CHAPTER 5

MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.0 INTRODUCTION

On the strength of the analyses, interpretations and discussion of the results in the previous chapter, the present chapter is devoted to the main findings, educational implications and also the suggestions for further study on the similar topics.

The statement of the problem in chapter one manifested it that the present study was an endeavor to explore the role of Institutional Climate in relation to the Study Habits, Creativity and Achievement of Secondary School Students. For the same purpose, the collected data was subjected to statistical analysis for finding out the correlates and differentials in the variables under study. Hence, the present findings have been classified into three categories based on the variables in the study:

5.1 Institutional Climate in relation to Study Habits

5.2 Institutional Climate in relation to Creativity

5.3 Institutional Climate in relation to Achievement

5.4 Interactions and Correlations between the variables

[209]
5.1 MAIN FINDINGS:

5.1.1 INSTITUTIONAL CLIMATE IN RELATION TO STUDY HABITS

1. Correct study habits dimension of study habits of students with average level of creative stimulation is significantly higher than students with low level of creative stimulation. Mean score of correct study habits dimension of study habits of students with high level of creative stimulation is significantly higher than students with low level of creative stimulation. There is no significant difference in mean score of correct study habits dimension of study habits of students with average and high levels of creative stimulation.

2. Correct study habits dimension of study habits of students with average level of cognitive encouragement is significantly higher than students with low level of cognitive encouragement. Mean score of correct study habits dimension of study habits of students with high level of cognitive encouragement is significantly higher than students with low level of cognitive encouragement. There is no significant difference in mean score of correct study habits dimension of study habits of students with average and high levels of cognitive encouragement.

3. Correct study habits dimension of study habits of students with average level of acceptance is significantly higher than students with low level of acceptance. Mean score of correct study habits dimension of study habits of students with high level of acceptance is significantly higher than students with low level of acceptance. Mean score of correct study habits dimension of study habits of students with high level of acceptance is significantly higher than students with average level of acceptance.

4. Correct study habits dimension of study habits of students with average level of permissiveness is significantly higher than students with low level of permissiveness. Mean score of correct study habits dimension of study habits of students with high level of permissiveness is significantly higher than students with low level of
permissiveness. There is no significant difference in mean score of correct study habits dimension of study habits of students with average and high levels of permissiveness.

5. Correct study habits dimension of study habits of students with low level of rejection is significantly higher than students with average level of rejection. Mean score of correct study habits dimension of study habits of students with low level of rejection is significantly higher than students with high level of rejection. Mean score of correct study habits dimension of study habits of students with average level of rejection is significantly higher than students with high level of rejection.

6. Correct study habits dimension of study habits of students with average level of control is significantly higher than students with low level of control. Mean score of correct study habits dimension of study habits of students with high level of control is significantly higher than students with low level of control. There is no significant difference in mean score of correct study habits dimension of study habits of students with average and high levels of control.

7. There is no significant difference in Need Guidance dimension of study habits at low, average and high levels of creative stimulation.

8. Need guidance dimension of study habits of students with low level of cognitive encouragement is significantly higher than students with average level of cognitive encouragement. Mean score of need guidance dimension of study habits of students with low level of cognitive encouragement is significantly higher than students with high level of cognitive encouragement. Mean score of need guidance dimension of study habits of students with high level of cognitive encouragement is significantly higher than students with average level of cognitive encouragement.

9. Need guidance dimension of study habits of students with low level of acceptance is significantly higher than students with average level of acceptance. Mean score of need guidance dimension of study habits of students with low level of acceptance is
significantly higher than students with high level of acceptance. There is no significant
difference in mean score of need guidance dimension of study habits of students with
average and high level of acceptance.

10. Need guidance dimension of study habits of students with low level of permissiveness
is significantly higher than students with average level of permissiveness. Mean score
of need guidance dimension of study habits of students with low level of
permissiveness is significantly higher than students with high level of permissiveness.
There is no significant difference in mean score of need guidance dimension of study
habits of students with average and high level of permissiveness.

11. Need guidance dimension of study habits of students with average level of rejection is
significantly higher than students with low level of rejection. Mean score of need
guidance dimension of study habits of students with high level of rejection is
significantly higher than students with low level of rejection. Mean score of need
guidance dimension of study habits of students with high level of rejection is
significantly average than students with low level of rejection.

12. Need guidance dimension of study habits of students with low level of control is
significantly higher than students with average level of control. Mean score of need
guidance dimension of study habits of students with low level of control is significantly
higher than students with high level of control. There is no significant difference in
mean score of need guidance dimension of study habits of students with average and
high level of control.

13. Study habits of students with average level of creative stimulation are significantly
higher than students with low level of creative stimulation. Mean score of study habits
of students with high level of creative stimulation is significantly higher than students
with low level of creative stimulation. There is no significant difference in mean score
of study habits of students with average and high levels of creative stimulation.
14. Study habits of students with high level of cognitive encouragement is significantly higher than students with low level of cognitive encouragement. Mean score of study habits of students with high level of cognitive encouragement is significantly higher than students with average level of cognitive encouragement. There is no significant difference in mean score of study habits of students with low and average levels of cognitive encouragement.

15. Study habits of students with average level of acceptance are significantly higher than students with low level of acceptance. Mean score of study habits of students with high level of acceptance is significantly higher than students with low level of acceptance. Mean score of study habits of students with high level of acceptance is significantly higher than students with average level of acceptance.

16. Study habits of students with high level of permissiveness are significantly higher than students with low level of permissiveness. Mean score of study habits of students with high level of permissiveness is significantly higher than students with average level of permissiveness. There is no significant difference in mean score of study habits of students with average and high level of permissiveness.

17. Study habits of students with low level of rejection are significantly higher than students with average level of rejection. Mean score of study habits of students with low level of rejection is significantly higher than students with high level of rejection. There is no significant difference in mean score of study habits of students with average and high levels of rejection.

18. Study habits of students with average level of control are significantly higher than students with low level of control. Mean score of study habits of students with high level of control is significantly higher than students with low level of control. There is no significant difference in mean score of study habits of students with average and high levels of control.
5.1.2  INSTITUTIONAL CLIMATE IN RELATION TO CREATIVITY

19. Fluency dimension of creativity of students with average level of creative stimulation is significantly higher than students with low level of creative stimulation. Mean score of fluency dimension of creativity of students with high level of creative stimulation is significantly higher than students with low level of creative stimulation. There is no significant difference in mean score of fluency dimension of creativity of students with average and high level of creative stimulation.

20. Fluency dimension of creativity of students with average level of cognitive encouragement is significantly higher than students with low level of cognitive encouragement. Mean score of fluency dimension of creativity of students with average level of cognitive encouragement is significantly higher than students with high level of cognitive encouragement. There is no significant difference in mean score of fluency dimension of creativity of students with low and high level of cognitive encouragement.

21. Fluency dimension of creativity of students with average level of acceptance is significantly higher than students with low level of acceptance. Mean score of fluency dimension of creativity of students with high level of acceptance is significantly higher than students with low level of acceptance. There is no significant difference in mean score of fluency dimension of creativity of students with average and high level of acceptance.

22. There is no significant difference in fluency dimension of creativity at low, average and high levels of permissiveness.

23. Fluency dimension of creativity of students with low level of rejection is significantly higher than students with average level of rejection. Mean score of fluency dimension of creativity of students with low level of rejection is significantly higher than students...
with high level of rejection. There is no significant difference in mean score of fluency dimension of creativity of students with average and high level of rejection.

24. There is no significant difference in fluency dimension of creativity at low, average and high levels of control.

25. Flexibility dimension of creativity of students with average level of creative stimulation is significantly higher than students with low level of creative stimulation. Mean score of flexibility dimension of creativity of students with high level of creative stimulation is significantly higher than students with low level of creative stimulation. There is no significant difference in mean score of flexibility dimension of creativity of students with average and high level of creative stimulation.

26. There is no significant difference in flexibility dimension of creativity at low, average and high levels of cognitive encouragement.

27. Flexibility dimension of creativity of students with average level of acceptance is significantly higher than students with low level of acceptance. Mean score of flexibility dimension of creativity of students with high level of acceptance is significantly higher than students with low level of acceptance. There is no significant difference in mean score of flexibility dimension of creativity of students with average and high level of acceptance.

28. Flexibility dimension of creativity of students with average level of permissiveness is significantly higher than students with low level of permissiveness. There is no significant difference in mean score of flexibility dimension of creativity of students with low and high; and average and high level of permissiveness.

29. Flexibility dimension of creativity of students with low level of rejection is significantly higher than students with average level of rejection. Mean score of flexibility dimension of creativity of students with low level of rejection is significantly
higher than students with high level of acceptance. Mean score of flexibility dimension of creativity of students with average level of rejection is significantly higher than students with high level of rejection.

30. Flexibility dimension of creativity of students with average level of control is significantly higher than students with low level of control. There is no significant difference in mean score of flexibility dimension of creativity of students with low and high; and average and high level of control.

31. Originality dimension of creativity of students with average level of creative stimulation is significantly higher than students with low level of creative stimulation. Mean score of originality dimension of creativity of students with high level of creative stimulation is significantly higher than students with low level of creative stimulation. Mean score of originality dimension of creativity of students with average level of creative stimulation is significantly higher than students with high level of creative stimulation.

32. Originality dimension of creativity of students with average level of cognitive encouragement is significantly higher than students with low level of cognitive encouragement. Mean score of originality dimension of creativity of students with high level of cognitive encouragement is significantly higher than students with low level of cognitive encouragement. There is no significant difference in mean score of originality dimension of creativity of students with average and high levels of cognitive encouragement.

33. Originality dimension of creativity of students with average level of acceptance is significantly higher than students with low level of acceptance. Mean score of originality dimension of creativity of students with high level of acceptance is significantly higher than students with low level of acceptance. There is no significant difference in mean score of originality dimension of creativity of students with average and high levels of acceptance.

[216]
34. There is no significant difference in originality dimension of creativity at low, average and high levels of permissiveness.

35. Originality dimension of creativity of students with low level of rejection is significantly higher than students with average level of rejection. Mean score of originality dimension of creativity of students with low level of rejection is significantly higher than students with high level of rejection. There is no significant difference in mean score of originality dimension of creativity of students with average and high levels of rejection.

36. There is no significant difference in originality dimension of creativity at low, average and high levels of control.

37. Creativity of students with average level of creative stimulation is significantly higher than students with low level of creative stimulation. Mean score of creativity of students with high level of creative stimulation is significantly higher than students with low level of creative stimulation. There is no significant difference in mean score of creativity of students with average and high levels of creative stimulation.

38. Creativity of students with average level of cognitive encouragement is significantly higher than students with low level of cognitive encouragement. Mean score of creativity of students with average level of cognitive encouragement is significantly higher than students with high level of cognitive encouragement. There is no significant difference in mean score of creativity of students with low and high levels of cognitive encouragement.

39. Creativity of students with average level of acceptance is significantly higher than students with low level of acceptance. Mean score of creativity of students with high level of acceptance is significantly higher than students with low level of acceptance. There is no significant difference in mean score of creativity of students with average and high levels of acceptance.

[217]
40. There is no significant difference in creativity at low, average and high levels of permissiveness.

41. Creativity of students with low level of rejection is significantly higher than students with average level of rejection. Mean score of creativity of students with low level of rejection is significantly higher than students with high level of rejection. There is no significant difference in mean score of creativity of students with average and high levels of rejection.

42. There is no significant difference in creativity at low, average and high levels of control.

5.1.3 INSTITUTIONAL CLIMATE IN RELATION TO ACADEMIC ACHIEVEMENT

43. Academic achievement of students with low level of creative stimulation is significantly higher than students with average level of creative stimulation. Mean score of academic achievement of students with low level of creative stimulation is significantly higher than students with high level of creative stimulation. There is no significant difference in mean score of academic achievement of students with average and high levels of creative stimulation.

44. Academic achievement of students with average level of cognitive encouragement is significantly higher than students with low level of cognitive encouragement. Mean score of academic achievement of students with high level of cognitive encouragement is significantly higher than students with low level of cognitive encouragement. Mean score of academic achievement of students with average level of cognitive encouragement is significantly higher than students with high level of cognitive encouragement.
45. Academic achievement of students with average level of acceptance is significantly higher than students with low level of acceptance. Mean score of academic achievement of students with average level of acceptance is significantly higher than students with high level of acceptance. There is no significant difference in mean score of academic achievement of students with average and high level of acceptance.

46. There is no significant difference in academic achievement at low, average and high levels of permissiveness.

47. Academic achievement of students with low level of rejection is significantly higher than students with average level of rejection. Mean score of academic achievement of students with low level of rejection is significantly higher than students with high level of rejection. Mean score of academic achievement of students with average level of rejection is significantly higher than students with high level of rejection.

48. Academic achievement of students with low level of control is significantly higher than students with average level of control. Mean score of academic achievement of students with low level of control is significantly higher than students with high level of control. There is no significant difference in mean score of academic achievement of students with average and high levels of control.

5.1.4 THE INTERACTIONS AND CORRELATIONS BETWEEN THE VARIABLES

49. The interactions between C.S. and Gender; C.E. and Gender; ACC. and Gender; REJ. and Gender; C.S. and School; C.E. and School, PER. and School, REJ. and School and CON. and School on Study Habits were found to be significant. Rest of the interactions on study habits was not significant.

50. The interactions between C.S. and Gender; C.E. and Gender; ACC. and Gender; PER.. and Gender; CON. and Gender; C.S. and School; C.E. and School, and ACC. and
School on Creativity were found to be significant. Rest of the interactions on Creativity
was not significant.

51. The interactions between C.S. and Gender; C.E. and Gender; ACC. and Gender; PER
and Gender; REJ. and Gender; CON. and Gender; C.S. and School; C.E. and School,
ACC. and School, REJ. and School on Academic Achievement were found to be
significant. Rest of the interactions on Academic Achievement was not significant.

52. Correct study habits dimension of study habits is significantly and positively correlated
with creative stimulation, cognitive encouragement, acceptance, permissiveness and
control dimensions of Institutional Climate. Correct study habits dimension of study
habits is significantly and negatively correlated with rejection dimension of
Institutional Climate.

53. Need guidance dimension of study habits is significantly and negatively correlated with
creative stimulation, cognitive encouragement, acceptance, permissiveness and control
dimensions of Institutional Climate. Need guidance dimension of study habits is
significantly and positively correlated with rejection dimension of Institutional
Climate.

54. Study habits are significantly and positively correlated with creative stimulation,
acceptance, permissiveness and control dimensions of Institutional Climate. Study
habits are significantly and negatively correlated with rejection dimension of
Institutional Climate. Study habits are not significantly correlated with cognitive
encouragement dimension of Institutional Climate.

55. Fluency dimension of creativity is significantly and positively correlated with creative
stimulation, cognitive encouragement and acceptance dimensions of Institutional
Climate. Fluency dimension of creativity is significantly and negatively correlated with
rejection dimension of Institutional Climate. Fluency dimension of creativity is not
significantly correlated with permissiveness and control dimensions of Institutional Climate.

56. Flexibility dimension of creativity is significantly and positively correlated with creative stimulation, cognitive encouragement, acceptance, permissiveness and control dimensions of Institutional Climate. Flexibility dimension of creativity is significantly and negatively correlated with rejection dimension of Institutional Climate.

57. Originality dimension of creativity is significantly and positively correlated with creative stimulation, cognitive encouragement and acceptance and control dimensions of Institutional Climate. Originality dimension of creativity is significantly and negatively correlated with rejection dimension of Institutional Climate. Originality dimension of creativity is not significantly correlated with permissiveness dimension of Institutional Climate.

58. Creativity is significantly and positively correlated with creative stimulation, cognitive encouragement, acceptance and control dimensions of Institutional Climate. Creativity is significantly and negatively correlated with rejection dimension of Institutional Climate. Creativity is not significantly correlated with permissiveness dimensions of Institutional Climate.

59. Academic achievement is significantly and positively correlated with cognitive encouragement and acceptance dimensions of Institutional Climate. Academic achievement is significantly and negatively correlated with rejection dimension of Institutional Climate. Academic achievement is not significantly correlated with creative stimulation, permissiveness and control dimensions of Institutional Climate.
5.2 CONCLUSIONS

The following conclusions were drawn on the bases of the analysis and interpretation of data:

(5.2.1) Institutional Climate and Study Habits

In the light of the above mentioned results, it was concluded that creative stimulation, cognitive encouragement, acceptance, permissiveness and control dimensions of Institutional Climate promote correct study habits among students whereas rejection dimension of Institutional Climates has a negative impact on correct study habits of Secondary School students. Furthermore, it can be observed from the results that due to the lack of creative stimulation, cognitive encouragement, acceptance, permissiveness and control dimensions of Institutional Climate, students need guidance in their study habits and also due to the existence of rejection dimension of the Institutional Climate, students have poor study habits and hence need guidance from their teachers to improve their study habits.

Therefore, it can be very well deduced that creative stimulation, acceptance, permissiveness and control dimensions of Institutional Climate exert very positive influence on the study habits of Secondary School students whereas rejection dimension of Institutional Climate poses a threat to the study habits of Secondary School students. However, cognitive encouragement has no visible positive or negative impact on the study habits of Secondary School students.

(5.2.2) Institutional Climate and Creativity

From the major findings, it is quite obvious that fluency in creativity can be fostered by providing creative stimulation, cognitive encouragement and acceptance in the institution whereas rejection has a negative impact on the fluency dimension of creativity. However, permissiveness and control dimensions of Institutional Climate do not affect fluency in creativity. Furthermore, in the light of the results, we arrive at a conclusion that creative stimulation, cognitive encouragement, acceptance, permissiveness and control
dimensions of Institutional Climate exert very positive influence on the flexibility in creativity whereas rejection in the institution has a negative impact on fluency in creativity. It can further be understood from the main findings that creative stimulation, cognitive encouragement and acceptance dimensions of Institutional Climate exert very positive influence on the originality dimension of creativity whereas rejection in the institution has a negative impact on originality in creativity. Permissiveness dimension of Institutional Climate has no positive or negative effect on originality in creativity.

Therefore, in the light of knowledge gained from the main findings, it can be very well inferred that creative stimulation, cognitive encouragement and acceptance dimensions of Institutional Climate exert very positive influence on the creativity of Secondary School students whereas rejection has a negative effect on creativity. However, permissiveness seems to have no good or bad effect on creativity.

(5.2.3) Institutional Climate and Achievement

On the bases of the results of the main findings, it can be summed up that academic achievement of Secondary School students is positively influenced by cognitive encouragement and acceptance dimensions of Institutional Climate whereas the rejection dimension has a negative impact on the academic achievement of Secondary School students. However, it can further be concluded that permissiveness as a dimension of Institutional Climate exerts no visible positive or negative impact on the academic achievement of Secondary School students.

5.3 DISCUSSION OF RESULTS

The effect of Institutional Climate with respect to Study Habits, Creativity and Achievement of Secondary School Students has been discussed in the present study. Institutional Climate does exert influence on the said variables but it varies from one variable to the other. The findings of this study are in consonance or in contrast with the
findings of few of the reviewed studies on the related topics and supported with substantial evidences.

The findings of the present study that Institutional Climate has a positive impact on Study Habits of Secondary School students do not agree with the findings of the studies conducted by Sharma (1974), Rao (1978) and Sudha Rani (1982) who concluded that different types of Institutional Climate had little or insignificant effect on students. This may be due to the change in circumstances, educational priorities, concepts & beliefs and the overall working of the institutions. The present study was found to be in consonance with Rai and Vashney (1983) who concluded that students’ attitude towards their teachers is affected by the Institutional Climate. The present study also seemed to be in step with the study conducted by Vedavalli (1953) who affirmed that Study Habits are affected by Institutional Climate and gender.

The present study also reveals that Correct Study Habits of Secondary School Students are significantly and positively correlated with the Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness and Control dimensions of Institutional Climate. The possible reason for this may be that most of the students when provided with adequate creative stimulation, cognitive encouragement, permissiveness along with the acceptance of their ideas in a controlled environment adopt good study habits whereas rejection of their ideas and work by the teachers stifles their spirits and leads to bad study habits.

We can very well understand from the given findings of this study that Need Guidance dimension of study habits is significantly but negatively correlated with Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness and Control dimensions of Institutional Climate. It compels us to think that lack of all these components in the institution leads to the rise of poor study habits of students and ultimately they need guidance to improve their study.
On the whole, the present study concludes that the study habits are significantly and positively correlated with Creative Stimulation, Acceptance, Permissiveness and Control dimensions of Institutional Climate. Hence, it is evident that the schools that provide inspiration to their students by appreciating their creative ideas, where teachers do not act as police and students are free to express themselves, students adopt good study habits. Therefore, all these factors should be kept in mind while teaching in schools.

The findings of the present study that Creative Stimulation, Cognitive Encouragement, Acceptance and Control dimensions of Institutional Climate have positive effect on creativity of secondary school students are in consonance with Kundu and Mallick (1987), Ahmed (1980), Yadav and Dash (1980) and Trowbridge (1968). The possible reasons for the same can be correlated with the fact that creativity fosters on a free, liberal, flexible and open environment. It is stifled in a closed environment where there is no room for fluency, flexibility and originality of ideas. Stimulation of creative ideas, encouragement coming from teachers in the form of praise and acceptance of creative and original work are the pre-requisites of the creativity and hence, creativity will be at its best in the institutions which are equipped with these components.

At last, the findings of the present study that Institutional Climate affects the Achievement of Secondary School Students are in agreement with Sharma (1970), Pillai (1974) and Thapliyal(1981). The possible reasons for this can be traced back to the fact that sufficient cognitive encouragement of the students’ efforts and also acceptance of their mistakes leads to better academic achievement because they are motivated enough to perform well and are not humiliated if they fail to perform. Conversely, students’ performance reaches its lowest ebb when they encounter rejection in the institution.
5.4 EDUCATIONAL IMPLICATIONS

It is expected that the findings of the present study will have significant implications in the field of Education as they have brought forth wide-ranging issues in diverse ways in particular for the teachers, educators, planners of education, administrators in the field of education and in general for the parents of explicitly Secondary School students.

To begin with, the most imperative issue that needs to be addressed here is the impact of the Institutional Climate on Study Habits, Creativity and Achievement of learners belonging to Secondary classes. It is to be observed that different studies aver that Institutional Climate affects the performance of students in one way or the other. Therefore, it can be inferred that students’ success or failure have something to do with the kind of schools they study in. So, schools must provide the best climate to their students for their overall progress and development.

The findings of the present study indicate that the students with good levels of creative stimulation, cognitive encouragement, acceptance, permissiveness and control at school are mostly found to have correct study habits whereas rejection plays a negative role in the formation of correct habits of secondary school students. Therefore, the teachers and educational planners must understand the importance of these dimensions of Institutional Climate in order to form correct study habits.

After going through the findings of the study, we come to understand that the students from the schools that have low levels of creative stimulation, cognitive encouragement, acceptance, permissiveness and control and also high level of rejection generally need guidance in their study habits. Hence, schools must improve on all dimensions so that the students gain better control on their study habits.

It is very important to note that Study Habits of Secondary School students are positively and significantly correlated with creative stimulation, acceptance,
permissiveness and control dimensions of Institutional Climate and on the contrary, are negatively correlated with the rejection dimension of Institutional Climate. Therefore, major attention should be paid to improve the institutional climate in all the dimensions mentioned above so that the students develop good study habits and also improve their performance.

In the light of the present study we get the message that the fluency dimension of creativity is positively and significantly correlated with creative stimulation, cognitive encouragement and acceptance dimensions of Institutional Climate but is negatively correlated with rejection dimension. Therefore, the schools that wish to improve the fluency in creativity of their students must work in these areas.

Creative stimulation, cognitive encouragement, acceptance, permissiveness and control have a positive role to play to enhance the flexibility in creativity so schools must show improvement in all the said dimensions to improve the level of flexibility in creativity.

An original is always said to be better than a copy. Originality in any field actually makes one truly creative. In an age of cut throat competition, the quantity and volume of work has increased but the originality has taken a back seat. High levels of creative stimulation, cognitive encouragement, acceptance and control help one to be original whereas rejection plays a negative role in the formation of originality among students. For this reason, educational institutions should lay adequate stress on originality in all spheres of education.

Creativity, which is at the heart of all major inventions, discoveries, writings, paintings, designs, arts, crafts, performing and creative arts needs better representation from schools in terms of creative stimulation, cognitive encouragement, acceptance and control in their environment. Teachers also must check the element of rejection in their nature if they actually wish to seek creativity among their students as creativity generally
comes with a good amount of freedom given to students. Consequently, schools should plan their curriculum keeping in mind the importance of creativity in our life.

In a country obsessed with percentage and grades, good level of academic achievement is considered to be the passport to success. Most of the institutions and students attach high level of efforts, practice and preparedness to academic achievement but they seem to ignore the importance of Institutional Climate, particularly in the dimensions of cognitive encouragement and acceptance. Rejection coming in any form from teachers hampers the academic achievement of the students. Therefore, schools must get better in all fields related with healthy Institutional Climate rather than, all the time, carrying a stick to chase their students to get better grades.

Further, this study will also help in understanding the impact of Institutional Climate in different types of schools and also its impact on boy and girl students of those schools.

It is sincerely believed that the implications of the present study will help all related with school education improve the environment of their institutions to assist their students in showing better feat in their study habits, creativity and achievement.

5.5 SUGGESTIONS FOR FURTHER STUDY:

The scope and area of research in the field of education is unlimited. Much has been done but still much more needs to be done as education needs amendments and further perfection according to the need of the hour. The investigator, in the present study, has made a little effort to present the magnitude of the Institutional Climate in relation to the Study Habits, Creativity and Achievement of Secondary School Students but understands that much is still left unaccomplished which her fellow researchers will surely be able to take up in their forthcoming researches. A few suggestions are given below:
1. The present study was conducted in Ambala, Karnal and Kurukshetra districts of Haryana. Similar studies may also be conducted in other districts of Haryana.

2. The present study was conducted in Haryana. Similar studies can also be conducted in other states of India.

3. The present study consisted of a sample of Secondary School students. However, similar studies can also be conducted at Primary or Senior Secondary levels.

4. The present study consisted of a sample of 1002 students. Similar studies can be conducted on a larger sample for a wide generalization or on a smaller sample for a narrow generalization.

5. On the basis of the present study, it can be suggested that an attempt can be made to explore the role played by the Institutional Climate in other areas of education.

6. Only C.B.S.E. schools have been included in the present study. Similar studies can also be conducted to explore the Institutional Climate of the schools affiliated with other educational boards.

7. More exhaustive studies can be conducted to understand the role of teachers or parents in the improving the study habits, creativity and achievement of students at any level.