CHAPTER- II

REVIEW OF RELATED LITERATURE

Research is a scientific investigation of unanswered question or quest. Research is an objective, impartial, logical analysis as well as recording of controlled observation which often lead to the development of generalization, principles and theories. It demands accurate observation and descriptions; therefore it cannot be undertaken in isolation of the work that has already been done on the problem or quest, which are directly or indirectly related to the study as proposed by the researchers. In conducting any study, to find answer to the research questions, the researcher takes privileges of the knowledge which has accumulated in the past.

Organizational climate has contributed a lot to explain the behavior of people in the workplace. School organization climate is a relevant theme at present day context. It is the ‘PERSONALITY’ of the school. Thus, it bears a maximum influence on member of the very organization. Numbers of studies had been conducted in India as well as abroad on the theme of school organizational climate. The studies reviewed by the investigator are so far both from the east and west. In our country India there has been a growing interest among the researcher in studies of school organizational climate.

An attempt has been made by the researcher to present the review of the studies which have been more relevant to the present study. The research literature as reviewed by the researcher is summarized here under the following categories--

2.1 Studies conducted on School organizational climate.
2.2 Studies conducted on School organizational climate and Creativity.
2.3 Studies conducted on School organizational Climate and Adjustment.
2.4 Studies conducted on School organizational climate and Achievement.
2.1 STUDIES CONDUCTED ON SCHOOL ORGANIZATIONAL CLIMATE (NATIONAL, INTERNATIONAL AND REGIONAL)

AT NATIONAL LEVEL

- **Sharma S. (1982)** investigated on “The leadership behavior of headmasters vis-à-vis the school climate of junior high schools of Agra City” and found that there were no significant differences in the leadership behavior of the headmasters of the junior high schools on the basis of area (rural and urban) and management (govt. and private).

- **Baraiya V.V (1985)** researched on “The organizational climate of higher secondary schools of Gujarat State in relation to certain variables”. The study reveals that organizational climate of the schools was not determined by sex and the qualifications of the headmasters.

- **Pandey (1985)** investigated into “The leadership behavior of principals, organizational climate and teacher morale in secondary schools”. The investigator found that teacher morale was positively and significantly related to the initiating structure and consideration dimensions of leadership, and controls, production emphasis and humanized thrust dimensions of organizational climate.

---

• **Kaur Balawinder (1986)** conducted a study on “Job satisfaction of higher secondary teachers: Its relationship with personal, professional and organizational characteristics School organizational climate and job-satisfaction” and discloses that out that of the eight organizational characteristics, hindrance, esprit, thrust, consideration, initiating structure and total leadership behavior appeared to be correlated with job satisfaction. The other two important dimensions disengagement and hindrance emerged as significant predictors of job satisfaction of the teachers.

• **Saxana (1989)** inquired into “A study of the Elements which affects the job satisfaction of Lecturers working in Higher secondary School of Madhya Pradesh.” The study discloses that the teachers in schools with open climate are likely to have higher overall job satisfaction than their counterparts in closed climate schools.

• **Ahluwalia and Ahluwalia (1996)** conducted a study on “A comparative Study of Organization climate in school”. The investigator found that- there exists significant correlation between organizational climates and job-Satisfaction.

---


• Mishra (2005) researched on “Organizational climate of different types of secondary schools and its relationship with leadership behaviour of principal and teachers job satisfaction”. As a result of the study, he found that teachers who perceived their climate as autonomous exhibited better teaching effectiveness than those who perceive their climate as closed one.

• Kumar G Amruth (2006) had made a study on “Influence of institutional climate perception on teacher morale of teacher educators”. The study was carried with 244 sample teacher educators of four universities of Kerala state. The study reveals that there is significant difference in the variable of teacher morale among the teacher educators working in B.Ed colleges.

• Kumar A.G (2010) through his study on the organizational climate in relation to some selected variables found that climate perception had a crucial role in deciding many other variables.

• Sodhi Binakshi studied on “Teacher effectiveness among secondary school teachers of Punjab in relation to their school organizational climate, gender, location, teaching experience and stream (science, social science and languages)”. He found that there is no significant difference in teacher effectiveness of secondary school teachers across gender, location, stream and teaching experience groups.


• **Somanakatti .C.M. (2011)** made a study on “Job satisfaction of primary school teacher in relation to their role efficacy, teacher involvement and organizational climate”, with 500 sample teachers. The investigator as a result found that the female teachers are more job satisfied in comparison to the male teacher and they have higher role efficacy.

• **B.Krishnaprasad (2011)** conducted a study entitled “The organizational climate of general insurance companies in Thiruvanathapuram District of Kerela state”. The findings of the study reveal that the public sector general insurance companies are affected by the various factors of organizational climate.

• **Kaur Gurdeep(2012)** had conducted a study entitled “The organizational commitment of secondary school teacher in relation to leadership preference, organizational climate and type of school”. The study reveals that the interaction between organizational climate and type of school does not contribute to any significant differences with regard to normative organizational commitment.

• **Bilnalita G Kharumlng(2012)** had made a study with 100 sample teacher on “The organizational climate in secondary schools of Sohra block , East Khasi Hill District”. The finding of the study appears that the organizational climate as perceived by the teacher of private , unaided is at the best than the organizational climate as perceived by the teacher of the deficit school and the teachers of government school perceive their school organizational climate as lowest.

---


• Babu Ajay and Kumari Mandakini (2013)\textsuperscript{15} conducted a study entitled “Organizational Climate as a predictor of teacher effectiveness”. With the 100 sample from government (50) and Private(50), they conducted the study through the help of the SOCDQ developed by Motilal Sharmah. As a result they found that there are significant differences between the teacher effectiveness of elementary school teachers in relation to their organizational climate.

• Gupta Madhu and Goel Richi(2014)\textsuperscript{16} researched on the topic, “Organizational climate of residential and non-residential school-a comparative study”. The researcher found that there is significant difference in organizational climate of residential and non-residential school. Residential school had better climate than the non-residential.

• Alemnew Alebachew(2017)\textsuperscript{17} researched on “A comparative study: School climate across non-physical indicator in north-east Region of India and implication for educational leader”. The result of the study was that Sikkim was the state that has least number of schools accommodating students. The state with highest number of school accommodating students was Meghalaya.

\textsuperscript{15}“Organizational Climate as a predictor of teacher effectiveness”. EUROPEAN ACADEMIC RESEARCH, VOL. I, ISSUE 5/ AUGUST 2013pp 553-565(2013)
\textsuperscript{16}“Organizational climate of residential and non-residential school-a comparative study”, Galaxy International Interdisciplinary Research Journal, Vol 2, February 2014
• Vedavanthi B(2017)\(^{18}\) conducted a study on “Secondary school organizational climate and work value of the secondary school Heads”. The result reveals that work value of the Heads of school differs from school to school.

• Bhatia payal (2017)\(^{19}\) investigated into the “Organizational climate of higher secondary schools of Anand”. The study reveals that more dominance of principal was seen in non-grant aid school than the grant in aid school

STUDIES CONDUCTED ABROAD

• Helflich(1994)\(^ {20}\) conducted a study on entitled “Comparing Teacher Perceptions of School climate in selected new Jersey independent and public high school.” As a result it was found that independent schools had higher climate score as compared to the public school.

• Turon(1988)\(^ {21}\) had conducted study on “The relationship between organizational climate and organizational commitment in Secondary public schools in the city of Bursa in Turkey”. The researcher found that organizational Climate has also significant relationship with organizational commitment.

• **Austin (2004)** researched on “Relationship between Mississippi Public secondary Teacher Perceptions of school climate and their Level of job satisfaction.” He found that teachers with high level of job satisfaction indicated more favourable impressions of school climate than the teachers with low level job satisfaction. The variables of the subject taught and type of the school, district, appointed or elected superintendent did not make a difference in the relationship between level of job satisfaction and perception of school climate.

• **Adyemi (2008)** investigated into “The relationship between organizational climate and teachers’ job performance in primary schools in Ondo State, Nigeria”. The findings revealed that most of the schools run an open climate type of organization. The level of organizational climate in the schools was however, very low. The level of the teachers’ Job performance was equally low. A significant relationship was found between organizational climate and teachers, job performance.

• **Raza Zhang and Liu (2010)** research into “The effects of organizational climate on organizational variable: An Emperical Study”, with 419 managers and staff members and with a organizational climate scale to determine the effectiveness of the organization. As a result organizational climate was found to have a significant effect on the retention, performance, satisfaction, stress, and commitment of the managers and their employees.

---

• **Kauts and chichi (2010)**\(^{25}\) intended to study “Leadership Behaviour and Organizational Climate in Relation to School Size”. The finding of the study ascertained- (i) Government school teachers are more burdened by administrative hassles which hinder their teaching work, (ii) Size of the school does not make any impact on the ‘consideration and ‘behavior of the principals, (iii) Private school principals take more initiatives to improve their own profile. These results indicates that different aspects and dimensions of school organizational climate can effect teachers performance and school achievements.

• **Brendra. L. Ladyong (2014)**\(^{26}\) researched on “Organizational climate and Teacher’s work motivation : a case study of selected schools in Prachinbur, Thailand”. The investigator found that there was role of administration particularly in enhancing a positive climate in order to motivate teachers to improve work performances.

• **Ghavifekri Simin and Pillai Nova Sheila (2016)**\(^{27}\) conducted a study entitled “The relationship between school’s organizational climate and teacher's job satisfaction: Malaysian experience”. They found that there was no relationship between the responsibility factors of teachers’ job satisfaction with any of the school organizational climate factors.

---


• Arsenijevic Olja, Jovanovic Larisa, Radosavljevic Milan (2017)\textsuperscript{28} researched on “The relationship between organizational climate and management effectiveness” and found that there is a relation between organizational climate and level of organizational creativity.

• Brittany D. Chambers, Jennifer Toller Erausquin (2018)\textsuperscript{29} conducted a study entitled “Race, Sex and Discrimination in school setting: A multi-level Analysis of Association With delinquency”. They found that school climate and diversity may affect students’ delinquent behaviour.

**REGIONAL STUDIES**

• Baruah Saswati\textsuperscript{(2004)}\textsuperscript{30} conducted a study entitled “Organizational Climate of Government and Privately managed High Schools of Kamrup district: A Comparative Study”. As a result of the study, no particular difference was found in organizational climate of government and private schools. The study also reveals that job satisfaction and enrolment of students in schools was positively related with organizational climate of the schools of Kamrup district but negatively related with qualification of the teachers.

\textsuperscript{28} “Relationship between organizational climate and management effectiveness”. Industrijao, vol: 45. Issue 1. (2017)


• **Goswami Marami (2007)** conducted study entitled “The organizational climate of the secondary schools of Kamrup district in relation to teachers freezingness and academic performance of students (Assam)” The study examined the relationship between the organizational climate and the academic performance of the students and the relationship between teacher’s freezingness and different types school organizational climate. The study reveals that the schools of Kamrup District are different in respect to their organizational climate. It also showed that academic performance of students is highest in private schools followed by urban schools and rural schools. The overall teachers freezing are highest in rural schools, followed by urban schools.

• **Nath Daisy (2011)** researched on the “School organizational climate and job satisfaction among Teachers of B.Ed colleges affiliated to Gauhati University” and found that the teachers from government and non-government showed low level of disengagement, hindrance and aloofness.

• **Rahman Hassanur (2016)** inquired into the comparative study on “Academic climate of provincialized schools of Dhubri District of Assam”. He found that private school shows an average academic climate. There is significant difference in academic climate of private and government schools.

---


33. “A comparative study on academic climate of provincialized schools of Dhubri District of Assam”, Jaljali, research journal of Humanities and Social science, March (2016)
2.2 STUDIES CONDUCTED ON SCHOOL ORGANIZATIONAL CLIMATE AND CREATIVITY (NATIONAL, INTERNATIONAL AND REGIONAL)

AT NATIONAL LEVEL

- **Singh G. (1985)**\(^{34}\) conducted a study on school climate and creativity and he found that the students from the advantaged school climate scored higher than the disadvantaged school climate.

- **Ganesan V (1987)**\(^{35}\), researched on “Knowledge Workers: Organizational Climate for Creativity” and found that creativity of knowledge workers and their innovative performance had a positive but insignificant relationship and organizational climate by itself was related to innovative performance when creativity was controlled.

- **Rajagopalan S. (1988)**\(^{36}\) researched on “A study of creativity of secondary school students in relation to classroom climate, Achievement Motivation and Mental Ability” and found that the high classroom climate was found to be effective on the creative level of students of classes viii and ix. The study also revealed that the classroom climate and intelligence had a significant effect on creativity of students.

---


• Ahmed(1998)\(^a\) conducted study on “Culture and Climate for Innovation” The investigator found that verbal creativity was affected by the enriched school environment. He found that verbal abilities developed more in a highly enriched but formal environment, while non-verbal ability was equally affected by an enriched formal and informal environment.

• Pradhan (1991)\(^b\) conducted a study entitled “Effect of school organizational climate on creativity, adjustment and academic achievement of students of Orissa”. He found that the organizational climate affect the core of creativity, adjustment and academic achievement.

• Ghaffari(2003)\(^c\) researched on “Relationship between organizational climate and employees creativity of Semnan Medical Science University.” He found that there is no significant relationship between organizational climate and employee’s creativity

• Pashavand(2003)\(^d\) conducted a study on “Investigation of the effects on the creativity of high school managers in Bonab and Maragheh.” The investigator found that there is no relationship between the majors of managers and the level of their creativity. The managers graduated in management are not more creative than the others.

\(^a\)“Culture and Climate for Innovation”, European Journal of Innovation Management, vol 1.(1998)

\(^b\)“Effect of school organizational climate on the creativity, adjustment and academic achievement of secondary school students of Orissa”. Ph.D. Thesis in Education, Utkal University, Bhubaneswar.(1991)

\(^c\)“Relationship between organizational climate and employees creativity of Semnan Medical Science University”, Master of Public Administration dissertation, Semnan Public administration education Centre(4). pp7 (2003)

• Noorae et.al(2006)\(^{41}\) conducted study on “The relationship between educational philosophy, managers and aps, leadership styles and organizational climate in physical Education Faculties.” The investigators found that supportive and friendly relations and co-operative atmosphere are important to increase employee’s creativity.

• Samadi and Shirzadi(2008)\(^{42}\) investigated into “The relationship between the dimensions of organizational climate and creativity of teachers in Semnan”. They found that there is positive relationship between the co-operative dimensions of climate and the creativity of teachers.

• Radheshyam(2012)\(^{43}\) conducted a study on “Organizational Climate of secondary school and its effect on achievement level of Gifted Students”. The investigator came out with the result that environment of the school varied from one to another, moreover, authoritarianism has an adverse and flexibility has a positive effect on the academic achievement of the gifted children.

• Ali Akbar Ahmadi and Zainab Emamipou(2013)\(^{44}\) conducted a study on relationship between organization climate and creativity and found that supportive and friendly climate increases creativity.


\(^{44}\)“A study on relationship between organization climate and creativity”. Management science letters, vol 3 pp 2709-2716(2013)
STUDIES CONDUCTED ABROAD

- **Khezri (2002)** had made a study on “The relationship between the creativity of staffs and organizational climate in Bahonar cooper industries corporation in Kerm.” which reveals that there is positive and significant relationship between creativity of staffs and organizational climate of the industry.

- **Jung et.al (2003)** conducted a study on “The role of transformational leadership in enhancing Organizational innovation.” They found that creativity depends on both individual and environment.

- **Rezaee (2003)** investigated into “A comparative study of the relationship between organizational climate and teachers and apos, creativity in Shahrood secondary school”. They found that there exists no significant relationship between open organizational climate and creativity. However; there is significant relationship between closed organization climate and reducing creativity.

- **Amabile et.al (2004)** researched on “A study on relationship between organizational climate and employee’s creativity” which reveals that there exists positive relationship between creativity of the employee’s and the organizational climate.

---


• **Ghaseminejad et.al (2004)**\(^4^9\) had made a study titled “Relationship between organizational climate and employee’s creativity and its effect on secondary school teachers”. They found that there is a relationship between employee’s creativity and organizational climate.

• **Loukas and Murphy (2007)**\(^5^0\) conducted a study on “Middle school student perception of school climate: Examining protective functions on subsequent adjustment problem.” The study reveals that creativity depends upon both individual and climate.

• **Goodarzi (2008)**\(^5^1\) examined organizational climate and creativity which reveals that the creativity of managers is not related with the age, experience and position of staffs but there is a direct and significant relationship between the creativity and experience of managers.

• **Yi Xinfa, Cai Shushan (2008)**\(^5^2\) conducted a study on “Creative Organizational Climate of Schools, General Self-Efficacy, Creativity Self-Efficacy, and Cultural Efficacy of Teachers”. They found significance of teacher’s perception of the creative organizational climate of schools on the background of different teaching duration. Their analyses demonstrated that the longer the teaching duration, the higher the perceived creative organizational climate of the teachers.

---


• **Amin Bidokhti et.al(2009)** investigated into “The relationship between the dimensions of organizational climate and creativity in teachers of primary school”. The investigator found that there is positive and significant relationship between the teachers and manager’s behavior and creativity of teachers. There is also significant relationship between the cooperation aspects, pretending to work and the creativity of teachers.

• **Zare et.al (2010)** conducted a study entitled “Relationship between the organizational climate and occupational stress and creativity of the staffs of Western Azerbaijan Education Centre”. The study reveals that the open climate causes creativity and experience of managers. There is direct relationship between the creativity of managers and organizational climate and stress reduction on close organizational climate.

• **Habib Reza et.al (2014)** investigated into “The relationship between creativity and organizational climate in education centre”. The investigator found that as the management is the most important elements in the organization, the creative idea can affect the development of organization.

---

53 “Investigation the relationship between the organizational climate with style of management and its effect on teachers of primary school”, New ideas Journal, third year, issue 4,(24) 2008


• Alinejad Bagher, Bahrami Masoumeh, Azari Marzeieh, Aslani Rane, Amiri Iman (2015) conducted a study with 226 sample teachers on “The relationship between organizational climate and creativity of elementary school teachers of koohdashet City”. They found that the components of school organizational climate had significant impact on creativity.

• Ibegbulam Ijeoma and Ukamaka Eze Jacintha (2017) investigated the “Organizational climate for creativity/Innovation among Librarians in Academic Libraries in South East Nigeria”. The study reveals that work group and organizational encouragement were perceived to be highly positive for creativity.

REGIONAL STUDIES

• Deka Bijaylakshmi (2013) conducted study on “Scholastic Conditions and Practices available in the secondary schools for developing creativity among students”. The investigator found that scholastic condition of the school influences on the development of creativity of the students.


2.3 STUDIES CONDUCTED ON ORGANIZATIONAL CLIMATE AND ADJUSTMENT (NATIONAL, INTERNATIONAL AND REGIONAL)

AT NATIONAL LEVEL

- **Dhillon, G.K. (1979)**\(^59\) conducted a study on “The students’ adjustment in relation to the various aspects of School Climate” and founded that in all aspects of school, adjustment with school mates, administration, teachers and with self, the participants scored significantly higher than non-participants. No significant sex differences were found on the dimension of school adjustment.

- **Mangal, S.K. (1979)**\(^60\) through his study on “Analysis of Common factor in Teacher Adjustment” found that the teachers’ adjustment is consisted of five factors. They were adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

- **Kaishanath(2000)**\(^61\) conducted study on “Student adjustment and its relation to organizational climate in Jawahar Navodaya Vidyalayas”. The study reveals that in the Schools with open climate, students felt better adjustment.

---

\(^{59}\) “A study of the students’ adjustment in relation to the various aspects of School Climate”. Review of Educational Research, Sage Publication.(1979)


• **Balasubramanian, K. and Meenakshi Sundaram, A. (2003)** researched on “Selected Demographic variables and work Adjustment of the post Graduate Teacher”. They found a significant difference in work adjustment between male and female teachers, and there was no significant difference in work adjustment in terms of other demographic variables like subject teaching, employment, type of management, locality of the school and type of school.

• **Reddy, M.V. (2004)** studied on “The teaching aptitude of Prospective Mathematic Teachers”, and revealed that the level of social adjustment of the teachers in private and government schools falls under average category. But both the sub-samples were with an average social adjustment.

• **Chatterjee Anuradha(2009)** conducted an analytical study entitled “Job satisfaction and adjustment in teacher with respect to educational climate of the school”. The study came out with the result that there exists moderate correlation between school organizational climate and adjustment. Moreover there exists significant difference between educational climate of school in respect to locality.

---


• **Niradhar, D. (2009)** researched on “Adjustment of the teachers of Government and Private school”. The research study brings out the following facts-

(i) Working in private or government school was not a major factor for someone’s mental health and adjustment.

(ii) Both the government and private school teachers were mentally healthy, they were not exceeding each other in respect to mental adjustment.

(iii) Both the government and private school teachers were able to adjust well in their profession.

• **Narinder Makkar (2010)** investigated into “The educational aspirations and school adjustment of students in relation to organizational climate”. The findings of the study discloses that the secondary school students belong to urban areas has significantly high educational aspirant than the rural one, the educational aspiration of the girls are more than the boys. The study also reveals that the secondary school students perceiving high school organizational climate in terms of creational stimulation, cognitive encouragement, acceptance and conflict has better school adjustment than the students perceiving low school climate.

---


• **Zahoor (2012)**\(^{67}\) researched on “Organizational climate and adjustment among private and government school teachers.” The study was carried out with 300 teachers, 150 each from private and government schools have been randomly selected from Aligarh, Uttar Pradesh. Analyses have been made using t-test which disclosed the significant difference between the two groups of respondents on Organizational Climate, Adjustment and their respective dimensions. The results also clearly pointed out that teachers of government schools are found to be more disengaged in their work than their counterparts. It indicates that teachers of government schools have a greater tendency to be not in so much in gear of the task at hand as private schools are.

• **Kumar(2013)**\(^{68}\) carried out a study on “Adjustment of the school teachers in rural and urban organizational climate” which unveils that there is no significant difference between rural and urban teacher , rural teachers are little high on organizational climate than their counterparts.

• **Sharmah Neha( 2013)**\(^{69}\) had made a study on “Organizational climate in relation to job satisfaction , adjustment and attitude of high school teacher of Punjab.” The study comes with the result that there exists significant differences in organizational climate in relation to job satisfaction, adjustment and attitude.

---


\(^{69}\) “A study on Organizational climate in relation to job satisfaction , adjustment and attitude of high school teacher of Punjab”, Ph.D Thesis, Singhania University,(2013)
• **Kumar Ajay and Singh veer (2015)** enquired into “Adjustment of secondary school teachers in relation to organization climate.” They found that there is no significant differences among the school teachers’ adjustment in respect to the organizational climate.

**STUDIES CONDUCTED ABROAD**

• **Yueming Jia et.al (2009)** explored “The influence of students’ Perceptions of School climate on Socio-emotional and academic adjustment.” They made a comparative study among Chinese and American Adolescents and came out with the result that students in china perceived higher level of teacher support, student support and opportunities for autonomy in the classroom than the students of united states.

**REGIONAL STUDIES**

• **Samad Abdul (2013)** conducted study on “The effect of academic climate on student’s adjustment and achievement of provincialized Secondary school of Darrang District”. The researcher came out with the result that there are significant differences in the academic climate of Darrang District and relationship was found between academic climate and adjustment.

---

72. “A study of the effect of academic climate on student's adjustment and achievement of provincial zed Secondary school of Darrang District”. Ph.d Thesis Submitted to Gauhati University.(2013)
2.4 STUDIES CONDUCTED ON ORGANIZATIONAL CLIMATE AND ACHIEVEMENT (NATIONAL, INTERNATIONAL AND REGIONAL) AT NATIONAL LEVEL

- **Amarnath (1980)** conducted “A comparative study of organizational climate of govt. and privately managed higher secondary school in Jalandhar District.” He found that there is no positive relationship between organizational climate and scholastic achievement.

- **Varshveya (1981)** conducted a study on “Relationship between Organizational environment and teacher effectiveness.” The study discloses that the school organizational climate and student’s scholastic achievement is positively correlated.

- **Pradhan (1991)** conducted a study entitled “Effect of school organizational climate on creativity, adjustment and academic achievement of students of Orissa”. His result unveils that the organizational climate affects the core of creativity, adjustment and academic achievement.

- **Siddiqui (1994)** researched on “Organizational climate, leadership behavior, teacher’s morale and school performance in minority and other school”. The study comes out with the result that is significant differences in organizational climate of minority and other schools. The school performance is correlated with the school climate.

---


• **Chand Suresh(2002)** investigated into “Learning achievement of elementary school students of Himachal Pradesh in relation to school organizational climate and home environment”. The study was conducted with 52 sample teachers which reveals that the elementary school students with high family income perform better significantly than their counterparts having average and low family income in their learning achievement. The learning achievement in mathematics is remarkably high in open and autonomous school climate as compared to those students in controlled, paternal school climate.

• **Suman Lata(2005)** inquired into “A study of educational attachment as a function of school organizational climate.” The study focuses that there exists positive relationship between school organization climate and student’s achievement.

• **D.Ranjeeta, Agnihotri Anuradha(2015)** researched on “learning and thinking style and academic achievement of secondary schools students in smart school and government school”. The result was that academic achievement plays a very significant and vital role in attainment of harmonious development of child in all walks of life.

---


78. “A study of educational attachment as a function of school organizational climate”. Recent Researches in Education and Psychology, 10 (3-4): 100-103(2005)

STUDIES CONDUCTED ABROAD

- **Scott (2003)**\(^{80}\) conducted a study on “Leadership behavior of the school Principal and student’s achievement”. The investigator found that the leadership behavior of the school Principal directly impacts on the climate of the school and in return on student’s achievement.

- **Adeogun and Blessing (2011)**\(^{81}\) conducted study on “The relationship between school climate and student achievements’ and teachers’ productivity for sustainable development”. The findings showed that there was a significant relationship between school climate, performance and productivity.

- **Sorah D Spark (2011)**\(^{82}\) studied on school climate and achievement and disclosed that the school safety depends far less on the poverty and climate surrounding of the campus than on the academic achievement of the students.

- **Ndanuko and Mathini (2012)**\(^{83}\) through their study on “The Academic Performance of the Students in relation to the school climate” claimed majority (61.3 %) of the schools approaching an open climate had pupils' exhibiting high pupils' academic performance and the schools approaching a closed climate majority (88.9 %) had pupils exhibiting low academic performance. In majority (78.6%) of the schools with a head teacher exhibiting low thrust the pupils exhibited low academic performance. The study reveals that- there was a significant relationship between teacher’s experience of esprit and pupils’ academic performance.

---

80 “A study on leadership behavior of the school principal and student’s achievement” central state speech journal (2013)
82.cited in “Students’ Background, School Climate, and students’ achievement: an empirical study on New York City Middle School:vol-7.
REGIONAL STUDIES

- Kalita Utpal (2013) conducted a study entitled “Academic performance in relation to institutional facilities and career expectation of Mishing students”. The result of the study was that there exists significant differences in academic performance in Missing students in terms of gender. Institutional facilities available in secondary schools for Missing students are significantly different in case of Jorhat and Lakhimpur district of Assam. The study also reveals that the level of career expectation is more among the girls than the boy.

2.5 RESUME OF THE REVIEW OF RELATED LITERATURE

The current chapter gives an overview of the study related to Organizational climates and its varied variables carried out by different researchers of different time and eras from 1980 till recent. These reviews of related literatures provide a picture which reflects on school organizational climate in relation to multifarious variables and aspects of its members. The investigator has reviewed the studies carried out at national, international and regional level related to the present study, “A study on the relationship between school organizational climate, creativity, adjustment and academic achievement of secondary school students of Barpeta District of Assam”.

On the basis of above studies conducted in recent past 30-35 years, it can be summed up that organizational climate of the school is one of the most prominent indicators for overall development of students as well as the teachers. Review of the earlier studies shows that researchers were interested to find out the factors related to

morale of teachers, leadership behaviour of the teachers and the factors contributing to the morale. The studies conducted in 80’s stressed on organizational climate of the school in relationship with variables like attitude towards profession, amount of salary, job satisfaction, professional skills, student perception of teacher effectiveness and organizational commitment. Review of the study related to organizational climate in relation to the leadership behaviour, teacher morale shows that school Organizational climate has significant influence on the leadership behaviour and morale of teachers. (Sharmah 1982, Baraiya 1985, Pandey 1985, Kumar. G Amruth 2006, Kauts and Chichi 2010).

The review of the studies related to school organizational climate and job satisfaction reveals that the study conducted by Balawinda Kaur (1986), Saxena (1989), Ahluwalia (1090), Austin (2004), Adeyemi (2008), Somankatti (2011) supported the relationship between school organizational climate and job-satisfaction, while the study of Gharifekri et.al (2016) shows a negative picture.


The above reviews also reflect on the study supporting the relationship between organizational climate and variables including teacher’s motivation, gender of the Heads etc. (Ndanuko 2011, Brenda L.Ladyoung 2014, Brittany D. Chambers and Jennifer Toller Evauquin 2018).

Studies related to school organizational climate and creativity reveals its close relationship with the creative aspect of students’/ member personalities. The results of

The Studies related to Organizational Climate in relation to the adjustment of student as well as teacher shows that Organisational Climate was one of the key variable affecting the level of adjustment by the members of the organization. The studies conducted by Dhilon 1976, Mangal S.K 1979, Kaishnath 2000, Chatterjee Anuradha 2009, Narindra Makkar 2010, Sharmah Neha 2013, Samad Abdul 2013 discloses the importance of organizational climate on adjustment. On the other hand the studies conducted by Balasubraminiam k and Meenakshi Sundaram A (2003), Reddy M V (2004), Niradhar (2004) Zahoor (2012), Kumar (2013),) reveals insignificant relationship between organizational climate and adjustment.


**Summarizing the reviews, the following generalization emerged**-

- It seems that most of the research work carried out at national or international level referred to above has been done on different aspects of school organizational climate and its influence on various aspects of personality or development of its members and relationship between some of the aspects of the
members like the job satisfaction of the teacher, leadership behaviour of the Principal or Head of the organization, teachers’ productivity, teachers’ morale, attitude of teachers, creativity of the organizational members including managers, employees as well as effectiveness of the teachers etc.

- A very few study has been conducted on the relationship between school organizational climate and students’ various revealing aspects.
- Whatever relationship studies have conducted so far between organizational climate and students’ aspect covers only single aspects of students like achievement.
- Moreover, reviews done regarding the Indian studies and foreign studies as well as regional studies clearly bring out the fact that no attempt has been made on the present study.

Thereupon, these reviews have provided substantial aid to the researcher to make an effort to investigate the Relationship between school organizational climate and creativity, adjustment and academic achievement of secondary students of Barpeta District of Assam.