

## STUDY OF ACADEMIC ACHIEVEMENT OF STUDENTS IN RELATION TO ORGANIZATIONAL CLIMATE OF THEIR SCHOOLS

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### *Abstract*

*Achievement depends upon many factors like intelligence, aptitude, interest, socio-economic conditions, motivation, teaching method, health, medium of instructions, parental encouragement, emotional climate and educational facilities in home and school. Thus the study of psychological environment within a school and its impact on the various personality aspects of those belonging to the school is of vital importance. Now a day it becomes necessary to examine the structural and psychological environment of a school and its impact on the performance of all individuals. School climate may also enhance the learning and make the child academically strong. If the child interacts with the teachers he/she will learn better and their results will be positive. For this study a sample of 237 students (boys & girls) was taken from Govt. and Non-govt. Secondary schools studying in 10+1 class from Amritsar city. 105 students were taken from Govt., and 132 students from Non-Govt. Secondary schools. 50 teachers of the same schools were taken to study the organization climate of the school. School Organizational Climate Description Questionnaire (SOCDO) and for academic achievement %age of final examination scores of 10th class was taken. Categories were assigned to the climate of each school on the basis of raw scores. Mean, SD & DM were calculated from the raw scores of academic achievement of the students in Govt. and Non-Govt. schools separately. There after 't' ratios were calculated to check the significance at 0.01 level of confidence. The coefficient of Pearson Product Moment of Correlation (r) was calculated to find the relationship between the organizational climate and academic achievement.*

**Keywords:** *Academic achievement, organization climate, scholastic, Government, Non –Government schools*

## Introduction

The desire to achieve something of excellence is inherent in all human beings. It is the age of competition and only good achievement pay to the students. Achieving scholastic success is a recognized individual need. Achievement refers to the ability of the individual to strive to accomplish something to do the best and to excel others in performance. Achievement is the proficiency of performance in a given skill or body of knowledge. It is the outcome of general and specific learning. Academic achievement is not an uni-dimensional phenomenon but a multidimensional activity. It includes excellence in behavior, confidence, communication skills, punctuality, arts and culture. Academic achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. This is measured either by examination or continuous assessments. Academic achievement of students is the focused of attention of parents, teachers, heads of institution and society at large. Academic means persuasive sense of urgency to learn all those things which are related or prescribed by the school. From very first day, when a child enters the school, throughout his schooling, parents, teacher and others are concerned about his/her academic achievement. The basic objective of schooling is to impart knowledge of all those things to a student which are essential for his cognitive, emotional and social development. Also in an academic oriented society like ours, success is related with gaining respect. It's apparent therefore, that schools occupy an important place in shaping destiny of students as well as country. It is a common experience that one who fails in annual examination, is supposed to be retarded academically although he can be highly advance in the development of other aspects. Academic achievement is very important to get a good job and establish good status in the society. Achievement depends upon many factors like intelligence, aptitude, interest, socio-economic conditions, motivation, teaching methods, health, medium of instructions, parental encouragement, emotional climate and educational facilities in home and school. This aspect can be developed only when there are three basic facilities, firstly, the proper and meaningful guiding agent-the teachers; secondly the required amount of facilities and thirdly a motivating and inspiring atmosphere of the school which facilitates and motivates the students to engage him in learning activities. Thus entire atmosphere of the school with ideas, activities and processes contributes to the mental and behavioral enrichment of students and teachers. Almost all psychologists agree that the nature and quality of our physical environment affects our effective core of behaviour. So the

physical and material aspect that imbues in student a sense of dedication to learning can also be said to be contributory aspect.

Organizational climate is an important factor in the development of personality of students. The research findings agree that the organizational climate if give healthy satisfaction to the children has a good effect on the development of a child. It is the climate which can be found conducive for the teachers to teach and for students to learn. Thus organizational climate projects the nature of the teaching-learning situation that is believed to prevail in a school. The atmosphere in which a school conducts is called the organizational climate. Organizational climate refers to the notion of perceived environmental quality. It has been defined as 'Personality' of the school, which can be measured by perception of group or by professional staff of the school. The organizational climate of an institution means the interpersonal relationship within or between the group and its leaders. Organizational climate of a school has been conceptualized as a climate wherein the teaching-learning is spontaneous and natural, wherein hurdles in the process are removed by mutual efforts of teachers and students; wherein students feel encouraged to engage himself in learning activities and makes an effort of improving his behaviour accordingly. Thus the component of organizational climate can be visualized as:

- The motivation on the part of the student
- Encouragement and inspiration on the part of the teachers
- Inter-personal trust between authority and students
- An atmosphere where in the hurdles, problems and obstacles become the part of motivating matrix.

Different types of Organizational Climate given by **Sharma (1973) are:**

**1. Open climate:** The open climate depicts a situation in which the members are in extremely high spirit.

**2. Autonomous climate:** The distinguishing features of this organizational climate are the almost complete freedom that the principal gives to teachers to provide their own structure for interaction.

**3. Controlled climate:** The human aspect of the individual is neglected and communication is always one-sided. Teachers get little job satisfaction out of task accomplishment.

**4. Familiar climate:** The teachers have established personal friendship among themselves and with society. Everyone is a part of large happy family.

**5. Paternal climate:** It refers to situation in which there is little scope for the members to satisfy their social needs and derive job satisfaction.

**6. Close climate:** - It is characterized by a high degree of apathy of all members of organization. The organization is not motivating.

Thus the study of psychological environment within a school and its impact on the various personality aspects of those belonging to the school is of vital importance. Now a day it becomes necessary to examine the structural and psychological environment of a school and its impact on the performance of all individuals. Students comprise a major part of school population; therefore it is justified to presume that the climate existing in a school does have a strong bearing on the cognitive and non- cognitive aspects of a child's personality. School undoubtedly exerts a high premium on achievement (academic & non-academic). So the inner urge and need to achieve more and more may be related to the school climate. More teachers in schools with better school climate have been reported to be satisfied, having high morale, positive attitude and commitment to the organization and profession. Similarly students in school perceived as having better school climate have been found to excel in all the school related activities. Thus school climate plays an important role in the academic achievement of students.

#### **SIGNIFICANCE OF THE STUDY**

Each and every child has some natural hidden capacities, capabilities and abilities which need to draw out. These capabilities help the student to adjust within the society and serve well to the country. Many factors affect the development of the child like role of teacher, parents, role of head master/principal and school climate. There are different types of organizational climate that effects the personality development of the students. School climate may also enhance the learning and make the child academically strong. If the child interacts with the teachers he/she will learn better and their results will be positive. Since achievement and especially academic achievement is very important component of students'

performance, so there might exist some relationship between the organizational climate and academic achievement of the students. The investigators have taken this study to find the relationship between the organizational climate and academic achievement of students. It will help to know the educationists, head of schools, teachers and researchers that how academic achievement of the students is related with organizational climate of the school.

## **STATEMENT OF THE PROBLEM**

### **STUDY OF ACADEMIC ACHIEVEMENT OF STUDENTS IN RELATION TO ORGANIZATIONAL CLIMATE OF THEIR SCHOOLS**

#### **OBJECTIVES**

- To study and compare academic achievement of boys and girls of Government Secondary schools.
- To study and compare academic achievement of boys and girls of Non- government Secondary schools.
- To compare academic achievement of students of Government and Non-government Secondary schools.
- To study and compare organizational climate of Government and Non-government Secondary schools.
- To find the relationship between academic achievement of students and organizational climate of their schools.

#### **HYPOTHESES**

- There exists no significant difference between academic achievement of boys and girls of Government Secondary schools.
- There exists no significant difference between academic achievement of boys and girls of non-government Secondary schools.
- There exists no significant difference among academic achievement of students of Government and non-government Secondary school.
- There exist no significant difference between organizational climate of Government and non-government Secondary schools.

- There exists no significant relationship between academic achievement of students and organizational climate of their schools.

## **DELIMITATIONS**

- The study was delimited to Govt. and Non-Govt. Secondary schools affiliated to Punjab School Education Board of Amritsar city only.
- The study was delimited to a sample of approximate 250 boys and girls of 10+1 class.

## **SAMPLE**

A sample of 237 students (boys & girls) was taken from Govt. and Non-govt. Secondary schools studying in 10+1 class from Amritsar city. 105 students were taken from Govt., and 132 students from Non-Govt. Secondary schools. 50 teachers of the same schools were taken to study the organization climate of the school.

## **TOOLS**

- School Organizational Climate Description Questionnaire (SOCDQ) by Dr. Motilal Sharma (1973).
- For Academic Achievement %age of final examination scores of 10th class was taken.

## **STATISTICAL TECHNIQUES**

Categories were assigned to the climate of each school on the basis of raw scores. Mean, SD & DM were calculated from the raw scores of academic achievement of the students in Govt. and Non-govt. schools separately. There after 't' ratios were calculated to check the significance at 0.01 level of confidence. The coefficient of Pearson Product Moment of Correlation (r) was calculated to find the relationship between the organizational climate and academic achievement.

To verify the hypotheses, different schools were assessed and then assigned categories of their organizational climate and academic achievement scores were obtained for govt. as well as non-govt. school students.

**HYPOTHESIS I**

First hypothesis of the study was “**there exists no significant difference between Academic Achievement of boys and girls of Government Secondary Schools**”.

Type of schools	Sample	Statistics used		Difference between mean (D)	t-ratio	Level of significance
		Mean	SD			
Government schools	Boys ( N=50)	54	8.61	4.5	2.81	Significant at 0.01 level
	Girls ( N=55)	58.5	7.9			

**Table 1**

From the **table 1** it is evident that mean of academic achievement scores of girls is higher than that of boys. Our calculated value i.e. 2.81 greater than table value and ‘t’ ratio comes to be significant at 0.01 level. So our first hypothesis is rejected.

**HYPOTHESIS II**

The second hypothesis of the study was “**there exists no significant difference between Academic Achievement of boys and girls of Non-govt. schools**”.

Type of school	sample	Statistical used		Difference between means (D)	t-ratio	Level of significance
		Mean	SD			
Non-govt. school	Boys ( N=62)	55	8.7	4.2	2.8	Significant at 0.01 level
	Girls ( N=70)	59.2	9.1			

**Table 2**

From the **table 2** it is clear, that mean academic achievement score of boys 55 and mean academic achievement score of girls is 59.2, so mean score of girls higher than that of mean scores of boys. Our calculated value is greater than table value and the ‘t’ ratio which is checked to be significant at 0.01 level. So second is therefore rejected .

### **HYPOTHESIS III**

The third hypothesis of the study was “**there exists no significance difference among Academic Achievement of students of Govt. and Non-govt. Secondary Schools**”.

Schools	Statistics used		Difference between means (D)	t-ratio	Level of significance
	Mean	SD			
Govt. schools (N=105)	54.08	9.96	4.42	3.65	Significant at 0.01 level
Non-govt. schools (N=132)	58.5	8.48			

**Table 3**

From the **table 3** it is evident that the mean of academic achievement scores of students in govt. schools is 54.08 and mean academic achievement scores of students of non-govt. schools is 58.5, so mean of academic achievement scores of non-govt. school students is higher than that of govt. school students. Also our calculated value is greater than table value and ‘t’ ratio comes to be significant at 0.01 level. So third hypothesis is rejected.

### **HYPOTHESIS IV**

Our fourth hypothesis of the study was “**there exists no significant difference between Organizational Climate of Govt. and Non-Govt. Secondary Schools**”.

The secondary schools were grouped into Govt. and Non-govt. schools. In order to ascertain the organizational climate of each school approx. 7 teachers of 10<sup>th</sup> class from each school



were given the Performa of SOCDQ to fill. The pooled scores of these 7 teachers per school formed the basis for categorization of organizational climate of that particular school.

**Table 4** shows the Names, Type of schools, and Organizational Climate of the Secondary Schools.

Name of schools	Type of school	Organizational climate					
		Open	Closed	Auto-nomous	Familiar	paternal	Controlled
Govt.Sr.Sec.School (boys) Town Hall	Govt	--	*	--	--	--	--
Govt.Girls Sr.Sec. School,Shivala Road	Govt.	--	*	--	--	--	--
Govt.Girls, Sr.Sec.School,Mall Road	Govt.	--	*	--	--	--	--
Govt.Sr.Sec.School(boys),Sultanwind Road	Govt.	--	*	--	--	--	--
Guru Nanak Girls Sr. Sec. School	Non-govt.	--	*	--	--	--	--
Ashoka Sr. Sec. School Sultanwind Road	Non-govt.	--	*	--	--	--	--
St. Kabir Sr. Sec. School Sultanwind Road	Non-govt.	--	*	--	--	--	--
Shri Ram Ashram Sr.Sec.School, Majitha Road	Non-govt.	--	*	--	--	--	--

**Table 4 Note; star (\*) showing depicted climate of the schools.**

From the **table 4** it is clear that all the Govt. as well as Non-govt. schools takes for the study are depicting the **closed climate**. The authorities neither promote to secure social needs nor job satisfaction. This general feeling which exists in the personnel of schools especially teachers and was also passed on to the students. So fourth hypothesis is accepted.

#### HYPOTHESIS V

Our fifth hypothesis of the study was that **“there exists no significant relationship between Academic Achievement and Organizational Climate of Secondary Schools.**

Variables	Sample (N)	df	Value of r
Academic achievement & Organizational climate	237	235	0.21

From table it is clear that with 235 degree of freedom, our calculated r value i.e. 0.21 is greater than table value and lie between -1 to +1, so this result shows that the positive relationship found between academic achievement and organizational climate of Secondary schools. Govt. schools with closed climate seems to give poorer results as compared to Non-govt. schools and Non-govt. schools with same type of climate gives better results when compared with Govt. schools. Non-govt. schools though have same climate as per our study yet they seem to have better facilities as compared to Govt. schools. It can be stated here that organizational climate along with combinations of other factors as better facilities and better management yield better academic achievement in the students. All these evidence make us conclude safely that there exists a significant relation between organizational climate and academic achievement of School Students. So fifth hypothesis is rejected.

## RESULTS AND CONCLUSIONS

The following conclusions have drawn upon the bases of the study:

1. In case of Govt. schools and Non-Govt. schools girls are having better academic achievement scores as compared to boys. There exists significant difference between academic achievement of boys and girls in Govt. schools and Non-Govt. schools.
2. Academic achievement of students in Non-Govt. schools is better than that of Govt. schools as Non-Govt. schools are having more facilities so learning is better in these schools. There exists significant difference in the academic achievement of students of Govt. & Non-govt. schools.
3. There exists no significant difference between the organizational climates of Govt. & Non-Govt. schools.
4. There exists a significant relationship in the organizational climate and academic achievement of students of Govt. and Non-Govt. schools

## EDUCATIONAL IMPLICATION

Academic achievement and organizational climate were positively related. School official should create a climate for improving students' achievement. If Principals are perceived to be close-minded, or teachers lack respect, support and cooperation then appropriate steps must be taken to improve the climate. This study will help to know the correlation between the climate of the school and achievement of the students. In open climate teachers give more emphasis on the learning of students but in closed climate of the school, teachers are more stressed by the authority of the school, so it affects the academic achievement of the students. Organizational climate directly or indirectly affects the achievement of the students. This study will help to the teachers/principals & school management to create an effective environment for the study to improve the achievement of the student.

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