedom and creativity and they sought to give voice to this sense.

The concept of creativity appeared more often in art theory and was linked up with the concept of imagination in the 18th century.

Art was the only form of creative expression that was regarded as creativity in the 19th century but at the turn of 20th century creativity began to be discussed in the sciences.

**J.P. Guilford’s 1950** address to the American Psychological association is generally considered to be the formal starting point for the scientific study of creativity. This helped popularize the topic of creativity and also focus on the scientific approach to conceptualizing creativity and measuring it by means of psychometric testing.

Theorists and practitioners consider creativity as multidisciplinary and multifaceted concept. Today creativity is perhaps more important than ever because of the fast and complex changes that characterize the environment in which we live, operate, adjust or change.

**Meaning of Creativity**

According to the dictionary of Psychology, creativity means the achievement of new relationship among the parts of experience.

Creativity is a combination of many abilities running through many spheres of human ability. It is manifested in a variety of ways though essentially it is the process of bringing something new into life. *(May, R.1953)*

Creativity in education is ‘the emergence of new concepts’ and views it as the end product of spatial temporal process.

(a) Adaptability  (b) Elaboration  (c) Originality of response are the pre-requisites of creativity.
According to Jha (1978) creativity is the manifestation of uncommon talent in terms of novel and original products (whether ideas or effects) commanding high professional estimate of their worth.

Arnold J.E. (1963) says that creativity involves the re arrangements of past experiences with possibly some changes into new patterns to satisfy some experienced or implied needs.


According to Gestalt theory, creativity involves change of central point, change of meaning and novel organization. It involves insight which is the cause of sudden emergence of new ideas.

Creativity is not a simple procedure though. It is simple enough to be effective but it certainly is not automatic as the creation of new ideas requires tremendous mental effort. That is why perhaps it is often said that creativity is painful as it requires adaptability, elaboration and originality of response.

Therefore, it can be concluded that creativity is the capacity or ability of an individual to create, discover or produce a new idea or the rearrangement or reshaping of what is already known to him.

According to Digumarti Bhaskara Rao and Sarvepalli Sivaram Prasad (1976) creativity is:

- Looking at the ordinary and seeing what others don’t see
- Responding to conflict
- Coming out from under
- Inspiration
- Energy
- Perseverance

[11]
Universal
Sharing
Spontaneous
Intuitive
Own way of interpreting things around us
Coming with new ideas
Drawing, dancing, walking, singing
Unique, genuine, given easily, capable, reliable
Freedom to think of new ideas and ways of doing things
Sense of bringing to well being
New interest, focus, happiness, fulfillment
Thinking out of box
Ideas practically formulated into reality
Imagination acting on life
Spirituality
Co-creator with the divine
Being able to visualize
Bring unrelated resources together to make something new
Making something from nothing
Tapping into great unconscious

Factors Influencing Creativity:

According to Rao and Prasad (1976) the two categories of factors influencing Creativity are Personal and Environmental.

1. Personal Characteristics that enhance creative ability include high evaluation of aesthetic qualities, having broad interests, curiosity, a penchant for discovery, openness to suggestions, attraction to complexity, having independence of judgment, thought and action, love for autonomy, intuition, self-confidence, ability to accommodate ambiguity and to resolve antinomies, intrinsic motivation and a firm belief in self as a creative person.
2. Environmental factors examine the context in which creativity is nurtured and in which creativity is required. During the formative stages of an individual: family background, societal norms and values, social institutions such as schools, religion, role models, peer groups etc. play a significant role in nurturing the creativity in the contexts that are flexible about rules and regulations, permitting experimentation and independent choices. In an organization, situations that avail time to think, resources to spend, encouragement and reward for original solutions, freedom from criticism and that have good role models and norms in which innovation is prized and failure is not fatal will enhance creative thinking.

1.4 ACHIEVEMENT

Achievement at school level is known as academic achievement. It is very vast concept underlying the learning outcomes of students. Learning is a process because it requires a series of planned and organized experiences. Not all students react at the same level to these experiences in the same way. Academic achievement; to be specific; refers to the level of achievement attained by the students in their courses of study.

Institutional Climate may have a direct and constant bearing on the achievement of the students. If the teachers motivate the students to learn as well as if they provide proper learning environment, it will affect the level of achievement of their students. If the Institutional Climate is not encouraging, then its result on the achievement may be very negative.

School as an institution and teachers as its team members have a very responsible role to play in improving the academic achievement of their students through accurate, comprehensive and step by step curriculum planning, unbiased and objective evaluation, remedial measures for the desired improvement of weak students, taking assistance from different agencies like parents, society and library etc., using teaching aids and other co-curricular activities for the benefit of their students so that they excel in their academic and other useful pursuits.
Motivating students to achieve high is not an easy task as it depends on so many different factors because a man during his whole life time makes several adjustments. An individual is subjected to umpteen numbers of situations of stress or strain or conflict which require a lot of adjustment to release the tension. Just as biological adjustment is needed for physical survival of the organism, social adjustment is needed for individual growth, gratification and success in life. It is in this sense, that adjustment becomes a process of learning. Students who are always in a conflict with their parental demands and restrictions and who find suffocating environment at home and take it as a prison and a place causing frustration rather than home being a place of love, safety and security, will find it difficult to maintain the standard of their academic achievement. Students who fail to maintain a satisfactory level of social adjustment also find it difficult in school to show satisfactory result.

According to Sharma (Radha Rani) (1983) “The perplexing phenomena of academic under-achievement and failure among students at various stages of education have been, and continue to be, a cause of grave concern to the educationists, teachers, guidance counselors and educational planners, the world over and for those in developing countries like India, in particular, due to heavy investment in education.”

If we closely look at the problem of wastage in Education in India, it will come to light that in India at the Secondary and Senior Secondary levels, most of the students suffer from the problems of low achievement and failure as revealed by their Board Results in different states. It requires a serious investigation into the causes of low achievement or failure. Therefore, many researches were conducted to ascertain the factors related with academic achievement and researchers tried to establish links between personality and academic achievement and intelligence and academic achievement i.e. they tried to find out the personality and intellectual factors leading to high or low academic achievement.

When we study history of academic achievement, we come to know that for a long time it was perceived that academic achievement largely depended on intelligence and academic aptitude. This school of thought was further substantiated by a few foreign investigations held in 1960’s. Furthermore, many more researches were conducted to co-
relate motivational factors, emotional stability, introversion-extroversion, anxiety etc. with academic achievement in 1970’s. Many Indian studies reported wide variation in the co-relation co-efficient between intelligence and academic achievement due to the lack of genuine relationship between them and presence of some other factors other than intelligence and also the academic aptitude deciding academic achievement.

Garrett H. (1949) opined that though admirable progress has been made in discovering factors contributing to scholastic achievement, all investigators agree that there still remains to be measured and discovered some personality factors which have significant bearing on academic achievement. Of late, there has been a growing tendency to explore personality factors in the scholastic performance. It is, no doubt, natural to expect some positive relationship between the desirable aspects of personality and achievement.

Whereas high level of academic achievement leads to appreciation; low level of academic achievement or failure causes lack of self-confidence creating a doubt in students’ minds about their own capabilities leading to inferiority complex. This problem can further lead to two extremes: either making them completely withdrawn or detached or completely unassertive. None of them is a good option. Such students find it difficult to cope up with their classmates. They are generally not able to pursue higher studies and end up indulging in undesirable and anti-social activities. Such children turn into delinquent children later on. Various crimes like murders, thefts and kidnapping are committed by them to vent out their frustration and anger.

For secondary students academic achievement is crucial because the choice of their future career depends on it. It is important for institutions as their reputation is affected. It is also important for an educationist as it establishes a link between the school education and higher education.
1.5 SECONDARY SCHOOLS

Secondary schools are the educational institutions that cater to the needs of the students up to X standard. They are important for giving proper educational guidelines, skills and training to students for their future career options because streams in education in India are determined on the basis of marks/grades of Secondary (X) class. They lay the foundation of a bright and successful future.

1.6 JUSTIFICATION OF THE STUDY

First of all, the institutional climate itself plays a crucial and central role in producing the desired results. For example the quality of teacher’s professional preparation and school facilities are significant, variable and beyond doubt of immense importance. Other issues such as teachers’ salaries, school policies, community support, parental expectations and the composition of the student body also deserve due consideration and attention. The school principal holding a pivotal position in the school organization must direct all his concentration and efforts on providing such an environment to his students that enhances their all round development and ensures professional growth of the staff. The school principal has the responsibility to positively affect the attitude, climate, progress, co-operation and direction of effort in the school so that all the units of the school have a desire to excel and to work in perfect co-ordination with each other for the utmost satisfaction of all.

At the same time one must keep it in mind that it is not very easy to provide the ideal environment in an organization although recent emphasis on organization effectiveness, achievement and role expectations has sharpened, professional awareness of the complexity surrounding the leadership role in an institution such as school has also increased. According to Sharma, M.L. (1972) “One of the critical problems of education administration is that of making the education system more responsive to change”.

Hence it is understood that the institutional climate plays a crucial role in forming and developing the personality of a child. Psychologists have confirmed that learning between self and the environment is responsible for developing the desired qualities in the
child. It is also pertinent that teachers have good understanding of themselves as well as their students because their relationship itself is a dominating factor in facilitating the learning process and to make the institutional climate better.

In any country most of the students are not as good at their studies as they would like to be. Most of the problems of student life are related to their studies rather than any other issues. It has also been observed that students at different levels experience different study levels especially when such studies are for school grades but the good thing is that as a result of research in the field of education, study methods can be devised and taught and they are found to be more efficient than any typical methods used by even the best students.

As is generally perceived that the way to achieve effective study habits is to study more but contrary to this opinion, better study habits can be developed by changing the quality of study habits. For example – good students study no more than the poor ones. However, they use their time more effectively. Ineffectiveness or poor performance may be due to various reasons such as poor grammar, slow reading rate, lack of attention, lack of interest, poor health and poor environment including poor study habits. Such deficiencies cause huge impediments in the way of effective performance of a student actually when he is capable of doing much better even if he works hard but does not eliminate these handicaps and does not realize that there are better techniques of study. For example, even good students seldom stick to the prescribed word limit for writing their answers.

It has been time and again proved that the students who are trained to have effective study habits can use their skills and techniques well to work to their full capacity because training in techniques for efficient study can help anyone, since every person is somewhat inefficient. It is also correct that the brighter the student, the more he gains from such training.

Measures of student progress by the means of good study habits have shown, increased reading ability, greater skill in organizing work, better use of educational facilities and more satisfactory personal and social adjustment and most importantly higher grades but the question is how to improve study skills? Knowledge is not the only thing
required for it. First of all, a student must know what effective study habits are like. Secondly he must practice patiently until he acquires them. He will have to use continued and consistent efforts to develop good study skills.

The school and teacher must understand the fact that study habits obviously have to be individualized to fit different students’ needs. All students don’t perform same. They progress at different rates and vary in the number and kinds of errors they make while learning new skills. Same solution cannot be applied to all students’ problems. Problems also vary from one subject to another. Study habits largely depend upon the environment in which a child studies be it that of school or home. Researcher will try to find the answers to the questions like what is the role of school environment in promoting study habits of secondary school students. Do the study habits vary in different types of school like private or Kendriya Vidyalayas? Can study habits be changed with the change in school environment? The researcher will try to arrive at suitable conclusions after studying the facts.

It seems quite strange that only during the last 30 to 40 years; creativity has become the central concern for educational research although creative thinking has been considered as the highest of mental functions. This growing concern for research in creativity can be attributed to the fast changing world around us which is itself a consequence of man’s creative genius. This increasing concern for research in creativity is reflected in the successive editions of the Encyclopedia of Educational Research. In the 1941 edition of the Encyclopedia, no mention was made of the concept of creativity. In 1950, creativity was added to the catalogue of higher mental process. By 1969, the subject of creativity had gained the status of an independent article.

In 1977, the Review Committee appointed by the Govt. to review the curriculum emphasized the need for creative education in its concluding remarks. Without mincing any words it said:

“If the purpose of education is to nurture the child’s capabilities to the full and to give our people not only a useful occupation but a full and abundant life, then the creative

[18]
urge in the children must, in every possible way, be actively stimulated and cultivated in as many directions as possible”.

The NCERT has suggested that “One of the objectives of education is that the child should be able to express itself freely in creative activities and should acquire habits of self learning.” (NCERT 1975)

What is necessary today is to bring about the optimum development of the whole individual. To realize this aim, “We will have to teach to think creatively about the yet to be discovered.” (Crutchfield, R. 1967). The greatest joy of the teacher and greatest hope for better world lies in the cultivation of creative power. “To teach toward creativity is to teach toward the future of society”. Brittain and V. Lowenfield (1966)

In his review of Creativity Torrance (1964) had commented: “Of the different educational levels, the high school years have been the most neglected in creative research. Information has been accumulated concerning the school and elementary school years because of the interest in ‘creative imagination’. Apparently educators have not had much interest in the ‘creative imagination’ of high school students. Information has been accumulated concerning creativity during the college years because many outstanding creative students, writers and performers of many kinds began their productivity during these years and because it has deemed appropriate for colleges to produce professionally trained people who make creative contributions. No such expectations exist for high school students."

It is also to be pointed out that research on creativity done till date is almost negligible in comparison to the hundred years of experimental psychological research on the mechanistic dimensions of man (such as stimulus – response studies) which has utilized untold amounts of time, personnel and equipment including laboratory animals but still has not moved any closer to what can be called a ‘serious research’.

Research on creativity is of recent origin even in the advanced countries. It is obvious to point out that not many studies have been carried out in this field in the Indian context. Several questions on creativity for example, what is the role of environment in
promoting creativity? Do the students of different types of schools differ in the various components of creativity like fluency, flexibility and originality? What is the relative effect of each of many dimensions of Institutional Climate on creativity? Through the present study, the investigator will try to find out the answers to such questions.

Academic achievement is itself is a grave concern because no society can progress and achieve its aim of economic independence, technical development and cultural advancement without fully harnessing the potential of its citizens. Therefore, it is the primary duty and concern of all educationists to fully develop the intellectual potential of students and also to channelize their potential into the best possible use.

In the developing country like ours, educational facilities and opportunities are although open to all but not all the students are able to avail them as per their capabilities. There is a big question for teachers, parents and educational planners as to why do even the students with the best of abilities fail to perform in the examination? This question perplexes us. Academic capabilities which are not fully explored or realized amount to wastage of human resources which is an irreparable loss to society and nation. The investigator in the present study will try to find out the answer to various questions related to the academic achievement and will eventually try to build a link between academic achievement and institutional climate. The researches will try to find out the answer to the questions such as: What is the effect of the institutional climate on academic achievement?

Hence, it was felt that there was a need to conduct an investigation to understand the role of the environment of secondary schools in relation to the study habits, creativity and achievement of their students in a comprehensive way. On the bases of all the above-mentioned factors, an attempt was made to answer the following questions:

1. Is there a significant effect of institutional climate on study habits?
2. Is there a significant effect of institutional climate on creativity?
3. Is there a significant effect of institutional climate on achievement?
1.7 STATEMENT OF THE PROBLEM

The problem of investigation taken by the investigator was as follows:

“A STUDY OF THE EFFECT OF INSTITUTIONAL CLIMATE ON
STUDY HABITS, CREATIVITY AND ACHIEVEMENT OF
SECONDARY SCHOOL STUDENTS”

Variables

The following Variables were taken up for the present study by the researcher under two categories i.e. Independent Variable and Dependent Variables:

1. Institutional Climate (Independent Variable)
2. Study Habits (Dependent Variable)
3. Creativity (Dependent Variable)
4. Achievement (Dependent Variable)

1.8 THE CONCEPTUAL BASE

As was suggested by the title of the study- “The Effect of Institutional Climate on Study Habits, Creativity and Achievement of Secondary School Students” the nature of these concepts was studied by the investigator.
1.9.0 OPERATIONAL DEFINITIONS

1.9.1 OPERATIONAL DEFINITION OF INSTITUTIONAL CLIMATE

Institutional Climate refers to the conditions, forces and external stimuli that foster development of individual characteristics.

For the purpose of this study school environment meant the quality and quantity of the cognitive, emotional and social support that was made available to the students during their school life in terms of teacher-pupil interactions taking in to account six major dimensions of school environment in terms of (i) Creative Stimulation (CRS) (ii) Cognitive Encouragement (COE) (iii) Permissiveness (PER) (iv) Acceptance (ACC) (v) Rejection (REJ) and (vi) Control (CON).

(i) Creative Stimulation (CRS)-

It refers to “Teacher’s activities to provide conditions and opportunities to stimulate creative thinking”.

(ii) Cognitive Encouragement (COE)-

It implies “Teacher’s behaviour to stimulate cognitive development of student by encouraging his actions or behaviours”.

(iii) Permissiveness (PER)-

It indicates “A school climate in which students are provided opportunities to express their views freely and act according to their desires with no interruption from teachers”.

(iv) Acceptance (ACC)-

It implies “A measure of teacher’s unconditional love, recognizing that students have the right to express feeling, to uniqueness and to be autonomous individuals. Teachers accept the feelings of the students in a non-treating manner”.

[22]
(v) Rejection (REJ)-

It refers to “A school climate in which teachers do not accord recognition to students’ right to deviate, act freely and be autonomous persons”.

(vi) Control (CON)-

It indicates “Autocratic atmosphere of the school in which several restrictions are imposed on students to discipline them”.

1.9.2 OPERATIONAL DEFINITION OF STUDY HABITS

Study Habits are classroom activities that can also be described as the process of interaction between the teacher and the taught, between the classroom group and the teacher and between the student (Individual) and the classroom groups.

For the present investigation, the study habits meant the major areas of study techniques, habits and attitudes- mainly attitude towards teachers, home environment, attitude towards education, study habits, mental conflict, concentration, home assignment, self confidence and examination. Study Habits were broadly studied under two major categories: Good Study Habits and Need Guidance.

1.9.3 OPERATIONAL DEFINITION OF CREATIVITY

Creativity means the capacity or ability of an individual to create, discover or produce a new idea or the rearrangement or reshaping of what is already known to him. It is the achievement of new relationships among the parts of experience.

For the present study creativity meant both verbal and non verbal dimensions covering all major components of creativity such as fluency, flexibility and originality through Seeing Probability Test, the Unusual Uses Test, the Consequences Test, the Test of Inquisitiveness, the Square Puzzle Test (Test of Persistency) and the Blocks Tests of Creativity.
These tests were classified on the lines of Torrance (1962) as follows:

A) Test consisting of verbal tasks, namely, the Seeing Problems Test, the Unusual Uses Test and the Consequences Tests.

B) Test with verbal responses tasks using mostly non-verbal stimuli, namely, the Test of Inquisitiveness.

C) Test consisting of non-verbal tasks comprising the Square-Puzzle Test and the Block Test of Creativity.

1.9.4 OPERATIONAL DEFINITION OF ACHIEVEMENT

Achievement at school level refers to the academic achievement of students. It means to accomplish something under the given time frames and circumstances. It is a vast process underlying the learning outcomes of students. It is all about completing goals that one sets for himself.

For the present study achievement was measured on the basis of the final result of the students of classes IX and X in secondary school.

1.10 OBJECTIVES OF THE STUDY

1) To study the nature of Institutional Climate in Secondary Schools.

2) To study the impact of dimensions of Institutional Climate on Study Habits, Creativity (Dimensions and total) and Academic Achievement of Secondary School students.

3) To study the impact of interaction between dimensions of Institutional Climate and Gender on Study Habits, Creativity (Dimensions and total) and Academic Achievement of Secondary School students.

4) To study the impact of interaction between dimensions of Institutional Climate and type of school on Study Habits, Creativity (Dimensions and total) and Academic Achievement of Secondary School students.
5) To find out the correlation between the dimensions of Institutional Climate and Study Habits, dimensions of Institutional Climate and Creativity (Dimensions and total) and dimensions of Institutional Climate and Academic Achievement of Secondary School students.

1.11 HYPOTHESES

1. There is no significant impact of dimensions of Institutional Climate on the Study Habits of Secondary School Students.

2. There is no significant impact of dimensions of Institutional Climate on Creativity (Dimensions and total) of Secondary School Students.

3. There is no significant impact of dimensions of Institutional Climate on Academic Achievement of Secondary School Students.

4. There is no significant impact of interaction between dimensions of Institutional Climate and Gender on Study Habits of Secondary School Students.

5. There is no significant impact of interaction between dimensions of Institutional Climate and Gender on Creativity (Dimensions and total) of Secondary School Students.

6. There is no significant impact of interaction between dimensions of Institutional Climate and Gender on Academic Achievement of Secondary School Students.

7. There is no significant impact of interaction between dimensions of Institutional Climate and the type of school on Study Habits of Secondary School Students.

8. There is no significant impact of interaction between dimensions of Institutional Climate and the type of school on Creativity (Dimensions and total) of Secondary School Students.
9. There is no significant impact of interaction between dimensions of Institutional Climate and the type of school on Academic Achievement of Secondary School Students.

10. There is no significant correlation between dimensions of Institutional Climate and Study habits of Secondary School Students.

11. There is no significant correlation between dimensions of Institutional Climate and Creativity (Dimensions and total) of Secondary School Students.

12. There is no significant correlation between dimensions of Institutional Climate and Academic Achievement of Secondary School Students.

OR

**Research Questions:**

1. What is the nature of Institutional Climate?

2. What are different components of Institutional Climate?

3. What is the impact of different dimensions of Institutional Climate on the Study Habits of Secondary School Students?

4. What is the impact of different dimensions of Institutional Climate on the Creativity (Dimensions and total) of Secondary School Students?

5. What is the impact of different dimensions of Institutional Climate on the Academic Achievement of Secondary School Students?

6. What is the impact of interaction between the dimensions of Institutional Climate and Gender on Study Habits of Secondary School Students?

7. What is the impact of interaction between the dimensions of Institutional Climate and Gender on Creativity (Dimensions and total) of Secondary School Students?
8. What is the impact of interaction between the dimensions of Institutional Climate and Gender on the Academic Achievement of Secondary School Students?

9. What is the impact of interaction between the dimensions of Institutional Climate and the type of school on Study Habits of Secondary School Students?

10. What is the impact of interaction between the dimensions of Institutional Climate and the type of school on Creativity (Dimensions and total) of Secondary School Students?

11. What is the impact of interaction between the dimensions of Institutional Climate and the type of school on the Academic Achievement of Secondary School Students?

12. Is there any significant correlation between dimensions of Institutional Climate and Study habits of Secondary School Students?

13. Is there any significant correlation between dimensions of Institutional Climate and Creativity (Dimensions and total) of Secondary School Students?

14. Is there any significant correlation between dimensions of Institutional Climate and Academic Achievement of Secondary School Students?

### 1.12 DELIMITATIONS OF THE STUDY

The present study was delimited to:

1. Secondary schools from three districts of Haryana-Ambala, Karnal and Kurukshtera only.

2. Five Kendriya Vidyalayas located in Ambala and Karnal only.

3. Five Private Secondary Schools (Affiliated with C.B.S.E.) located in Ambala, Karnal and Kurukshtera only.

4. Students studying in classes IX and X only.
5. Only 1002 Secondary School Students were taken as the sample of the study.

6. The study was also delimited to the variables of Institutional Climate, Study Habits, Creativity and Achievement only.

In the following chapter, the related literature reviewed by the investigator has been presented with reference to the variables of the study.