

**A STUDY OF THE EDUCATIONAL PROBLEMS  
OF HIGH SCHOOL STUDENTS IN WEST GARO  
HILLS DISTRICT IN RELATION TO THE  
ORGANISATIONAL CLIMATE OF SCHOOLS**

***ABSTRACT***

**UMA ROY**

**A THESIS**

**SUBMITTED IN FULFILMENT OF THE REQUIREMENT FOR  
THE DEGREE OF  
DOCTOR OF PHILOSOPHY**



**DEPARTMENT OF EDUCATION  
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# **A STUDY OF THE EDUCATIONAL PROBLEMS OF HIGH SCHOOL STUDENTS IN WEST GARO HILLS DISTRICT IN RELATION TO THE ORGANIZATIONAL CLIMATE OF SCHOOLS**

## **RATIONALE OF THE STUDY**

Education emphasizes the activities which aim at developing the knowledge and moral values required in all walks of life rather than knowledge and skill relating to only a limited field of activities. Education is organized in acquiring and improving the learner's cognitive, psychomotor and behavioural characteristics. The purpose of education is to provide the conditions essential for young persons and adults to develop an understanding of traditions and ideas influencing the society in which they live, other cultures and of the law of nature and to acquire linguistic and other skills which are basic to learning personal development and creativity.

Education is a problem of perennial discussion in all nations at all times. There is no nation in the world that can claim that it has no educational problems and that all is good in its garden of education. The process of learning has been subjected to extensive studies and experimentations. But it calls for continuous and multi-dimensional efforts on the part of the teachers as well as the learners. It is through learning that one moulds the raw stuff of human nature into the concrete individuality which one possess.

Both the lay public and professional educators generally agree that the “goodness” of an education programme is determined to a large extent by the organizational climate of the institution. The establishment of an appropriate organizational climate has been recognized as one of the functions of administration because it is the organizational climate of a school, which determines to a large extent, its tone and performance.

#### **NEED AND IMPORTANCE OF THE STUDY**

The West Garo Hills district being an under-developed district, its need for education is great. Any effort to industrialize the district and to exploit the natural resources will need high level technology and trained personnel, which is not available now. It is only through a well-organized programme of education, i.e., right from school, can the manpower needs of the entire state be met. The students in Garo Hills are backward or underdeveloped economically and socially. The community is facing quite a lot of problems or difficulties and special efforts are needed to spread education among them and to raise their standard of living. It is important that more knowledge about the educational problems of these sections of population should be available. It is desirable that if this important section of the population is to join the main stream of activity in Meghalaya, problems, obstacles and handicaps placed in their way be alleviated. Thus, the educational problems encountered by the students must be studied. This study while confined to only West Garo Hills district may help to some degree to fulfill this need.

The present study will discuss the Educational Problems of High School Students in West Garo Hills District in Association with the Organizational Climate and throw light on the major factors responsible for the various problems and make endeavour to offer specific suggestions to all concerned for removing the problem. The present study will also discuss about the type of organizational climate prevailing in the high schools in West Garo Hills district and the association that exists between educational problems and organizational climate.

#### **STATEMENT OF THE PROBLEM**

The title of the problem is **A Study of the Educational Problems of High School Students in West Garo Hills District in Relation to the Organizational Climate of Schools.**

#### **OBJECTIVES OF THE STUDY**

Following are the specific objectives of the present study –

To find out the educational problems of high school students in West Garo Hills district, Meghalaya.

To find out the organizational climate of the high schools in West Garo Hills district.

To find out the association if any between educational problems with the organizational climates of the high schools.

To give suitable suggestions to overcome the problems.

### **LIMITATIONS OF THE STUDY**

The present study is confined to only a few schools in West Garo Hills District.

The present study is confined to only high school students in West Garo Hills District.

The present study is confined to only high school teachers in West Garo Hills District.

### **METHODS AND PROCEDURE**

#### **Population**

The group of schools were randomly selected. Thus a representative random sampling method has been used. The sample of the present study comprised of ten

high schools in West Garo Hills district. Such schools in the state fall under the following categories according to management –

- a) Government managed schools.
- b) Private schools receiving Government grants under the deficit scheme and
- c) Private schools receiving either an annual block grant or those receiving no grant at all.

These are also schools meant exclusively for either boys or girls and also schools, which are co-educational. Majority of the high schools is located in the urban areas.

### **Actual Sample**

A sample of 106 teachers and 266 students from 10 high schools from West Garo Hills district of Meghalaya were included. Separate questionnaire for the teacher and student respondents were given to the students and teachers of these selected schools. Amongst the schools selected, three are Government schools, two are deficit and five are private schools.

### **Tools Used**

For the present investigation, the tools used are (i) Questionnaire on Educational problems of students constructed by the investigator, (ii) The School Organizational Climate Description Questionnaire (SOCDDQ) developed by Sharma

(1978). The SOCDQ was the modified form of Organizational Climate description questionnaire constructed by Halpin and Croft.

As regards Educational problems, all the items in the questionnaire have been grouped into eight categories. They are as follows –

Personal problems

Financial or economic problems

Educational or academic problems

Social problems

Language problems

Health problems

Family problems

Problems connected with facilities in school.

For constructing the questionnaire, available literature on higher education within the reach of the investigator was carefully studied. A thorough discussion on the major problems of high school students was done with the supervisor. Necessary guidance and suggestions were also obtained. Then the first draft of the questionnaire was constructed by the investigator. It was also distributed to the experts in the Department. After which some more corrections, improvements and suggestions were incorporated as suggested by the experts and supervisor. On the basis of this, the second draft of the questionnaire was proposed. The questionnaire was first tried

out on a few respondents, thirty in number from Tura town. These were analyzed and the feedback was used for revising and improving the statements and also for adding few more items, after which the questionnaire was finalized.

The SOCDQ (The School Organizational Climate Description Questionnaire) consists of 64 Likert type items to measure the eight dimensions of the Organizational Climate of the schools. The SOCDQ was administered individually as well as in group. In order to provide and make an ideal situation, the investigator called all the high school teachers in a room and administered the tool to all at a time. Head of the institution was requested to remain absent from the group while administering the SOCDQ. The respondents were asked to indicate the extent to which each statement characterized his/her school. The scale against which the respondents indicated the extent to which each statement characterized their schools were defined by four categories. (i) Rarely Occurs, (ii) Some Time Occurs, (iii) Often Occurs and (iv) Very Frequently Occurs. For scoring, these four categories of responses are assigned four successive integers, viz., 1, 2, 3 and 4 respectively. Then each respondents eight sub-test scores are calculated by simple summation of each respondents item scores, sub-test by sub-test and dividing each of the eight sums by the number of items in the corresponding sub-test.

### **Analysis of Data**

The students educational problems were identified by checking the student responses on the various items of the questionnaire. The significant problems

mentioned by the students were determined on the basis of proportions. The Chi-Square test was applied to find out the significant difference of the various educational problems.

The data obtained on the Organizational Climate Inventory and the Educational Problems Questionnaire were tabulated into appropriate data matrix. The responses of the teachers were scored by following the scoring procedure developed by Motilal Sharma in the original Test. The t-test was also worked out to find the significant difference on the dimensions of the Organizational Climate. The frequencies and percentages were worked out and presented in the form of tables and graphs. The Chi-Square test was applied to find out the significant difference on the association between educational problems and the Organizational Climate.

## **MAJOR FINDINGS AND SUGGESTIONS**

### **I. Educational Problems**

#### **Personal Problems of the Students**

As regards transportation problem to reach school, a considerable number of students, i.e., 46.99 percent disagreed with the statement, 39.85 percent agreed with it and 13.16 percent remained undecided.

Majority of the students of high schools, i.e., 63.91 percent were afraid of making mistakes, 27.07 percent were not afraid of making mistakes and 9.02 percent remained neutral.

The responses of the students revealed that a considerable number of them, i.e., 41.35 percent were lacking in leadership qualities, 30.08 percent were not lacking in leadership qualities and 28.57 percent could not decide anything.

The study found that 42.48 percent disagreed of having poor memory, 40.60 percent agreed of having poor memory and 16.92 percent could not decide anything.

To the question whether loneliness interferes with studies, 45.86 percent disagreed with the statement, 45.49 percent agreed with the statement and 8.65 percent remained undecided.

### **Financial or Economic Problems**

Most of the students, i.e., 51.50 percent revealed that their family had few sources of income, 37.60 percent disagreed to the statement and 10.90 percent could not decide anything.

It was observed from the responses that majority of the students, i.e., 75.94 percent could afford to get schoolbooks and school uniforms, 19.17 percent could not afford and 4.89 percent could not decide anything.

50.75 percent of students revealed that the pocket money received from parents was not enough, 39.47 percent revealed that it was not enough and 9.77 percent did not decide anything.

The study found that 63.91 percent disagreed to the statement whether they were doing outside works to get money, 24.44 percent agreed to the statement and 11.65 percent remained undecided.

Majority of the students, i.e., 62.03 percent revealed that they had money to pay for private coaching charges, 28.95 percent revealed that they did not have and 9.02 percent did not decide anything.

### **Educational Problems**

The study found that majority of the students, i.e., 60.15 percent had worries due to fear of failure in the examination, 27.44 percent did not have worries and 12.41 percent could not decide anything.

The study reveals that most of the students, i.e., 50.75 percent could not keep a proper study schedule, 36.09 percent could keep a proper study schedule and 13.16 percent could not decide anything.

42.86 percent of students revealed that the books prescribed were readily available, 40.98 percent revealed that the books were not available and 16.16 percent could not reveal anything.

To the question whether the school timetable was arranged unsatisfactorily, 59.40 percent of students disagreed with the statement, 25.56 percent agreed with it and 15.04 percent remained undecided.

56.02 percent of students revealed that the assignments given by the teachers were not too heavy, 30.07 percent revealed that it was too heavy and 13.91 percent could not decide anything.

### **Social Problems**

Majority of the students, i.e., 54.89 percent revealed that they had the ability to get along well with other people, 30.45 percent did not have the ability and 14.66 percent did not decide anything.

50.75 percent of students revealed that they were not shy to do anything, 36.84 percent revealed that they were shy and 12.41 percent remained neutral.

46.24 percent of students revealed that local politics did not disturb them in studies, 41.35 percent revealed that it disturbed them and 12.41 percent did not reveal anything.

49.25 percent of students indicated that they could compete and work with other students, 40.98 percent indicated that they could not work and compete with other students whereas 9.77 percent did not indicate anything.

Regarding taking part in school activities, 65.04 percent revealed that they liked to take part in any activities in the school, 24.06 percent revealed that they did not like and 10.90 percent remained neutral.

### **Health Problems**

To the question whether poor health interferes with concentration in studies, 52.26 percent revealed that it did not interfere, 40.23 percent revealed that it interferred and 7.51 percent did not reveal anything.

72.18 percent of students indicated that they do not suffer from incurable diseases, 22.56 percent indicated that they are suffering and 5.26 percent did not indicate anything.

It was found that 62.03 percent of the students could take part in sports and games because they were healthy, 31.95 percent could not take part and 6.02 percent remained neutral to the statement.

As regards the diet at home, the responses of the students showed that 61.28 percent indicated that the diet at home was satisfactory, 34.21 percent indicated that it was not satisfactory and 4.51 percent did not indicate anything.

68.80 percent disagreed to the statement whether there was lack of concentration in studies, 31.20 percent agreed with it.

### **Problems Connected with Facilities in School**

As regards toilet facilities in school 48.87 percent indicated that the toilet facilities in school were adequate, 45.11 percent indicated that there were inadequate toilet facilities in school whereas 6.02 percent remained neutral to the statement.

Regarding drinking water problem in school, a comprehensive number, i.e., 51.50 percent revealed that they did not have this problem, 48.5 percent revealed that they had drinking water problem and no one was found in the undecided category.

More of them, i.e., 51.13 percent indicated that they had facilities for extra-curricular activities in school, 42.11 percent indicated that they did not have this facility and 6.76 percent could neither agree nor disagree with the statement.

As regards cultural activities in school, 54.51 percent of the responses showed that they had cultural activities in school, 39.10 percent of the responses showed that they had no cultural activities whereas 6.39 percent remained neutral to the statement.

To the question whether the number of pupils in the class was too large, a majority of them, i.e., 69.17 percent disagreed with the statement whereas 30.83 percent agreed with the statement.

### **Language Problems**

To the question whether the students could not express fluently in English, 49.62 percent revealed that they could not express fluently in English, 42.48

percent revealed that they could express fluently in English and 7.89 percent remained neutral.

Majority of them, i.e., 62.41 percent revealed that they could understand English properly, 37.59 percent revealed that they could not understand English properly.

54.14 percent of the respondents revealed that they did not have difficulties in studying Garo as a second language, 45.86 percent revealed that they had difficulties in studying Garo as a second language.

A majority of them, i.e., 56.77 percent of students revealed that they could understand the teacher's style of teaching, 29.32 percent revealed that they could not understand the teacher's style of teaching and 13.91 percent could neither agree nor disagree with the statement.

60.53 percent of students revealed that they had fluency in English, 32.71 percent revealed that they did not have fluency in English and 6.76 percent could not decide anything about the statement.

### **Family Problem**

To the question whether the parents were too strict, 47.74 percent of responses showed that they were not too strict, 45.49 percent of responses

showed that the parents were too strict and 6.77 percent could not decide anything about the statement.

59.02 percent of students revealed that the interference by relatives was not too much, 34.21 percent revealed that the interference by relatives was too much and 6.77 percent remained neutral.

A majority of them, i.e., 70.30 percent of students revealed that there was no frequent quarrelling at home, 23.31 percent revealed that there was frequent quarrelling at home and 6.39 percent could not reveal anything.

A majority of them, i.e., 71.81 percent of students revealed that illiteracy of family members did not cause them unhappiness, 28.19 percent revealed that illiteracy of family members caused them unhappiness.

Whether more attention was paid to other brothers and sisters, 65.41 percent disagreed with the statement, 27.07 percent agreed with the statement and 7.52 percent neither agree nor disagree with the statement.

## **II. Major Findings of the Study Related to Organizational Climate**

Comparison of the responses of teachers between government, private and deficit schools on the dimension, Disengagement reveals that there is a significant difference on the climate dimension, disengagement between

private and deficit schools. This refers to the teachers tendency to be “not with it”. This dimension thus describes a group which is “going through the motions”, a group that is “not in gear” with respect to the task at hand. In short, this dimension focuses upon the teachers behaviour in a task-oriented situation.

Comparison of the responses of teachers between government, private and deficit schools on the dimension, ‘Intimacy’ revealed that there is a significant difference on the climate dimension ‘intimacy’ between government and private schools indicating that this dimension refers to the teachers’ enjoyment of friendly social relations with each other.

Comparison of the responses of teachers from the three categories of schools on the dimension, ‘Controls’ revealed that there is a significant difference on the climate dimension ‘controls’ between government and deficit schools indicating thereby that this dimension refers to the degree to which the headmaster’s behaviour can be characterized as bureaucratic and impersonal in nature.

Comparison of the responses of teachers from the three categories of schools, i.e., co-educational, boys and girls school on dimension ‘Disengagement’ revealed that there is a significant difference on the climate dimension ‘disengagement’ between co-educational and boys school, between boys and

girls school and between co-educational and girls school. Thus this dimension focuses upon the teachers' behaviour in a task-oriented situation.

Comparison of the responses of teachers from the three categories of schools on dimension 'Espirit' showed a significant difference between boys and girls school. This indicates that the teachers feel that their social needs are being satisfied and that they are at the same time enjoying a sense of accomplishment in their job.

Comparison of the responses of teachers from the three categories of schools on dimension 'Intimacy' showed a significant difference between co-educational and girls school. It thus refers to the teachers' enjoyment of friendly social relation with each other.

On the dimension 'Psycho-physical hindrance', there is a significant difference between boys and girls school and between co-educational and girls school indicating that this dimension refers to the feeling among the group members that the headmaster burdens them with routine duties, management demands and other administrative requirements which they consider as unnecessary. Teachers perceive the headmaster as highly dictatorial in his behaviour.

There is a significant difference on the climate dimension 'Controls' between boys and girls school which refers to the degree to which the headmaster's behaviour can be characterized as bureaucratic and impersonal in nature.

There is a significant difference on the climate dimension 'Production Emphasis' between co-educational and girls school which refers to the behaviour of the headmaster which is characterized by close supervision of the staff. His communication tends to go in only one direction and he is not sensitive to feedback from the staff.

There is a significant difference on the climate dimension 'Humanized Thrust' between boys and girls school which refers to the behaviour of headmaster which is marked by his attempts to motivate the teachers through personal example. The behaviour of the headmaster though unmistakably task-oriented is at the same time characterized by an inclination to treat the teachers humanly and tender-heartedly.

### **Types of Organizational Climate**

The six types of organizational climates are open, autonomous, familiar, closed, paternal and controlled. These six types of climates have been divided into two categories.

The positive oriented climates – open, autonomous and familiar.

The negative oriented climates – closed, paternal and controlled.

Out of the ten schools taken up for study, four schools falls under the positive oriented climate and six schools falls under the negative oriented climate.

### **III. Association between the Educational Problems and Organizational Climate**

The two attributes, i.e., educational Problems and Organizational climate have high degree of associations with each other.

Comparison of Schools under Negative Organizational climate and Positive Organizational climate showed that a significantly larger number of children from negative oriented climates reported the presence of a large number of problems.

### **SUGGESTIONS**

The conclusions of the study are indicative of the steps to be taken for removing the Varied types of problems faced by both the students and Teachers of High Schools working in west Garo hills district. The following few suggestions are, however, offered in this connection.

Special care should be taken in most of the schools to improve sanitation.

Library periods should compulsorily be included in the school timetable.

Audio-Visual aids should be used.

Frequent inspection may be conducted to trace out the diverse problems faced by the students as well as teachers.

Managing Committees should include well-qualified persons with keen interest in education so that they can remove the different problems faced by schools.

More and more schools should have open type of climate, which is the best and favourable climate for teaching, learning and professional growth. The young generations should be stimulated and motivated by having a congenial school environment. They should not be allowed to live in an environment, which hinders their personality development.

The attention of the higher authorities must be drawn so that the administrators and teachers may be provided with full facilities such as training in educational management and leadership in educational administration. Such training will help the heads of the institutions and the teachers to move the climate of their schools towards open climate.

The school climate must be democratic in nature where the free and uninhibited expression of both the pupils and teachers are encouraged.

The principal must encourage a good relationship between him and the teachers, the teachers and the pupils. There must be a good rapport between them.

It will be the responsibility of the school administration, namely the principal and the teachers to develop and evolve most suitable climate so that the pupils are made to feel free and innovative while learning.

### **Suggestions for Further Research**

The present study was confined to the educational problems of High School Students and the Organizational Climate of the High Schools of West Garo Hills district, Tura. Similar studies may be conducted in other parts of Meghalaya, though various other aspects of the problems could not be included in the present study. The present study can provide basis for further researches. Further researches are recommended in the following related topics –

Further studies are required as regards formation of appropriate tools for measuring educational problems of students under Indian conditions.

Comparison of the climates between different types of schools may be conducted.

More studies may be conducted taking larger number of schools and teachers.

The same study may be designed at State level to get an overall picture.

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Date 2-3-2007



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**CERTIFICATE**

I certify that the thesis entitled **A Study of the Educational Problems of High school Students in West Garo Hills District in Relation to the Organisational Climate of Schools**, submitted by Mrs. Uma Roy, for the Degree of Doctor of Philosophy, embodied the record of original investigation carried out by her. She has been duly registered and the thesis presented is worthy of being considered for the award of Ph.D. Degree.

The work has not been submitted for any degree of any University.

Dated: Shillong  
The 7<sup>th</sup> August, 1999

*K. S. Lyngdoh*  
(K.S.Lyngdoh) 7/8/99

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Uma Roy

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Context of the Present Study**

The present study entitled **A Study of the Educational Problems of High School Students in West Garo Hills District in Relation to the Organisational Climate of Schools** was intended to find out the educational problems of High School students in West Garo Hills District and the type of Organisational Climate prevailing in the High Schools. The present study was also intended to find out the relationship between the perceived educational problems of the students and the type of organisational climate prevailing in the schools.

### **1.2 Objectives of the Study**

The study aimed at -

1. To find out Educational Problems of High School students in West Garo Hills District,
2. To find out the Organisational Climate prevailing in the High Schools in West Garo Hills District,

3. To find out the association if any between Educational Problems with the Organisational Climate of High Schools.
4. To give suitable suggestions to overcome the problems.

### **1.3 Scope and Limitations of the Study**

The scope of the study is limited to the different types of problems faced by students of high school in West Garo Hills District and the Organisational Climate prevailing in the high schools in West Garo Hills District. The Organisational Climate is studied with the help of a test developed by Motilal Sharma and only those climates are identified as prescribed and tested through the test items on the Organisational questionnaire. This questionnaire is used in a number of researches conducted in India. The educational problem is studied with the help of an inventory developed by the Investigator.

### **1.4 Need for Education**

National development, social reconstruction and overall progress and prosperity of the society has ever been quite convincingly recognised to be closely linked with the system of education of the land. Education is an important instrument of human development. It gives a desirable and definite shape to the individuals ways of conduct, temperament and character. Briefly stated, education is meant to promote quality in the person educated. In the fitness of things, decency both in the means and ends of education express quality in education. Eventually, all this comes to be known as the



competence. Both the lay public and professional educators generally agree that the *goodness* of an education programme is determined to a large extent by the teaching. "A teacher affects eternity, he can never tell where his influence stops" - Henry Adams. The identification of qualified and able teaching personnel, therefore, constitutes one of the most important of all educational concerns. Obtaining capable teachers is an intrinsic interest and obligation of education. If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. The quality of teachers moulds and shapes the quality of education.

In this context, we are strikingly reminded of the so often quoted remarks of the Education Commission (1966, p-46) : "Of all the factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, provide them with the best possible professional preparation and creating satisfactory conditions of work which they can be fully effective".

Indian Education today is faced with many challenges. The challenge of numbers, the challenge of ever increasing quantum of knowledge, and the challenge posed by the explosion of opportunity are well known and a lot has already been done to meet these challenges. In this fast changing world there is a need for everyone to be educated. Parents, teachers Government and State must tolerate such kind of students

and encourage them for higher education. For those who cannot afford, it is the duty of authority in the area where they are residing to find some means for them to be employed, either part time or full time.

Educational programmes will be very much needed and must be suitable to the needs and interests of these youngsters, so as to build them into good and better citizens of the country. Thus there should be such opportunities and facilities for these youngsters to have a harmonious and well-balanced life. In India, the last fifty years after independence have been the appointment of National Commissions on education. The Radha Krishnan Commission on University education was appointed in 1948 hardly a year after independence. Next came the Modaliar Commission on Secondary education in 1952 and in 1964, Pandit Nehru appointed the Kothari Commission with wide terms of reference. Since the adoption of the 1968 policy of education, there has been a tremendous expansion in educational facilities all over the country at all levels. But the 1968 policy did not get translated into a detailed strategy of implementation. In 1986, the National Policy on Education was also adopted envisaging a national system of education. In 1990, the appointment of Acharya Ramamurti Committee was formed for a review of the educational policy.

Education has also been given due attention in our Five-Year Plans both at the National and State levels. Our main anxiety has been to fulfil the Constitutional provision of having universal and free elementary education. The number of

Universities, Degree Colleges, Professional Colleges, high and higher Secondary schools as well as middle and primary schools has gone up tremendously. The literacy percentage both amongst men and women has also shown an appreciable increase during the last two decades.

In short a new India is struggling to be born. And certainly it will be the kind of India that the children of today and tomorrow are capable of building. For this great task they have to be properly equipped mainly through education. Education has to perform the almost Herculean task of helping the youth to acquire the social vision, the moral stamina, the mastery of self and the necessary skills and technical know how necessary for the national tasks that will be theirs.

### **1.5 Education in the North Eastern Region**

The North Eastern Region comprising seven sister states of Assam, Manipur, Tripura, Nagaland, Arunachal Pradesh, Mizoram and Meghalaya has a rich cultural and linguistic heritage. So much so, as many as more than fifty different dialects are spoken in this region. Cutting across linguistic and racial barriers, each community, tribal or non-tribal (North East is basically a tribal heartland of India) has an unique rich characterisation of culture, peculiarly unlike each other, a feature not known by the people in other parts of the country. The region is ethnically and culturally very distinct from the rest of India. geographical isolation, the problems of accessibility and communication and cultural contrasts within the region has resulted in several forms of

economic and social imbalances in the region. The region has also special problems like natural, economic, social and educational.

Meghalaya, the twenty-first state of India emerged as a full-fledged state on the 21st January 1972. It is a hilly state located in the north eastern part of India. The term *Meghalaya* literally means the *Abode of Clouds*. The name *Meghalaya* was originally coined by S.P. Chatterjee. Meghalaya lies between 25°47'N and 26°10'N latitude and 89°45'E and 92°47'E longitude. The total area of the State is 22,429 Sq. Km. with a population of 1,74,778 (1991 Census). The state is now divided into seven administrative districts. They are -

1. Jaintia Hills District, created on February 22, 1972
2. East Garo Hills District and West Garo Hills District created on October 22, 1976
3. East Khasi Hills District and West Khasi Hills District created on October 28, 1976
4. Ri-Bhoi District created on June 4, 1992 and
5. South Garo Hills District created on June 18, 1992.

Shillong is the state capital of Meghalaya. Meghalaya may be physiographically divided as follows:

Sl. No.	Name of the District	District Headquarter
1	East Khasi Hills District	Shillong
2	West Khasi Hills District	Nongstoin
3	Ri-Bhoi	Nongpoh
4	Jaintia Hills	Jowai
5	East Garo Hills	Williamnagar
6	West Garo Hills	Tura
7	South Garo Hills	Baghmara

The West Garo Hills District is bounded by Mymerising District and part of Rangpur of Bangladesh on the South and the Southwest, Goalpara District of Assam on the Northeast; East Garo Hills District on the Northeast and West Khasi Hills District on the East. Tura is the headquarter of West Garo Hills District. Linguistically and ethnologically, the Garos belong to the Bodo family who at one time, occupied a large part of Brahmaputra valley and were probably pushed out from the plains to hills by later invaders.

### 1.6 Growth of Formal Education in Garo Hills

The District Garo Hills is popularly known after the tribe, the *Garos*. Matrilineal is the characteristic feature of their society. The condition of Garo habitant in the field of education was noteworthy before the advent of the British. There was neither any educational institutions nor a regular feature of teachers as it appears today. Traditionally, the Garos trained their children from young age by means of engaging

them in the field works under the guidance of the elders who were actually engaged in the profession. Thus children gradually learnt the art and technique of their work. While actually doing things, they learnt a lot by mere imitation and became expert in their profession by the time of becoming adults. Moral lessons were also imparted exclusively in the family. In families elders used to instruct young ones about their social activities and performance. Under such arrangement children acquired knowledge either by means of observation or by direct contact. Thus the whole system of education prevalent in the past was totally informal and the technique applied was either apprenticeship or by mere imitation. But there was no place for initiation that one can get admission to be tested. In other words it may be said that the system of formal education was not in practice.

The era of formal education in the Garo habitant cannot be spoken of without referring the name of David Scott. It was Scott, the Civil Commissioner and the agent of the Governor General of North East Frontier of Bengal, soon after assumed office, who understood that the establishment of monopoly trade firmly in the region could not be possible without creating a close contact between the inhabitants and the British Government to instrumentation his ideas he undertook a policy of educating the people of the district at large. It was David Scott who for the first time thought of largely in terms of three R's for the people who were at that time a hostile tribe. He contacted the Serampore Mission at Calcutta and requesting them to send some missionaries to work among the Garos as early as 1822. But the mission could not be of much help, as they

failed to depute any one to work among the Garos. Scott was not disappointed, he tried by sending three Garo youths to Serampore Mission. But nothing further is known about these lads except a mention about them in the fifth report of the Serampore College Published in 1824 (Carey, W.W.; 1966:38). Scott's following correspondence with Bayley, W.B. Secretary to the Government bears not only testimony to his sincere efforts but also the ideas he possessed of bringing the inhabitants in contact with them.

"I am satisfied that nothing permanently good can be obtained by other means. I would greatly prefer two or more Moravian Missionaries who along with religion would teach the useful art if the Government would insure them subsistence only, I would be willing to take on myself the expense"

(Carey, W.W.; 1966:39).

Despite Scott's best efforts to orient the Garos towards formal education, he was not successful in his attempt to bring missionaries to work among the Garos. No body was found suitable to work among the Garos. With much difficulty he obtained the service of Fermie, a junior teacher of English and Geography in the Hindu College at Calcutta. Fermie was asked to work as a teacher cum preacher (Missionary) at a place called *Singimari*, a village, which is at the north-western tip of Garo Hills bordering the plains of Assam and about 30 Km. away from Tura town, the headquarter of present West Garo Hills District. He joined in his service in July, 1827 but unfortunately died there in November of that year. Probably he could not stand the climate of the area. Thus this initial attempt of David Scott planted without bearing any fruit. However, his

attempt bore fruit twenty years later. In 1847, Captain Jenkin's caused a school to be started for Garos at Goalpara, a town of Assam about 50 Kms. away from the border of Garo Hills District. Twelve Garo boys came to get education in that school and all of them were accommodated in the school boarding house. Among them, none was hailed from the interior villages of the districts. In spite of his great efforts and incentives, Jenkins mission was not fully successful. He also faced the same problems as his predecessor. However, it is remarkable to note that sixteen years later two of these twelve Garo boys were the first of the tribe who acquired the knowledge of three R's. Those two lads were known as Omed and the other Rakme. Both of them were ordained and started their career as teacher cum preacher in two different Garo villages situated on the north eastern border of Garo Hills. It was the beginning of a new era on the foot of Garo Hills bordering plains of Assam when a normal school was installed at Damra in 1864 by Rakme with the help of one Garo lad named Fakira. But the response from the Garos was not encouraging. It was clear from the statement of William Carey. He stated "then while a school house was building, they all went up to the hills". Rakme was not disheartened. He persuaded the people with much difficulties and ultimately he was successful in his mission. Initially, he started his school with three students. None was from within the village. All the three were from other villages. Among them, one was his own youngest brother. A few years later, he was able to manage students from within and around the village. In 1867 the enrolment of students went up to thirty. The work in the normal school at Damra was flourishing satisfactorily to a limited extent confining to the northern frontier of the district

bordering Assam. While the condition of education in the central, eastern, western and southern portion of Garo Hills remained as before as Rakme set up a school at Damra. The ongoing dialogue which began as early as 1822 between the government and the Christian Missionaries regarding education among the Garos came to an end with the establishment of a school at Tura in March, 1878 under the supervision of American Baptist Mission. Elnathan Phillips and Marcus C. Mason were the first missionaries, caused to begin the work as teacher in Tura Station School. It laid the foundation of missionary activity to carry the responsibility of entire educational work in the Garo habitant. Scott's plan to educate the Garos with the help of missionaries was going to be materialised.

Time passed on gradually education expanded all over the Garo Hills under the influence of the Christian Missionaries. No consistent effort was made by the missionary to impart education from the secular point of view. The educational endeavour of these missionaries was just a means of popularising the principles of Christianity among the Garos through the media of school. A few lines from the report of Mason, one of the pioneer teacher of Tura Station School in 1822, highlighting the activities of missionaries in the field of education is quoted below -

"It is through these schools or rather the teachers of these schools, that the work is begun and Churches planted in the heathen villages. The in gathering of a large number of the converts is, in the main, through the work of these teachers".

Carey, W.; 1966:241

The above statement signifies that the neglect of secular education was not unnatural. This was a major set back to the development of education in the Garo habitant during the British rule.

The advancement of formal education in Garo Hills was nominal considering the fact that the effort of the British government and the missionaries was started as long ago as 1878 and upto 1903-04. Only 91 primary and 3 upper primary schools were established and the number of persons made literate during those periods was only 1027 out of the total population of 138274 according to the Census Report of 1901. The percentage of literate people was being 0.74, which is not very impressive one. Nevertheless, the scope of education during the colonial rule was confined to the primary levels. No consistent attempt was made to establish secondary schools within the school periphery of Garo habitant. It is worthwhile to state here that formal education had a little impact on the life of the Garos till independence.

The real beginning of formal education from the secular point of view has been flourishing in the districts since post independence days. The following figures indicate that the rapid growth of literacy in Garo Hills began from 1951. Upto 1951, the advancement of formal education among the people was not very impressive, considering the fact that the mission schools in Garo Hills was started long back.

**Table 1**  
**Growth of Educational Institutions and Literate Persons in Garo Hills District**  
(Covering the Figures of Three Districts of Garo Hills)

Year	Total Population	Literate	Literacy Rate (%)	Institutions				
				P	M	H	S	C
1901	138274	1027	0.74	83	2	nil	nil	nil
1951	242075	17706	7.31	NA	NA	NA	NA	NA
1961	307228	61334	19.96	943	51	8	1	1
1971	406615	95825	23.57	1233	97	39	1	1
1981	505003	137762	27.28	2483	134	65	nil	2

NA - Not Available.

**Sources :**

1. Figure based on the Gazetteer of the Khasi & Jaintia Hills Garo Hills, Lushai Hills by B.C. Allen, 1980, Gian Publications, Delhi.
2. Figures based on Census of India, 1951.
3. Figure based on District Statistical Abstract, Garo Hills, 1971-72, 1978.
4. Figures based on East Garo Hills District Census Handbook, 1981.

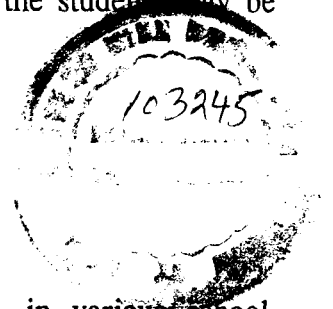
**1.7 Need and Importance of the Study**

The West Garo Hills District being an under-developed District, its need for education is great. Any effort to industrialise the district and to exploit the natural resources will need high level technology and trained personnel, which is not available now. It is only through a well organised programme of education, i.e., right from the school, can the manpower needs of the entire state be met. The students in Garo Hills are backward or under-developed economically and socially. The community is facing quite a lot of problems or difficulties, and special efforts are needed to spread education

among them and to raise their standard of living. It is important that more knowledge about the educational problems of these sections of the population should be available. It is desirable that if this important section of the population is to join the mainstream of activity in Meghalaya, problems, obstacles and handicaps placed in their way be alleviated. Thus the educational problems encountered by the students must be studied. This study while confined to only in West Garo Hills District, may help to some degree to fulfil this need.

### **1.8 Major Areas of Educational Problems**

The major areas in which educational problems arise for the students may be categorised below -



#### **(a) *Academic or Educational***

Problems relating to difficulties in learning institutions, in various school subjects, examination system, students' relationship with his teachers, teachers attitude towards the students, unavailability of prescribed books, library facilities as well as the amount of satisfaction he achieves from his curriculum.

#### **(b) *Financial or Economic***

Economic problems arise out of economic background of the family. Problems concerned with payment of school fees, uniforms, personal expenditure, payment of textbooks, transport and communication charges and other miscellaneous expenses etc.

(c) *Family*

It includes his relations with his parents, siblings, his other needs like facilities for study and help in his study. Problems with regard to lack of proper conditions for studying at home, worry due to lack of education of the parents and difficulties due to the family's economic condition.

(d) *Personal and Health*

Problems encountered by students in the area would include transportation, lack of leadership qualities, poor memory, loneliness, etc. Health problems include poor health condition, suffering from acute diseases etc.

(e) *Language*

Problems of communicating freely in English or Hindi, difficulties encountered in the study of vernacular as a second language etc.

(f) *Social*

Problems pertaining to interference of politics with studies, adjustment with other students in their schools, problems of integration with the society.

**(g) *Problems Connected with Facilities in School***

Problems encountered with regard to school facilities such as drinking water, provisions for games and sports, toilet facilities, fear of examination, etc.

D.S. Kothari, Chairman of the Education Commission (1964-66) said - "in the rapidly changing world of today one thing is certain, yesterday's educational system will not meet today's and even so the needs of tomorrow". Any system of education must cater to the needs and aspirations of the people. Today's needs are different from the past. Therefore, the old system must give way to a new system. As the country is marching ahead towards economic progress, education can play an important role so as to reach the gap between the world of work and the world of learning. Taking this into consideration, the 10+2+3 system has been evolved by the government.

In order to make education attractive and meaningful, all the unfavourable conditions should be removed. The atmosphere should be good with physical comforts where the classes are to be held. The literate adults must be motivated by making the educational programme meaningful. The students must be taught to create leisure and to employ it fruitfully. Materials should be provided to them. Reading materials as well as audio-visual materials should be provided. Reading materials consist of books, pamphlets, daily newspapers, charts, graphs and maps. But those must contain topic of interest to the students such as health, agriculture, industry, sports, wit and humour with good illustrations. Audio-visual aids include models, blackboard, bulletin board,

pictures, films, radio, T.V., tape recorder, dramas and even puppet shows. The educational institutions must have capable, enthusiastic and sympathetic teachers.

No system can work well if it is not properly organised and administered. Suitable bodies should be established at all levels to look after the work of the entire institution, and eradicate illiteracy bearing in mind that illiteracy is a curse to the individual and society. In a country like India which has adopted a socialistic democratic pattern of life and which has determined to achieve economic development, it is very important that the entire population be functionally literate.

The most difficult problem, which faces us today, is the production of books for the neo-literates such as the Garos and Khasis. It must also be emphasised that the changed political and social context in the country, which calls for qualitative and quantitative programme, cannot be achieved without effective and flexible administrative machinery. The need for modernising and strengthening the administration of education has been emphasised by a number of committees and commissions including the Kothari Commission. While education has expanded considerably, the administrative bodies have been more or less unchanged. Streamlining the machinery for educational administration, therefore, has become urgent in view of the changing frontier of education and pedagogy as well as the significant development that are taking place in the field of science and technology as well as in the socio-economic set up.

According to the 6th (sixth) Schedule of the Constitution, special provisions had been made for the administration of tribal areas through District Council which were confined with certain powers. Very often there is a high rate of wastage and stagnation in the District Council Schools. The system is made more difficult by a system, which prevails in Garo Hills where a village shifts along with the practice of shifting cultivation. Therefore, in setting up schools in the interior of Garo Hills, the District Council has to take this factor into consideration, which also requires a keen vision, imagination as well as a flexible approach.

### **1.9 Concept of Organisational Climate**

The studies pertaining to Organisational Climate deals with either the classification of institutions or deciding the nature of climate for a particular institution or institutions. The determinants of climate have to be studied in order to improve or modify the existing climate of the institution by making necessary changes into the factors deciding the climate. Hence, it is imperative to study the factors affecting climate rather than to study the nature of climate.

The establishment of an appropriate Organisational climate has been recognised as one of the functions of administration, perhaps because it is the Organisational climate of a school which determines to a large extent its tone and performance. Indeed the overall quality of school is greatly affected by its Organisational climate. Accordingly, empirical data about the possible climate alternatives and the kinds of

climates that are valued needed to give direction to administration so that the administrators may establish appropriate climate in their schools to ensure good teaching-learning. Therefore, the new concept of Organisational climate has attracted the attention of administrators as well as research workers. Individuals spend most of their lives in some form of Organisational membership.

Schools represent a common denominator for man's experience with organisations in that, most members of society has inhabited schools at one time or other. The schools' mission is one of forming, freeing, developing and assimilating its young clients so that they may function better as individual personalities and as sustained contributors to our society. Because of their unique effects on children, the importance of their mission in society, and their common denominator quality schools need to become more persistent focus of study for those in the field of Organisational theory and Organisational behaviour.

School organisations are -

- (a) high performers in terms of achieving meaningful schools' purposes,
- (b) generous in providing Organisational members (staff and students alike) with rewards rich in self-fulfilment and
- (c) dynamic, adaptive and creative in structure, in belief, and in orientation, in order to sustain themselves against uncertainties in the future.

Organisational climate has been defined by different authors differently. Organisational climate may be defined as patterns of social interaction that characterise an organisation. The main units of interaction in this concept of climates are individuals, the group as a group, and the leader. Organisational climate as defined by Halpin and Crofts (1963) and as measured by the Organisational Climate, Description, Questionnaire (OCDQ) is the *Personality* of the school as seen by teachers and principals in individual schools. Analogously *personality* is to the individual what Organisational climate is to the Organisation. Sharma (1971) after analysing the definitions given by different authors came to the conclusion that though different authors use different terminology in defining this complex concept, almost all agree that Organisational climate could be defined in terms of interaction that takes place between members of the organisation when they fulfil their prescribed roles while satisfying their individual needs. Further more to operationalise the concept in the context of a *school*, he specified that it is the resulting condition, within the school, of social interaction among the teachers and between the teachers and the principal. According to Halpin and Crofts (1966), Organisational climate runs from openness at one end of the continuum to closedness at the other. Organisational climate is the global assessment of the interaction between the task - achievement dimension and the needs - satisfaction dimension within the organisation, reflecting a psycho-social flavour.

## 1.10 Organisational Theory

Organisational theory is the study of the structure and functioning of organisations and the behaviour of groups and individuals within it. It is an emerging inter-disciplinary quasi-independent science drawing primarily on the disciplines of Psychology and Sociology, but also on Economics and to a lesser extent on Production Engineering. Most people spend a considerable portion of their time in formal organisations and at the same time these organisations have to respond to the pressure impinging on them from the society they exist in and change in different aspects of the society affecting Organisational climate.

The most significant development in the study of administration in recent years has been the apparent shift of focus from theory of administration to Organisational theory. Although some writers like Dwight (1961) sense in this shift a down-grading of the value involved applied orientation, it seems to represent merely a change in the strategy of inquiry. Instead of attempting a direct assault on administration, the newer approach involves first a study on the whole organisation and then the application of this knowledge in a purpose oriented context. Thus, what began in a somewhat value interdisciplinary approach to administration appears to be converging into social science in its own rightful place drawing upon these traditions of the existing social sciences for its study of Organisational behaviour. As such it becomes the first stage of the new approach forming the basis from which the applied administrative theory springs. This

theory was the result of the strong influence of the system theory (Scott, William; 1963) model upon current approaches to the study of organisation.

### 1.11 Concept of School Climate

School climate is regarded as the environment providing network of forces and factors, which surround, engulf and play on the individual. Dewey (1938) stated that learning is dependent on experience and the nature and quality of educational experiences are largely determined by the characteristics of the learner's environment.

Bloom (1968) characterises environment as follows -

"... we regard the environment as providing a network of forces and factors which surround, engulf and play on the individual. Although some individuals may resist this network, it will only be the extremes and rare individuals who can completely avoid or escape from these forces. The environment is a shaping and reinforcing force which acts on the individual".

Baylay (1957), Pace, Stern (1970) and others also view environment as a powerful determinant of behaviour. Sharma (1969), Sharma, Buch and Rai (1971), Mubayi and Sharma (1971) found that schools differ in terms of their climates (environment). The book, *Diagnosing the School Climate* by Sharma (1978) gives details about development of School Organisational Climate Description Questionnaire (SOCDQ). Studies referred above have indicated that school climate is related with student performance, teachers satisfaction, school and headmaster effectiveness, leadership

behaviour of the headmaster and many such other variables. Results have indicated school environment warrants our immediate attention.

School Organisational Climate Description Questionnaire (SOCDDQ) is a tool which can be used for diagnosing the school environment and furthermore with little modifications it can help in studying environment of other organisations like hospital, industry, military organisations etc. This tool is an Indian adaptation of Organisational Climate description questionnaire (Halpin and Crofts; 1963).

Climate is considered to represent the emotional tone which is a concomitant of interpersonal interaction. It is a general *emotional factor* which appears to be present in interactions occurring between individuals in face to face situation of groups. This has some relationship to the degree of acceptance expressed by members of a group regarding each others need or goals. Operationally defined it is considered to infer -

- (a) the inner private world of each individual,
- (b) the Esprit-de-Corps of a group,
- (c) the sense of meaningfulness of the group, individual goals and activities,
- (d) the objectivity with which a problem is attended, and
- (e) the kind and extent of inter-personal interaction in a group.

In a school there can be a centripetal organisation or a centrifugal organisation. In a centripetal organisation, there is a perfect give-and-take attitude and co-operation among the members. As opposed to this, in a centrifugal organisation, all the power is vested with the Headmaster and he alone wields authority in the school. This system has the characteristics of autocracy while the open system has the characteristics of democracy. Thus every school has its own specific pattern of organisation. The effectiveness and importance of an institution depends on the efficient way of administration and operation.

### **1.12 Classroom Social Interaction and Classroom Climate**

Socio-emotional climate of the classroom has been defined in terms of the classroom pupil-teacher interaction as perceived by the students. Socio-emotional climate of the classroom can be considered as phenomenon consisting of the feelings and perceptions of the students about what goes on in the classroom. Different types of climate have been found to be, markedly affecting the pupil classroom behaviour.

Connor (1960) concluded that classes with good climates had more social contracts. In them the children interacted more socially and expressed themselves more freely in the classes than the children of classes having poor climates. Well-adjusted classes were found to have closer teacher-pupil relationships and rapport. When pupils' role was clear in the class, they showed more co-operative and warm behaviour. Good climate has, often, been found to have resulted into eradication of confusion and tension from the minds of the pupils. In short, more desirable behaviour is shown in the classes where the climate is conducive. Wodtke and Wallen (1965) in a study tried to test the

validity of some of the generalisation that have been made about students and the effects of classroom climate on pupil classroom behaviour. In the classes where the climate is poor, children were found to be more distant from the teacher, and more disconnected as a social group and having poor attitudes towards school as a whole.

Flanders (1957) in a study classified teachers into three categories - most indirect, average and most direct teachers. Flanders in this study, concluded that the most direct teachers had more indiscipline problems in their classes and found it necessary to interrupt giving directions in order to criticise students three times more often than did the most indirect teachers. Walberg and Anderson (1968) using pupil perception technique to study classroom climate concluded that different perceptions of classroom climate are associated with different kinds of classroom activities. Students who enjoyed classroom participation, perceived their classes as unstratified, democratic in policy settings, having a clear idea of class goals and satisfaction. These students felt more personal intimacy with their fellow classmates, less alienated and less strictly controlled.

An attempt by Cogan (1953) was made to find out relationship between the behaviour of teachers defining different kinds of classroom climates and the productive behaviour of their pupils. Cogan found that the warm and friendly teachers who tend to make children central to classroom decision and who use techniques that integrated the group, inspire and motivate pupils to produce most and best work.

The researches mentioned above, all argue in favour of good climates in the classrooms in order to expect desirable behaviour shown on the part of the students. There is high correlation between good climate and desirable pupil classroom behaviour.

### **1.13 Development of the Concept of Classroom Climate**

The idea of psychological environment of classroom climate was imported into the field of educational and psycho-logical literature from the field of industrial research. Fritz and Dicson (1939) in their most carefully planned study at Hawthorne plant of the Western Electric Company concluded that group atmosphere was one of the most single factors in increasing industrial production. Similarly, McGregor considered the atmosphere prevailing in a work situation to be a central factor affecting the security of individuals which, in turn, affects standards of performance.

Sociologists stole the idea of psychological environment or *climate* from industrial research and applied it to leadership-style studies in other fields, particularly in the field of education. In the field of education, the earliest systematic studies of this kind that are available, were those of Anderson (1939), Anderson and Helen (1945), Anderson and Brewer (1946) and Anderson, Brewer and Reed (1946). These researches made a very good start in the direction of classroom climate as a variable of school learning but they probably failed to give any clear and objective definition of classroom climate. It was Flanders (1970) who for the first time, gave a more precise and objective definition of the classroom climate. To him, "classroom climate refers to the generalised attitudes towards the teacher and the class that the pupils share in common insight of individual

differences. The development of these attitudes is an out growth of classroom social interaction. As a result of participating in classroom activities, pupils soon develop shared expectations about how the teacher will act, what kind of person he is, and how they like their classes. These expectations colour all aspects of classroom behaviour creating a social atmosphere or climate that appears to be fairly stable, once established. Thus the word climate is merely a shorthand reference to those qualities that consistently predominate in most teacher-pupil contracts". The type of classroom climate is determined by the inter-personal behaviours of both the teacher and the pupils in the class. It sets the emotional tone of the class. It is a concomitant of inter-personal interaction.

#### **1.14 Significance of Socio-Emotional Climate**

The socio-emotional climate of the classroom is not always the same, nor it is the same for all the classes. Depending upon various factors, it varies from class to class. A number of factors determines the uniqueness of the socio-emotional climate of the class. But the styles and characteristics of teacher's interaction with the students in the classroom have been considered its most important determinants. Whatever be its determinants, the classroom climate is regarded as one of the most important variable entering into the effectiveness of the classroom teaching and pupil learning. As pointed out earlier, the general tone of the classroom, the interaction pattern and the teacher classroom behaviour (both verbal and otherwise) produce a unique kind of socio-emotional climate of the classroom. This classroom climate as found in several studies (Lewis, 1964; Johns, 1968; Shumsky, 1968; Walberg and Anderson, 1968;

Snider, 1969; Hall, 1970; Sharma, 1974) affects the quality of classroom teaching learning process considerably, determining ultimately the effectiveness of the classroom teaching. Socio-emotional climate of the classroom is an important element in the mechanism of behavioural change and increasing effectiveness of the classroom teacher.

The knowledge of classroom climate as an element in pupils' learning is important for the teacher under training, and hence, for improving teacher education. This knowledge is helpful in developing skill in teachers to manoeuvre classroom influence differently in different classroom situations and thus create different kinds of socio-emotional climates so as to establish more appropriate pupil learning in the classroom. The teacher who is aware of the impact of the classroom climate on pupil-learning, is more likely to try to control situational and behavioural factors that create classroom climate which is more conducive to learning. Classroom climate is thus an important element in teacher teaching.

Importance of pupil-teacher interaction releasing a corresponding type of socio-emotional climate, has been sufficiently realised for democratic teaching. As held by Shumsky (1968) "the democratic process in learning with its emphasis on pupil-teacher interaction, is one of the most valued ideals of modern education". A good classroom climate is one of the basic outcomes of democratic teaching. Democratic teaching is more effective because it produces a kind of climate in the classroom which is conducive to pupil-learning. A good classroom climate in addition to free and adequate communication in the classroom, calls for some other factors also, such as active

participation of the students in various classroom activities, acceptance of students, due recognition of pupil status and fair treatment given to the students. Factors like these are essential for democratic teaching also. An important factor of democratic teaching is pupils' task involvement which makes pupil learn subject matter because knowledge in that case is intrinsically meaningful for them. The greatest challenge for the teacher is to make subject matter meaningful and encourage pupils' task involvement. Through a kind of socio-emotional climate which is characterised by warmth, trustfulness and fairness, it may be possible to promote pupil task involvement and render knowledge more relevant. Democratic teaching implies considering individual worth of the pupil and giving due place to every child. By democratic teaching and by creating a special kind of classroom climate, a teacher can minimise the number of disapproved pupils. Teacher can create a climate in which every pupil feels secure, free and dignified. Through the teachers teaching behaviours, a teacher can generate a classroom climate which is more suitable for democratic teaching-learning. It is widely claimed these days, that a good socio-emotional climate of the classroom is a potent facilitator of school learning. The linkage between classroom climate and pupil learning is perhaps so intimate that an understanding of the phenomenon known as classroom climate would seem important if the process of learning is to be understood adequately. In several studies, classroom climate is found as a very good predictor of pupil scholastic attainments. Establishment of proper socio-emotional climate in the classroom help to reduce the wastage and stagnation and also to minimise failures and under achievements.



These items are assigned to eight sub-tests, of which four refer to the characteristics of the teachers as a group and the other four refer to that of the Head-master as a leader.

The eight sub-tests are -

***Characteristics of the Group (Teachers' Behaviour)***

- a. Disengagement,
- b. Esprit
- c. Intimacy,
- d. Aloofness or alienation

***Behaviour of the Leader (Head-master's Behaviour)***

- e. Production emphasis,
- f. Humanised thrust, g. Psycho-physical hindrances,
- h. Consideration or control.

***(a). Disengagement***

Disengagement refers to the teachers' tendency to be "not with it". This dimension describes a group which is "going through the motions", a group that is "not in gear" with respect to the task at hand.

In short, this sub-test focuses upon the teachers' behaviour in a task oriented situation (Halpin, 1969, p. 150).

(b). *Esprit*

Esprit refers to morale. The teacher feels that their social needs are being satisfied, and that they are at the same time enjoying a sense of accomplishment in their jobs (Halpin, 1969, p. 151).

(c). *Intimacy*

Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social needs satisfaction which is not necessarily associated with task accomplishment (Halpin, 1969, p. 151).

(d). *Aloofness or Alienation*

Aloofness refers to the behaviour patterns of the Head-master which is characterised as highly impersonal and informal. It reveals the degree to which the Headmaster *goes by the book* and adheres to policies rather than dealing with the teachers in an informal, face to face situations. It also indicates the emotional distance between the group and the leader, and at the same time, among the group members. The Headmasters behaviour in brief, is universalistic rather than particularistic, nomothetic rather than idiosyncratic. To maintain this style, the Headmaster keeps himself at least "emotionally" at a distance from the staff (Sharma, 1973, p. 199).

### ***Leader Behaviour Characteristics***

#### ***(e). Production Emphasis***

Production emphasis refers to the behaviour of the Headmaster which is characterised by close supervision of the staff. The Headmaster is highly descriptive and plays the role of a "straw-boss". The Headmaster's communication tends to go in only one direction, and the Headmaster is not sensitive to feedback from staff (Halpin, 1969, p. 151).

#### ***(f). Humanised Thrust***

Humanised thrust refers to the behaviour of Headmaster which is marked by the Headmaster's attempts to motivate the teachers through personal example. The Headmaster does not ask the teachers to give themselves any more than they willingly give of themselves. The behaviour of the Headmaster, though unmistakably task oriented, is at the same time characterised by an inclination to treat the teachers humanly and tender-heatedly. The Headmaster attempts to do something extra for them in humanistic terms, and consequently the Headmasters behaviour is viewed favourably by the teachers (Sharma, 1973, p. 209).

#### ***(g) Psycho-Physical Hindrance***

Psycho-physical Hindrance refers to the feeling among the group members that the Principal burdens them with routine duties, management demands and other administrative requirements which they consider as unnecessary. At the same time they perceive the Principal as highly dictatorial in his behaviour. The Principal is not adjusted

to feedback from the staff, the Principal's style of communication tends to be unidimensional (Sharma, 1973, p. 204).

#### (h) *Controls*

Controls refers to the degree to which the Principal's behaviour can be characterised as bureaucratic and impersonal in nature, although task-oriented in behaviour, the extent to which the Principal tries to raise the degree of effectiveness and efficiency by helping the group work towards the common goal by providing adequate operational guidance and secretarial services (Sharma, 1973, p. 205).

Sharma (1973) using both the R-Technique and the C-Technique identified six types of climates. One more significant difference between Sharma (1973) and Halpin and Crofts (1963) which may be noted here is that Sharma has reported "Familiar Climate" as belonging to open type climate group and "Controlled Climate" as belonging to closed type climate group, whereas Halpin and Crofts reported just the other way round. They identified six Organisational climates which can be arranged along a continuum defined at one end as open climate and at the other end as closed climate.

### 1.1.5 Different Types of School Climate

#### (i). *Open Climate*

Open climate refers to the state of an environment in which the members of the group enjoy high *morale* in general and high *esprit* in specific. The teachers work as a strong unit with respect to the task without bickering and griping. As such disengagement

is low. Members of the group feel emotional association with the group and organisation. Emotional distance between the group and the leader as well as among the group members is very small, often feel themselves as a part of the whole. Open climate refers to an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. They perceive their Principal (leader) as highly considerate and democratic in behaviour and hence the group members as well as the Principal feel *all of a piece*. So the group enjoy a high degree of integration and authenticity of behaviour.

In open climate, the behaviour of the Headmaster can be characterised as genuine, production emphasis is average, psycho-physical hindrance is low. The behaviour of the Headmaster, though task oriented, at the same time it is characterised by an inclination to treat the teachers humanly, trying to do something extra for them in humanistic terms. Thrust is high in this climate. Thus, open climate refers to an environment in which teachers obtain social needs satisfaction as well as job satisfaction.

(ii) *Autonomous Climate*

Autonomous climate refers to an environment in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy their social needs to a great extent moderate and enjoy a degree of job accomplishment. Absence of active leadership mixed with average controls on the part of the Headmaster is perceived as an element of psycho-physical hindrance. Autonomous climate depicts a situation in which the Headmaster gives complete freedom to the teachers. Production emphasis and

humanised thrust are low. The Headmaster exercises average control over their activities and their Organisational behaviour. The behaviour of the Headmaster is characterised as high on psycho-physical hindrance. The morale of the teachers is high. Social needs satisfaction stems largely from the extremely high intimacy which is the distinguishing feature of this climate. Esprit is high and the group enjoy quite high job satisfaction. Disengagement is low. Alienation is average and the aloofness on the part of the Headmaster leads to average controls.

(iii) *Familiar Climate*

Familiar climate is characterised by the conspicuously friendly behaviour of both the Headmaster and the teachers. The teachers have established personal friendship among themselves, and socially, at least everyone is a part of a large happy family. Social needs satisfaction is extremely high. The Headmaster exercises leadership in an indirect manner and tries to keep production satisfactory. The Headmaster's behaviour is job oriented but does not hinder the social needs satisfaction on the part of the teachers. Hindrance is low. Esprit is average which mainly emanates from social needs satisfaction. The Headmaster's behaviour is characterised by the group in terms of high production emphasis. Thrust and disengagement are low.

(iv) *Controlled Climate*

Controlled climate refers to an environment, which can be characterised as highly task-oriented at the cost of social needs satisfaction of the members (teachers). Leadership acts stem from only one side and in a dictatorial manner. Group involvement

is never encouraged. The human aspect of the individual is neglected and communication is always one-sided. Teachers get little job-satisfaction out of task accomplishment. Therefore, the teachers perceive the behaviour of their Headmaster high on production emphasis and aloofness dimensions, respectively. Group morale is average which emanates from task accomplishment (average esprit). There is an excessive amount of busy routine work and general hindrance, which get in the way of the teacher's task accomplishment (average psycho-physical hindrance). Teachers get rare chances for socialisation and establishment of friendly relations among themselves. There is no scope for genuine warmer relations among teachers (low intimacy). Disengagement is low. The Headmaster attempts to keep himself emotionally at a distance from the teachers (average aloofness). The Headmaster never tries to satisfy the group members social needs. Thrust is also low.

(v) *Paternal Climate*

Paternal climate refers to a situation in which there is very little scope for the members to satisfy their social needs and derive job satisfaction. The faculty has to work in the way the Headmaster wants but at the same time the Headmaster as a paternal guardian of the school faculty, does not ignore the individual's interest, and hence his behaviour is perceived as highly considerate. Paternal climate is characterised by the ineffective attempts of the Headmaster to control the teachers as well as to satisfy their social needs. Disengagement is high in such a climate. Control is perceived to be low. Headmaster's behaviour is perceived as highly dominated by psycho-physical hindrance which does not encourage socialisation among the teachers' group and therefore the

members cannot satisfy their social needs (low intimacy). Headmasters' behaviour may be designated as monitoring in character. The Headmaster tries to be away from the group in terms of emotional distance (average aloofness). Group morale is always low (low esprit), but thrust is high.

(vi) *Closed Climate*

Closed climate is characterised by a high degree of apathy on the part of all members of the organisation. The organisation is not moving. This climate lacks authenticity of behaviour. The Headmaster constrains the emergence of leadership acts from the group. The group member secure neither social needs satisfaction nor job satisfaction stemming from task accomplishment.

In closed climate disengagement is high. Esprit is low and as a result, group morale is low. This results in high degree of aloofness which depicts a situation in which behaviour of the Headmaster is formal and highly impersonal. The Headmaster's behaviour is highly task oriented (low thrust). The Headmaster burdens the teachers with unnecessary busy work and never tries to facilitate teachers to accomplish their task (high psycho-physical hindrance). The Headmaster believes in giving dictatorial directives in order to get the work done. The Headmaster does not encourage socialisation among the group (low intimacy).

Diagrammatic Description of Organisational Climate is given in Table 2.

**Table 2**  
**Diagrammatic Description of Organisational Climates**

Climate	Group Behaviour Characteristics				Leader Behaviour Characteristics			
	Disengagement	Alienation	Esprit	Intimacy	Psycho-Physical Hindrance	Contents	Production Emphasis	Humanised Thrust
Open	L	L	H	M	M	L	M	H
Autonomous	L	M	H	H	H	M	L	L
Familiar	L	H	M	H	L	M	H	L
Controlled	L	M	M	L	M	H	H	L
Paternal	H	M	L	L	H	L	L	H
Closed	H	H	L	L	H	H	M	L

L = Low; M = Moderate; H = High

It can thus be concluded that open climate is an ideal type of climate and autonomous climate is more desirable in order to improve the school personality, teaching efficiency and also for reducing the drop-out rate or the problem of wastage and stagnation. In the North-Eastern Region, various attempts are in progress for planned social change, modernisation, development, etc., and these will be possible only through education. The performance of a teacher is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis, these have to be interpreted and implemented by teachers through teaching-learning process. The quality of education is therefore linked with the teacher. Thus, to improve education, there is a need to prepare efficient and effective teachers. The former Education Minister, M.C. Chagla, have said in this connection, "no education system can thrive without the help of trained and competent teachers. A country with competent teachers is a is a country with bright future". In order to develop education in healthy manne ; there is a need to evolve a detailed plan for preparing teachers of quality and standard which may ultimately pave the way for developing national system of education in the country. The Headmaster is

the keystone of the arch of school organisation. Therefore, the Headmaster, is the Director, Co-ordinator, Evaluator, Organiser and above all, the Administrator of the whole school system. Thus the teaching staff, the non-teaching staff, the learners and the parents are affected by the Headmaster's personality.

Therefore, in order to produce more job satisfaction in teachers and for efficient administration, environment of the institution should be such in which teachers obtain social need satisfaction and enjoy a sense of accomplishment in their job. There should be friendly relations among group members and a high degree of group morale. Teachers should perceive their Principal as highly considerate and democratic in behaviour. The human aspect of the individual should not be neglected. More emphasis should be given to academic activities and to appropriate discipline.

### **1.17 Definition of the Terms Used**

#### **(i) *Problems***

According to the Oxford Dictionary, *Problem* is a question of difficulty propounded for or in need of solution. It is also defined as "a proposition in which something is required to be constructed, not merely proved as in a theorem" or a problem is hindrance that disrupts the continuity of processes within the individual or in a group.

In the present study, problem means difficulties confronted by the individual child and feels it to be an obstacle in achieving the desirable goal the child aims at to acquire through the school.

(ii) ***Educational Problems***

In the present study, educational problem is conceived of as any difficulty or worry faced in the field of education, by the student which hinders him in the attainment of his objectives. The problem of the pupil is studied from the child's point of view.

(iii) ***Organisational Climate***

Organisational climate refers to the feeling which exists in a given school or institution and to variability in the feelings as one moves from one organisation to another. In one school, faculty members appear to be relaxed and at ease with each other. In another schools, we find greater tension and tears show in their faces, the manner of speech and how the teachers supervise the students.

(v) ***Garro Hills***

This is the name given to the land of Garos. Garo came in here because the tribe called the Garos has occupied this entire area of the district. Hills is added because the district consists mainly of hills, the highest being the Nokrek Peak which is 1,457 metres high. Except near the border areas, the district is hilly in nature and therefore the whole area is named Garo Hills or the home of the Garos. Garo Hills having less literacy rate has much to depend on the existing educational institutions to eradicate illiteracy.

**1.13 Conclusion**

As more and more students from the economically and socially backward families are joining the schools, they are not in a position to take studies seriously as their home

environment hardly permits them to pursue studies with concentration. Studies also reveal that the home background of the youngsters bring to schools is more important to their academic achievements than anything the schools do.

Most adults are illiterate and they are not in a position to provide guidance to their children. Even the educated parents devote very little time to guiding their children. As one educationist sadly admitted, "By and large, the rich parents are too busy getting richer, and often they set only bad examples by their own vices. The time of the middle class parents is mostly occupied in adjusting the monthly budget and aping the richer sections. The poor ones are too ignorant and too frustrated to be of any help and guidance to their children". Deprivation of affection and security in the home and school are the prime causes of maladjustment for children. The health standards are poor because of grinding poverty. Poor health prevents the students from concentrating on studies. Besides, bearing the direct cost of education in the form of fees, books, stationery, school uniforms, etc are the major educational problems faced by the students.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

The studies which has some relation with the present study have been found out by the investigator to get the views of past researchers, scholars and some well known educationists. The different views of many authors and researchers are taken into consideration in order to get the true picture of education in different aspects and areas.

In the previous chapter, the concept, the main educational problems, the various dimensions of organisational climate were discussed. In the present chapter, an attempt has been made to review the studies conducted in those fields and to locate the major findings of those studies.

A brief review of related literature has been classified under studies conducted in India and studies conducted abroad and are kept in separate category.

#### **2.1 Educational Problems**

"Education is the most important single factor in achieving rapid economic development and technological progress and in creating a social order founded on the values of freedom, social justice and equal opportunity. Programmes of education lie at the base of the effort to forge the bonds of the common citizenship, to harness the

energies of the people and to develop the natural and human resources of every part of the country" (Planning Commission; 1961, p. 73.)

The child is regarded as the central personality in the educational system. The overall educational processes which includes the learning activities provided in the school, the teaching method, the relationship between the students and the teachers, co-curricular activities, all are geared to achieve the aim of education or for the all round development of the child. But the child who has inadequate facilities at home, who do not get much help at home or who feels insecure in the classroom cannot benefit by the appropriate curriculum in the school. It can thus be said that the problem of education is not so much of curricular reforms or examination reforms or methodological reforms as of reform in the atmosphere of educational institutions and attitudes of teachers, parents and administrators. These problems will interfere with the child's development in the field of education.

Different activities included in the learning system as curriculum, teaching-learning, co-curricular activities, using different kinds of teaching aids, teaching methods, social works, games and sports are intended towards the development of the child mentally, morally and physically, so that the child after completion of his schooling will lead to a happy life and become an acceptable and helpful member in his society. Parents send their children to school for building up their life career and to avoid the inadequate facilities at home. But the issue remains unsolved as their problems at home, inside the classroom, with teachers etc. cannot be solved automatically. To solve these problems requires an able guide and good helper, failure of which hinder the progress of the child and the result is that, caused delinquency, drop-outs and under achievement.

## 2.2 Studies Conducted Abroad

Goff (1949) who interviewed 150 black children in two cities gives clear picture about "the problems and emotional difficulties faced by the pupils because of their membership in minority groups" such as among the difficulties faced by the children because of their race were disparagement, ridicule and other aggressive and hostile acts. Almost half of the children said they had suffered from feeling belittlement such as shame, hurt feeling and embarrassment. Girls seem to be smart more severely than boys under what they regarded as rude and humiliating treatment.

Fraxier Franklin (1950) in his study of "problem and needs of Negro children and youth resulting from family disorganisation", came to the following conclusions -

Because of the disorganisation, family has failed in its function as a socialising agency, it has handicapped the children in relation to the institution in the community. When a child who comes from a disorganised home reaches the school, gets a cultural shock and finds his or her classroom experiences uninteresting, frustrating and anxiety producing. The child feels at odds with the school culturally and psychologically and faces difficulty in functioning. Because of a general lack of parental discipline and training in self-restraint, the child lacks the inner controls necessary for effective learning and being good in school. The child may exhibit aggressive behaviour, moodiness or withdrawal tendencies.

Anastasi and Cordova in 1953 found that Puerto Rican children who had suddenly been required to cope with an all-English school situation insulated themselves from the difficulties by becoming rather passive and apathetic in their attitude (Arthur T. Jersild and Others, 1975).

Harris (1959), who reports over a period of some years gives a good introduction to the subject of what problems agitate high school pupils. An investigation made in 1935 was repeated in 1957 after a lapse of 22 years. In 1935 the first problem for boys was money and the first problem for girls was personal attractiveness. In 1957, the main problem for both sexes was study. Money became slightly less important for boys but slightly more for girls. Personal problems were judged to be one step more important for boys and one step less important for girls. The outstanding change, however, is in the realisation of both boys and girls that they have to study and that study involves a number of problems they have not yet solved.

Aphole (1962) in his study of "Child in Home and School", shows how the home environment of highly educated rich families and slightly educated poor families differs in bringing up their children as – children in the lower strata were brought up in all sorts of difficulties arising out of poor economic condition and cultural backwardness. Mostly the children did not have any help from their parents in their studies. Highly educated families belonging to rich and middle classes brought up their children in ways different from slightly educated poor families. Parents were keen to give the children some elementary education at home after which they are admitted to the schools at the proper age.

Becker (1964) found that boys who revealed high levels of responsibility had parents who were warm, accepting and nurturing, especially mother who used moderately strong discipline. Irresponsibility was associated with rejection, neglect and lack of discipline, especially on the part of father.

Barrett (1957), Pierce (1960) and Deo (1968) emphasised that poor school achievement, poor study habits and negative attitude towards school, the value system of the family, parents attitude towards the child and education affected the child's achievement to a great extent.

Kopf (1970) in his study, "Family variables and school adjustment of eighth grade father absent boys", reports that in a happy home, an adolescent develops work attitudes characterised by co-operativeness and a desire to work up to his capacity. These wholesome attitudes are generalised leading to academic achievement, positive attitude towards teachers and intellectual interest, good adjustment to the school routine and a desire to participate in the extra-curricular activities. On the other hand, adolescent from frictional home environment grumbles about the course assigned to him and does them only under pressure, rarely does the work up to capacity. This unfavourable attitude is responsible for under achievement in school and a critical fault finding approach.

According to Bakshai (1973), "An investigation into the cause of indiscipline among students in secondary schools of Iran" revealed that unharmonious family conditions and parental relations, unhappy economic condition, uncongenial physical and social conditions at school, incompetency on the part of the teacher and ineffective control and leadership provided by the Principal, dissatisfied and disgruntled teachers who cared less about teaching and guiding their pupils, over-loaded syllabus, uninteresting methods of teaching and sometimes unsympathetic and tactless handling of matters concerning the students on the part of the authority, were some of the important causes.

Bomber and Keenes (1973), "Science education in nineteen centuries", the study revealed that - the data from the subject areas tend to confirm the importance of the students culture and particularly the home in difference achievement. The total effect of home background is considerably greater than the direct effect of school variables. Human beings learn during all the working hours, most of which are spent at home and not in school, moreover, each generation provides the intellectual capital for the next to rise higher and higher in educational achievement.

Christopher Jencks, et al (1979), "Who gets ahead?" found that educational attainment accounted for about 55 percent of the variation in occupational status, while about 20 percent of the variance in income, but since family background is highly correlated with educational attainment, amount of education is not much related to occupational status and income after taking account of family background.

### **2.3 Studies Conducted in India**

Kakkar (1964) sought to study the adjustment problems of adolescents in home, school, health and social areas. The study found that the school area posed the greatest number of problems, such as - shyness, withdrawal and nervousness. In the home, the girls accepted parental control willingly more than boys and adjustment of personality problems increased with an increase in the level of intelligence.

The study of Nair (1966) with the objective to find out the common language difficulties in English of secondary school children revealed the following findings:

- Grammatical mistakes, - spelling mistakes,

- Mistakes regarding the construction of sentences in English language which was due to the fact that the sequence of words in sentences have a different arrangement in their mother tongue,
- Lack of sufficient vocabulary and ignorance of the proper use of words in sentences cause mistakes in writing,
- Inadequacy of reading material, defective methods of instruction in spelling, poor reading habits and lack of awareness of the importance of spelling contribute to the difficulties of pupils in spelling.

Mehta (1969) in his psychological study on the problem child, found that lack of punctuality, carelessness and slackness of parents appeared to influence children, making them irregular, deceptive and dishonest in school work.

The study of Srivastava (1970) on the educational problems of the Saora of Orissa found that they were completely cut-off from the mainstream of Indian life and culture and were educationally backward due to lack of technological development as well as teaching through Oriya. Furthermore, the government help towards promotion of education was not satisfactory and this caused economic hardship as well as lack of motivation in the field of education.

Mulay (1971) studying the needs and problems of adolescents found that –

- The girls specially in urban areas have fewer problems than the urban boys,
- The socio-economic status is highly related to the problems of adolescents,

- Low socio-economic status groups have more problems than others regarding school life, ownself, relationship with others, home and family life and health problem in general.

The main objectives of the study by Sharan (1971) were to locate the areas of difficulty faced by English learners in Bihar and to study the Bhojpuri speakers use of English. This study revealed that the problems faced by English learners were the habits of drawing back on the mother tongue, the use of auxiliaries and subjunctives which were absolutely absent in Hindi and Bhojpuri. They were also confused between tense and aspects; moreover, the subtle differences between the present perfect and past tense in English had no parallel in Bhojpuri and Hindi.

Gomathy Ammal (1972) carried out a study on the difficulties of pupils in learning Hindi in the schools of Kerala. The study was made with an overall approach to the specific weak points among various linguistic areas in Hindi. The major findings of the study were -

- Pupils faced serious difficulties in learning Hindi with respect to translation of voice and spelling,
- Pupils who had the disadvantages in a number of personal factors and other conditions scored significantly less than others,
- A vast majority of teachers and many pupils were of the opinion that the periods allotted for Hindi were not sufficient and
- Methods of teaching Hindi was not adequate and interesting.

Ghatge (1973) studied the development of primary education in Poona city. The investigator found out that the problems posed were lack of proper school buildings, inadequacy of teaching resources, materials as well as libraries.

M.S. Abiseshiah and S. Ramanathan conducted a study on “Educational Problems of Scheduled Castes and Scheduled Tribes in Tamil Nadu (1974)”. The objectives of the study were to collect reliable and relevant information to assess the types and extent of educational problems of Scheduled Caste and Scheduled Tribe school and college students.

The study revealed that –

- The Scheduled caste girl students, in majority were in arts courses and they found less difficulty in following the teaching.
- Majority of the parents of Scheduled caste students completed primary and high school education.
- Girl students had clear educational and professional aspirations and unlike the boys did not find teaching as difficult.
- Although majority reported of financial difficulties, only 6.4 percent were totally dependent upon state scholarship.

K.D. Gangrade conducted a study on “Educational Problems of the Scheduled Castes in Haryana (1974)”. The following were some of the major findings –

- The scheduled caste students of the sample were mostly Hindus by religion and *Chamar* by caste. A majority of them were older for the classes they studied. Nearly one-fourth of them were engaged or married.
- In most cases both the parents were illiterate.
- Nearly half of the respondents had average economic condition and one-quarter of the respondents had difficult economic conditions.
- Parents of two-thirds of the respondents had to support other besides the respondents.
- Domestic work came in their way of study. Most of them had hardly any proper place to study.
- One-fifth of the respondents had problems in comprehending class lectures.
- A majority of the respondents had a low level of participation in curricular activities.

Prakash Chandra (1975) studied the problems of high school students in Varanasi.

The study found that problems arose from different areas -

- In the economic area, the problems included such as lack of furniture for study and lack of text books,
- In the home area, the problems were forceful participation in the household activities and lack of guidance,

- In the school area, the problems were lack of reading, learning materials and facilities, improper selection of subject for studies, heavy home assignment and lack of good rapport between the teachers and the students, in the social area, problems like disturbances due to friends, relatives, radios and in adaptability to modern ways were found,
- In the personal area, problems like health, lack of self confidence and wastage of time in useless thinking were included.

Singhi (1975) studied the educational problems of the Scheduled Caste and Scheduled Tribe school students in Rajasthan. Lack of awareness of future prospects and not having adequate exposure to mass media with respect to the Scheduled Caste and Scheduled Tribe students were some of the findings of the study.

Deo (1976) found that poor study habits and negative attitude towards school, the value system of the family, the parents attitude towards the child and education affected the child's achievement to a great extent.

Joshi and Sharma (1976) have listed factors like dislike of parents, fatigue, conflicts, health problems, poor emotional adjustment, nutritional deficiency etc. as related to low achievement of the bright under-achievers.

Karla (1976) in studying the type of problems which might be having a disruptive influence on the minds of girl students found that the items of concern for the girls as indicated by the Mooney problem checklist were worrying about examinations, nervousness, scholastic difficulties, fearfulness, carelessness, laziness, shyness and

emotional instability. It was found that schools formed a significant factor contributing to the problems among students.

The study of Ghosh (1977) on the backwardness of the Secondary School students in English found that backwardness in different aspects of English taken in order of their intensity were use of capital letters, punctuations, usage, comprehension, spelling, vocabulary and sentence construction. And the cause of backwardness were unscientific curriculum, lack of attention at home, unsuitable teaching method, poverty, maladjustment, absenteeism, bad company, want of necessary books and teaching aids, congestion at home, lack of proper place to study, poor health and sub-standard attainment in English at primary stage.

Dutt (1979) studied the problems of girls education in selected districts of West Bengal and found that the main hindrance in the way of education were poverty, negligence of parents and involvement in domestic work.

The study conducted by Moa (1980) on the educational problems of girls from Class VI to X in Kohima found that fear of examinations, afraid of punishment when they failed to do their homework, not getting enough time to study due to heavy domestic work of disturbance by visitors, fear of being laughed at their mistakes as some of their educational problems.

Das (1982) while studying the behaviour problems of secondary school students found that lack of parental understanding, poor adjustment in school, particularly with school programmes, social conditions, teachers and the student community, the feeling of insecurity and inferiority as the powerful determinants of problems in the students.

The study conducted by Lawbei (1984) in Mizoram found that insufficiency of textbooks, poverty of parents, textbooks being highly priced on book store, frequent change of textbooks by the Government were the serious problems as felt by the teachers for the students not possessing the textbooks.

### **Organisational Climate**

Organisational behaviour is another major area which is demanding the attention of researchers. Some studies have been initiated at the Centre of Advance Study in Education, M.S. University of Baroda, Baroda. Sharma (1968) conducted a study to find out the organizational climate of Government and private schools and its relationship with the academic achievement of students. The study was conducted on a sample of 56 schools, out of which 34 were government schools and 21 private schools. The tool used was OCDQ (Organisational Climate description questionnaire). To find out the scholastic achievement, the investigator collected the marks obtained by the students of Xth class of 25 secondary schools at Secondary School Examination conducted by Board of secondary Education, Ajmer. OCDQ was administered to 626 participants, out of which 56 were heads of the schools and 570 were teachers. Both boys and girls schools were included in the sample.

It was found that -

- Out of 56 schools selected for the study, 37.50 percent of the schools have been perceived by their teachers as having closed climate. Next largest percentage of schools were of open climate (26.56%) which was followed by controlled (19.64%), autonomous (8.93%), paternal (3.57%) and familiar (1.78%) climate type schools respectively;

- No significant differences were found to exist in the organisational climate of government secondary schools and private secondary schools;
- Organisational climate of the schools was significantly related to the students achievement.

Sharma (1971) studied organisational climate and its relationship with pupils achievement and reported that there was significant positive relationship between organisational climate and school academic index.

Sharma (1973) made a study on certain relationship in school climate. It was found that a significant relationship existed between a leadership behaviour and school climate.

Sharma (1974), in his study of secondary schools in Rajasthan found the following:

With respect to the Principal's behaviour, significant positive correlations were found between -

- Headmaster's effectiveness and school climate.
- Leadership behaviour of the Principal and the school climate.
- School climate and headmaster's effectiveness as well as school effectiveness.

Pillai (1974) made a study in 190 secondary schools in Tamil Nadu on “Organisational Climate, Teachers Morale and School Quality”. The study had the following results –

- Performance of pupils was significantly better in open and autonomous climate schools than in schools of other types.
- Performance of pupils in high morale school was superior to that of the average morale schools, which in turn was better than the low morale schools.
- Both climate and morale were positively and highly related to both criteria, namely, pupil performance and innovation ability of the schools.
- Esprit, thrust, disengagement and hinderance were found to significantly influence the level of performance of pupils in schools.
- Curricular issues, school facilities and service, community support of education, rapport among teachers, teachers salary, satisfaction with teaching, teaching rapport with principal, community pressure, teacher status and teacher load were found to contribute to pupils performance in schools.

N.A. Shelat (1975) conducted a study and the major objectives of the study were -

- To measure and identify organisational climate, teacher morale and academic motivation of pupils,
- To find out inter-relationship between organisational climate and teacher morale, organisational climate and pupil motivation, organisational climate and pupil achievement at the S.S.C Examination,

- To find out inter-relationship between teacher morale and pupil achievement, teacher morale and leadership behaviour, teacher morale and academic motivation of pupils and
- To examine the relationship between organisational climate and its correlates with reference to the location, size and effectiveness of the schools.

The sample consisted of 100 High schools selected from the thirteen Talukas of the Baroda district. Tools employed for the collection of the data were the adapted Gujarati version of -

- The Organisational Climate Description Questionnaire by Halpin and Croft;
- The leadership behaviour description questionnaire by Halpin and Winer and
- The school survey by Robert Coughalan
- The Junior Index of Motivation by Jack Frymier
- Personal data sheet and
- External criteria sheet

Findings of the study were –

- The organisational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types were pre-dominant.

- Greater percentage of small size schools and open and autonomous climate as against greater percentage of large size schools having controlled and familiar climate.
- Most of the high achievement schools had closed climate and low achievement schools had open climate.
- Schools having closed climate had low teacher morale whereas schools of open climate had high teacher morale.
- Open and autonomous climate contributed to boys academic achievement, whereas controlled and familiar climate contributed to girls' academic achievement, and paternal climate contributed to the academic achievement of boys and girls.
- No relationship existed between the age of the teachers and school climate and
- Leadership behaviour did not influence pupils' academic achievement.

Franklin (1975) made a study of organisational climate and teacher morale in colleges of education in Gujarat. The findings were the following -

- There was no significant difference in morale of teacher educators with an urban background and those with rural background.
- Morale of teacher educators was not significantly related to the number of years of teaching experience of teacher educators.

- He also found that the Teachers' rapport with the Principal and the teacher educators, the teachers' job satisfaction, the teachers' salary, the teachers' satisfaction with work load, the community support and pressure and the curriculum issues had a significant and contributing effect making the teacher education programme less effective in the State of Gujarat.

Uniyal (1976) made a study on job motivation and satisfaction of education of secondary school teachers. The findings of the study were the following –

- By and large, government school teachers were highly satisfied towards their job, while the teachers in the private schools showed both high and low satisfaction towards the jobs with respect to many of the need patterns and motivational aspects.
- Simplicity, peaceful living, honesty, good morale conduct, a sense of social service and love for knowledge were some of the basic attributes that teachers liked to practice in their own job life.
- The highly satisfied groups of male and female teachers were found to have lower level of job anxiety than the low satisfied groups.
- Teachers of private schools displayed higher level of anxiety than the government school teachers.

Gandhi (1977) found that teachers serving in open schools were significantly more humanistic in their pupil control ideology than their counterparts. Gandhi made a study involving 128 secondary schools of Gujarat and found the following results –

- Thirty-six percent of the schools belonged to closed type, thirty-five percent to intermediate type and twenty-nine percent to open climate type.

- The category of schools did not bear any relationship with organisational climate.

Tripathi (1978) made a study on organisational climate and teacher attitude. The findings were the following -

- On professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges, girls and boys colleges were not significant.
- Under urban-rural dichotomy of intermediate colleges, only an autonomous climate percentage differences are highly significant;
- Under government private dichotomy percentage differences on open climate was significant.

Usha (1978) conducted a study to find out the relationship between the organisational climate of the schools and creative thinking of the high school pupils in the schools of Shillong. The objectives of the study were to find out the school climate, to find out whether there is any relationship between pupils creative thinking and school climate. It was found that there was no positive significant relationship between school climate and verbal creative thinking of pupils, there was no positive significant relationship between school climate and non-verbal creative thinking of pupils, and there was no positive significant relationship between verbal creative thinking scores and non-verbal creative thinking scores of the pupils.

Gupta (1981) attempted to forecast the school climate on the basis of some predictor variables. He found that

- Leaders who were high on “consideration”, that is, those who had a concern for the comfort, well-being, status and contributions of the staff members contributed to the promotion of open climate which while simultaneously providing satisfaction for the group members’ social needs, moves the organisation towards its goals,
- Leaders who had the ability to forecast and predict outcomes accurately added to favourable climate in the school,
- Leaders who were expedient pushed the school climate towards openness,
- Tough-minded leaders, that is, leaders who tended to be practical realistic, independent and responsible contributed to the emergence of open climate of the school,
- Leaders who were ‘imaginative’ self-motivated and imaginatively creative pushed the school climate towards openness,
- Leaders who were group dependent preferred to work and make decisions with other people and tended to go along with the group and as a result contributed to the creation of open climate in the school as against closed climate which offers little satisfaction in respect of either task achievement or social needs.

Shukla (1984) found close linkage between educational leadership and teachers’ attitude towards their job. Teacher attitude constitute an important condition of successful teaching. It has been found in a host of researches that one’s positive – negative attitude towards the job affect the success on the job quite substantially – positive attitude

contributing to success and negative attitude to failure. Research has shown that more positive or desirable educational leadership leads to more positive attitude towards the job.

### **Studies Conducted Abroad**

School climate is regarded as the environment providing networking of forces and factors, which surround, engulf and play on the individual. Although some individuals may resist this network, this will be the extreme and rare individuals who can completely avoid and escape from these forces. The environment is a shaping and reinforcing force, which acts on the individual.

Lewin (1948), Stogill (1948) and Argyris (1957) among others express the importance of the individual in maintaining the organisation, who has needs of his own which, must be satisfied regardless of the needs of the formal organisation.

Cornell (1955) and Argyris explained organisational climate in terms of interaction among personnel in the organisation and they isolated and discussed briefly the variables which they believed have an effect on their interaction.

Baylay (1957), Pace (1965), Bloom (1968), Stern (1970) and others view this environment as a powerful determinant of behaviour. Different environments affect children in different ways. Very little has been done to measure differences among environment.

Argyris (1958) used the term 'Organisational Climate' to determine the environment. Gibb (1960) designated it as atmosphere. Andrews (1968) defined it as

'merely a somewhat blurred esprit-de-corps'. Sullivan (1947) and Alan Brown (1965) conceived as a pattern giving identity to subgroups and the interpersonal relations in a living organisation.

Schein (1965) also maintains that the success of the administrator of an organisation depends very much upon the stimulation, which he provides to the members of his organisation to give their spontaneous co-operation in achieving the organisational goals.

Sontag (1968) has reported a close relationship between teacher's authoritarian or democratic, traditional or progressive attitudes and actual or perceived teacher classroom behaviour to related students.

Getzel (1969) has traced several influences of previous research on group dynamics and social interaction, which have contributed to the study of classroom climate.

Sinclair (1970) used educational environments as synonymous to organisational climate. To make it clear he further stated that Educational Environment refers to the conditioned forces and external stimuli that foster the development of the individual characteristics.

Organisational climate can have a major influence on motivation, productivity and job satisfaction of teachers. Wyman (1975) observed it and M.L. Powell (1977) that the organisational climate is closely related with job-satisfaction. Plaxton (1965) also found stronger relationship between teacher's job-satisfaction and organisational climate.

Researches in educational organisations have yielded that more teachers in schools with better (open) school climate have been reported to be satisfied, having high morale, positive attitude and commitment to the organisation and profession. Similarly, students in schools perceived as having better school climate have been found to excel in all school related studies. Taylor (1968), Bruce (1974), Smith (1974) studied the relationship of teachers' satisfaction with perceived institutional climate and found the rating of satisfaction with job/college to be related with the ratings of college environment.

Likewise, students' satisfaction with college has found to be related with the ratings of college by Berdie *et al.* (1970), Pervin (1967), etc. A good school climate is therefore is a pre-requisite to the student success and teacher growth, on the one hand, and a measure of the administrative effectiveness of the principal/headmaster, on the other.

## **CHAPTER – III**

### **Methods and Techniques of the Study**

The success of any research work largely depends upon the methods and techniques adopted by the investigator, without which the investigator cannot attain the desired goal of research. A correct result can only be attained when the methods and procedures used in the study are well organised.

#### **(a) Method Used**

The aim of the present study is to identify the educational problems of high school students in West Garo Hills district in relation to the Organisational climate of schools.

The investigator followed the survey or descriptive method and tried to find out educational problems of the students and also the different types of organisational climate prevailing in the high schools in west Garo hills district.

#### **(b) Population and Sample**

The population in this study means ten high schools in West Garo Hills district. Such schools in the state fall under the following categories according to management :

- (i) Government managed,
- (ii) Private schools receiving Government grants under the deficit scheme under which teachers approved by the state government receive the approved scales by pay and
- (iii) Private schools receiving either an annual block grant or those receiving no grant at all.

There are schools meant exclusively for either boys or girls and there are also schools, which are co-educational. Majority of the schools are located in the urban areas. In the selected schools, all the students were taken present on the day of testing.

### **Rationale for Sample Selection**

The group of schools were randomly selected. Thus a representative random sampling method has been used. It is also seen that the problem experienced by the three categories of schools, i.e., government, deficit and private are different, and so all the three categories were included in the study. It is also found that students of rural areas also come to study in these schools which are located in the urban area. Thus all the schools of Greater Tura area were considered which indicated a better representation. Therefore, a real representative sample of children are found in these schools.

### **Actual Sample**

A sample of 106 teachers and 266 students from ten high schools from West Garo Hills district of Meghalaya were included. Separate questionnaire for the teacher and student respondents were distributed to these selected schools altogether, amongst which three are government schools, four are deficit and three are private schools.

### **(c) Procedure for Data Collection**

The Questionnaire was distributed among the sample population (i.e. students and teachers) (Appendix I and II) and the responses were collected, analysed and computed. The frequencies and percentages in the form of tables and graphs. The *chi-square* and *t-test* were applied to find out the significant difference in the organisational climate and the relationship between the organisational climate and the educational problems.

Later on, results were interpreted and the findings in the form of identified problems and probable suggestions were worked out. Finally, the conclusions and solutions were listed.

### **(d) Tools**

For the present investigation, the tools used are (i) Questionnaire on educational problem of students constructed by the investigator. (ii) The School Organisational Climate Description Questionnaire (SOCDQ) developed by Sharma (1978). The

SOCDDQ was the modified form of Organisational Climate description Questionnaire constructed by Halpin and Croft.

(i) As regards educational problems, all the items in the questionnaire have been grouped into eight categories. They are as follows:

- (i) personal problems
- (ii) financial or economic problems,
- (iii) educational or academic problems,
- (iv) social problems,
- (v) health problems,
- (vi) problems connected with facilities in school
- (vii) language problems, and
- (viii) family problems.

For constructing the questionnaire the available literature on higher education within the reach of the investigator was carefully studied. A thorough discussion on the major problems of high school students was done with the supervisor. Necessary

guidance and suggestions were also obtained. Then the first draft of the questionnaire was constructed by the investigator. It was also distributed to the experts in the department. After which some more corrections, improvements and suggestions were incorporated as suggested by the experts and supervisor. On the basis of this, the second draft of the questionnaire was proposed. The questionnaire was first tried out on a few respondents, thirty in number, from Tura town. These were analysed and the feedback was used for revising and improving the statements and also for adding few more items, after which the questionnaire was finalised.

The questionnaire constructed by the investigator comprised of statements covering different aspects of the problem. A copy of the questionnaire has been appended to the report.

(ii) The SOCDQ consists of 64 Likert type items to measure the eight dimensions of the organisational behaviour which together provide the organisational climate of the schools.

The SOCDQ was administered individually as well in-group. In order to provide and make an ideal situation, the investigator collected all the members of the school in a room and administered the tool to all at a time. Head of the Institution was requested to remain absent from the group while administering the SOCDQ. The respondents were

told to report their first reaction which came to their mind after reading each question. They were asked not to discuss with other members while answering the questionnaire.

The respondents were asked to indicate the extent to which each statement characterised his/her school. The scale against which the respondents indicated the extent to which each statement characterised their schools were defined by four categories (i) Rarely occurs (ii) Some time occurs (iii) Often occurs (iv) Very frequently occurs.

For scoring, these four categories of responses are assigned four successive integers, viz. 1, 2, 3 and 4 respectively. Then each respondents eight sub-test scores are calculated by simple summation of each respondents item scores, sub-test by sub-test and dividing each of the eight sums by the number of items in the corresponding sub-test.

## **CHAPTER IV**

### **SECTION I**

# **PROBLEMS OF HIGH SCHOOL STUDENTS OF WEST GARO HILLS DISTRICT – Analysis of Findings**

#### **Introduction**

The present chapter deals with the analysis and interpretation of the data collected from the field. This was done in three sections.

The first section deals with the analysis and interpretation of data relating to the Educational Problems of High School Students in West Garo Hills District.

The second section deals with the analysis and interpretation of data relating to the Organisational Climate of the High Schools in West Garo Hills District and the third section deals with association if any between Educational Problems and the Organisational Climate Prevailing in the High Schools in West Garo Hills District.

### **Analysis of Data Relating to Educational Problems**

The raw information as collected through the use of questionnaires were carefully coded and tabulated under different heads. All similarities, differences and outstanding factors that arose were noted while analysing the data. The data for each item were analysed and interpreted on the basis of frequency distribution and were calculated in percentages (Appendix III).

In the present study, the analysis of the collected data, gathered through the two tools, i.e., Educational Problem Inventory and School Organisational Climate Description Questionnaire (SOCDQ) developed by Motilal Sharma was carried out by applying suitable statistical formulae and certain predetermined criteria. The findings of the study were carefully and meaningfully interpreted. The computation of the various measures used for interpretation of tabulated data was carried out.

Different types of questions were asked related to personal problems and the frequency of responses of male and female were shown in the tables given below and the chi-square has been calculated for the important questions related to all categories of problems.

#### **Personal Problems**

The responses of students were sought regarding the different types of personal problems, which are given below –

1. *Transportation Problem to Reach the School*

	Agreed		Undecided		Disagreed		Total
Male	49	38.65	10	12.76	38	45.58	97
Female	57	67.34	25	22.24	87	79.42	169
Total	106		35		125		266

$$\chi^2 = 7.285$$

The responses of the students were sought regarding transportation problem, which showed that most of them disagreed (125) with the statement indicating thereby that they did not have transportation problem to reach the school. The  $\chi^2$  value is 7.285, which indicates statistical significance.

1. *Afraid of Making Mistakes*

	Agreed		Undecided		Disagreed		Total
Male	67	61.99	10	8.75	20	26.26	97
Female	103	108.01	14	15.25	52	45.74	169
Total	170		24		72		266

$$\chi^2 = 3.263$$

To the question whether the students were afraid of making mistakes, the responses showed that most of them agreed with the statement (N=170), indicating

thereby that the students were afraid of making mistakes. But the  $\chi^2$  value did not indicate statistical significance.

### 2. *Lacking in Leadership Qualities*

	Agreed		Undecided		Disagreed		Total
Male	35	40.11	30	27.72	32	29.17	97
Female	75	69.89	46	48.28	48	50.83	169
Total	110		76		80		266

$$\chi^2 = 1.754$$

Students were asked whether they were lacking in leadership qualities, the responses revealed that most of them agreed with the statement (i.e., N=110), which indicates that they were lacking in leadership qualities. But the  $\chi^2$  value did not indicate statistical significance.

### 3. *Having Poor Memory*

	Agreed		Undecided		Disagreed		Total
Male	46	39.38	15	16.41	36	41.21	97
Female	62	68.62	30	28.59	77	71.79	169
Total	108		45		113		266

$$\chi^2 = 2.976$$

Students were questioned whether they were having poor memory, the responses revealed that more of them (N=113) disagreed with the statement. This indicates that the students were not having poor memory. But the  $\chi^2$  value is insignificant.

#### 4. *Loneliness Interferes with Studies*

	Agreed	Undecided	Disagreed	Total
Male	48 44.12	6 8.39	43 44.49	97
Female	73 76.88	17 14.61	79 77.51	169
Total	121	23	122	266

$$\chi^2 = 1.684$$

A question was put whether loneliness interferes with studies and their responses were obtained which revealed that most of the students disagreed with the statement (i.e., N=122). This shows that loneliness did not interfere with their studies. But the calculated  $\chi^2$  value did not indicate statistical significance.

Students were asked different types of questions related to financial or economic problems.

#### 1. *Family have Few Sources of Income*

	Agreed	Undecided	Disagreed	Total
Male	60 49.96	6 10.57	31 36.47	97
Female	77 87.04	23 18.43	69 63.53	169
Total	137	29	100	266

$$\chi^2 = 7.582$$

The responses of the students regarding the sources of income revealed that most of the students agreed with the statement indicating thereby that the family had few sources of income. The calculated  $\chi^2$  value also indicate statistical significance.

**2. Cannot Afford to Get (a) School Books and (b) School Uniforms**

	Agreed		Undecided		Disagreed		Total
Male	21	18.60	4	4.74	72	73.66	97
Female	30	32.40	9	8.26	130	128.34	169
Total	51		13		202		266

$$\chi^2 = 0.730$$

To the question whether the students could not afford schoolbooks, school uniforms, the responses showed that more of them (N=202) disagreed with the statement which revealed that the students could afford to get schoolbooks and school uniforms. Thus the  $\chi^2$  value did not indicate statistical significance.

**3. The Pocket Money Received from Parents is not Enough**

	Agreed		Undecided		Disagreed		Total
Male	44	38.29	7	9.48	46	49.23	97
Female	61	66.71	19	16.52	89	85.77	169
Total	105		26		135		266

$$\chi^2 = 2.696$$

The responses of the students regarding the pocket money received from parents was not enough, showed that a majority of them (N=135) disagreed with the statement. This implies that the students received enough pocket money from their parents. But the calculated  $\chi^2$  value is insignificant.

#### 4. *Doing Outside Works to Get Money*

	Agreed		Undecided		Disagreed		Total
Male	23	23.70	9	11.31	65	61.99	97
Female	42	41.30	22	19.69	105	108.01	169
Total	65		31		170		266

$$\chi^2 = 1.002$$

Students were asked whether they were doing outside works to get money, the responses revealed that a maximum of them (N=170) disagreed with the statement which indicates that the students were not doing outside works to get money. Thus the  $\chi^2$  value did not indicate statistical significance.

#### 5. *No Money to Pay for Private Coaching Charges*

	Agreed		Undecided		Disagreed		Total
Male	30	28.08	5	8.75	62	60.17	97
Female	47	48.92	19	15.25	103	104.83	169
Total	77		24		165		266

$$\chi^2 = 2.826$$

To the question whether the students had no money to pay for private coaching charges, the responses provided by the students revealed that most of them disagreed with the statement (N=165), which showed that the students had money to pay for private coaching charges. But the calculated  $\chi^2$  value is insignificant.

#### 6. No Money to Dress Like Other Students

	Agreed		Undecided		Disagreed		Total
Male	32	32.82	12	12.76	53	51.42	97
Female	58	57.18	23	22.24	88	89.58	169
Total	90		35		141		266

$$\chi^2 = 0.181$$

A question was put whether the students had no money to dress like other students, the responses provided by them showed that a majority of them disagreed with the statement (N=141) indicating thereby that the students had money to dress like other students. Thus the  $\chi^2$  value did not indicate statistical significance.

#### Educational or Academic Problems

Students were asked different questions related to educational problems and some of the important statements were selected to calculate the  $\chi^2$  values.

1. *Tension due to Fear of Failure in the Examination*

	Agreed		Undecided		Disagreed		Total
Male	61	58.35	7	12.03	29	26.62	97
Female	99	101.65	26	20.97	44	46.38	169
Total	160		33		73		266

$$\chi^2 = 3.839$$

The responses of the students showed that most of them (N=160) agreed with the statement indicating thereby that the students had tensions due to fear of failure in examination. Thus the calculated  $\chi^2$  value is insignificant.

2: *Cannot Keep a Proper Study Schedule*

	Agreed		Undecided		Disagreed		Total
Male	51	49.23	11	12.76	35	35.01	97
Female	84	85.77	24	22.24	61	60.99	169
Total	135		35		96		266

$$\chi^2 = 0.484$$

To the question whether the students could not keep a proper study schedule, the responses revealed that a majority of them (N=135) agreed with the statement. This showed that the students could not keep a proper study schedule. But the calculated  $\chi^2$  value did not indicate statistical significance.

**3. The Books Prescribed are not Readily Available**

	Agreed		Undecided		Disagreed		Total
Male	44	39.75	9	15.68	44	41.57	97
Female	65	69.25	34	27.32	70	72.43	169
Total	109		43		114		266

$$\chi^2 = 5.419$$

The reply of the students exhibited that more of them (N=114) disagreed with the question which was asked. This showed that the books prescribed for them were readily available. And the calculated  $\chi^2$  value is also significant.

**4. The School TimeTable is Arranged Unsatisfactorily**

	Agreed		Undecided		Disagreed		Total
Male	34	24.80	7	14.59	56	57.62	97
Female	34	43.20	33	25.41	102	100.38	169
Total	68		40		158		266

$$\chi^2 = 11.658$$

Students were questioned whether the school timetable was arranged unsatisfactorily, and the responses sought revealed that (N=158) disagreed with the statement. This exhibits that the school timetable was arranged satisfactorily. And the calculated  $\chi^2$  value is also significant.

**5. Assignments given by Teachers are too Heavy**

	Agreed	Undecided	Disagreed	Total
Male	25 29.17	10 13.49	62 54.34	97
Female	55 50.83	27 23.51	87 94.66	169
Total	80	37	149	266

$$\chi^2 = 4.065$$

Students were asked whether the assignments given by teachers were too heavy, the responses provided by them presented that most of them (N=149) disagreed with the question. This again revealed that the assignments given to them by their teachers was not too heavy. The  $\chi^2$  value did not indicate statistical significance.

**6. Insufficient Library Facilities in School**

	Agreed	Undecided	Disagreed	Total
Male	48 51.05	9 12.76	40 33.18	97
Female	92 88.95	26 22.24	51 57.82	169
Total	140	35	91	266

$$\chi^2 = 4.237$$

Students were questioned whether the library facilities in school was insufficient, the answers provided by them presented that a majority of them (N=140) agreed with the question. This exhibited that there was insufficient library facilities in school. And the calculated  $\chi^2$  value is insignificant.

**7. No Help or Encouragement from Teachers**

	Agreed		Undecided		Disagreed		Total
Male	17	16.05	11	14.22	69	66.73	97
Female	27	27.95	28	24.78	114	116.27	169
Total	44		39		183		266

$$\chi^2 = 1.359$$

To the question whether the students did not receive any help or encouragement from teachers, the responses provided by them revealed that most of them (N=183) disagreed with the statement. This showed that they received help and encouragement from their teachers. But the calculated  $\chi^2$  value is insignificant

**8. No Help from Parents Concerning Studies**

	Agreed		Undecided		Disagreed		Total
Male	17	22.97	10	10.94	70	63.09	97
Female	46	40.03	20	19.06	103	109.91	169
Total	63		30		173		266

$$\chi^2 = 3.764$$

The responses of the students were sought whether there was no help from their parents concerning studies, and the answers revealed that most of them (N=173) disagreed with the statement. This showed that the students got help from their parents concerning studies. But the calculated  $\chi^2$  value did not indicate statistical significance.

## Social Problems

Different questions on social problems were put to the students and the responses were sought from them.

### 1. *Inability to get Along Well with Other People*

	Agreed		Undecided		Disagreed		Total
Male	35	29.54	16	14.22	46	53.24	97
Female	46	51.46	23	24.78	100	92.76	169
Total	81		39		146		266

$$\chi^2 = 3.499$$

To the question whether the students did not have the ability to get along well with other people, the responses provided by the students revealed that a majority of them (N=146) disagreed with the statement. This exhibited that the students had the ability to get along well with other people. And the calculated  $\chi^2$  value is insignificant.

### 2. *Too Shy to do Anything*

	Agreed		Undecided		Disagreed		Total
Male	39	35.74	5	12.03	53	49.23	97
Female	59	62.26	28	20.97	82	85.77	169
Total	98		33		135		266

$$\chi^2 = 7.395$$

A question was put regarding shyness of the students to do anything, the responses showed that most of them (N=135) disagreed with the statement. This revealed that the students were not shy to do anything. But the calculated  $\chi^2$  value indicates statistical significance.

### 3. *Local Politics Disturbs Studies*

	Agreed		Undecided		Disagreed		Total
Male	43	40.11	11	12.03	43	44.85	97
Female	67	69.89	22	20.97	80	78.15	169
Total	110		33		123		266

$$\chi^2 = 0.587$$

Students were asked whether local politics disturbs them in their studies, the responses provided showed that a maximum of them (N=123) disagreed with the question. This showed that local politics did not disturb the students in their studies. Thus the calculated  $\chi^2$  value did not indicate statistical significance.

### 4. *Cannot Work and Compete with Other Students*

	Agreed		Undecided		Disagreed		Total
Male	40	39.75	7	9.48	50	47.77	97
Female	69	69.25	19	16.52	81	83.23	169
Total	109		26		131		266

$$\chi^2 = 1.188$$

Students were questioned whether they could not work and compete with other students, the responses from the students showed that most of them (N=131) disagreed with the question which indicated that the students could work and compete with other students. But the calculated  $\chi^2$  value is insignificant.

**5. Do Not Want to Take Part in Any Activities in School**

	Agreed		Undecided		Disagreed		Total
Male	28	23.34	9	10.57	60	53.09	97
Female	36	40.66	20	18.43	113	109.91	169
Total	64		29		173		266

$$\chi^2 = 2.073$$

Students were asked if they did not want to take part in any activities in school, the responses revealed that a majority of them (N=173) disagreed with the statement. This showed that the students wanted to take part in the activities in school. But the calculated  $\chi^2$  value is insignificant.

**6. Cannot Discuss Problems with Others**

	Agreed		Undecided		Disagreed		Total
Male	29	30.63	8	10.58	60	55.79	97
Female	55	53.37	21	18.42	93	97.21	169
Total	84		29		153		266

$$\chi^2 = 1.623$$

The responses of the students were sought whether they could not discuss problems with others, the responses revealed that most of them (N=153) disagreed with the statement. This indicated that the students could discuss their problems with others. But the calculated  $\chi^2$  value did not indicate statistical significance.

## Health Problems

### 1. *Poor Health Interferes with Concentration in Studies*

	Agreed		Undecided		Disagreed		Total
Male	44	39.02	5	7.29	48	50.69	97
Female	63	67.98	15	12.71	91	88.31	169
Total	107		20		139		266

$$\chi^2 = 2.360$$

To the question whether poor health interferes with concentration in studies, the responses provided by the students showed that a majority of them (N=139) disagreed with the statement indicating thereby that poor health did not interfere with concentration in studies. The calculated  $\chi^2$  value is insignificant.

### 2. *Suffer from Some Incurable Disease*

	Agreed		Undecided		Disagreed		Total
Male	17	21.88	5	5.11	75	70.01	97
Female	43	38.12	9	8.89	117	121.99	169
Total	60		14		192		266

$$\chi^2 = 2.275$$

The responses of the students were sought whether they were suffering from some incurable disease, the responses showed that most of them (N=192) disagreed with the statement which exhibited that they were not suffering from some incurable disease. The calculated  $\chi^2$  value did not indicate statistical significance.

### 3. *Cannot Take Part in Sports and Games Because of Ill-Health*

	Agreed	Undecided	Disagreed	Total
Male	29 31.00	6 5.83	62 60.17	97
Female	56 54.00	10 10.17	103 104.83	169
Total	85	16	165	266

$$\chi^2 = 0.297$$

Students were asked whether they could not take part in sports and games because of ill health, the responses revealed that most of them (N=165) disagreed with the statement. This indicated that ill health did not prevent the students to take part in sports and games. Thus the calculated  $\chi^2$  value is insignificant.

### 4. *Having Problems of Less Sleep and Less Rest*

	Agreed	Undecided	Disagreed	Total
Male	21 17.50	8 6.93	68 72.57	97
Female	27 30.50	11 12.07	131 126.43	169
Total	48	19	199	266

$$\chi^2 = 1.812$$

Students were asked whether they were having problems of less sleep and less rest, the responses provided by them revealed that a majority of them (N=199) disagreed with the statement indicating that the students did not have problems of less sleep and less rest. However, the  $\chi^2$  value is insignificant.

**5. The Diet Received at Home is not Satisfactory**

	Agreed		Undecided		Disagreed		Total
Male	36	33.18	4	4.38	57	59.44	97
Female	55	57.82	8	7.62	106	103.56	169
Total	91		12		163		266

$$\chi^2 = 0.585$$

A question was put regarding the quality of diet supplied at home to the children and their responses indicated that most of them (N=163) disagreed with the statement indicating thereby that the diet received at home was satisfactory. Thus the  $\chi^2$  value did not indicate statistical significance.

**6. Lack of Concentration due to Bad Eye Sight**

	Agreed		Disagreed		Total
Male	26	30.27	71	66.73	97
Female	57	52.70	112	116.27	169
Total	83		183		266

$$\chi^2 = 1.376$$

Students were questioned whether they lacked concentration due to bad eyesight and the responses showed that most of them (N=183) disagreed with the statement. This indicated that lack of concentration in studies was not hampered due to bad eyesight. But the calculated  $\chi^2$  value did not indicate statistical significance.

## Problems Connected with Facilities in School

### 1. Inadequate Toilet Facilities in School

	Agreed		Undecided		Disagreed		Total
Male	50	43.76	5	5.83	42	47.41	97
Female	70	76.24	11	10.17	88	82.59	169
Total	120		16		130		266

$$\chi^2 = 2.559$$

The responses of the students regarding inadequate toilet facilities in school showed that most of them (N=130) disagreed with the statement indicating thereby that the toilet facilities in schools was adequate. But the calculated  $\chi^2$  value is insignificant.

### 2. Drinking Water Problem in School

	Agreed		Disagreed		Total
Male	45	47.04	52	49.96	97
Female	84	81.96	85	87.04	169
Total	129		137		266

$$\chi^2 = 0.271$$

To the question whether the students faced drinking water problems in school, the responses provided by the students revealed that a majority of them (N=137) disagreed with the statement which revealed that there was no drinking water problems in school. But the  $\chi^2$  value is insignificant.

### 3. *No Facilities for Extra-Curricular Activities in School*

	Agreed		Undecided		Disagreed		Total
Male	44	40.84	4	6.56	49	49.60	97
Female	68	71.16	14	11.44	87	86.40	169
Total	112		18		136		266

$$\chi^2 = 1.972$$

Students were asked whether there was no extra-curricular activities in school, and their responses indicated that more of them disagreed with the statement, (i.e., N=136). This showed that they had facilities for extra-curricular activities in school. But the  $\chi^2$  value did not indicate statistical significance.

### 4. *No Cultural Activities in School*

	Agreed		Undecided		Disagreed		Total
Male	37	37.92	7	6.20	53	52.88	97
Female	67	66.08	10	10.80	92	92.12	169
Total	104		17		145		266

$$\chi^2 = 0.199$$

Students were questioned whether there was no extra-curricular activities in school and the responses provided by them focused that a maximum of them (i.e., 145) disagreed with the statement. This implied that they had cultural activities in school. But the  $\chi^2$  value is insignificant.

**5. Number of Pupils in the Class is too Large**

	Agreed		Disagreed		Total
Male	35	29.90	62	67.10	97
Female	47	52.10	122	116.90	169
Total	82		184		266

$$\chi^2 = 1.977$$

The opinion of the students regarding large number of pupils in the class ascertained that a large number of them (N=184) disagreed with the statement. This indicated that the number of pupils in the class was not too large. And the  $\chi^2$  value did not indicate statistical significance.

**6. Teachers are Changed too Much in School**

	Agreed		Undecided		Disagreed		Total
Male	33	45.58	7	5.11	57	46.31	97
Female	92	79.42	7	8.89	70	80.69	169
Total	125		14		127		266

$$\chi^2 = 10.456$$

Students were asked whether teachers were changed too much in schools and the responses provided by the students showed that 125 out of 266 agreed with the statement and 127 out of 266 disagreed with the statement. Thus the difference is not much. But the calculated  $\chi^2$  value indicates statistical significance.

### Language Problems

#### 1. *Cannot Express Fluently in English*

	Agreed		Undecided		Disagreed		Total
Male	54	48.13	4	7.66	39	41.21	97
Female	78	83.87	17	13.34	74	71.79	169
Total	132		21		113		266

$$\chi^2 = 4.061$$

The responses of the students as to whether they could not express fluently in English indicated that most of them (N= 132) agreed with the statement. This ascertained that the students could not express fluently in English. But the  $\chi^2$  value did not indicate statistical significance.

#### 2. *Cannot Understand English Properly*

	Agreed		Disagreed		Total
Male	33	36.47	64	60.53	97
Female	67	63.53	102	105.47	169
Total	100		166		266

$$\chi^2 = 0.831$$

The answer to the question as to whether the students could not understand English properly showed that more of them (N= 166) disagreed with the statement indicating thereby that they could understand English properly. And the  $\chi^2$  value is insignificant.

### 3. Difficulties in Studying Garo as a Second Language

	Agreed		Disagreed		Total
Male	46	44.49	51	52.51	97
Female	76	77.51	93	91.49	169
Total	122		144		266

$$\chi^2 = 0.149$$

To the question whether the students had difficulties in studying Garo as a second language, the responses provided by the respondents indicated that a majority of them (N=144) disagreed with the statement. This showed that they did not have difficulties in studying Garo as a second language. The  $\chi^2$  value is insignificant.

### 4. Cannot Understand the Teachers Style of Teaching

	Agreed		Undecided		Disagreed		Total
Male	33	28.44	9	13.49	55	55.06	97
Female	45	49.56	28	23.51	96	95.93	169
Total	78		37		151		266

$$\chi^2 = 3.503$$

The responses of the students were sought as to whether they could not understand the teachers style of teaching, and it indicated that a majority of them (N=151) disagreed with the statement. This ascertained that they could understand the teacher's style of teaching. But the calculated  $\chi^2$  value did not indicate statistical significance.

### 5. No Fluency in English

	Agreed		Undecided		Disagreed		Total
Male	36	31.73	8	6.56	53	58.71	97
Female	51	55.27	18	11.44	108	102.29	169
Total	87		18		161		266

$$\chi^2 = 2.275$$

Students were asked whether they had no fluency in English and the responses provided by them showed that most of them (N=161) disagreed with the statement indicating thereby that the students had fluency in English. But the  $\chi^2$  value is insignificant.

### 6. Poor Knowledge About English Grammar

	Agreed		Undecided		Disagreed		Total
Male	54	50.69	7	10.57	36	35.74	97
Female	85	88.31	22	18.43	62	64.26	169
Total	139		29		98		266

$$\chi^2 = 2.246$$

Students were questioned whether they had poor knowledge about English Grammar and the answers provided by them revealed that a majority of them (N=139) agreed with the statement. This indicated that they had poor knowledge about English Grammar. But the calculated  $\chi^2$  value did not indicate statistical significance.

### 7. No Initiative to Learn English Properly as it is a Foreign Language

	Agreed		Undecided		Disagreed		Total
Male	39	35.37	8	10.94	50	50.69	97
Female	58	61.63	22	19.06	89	88.31	169
Total	97		30		139		266

$$\chi^2 = 1.844$$

The opinion of the students whether they had no initiative to learn English properly as it is a Foreign language ascertained that most of them (N=139) disagreed with the statement indicating thereby that they had initiative to learn English although it is a Foreign language. But the calculated  $\chi^2$  value did not indicate statistical significance.

### Family Problems

#### 1. Parents are too Strict

	Agreed		Undecided		Disagreed		Total
Male	39	44.12	4	6.56	54	46.31	97
Female	82	76.87	14	11.44	73	80.69	169
Total	121		18		127		266

$$\chi^2 = 4.522$$

To the question whether parents are too strict in the family, the responses provided by the respondents indicated that (N=121) agreed with the statement and (N=127) disagreed with the statement. Thus the difference between agreed and disagreed is not much. Thus for some students the parents were too strict and for some they were not. The calculated  $\chi^2$  value also did not indicate statistical significance.

### 2. *Interference by Relatives is too Much*

	Agreed	Undecided	Disagreed	Total
Male	38 <span style="border: 1px solid black; padding: 2px;">33.18</span>	3 <span style="border: 1px solid black; padding: 2px;">6.56</span>	56 <span style="border: 1px solid black; padding: 2px;">57.25</span>	97
Female	53 <span style="border: 1px solid black; padding: 2px;">57.81</span>	15 <span style="border: 1px solid black; padding: 2px;">11.44</span>	101 <span style="border: 1px solid black; padding: 2px;">99.75</span>	169
Total	91	18	157	266

$$\chi^2 = 4.189$$

Students were questioned whether interference by relatives is too much in the family and the answers provided by them indicated that most of them (N=157) disagreed with the statement. This ascertained that there was not much interference by relatives in the family. But the calculated  $\chi^2$  value did not indicate statistical significance.

### 3. *Frequent Quarrelling at Home*

	Agreed	Undecided	Disagreed	Total
Male	24 <span style="border: 1px solid black; padding: 2px;">22.61</span>	5 <span style="border: 1px solid black; padding: 2px;">6.20</span>	68 <span style="border: 1px solid black; padding: 2px;">68.19</span>	97
Female	38 <span style="border: 1px solid black; padding: 2px;">39.39</span>	12 <span style="border: 1px solid black; padding: 2px;">10.80</span>	119 <span style="border: 1px solid black; padding: 2px;">118.81</span>	169
Total	62	17	187	266

$$\chi^2 = 0.501$$

Students were asked whether there were frequent quarrelling at home and the answers provided by them showed that a majority of them (N=187) disagreed with the statement indicating thereby that there were no frequent quarrelling at home. And the calculated  $\chi^2$  value is insignificant.

**4. Illiteracy of Family Members Cause you Unhappiness**

	Agreed		Disagreed		Total
Male	30	27.35	67	69.65	97
Female	45	47.65	124	121.35	169
Total	75		191		266

$$\chi^2 = 0.563$$

The responses of the students were sought as to whether illiteracy of the family members caused them unhappiness. The respondents answers revealed that majority of them (N=191) disagreed with the statement. This showed that illiteracy of family members did not cause them unhappiness. The calculated  $\chi^2$  value did not indicate statistical significance.

**5. More Attention Paid to Other Brothers and Sisters**

	Agreed		Undecided		Disagreed		Total
Male	23	26.26	5	7.29	69	63.45	97
Female	49	45.74	15	12.71	105	110.55	169
Total	72		20		174		266

$$\chi^2 = 2.534$$

Students were questioned whether more attention was paid to other brothers and sisters and the responses provided by the students revealed that a majority of them (N=174) disagreed with the statement. This showed that the other brothers and sisters did not get more attention than them. And the calculated  $\chi^2$  value did not indicate statistical significance.

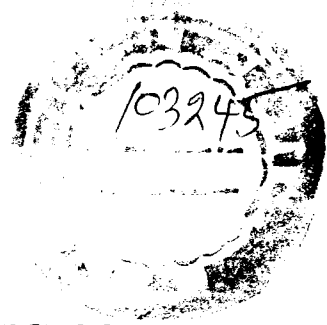
**6. Hindrance due to too much Comforts and Luxury**

	Agreed		Undecided		Disagreed		Total
Male	18	18.60	12	10.57	67	67.83	97
Female	33	32.40	17	18.43	119	118.17	169
Total	51		29		186		266

$$\chi^2 = .348$$

To the question whether there were hindrance in studies due to too much comfort and luxury in the family, the answers provided by the respondents showed that a majority of them (N=186) disagreed with the statement. This revealed that there were no hindrance in studies due to too much of comfort and luxury. And the calculated  $\chi^2$  value did not indicate statistical significance.

## SECTION II (A)



# ORGANISATIONAL CLIMATE IN HIGH SCHOOLS OF WEST GARO HILLS DISTRICT – Analysis of Findings

### **Presentation of Data**

#### ***Scoring***

In all there are 64 Likert type items distributed over eight dimensions (sub-test). The respondents are asked to indicate the extent to which each statement characterise his or her school. The scale against which the respondents indicate the extent to which each statement characterises their schools are defined by four categories: (1) Rarely occurs, (2) Sometimes occurs, (3) Often occurs and (4) Very frequently occurs. For scoring, these four categories of responses are assigned four successive integers, viz., 1, 2, 3, and 4 respectively. Then each respondents eight sub-test scores are calculated by simple summation of each respondents, item scores, sub-test by sub-test, and dividing each of the eight sums by the number of items in the corresponding sub-test.

#### ***Data Relating to School Climate***

The first step in the analysis of data relating to school climate was to prepare the raw scores of each school. The scores on each sub-test for each school were obtained by the summation of the scores of all teachers of each school sub-test by sub-test separately.

These formed the raw score for each school. The raw scores of 10 High Schools are given in the Table below.

**Table 4.1: Raw Scores**

School No.	No. of Teachers	D	A	E	I	HI	C	EM	Th
1	11	192	79	268	242	147	145	234	341
2	13	252	101	304	274	183	187	236	444
3	12	205	113	257	227	176	138	209	365
4	14	208	123	353	365	180	164	272	445
5	6	80	62	145	132	67	78	120	194
6	15	250	130	350	321	190	229	262	491
7	5	73	46	93	75	63	60	82	146
8	9	129	66	182	157	104	102	166	260
9	10	162	89	237	211	113	135	178	291
10	11	209	92	246	221	154	155	210	362
<b>Sum</b>	<b>106</b>	<b>1760</b>	<b>901</b>	<b>2435</b>	<b>2225</b>	<b>1377</b>	<b>1393</b>	<b>1969</b>	<b>3339</b>

The next step was to find out the mean scores of each sub-test for each school separately. For this the raw scores of each sub-test of the school was divided by the number of teachers in the school. The result of this calculation then formed the mean scores for each school.

The mean scores of 10 High Schools are given in the following Table.

**Table 4.2: Mean Scores**

Score No.	D	A	E	I	Hi	C	Em	Th	Mean	SD
1	17.45	7.18	24.36	22.00	13.36	13.18	21.27	31.00	18.73	9.46
2	19.38	7.77	23.38	21.08	14.08	14.38	18.15	34.15	19.05	8.71
3	17.08	9.42	21.42	18.92	14.67	11.50	17.42	30.42	17.80	9.12
4	14.86	8.79	25.21	26.07	12.86	11.71	19.43	31.77	18.84	9.37
5	13.33	10.33	24.17	22.00	11.17	13.00	20.00	32.33	18.29	11.31
6	16.67	8.67	23.33	21.40	12.67	15.27	17.47	32.73	18.53	7.13
7	14.60	9.20	18.60	15.00	12.60	12.00	16.40	29.20	15.35	8.74
8	14.33	7.33	20.22	17.44	11.56	11.33	18.44	28.89	16.19	4.02
9	16.20	8.90	23.70	21.10	11.30	13.50	17.80	29.10	17.70	7.00
10	19.00	8.36	22.36	20.09	14.00	14.09	19.09	32.91	18.74	6.08
Mean	16.29	8.60	22.68	20.51	12.83	13.00	18.55	31.25		
SD	2.01	0.97	2.05	2.97	1.22	1.34	1.43	1.83		

The third step was to find out the Normative Z-scores from the Mean scores given in the Table 4.2. Normatively each sub-test was standardised across the sample of 10 High Schools. For standardised procedure, a mean of 50 and a Standard Deviation of 10 was used. The normative Z-scores of 10 schools thus obtained are given in the Table 4.3.

**Table 4.3: Normative Z-scores on different sub-tests of SOCDQ for 10 High Schools**

Score No.	D	A	E	I	Hi	C	Em	Th	Mean	SD
1	55.77	35.48	58.23	55.02	54.41	51.38	69.07	48.62	53.50	9.46
2	65.35	41.51	53.45	51.91	60.26	60.34	47.25	65.89	55.75	8.71
3	53.93	58.44	43.85	44.63	65.09	38.84	42.09	45.42	49.04	9.12
4	42.88	51.96	62.38	68.74	50.26	40.44	56.16	52.92	53.22	9.37
5	35.32	57.86	57.27	55.02	36.40	50.02	60.15	55.92	52.25	11.31
6	51.86	50.74	53.20	53.00	48.70	66.91	42.44	58.11	53.12	7.13
7	41.61	56.22	30.11	31.44	48.15	42.57	34.98	38.76	40.78	8.74
8	40.28	37.03	38.03	39.67	39.59	37.60	49.28	37.06	39.82	4.02
9	49.55	53.13	54.99	51.99	37.50	53.75	44.77	38.21	47.99	7.00
10	63.44	47.62	48.47	48.59	59.63	58.15	53.80	59.08	54.85	6.08

After standardising the scores normatively, it was standardised ipsatively. Ipsatively standardised score was found out by standardising the standard scores with respect to the mean and standard deviation across the sub-test for each school profile. Standardised scores on each sub-test of a particular school was added. Mean and standard deviation was calculated and each sub-test score was standardised with respect to this mean and standard deviation. For both standardisation procedures, a standard score system based upon a mean of 50 and standard deviation of 10 was used. The formula applied for the conversion of raw scores was<sup>1</sup>

$$\text{Standard Score} = 50 + \frac{(X-M)}{\text{S.D.}} \times 10,$$

Where X = Original Score  
M = Mean  
S.D. = Standard Deviation

The Ipsative Z-scores of 10 schools thus obtained are given in Table 4.4.

**Table 4.4: Ipsative Z-scores on different sub-tests of SOCDQ for 10 High Schools**

Score No.	D	A	E	I	Hi	C	Em	Th
1	52.41	30.95	55.01	51.61	50.97	47.76	66.46	44.84
2	61.02	33.67	47.37	45.60	55.18	55.27	40.25	61.64
3	55.37	60.32	44.31	45.17	67.61	38.82	42.38	46.03
4	38.96	48.66	59.78	66.57	46.84	36.36	53.15	49.68
5	35.02	63.81	54.44	52.45	35.99	48.03	57.00	53.25
6	48.24	46.66	50.12	49.83	43.80	69.34	35.02	57.00
7	51.29	68.01	38.14	39.65	88.78	52.39	43.71	48.03
8	51.15	43.08	45.55	49.64	49.44	44.49	73.52	43.14
9	52.23	57.35	60.01	55.72	35.02	58.23	45.41	36.04
10	64.14	38.11	37.51	39.70	57.87	55.43	48.28	56.95
Mean	50.98	49.06	49.42	49.59	50.15	50.61	50.52	49.66
S.D.	8.84	12.90	7.80	7.96	10.25	9.73	12.12	7.68

<sup>1</sup> Motilal Sharma: *Handbook*, p. 5.

Thus Ipsatively, each sub-test score was standardised with respect to the mean and standard deviation of the profile scores for each school. The next stage of analysis was to find out the profile scores of each school. For preparing the school profile, the ipsatively standardised scores of each teacher for each dimension was added for each school and the average was taken. To assign climate type of each school of the sample each of the profile is compared with the six prototypic profiles given in Table III in Motilal Sharma's Handbook (p. 8) and a profile similarity score is calculated for each school. This score helps in determining to what extent each school profile is congruent with the prototypic profile, which characterised each of the six climates. Thus similarity scores are computed by computing the absolute difference between each sub-test score in a school's profile and the corresponding score in the first prototypic profile then in the second one and so on. A low sum indicates that the two profiles are highly similar whereas a large sum shows that the profiles are dissimilar. Thus each school is designated with the name of prototypic profile to which the school is highly similar.

**Table 4.5: Diagrammatic description of Organisational Climate of 10 high schools**

School No.	D	A	E	I	Hi	C	Em	Th
1	H	L	H	M	M	M	H	L
2	H	L	M	L	H	H	L	H
3	H	H	L	L	H	L	L	L
4	L	M	H	M	M	L	M	H
5	L	H	H	M	L	M	H	H
6	L	M	M	M	M	H	L	H
7	L	H	L	L	M	M	L	L
8	L	L	L	L	L	L	H	L
9	H	H	H	M	L	H	L	L
10	H	L	L	L	H	H	M	H

L – Low  
M – Medium  
H – High

Thus, the school profiles of 10 high schools were prepared and they are presented in Table 4.6.

**Table 4.6: Profile of the school climate**

School No.	D	A	E	I	Hi	C	Em	Th
1	Closed	Open	Auto	Open	Open	Auto	Familiar	Controlled
2	Paternal	Open	Controlled	Paternal	Auto	Controlled	Auto	Open
3	Closed	Closed	Paternal	Paternal	Closed	Open	Paternal	Controlled
4	Auto	Auto	Open	Open	Controlled	Open	Open	Paternal
5	Auto	Closed	Auto	Open	Familiar	Auto	Controlled	Paternal
6	Open	Controlled	Controlled	Open	Controlled	Controlled	Paternal	Open
7	Open	Closed	Closed	Controlled	Open	Auto	Paternal	Familiar
8	Controlled	Open	Paternal	Paternal	Familiar	Paternal	Familiar	Closed
9	Closed	Familiar	Auto	Open	Familiar	Closed	Auto	Closed
10	Paternal	Open	Paternal	Paternal	Auto	Closed	Open	Open

The six types of organisational climates are Open, Autonomous, Familiar, Controlled, Paternal and Closed climates. These six types of climate fall under two categories, i.e., the positive oriented climate and the negative oriented climate.

The positive oriented climates are open, autonomous and familiar.

The negative oriented climates are closed, Paternal and controlled.

More than four (4) categories of climates, i.e., more than 50 percent are considered as positive climate and the rest are considered as negative climate.

Out of the ten schools taken up for study, four schools falls under the positive oriented climate and the rest, i.e., six schools falls under negative oriented climate.

The four schools having positive oriented climate have open, autonomous and familiar climate. The teachers of these four schools perceived their schools as having open climate. This means that the teachers working in these schools get stimulating environment in which they get a chance of taking initiative in leadership acts. They enjoy both the social need satisfaction as well as job-satisfaction. The headmaster in these schools encourages socialisation among the group members and his behaviour is perceived by the teachers as authentic and legitimate. The interaction potential is very high in these schools.

The teachers of these four schools also perceived their schools as having autcnomous climate. This means in these schools, teachers enjoy high esprit and job satisfaction. They enjoy friendly relationships and they obtain their social needs out of this extremely high intimacy. The headmaster gives them full freedom to structure their organisational behaviour in any way they like. This leadership acts may initiate from both ends.

The teachers of these four schools have perceived their schools as having familiar climate also. In a familiar climate, teachers have personal relationship among themselves and everyone feels a part of a big family. They enjoy social need satisfaction and job satisfaction, which step from high intimacy. They enjoy average esprit. The behaviour of the headmaster is job oriented and leadership acts generally emerge from the headmaster.

Six schools falls under the negative oriented climate. Thus the teachers of these schools perceived their schools as having closed paternal and controlled climate. This means that in a closed climate, leadership acts emerge from only the headmaster who is highly task-oriented. The teachers do not get social needs satisfaction as well as job satisfaction. Teachers do not work together in-group spirit. The interaction potential of the school is also very low. Thus closed climate is characterised by a high degree of apathy on the part of all members of the organisation.

Teachers of these schools have perceived their schools as having paternal climate as well. This means, in these schools, teachers do not get their social needs satisfaction and job satisfaction. The headmaster plays the role of a father of the school faculty. Leadership acts emerge from the headmaster only but he does not completely ignore the interests of the teachers. Hence his behaviour is perceived as highly considerate.

Teachers of these six schools also perceive their schools as having controlled climate. This means, in these schools, the teachers perceive their headmaster as highly task oriented at the cost of their social need satisfaction. Leadership acts emerge from one side in a dictatorial manner. Teachers do not get satisfied in their social needs and get little job satisfaction. Teachers are completely engaged in work due to heavy controls.

Explorations of this study reveal that very few schools in West Garo Hills District were classified as having positive oriented climate, i.e., open, autonomous and familiar. Majority of the schools have been classified as having negative oriented climate, i.e., paternal, controlled and closed.

## **SECTION II (B)**

### **ORGANISATIONAL CLIMATE IN HIGH SCHOOLS OF WEST GARO HILLS DISTRICT – Analysis of Findings**

The School Organisational Climate Description Questionnaire (SOCDDQ) was given to the teachers of high schools in West Garo Hills District and the mean scores on each sub-test have been compared between three categories of schools and shown in different tables.

The three categories of schools are again divided into two parts –

- (a) Comparison between Government, Private and Deficit Schools.
- (b) Comparison between Co-educational, Boys and Girls Schools.

Comparison of the responses of teachers from the three types of schools on dimension 'Disengagement' is shown in the following table in terms of mean scores.

A. 1. *Comparison between Government, Private and Deficit Schools*

**Table 4.7: Disengagement - Comparison**

Category	N	Mean	S.D.	Mean Diff. Bet.	t	p
(a) Government	36	1.6778	0.3481	(a) & (b)	0.3389	N.S.
(b) Private	22	1.6455	0.3595	(b) & (c)	8.4310	.01
(c) Deficit	48	4.6542	0.3585	(a) & (c)	0.3025	N.S.

The results in the above table indicates that there was no significant difference on the climate dimension, 'Disengagement' between teachers of government and deficit schools. But teachers from private schools feel that significantly more task burden is felt by them as compared to deficit schools. There was no significant difference between the responses of teachers between government and deficit schools.

2. Comparison of the responses of teachers from the three types of schools on Dimension, 'Alienation' is shown in the following table in terms of mean scores.

**Table 4.8: Alienation - Comparison**

Category	N	Mean	S.D.	Mean Diff. Bet.	t	p
(a) Government	36	2.0694	0.5874	(a) & (b)	1.3225	N.S.
(b) Private	22	2.2727	0.5540	(b) & (c)	1.3089	N.S.
(c) Deficit	48	2.0990	0.5072	(a) & (c)	0.2466	N.S.

The results in the above table indicates that there was no significant difference on the climate dimension 'Alienation' between teachers of government and private schools,

between teachers of private and deficit schools and between teachers of government and deficit schools.

3. Comparison of the responses of teachers from the three types of schools on Dimension, 'Esprit' is shown in the following table in terms of mean scores.

**Table 4.9: Esprit - Comparison**

Category	N	Mean	S.D.	Mean Diff. Bet.	t	p
(a) Government	36	2.6389	0.4294	(a) & (b)	1.6533	N.S.
(b) Private	22	2.4444	0.4431	(b) & (c)	0.7086	N.S.
(c) Deficit	48	2.5570	0.5338	(a) & (c)	0.9390	N.S.

The results in the above table indicates that there was no significant difference on the climate dimension 'Esprit' between teachers of government and private schools, between teachers of private and deficit schools and between teachers of government and deficit schools.

4. Comparison of the responses of teachers from the three types of schools on Dimension, 'Intimacy' is shown in the following table in terms of mean scores.

**Table 4.10: Intimacy - Comparison**

Category	N	Mean	S.D.	Mean Diff. Bet.	T	p
(a) Government	36	2.6893	0.4049	(a) & (b)	2.1071	.05
(b) Private	22	2.4318	0.5200	(b) & (c)	1.4991	NS
(c) Deficit	48	2.6640	0.6348	(a) & (c)	0.2085	NS

The results in the above table indicate that teachers from government schools feel that significantly more intimacy is felt by them as compared to deficit schools. But there existed no significant difference between teachers of government and deficit schools and between teachers of private and deficit schools.

5. Comparison of the responses of teachers from the three types of schools on Dimension, 'Psychophysical Hindrance' is shown in the following table in terms of mean scores.

**Table 4.11: Psychophysical Hindrance - Comparison**

Category	N	Mean	S.D.	Mean Diff. Between	t	p
(a) Government	36	2.0833	0.5063	Bet. (a) & (b)	0.4929	N.S.
(b) Private	22	2.1515	0.5192	Bet. (b) & (c)	0.6545	N.S.
(c) Deficit	48	2.2326	0.4635	Bet. (a) & (c)	1.4043	N.S.

The responses of the teachers between government and private schools, between private and deficit schools and between government and deficit schools do not show any significant difference on the climate dimension 'Psychophysical Hindrance'.

6. Comparison of the responses of teachers from the three types of schools on Dimension, 'Controls' are shown in the following table in terms of mean scores.

**Table 4.12: Controls - Comparison**

Category	N	Mean	S.D.	Mean Diff. Between	t	p
(a) Government	36	2.3565	0.5377	Bet. (a) & (b)	0.9107	N.S.
(b) Private	22	2.2197	0.5829	Bet. (b) & (c)	1.2148	N.S.
(c) Deficit	48	2.0520	0.5136	Bet. (a) & (c)	2.6347	.05

The results in the above table indicate that there was no significant difference between teachers of government and private schools and between teachers of private and deficit schools. But teachers from government schools feel that significantly more control is felt by them as compared to deficit schools.

7. Comparison of the responses of teachers from the three types of schools on Dimension, 'Production Emphasis' is shown in the following table in terms of mean scores.

**Table 4.13: Production Emphasis - Comparison**

Category	N	Mean	S.D.	Mean Diff. Between	t	P
(a) Government	36	2.6746	0.4909	Bet. (a) & (b)	5.6600	.01
(b) Private	22	2.6753	0.4368	Bet. (b) & (c)	0.4313	N.S.
(c) Deficit	48	2.6280	0.4217	Bet. (a) & (c)	0.4674	N.S.

The results in the above table indicates that the teachers from government schools feel that significantly more emphasis is felt by them as compared to private schools. But there was no significant difference between teachers of private and deficit schools and between teachers of government and deficit schools.

8. Comparison of the responses of teachers from the three types of schools on Dimension, 'Humanised Thrust' is shown in the following table in terms of mean scores.

**Table 4.14: Humanised Thrust - Comparison**

Category	N	Mean	S.D.	Mean Diff. Between	t	P
(a) Government	36	2.2282	0.4719	Bet. (a) & (b)	0.4239	N.S.
(b) Private	22	2.2792	0.3961	Bet. (b) & (c)	0.2669	N.S.
(c) Deficit	48	2.2530	0.3754	Bet. (a) & (c)	0.2683	N.S.

The responses of teachers between government and private schools, between private and deficit schools and between government and deficit schools do not show any significant difference on the climate dimension 'Humanised Thrust'.

B. 1. Comparison of the responses of teachers from the three categories of schools, i.e., co-educational, boys and girls school on dimension 'Disengagement', is shown in the following table in terms of mean scores.

**Table 4.15: Disengagement – Comparison between co-educational, boys and girls schools.**

Category	N	Mean	S.D.	Mean Diff. Between	t	p
(a) Co-ed.	60	1.6817	0.3039	Between (a) & (b)	2.6686	.01
(b) Boys	13	1.9385	0.3641	Between (b) & (c)	3.5842	.01
(c) Girls	33	1.5121	0.3629	Between (a) & (c)	2.4005	.01

The results in the above table indicates that teachers from co-educational schools feel that significantly more task burden is felt by them as compared to boys schools. Teachers from boys' schools also feel that significantly more task burden is felt by them as compared to girl's schools. Teachers of co-educational school feel that significantly

more task burden is felt by them as compared to girl's school between co-educational and girl's schools. This dimension thus refers to the teachers' tendency to be "not with it"/ It describes a group which is "going through the motions" a group that is "not in gear" with respect to the task at hand.

2. Comparison of the responses of teachers from the three categories of schools, i.e., co-educational, boys and girls school on dimension 'Alienation' is shown in the following table in terms of mean scores.

**Table 4.16: Alienation–Comparison between co-educational, boys and girls schools.**

Category	N	Mean	S.D.	Mean Diff. Between	t	p
(a) Co-ed.	60	2.1750	0.5918	Between (a) & (b)	1.3205	NS
(b) Boys	13	1.9423	0.4911	Between (b) & (c)	1.0749	NS
(c) Girls	33	2.1060	0.4551	Between (a) & (c)	0.5809	NS

The responses of teachers on the climate dimension 'Alienation' shows that there was no significant difference between teachers of co-educational and boys school, between teachers of boys and girls school and between teachers of co-educational and girls schools.

3. Comparison of the responses of teachers from the three categories of schools, i.e., co-educational, boys and girls school on dimension 'Esprit' is shown in the following table in terms of mean scores.

**Table 4.17: Esprit – Comparison between co-educational, boys and girls schools.**

Category	N	Mean	S.D.	Mean Diff. Between	t	p
(a) Co-ed.	60	2.5167	0.4624	Between (a) & (b)	0.5361	NS
(b) Boys	13	2.5983	0.7392	Between (b) & (c)	7.5522	.01
(c) Girls	33	2.5993	0.4015	Between (a) & (c)	0.8631	NS

The results in the above table shows that there existed no significant difference between teachers of co-educational and boys school. But teachers of boy's school feel that significantly more esprit is felt by them as compared to girl's schools. There existed no significant difference between teachers of co-educational and girls schools.

4. Comparison of the responses of teachers from the three categories of schools, i.e., co-educational, boys and girls school on dimension 'Intimacy' is shown in the following table in terms of mean scores.

**Table 4.18: Intimacy – Comparison between co-educational, boys and girls schools.**

Category	N	Mean	S.D.	Mean Diff. Between	t	p
(a) Co-ed.	60	2.5360	0.5117	Between (a) & (b)	0.6121	NS
(b) Boys	13	2.6346	0.5939	Between (b) & (c)	0.7467	NS
(c) Girls	33	2.7765	0.5752	Between (a) & (c)	2.0746	.05

The results in the above table shows that there existed no significant difference between teachers of co-educational and boys school and boys and girls school. But teachers of co-educational schools feel that significantly more intimacy is felt by them as compared to girl's schools.

5. Comparison of the responses of teachers from the three categories of schools, i.e., co-educational, boys and girls school on dimension 'Psychophysical Hindrance' is shown in the following table in terms of mean scores.

**Table 4.19: Psychophysical Hindrance – Comparison between co-educational, boys and girls schools.**

Category	N	Mean	S.D.	Mean Diff. between	T	p
(a) Co-ed.	60	2.2139	0.4977	Between (a) & (b)	0.8315	NS
(b) Boys	13	2.3462	0.6171	Between (b) & (c)	2.2826	.05
(c) Girls	33	2.0050	0.3704	Between (a) & (c)	2.0979	.05

The results in the above table shows that there existed no significant difference between teachers of co-educational and boys school. But teachers of boy's school feel that significantly more hindrance is felt by them as compared to girl's school. Teachers of co-educational schools feel that significantly more hindrance is felt by them as compared to girl's school. Teachers perceive the headmaster as highly dictatorial in his behaviour.

6. Comparison of the responses of teachers from the three categories of schools, i.e., co-educational, boys and girls school on dimension 'Controls' is shown in the following table in terms of mean scores.

**Table 4.20: Controls – Comparison between co-educational, boys and girls schools.**

Category	N	Mean	S.D.	Mean Diff. Between	t	p
(a) Co-ed.	60	2.2361	0.5661	Between (a) & (b)	0.9245	NS
(b) Boys	13	2.3974	0.5914	Between (b) & (c)	2.2637	.05
(c) Girls	33	2.0253	0.4642	Between (a) & (c)	1.8272	NS

The results in the above table shows that there existed no significant difference on the climate dimension ‘Controls’ between teachers of co-educational and boys school and boys school. But teachers of boy’s school feel that significantly more controls are felt by them as compared to girl’s schools. There existed no significant difference between teachers of co-educational and girls school. But there existed no significant relationship between co-educational and girls school.

7. Comparison of the responses of teachers from the three categories of schools, i.e., co-educational, boys and girls school on dimension ‘Production Emphasis’ is shown in the following table in terms of mean scores.

**Table 4.21: Production Emphasis – Comparison between co-educational, boys and girls schools.**

Category	N	Mean	S.D.	Mean Diff. Between	t	p
(a) Co-ed.	60	2.6595	0.4735	Between (a) & (b)	0.4553	NS
(b) Boys	13	2.5934	0.4804	Between (b) & (c)	0.5393	NS
(c) Girls	33	2.6667	0.3874	Between (a) & (c)	7.4073	.01

The results in the above table shows that there existed no significant difference between teachers of co-educational and boys school and boys and girls school. But teachers of co-educational schools feel that significantly more Emphasis is felt by them as compared to girl’s schools.

8. Comparison of the responses of teachers from the three categories of schools, i.e., co-educational, boys and girls school on dimension 'Humanised Thrust' is shown in the following table in terms of mean scores.

**Table 4.22: Humanised Thrust – Comparison between co-educational, boys and girls schools.**

Category	N	Mean	S.D.	Mean Diff. between	t	p
(a) Co-ed.	60	2.2207	0.4340	Between (a) & (b)	1.6733	NS
(b) Boys	13	2.4396	0.3946	Between (b) & (c)	2.3721	.05
(c) Girls	33	2.1559	0.3538	Between (a) & (c)	.7344	NS

The results in the above table shows that there existed no significant difference between teachers of co-educational and boys school. But teachers of boy's school feel that significantly more thrust is felt by them as compared to girl's schools. There was no significant difference between teachers of co-educational and girls school.

### SECTION III

## ASSOCIATION BETWEEN EDUCATIONAL PROBLEMS WITH THE ORGANISATIONAL CLIMATE

To find out the association between Educational Problems and Organisational Climate, the chi-square values has been calculated. Comparison of schools has been made under negative organisational climate and positive organisational climate.

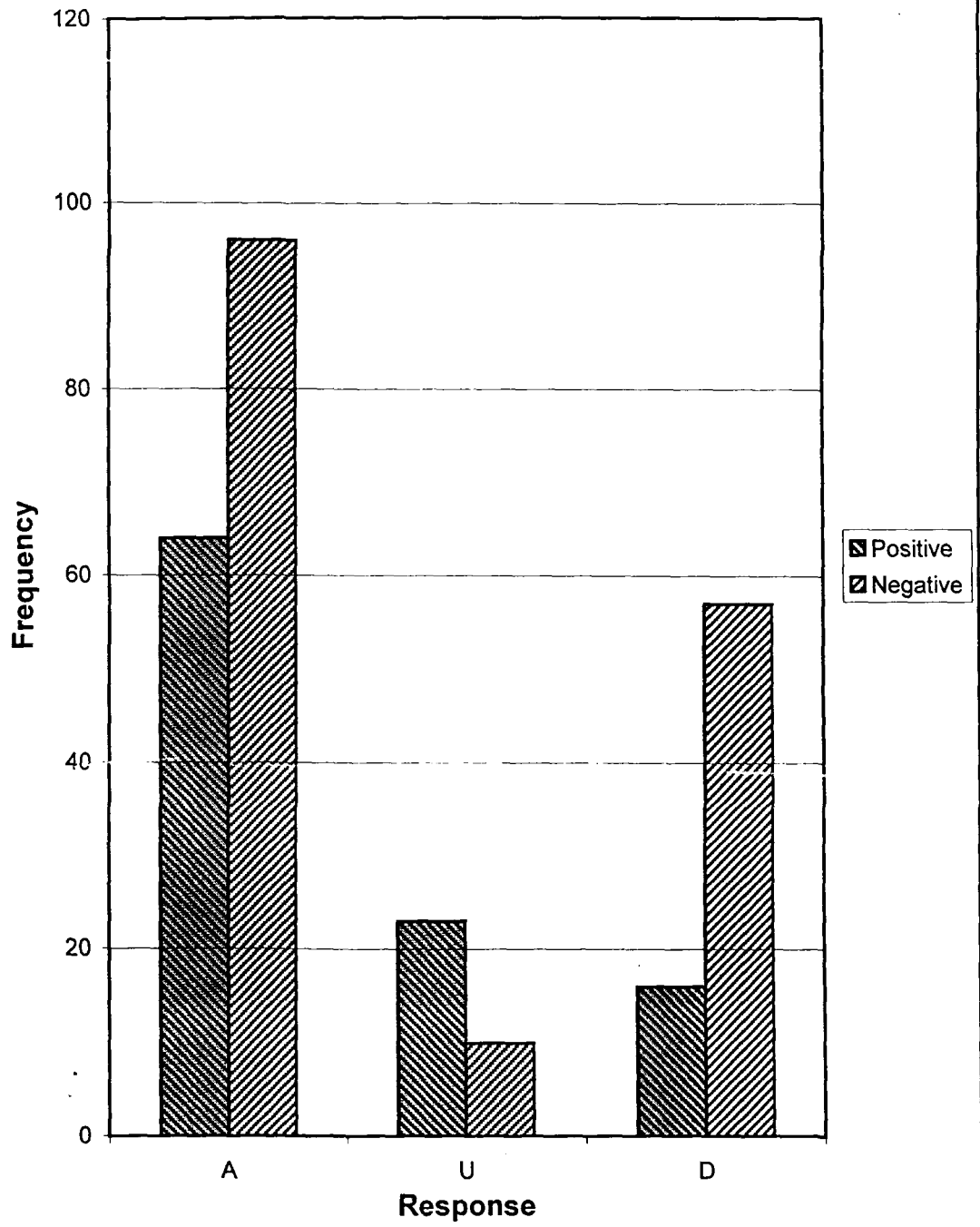
#### 1. *Tension due to Fear of Failure in the Examination*

	Agreed	Undecided	Disagreed	Total
Positive	64 <span style="border: 1px solid black; padding: 2px;">61.95</span>	23 <span style="border: 1px solid black; padding: 2px;">12.78</span>	16 <span style="border: 1px solid black; padding: 2px;">28.27</span>	103
Negative	96 <span style="border: 1px solid black; padding: 2px;">98.05</span>	10 <span style="border: 1px solid black; padding: 2px;">20.22</span>	57 <span style="border: 1px solid black; padding: 2px;">44.73</span>	163
Total	160	33	73	266

$$\chi^2 = 22.1413$$

More children from schools having a negative type of climate reported to be facing the problem, i.e., they had tension due to fear of failure in the examination as compared to the schools with positive climate. The  $\chi^2$  value obtained here suggests that

### Association between Tension due to Failure and Climate



the difference in the responses is significant indicating thereby that the problem is felt more in the schools with negative climate.

**2. Cannot keep a Proper Study Schedule**

	Agreed		Undecided		Disagreed		Total
Positive	42	61.95	20	12.78	41	28.27	103
Negative	93	98.05	15	20.22	55	44.73	163
Total	135		35		96		266

$$\chi^2 = 8.944$$

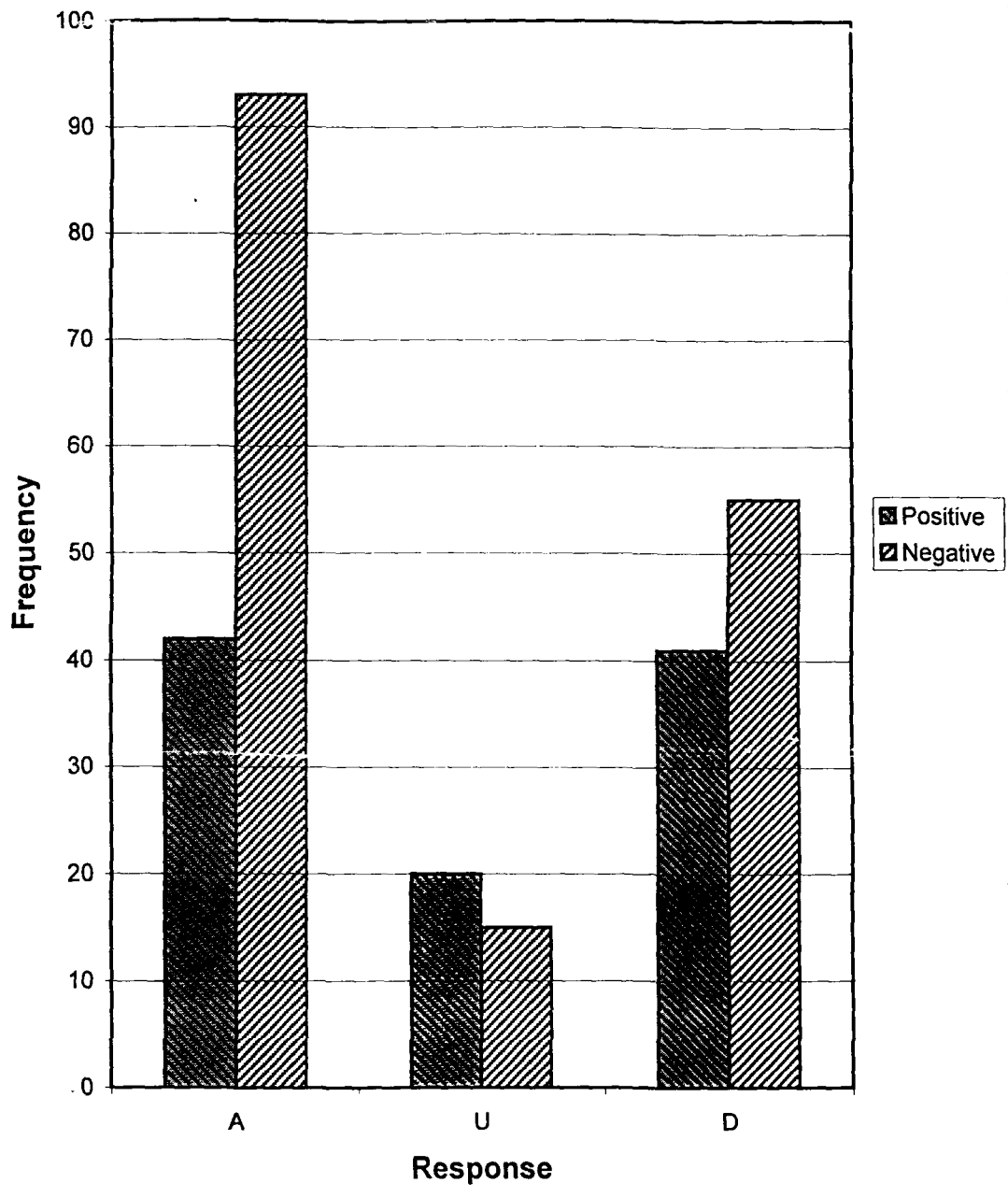
Majority of the students from schools having a negative type of climate reported to be facing the problem, i.e., the students could not keep a proper study schedule as compared to the schools with positive climate. The  $\chi^2$  value obtained here suggests that the difference in the responses is significant indicating thereby that the problem is felt more in the schools with negative climate.

**4. The Books Prescribed are not Readily Available**

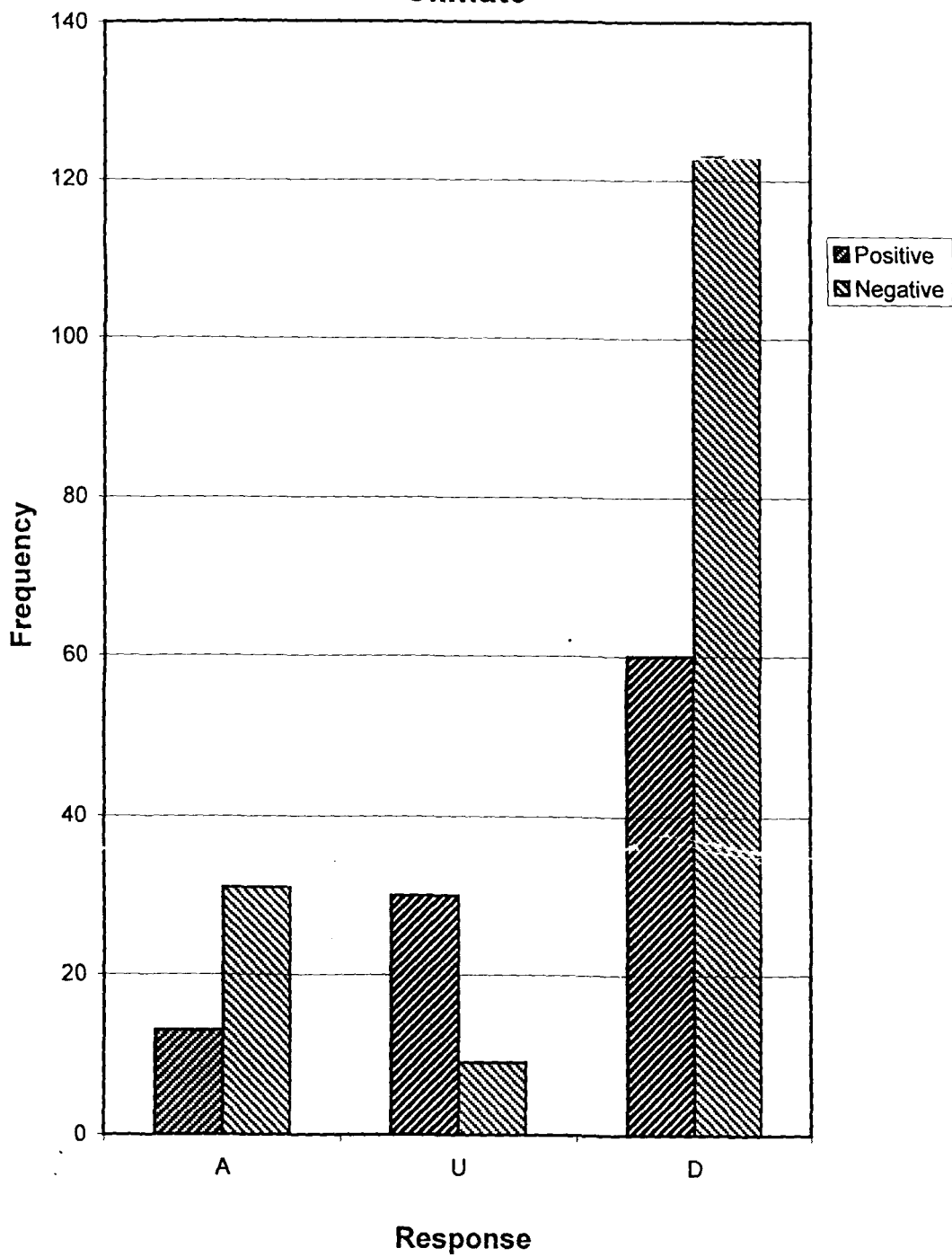
	Agreed		Undecided		Disagreed		Total
Positive	31	42.21	26	16.65	46	44.14	103
Negative	78	66.79	17	26.35	68	69.86	163
Total	109		43		114		266

$$\chi^2 = 13.551$$

### Association between Proper Study Schedule and Climate



### Association between Availability of Books and Climate



Most of the students from schools having a negative oriented climate reported to be facing the problem, i.e., the books prescribed for them were not readily available when compared to the schools with positive oriented climate. Thus the problem is felt more in the schools having negative oriented climate. The  $\chi^2$  value obtained here suggests that the difference in the responses is significant.

**4. The School Time-table is arranged Unsatisfactorily**

	Agreed		Undecided		Disagreed		Total
Positive	17	26.33	30	15.49	56	61.18	103
Negative	51	41.67	10	24.51	102	96.82	163
Total	68		40		158		266

$$\chi^2 = 28.298$$

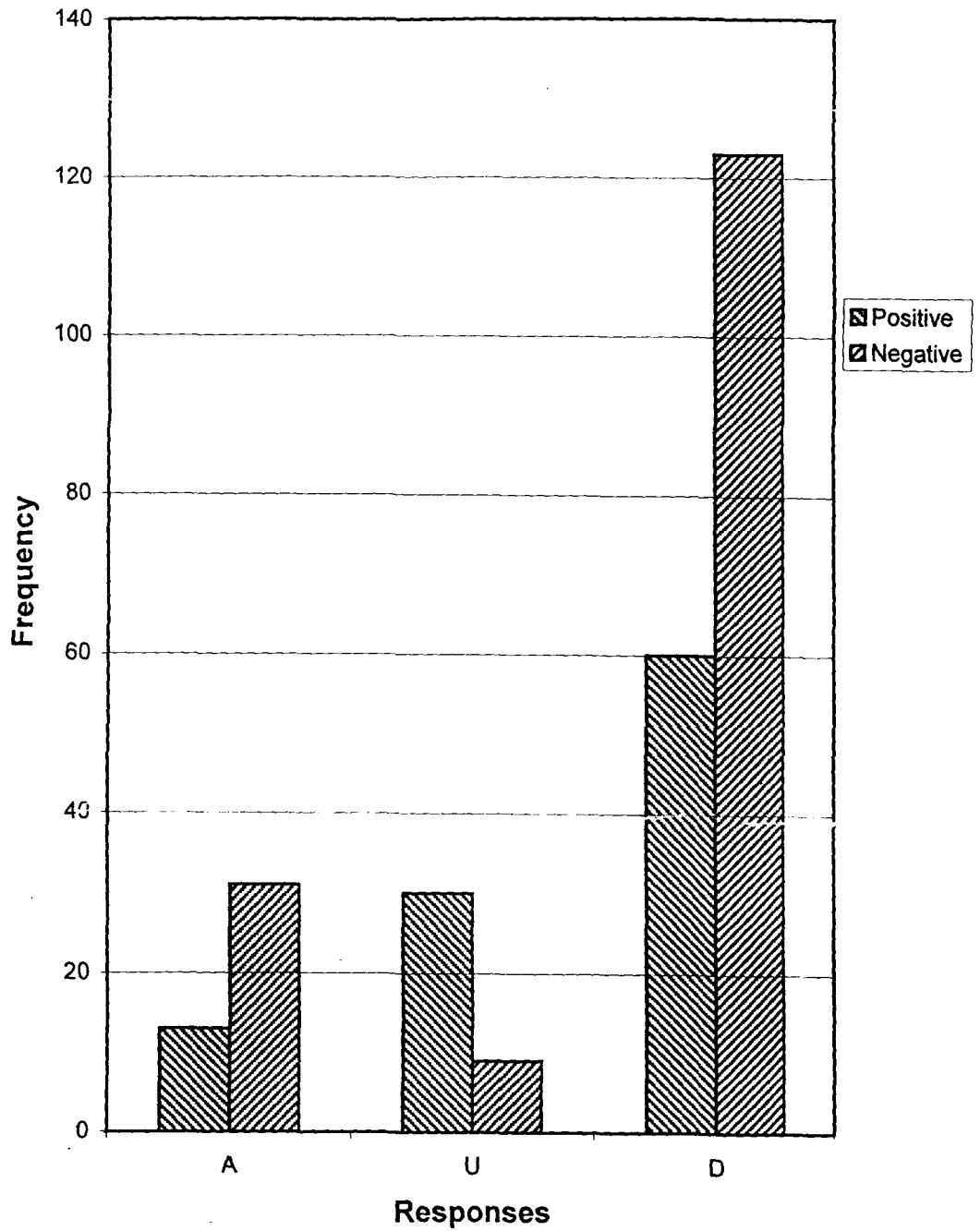
More children from schools having a negative oriented climate reported to be facing the problem, i.e., the school time-table was not arranged satisfactorily for them. This problem is thus felt more in the schools having negative oriented climate. The  $\chi^2$  value obtained here suggests that the difference in the responses is significant.

**5. Assignment given by Teachers are too Heavy**

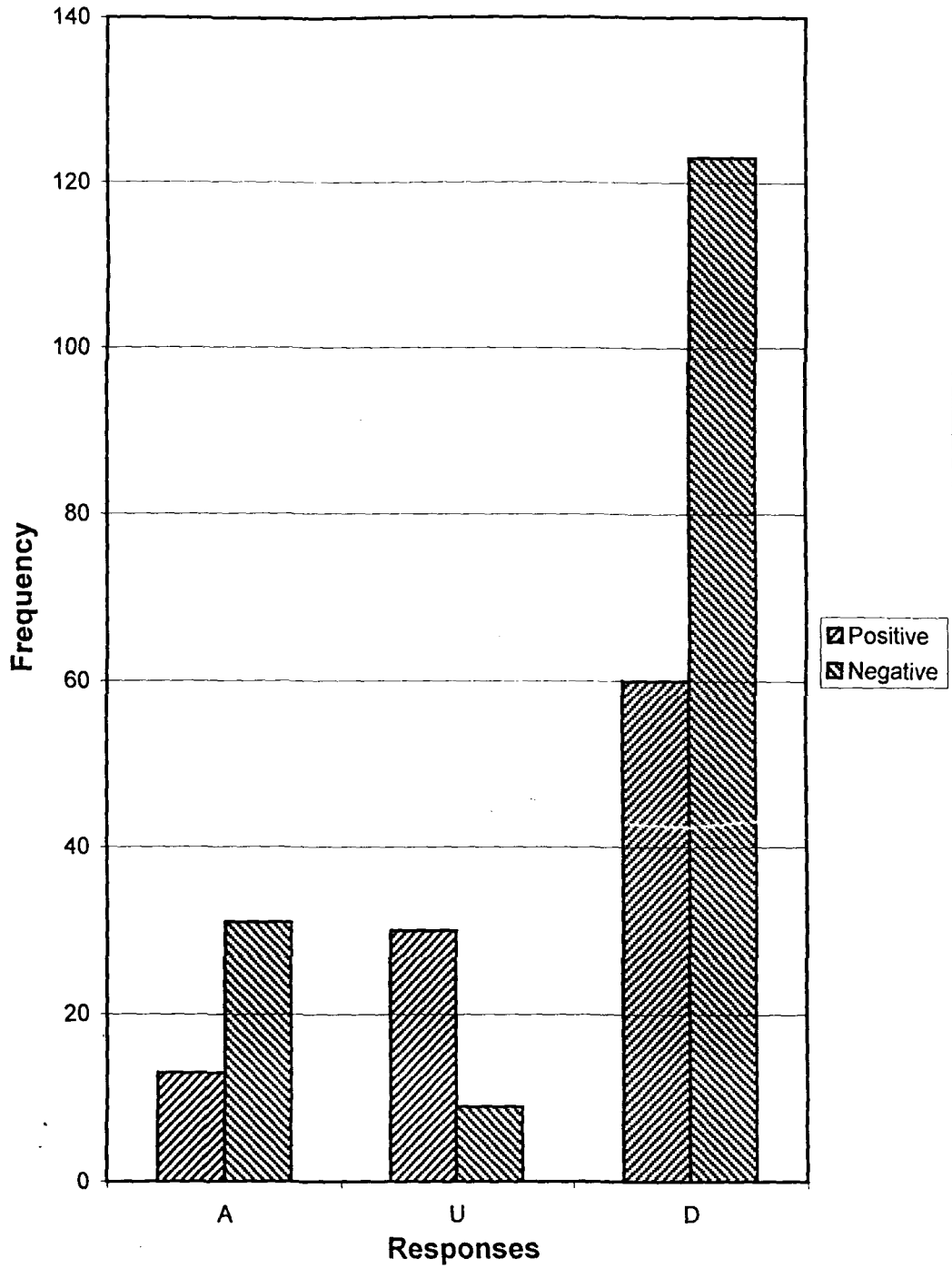
	Agreed		Undecided		Disagreed		Total
Positive	47	30.98	24	14.33	32	57.70	103
Negative	33	49.02	13	22.67	117	91.30	163
Total	80		37		149		266

$$\chi^2 = 42.857$$

### Association between school time-table and Climate



### Association between Assignments and Climate



More children from schools having a positive oriented climate reported to be facing the problem, i.e., Assignments given to them by the teachers were too heavy. This problem is thus felt more in the schools having positive oriented climate. The  $\chi^2$  value obtained here suggests that the difference in the responses is significant.

#### 6. *Insufficient Library Facilities in School*

	Agreed		Undecided		Disagreed		Total
Positive	56	54.21	22	13.55	25	35.24	103
Negative	84	85.79	13	21.45	66	55.76	163
Total	140		35		91		266

$$\chi^2 = 13.542$$

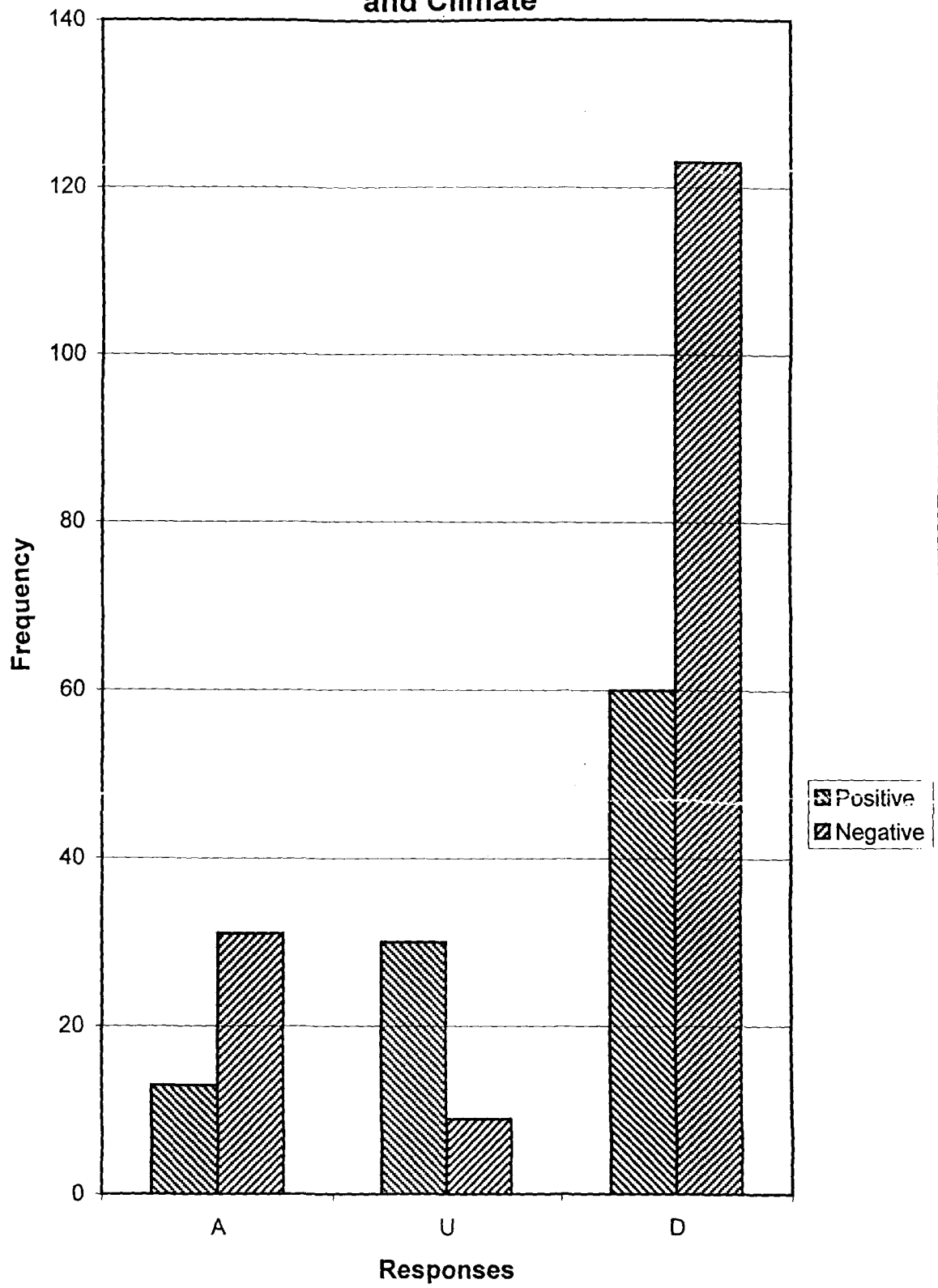
Majority of the children having a negative oriented climate reported to be facing the problem, i.e., they had insufficient library facilities in school. This problem is thus felt more in the schools having a negative oriented climate. The  $\chi^2$  value obtained here suggests that the difference in the responses is significant.

#### 7. *No Help or Encouragement from Teachers*

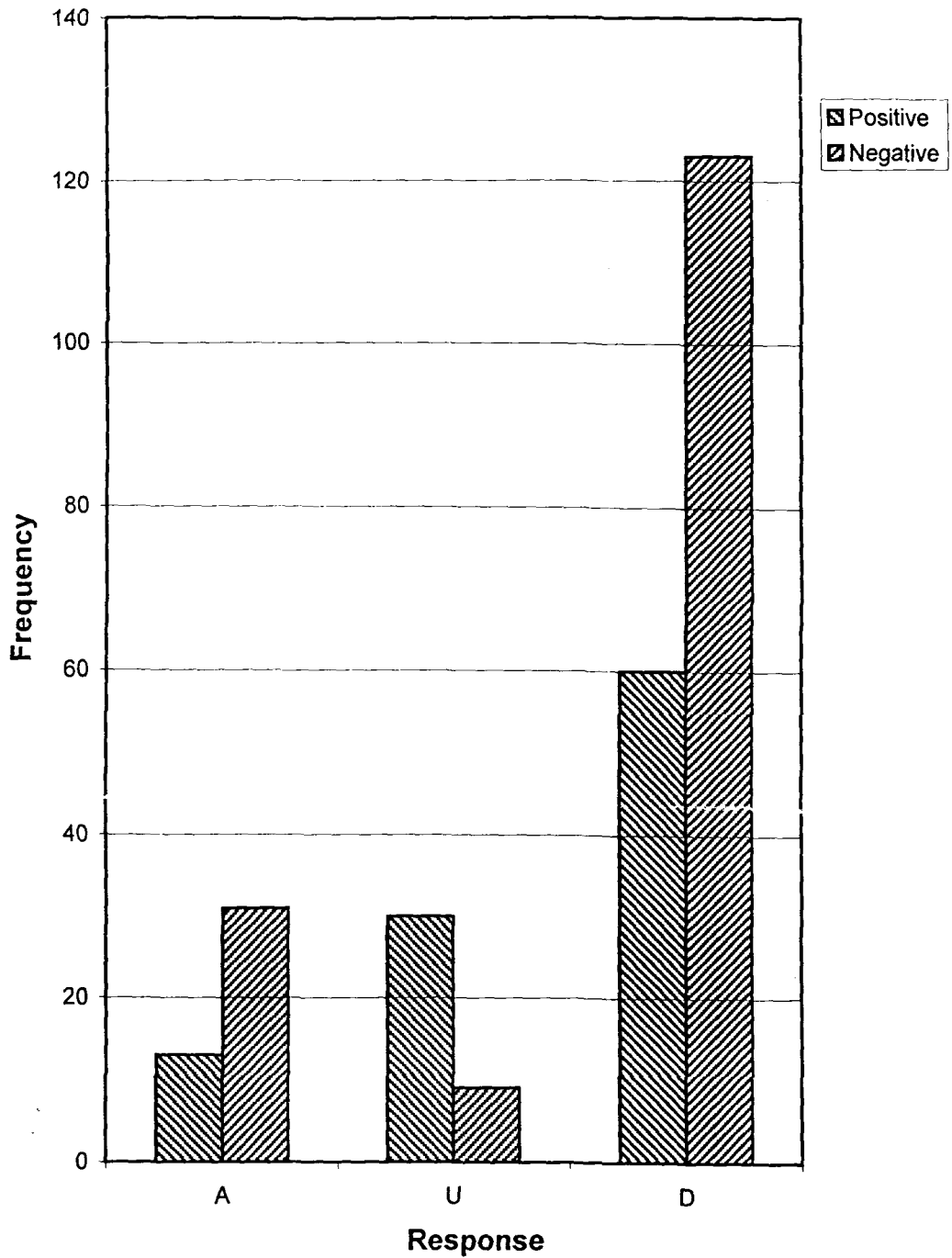
	Agreed		Undecided		Disagreed		Total
Positive	13	17.04	30	15.10	60	70.86	103
Negative	31	26.96	9	23.90	123	112.14	163
Total	44		39		183		266

$$\chi^2 = 28.264$$

### Association between Insufficient Library Facilities and Climate



### Association between Encouragement and Climate



More students from schools having a negative oriented type of climate agreed to the statement, i.e., they reported to be facing the problem, i.e., they do not get enough help or encouragement from teachers. The  $\chi^2$  value obtained here suggests that the difference in the responses is significant.

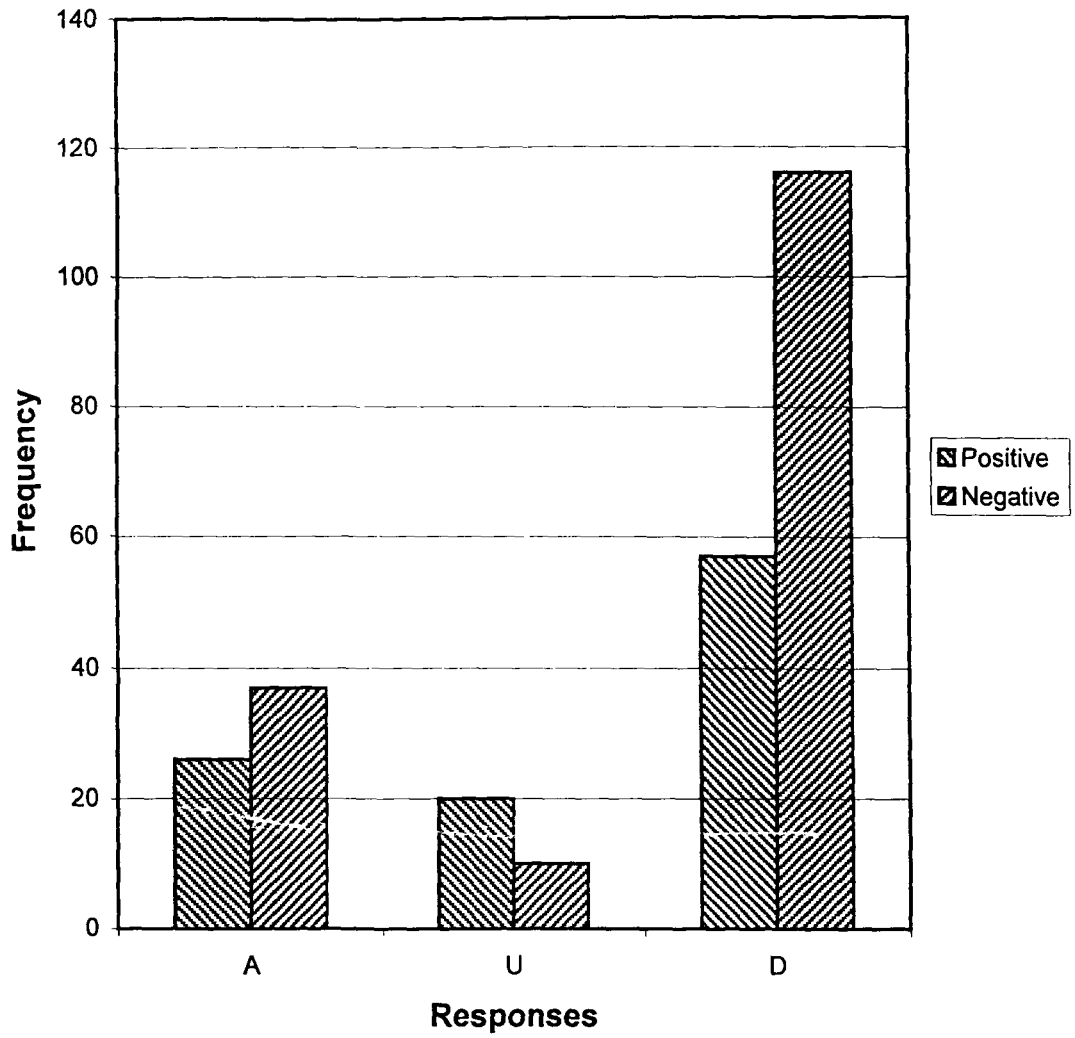
**8. No Help from Parents Concerning Studies**

	Agreed	Undecided	Disagreed	Total
Positive	26 <span style="border: 1px solid black; padding: 2px;">24.39</span>	20 <span style="border: 1px solid black; padding: 2px;">11.62</span>	57 <span style="border: 1px solid black; padding: 2px;">66.99</span>	103
Negative	37 <span style="border: 1px solid black; padding: 2px;">38.61</span>	10 <span style="border: 1px solid black; padding: 2px;">18.38</span>	116 <span style="border: 1px solid black; padding: 2px;">106.02</span>	163
Total	63	30	173	266

$$\chi^2 = 12.476$$

Majority of the students from schools having a negative oriented climate agreed to the statement, i.e., they reported to be facing the problem, they do not get enough help from their parents concerning studies. This problem is thus felt more in the schools having negative oriented climate. The  $\chi^2$  value obtained here suggests that the difference in the responses is significant.

### Association between help from Parents and Climate



## CHAPTER V

### MAJOR FINDINGS OF THE STUDY

On the basis of analysis and interpretation of data, the following major findings of the study were identified as faced by school children.

#### I. Personal Problems of the Students

As regards transportation problem to reach school, out of 266 students, 46.99 percent disagreed with the statement, 106 (39.85%) agreed with the statement and 35 (13.16%) have neither agreed nor disagreed, i.e., they reported to be undecided indicating thereby that the students did not have transportation problem to reach school.

Majority of the students, i.e., 63.91 percent were afraid of making mistakes, 27.07 percent were not afraid of making mistakes and 9.02 percent remained neutral to answer the statement.

The responses of the students revealed that 41.35 percent were lacking in leadership qualities, 30.08 percent were not lacking in leadership qualities and 28.57 percent have neither agreed nor disagreed.

The study found that 42.48 percent disagreed of having poor memory, 40.60 percent admitted of having poor memory and 16.92 percent remained neutral about the statement.

To the question whether loneliness interferes with studies, 45.86 percent disagreed with the statement, 45.49 percent agreed with it and 8.65 percent remained neutral.

## **II. Financial or Economic Problems**

Majority of the students, i.e., 51.50 percent revealed that their family had few sources of income, 37.59 percent revealed that their family did not have few sources of income and 10.90 percent remained undecided.

It was observed from the responses that 75.94 percent of students could afford to get schoolbooks and school uniforms while 19.17 percent of the students could not afford these and 4.89 percent remained neutral.

50.75 percent of students revealed that the pocket money received from parents was enough, 39.47 percent revealed that it was not enough and 9.77 percent have neither agreed nor disagreed with the statement.

The study found that 63.91 percent disagreed to the statement whether they were doing outside works to get money, 24.44 percent agreed to the statement and 11.65 percent remained neutral.

62.03 percent of students revealed that they had money to pay for private coaching charges, 28.95 percent revealed that they did not have and 9.02 have neither agreed nor disagreed.

53.00 percent of students revealed that they had money to dress like other students, 33.83 percent revealed that they did not have and 13.16 remained neutral.

### **III Educational or Academic Problems**

The study found that majority of the students, 60.15 percent had tension due to fear of failure in the examination, 27.44 percent did not have tension and 12.41 percent did not decide anything about the statement.

The study reveals that most of the students, i.e., 50.75 percent could not keep a proper study schedule, 36.09 percent could keep a proper study schedule and 13.16 percent remained neutral.

42.85 percent of students revealed that the books prescribed were readily available, 40.98 percent revealed that they were not readily available and 16.17 percent remained neutral.

To the question whether the school timetable was arranged unsatisfactorily, 59.40 percent disagreed with the statement, 25.56 percent agreed with it and 15.04 percent have neither agreed nor disagreed.

56.02 percent of students revealed that the assignments given by the teachers were not too heavy, 30.08 percent revealed that it was too heavy and 13.90 percent have neither agreed nor disagreed.

As regards library facilities in school, the study indicated that majority of the students i.e., 52.63 percent revealed that there was insufficient library facilities in school, 34.21 percent revealed that it was sufficient and 13.16 percent remained neutral.

68.80 percent of students revealed that they received help and encouragement from teachers, 16.54 percent revealed that they did not receive help and encouragement from teachers and 14.66 percent have neither agreed nor disagreed to the statement.

65.04 percent of students revealed that they received help from parents concerning studies, 23.68 percent revealed that they did not receive help from parents and 11.28 percent remained neutral to the statement.

#### **IV Social Problems**

Majority of the students, i.e., 54.89 percent revealed that they had the ability to get along well with other people, 30.45 percent revealed that they did not have the ability to get along well with other people and 14.66 percent remained neutral to the statement.

50.75 percent of students revealed that they were not shy to do anything, 36.84 percent revealed that they were shy and 12.41 percent remained neutral.

To the question whether local politics disturbed them in their studies, the study indicated that 46.24 percent revealed that it did not disturb them, 41.35 percent revealed that it disturbed them and 12.41 percent remained neutral to the statement.

49.25 percent of students indicated that they could compete and work with other students, 40.98 percent revealed that they could not work and 9.77 percent did not reveal anything.

Regarding taking part in school activities, 65.04 percent revealed that they liked to take part in any activities in school, 24.06 percent revealed that they did not like to take part in school activities and 10.90 percent remained neutral.

57.52 percent revealed that they could discuss their problems with other students, 31.58 percent revealed that they could not and 10.90 percent remained neutral.

#### **V. Health Problems**

To the question whether poor health interferes with concentration in studies, 52.26 percent revealed that it did not interfere, 40.23 percent revealed that it interfered and 7.51 percent could neither agree nor disagree with the statement.

72.18 percent of students indicated that they do not suffer from incurable diseases, 22.56 percent indicated that they suffer and 5.26 percent remained neutral.

It was found that 62.03 percent of the students could take part in sports and games because they were healthy, 31.95 percent of the students could not take part and 6.02 percent remained neutral.

A majority of them, i.e., 74.81 percent revealed that they did not have problems of less sleep and less rest, 18.05 percent revealed that they had problems of less sleep and less rest and 7.14 percent could not decide anything about the statement.

As regards the diet received at home, the responses of the students showed that most of them, i.e., 74.81 percent disagreed with the statement indicating thereby that the diet received at home was satisfactory. 34.21 percent agreed with the statement and 4.51 percent could neither agree nor disagree with the statement.

Whether there was lack of concentration in studies due to bad eyesight, 68.80 percent of the respondents disagreed with the statement, 31.20 percent agreed with it and no one was found to be neutral.

#### **VI. Problems Connected with Facilities in School**

As regards toilet facilities in school 48.87 percent indicated that the toilet facilities in school were adequate, 45.11 percent indicated that there were inadequate toilet facilities in school whereas 6.02 percent remained neutral to the statement.

Regarding drinking water problem in school, a comprehensive number, i.e., 51.50 percent revealed that they did not have this problem, 48.5 percent revealed that they had drinking water problem and no one was found in the undecided category.

More of them, i.e., 51.13 percent indicated that they had facilities for extra-curricular activities in school, 42.11 percent indicated that they did not have this facility and 6.76 percent could neither agree nor disagree with the statement.

As regards cultural activities in school, 54.51 percent of the responses showed that they had cultural activities in school, 39.10 percent of the responses showed that they had no cultural activities whereas 6.39 percent remained neutral to the statement.

To the question whether the number of pupils in the class was too large, a majority of them, i.e., 69.17 percent disagreed with the statement whereas 30.83 percent agreed with the statement.

47.74 percent of the students revealed that the teachers are not changed too much in school, 46.99 percent revealed that the teachers are changed too much in school whereas 5.26 percent remained neutral to the statement.

## **VII. Language Problems**

To the question whether the students could not express fluently in English, 49.62 percent revealed that they could not express fluently in English, 42.48 percent revealed that they could express fluently in English and 7.89 percent remained neutral.

Majority of them, i.e., 62.41 percent revealed that they could understand English properly, 37.59 percent revealed that they could not understand English properly.

54.14 percent of the respondents revealed that they did not have difficulties in studying Garo as a second language, 45.86 percent revealed that they had difficulties in studying Garo as a second language.

A majority of them, i.e., 56.77 percent of students revealed that they could *understand the teacher's style of teaching*, 29.32 percent revealed that they could not understand the teacher's style of teaching and 13.91 percent could neither agree nor disagree with the statement.

60.53 percent of students revealed that they had fluency in English, 32.71 percent revealed that they did not have fluency in English and 6.76 percent could not decide anything about the statement.

Most of the students, i.e., 52.26 percent had poor knowledge about English grammar, 36.84 percent revealed that they did not have poor knowledge about English grammar and 10.90 percent remained neutral.

A majority of them, i.e., 52.26 percent revealed that they had initiative to learn English properly although it is a foreign language, 36.47 percent revealed that they did not have initiative to learn English properly as it is a foreign language whereas 11.27 percent could not reveal anything.

### **VIII. Family Problem**

To the question whether the parents were too strict, 47.74 percent of responses showed that they were not too strict, 45.49 percent of responses showed that the parents were too strict and 6.77 percent could not decide anything about the statement.

59.02 percent of students revealed that the interference by relatives was not too much, 34.21 percent revealed that the interference by relatives was too much and 6.77 percent remained neutral.

A majority of them, i.e., 70.30 percent of students revealed that there was no frequent quarrelling at home, 23.31 percent revealed that there was frequent quarrelling at home and 6.39 percent could not reveal anything.

A majority of them, i.e., 71.81 percent of students revealed that illiteracy of family members did not cause them unhappiness, 28.19 percent revealed that illiteracy of family members caused them unhappiness.

Whether more attention was paid to other brothers and sisters, 65.41 percent disagreed with the statement, 27.07 percent agreed with the statement and 7.52 percent neither agree nor disagree with the statement.

To the question whether there was hindrance due to too much of comforts and luxury, a comprehensive number, i.e., 69.92 percent disagreed with the statement, 19.17 percent agreed with the statement and 10.90 percent could neither agree nor disagree with the statement.

## **MAJOR FINDINGS OF THE STUDY RELATED TO ORGANISATIONAL CLIMATE**

### **A. Comparison of the Responses of Teachers Between Government, Private and Deficit Schools**

Comparison of the responses of teachers between government, private and deficit schools on the dimension 'Disengagement' reveals that there was no significant difference between the responses of teachers between government and private schools and between government and deficit schools. But there was a significant difference on the climate dimension 'Disengagement' between private and deficit schools. Thus teachers from private schools feel that significantly more task burden is felt by them as compared to deficit school teachers.

Comparison on the responses of teachers from government, private and deficit schools on the dimension 'Alienation' indicates that there was no significant difference between government and private schools, between government and deficit schools and between private and deficit schools.

Comparison of the responses of teachers from these three categories of schools on dimension 'Esprit' indicates that there was no significant difference between them.

Comparison on the responses of teachers from the three categories of schools on dimension 'Intimacy' indicates that there was significant difference on the climate dimension Intimacy between government and private schools. Teachers from government schools feel that significantly more intimacy is felt by them as compared to private schools. But there existed no significant difference between private and deficit schools and between government and deficit schools.

Comparison of the responses of teachers from the three categories of schools on dimension 'Psycho-physical hindrance' do not show any significant difference between government and private schools, between private and deficit schools and between government and deficit schools.

Comparison of the responses of teachers from the three categories of schools on dimension 'Controls' between government and private schools and between private and deficit schools do not show any significant difference. But a comparison between government and deficit schools shows a significant difference indicating that the teachers from government schools feel that significantly more control is felt by them as compared to deficit schools.

Comparison of the responses of teachers from the three categories of schools on dimension 'Emphasis' indicates that teachers from government schools feel that significantly more Emphasis is felt by them as compared to private schools. But there was no significant difference between private and deficit schools and between government and deficit schools.

Comparison of the responses of teachers from the three categories of schools on dimension 'Humanised Thrust' between government and private schools, between private and deficit schools and between government and deficit schools do not show any significant difference.

**B. Comparison of the Responses of teachers between Co-educational, Boys and Girls Schools**

Comparison of the responses of teachers from the three categories of schools on dimension 'Disengagement' indicates that teachers from co-educational schools feel that significantly more task-burden is felt by them as compared to boys school. The teachers of boy's school feel that significantly more task-burden is felt by them as compared to girl's school. The teachers of co-educational school feel that significantly more task-burden is felt by them as compared to girl's school.

Comparison of the responses of teachers from the three categories of schools on dimension 'Alienation' indicates no statistical significance between co-educational and boys school, between boys and girls school and between co-educational and girls school.

Comparison of the responses of teachers from the three categories of schools on dimension 'Esprit' do not show any significant difference between co-educational

and boys school. Teachers of boy's school feel that significantly they feel more Esprit is felt by them as compared to girl's school. There existed no significant difference between co-educational and boys school.

Comparison of the responses of teachers from the three categories of schools on the dimension 'Intimacy' do not show any significant difference between co-educational and boy's school and between boys and girls school. Teachers of co-educational schools feel that significantly more intimacy is felt by them as compared to girl's school.

Comparison of the responses of teachers from the three categories of schools on dimension 'Psycho-physical hindrance' do not show any significant difference between co-educational and boys school. Teachers of boy's school feel that significantly more hindrance is felt by them as compared to girl's school. Teachers of co-educational school feel that significantly more hindrance is felt by them as compared to girl's school.

Comparison of the responses of teachers from the three categories of schools on dimension 'Controls' do not show any significant difference between co-educational and boys school and between co-educational and girls school. Teachers of boys feel that significantly more control is felt by them as compared to girl's school.

Comparison of the responses of teachers from the three categories of schools on dimension 'Production Emphasis' do not show any significant difference between co-educational and boy's school and between boys and girls school. But the teachers of co-educational school feel that significantly more emphasis is felt by them as compared to girl's school.

Comparison of the responses of teachers from the three categories of schools on dimension 'Humanised Thrust' do not show any significant difference between co-educational and boys school and between co-educational and girls school. But the teachers of boy's school feel that significantly more thrust is felt by them as compared to girl's school.

## **TYPES OF ORGANISATIONAL CLIMATE**

Schools in the area were grouped on the basis of positive and negative climate and the results show only fewer schools came under the category of positive climate, i.e., open, autonomous and familiar climates. Most of the schools have been classified as having negative oriented climate, i.e., paternal, controlled and closed climates.

All these explorations reveal that majority of the schools in West Garo Hills district are not providing stimulating environment to the students studying there.

The interaction potential in most of the schools is very low and the headmasters of these institutions are lacking in leadership. Such an environment is not congenial for the growth and development of the students.

The teachers working in these schools do not get proper environment for their professional growth.

A suitable climate does not exist in majority of the schools and the pupils are not made to feel free and innovative in learning.

Ample opportunities are not provided to the students studying in these schools and so they are backward or underdeveloped in many aspects.

The students are facing a quite a lot of problems or difficulties in the schools having negative oriented climate and special efforts are needed to overcome them so that the students can join the mainstream of activity.

In order to make education attractive and meaningful for the students, all the unfavourable conditions prevailing in the schools should be removed. The atmosphere should be good with physical comforts where the classes are to be held.

The effectiveness of the headmaster of school is found to be a significant predictor of school climate.

This study also indicated that school climate is related with student performance, teachers satisfaction, school and headmaster's effectiveness, leadership behaviour of the headmaster and many other variables.

It has been found from the study that open climate is the best type of climate which provides an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. Thus

very few schools in the study were having an open climate characterised by functional flexibility.

The study also reveals that closed climate is the type of climate which is characterised by functional rigidity with a high degree of apathy on the part of all members of the organisation. This climate thus lacks authenticity of behaviour.

The schools in West Garo Hills district do not have one category of climate exactly but the schools are having a combination of many categories of climate. The investigator has thus divided the climates into two types, i.e., positive oriented climate and negative oriented climate.

## ASSOCIATION BETWEEN EDUCATIONAL PROBLEMS WITH THE ORGANISATIONAL CLIMATE

It has been found from the study that majority of the schools in West Garo Hills District are having a negative oriented climate.

The schools with negative oriented climate are having more educational problems. Students studying in these schools are facing a lot of educational problems and they are listed below –

- (a) Students have tension due to fear of failure in the examination,
- (b) They cannot keep a proper study schedule,
- (c) The books prescribed for them are not readily available,
- (d) The school time table is arranged unsatisfactorily for them,
- (e) They have insufficient library facilities in school,
- (f) They also do not get enough help from parents concerning studies,
- (g) They do not get enough help or encouragement from teachers as well

All the above problems are felt more in the schools having a negative oriented climate.

It has also been found that majority of the students from schools having a positive oriented climate also reported to be facing the educational problem, i.e., the Assignments given to them by teachers were too heavy.

It has also been found that the two attributes, i.e., educational problems and the organisational climate have high degree of association with each other.

Comparison of schools under negative organisational climate and positive organisational climate showed that a significantly larger number of children from negative oriented climates reported the presence of a large number of problems.

## CHAPTER VI

### DISCUSSION OF FINDINGS AND THEIR IMPLICATIONS

In this chapter, the discussion of findings and their implications are presented. The findings are based on the analysis of data presented in the fourth chapter.

The present study reveals a number of personal problems faced by the students.

With respect to the question regarding transportation, the majority denied facing any such problem. An in-depth analysis would indicate that this was true due to the following reasons. Most of the high schools provide transportation facilities to the students, besides a large majority of the students belonging to economically well-placed families have private transportation and finally most of the schools are located within the purview of the city bus service.

A small minority, however, felt that transportation was a major drawback. Those students belonging to the economically deprived class hail from remote areas where no city bus services are available and where schools do not provide these facilities and whose parents are in no condition to provide private transportation.

Another important problem highlighted by the study is a wide spread fear-psychosis faced by the students. They were afraid of making some mistakes. The reasons are both personal and social. Parental pressure, which places a high premium on achievement, coupled with the competitive spirit of modern society.

The study further revealed that lack of leadership qualities was another major personal problem faced by the students. Most students had not been exposed to extra-curricular activities which helped build leadership qualities. Besides there was inadequate career and guidance counselling services provided. Thus the all round development of the students was impaired.

An interesting personal problem highlighted by the study is “poor memory”. The students were divided in their opinion with 42.48 percent disagreeing that it was not a problem and 40.60 percent agreeing that it was a problem. The factors responsible for “poor memory” include a lack of stimulating environment, coupled with inadequate study materials.

Finally, a major psychological drawback faced by the students is loneliness. The students lack the necessary parental guidance and encouragement. They are often violated in their educational aspirations leading to a lot of mental tension and instability.

In response to the questions about economic problems, the majority of the students felt that there were few sources of family income. Parental pressure to augment

the family income results in a lot of school dropouts. However, in a subsequent analysis, most of the students felt that in spite of the economic drawbacks, they were adequately provided with text books and school uniforms. This would imply that the educational institutions have taken the initiative in providing meritorious students with the requisite facilities, which include scholarships and stipends.

The students were divided in the opinion regarding the adequacy of pocket money. 50.75 percent revealed that the money was enough and 39.47 percent revealed that it was not enough. Students hailing from rural areas lack adequate pocket money while the urban students have more than their share.

The responses to a question whether the students were supplementing their pocket money with odd jobs. The majority replied in the negative. Therefore it could be assumed that either money was sufficient or if inadequate, students preferred to do without it.

An interesting aspect revealed in the study regarding economic problems faced by the students is that a comprehensive number of students indicated that they had adequate funds for private tuition. This is largely due to scholarships provided by the educational institutions.

Finally a great majority of the students asserted that they were well provided with money to adopt the latest trends in clothing and fashion. However, a small minority of students faced the problem.

An in depth study of educational and academic problems of the students revealed that the students underwent acute tension due to fear of failure in the examinations. This is mainly due to lack of preparedness, the over-burdened examination system and overloaded syllabus.

The study further highlighted the fact that a majority of students could not keep a proper study schedule. Most students are not systematic and organised in their approach towards studies. Domestic chores take away much of the study time allotted to the students. This is more so in the case of female students who have to necessarily help around the house.

As regards the availability of study materials and textbooks, the study revealed a mixed response amongst the students. The statistical findings revealed that textbooks were available to a large number of students. However, there were also some students who faced the problem. Students from economically well placed backgrounds could afford to procure the textbooks. Students from financially deprived families were unable to do so. It was also found that the libraries were not well stocked with adequate academic materials.

The study underlined the fact that school time-table was by and large arranged satisfactorily. Educational institutions take great pains to arrange time-table in such a way that there is maximum utilisation of time, keeping in mind the needs, abilities and aptitudes of the students.

Surprisingly the study revealed that to the majority of students, the work load given by teachers was not too heavy. Trained teachers keeping in mind the aptitude of the child take pains to avoid over-burdening the child with too much of workload. Much of the academic schedule is completed in class. Homework is thus comparatively light.

The study revealed that a majority of the students felt that the Library facilities provided by schools was insufficient. This implies that the infrastructure provided by the administrators was inadequate. A growing trend among a certain section of educators to depend on secondary sources such as notes, study aids, etc. rather than primary sources such as textbooks has proved detrimental to the students.

In response to the question whether the students found the teachers helpful, the majority replied in the affirmative. This is mainly due to the fact that educational institutions insisted on trained teachers equipped to meet the needs of the students.

Finally, it was found that parents were helpful and encouraging towards their children. Most parents were found to take an active interest in the educational activities of their children. This is due to a wide level of awareness amongst the older generation regarding the value of education.

### **Health Problems**

The study revealed a close relationship between health factors and educational pursuits. In response to the question regarding the co-relation between poor health and

education, the response from the students was varying. 52.26 percent of students felt it did not interfere while 40.23 percent felt that it interfered. This would indicate that the students were adequately supplied with a well balanced diet.

An important aspect revealed by the study is that a relatively small minority of students suffered from incurable diseases. The majority enjoyed good health. This is largely due to the free medical health services provided by government organisation and voluntary services of non-governmental organisations.

The study further revealed that to a great majority of students, health factors were no impediment to good performance in sports.

Further, a positive trend revealed by the study is that majority of students did not suffer from less sleep and less rest syndrome. This would indicate a well regulated life style and adequate nourishment provided to the students.

The study underlined the fact that only a small percentage of students suffered from health related problems like lack of concentration due to poor eyesight.

Finally, a great majority of respondents emphasised that the diet supplied at home was satisfactory. This is mainly due to a greater awareness among parents and guardians regarding the nutritional requirements of growing children. It may be mentioned that

specific to Garo Hills, most parents and guardians of the respondents are engaged in agriculture and horticulture and thus are in constant touch with nutritional value factors.

The questions relating to family problems knocked a mixed response from the students. Regarding “strictness in parental discipline”, 47.74 percent felt that it was not a major problem while 45.49 percent felt that it was a major problem. The strictness in parental discipline is often due to orthodox percentage. On the other hand, students hailing from liberal background do not face the problem. A small minority belonging to broken homes with other related problems enjoyed total freedom from discipline. It may be also mentioned that boys enjoyed relative freedom from discipline compared to girls.

The inquiry into family problems faced due interference by relatives yielded interesting results. The majority of students disagreed with the statement indicating thereby an understanding clan relationship, which in no way hampered the nuclear family. A related question regarding quarrels in the family came up with positive replies. The majority denied the problem equivocally. A small minority, however, agreed.

In the close knit Garo society personal problems are often shared by the entire clan thereby discouraging family quarrels.

The study into language factors affecting students revealed that a great majority felt that lack of fluency in English was a great impediment to the learning process. The reasons are not far to seek. A great majority of students come from rural background

where the mother-tongue is the prevalent language. An important factor underlined in the study is that while students often understood spoken English, they were unable to express themselves spontaneously.

In response to a question specific to Garo Hills as to whether the students encountered any difficulty in studying Garo as a second language, the response was mixed, i.e., 54.14 percent disagreed and 45.86 percent agreed to the statement. This could be due to the factor that to the greater majority of students, Garo was the mother tongue and to the rest Garo was the elective subject.

Regarding the methodology of teaching, the majority of respondents felt that the teacher's style of teaching was satisfactory. This is largely due to induction of trained teachers at the high school level.

A factor highlighted by the study is that poor knowledge about English Grammar was a major drawback. This is generally due to poor language foundation at the primary level. The study further underlined the fact that initiative to learn English was not lacking amongst the students. The majority of student's felt that English was vitally essential since it greatly enhanced one's career prospects. The study also indicated that language barrier was a major handicap to proving one's potential. Inadequate language often led to inadequate communication skills and consequent loss of self-confidence among the students.

The study into the social problems faced by students highlighted an encouraging trend. The majority of the students felt that they had the ability to get along with their classmates. This is mainly due to the fact that irrespective of class distinctions, students had the capacity to mix and interact. The parental, educational and societal bodies having largely contributed to an atmosphere of friendship, harmony and peaceful coexistence. In a subsequent analysis, it was found that the students did not suffer from the problem of habitual shyness. They were frank, free and at ease with their classmates.

The study further revealed that the students were mixed in their replies regarding the intrusion of politics and political activities in their academic pursuits. Some students felt that politics had vitiated academic life. Politicians were often in search of youth support for their party ideologies. Others who preferred to concentrate only on purely academic pursuits did not feel disturbed by the political menace.

Another major finding of the study is that majority of the students took part in extra-curricular activities. Educational institutions encouraged youth camps, NCC, Scouts and Guides and other youth movements in keeping with the concept of a sound mind in a sound body.

Finally, the study underlined that the students did not face problems of isolation and loneliness. They could and did discuss their personal problems with friends, teachers and guardians. This is mainly due to peer group, parental and societal support. Religious bodies also lent moral and mental support to children.

### **Problems Connected with Facilities in School**

The study revealed infrastructural problems of educational institutions. Unclean toilets, lack of drinking water are some of the problems faced by students in some schools. A large number of students, however, do not face this problem since mainly educational institutions set a premium on health and sanitation.

The study further underlined the fact that extra-curricular activities were part and parcel of the school curriculum. A majority of students enjoyed outdoor activities like sports and games, hiking and camping, etc. Educational policy includes an all-round development of the child. A subsequent analysis of the study revealed that the students were well entranced in the cultural life of their society. A majority of students felt that they had adequate scope for cultural activities. Maintaining the cultural identity is an important factor in the larger interests of the society. Preservation and conservation of culture is of utmost importance and educational institutions give it due recognition.

An important aspect revealed by the study relates to whether the number of students in the class is too many. The majority of respondents felt that it was not so. Teachers believe in giving individual attention to students. Therefore number of students in classes is deliberately kept small to facilitate the teaching-learning process.

Finally, the students were mixed in their response to whether the teachers are changed too frequently in schools. 46.99 percent agreed and 47.74 percent disagreed with the statement. Permanent teachers are less liable to change jobs while part-time teachers

are often on the move in search of better prospects. The too frequent change of teacher's hampers the learning process. Students have to adjust with new teachers who may have widely differing teaching methodology.

### **Organisational Climate**

The establishment of an appropriate organisational climate has been recognised as one of the functions of administration, perhaps because it is the organisational climate of a school which determine to a large extent its tone and performance.

A number of significant implications emanate from the foregoing findings and they are given below:

The only immediate practical help that this study might be to a school administrator is to point out to him that the school organisation does have an effect upon the achievement of students. So the organisation must be thought of in terms of a total unit of interdependent dimensions and positive oriented climate must be strengthened.

It may also be indicated that those dimensions of behaviour which have negative correlations with students achievement, i.e., which affect the achievement index of school adversely such as "Disengagement", "Hindrane", "Alienation" should be discouraged, while the dimensions positively correlated with students achievement such as "Espirit", "Thrust", "Intimacy" should be strengthened.

The present investigation has shown that the organisational climate of a school significantly affects the output in terms of student's educational problems. "Open", "Autonomous" and "Familiar" climates are the best and positive oriented climates in this respect while "Controlled", "Paternal" and "Closed" climates has adverse effect on students educational problems. Therefore the administrator of a school must try to strengthen those dimensions of behaviour (i.e., "Espirit", "Thrust", "Consideration") which create open climate and should try to discourage or minimise the intensity of those dimensions of behaviour (i.e., "Disengagement", "Hindranc", "Aloofness", "Production Emphasis") which strengthens the closed type of climate.

The study provided empirical evidence of climate alternatives, which can be used by administrators to help them determine the kind of climate that should be established in the school. It is believed that analysis of the climates of educational systems is essential in the hope of providing a better basis for better teaching-learning.

This investigation has shown that out of the ten schools taken up for study, six schools falls under the negative oriented climate, i.e., Controlled, Paternal and Closed. And only four schools falls under the positive oriented climate, i.e., Open, Autonomous and Familiar. The study has also shown the adverse effects of the negative oriented climates where the students faces various types of problems. Therefore the administrators as well as teachers must be trained in such a way so that they can move their schools towards "Open" climate which is the best climate for teaching-learning and professional growth.

The study has shown that majority of the students are having negative oriented climate which is not good for competent and efficient teaching-learning and where the students and teachers are facing diverse problems. Therefore in the light of the study the administrators may be advised to move their schools towards positive oriented climate.

The trend of organisational climate of the ten high schools revealed that in West Garo Hills district, a high percentage of teachers perceived their schools as having negative oriented climate, which indicated that in those schools leadership followed only in one direction, i.e., from the headmaster.

Baylay (1957), Pace (1965), Stern (1970) and others also view environment as a powerful determinant of behaviour. Sharma (1969), Sharma, Buch and Rai (1971), Mubayi and Sharma (1971) found that schools differ in terms of their climates (environment). Sharma (1971) found that students' academic performance has significant relationship with school climate. Sharma and Santhanam (1971, 1972) studied relationship of school climate with classroom teacher behaviour. Sharma and Quraishi (1972) explored into relationship between school climate and teachers' morale. Sharma (1973) and Sharma and Parham (1973) studied relationship between school climate and initiating in structure behaviour and 'consideration behaviour' of school headmaster respectively. Sharma (1972) studied school climate in relation with leadership behaviour of the headmaster. Sharma (1975) also studied relationship of school climate with school effectiveness, principal effectiveness and teacher satisfaction along with other variables. Sharma (1974) found headmaster's effectiveness as significant predictor of school

climate. Sharma (1973) conducted replication study on the Organisational Climate Description Questionnaire (OCDQ) (Halpin and Crofts, 1963) along the lines of its originators and found new dimensions of climate and developed model profiles for Indian schools.

Studies referred above have indicated that school climate is related with students performance, teachers satisfaction, school and headmaster effectiveness, leadership behaviour of the headmaster and many such other variables. The present study also revealed the same problems.

The study revealed that teachers of private schools felt significantly more task burden when compared to deficit schools as the teachers of private schools falls under the climate dimension Disengagement, which is not a congenial dimension. Teachers of private schools thus pull in different directions with respect to the task at hand.

The present study revealed that teachers of government schools felt significantly more intimacy when compared to private schools indicating that this dimension, i.e., 'intimacy' is a congenial and positive dimension. Thus the teachers of government schools enjoyed friendly social relations with each other.

The study revealed that teachers of government schools felt significantly more 'Controls' when compared to deficit schools. Thus in government schools, the principal's behaviour can be characterised as bureaucratic and impersonal in nature although task

oriented. But he tried to raise the degree of effectiveness and efficiency by helping the group work towards the common goal by providing adequate operational guidance and secretarial services. The study further revealed that teachers of government schools felt significantly more Emphasis when compared to private schools.

The study underlined the fact that teachers of co-educational schools felt significantly more task burden when compared to boys school, teachers of boys school felt significantly more task burden when compared to girls school and teachers of co-educational schools felt significantly more task burden when compared to girls school as these schools falls under the climate dimension 'Disengagement'. Thus the intensity of this dimension of behaviour should be discouraged or minimised so that the teachers get sufficient freedom and there is free flow of thoughts and expression of both the teachers and students.

The study indicated that teachers of boys school felt significantly more 'Esprit' when compared to girls school. This indicated the fact that teachers of boys school felt that their social needs were being satisfied and that they were at the same time enjoying a sense of accomplishment in their job. Thus the administrator of a school must try to strengthen this dimension of behaviour.

The study revealed that teachers of co-educational schools felt significantly more 'Intimacy' when compared to girls school. It thus refers that the teachers of co-

educational schools enjoyed a friendly social relation with each other. The teachers social needs were satisfied but it was not necessarily associated with task-accomplishment.

The study further revealed that teachers of boys school felt significantly more 'Hindrances' when compared to girls school. Teachers of co-educational schools also felt the same when compared to girls school. Thus there was a feeling amongst the teachers of these schools that the headmaster burdened them with routine duties, management demands and other administrative requirements which the teachers considered as unnecessary. Teachers of these schools also perceived the headmaster as highly dictatorial in his behaviour. Thus the administrator of a school must try to discourage this dimension of behaviour.

The study underlined the fact that teachers of boys school felt significantly more 'Controls' when compared to girls school. Thus in boys school the headmaster's behaviour was bureaucratic and impersonal in nature, although task-oriented, the extent to which he tried to raise the degree of effectiveness and efficiency, he helped the group work towards the common goal by providing adequate guidance.

It is revealed from the present study that teachers of co-educational schools felt significantly more 'Emphasis' when compared to girls school. Thus the teachers of co-educational schools felt that the behaviour of the headmaster of their schools was characterised by close supervision of the staff. The Headmaster was highly directive and

played the role of a boss. His communication tended to go only in one direction and he was not sensitive to feedback from the staff.

The study further revealed the fact that teachers of boys school boys school felt significantly more 'Thrust' when compared to girls school. This indicates that teachers of boys school felt that the behaviour of the headmaster of these schools was marked by an attempt to motivate the teachers through personal example. The behaviour of the headmaster, though unmistakably task oriented, was at the same time characterised by an inclination to treat the teachers of his school humanly and tender heartedly. The headmaster attempting to do something extra for the teachers in humanistic terms and consequently his behaviour was viewed favourably by the teachers.

The study underlined the fact that the two attributes, i.e., educational problems and organisational climate have high degree of association with each other. Comparison of schools under Negative Organisational Climate and Positive Organisational Climate showed that a significantly larger number of children from negative oriented climates reported the presence of a large number of educational problems such as tension due to fear of failure in examination, the students could not keep a proper study schedule, the books prescribed for the students were not readily available, the school time was arranged unsatisfactorily, assignments given by teachers were too heavy and insufficient library facilities in schools. This is because in negative oriented climate, the enthusiasm of the teachers and the students gets curtailed. Thus the principal must encourage a good relationship between him and the teachers, the teachers and the pupils. There must be a

good rapport between the principal, teachers and the students. The school climate must be made democratic in nature where the free and uninhibited expression of both the pupils and teachers are encouraged.

Overall we can assume that students and teachers from schools with positive organisational climate face fewer problems when compared to school with negative organisational climate. It will thus be the responsibility of the school administrators, namely the principal and the teachers to develop and evolve most suitable climate so that the pupils are made to feel free and innovative while learning. A climate, which is most congenial to the group, has to be made where the pupils will have ample opportunities to learn and improve their problems. The schools should thus provide a stimulating environment to the students.

The study also revealed that the interaction potential in most of the schools in West Garo Hills district is very low and the headmasters of these institutions are lacking in leadership qualities. Such an environment is not congenial for the growth and development of the students. At the same time the teachers working in these schools also do not get improper environment for their professional growth.

The study also revealed the fact that students studying in schools with negative organisational climate could not bring out their best in the field of education as they were devoid of many facilities in these schools. Their hidden qualities thus remained suppressed and their potentials could not be appreciated to the fullest extent.

## **CHAPTER VII**

### **SUMMARY OF FINDINGS AND CONCLUSIONS**

The present study has analysed the Educational Problems of High School Students in West Garo Hills District in relation to the Organizational Climate of Schools. In the first Chapter, the background of the study which included the description of the study in terms of the need and importance of the study, its objectives, scope and limitations have been presented. The second Chapter constituted a brief review of the researches related to the study, which revealed the findings on educational problems in India and other countries in the world and also the findings related to organisational climate of schools. In the third Chapter, the methods and procedure adopted for the study have been described. In the fourth Chapter, the analyses of the data pertaining to problems of high school students of West Garo Hills district, organisational climate in high schools of West Garo Hills district and an association between educational problems with the organisational climate was presented. In the fifth Chapter, the major findings of the study have been discussed. Discussion of findings and their implications have been presented in Chapter Six.

The present Chapter, i.e., Chapter Seven, deals with the summary of the findings.

Education is regarded as the most significant instrument for development of the individual as well as for the development and progress of the society. Through development of knowledge, skills, attitudes and values, education helps not only in furthering the material well being of the individuals but also enables to adjust to the changing situations and also to contribute to the development and progress of the society.

Education helps to make the thinking, understanding and attitude of the citizens, comprehensive, wide, scientific and objective. It enables to solve multitudinous problems and bear responsibilities as a healthy and cultured citizen.

The need for the present study was felt because in West Garo Hills district, we are confronted with a large number of problems pertaining to the system of education at different levels that need to be solved amicably.

In the existing system of education, both teachers and students are engaged in undergoing the formalities of the prescribed curriculum and are ignorant with regard to the aims and objectives of education. Aimless education, is, generally mechanical in nature and fails to give birth to new ideas, originality and creativity. Thus the teachers and students approach to education should be objective-centred. This would enable to develop a healthy, positive and broad outlook in the future citizens and bring about a desirable change in their attitude and behaviour.

To get education on equal footing is everybody's right in a democracy and hence should have full opportunity to develop his mental faculties. In this the interests of minorities, backward classes and deprived sections of the community need special protection. Thus people living in hills, rural areas and remote places need great attention. Facilities of scholarship, books assistance and freeship etc. should exist for poor but meritorious children in schools and colleges. There is a need to devise ways and means to identify the talent and help it grow to its full stature without economic impediments and hurdles. Rich persons and philanthropists should also contribute generously towards education and help the students in all possible ways.

There is erosion of good and healthy human relations in educational institutions and ultimately the student world suffers. There is an urgent need to check these unhealthy tendencies. Ways and means are to be devised to raise the standards of educational institutions. In a democratic system, education should aim at the formation of upright, enlightened and dutiful students. In this task of reconstruction, the role of teacher is of prime importance.

These days our constant worry is fall in educational standards at all stages of education. There is no denying the fact that the structure and system of education affects its quality and standard. Though in a democracy to get proper education is the right of every citizen, but it is neither economically feasible as well as viable to provide all facilities to everyone. There is a need to establish proper correlation between quantity and

quality meaning thereby development and improvement. This would help to raise the quality and standard of education which is the need of the hour.

In this connection, talent is to be properly identified and developed to the full. Backward and poor but talented children should get all possible facilities. Kothari Commission 1966 had suggested establishing a Central testing Organisation (CTO) for the selection of talented and meritorious students to be admitted in higher classes. Side by side, the environment of educational institutions should be made healthy, attractive and conducive to the growth and development of the child. Similarly, teaching community can contribute a lot in this matter. Apart from this, curriculum, textbooks, methods of teaching, examination system etc. need proper orientation and change. At higher levels, research work should be of a high order. The need of the hour is to develop a healthy and positive attitude and foster a right type of awareness with regard to education.

It is due to poor environment of institutions that a large number of children either dropout or fail and with the passage of time replace into illiteracy. To overcome this problem, the atmosphere of schools should be made healthy and attractive with adequate facilities and curriculum should be made lively and interesting. Education should be based on child psychology, life experiences and play. The behaviour of the teacher should be full of love and sympathy.

Students should be encouraged to participate actively in co-curricular programmes. Similarly, curriculum and examination system needs suitable changes. All

this would result in raising of standards. No educational system can rise above the level of its teachers. Therefore, there is an urgent need to lay special emphasis on the qualitative improvement of teachers.

The problem of medium of instruction is a controversial matter. It is true that through the medium of mother tongue, students are able to express themselves better. But in high schools, English is much in vogue. This creates difficulty in teaching and study. Whatever is available in the shape of translation is inadequate and is unable to serve the purpose. Thus there is a need to develop good dictionaries in regional languages. Specialised English teachers should be entrusted with the task of teaching English.

Highly qualified, experienced and trained teachers should be appointed at the high school level on the basis of merit. Efforts should be made to make the job honourable and attractive.

These days, educational institutions mostly suffer from an attitude of indifference. Teachers, students, guardians and administrators show carelessness in their work. The attitude of the teacher is that of pessimism. Local politics is having an adverse effect on students. Things are deteriorating day-by-day. Remedy lies in the fact that all should act with a spirit of co-operation, courage and sacrifice. The educational system needs vitalisation at all levels.

Nowadays schools are not careful with regard to the physical development of the students. Some of the educational institutions do not have playgrounds and other games material. Regular games facilities are not available. Institutions also fail to organise other health programmes. Facilities of first aid, services of doctors and dispensaries are absent. Authorities should pay due attention to this aspect of the problem. Apart from good health, games develop a spirit of co-operation, corporate life and sportsmanship among students. Care is not taken to organise co-curricular activities on an adequate basis. For all round development of a child's personality, there is need to provide opportunities of working together. Hostel, library, playground, tours, student union, debates, seminars, functions and other cultural programmes help to develop corporate life among students. They should be organised in educational institutions at regular intervals.

One of the defects of the present system of education is inadequate supervision and inspection. Authorities are negligent towards it. Their slackness amounts to inefficiency. Inspection system should be of a routine nature. Authorities should pay attention and carry out suggestions. Supervision should be regular and effective. Inspectors should perform their duties properly. It should result in improving quality and standard of education.

Adequate guidance and counselling facilities should be made available to the students and for this, Psychological Centres and Guidance Bureau's should be established in each district. The administration should make provision for appointing career masters

and guidance officers in schools. The teachers should also extend all possible help in the matter.

Methods of teaching too need improvement. Examination system requires overhauling. Comprehensive approach to evaluation should be implemented. School environment should be healthy and congenial for study. Teachers should be granted enough freedom with adequate facilities. Proper use of audio-visual materials would go a long way in orienting teaching on healthy lines.

Generally, teachers as well as students suffer from shortage of finance. Teachers do not get their salaries regularly. This creates disinterestedness and ultimately affects efficiency, with the result that, discipline and administration becomes loose. This compels teachers to seek part-time jobs. They resort to tuitions. It is the duty of the government and the community to strengthen the economic condition of institutions by providing adequate recurring and non-recurring grant-in-aids on liberal basis for meeting the expenditure on staff, building, scholarships, library, laboratory, hostel and playgrounds etc.

There is a need to provide the students training of efficient citizenship from the very beginning. Today, there is leadership crisis amongst students. For meeting the need of healthy citizens, proper discipline and training for leadership is essential. This would strengthen democratic system and make progress in all walks of life.

In a democracy, the chief aim of education should be all round development of a child's personality. This includes his physical, mental, moral, intellectual and academic development. The main task of the teacher is to present a healthy environment and make students free to take up creative activities according to their interests. Nothing should be thrust upon them. This will help to put their creative powers to proper use and thus develop their personality on right lines.

Teaching should proceed systematically in a psychological and interesting way. The number of students should be adequate in the class. The teacher should understand their problems and try to solve them in an amicable manner.

There is an urgent need to change the examination system. It should be based on continuous evaluation. Progress report of each student should be prepared on the basis of daily work. Cramming should be discouraged. The parents and guardians should also be kept in constant touch with the progress of the students.

Educational causes have a direct bearing on the atmosphere, facilities and quality of education being imparted in an educational institution. It depends upon the physical facilities in the shape of building, garden, playground, furniture, equipment and other material, and properly qualified and experienced teachers etc. If the atmosphere of the school is not healthy and congenial, teachers not painstaking and sincere and provide no freedom to the students, seating conditions poor, teacher-pupil ratio inadequate and

attitude of authorities indifferent, the quality of teaching will be poor resulting in much wastage. There is need to make improvement in the situation.

Poverty and ignorance of parents are other problems of students. Parents and guardians fail to arrange for fees and books etc. They compel children to stay at home and work with them in the fields. Due to illiteracy, they are guided by immediate gains. This leads to great wastage. Steps should be taken to make improvement in the situation by creating awareness among the parents, guardians and students. They should be made to realise the importance of education and benefits accruing from it. School timings should be adjusted according to the needs of the locality. Poor but meritorious student should get financial help on liberal basis.

A large number of social ills can be removed with the help of education, for example, superstition, conservatism and blind faith. There is an urgent need to remedy these evil practices. Education of the parents and guardians will go a long way in improving the situation. This would help to bring about an attitudinal change in their thinking and working.

It is, therefore, quite essential that the headmasters and teachers be trained in such a way that they can move the schools towards an "open" climate which is a positive oriented climate and the best school climate for effective teaching-learning process and professional growth. The young generations should be stimulated and motivated by

creating a school environment, which is attractive and congenial. They should not be allowed to live in an environment, which hinders personality development.

The attention of the higher authorities must be drawn so that the administrators and teachers may be provided with different facilities such as training in educational management and leadership in educational administration. Such training will help the heads of the institutions and teachers to move the climate of their schools towards 'open' climate.

Depending upon the socio-economic status and environment, a climate most congenial to the group have to be made. If the climate is attractive, congenial, favourable and open, the pupils will have ample opportunities to learn and improve their problems from various angles.

Teachers should have sufficient freedom to try new methods and innovations, trying new techniques, group-wise or individually. Importance of individuals, groups should be encouraged. By this leadership qualities will be encouraged.

The administrator of a school must try to strengthen those dimensions of behaviour, i.e., Esprit, Thrust, and Consideration which create 'open' climate and should try to discourage or minimise the intensity of those dimensions of behaviour, i.e., Disengagement, Hindrance, Alienation and Production Emphasis which strengthen the 'closed' type of climate.

The studies pertaining to organisational climate deals with either the classification of institutions or deciding the nature of climate for a particular institution or institutions. The determinants of climate have to be studied in order to improve or modify the existing climate of the institution by making necessary changes into the factors deciding the climate. Hence it is imperative to study the factors affecting climate rather than to study the nature of climate.

From the description of six types of school climate, one can conclude that open climate is ideal and autonomous climate is desired for improving the school personality and teaching effectiveness and for reducing wastage and stagnation especially in the schools of North Eastern Region where vigorous attempts are in progress for planned social change, modernisation and development of the tribal areas through education. As the headmaster is the cornerstone of the arch of school organisation, he has to tune in to the wavelength of his teachers to maintain high standard in human relations, team spirit and achievement of objectives and goals of the institution. The headmaster holds the key position in a school and as such he is the central point of school management. The overall progress of the school depends upon the headmaster. He is the co-ordinating agent. Unless the headmaster has a balanced personality, it is not possible for him to do good either to the school or to the society. He has to act as a teacher, as a leader, as a guide and as an administrator. Under such circumstances, he should have some more added qualities like leadership, organising ability, sympathetic attitude, high command over subject matter, democratic outlook, efficient speaking capacity, ideal character, self discipline, punctuality and influencing personality.

The conclusions of the study are indicative of the steps to be taken for removing the various types of problems faced by students and teachers of high schools working in West Garo Hills district. The following few suggestions are, however, offered in this connection –

There is a need to educate the parents and guardians, especially in rural areas, through a well-chalked out plan of non-formal education.

The government should provide better means of communication and transport for connecting villages to schools. Efforts should be made to elicit local co-operation to solve various problems of education. It should be the duty of the government to provide easy, cheap and quick means of transport in a large number of educational institutions.

Schools should not be beyond a specified distance from children's homes and the student-teacher ratio should be proper in a particular classroom and the students should get individual attention.

The school environment should be healthy, attractive and congenial for learning. The school climate must be democratic in nature where the free and uninhibited expression of both the pupils and teachers are encouraged.

The curriculum should be easy, practical and useful, facilities of games and sports should exist in schools.

The methods of teaching and examination system should undergo radical changes.

Supervision and inspection should be revitalised and made much more useful and effective. The administration should aim at increasing the efficiency and help in raising the standard of education. For eliciting active co-operation of the community, parent-teacher associations (PTA) should be organised in schools.

In the appointment of teachers, care should be taken to recruit hands who are industrious, devoted to the profession, trained and able to adapt themselves to the environment.

There should be variety and flexibility in the curriculum. It should be linked with the life, need and aspiration of the people.

Apart from formal education, non-formal and informal means should also be devised.

There is need to pursue more surveys, field and research work with regard to solving the various problems in the way of high school education.

Since education has now been placed on the concurrent list from 1976, the help of the Central Government should be taken to develop and improve high school education in the country.

The students should be handled psychologically and emphasis should be laid on learning by doing and play-way methods of teaching.

Special care should be taken in most of the schools to improve health and sanitation.

Library periods should compulsory be included in the school timetable.

Audio-visual aids which is considered to be a key factor towards education should be used.

Steps should be taken by the authority to improve the condition of the school buildings. Government grants may be sanctioned from time to time for the purpose of repairing and extension of school buildings.

Managing committees should include well-qualified persons with keen interest in education so that they can remove the diverse problems faced by students.

The attention of higher authorities must be drawn so that the administrators and teachers may be provided with full facilities such as training in educational management and leadership in educational administration. Such training will help the heads of the institutions and the teachers to move the climate of their schools towards 'open' climate.

It should be the responsibility of the school administration, namely, the principal and the teachers to develop and evolve most suitable climate so that the pupils are made to feel free and innovative while learning.

Teachers should have sufficient freedom to try new methods and innovations.

The school should organise seminars, workshops and conferences on subjects dealing with teachers training, curriculum, textbooks, methods of teaching, evaluation, etc.

The interest, ability and aptitude of the child should be constantly kept in view while presenting the subject matter.

It should be the duty of the state government to protect educational institutions from the evil effects of political parties.

There is a need to place responsibilities on the shoulders of the students and develop love and a sense of belonging for the institution among them. Existing disparities, inequalities and imbalances should be minimised as far as possible.

There is a need to harness student power for creative and constructive purposes.

The medium of instruction should be the mother tongue at the primary stage and at other stages it should be the regional language.

Education needs to be reorganised and restructured and properly related to manpower. Technical, professional and vocational education should find due place in the curriculum.

Today when most Indian organisations including educational institutions are confronted with turbulence in their environment and impatience among people within, there is need for the administrators to learn how to manage people, how to deal with changing interface and how to manage change. Training for educational administrators in India has so far gone by default. Educational administration has been studied more for knowledge than skill development. Students studying in educational administration are rarely required to engage themselves in any fieldwork connected with administration of education. They are never placed in an apprenticeship situation where they can observe and get opportunities to use the practices of successful educational administrators. With

identification of personal qualities and styles of functioning and behaviours of leaders which contribute to building good school climate, there is a need to revise the syllabi in educational administration and incorporate in them some practical course content in the form of internship in educational administration.

A well-trained educational administrator will build up with his teachers relationship that will not be characterised by close, over-the-shoulder supervision and inspection. Instead, he will have a professional relationship of mutual trust and respect with a concern for assisting teachers in their job. His school will be characterised by high scores on the Esprit, Thrust, Consideration and low scores on Disengagement, Hindrance, Aloofness and Production Emphasis sub-tests.

### **Suggestions for Further Research**

The present study was confined to the Educational Problems of High School Students and the Organisational Climate of the High Schools in West Garo Hills District, Tura. Similar studies may be conducted in other parts of Meghalaya though various other aspects of the problems could not be included in the present study. The present study can provide basis for further researches. Further researches are recommended in the following related topics.

Further studies are required as regards formation of appropriate tools for measuring educational problems of students under Indian conditions.

Comparison of the climates between different types of schools may be conducted.

More studies may be conducted taking larger number of schools and teachers.

The same study may be designed at state level to get an overall picture.

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**APPENDIX I**

**NORTH-EASTERN HILL UNIVERSITY  
DEPARTMENT OF EDUCATION  
MAWLAI, SHILLONG**

Mrs. UMA ROY  
Research Scholar

**Educational Problem Inventory**

1. Name : \_\_\_\_\_
2. Class : \_\_\_\_\_ 3. School \_\_\_\_\_
4. Date of Birth : \_\_\_\_\_
5. Address : \_\_\_\_\_
6. Father's/Guardians : \_\_\_\_\_ 7. Male/Female \_\_\_\_\_
- Name

**Directions**

This is an attempt to understand you and help you to do well in your study. Below you will find a list of educational problems with which you often face. You are requested to read through the list and to select those statements that represent your problems. Mark the list honestly and sincerely and you will obtain a representative inventory of your problems. Remember this is not a test, therefore there are no right or wrong answers. What is wanted is your own individual feeling about the statements and your responses will be of immense value for conducting research study. You are assured that what you mark in the inventory will be treated in the strictest of confidence. Feel free to answer all the questions frankly, you are to tick mark (✓) the appropriate responses of Agreed, Undecided, Disagree. There is no time limit but workout as rapidly as you can.

### Personal Problems

1. Transportation Problem to Reach the School	Agreed/Undecided/Disagreed
2. Afraid of making mistakes	Agreed/Undecided/Disagreed
3. Lacking in leadership qualities	Agreed/Undecided/Disagreed
4. Having poor memory	Agreed/Undecided/Disagreed
5. Loneliness interferes with studies	Agreed/Undecided/Disagreed

### Financial or Economic Problems

1. Family have few sources of income	Agreed/Undecided/Disagreed
2. Cannot afford to get (a) School Books (b) School Uniforms	Agreed/Undecided/Disagreed
3. The pocket money received from parents is not enough	Agreed/Undecided/Disagreed
4. Doing outside works to get money	Agreed/Undecided/Disagreed
5. No money to pay for private coaching charges	Agreed/Undecided/Disagreed
6. Have no money to dress like other students	Agreed/Undecided/Disagreed

### Educational or Academic Problems

1. Tension due to fear of failure in the examination	Agreed/Undecided/Disagreed
2. Cannot keep a proper study schedule	Agreed/Undecided/Disagreed
3. The books prescribed are not readily available	Agreed/Undecided/Disagreed
4. The School time-table is arranged unsatisfactory	Agreed/Undecided/Disagreed
5. Assignments given by teachers are too heavy	Agreed/Undecided/Disagreed
6. Insufficient library facilities in School	Agreed/Undecided/Disagreed
7. No help or encouragement from teachers	Agreed/Undecided/Disagreed
8. No help from parents concerning studies	Agreed/Undecided/Disagreed

### **Social Problems**

1. Inability to get along well with other people	Agreed/Undecided/Disagreed
2. Feel too shy to do anything	Agreed/Undecided/Disagreed
3. Local politics disturbs my studies	Agreed/Undecided/Disagreed
4. Cannot work and compete with other students	Agreed/Undecided/Disagreed
5. Do not want to take part in any activities in School	Agreed/Undecided/Disagreed
6. Cannot discuss my problems with others	Agreed/Undecided/Disagreed

### **Health Problems**

1. Poor health interferes with concentration in studies	Agreed/Undecided/Disagreed
2. Suffer from some incurable disease	Agreed/Undecided/Disagreed
3. Cannot take part in sports and games because of ill health	Agreed/Undecided/Disagreed
4. Having problems of less sleep and less rest	Agreed/Undecided/Disagreed
5. The Diet received at home is not satisfactory	Agreed/Undecided/Disagreed
6. Lack of concentration due to bad eyesight	Agreed/Undecided/Disagreed

### **Problems Connected with Facilities in School**

1. Inadequate toilet facilities in School	Agreed/Undecided/Disagreed
2. Drinking water problems in School	Agreed/Undecided/Disagreed
3. No facilities for extracurricular activities in School	Agreed/Undecided/Disagreed
4. No cultural activities in School	Agreed/Undecided/Disagreed
5. Number of pupils in the class is too large	Agreed/Undecided/Disagreed
6. Teachers are changed too much in School	Agreed/Undecided/Disagreed

### Language Problems

1. Cannot express fluently in English	Agreed/Undecided/Disagreed
2. Cannot understand English properly	Agreed/Undecided/Disagreed
3. Difficulties in studying Garo as a second language	Agreed/Undecided/Disagreed
4. Cannot understand the teachers style of teaching	Agreed/Undecided/Disagreed
5. Poor knowledge about English Grammar	Agreed/Undecided/Disagreed
6. Lack in word stocks	Agreed/Undecided/Disagreed

### Family Problems

1. Parents are too strict	Agreed/Undecided/Disagreed
2. Interference by relatives is too much	Agreed/Undecided/Disagreed
3. Frequent quarrelling at home	Agreed/Undecided/Disagreed
4. Illiteracy or poor education of family members cause you unhappiness	Agreed/Undecided/Disagreed
5. More attention paid to other brother and sisters in the family	Agreed/Undecided/Disagreed
6. Hindrance due to too much comforts and luxury	Agreed/Undecided/Disagreed

## **APPENDIX II**





**Educational or Academic Problems**

**Male**

A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
36.07	28.57	17.24	39.22	18.18	20.00	29.55	0.00	36.36	8.82	28.57	42.86	8.00	30.00	38.71	12.50	11.11	55.00	11.76			
3.28	0.00	24.14	1.96	18.18	17.14	11.36	11.11	6.82	14.71	14.29	5.36	12.00	0.00	9.68	10.42	0.00	10.00	5.88			
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
13.11	28.57	0.00	17.65	0.00	2.86	11.36	22.22	6.82	5.88	14.29	12.50	12.00	30.00	6.45	8.33	22.22	10.00	0.00			
18.03	28.57	31.03	21.57	36.36	20.00	29.55	55.56	9.09	32.35	28.57	16.07	16.00	20.00	25.81	25.00	55.56	12.50	23.53			
8.20	0.00	6.90	1.96	0.00	17.14	0.00	0.00	15.91	5.88	0.00	8.93	28.00	0.00	0.00	14.58	0.00	0.00	0.00			
11.48	14.29	3.45	3.92	27.27	11.43	6.82	11.11	11.36	17.65	14.29	3.57	8.00	20.00	8.06	10.42	11.11	7.50	23.53			
9.84	0.00	17.24	13.73	0.00	11.43	11.36	0.00	13.64	14.71	0.00	10.71	16.00	0.00	11.29	18.75	0.00	5.00	35.29			
100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A	U	D	A
16.16	0.00	15.91	21.43	8.33	4.92	26.15	5.88	5.71	6.25	0.00	25.93	7.84	3.85	26.09	10.84	0.00	30.77	8.00			
12.12	11.54	13.64	9.52	29.17	9.84	10.77	8.82	15.71	9.38	15.15	16.05	13.73	7.69	17.39	10.84	12.50	23.08	8.00			
9.09	0.00	18.18	14.29	4.17	6.56	6.15	8.82	14.29	28.13	6.06	7.41	7.84	3.85	17.39	10.84	8.33	15.38	20.00			
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12.12	11.54	4.55	13.10	8.33	6.56	12.31	23.53	1.43	0.00	27.27	9.88	1.96	34.62	10.14	15.66	12.50	2.56	0.00			
8.08	7.69	2.27	9.52	0.00	4.92	4.62	14.71	4.29	0.00	3.03	12.35	3.92	7.69	10.14	8.43	8.33	5.13	4.00			
13.13	57.69	13.64	11.90	45.83	21.31	16.92	38.24	14.29	31.25	45.45	11.11	29.41	38.46	13.04	12.05	58.33	25.64	40.00			
15.15	3.85	18.18	16.67	0.00	16.39	18.46	0.00	17.14	25.00	0.00	19.75	11.76	0.00	26.09	18.07	0.00	23.08	20.00			
14.14	0.00	0.00	3.57	0.00	18.03	0.00	0.00	20.00	0.00	0.00	17.28	27.45	0.00	0.00	15.66	0.00	2.56	4.00			
0.00	7.69	13.64	0.00	4.17	11.48	4.62	0.00	7.14	6.25	3.03	6.17	3.92	7.69	5.80	8.43	0.00	2.56	4.00			
100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

U	D	A	U	D
0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00
27.27	34.78	29.41	30.00	30.00
9.09	10.14	11.76	10.00	8.57
0.00	0.00	0.00	0.00	0.00
18.18	11.59	5.88	20.00	10.00
27.27	21.74	29.41	10.00	22.86
0.00	10.14	0.00	0.00	10.00
18.18	4.35	0.00	30.00	8.57
0.00	7.25	23.53	0.00	10.00
100.00	100.00	100.00	100.00	100.00

U	D	A	U	D
0.00	23.08	9.52	5.26	21.18
10.71	15.38	11.90	15.79	15.29
0.00	13.19	7.14	0.00	16.47
0.00	0.00	0.00	0.00	0.00
32.14	8.79	2.38	15.79	15.29
0.00	10.99	9.52	0.00	8.24
57.14	8.79	28.57	63.16	11.76
0.00	20.88	21.43	0.00	17.65
0.00	14.29	16.67	0.00	8.24
0.00	7.69	2.38	5.26	7.06
100.00	100.00	100.00	100.00	100.00











## **APPENDIX IV**

### **List of Schools**

- (i) Tura Public School
- (ii) Govt. Boys Higher Secondary School
- (iii) Govt. Girls High School
- (iv) Don Bosco School
- (v) Tura Town High School
- (vi) Christian Girls High School
- (vii) St. Xavier's School
- (viii) Sherwood School
- (ix) Tura Hindi High School
- (x) St. Mary's School.