CHAPTER – I

CONCEPTUAL FRAMEWORK OF THE STUDY

“Research is considered to be the most formal, systematic, intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation, usually resulting in same sort of format record of procedures and report of results or conclusion.” John.W.Best

1.1 INTRODUCTION

It is a truism that climate or environment right from the moment of conception modifies and interacts with heredity to shape the individual and to control the extent to which his maximum potential will be realized. Anatomical characteristics are generally inherited, and get it is well known that environmental influences including nutrition, activity patterns working condition, and training will effect a given organism in many ways including the development of organic structures which influences strength, endurance, agility, intelligence, personality characteristics, adjustment and ultimately the achievements.

Cratty (1973) pointed out that there are some theories that attempted to explain human behaviour and human achievement with reference to the culture and environment in which the individual finds himself. He confirmed that environment is a forceful factor to develop certain personal characteristics among individuals. Kozol (1972) postman and weingastner, (1969) Siberman (1970) pointed out
that contemporary educational theories have increasingly emphasized the effect of total educational programme and environment, and have stressed the concept of having learners assume responsibility for their learning. Humanistic concern for each individual learner has become the philosophical foundation for what is now termed “open education” in which teacher-learner intercommunication is encouraged during the learning process. The primary concern of humanistic education is to develop or provide an environment, which promotes the development of the total human being in affective as well as psychomotor and cognitive domains of learning. It is recommended in the modern system of education that opportunities should be provided through environment, which will encourage the development of self-concept, psychomotor skills, and harmonious personality characteristics. So, not only does the physical structure of an organism determine how the organism develop and functions but the activities of organism influenced by a number of environmental factors also affect its growth and development and hence its maximum performance.

Deer (1980) reported that over the last two decades, workers in several countries have shown increasing interest in conceptualization, assessment and study of development and quality of school life in relation to the development of certain characteristics like personality, attitudes and adjustment among students. Tye (1974)
describes, Quality and climate of school life is a set of factors which gives each school a personality, a spirit, values, a culture and an achievement.

Taniugari (1967) has defined institutional climates or environment as a relatively enduring quality of the internal environment of an institution in the shape of facilities that are experienced by its members, and that influence their behaviour and achievement. It can be described in the terms of the values or a particular set of characteristics of the institution. In the school context, Sharma (1980) specified that “School climate is the resulting condition or atmosphere within the school, or social interaction among the students, teacher and the heads.” The results of researches and observation of experts show that school climate influences both students and teachers.

Studying and observing the effect of school climate perceiving by students upon development and achievement, researches found that such effect was healthier when there is proper programming, teaching facilities and availability of well-set classrooms.

Further, It has been realized that many factors in the environment influence proper growth and development of an individual, and so affect his achievement and adjustment. These factors could be named as sociological, psychological, pedagogical, and environment. It is pointed out by educators and psychologists
that mostly; individuals learn and grow by interaction, imitation and observation. This can be systematic or unsystematic. But such environmental factors as facilitate growth do play a very dominant role in shaping personality and level of achievement, either single or collective. If environment is congenial, the growth may be fullest, and the achievement may be high, otherwise both may be hampered. The process of receiving knowledge, growing in a systematic way, and developing wholesome personality of an individual, is education. The modern aim of education is all round, integrated, harmonious and wholesome development of an individual through social and education environment. In other words, the aim of education is to produce a perfect and total person developed on all sides including physical, mental, social and emotional. The method of achieving this goal will however, vary, depending upon the educational system and the facilities available in society. The school is a social institution specifically set up by society, where educational programmes, based on certain environmental conditions, are provided for the healthy development of students.

It is understood that, after the family, peer group is a major factor in the socializing process. Peers with when the child interacts from part of his social life and develops in him most of his future habits and goals.
After elementary schooling, an increasingly large proportion of the child’s life is dominated by the school. Even outside school hours, the demands of school through homework, assignments, and social obligations of school, clubs and activities occupy the child’s day-to-day existence. The school differs from the family as a socializing institution in several important ways; It is more impersonal, the contacts and relationships between adults and children are short-term; the child has contacts with a range of adults who offer views different from one another and different in some ways from those of the parents, and evaluation of performance is comparative, public and recurring.

Let us focus on the ways in which the school experts its socializing influence.

**Physical Structure of the School**

Physical structure of the school including school size determines the extent of involvement in extra curricular activities. Children in small high school are not only more likely to participate in such activities but also more likely to occupy positions of prestige and importance. One result is that there are few potential dropouts in small schools. Academic achievement is unaffected by school size.

When the impact of the size, shape and seating is examined, we find that both class size and the pupil’s location in the class determine the extent to which he or she participates in school
activities. While participation is higher in a small classroom, children located in the front and centre of the class (the action zone) participate more than children seated in other parts of the class.

**Classroom Organization**

Students generally prefer a group-centered or open-classroom in which they are allowed some opportunity to participate in decision-making. Children in open classrooms are more co-operative, more self-reliant and better behaved. The academic benefits are less clear. Some evidence indicates that children may learn more under a traditional, authoritarian set-up than in a more pupil-oriented arrangement. In fact, different types of personalities function differently under different types of classroom organizational arrangements.

**Teachers**

Teachers play a variety of roles in the classroom. They act as evaluators, disciplinarians, and models. Teacher’s early impressions and expectations concerning a pupil’s probable success can affect the child’s academic process. A self-fulfilling properly is evident; children succeed when teachers believe they will do well, while pupils are likely to perform poorly when instructors expect them to fail. The type of evaluation that teachers do affects student’s performance. Anxious children may improve their performance under optimal test-taking conditions.
Application of behaviour modification techniques for controlling children’s classroom behaviour has been found to be successful. Reinforcement of good behaviour is a useful technique for shaping appropriate behaviour. Caution in the use of external rewards is necessary since children’s intrinsic interest in school activities under some conditions may be undermined by external reinforces.

One promising technique in classroom organization is the peer-teacher approach where older children are cast in the role of assistant teachers and given responsibility for teaching the young peers.

Evaluation of this technique indicates that both the teacher and the child, who is assisted, benefit from this arrangement.

**Class and School**

When the impact of the school on the lower class children was examined, it was found that their academic progress was poor and that the school was a strange and often hostile environment for them. Even if these children succeed, they are unlikely to receive either parental support or peer acceptance for their accomplishments. Any programme aimed at solving the problem of lower-class child’s chronic academic failure must improvement in teacher’s preparation and behaviour. Changes in curriculum and content changes are not enough; teacher’s attitude towards children must also change.
School Desegregation

School desegregation helps to improve the caste, community and religious relation. But it does not improve learning. Nor does it improve self-esteem of downtrodden children. However, school integration improves the self-image of such children, though cross cultural comparison show limited gains from school integration.

Beside, the school provides a lot of opportunity to children to take interest in one another and learn valuable social like sharing possessions with others and sharing the teacher’s attention with other children. An understanding teacher, who is trained in child psychology and methods of teaching children, will be able to help children to develop positive interpersonal relationship.

The socialization process during adolescence is an important stage in the personality development and adjustment of an individual.

School through recreational and other group activities provides an opportunity for socialization. Extra curricular activities such as dramas, cultural programmes, social service, N.C.C. and N.S.S. programmes lead to the satisfaction of social needs of belongingness, acceptance, recognition, participation and affiliation.

Some times the school atmosphere is not conducive to the healthy socialization of the individual. Lack of facilities for recreation, lack of extra-curricular activities, disinterested teachers,
poor school administration and other factors may be responsible for such atmosphere. This may damage the individual’s social growth, resulting in the students developing delinquent tendencies, losing interest in studies achieving low grades, wasting their talents, developing undesirable traits and becoming misfits.

A close perusal of Indian studies in this area Sinha (1979); Misra and Tripathi (1880); Sinha, Tripathi and Misra (1983); and Misra (1984) indicates that environment has generally been treated at a global level in the terms of arbitrarily chosen variables such as area of residence, facilities, socio-economic status, caste and membership of a specific working group. Prasad (1987) pointed out that the sum of all the external conditions and influences affecting the life, development and ultimately the survival of an organism is called “environment” Dressel (1976) defined and used school climate interchangeably with school environment.

Thus, it appears from the review of literature that the school is an important domain for student experiences and all-round development. Its character, structure, operational policies and ethos have permanent effect (both positive and negative) on how students develop and are an influential force in the evolution of a personal style, characteristics and attitudes. Jackson (1968) had recognized the importance of student’s satisfaction with school environment and has felt that school student’s sentiments with regard to classroom life and
school as a whole are relatively unexplored. At Maryland, Epstein (1980) in a study found that increased participation by youngsters in decision-making at home and at school may be essential for continued progress in developing mature attitude and desirable characteristics.

The disparity found in the achievement of children from different school systems is largely determined by differing socio-economic status, environmental conditions, facilities available in the school and personal characteristics.

The home and school climate of children need to be understood in order to bring about desirable changes among the youngsters, and to improve their achievements. Plowden report (1967) a study of government schools in England, found family and home environment as the most significant factors affecting school achievement. George and Spindler (1971), emphasizing the role of family backgrounds, said that the failures and law achievements of children in classes were mostly the results of forces outside the school.

Wilson (1959) provided sufficient evidence to show that quality of a given school and facilities available there effect the academic achievement, occupational aspirations and healthy progress of its students.
Studies quoted above provide sufficient indication that school climate and peer group can significantly modify adolescents adjustment. They also indicate the importance of studying the interaction between individual and educational institutions. It will be interesting to assess how different school climate perceiving by students influence the attitudes and personality characteristics of students.

The present investigation aims at exploring how educational aspirations, school adjustments of students are related to the organizational climate.

1.2 STATEMENT OF THE PROBLEM

Vaguely or ambiguously stated problem confuses the investigator rather that guiding her to the source of information necessary for its solution. F. L. whitney states, “To define a problem means to put a fence around it, careful distinctions from like questions, found in related situations of need.” Hence a clear statement of problem is necessary. The statement of the problem in hand is:-

“A STUDY OF EDUCATIONAL ASPIRATIONS AND SCHOOL ADJUSTMENT OF STUDENTS IN RELATION TO ORGANIZATIONAL CLIMATE.”
1.3 SIGNIFICANCE OF THE STUDY

According to Remark. J. Hawes, “The strength and safety of a community consists in a virtue and intelligence of its youth especially of its young man.” So our school going men are the growth points of a society and are the future leaders, the progress of social and national development. As we are moving towards the 21\textsuperscript{st} century—a century of computer technology and electronics-our lifestyles are constantly under going tremendous changes. These changes concern each and every aspect of life, be it our physical life, social, emotional, mental or spiritual life. The world in which we have to live and function in future is changing at an extremely fast pace and has further created many problems in school, college, society and in personal areas of life. If these problems are not tackled they will hinder the adjustment of the individual.

Adjustment is a continuous process. Adjustment involves the ability to solve one’s personal problem in a socially acceptable and constructive way. Adjustment means the ability to deal with life effectively so as to satisfy personalities needs in constructive way. A well-adjusted person can easily accommodate or adopt himself to changed circumstances by making necessary changes in his behaviour. An adjusted person’s level of aspiration is neither too low nor too high in terms of his own strengths and abilities. Educational aspirations help an individual to achieve his goal set by him. The
school organizational climate influences proper growth and development of an individual and so affects his achievement and adjustment. If the climate is congenial, the growth may be fullest, and the achievement may be high, otherwise both may be hampered. So, a good organizational climate is mandatory for better adjustment and high educational aspirations. The result of the study will be helpful to educators to create good organizational climate which will further result in better student adjustment and high educational aspirations.

1.4 OBJECTIVES OF THE STUDY

Without clear formulation of the aims and objectives of the research, the investigator is likely to wonder aimlessly in the field and achieve nothing worthwhile, so aims and objectives of the study are to be clearly formulated. The present problem endeavours for the realization of the following objectives:

- To study the educational aspirations of secondary school students in relation to location of school.
- To study the educational aspirations of secondary school students in relation to type of school.
- To study the educational aspirations of secondary school students in relation to gender.
- To study the educational aspirations of secondary school students in relation to school organizational climate in terms of
creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

- To study the interaction effect of location, type of school and gender with school organizational climate on educational aspirations of secondary school students.
- To study the school adjustment of secondary school students in relation to location of school.
- To study the school adjustment of secondary school students in relation to type of school.
- To study the school adjustment of secondary school students in relation to gender.
- To study the school adjustment of secondary school students in relation to school organizational climate in terms of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.
- To study the interaction effect of location, type of school and gender with school organizational climate on school adjustment of secondary school students.
- To study and compare relationship of educational aspiration with school adjustment among secondary school students in terms of school organizational climate on the dimensions of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.
1.5 DELIMITATIONS OF THE STUDY

In the words of John.W.Best, “Delimitations are the boundaries of the study. A study of attitude towards social minorities may be concerned only with middle class, fifth grade pupils and conclusions are not to be extended beyond this population sampled.”

If researched describe a problem and narrow its boundaries before his imagination has had an ample opportunity to knew it from varied vistas, he may overlook the most promising approach to it but after reading the literature in a problem area and having written an interview of the facts relationships and findings that have attempted to explain the phenomena and the major issues and controversies, he must eventually formulate one or more precisely started research question or hypotheses about particular aspect of this problem area. In the process of delimiting the problem, he may return to the literature focusing his attention on a more specific area of interest.

To trim an investigation to a manageable size, a researcher may confine his attention to the events that occurred during the given segment of time or in a given place or to the relationship between two or more clearly identified variables. Some times two or more sub questions are incorporated in the study but because of the time cost or other considerations, a researcher may have to reduce the scope of his investigation.
The problem was delimited to 40 secondary schools of Faridkot and Jalandhar districts.

The problem was delimited to schools affiliated to Punjab school education board.

The problem was delimited to Government and Private Secondary Schools Students.

1.6 OPERATIONAL DEFINITIONS OF THE VARIABLES

Certain terms and words have been frequently used in the title and report of this study. These terms and words have been used with specific meanings and purposes. In order to avoid possibility of any ambiguity or difficulty in their understanding, these are defined here as follows:

Educational Aspirations

The concept and meaning of educational aspiration has been explained differently by different educationists and psychologists but some of the definitions are as under:-

In the words of James Drever, as quoted by Sharma and Gupta (1980), the term “Level of aspiration” is best explained as a frame of reference involving self-esteem as a standard with reference to which an individual experience his sense of achievement.

According to English Dictionary (1968), “Level of aspiration” may be defined as “The standard by which failure or as being up to what he expects of himself.”
Wood (1959), as quoted by Singh (1975), has described ‘level of aspiration’ as the level of performance for the goal that a person or hopes to reach in a specified activity. High level of aspiration is essential for accomplishing one’s aim without strong aspiration, it is not possible for a person to reach his goal.

Hurlock (1967) has defined aspiration as a longing for what is above one’s achievement level.

In other words, aspiration means the goal an individual sets for himself in a task which has intense personal significance for him or in which his ego is fully involved.

Bisrell (1977) defined, ‘educational aspirations’ or expectations as an individual’s expressed desire to continue his formal schooling beyond high school.

Scanning the definitions given above, it appears that all the definitions could be categorized in to two groups up to the first half of the twentieth century, the experiences, desires and reality orientation with regard to abilities of the individual were more emphasized as the determinants of aspirations. During the later part of the twentieth century, the term ‘aspiration’ was defined as fantasy level with or without any touch of reality.

So, the term ‘level of aspiration’ involves the estimation of one’s ability for his future performance on the strength of his past experience, his ability and capacity.
Thus, there are various definitions of ‘aspiration’ given by authors but there seems to be little agreement on the definitions. In the present investigation, however, the ‘educational aspiration’ index was worked out on the basis of the Dr. V.P. Sharma and Dr. Anuradha Gupta Educational aspiration scale and his description of “educational aspiration”. Has considered educational aspiration as a “concept referring orientation towards educational goal, spaced in continuum of difficulty and social prestige and arranged in educational hierarchy”.

**Adjustment**

To a layman, “Adjustment” is the balanced mutual satisfaction between needs and aspirations of an individual in the life situations or it may be the better interpersonal relationship between his needs and expectations, and situations.

Boering et.al (1980) defined adjustment as a process by which a living organism maintains balance between its needs and the circumstances that influence the satisfaction level of these needs. The term ‘adjustment’, thus it variously defined by different authors. There seems to be little agreement them on the meaning of this term. In the present investigation the school adjustment scores of the subjects were worked out on the basis of their scores on A.K. Singh and A.Sen. Gupta (1987) High school Adjustment inventory.
In this investigation five areas of adjustment were studied, that is Home, Health, Social, emotional and School, which are defined below.

**School Adjustment:-**

A student is having the quality of school adjustment when he is well adjusted in the school environment including his friend circle, his teachers, administration and overall school environment. School adjustment is a measure of the students’ ability to get adjusted in every circumstances and situations of the school.

**Organizational Climate**

Taniugari (1967) has defined institutional climate or environment as - - - - relatively enduring quality of the internal environment of an institution in the shape of facilities that are experienced by its staff members, and that influence the students’ behaviour and achievement.

School environment can be described in the terms of the values of a particular set of characteristics of the institution.

In the school context, Sharma (1971) specified that “school climate is the resulting condition or atmosphere with in the school, or social interaction among the students, teachers and the head.

Organizational climate inventory (prepared by the investigator) having 60 items, divided in to six components of organizational climate perceived by the students namely, Creative Stimulation,
Cognitive Encouragement, Permissiveness, Acceptance, Rejection and Control

Creative Stimulation:

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

Cognitive Encouragement:

It implies “teacher’s behavior to stimulate cognitive development of students by encouraging his actions or behavior.”

Permissiveness:

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.”

Acceptance:

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

Rejection:

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

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

In the present investigation, school environment has been studied as a whole and also in the terms of inter relationship among various aspects of school administration. These aspects, which in effect, form part of the school environment, have been listed earlier under “Tools of the study.”

A more detailed description of the tools may follow in the next chapter. In this study, the words ‘environment’ and ‘climate’ have been used interchangeably. Thus, “school environment” or “school climate” both of which mean the same have been used. Similarly, “students perceived high-environment,” “students perceived low-environment,” “students perceived high-climate,” “students perceived low-climate in the schools,” have been commonly mentioned in the findings and discussions in the later chapters.

Before taking up the study proper, the investigator reviewed the literature including the researches related to her, in a bid to apprise herself of the studies already conducted in the field, and techniques and findings of these studies, and the aspects that still needed to be covered. This was essential to know the gaps left in the field and to learn the methods of studying the problems of the kind the investigator has in hand. The review follows in the next chapter.