

A STUDY OF ORGANIZATIONAL CLIMATE OF KASTURBA GANDHI BALIKA VIDYALAYAS AND IT'S IMPACT ON STUDENT ADJUSTMENT, QUALITY OF LEARNING AND DROPOUT RATE

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Abstract: The aim of the present study was to explore the organizational climate of Kasturba Gandhi Balika Vidyalayas and its impact on student adjustment, quality of leaning, learning achievement, teachers' job satisfaction and students drop out rate. The researcher has employed the descriptive survey method in the present study. The researcher selected 29 Kasturba Gandhi Balika Vidyalayas of Agra Division through purposive sampling method and the sample units were selected through simple random sampling method which included 1305 students out of 2754 (45 girls from each school) and 145 (5 teachers from each school) school teachers. For the present investigation the researcher has selected the tools on School Organizational climate constructed by Moti Lal Sharma, Adjustment inventory for school students by A.K.P Sinha and R.P Singh, Job Satisfaction scale by Meera Dixit. For measuring the Quality of Learning and Learning achievement of students a self constructed tool on Quality of learning Questionnaire and Learning Achievement test was used by the researcher herself and the reliability and validity for both the tools found satisfactory. For the identification of student dropout rate the researcher collected the data from school records.

The statistical techniques performed using SPSS 16.0 version, descriptive statistics such as Mean, Standard Deviation, ANOVA, Post hoc test, and Percentages were used for the analysis of the data. The findings of the study showed that in 29 Kasturba Gandhi Balika Vidyalayas 17% schools are having open climate, 21% schools are having Autonomous climate and in 31% schools are having Familiar climate. There was significant difference found in the student adjustment of Kasturba Gandhi Balika Vidyalayas in relation to school organizational climate and better student adjustment was found in schools having open, autonomous and familiar climate. Students' quality of learning and learning achievement found better in schools having open, autonomous and familiar climate in KGBVs. Teachers job satisfaction also found better in schools with open, autonomous and familiar climates. The findings of the study showed less dropout rate among students of KGBVs with school having open and familiar climate.

Key Words: Organizational Climate, Quality Learning, Students Adjustment and Dropout rate

I INTRODUCTION

Organizations are essential to the way our society operates. Organizations are engaged to raise the standard of living and our worldwide image in industry, education, healthcare sectors and defence. There are four elements universally recognized for a good organization, that is, men, money, methods and material. Out of these the most important common element amongst organizations is human being. Organizational objectives can be achieved by manipulating and affecting the other three that is money, method and material to operate in a way to produce desired result. From above those elements, which are classified as non-living it is human being, the man, who is living and is interactive. Owens, 1998 stated the fact that what in turn affects the human beings in an organization to act completely has been the centre of attention of past researches in the field and is gaining prevalence in this age of knowledge explosion.

Every educational institution is characterized with its own uniqueness and climate. There are various interactions takes place in the school system, but the interaction between the principal and the teachers contributes significantly in determining the atmosphere or the climate. The behavior of the individuals living and working in the environment is affected by the climate which in turns influences their performance so; the environment of an organization is an important determinant, in influencing the behavior and activities of the role participants.

The climate of the school is affected by the behavior of group members, and thus much of the school output depends upon the reciprocal action among various parts of school organizations. It is affirm by the theorists that the different climate, environment or personality perceived by persons in a particular building is the outcome of the manner, where person at each hierarchical level of an organization interact with each other. And the interaction that takes place between people referred as the organizational climate. In 1939 the term organizational climate originated following a study of children's school clubs by Lewin and his associates. Organizational climate represents an implicit feature of any organization's inherent environment

which distinguishes it from other organizations. Organizational climate is derived from the behavior and policies adopted by the organizations members, specifically by the top management. It acts as a background for interpretation of any situation and directing the activities of the organizations members. The interaction leads the teachers, students and principal to mutually discuss related to subjects like decision making, planning, problem solving and control.

Eight dimensions of school climate are identified by Halpin and Croft (1963). These identified dimensions include hindrance, disengagement, intimacy and spirit which are observed in teacher's behavior. Similarly production emphasis, aloofness, consideration and thrust reflected in principal's behavior. These eight dimensions were reduced to six wide and more intelligible dimensions or types of climates by Halpin and Croft which includes open, autonomous, controlled, familiar, parental, and closed.

In the present study the researcher was intended to study the organizational climates of Kasturba Gandhi Balika Vidyalayas which meant for the girls especially belong to the SC, ST, OBC and minorities in difficult areas. These programs helped in reaching out to girls from marginalized social groups where the female rural literacy is below the national average and the gender gap in terms of literacy is above national average in over 3282 educationally backward blocks in India.

The scheme Kasturba Gandhi Balika Vidyalaya combined with the current schemes of Department of Elementary Education & Literacy, Sarva Shiksha Abhiyan (SSA), and National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS). The aim of KGBV is focused on ensuring access and quality education to the girls who belong to the deprived groups of society by establishing residential schools which have boarding facilities at elementary level.

EMERGENCE AND JUSTIFICATION OF THE PROBLEM

The association between man and his task has constantly attracted the attention of the philosopher, scientists, novelists, psychologists etc. The work is now considered as an entity more than means for achieving economic gratification. A man's work can be crucial social equipment for recognition as a person. A number of researcher's have studied the impact of schools organizational climate over the past two- three decades. The exploration of the idea of organization climate makes it easy for us to interpret the effect an organization has on an individual's personality and also makes it easier for us to generalize the multi-sided aspects of the attitude of organization members. As per researches the investigation of organizational climate can be used as a tool for diagnosis and solving problems.

The interpretation of organizational climate also provides an understanding of how the members of organization, work achieved by the organization and the organization health is effected by different management styles. **The Kasturba Gandhi Balika Vidyalaya (KGBV)** is a country-wide program being followed by the Central Government along with the partnership of State Governments, with the target of building over 1,500 schools around the country. The KGBV initiative has concentrated largely on the 5th grade drop-out girls and putting them through a rigorous 3-year residential program. The government through this scheme aspires to provide sufficient inputs for the girls to develop adequate skills so that they can go through high school and beyond after re-entering the convent education system.

In context of the impact on students by the organizational climate of KGBVs it has been observed that there are couples of problems faced by the students although KGBVs have a number of good facilities. In this reference THE TIMES OF INDIA published a report on May 17, 2012 "A girl student of Kasturba Gandhi Balika Vidhyalay got critical after being raped by her teacher": A girl student of Kasturba Gandhi Balika Vidyalaya in Unnao, got pregnant at the age of 14 after being raped by a school teacher about two months back and was admitted in a critical condition at gynecology department of CMS medical university, Lucknow. In another report published by TNN Sep 3, 2008, it was reported that more than 20 girl students of Kasturba Gandhi Balika Vidyalaya in Kakori were transfer on Tuesday from the local community Health Centre to Balrampur Hospital in Lucknow. The total number of girls hospitalized hitherto 41 after consuming breakfast got sick in the school on Monday.

Some emerging issues related to Kasturba Gandhi Balika Vidyalayas are as follow:

- The Government has an aim to move towards a common schooling system and to provide quality education for all children's, in such scenario the disparities among the different kinds of schools should be less. The design of schools provided for KGBV are not at par with the minimum standards and are far behind as compare to the Navodaya Vidyalayas.
- It is also unsuccessful in considering the local issues and problems. A problem doesn't only include unavailability of round the clock security, 12hrs of electricity, and shortage of energy, local culture and availability of local material for the school's construction. There are local issues which can include caste based issues, girls with different background having different requirement or aspiration. There can be some girl who may be interested in continuing for higher education while there can be which may like to pursue vocational training and many would like to get involved in sports and social activities to gain confidence. While designing the school above problems should be considered and enough space should be provided for above activities.
- It should also be kept in mind that Indian climate design is not sufficiently ventilated and is not energy efficient.

Above investigation raised few questions in the mind of researcher as:

1. How does the organizational climates of KGBVs providing better learning environment to improve quality of learning in students?
2. What are the different kinds of organizational climate these schools are providing in the residential schools like KGBVs for the better adjustment of students?

3. Are these schools really helpful to control the dropout rate? What are the causes of dropout rate?
4. To what extent are the school teachers satisfied with the climate which exists at their work place?
5. To what extent do the students of KGBVs of different organizational climate differ in their Learning achievement?

Therefore, it was important and necessary to make a research on the organizational climate of Kasturba Gandhi Balika Vidyalayas which is one of the most rapidly improving institutions of upper primary education in Uttar Pradesh. The researcher also surveyed the related literature to find answers to these questions some of which are mentioned here:

Ghavifekr, S. & Pillai, N.S (2016) examined the relationship between school organizational climate and teachers job satisfaction. The study revealed a positive and open climate found in the secondary schools in Sabah as a result of teachers' professional behavior a biggest contributor in enhancing the quality of school in Malaysia. Lena, W. & Betaubun (2015) conducted a study with a purpose to investigate the correlation between school organizational climate, teachers work morale and their job performance in primary schools. The findings of the study showed a significant relationship between school organizational climate and teachers work performance and with work morale.

Rani Reena & Rani Poonam (2014) explored in the study the impact of organizational climate of elementary schools on job satisfaction of teachers. Kaur Gurmanjit (2013) studied the spiritual intelligence level of teachers with respect to their gender, type of school and experience of teaching. Lavian, Rivka Hillel (2012) concluded in the article on a quantitative research to know the impact of organizational climate on burnout among homeroom teachers and special education teachers (full classes/individual pupils) in mainstream schools. Zahoor Zeenat (2012) conducted a research to examine the difference between teachers of private and government schools on organizational climate and adjustment. Muddasir Hamid Malik (2012) investigated on Organizational Climate of Special Schools of Jammu Division. Pasaribu & Himpu (2011) conducted a research to examine the perceptions of teachers on school leadership and organization climate of school to teacher's performance to improve the quality of education. Badoni Chandra Sushil (2010) conducted a research, purpose of the study was to see the interdependence of various dimension of organizational climate and job satisfaction of teachers in schools with open and closed climate. Ojelabi, S.A. (2009) studied on Organizational Climate as Correlates of Students' Academic Achievement in Secondary School Economics in Oyo State, Nigeria.

Most of the researches have been conducted on the organizational climate; but no significant research has been carried out concerning the Organizational Climate of Kasturba Gandhi Balika Vidyalayas and its impact on student adjustment, quality learning and dropout rate. Some studies in this area focus on how managers and academicians working in the organization perceived their organization. And some studies focus on the relationship of variables that is organizational climate, job satisfaction and classroom performance of college teachers. But there is no single study related to the organizational climate of KGBVs schools and its impact on student adjustment, quality of learning and dropout rate.

STATEMENT OF THE PROBLEM

In order to find out the answers of such questions the following problem has been selected for the present study:

A study of Organizational climate of Kasturba Gandhi Balika Vidyalayas and its impact on Student adjustment, Quality of learning, Dropout rate

II. OPERATIONAL DEFINITION OF THE TERMS

The statement of the problem consisted of many terms which require operational definitions in relation to the present study. The definitions of different terminology occurring in the title and other than the title of the present study are given below:

- **Organizational climate**
According to Dictionary of Education (1959) "Organizational climate refers to an organization characteristics as perceived by its members". Climate is therefore, the sum of shared organizational perceptions. It is a subjective concept which may not be related to actual properties of the organization. Organizational climate can be operationally defined in reference to behaviours of the teachers. In the context of the schools, it is the resulting condition within the school, of social interaction among the teachers.
- **Kasturba Gandhi Balika Vidyalaya**
Kasturba Gandhi Balika Vidyalaya are residential schools which cover hard to reach girls especially the deprived ones belonging predominantly to the SC, ST, OBC community and minority groups. This is an intervention for girls residing in small and scattered habitations far off from the nearest school.
- **Student Adjustment**
According to **Carter V. Good (1959)**, "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the change in the environment."
In this study Student adjustment can be defined as student's functioning in a variety of realms such as an educational adjustment, emotional adjustment, and social adjustment related to the school.
- **Quality of learning**
Quality Learning is learning that fosters the individual's ability to be acquired, knowledge and understanding which is then utilized within real situations to make valid, informed decisions, and also enhances the individual's ability to be positively involved in the sharing of ideas, understanding and opinions.
- **Learning achievement**
According to Muhibbin Syah (2008) learning achievement is the "standard of student success in learning the subject matter at

the school expressed in the form of scores obtained from the results of tests on a number of specific subject matter".

In this study learning achievement is all about the total scores or marks secured by the student on a test paper of particular subjects that can be measured by teacher with the aim to motivate and to provide feedback to students.

- **Dropout Rate**

The proportion of pupils/students who leave school during the year as well as those who complete the grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year.

In this study the word 'dropout rate' refers to the proportion of students who leave school each year without completing school program.

- **Job satisfaction**

Job satisfaction has been defined by the different authors in different ways. In the present study central idea of **Hensen's (1967)** definition has been accepted. He believes, "job satisfaction results from the interaction between the worker and his job situation. The worker possesses value and needs that may or may not be fulfilled by his job activities the degree to which his need are met, determines the level of his satisfaction."

Operationally, therefore, teacher's job satisfaction is defined as an expression of agreement with those conditions or areas of job which satisfied the needs of teacher and increases his interest and participation in the work and disagreement with the situation which are bothersome and embarrassing to him.

OBJECTIVES OF THE STUDY

- To study the school organizational climates of Kasturba Gandhi Balika Vidyalayas of Agra division.
- To study the impact of organizational climate of Kasturba Gandhi Balika Vidyalayas on students adjustment of Agra division.
- To study the impact of organizational climate of Kasturba Gandhi Balika Vidyalayas on students quality of learning of Agra division.
- To study the impact of organizational climate of Kasturba Gandhi Balika Vidyalayas on learning achievement of students in Agra division.
- To study the student dropout rate in relation to school organizational climate of Kasturba Gandhi Balika Vidyalayas of Agra division.
- To study the impact of school organizational climate on job satisfaction of teachers of Kasturba Gandhi Balika Vidyalayas of Agra division.

HYPOTHESIS OF THE STUDY

1. There will be no significant difference in the student adjustment of Kasturba Gandhi Balika Vidyalayas of Agra division in context of organizational climate.
2. There will be no significant difference in quality of learning of students of Kasturba Gandhi Balika Vidyalayas of Agra division in context of organizational climate.
3. There will be no significant difference in learning achievement of students of Kasturba Gandhi Balika Vidyalayas of Agra division in context of organizational climate.
4. There will be no significant difference between the job satisfactions of teachers of Kasturba Gandhi Balika Vidyalayas of Agra Division in context of school organizational climate.

DELIMITATION OF THE STUDY

1. The present study was delimited to the schools of only those KGBVs which have been opened by MHRD.
2. The schools Agra division of U.P state were selected for the study.
3. The present study included KGBVs of Agra division i.e. Agra, Mainpuri, Mathura, Firozabad.
4. The present study covered the TGT teachers only.
5. The present study included sample of 1305 students, 145 teachers only who are working in these Vidyalayas.

III. METHODOLOGY

METHOD OF THE STUDY

The investigator has adopted Descriptive Survey method of research in the present study. The Descriptive Survey method of the research is applied for the techniques of investigation by a direct observation of the phenomena or systematic gathering of data from population by making personal contact and interview when sufficient information about a certain problem was not available in record files and other sources. It is now the fundamental instrument of researches in social sciences. In the present investigation all the steps and characteristics have been followed which are essential for the survey method of research.

SAMPLE OF THE STUDY

In the present study all the working 29 institutes of Kasturba Gandhi Balika Vidyalayas of 4 districts from Agra Division were selected by adopting the purposive sampling method. The simple random sampling method was used by researcher to collect the samples of study. It provided a more even spread of the units of the sample over the population. The samples were selected from Kasturba Gandhi Balika Vidyalayas which were affiliated to U.P. Board. The total population

consists of 2754 girls' students, the researcher selected 45 girls' students' 15 girls from each class and 5 teachers from each school and total sample included 1,305 students and 145 teachers.

TOOLS USED IN THE STUDY

In the present study the investigator selected the school organizational climate questionnaire by Motilal Sharma to find out the different types of organizational climate exists in Kasturba Gandhi Balika Vidyalays. Adjustment inventory for school students by A.K.P Sinha and R.P Singh, Job Satisfaction scale by Meera Dixit. For measuring the Quality of Learning and Learning achievement of students a self constructed tool on Quality of learning Questionnaire and Learning Achievement test was used by the researcher herself and the reliability and validity for both the tools found satisfactory. For the identification of student dropout rate the researcher collected the data from school record.

STATISTICAL TECHNIQUES

Descriptive and inferential statistics have been used for the analysis of the data such as Mean, Standard Deviation, and Percentage One way ANOVA and Post hoc test to find out the significant difference among the variables in the study. Appropriate graphs were also prepared by the researcher.

IV. ANALYSIS AND INTERPRETATION OF THE DATA

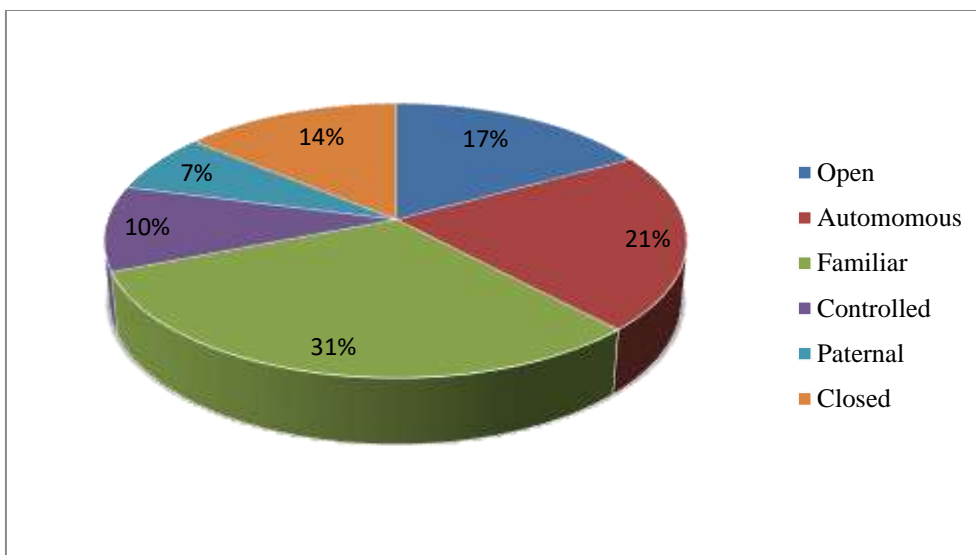
Objective 1. To study and identify the different types of school organizational climate and the number of teachers and students in organizational climate of Kasturba Gandhi Balika Vidyalayas.

Before the analysis of the data it was necessary to find out the school organizational climate that exists in the residential setting of Kasturba Gandhi Balika Vidyalayas in Agra division. Therefore, the organizational climates of all the 29 Kasturba Gandhi Vidyalayas were observed on the basis of scores obtained from the teachers on eight dimensions of school organizational climate questionnaire that are disengagement, alienation, esprit, intimacy, psychophysical hindrance, control, production emphasis and humanized thrust. On the basis of these dimensions each school therefore had one of the six organizational climates viz. open, autonomous, familiar, controlled, paternal and closed. The distribution and number of schools, teachers and students in each type of school organizational climate and the mean of percentage of responses of the each of the teacher in each climate of the organization is given in table 1.1.

Table 1.1: Distribution of schools, teachers and students with reference to school organizational climate of Kasturba Gandhi Balika Vidyalayas

No. of Schools/Teachers/Students		School Organizational Climate						Total
		Open	Autonomous	Familiar	Controlled	Paternal	Closed	
No. of Schools	N	5	6	9	3	2	4	29
	% (~)	17%	21%	31%	10%	7%	14%	
No. of teachers		25	30	45	15	10	20	145
No. of students		225	270	405	135	90	180	1305

The table 1.1 exhibit all the six types of climates existed in different schools of Kasturba Gandhi Balika Vidyalayas. It is clearly depicted from the above table that 9 schools out of 29 were having 'familiar' type of school organizational climate which is the highest in number and only 2 schools out of 29 are having paternal type of school organizational climate which is the minimum number out of 29 schools. Familiar type climate found 31% in 9 schools in which 405 students are studying and 45 teachers teaching. Paternal type climate was found in only 2 (7%) schools in which 90 students and 10 teachers are teaching. Autonomous climate existed in 6 schools with (21%) where 30 teachers are teaching and 270 students are studying and Open climate in 5 (17%) schools with 25 teachers and 225 students respectively is found. Whereas, schools having closed climate that is 4 (14%), shares 20 teachers and 180 students and only 3 (10%) schools had controlled climate where 15 teachers are working and 135 students are studying. The above analysis shows that there is a significant difference in the school organizational climate of Kasturba Gandhi Balika Vidyalayas of Agra division. This difference is due to the residential settings of these schools.



Graph 1: Types of School organizational climates of KGBVs and its percentages

The graph 4.1 shows the tabulated data that, most of the schools are having familiar climate (31%), autonomous (21%) and open (17%) climate. The schools having these types of climate provide opportunities to the teachers to work in favor of students and the school as well. Teachers work together and achieve their goals easily. Teacher and principal behave in a friendly manner that helps them to satisfy their social needs. The results of the above objective supported by findings of Olibie (2015) found out four types of school organizational climate that is open, autonomous, controlled and paternal prevalent in the private and public schools in Delta State. A study conducted by Kaishnath (2000) on school organizational climate of Jawahar Navodaya Vidiyalayas observed that in these school open and controlled climate were prevalent and student were better adjusted in school with open climate. Spillane (2005), observed that where there is an unprejudiced occurrence of the open, autonomous, controlled, and familiar climate types, a favorable organizational climate is produced in the school; and the teachers would be more contented, more supportive and have better job performance regardless of whether they are in private or public schools.

Objective 2. To study the impact of school organizational climate of Kasturba Gandhi Balika Vidyalayas on Students Adjustment.

Hence, in order to study the students’ adjustment at emotional, social, educational and overall areas of students’ adjustment in all six school organizational climate, the Mean and S.D value were computed and shown in the table 4.2.1.

Table 2.1: Descriptive analysis Mean and SD for students adjustment (Emotional, Social, Educational and Overall) in relation to school organizational climates.

Emotional/Social/Educational Adjustment		School Organizational Climate							
		Open	Autonomous	Familiar	Controlled	Paternal	Closed	Total	
No. of students		N	225	270	405	135	90	180	1305
Areas of Adjustment	Emotional	M	4.70	4.94	4.80	6.68	5.24	6.50	5.27
		SD	2.86	2.98	2.35	2.60	2.43	2.68	2.76
	Social	M	4.83	4.94	4.80	6.68	5.11	5.87	5.20
		SD	3.00	2.98	2.35	2.52	2.34	2.61	2.73
	Educational	M	4.60	4.94	4.80	6.38	5.05	6.08	5.15
		SD	2.71	2.98	2.35	2.43	2.34	2.53	2.65
Overall	M	14.15	14.68	14.40	19.74	15.45	18.45	15.60	
	SD	7.55	8.96	7.07	6.88	4.57	7.11	7.68	

The table 2.1. shows the areas of students adjustment in relation to school organizational climate. The areas of adjustment are categorized according to the scores given in the manual of student adjustment i.e. emotional, social and educational and overall. The Mean and SD value for the area of emotional adjustment depicts a great difference in relation to the types of school organizational climate. High scores indicate unstable emotion whereas low scores depicts students tend to be emotionally stable. In the above table, mean value for controlled type climate found 6.68 and for closed type of climate 6.50 indicates that students were emotionally unpredictable in the school environment. For Social adjustment the mean value in six types of school organizational climate shows a variation. In controlled, paternal and closed type climate it is found 6.68, 5.11 and 5.87

respectively. High mean value indicates submissive and retiring behaviour of the students and low mean show aggressive behaviour of school students.

Mean value for educational adjustment shows 6.38 in schools having controlled type climate, 6.08 in closed type and 5.05 in paternal climate. In autonomous climate mean value is 4.94, familiar climate 4.80 and in open climate in school it is 4.60. Here, high mean value indicates that the students were poorly adjusted with their curricular and co-curricular programme. Low mean indicates students interest in school programme. Further to test the significant difference in students adjustment in the areas of emotional, social, educational, overall and school organizational climate, researcher formulated the following null hypothesis i.e :

H01 : There is no significant difference in the student adjustment of Kasturba Gandhi Balika Vidyalayas of Agra Division in context of organizational climates.

For this purpose one way ANOVA was applied by the researcher and the results are shown in the table 2.2:

Table 2.2 ANOVA summary for Emotional, Social, Educational and Overall Adjustment of students studying in KGBVs with reference to school organizational climate.

Areas	Source	Sum of Squares	Df	Mean Square	F	Sig. level
Emotional Adjustment	Between Groups	729.6	5	145.97	20.59	.000
	Within Groups	9207.93	1299	7.088		
	Total	46241.00	1304			
Social Adjustment	Between groups	489.86	5	97.97	13.76	.000
	Within Group	9245.53	1299	7.11		
	Total	9735.39	1304			
Educational Adjustment	Between Group	489.72	5	97.94	14.56	.000
	Within Group	8734.38	1299	6.72		
	Total	9224.11	1304			
Overall adjustment	Between group	5065.06	5	1013.01	18.31	.000
	Within group	71862.91	1299	55.32		
	Total	76927.97	1304			

The table 2.2 shows that F- value for emotional adjustment is 20.59 significant at 0.05 level of confidence as p - value .000 is less than (0.05). Hence it can be concluded that there is a significant difference in the Emotional adjustment of students studying in schools having different type of climate. The F- value for social adjustment is found 13.76 which show a significant difference in the Social adjustment of students studying in KGBV School having different types of climate. Similarly F – value 14.56 for Educational adjustment shows the different perception of students towards their educational environment. In terms of student overall adjustment in school environment F- value of 18.31 which is also found significant since the p - value was less than .05 level of significance.

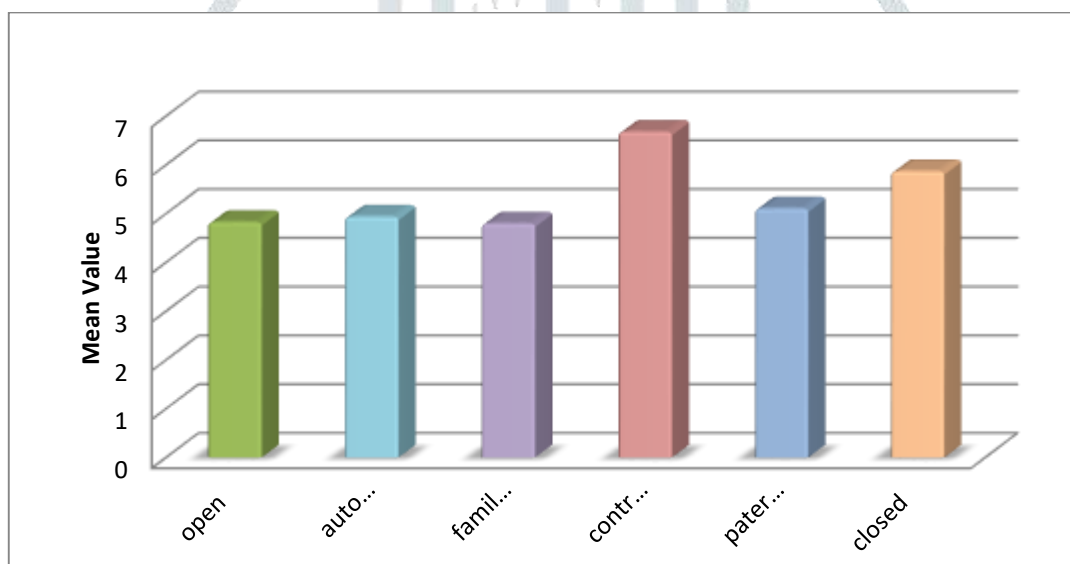
Therefore, the null hypothesis, *There is no significant difference in the students' adjustment of Kasturba Gandhi Balika Vidyalayas having different types of organizational climate* is rejected. The above table shows that there is a contradiction found in the perception of students towards emotional, social, educational and overall adjustment in school regarding different school climate they perceived. This allows researcher to find out the multiple comparison to estimate statistical difference between groups towards the different school climate, therefore a post-hoc test (Tukey HSD test) is employed to know the multi comparison between the groups. Post-hoc analysis is shown in the table 2.3:

Table 2.3 Multiple Comparison analysis (Post-Hoc test) related to Emotional Adjustment in students of Kasturba Gandhi Balika Vidyalayas with reference to organizational climate

School organizational climates		Mean Difference (A~B)	Standard Error	CR- value	Level of significance
(A)	(B)				
Open	Autonomous	0.24	0.24	0.99	.323
	Familiar	0.09	0.22	0.43	.665
	Controlled	1.97	0.28	6.81	.000
	Paternal	0.54	0.33	1.62	.106
	Closed	1.79	0.26	6.74	.000

Autonomous	Familiar	0.14	0.20	0.68	.497
	Controlled	1.73	0.28	6.19	.000
	Paternal	0.30	0.32	0.93	.355
	Closed	1.55	0.25	6.07	.000
Familiar	Controlled	1.87	0.26	7.10	.002
	Paternal	0.44	0.31	1.43	.155
	Closed	1.69	0.23	7.12	.000
Controlled	Paternal	1.43	0.36	3.97	.000
	Closed	0.18	0.30	0.59	.549
Paternal	Closed	1.25	0.34	3.65	.000

The table 2.3 depicts that the mean difference in open school climate in terms of emotional adjustment when compared to schools having autonomous, familiar and paternal climate found insignificant as ($p=.323$) more than 0.05 level of significance whereas it is found significant at ($p=.000$), which is below 0.05 when compare to controlled and closed climate. Similarly, schools having autonomous climate when compared with schools having controlled and closed climate found significantly different at 0.05 level of confidence as p -value .000 is less than .05. Schools with familiar climate shows significant difference in its mean when compare to controlled and closed climate. Significant difference can also be seen in the mean scores of paternal climate in relation to controlled climate with p -value of .000. On the other hand mean difference of 1.25 in closed climate is found significant in relation to paternal climate ($p=.000$) less than 0.05 level of confidence.



Graph 2: Mean value of Emotional Adjustment of students of KGBVs having different School organizational climates

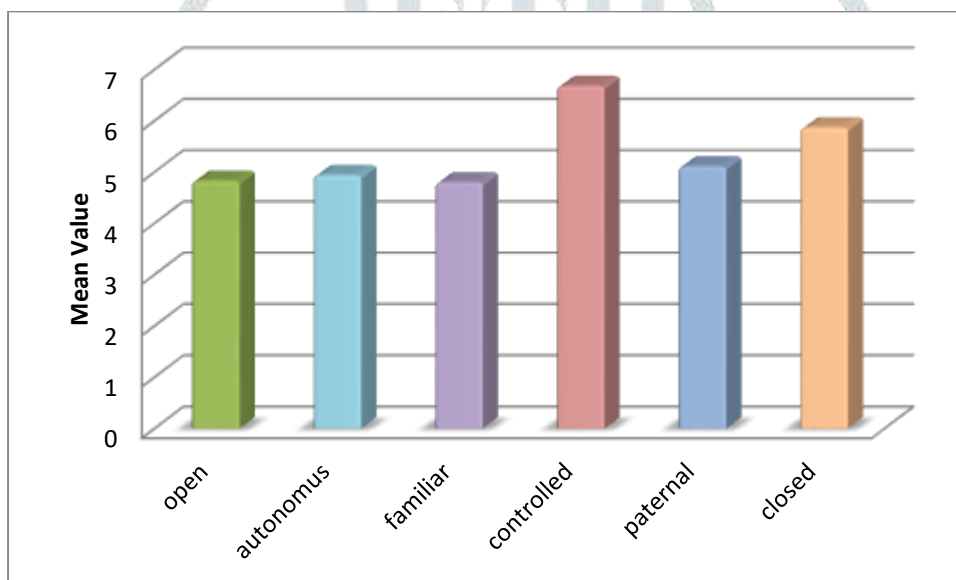
The above graph 2. indicates the mean value of emotional adjustment of KGBVs students perceiving different types of climate. Here, mean value for schools with controlled type and closed type climate is higher, suggests that the students perceiving these climate are psychologically affected. On the other hand students studying in school with open, autonomous and familiar climate suffer with fewer emotional problems, feeling of depression and anxiety and used of anti social behaviour. Students feel safe amidst of their teachers and peer group as they form close relationship with them. As Zahid Gulnaz (2013) in his study found that students academic performance, social and emotional adjustment differentially influenced by both the positive aspects and weakness of school climate.

Table 2.4 Multiple Comparison Analysis (Post hoc test) of Social Adjustment of Kasturba Gandhi Balika Vidyalayas students in relation to different organizational climate

School organizational climates		Mean Difference (A~B)	Standard Error	CR- value	Level of significance
(A)	(B)				
Open	Autonomous	0.10	0.24	0.45	.651
	Familiar	0.03	0.22	0.15	.881
	Controlled	1.84	0.29	6.36	.000
	Paternal	0.27	0.33	0.83	.408
	Closed	1.03	0.26	3.88	.000
Autonomous	Familiar	0.14	0.20	0.68	.498

	Controlled	1.73	0.28	6.18	.000
	Paternal	0.66	0.32	0.51	.608
	Closed	0.92	0.25	3.61	.000
Familiar	Controlled	1.87	0.26	7.09	.000
	Paternal	0.30	0.31	0.99	.321
	Closed	1.06	0.23	4.48	.000
Controlled	Paternal	1.57	0.36	4.33	.000
	Closed	0.80	0.30	2.66	.008
Paternal	Closed	0.76	0.34	2.21	.027

The table 2.4 shows that students’ perception towards open climate is better, as mean difference is found significant with *p*-value of .000, which is below 0.05 in relation to controlled and closed climate and found insignificant in relation with autonomous, familiar and paternal climate. A significant difference is found in the mean, of school having autonomous and familiar climate with respect to controlled and closed climate with significant *p* value of.000. Additionally, mean difference 1.57 and 0.80 is found significant (*p*=.000) in relation to controlled type climate in school when compared with paternal and closed climate. Thus, it can be conclude that significant difference exists in all the six types of climate in relation to social adjustment of the students. The mean values of social adjustment are also represented with the help of graph 4.3 as follows:



Graph 3 : Mean value of Social Adjustment of students of KGBVs having different School organizational climate

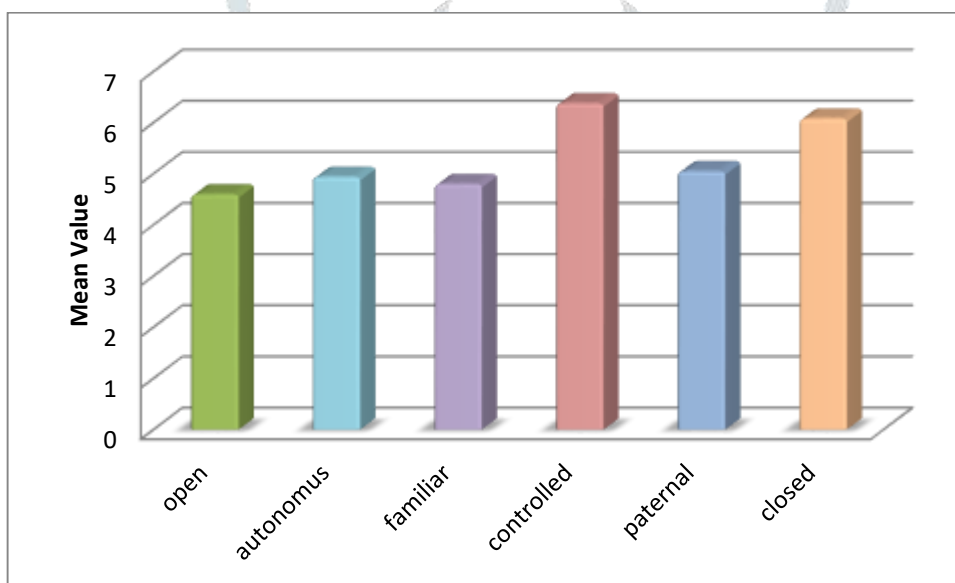
In the formal school setting when a child enters either in primary or upper primary, as a student their relationship with the teachers supply the premise for effective adaptation to the social and academic environment. Students must rely on their teachers as they provide better understanding and support, which allow them to maximize their daily interaction in the classrooms. Students start enjoying the school and make a good rapport with their teachers and other students of the class. Relationship of students with teachers helps them to solve their day today problem and satisfy their social needs. However, students not getting enough attention and support from teachers make them aggressive and unsatisfied towards their school environment as student-teacher relationships and school climate influence one another to a great extent. Crosnoe et. al. (2004) found out a reciprocal association between the school climate and the quality of student- teacher relationships in relation to social adjustment in school environment.

Table 2.5 Multiple comparison (Post hoc test) of Educational Adjustment of students in Kasturba Gandhi Balika Vidyalayas in relation to school organizational climate

School organizational climates		Mean Difference (A~B)	Standard Error	CR- value	Level of significance
(A)	(B)				
Open	Autonomous	0.33	0.23	1.43	.152
	Familiar	0.19	0.21	0.89	.369

	Controlled	1.77	0.28	6.29	.000
	Paternal	0.44	0.32	1.38	.167
	Closed	1.47	0.25	5.69	.000
Autonomous	Familiar	0.14	0.20	0.68	.486
	Controlled	1.44	0.27	5.27	.000
	Paternal	0.11	0.31	0.35	.725
	Closed	1.13	0.24	4.56	.000
	Controlled	1.58	0.25	6.14	.000
	Paternal	0.25	0.30	0.83	.402
Familiar	Closed	1.28	0.23	5.51	.000
	Controlled	1.32	0.35	3.77	.000
Controlled	Paternal	0.30	0.29	1.02	.307
	Closed	1.02	0.33	3.07	.002
Paternal	Closed				

Table 2.5 indicates a significant difference in the mean of schools having controlled and closed type climate in relation with open climate which is significant as obtained *p*-value of .000 is less than 0.05. It implies that students’ academic performance gets better in open school climate. The mean difference in educational adjustment of students studying in school having controlled and closed climate in relation to schools having autonomous climate is found significant at .000 level of confidence. Similarly a significant difference in the mean of controlled and closed type of climate is found significant *p*=.000 compared to familiar climate of the school and also in addition the table 4.2.5 revealed that mean difference in educational adjustment of student in paternal and closed climate are found significant with respect to school having controlled and paternal type climate. The graph 4.2 indicates the mean value of different school climate under educational adjustment of students studying in KGBVs.



Graph 4: Mean value of Emotional Adjustment of students of KGBVs having different School organizational climate

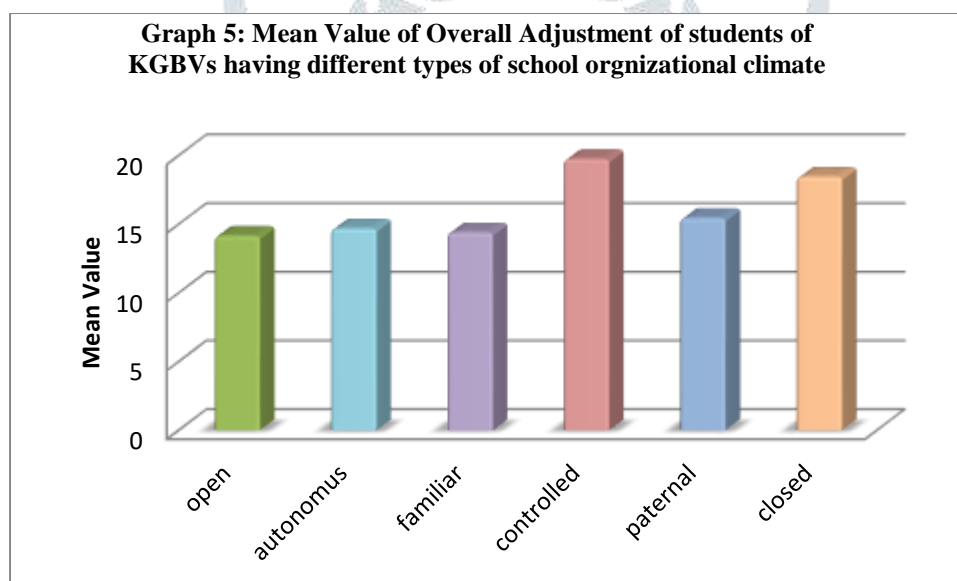
From the above analysis it can be concluded that the open, familiar and autonomous organizational climates are found conducive for the students studying in Kasturba Gandhi Balika Vidyalays. Positive environment encourage students to perform better in their academic and in co-curricular activities in the school. Teachers work freely in open climate of school they nurture better understanding in students too which indirectly or directly help students to do well in their curriculum and school program. Yellaiah (2012) found out a significant difference in relation between boys and girls school students with reference to educational adjustment.

Table 2.6. Multiple Comparison (Post Hoc test) of Overall Adjustment of students studying in Kasturba Gandhi Balika Vidyalayas with reference to different organizational climate.

School organizational climates		Mean Difference	Standard Error	CR- Value	Level of Significance
(A)	(B)				
Open	Autonomous	0.53	0.67	0.80	.423
	Familiar	0.25	0.61	0.41	.679

	Controlled	5.59	0.80	9.05	.000
	Paternal	1.30	0.92	1.41	.160
	Closed	4.30	0.74	5.79	.000
Autonomous	Familiar	0.28	0.58	0.48	.630
	Controlled	5.05	0.78	6.45	.000
	Paternal	0.76	0.90	0.85	.397
	Closed	3.76	0.71	5.26	.000
Familiar	Controlled	5.34	0.73	7.22	.000
	Paternal	1.04	0.86	1.20	.227
	Closed	4.04	0.66	6.08	.000
Controlled	Paternal	4.29	1.01	4.24	.000
	Closed	1.29	0.84	1.52	.127
Paternal	Closed	3.00	0.96	3.12	.002

Students overall adjustment is of great importance in school environment it helps to understand their interpersonal relationship, psychological problems and their learning outcomes in a particular school setting. The table 4.2.6 exhibits mean difference of students overall adjustment (emotional, educational and social) in schools with autonomous and familiar climate in relation to open climate which is found insignificant with p -value of .423 and .679 more than 0.05 and mean difference of controlled and closed climate regarding open climate found significant at .000 level of confidence. Furthermore, mean difference in students' overall adjustment in controlled and closed type climate found significant with p -value .000 level of confidence less than 0.05 as compare to autonomous and familiar type climate in school. The mean difference in overall adjustment of students in schools with paternal climate is also found significant with respect to controlled climate and difference is found in school with closed climate when compare to paternal climate at .000 level of confidence. The mean values are depicted with the help of graph 5.



Graph 5: Mean Value of Overall Adjustment of student of KGBVs having different types of school organizational climate

The above graph 5. depicting the mean value of student's overall adjustment (emotional, social and educational) of students studying in Kasturba Gandhi Balika Vidyalayas, here schools occurring open climate indicates better adjustment of students in school conditions on the other hand school having controlled climate shows maladjustment of students in schools in relation to emotional, social and educational adjustment. Thus it can be conclude that open school climate creates optimal setting for students learning.

OBJECTIVE 3: To study the impact of school organizational climate on quality of learning of student studying in Kasturba Gandhi Balika Vidyalayas.

For the study of quality learning in the school of Kasturba Gandhi Balika Vidyalays descriptive statistic, Mean and Standard deviation was used to analyze the data.

Table 3.1: Mean and S.D for students' quality of learning of Kasturba Gandhi Balika Vidyalayas having different school organizational climate

Sample units		School Organizational Climate						
		Open	Autonomous	Familiar	Controlled	Paternal	Closed	Total
No. of school	N	5	6	9	3	2	4	29
	% (~)	17%	21%	31%	10%	7%	14%	
No. of students		225	270	405	135	90	180	1305
Quality of learning	M	159.70	157.30	158.29	143.68	153.27	137.91	153.65
	SD	19.83	20.63	20.56	22.09	18.51	23.15	22.22

The above Table 3.1 shows the higher quality of learning in schools where Open climate was found. It is evident by the mean value of that the school having Open climate has 159.70 mean score which is highest among all the categories. The S.D value in case of schools having open climate is also less as compared to schools having closed climate which shows that students are more homogeneous in open climate schools than closed climate one's. As we move toward schools with more closed climate the quality of learning decreases as evident from the mean value of quality of learning of controlled and closed climate schools which are 143.68 and 137.91 respectively. The S.D value for controlled and closed climate is higher than that of open, autonomous, familiar and paternal climate.

The paternal climate in schools shows the lowest S.D value which is 18.51. It indicates that over indulgence and intervention of leaders or management is successful in creating a homogeneous environment. The familiar climate shows higher S.D which is 20.56 than paternal climate which means that intervention of principal in the day to day activities of teachers has shown efficacy in maintaining a more homogeneous environment than the principal having lose control over the activities in school. To know the significant difference in the quality of learning of school students the following hypothesis has been tested through one way analysis of variance i.e.

H02: There is no significant difference in the quality of learning of students of Kasturba Gandhi Balika Vidyalayas of Agra Division in context of organizational climates

Table 3.2: ANOVA summary table of Quality of Learning of students of Kasturba Gandhi Balika Vidyalayas having different school organizational climate

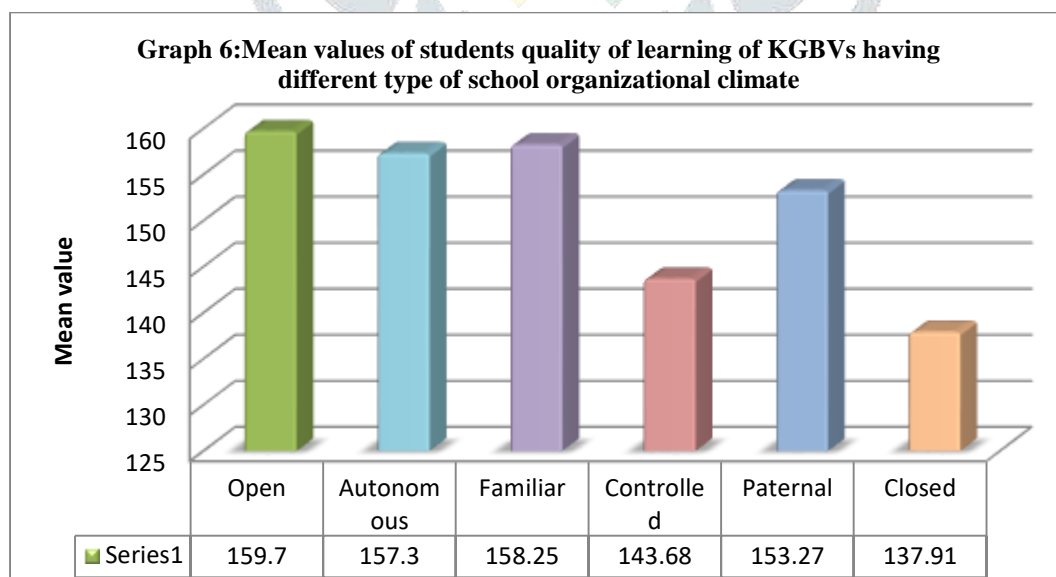
Quality of learning	Sum of squares	Df	Mean square	F	Significance Level
Between Groups	7845.391	5	15690.278	36.060	.000
Within Groups	565214.758	1299	435.115		
Total	643666.149	1304			

It is clearly observed from the table 4.3.2 that the F- value calculated at df (5, 1299) is 36.060 is significant with p - value of .000 below 0.05 . This shows that there is a significant difference in the quality of learning of students in schools with different climate. So, the null hypothesis that *there is no significant difference in the quality of learning of students studying in the schools having different school climate* is rejected. This difference is due to the school atmosphere which student perceive.

Table 3.3 Multiple comparison (Post Hoc Analysis) of Quality Learning of students in Kasturba Gandhi Balika Vidyalayas in reference to organizational climate

School organizational climates		Mean Difference (A~B)	Standard Error	CR- value	Level of significance
(A)	(B)				
Open	Autonomous	2.39	1.88	1.27	.800
	Familiar	1.44	1.73	0.83	.961
	Controlled	16.01	2.27	7.05	.000
	Paternal	6.43	2.60	2.47	.133
	Closed	21.79	2.08	10.47	.000
Autonomous	Familiar	-0.95	1.63	0.58	.992
	Controlled	13.61	2.19	6.21	.000
	Paternal	4.03	2.53	1.59	.606
	Closed	19.39	2.00	9.69	.000
Familiar	Controlled	14.57	2.07	7.03	.000
	Paternal	4.98	2.43	2.04	.314
	Closed	20.34	1.86	10.93	.000
Controlled	Paternal	-9.58	2.83	3.38	.010
	Closed	5.77	2.37	2.43	.146
Paternal	Closed	15.36	2.69	5.71	.000

It is revealed from the table 3.3 that the mean difference in the school with autonomous climate and familiar climate in relation to open climate is found insignificant at .800 and .961 level of confidence respectively this indicates that the students are getting education in the same environment so, they do not differ in students quality of learning. Whereas, mean difference is found significant with *p*- value .000 in school having controlled, paternal and closed type climate in relation to open climate which clearly shows that there is a deviation in students learning and learning gets better in open climate. In relation to school with autonomous climate, the mean difference in school having controlled and closed type climate is found significant at .000 level of confidence which reveals better learning environment and teacher support helps in better learning in school with autonomous climate. Moreover, it is revealed from the table 4.3.3 that mean difference in the school with controlled, paternal and closed climate in relation to familiar, is found significant at *p*=.000 less than 0.05. It signifies that open and familiar climate provides students an opportunity to study in comfortable place where relationship between student, teacher and principle are informal. In terms of controlled type climate, there is a statistical significant mean difference found between paternal and closed climate at *p*=.000 level of significance.



Graph 6: Mean values of students Quality of learning of KGBVs having different types of school organizational climate

The above graph 6 shows the mean of quality of learning across the six types of school climates. Difference in the mean value shows that school having open, autonomous and familiar climates provides good education and focusing more on the student's

needs. Student and teacher relationship found satisfactory, teachers helps their students whenever they need. On the other hand the mean value for school having controlled, paternal and closed type climate is less that shows students quality of learning is not only obstructed by many issues like lack of financial resources, ineffective or lack of teaching material, but also by the behavior of teacher and principal. As they only set up rules but don't follow them. This finding is supported by Zainal & Aminuddin (2009), Byamugisha (2011) that organizational factors also contribute to students' learning environment.

OBJECTIVE 4: To study the impact of school organizational climate on learning achievement of students of KGBVs at Agra District.

For the analysis of students learning achievement descriptive statistic such as Mean and Standard deviation were computed shown in the table 4.4.1. in relation to school organizational climate.

Table 4.1: Mean, S.D for learning achievement of students studying in Kasturba Gandhi Balika Vidyalayas in relation to different school organizational climate

Sample Unit		School Organizational Climate						Total
		Open	Autonomous	Familiar	Controlled	Paternal	Closed	
No. of School	N	5	6	9	3	2	4	29
	% (~)	17%	21%	31%	10%	7%	14%	
No. of Students		225	270	405	135	90	180	1305
Learning Achievement	M	58.10	59.84	58.33	53.53	55.33	51.79	57.00
	SD	9.31	9.87	9.93	12.01	11.91	8.79	10.41

It is evident from the table 4.1 that student studying in the school having open ,autonomous and familiar climate were having high learning achievement in comparison to controlled ,paternal and closed climate. As autonomous climate was having high mean value of 59.84, familiar climate 58.33 and open climate 58.10. On the contrary, the mean score for school having paternal climate was found 55.33, controlled climate 53.33 and 51.79 for closed type climate. Therefore, the researcher tested the following hypothesis i.e.:

H03: There is no significant difference in the learning achievement of students studying in Kasturba Gandhi Balika Vidyalayas of Agra Division in context of organizational climate

For this purpose researcher computed the one way ANOVA to see the significant difference among the variables.

Table 4.2: ANOVA summary table for Learning Achievement of student of Kasturba Gandhi Balika Vidyalayas in relation to different school organizational climate

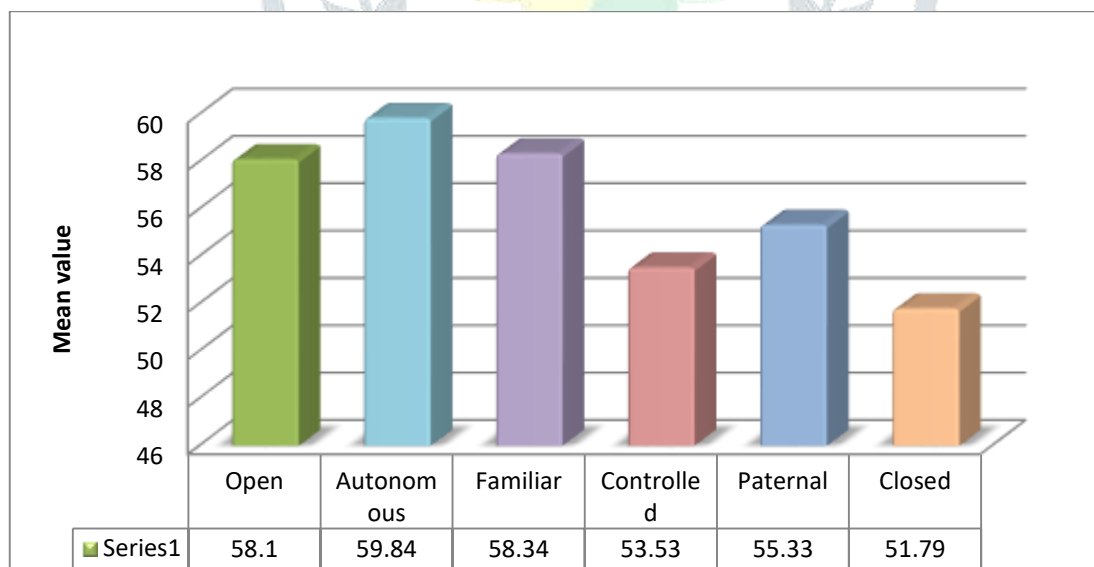
Source	Sum of Squares	Df	Mean Square	F	Significance level
Between Groups	9933.22	5	1986.64	19.64	.000
Within Groups	131387.76	1299	101.14		
Total	141320.99	1304			

The above table 4.2 shows F-value for student learning achievement is 19.64 found significant as p value .000 is less than 0.05. It means that there is a difference in the achievement of school having different climate. So, the null hypothesis that *there is no significant difference in the learning achievement of students studying in the school having different climate of KGBVs* is rejected at .000 level of confidence.

Table 4.3 Multiple comparison (Post hoc Analysis) for Learning Achievements of school students in KGBVs having different school climate

School organizational climates		Mean Difference (A~B)	Standard Error	CR- value	Level of significance
(A)	(B)				
Open	Autonomous	1.74	0.90	1.93	.391
	Familiar	.24	0.83	0.28	1.00
	Controlled	4.56	1.09	4.18	.000
	Paternal	2.76	1.25	2.20	.235
	Closed	6.30	1.00	6.3	.000
Autonomous	Familiar	1.50	0.79	1.89	.399
	Controlled	6.31	1.06	5.95	.000
	Paternal	4.51	1.22	3.69	.003
	Closed	8.05	0.96	8.38	.000
Familiar	Controlled	4.80	0.99	4.84	.000
	Paternal	3.00	1.17	2.56	.000
	Closed	6.54	0.90	7.26	.000
Controlled	Paternal	1.80	1.36	1.32	.777
	Closed	1.73	1.14	1.51	.652
Paternal	Closed	3.53	1.29	2.73	.071

It may be seen from the table 4.3 that mean difference related to students learning achievement studying in open school climate is compared with autonomous and familiar climate and found insignificant ($p=.391$ and 1.00 respectively) more than $.05$. It means there is no significant difference between school having open, autonomous and familiar climates. However, significant difference can be seen in open climate when compare with controlled, paternal and closed type climate with p – value $.000$ less than $.05$, indicates higher learning achievement among students. Mean difference in autonomous climate and familiar climate as compare to paternal, controlled and closed type climate found significant with $p=.000$ less than $.05$. There is no significant difference found in mean of controlled type climate compare with paternal and closed school climate. A slight difference found in the mean scores of paternal climate compared with closed climate as p value $.071$ less than $.05$ level of confidence. This imply school climate have a positive impact on students performance which increase students learning achievement.



Graph 7: Mean values of learning achievement of students of KGBVs having different types of School organizational climate

Here it can be seen that the school having open, autonomous and familiar climate have high learning achievement that means teacher supportive attitude and student teacher relationship helps them in their studies. These schools help students to satisfy their strong academic thrust. Whereas school

having controlled, paternal and closed climate focus more on discipline. Teacher only work to achieve their own goal that is teaching objective. Teaching effectiveness is affected in the closed type of climate which also affects students learning achievement. The finding is supported by Dr. Singh (2011) who found that familiar climate followed by open climate and autonomous climate are significantly more facilitative in learning achievement of secondary school students in science and English subjects. He found that controlled type school climate is the most debilitating in science and English achievement followed by less weaken effect of paternal and closed type school climate.

William (2012) also observed a significant relationship between school organizational climate and academic performance of pupils.

OBJECTIVE 5: To study the impact of school organizational climate on job satisfaction of teachers of KGBV of Agra Division.

For the analysis of the data of job satisfaction of teachers of Kasturba Gandhi Balika Vidhyalays Mean and Standard deviation have been computed.

Table 5.1 Mean and SD score of Job satisfaction of teachers of Kasturba Gandhi Balika Vidhyalays with reference to school organizational climate

Sample Unit		School Organizational Climate						
		Open	Autonomous	Familiar	Controlled	Paternal	Closed	Total
No. of School	N	5	6	9	3	2	4	29
	% (~)	17%	21%	31%	10%	7%	14%	
No. of Teachers		25	30	45	15	10	20	145
Job satisfaction	M	188.00	185.93	183.04	161.60	163.10	159.05	177.59
	S.D	17.48	17.76	16.73	10.49	11.46	10.11	19.08

The above table 5.1 reveals that in schools with Open climate has highest job satisfaction among teachers with mean 188.0. This shows that schools where teachers are not hindered in their work and where they work together results in more job satisfaction. The job satisfaction shows decline as we moves toward schools with less open climate e.g. Autonomous is 185.93. Schools with closed climate show least job satisfaction as evident with mean of 159.05. Schools where the principal imposes higher level of control over teachers' shows less job satisfaction as in paternal school climate 163.10 than the schools where there is more friendliness among principal and teachers and less control.

Moreover, the researcher constructed the null hypothesis to find out the significant difference among the related variables i.e.:

H04: There is a significant difference in the job satisfaction of teachers teaching in Kasturba Gandhi Balika Vidyalayas in terms of different school organizational climate in Agra Division

To know the difference among the variables researcher computed the one way analysis of variance as shown in the following table.

Table 5.2: ANOVA summary table regarding impact of school organizational climate on job satisfaction of teachers in Kasturba Gandhi Balika Vidyalayas

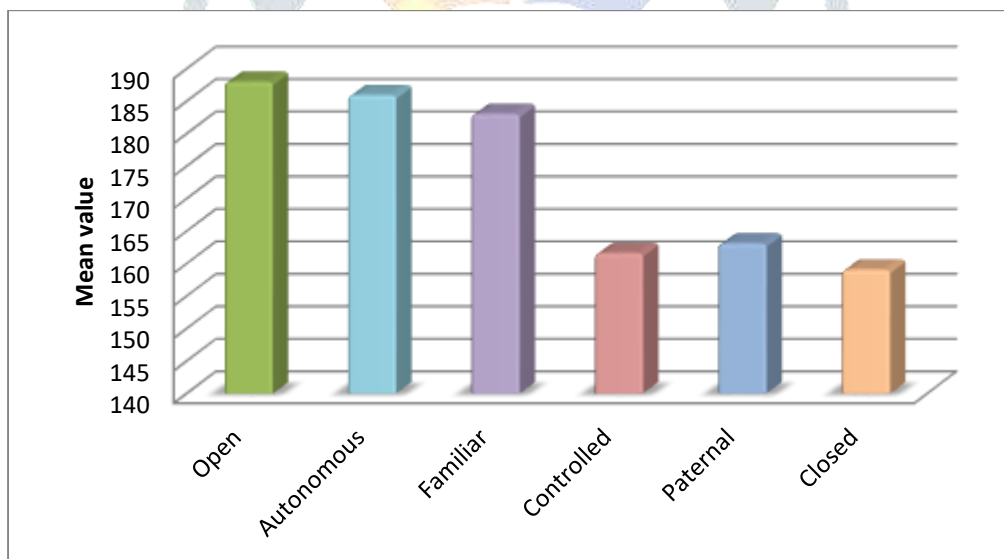
Source	Sum of Squares	Df	Mean Square	F	Significance level
Between Groups	18945.76	5	3789.15	15.74	.000
Within Groups	33463.23	139	240.74		
Total	52408.99	144			

It is evident from the table 4.4.that the F- value obtained at df (5,139) is 15.74, with *p*-value of .000 less than .05. It shows there is a significant difference in the job satisfaction of teachers between one or more groups of school organizational climate. So, the hypothesis that *there is no significant difference between the job satisfactions of teachers of Kasturba Gandhi Balika Vidyalayas having different types of school organizational climate* is rejected.

Table 5.3: Multiple analyses (Post-hoc test) regarding Impact of school organizational climate on Job Satisfaction of teachers in Kasturba Gandhi Balika Vidyalayas

School organizational climates		Mean difference (A~B)	Standard Error	CR- value	Level of significance
(A)	(B)				
Open	Autonomous	2.07	4.20	0.49	.331
	Familiar	4.96	3.87	1.28	.113
	Controlled	26.40	5.07	5.21	.000
	Paternal	24.90	5.81	4.29	.000
	Closed	28.95	4.65	6.23	.000
Autonomous	Familiar	2.89	3.66	0.79	.235
	Controlled	24.33	4.91	4.96	.000
	Paternal	22.83	5.67	4.03	.000
	Closed	26.89	4.48	6.01	.000
Familiar	Controlled	21.44	4.63	4.63	.000
	Paternal	19.94	5.42	4.41	.000
	Closed	23.99	4.17	5.75	.000
Controlled	Paternal	-1.50	6.33	0.24	.724
	Closed	2.55	5.29	0.48	.452
Paternal	Closed	4.05	6.01	0.67	.342

The table 5.3 clearly reveals that the mean difference in job satisfaction of teachers teaching in schools having controlled, paternal and closed type climate as compared to open climate is found statistically significant ($p=.000$) which demonstrates teachers differ in their perception towards job and shows more satisfaction when teaching in open school climate. With reference to schools having autonomous climate when compare with familiar, controlled, paternal and closed climate, mean difference was found significant at ($p=.000$) level of confidence. Moreover, mean difference in job satisfaction of teachers teaching in controlled, paternal and closed climate are found significant at .000 level of confidence in relation to school with familiar climate. It means teachers teaching in open, autonomous and familiar climate type schools perform better in work with positive attitude in their job.



Graph 8: Mean values of Job satisfaction of teachers working in KGBVs with different types of school organizational climate

Teachers' perceiving their climate as open, autonomous and familiar exhibited better teaching effectiveness as compared to controlled, paternal and closed climate. They can work freely in the open environment and able to teach freely to their students. Whereas teachers who are loaded with paper work and clerical task which unrelated to teaching shows low satisfaction in their work place. These findings are supported by the previous study of Dr. Kurana (2013) who found that female teachers working in open climate as compare to other different type of climate have more satisfaction as they enjoy very high level of job satisfaction. McCaffreey (2008) concluded, where the climate is open, autonomous and positive; teachers achieve job satisfaction and are motivated to overcome difficulties and frustrations. They have the incentive to work things out and to keep the school going. On

the contrary in the study of Rani (2014) it was found that there is no significant difference in organizational climate and job satisfaction of female teachers teaching in elementary schools.

OBJECTIVE 6: To study the school organization climate on the dropout rate of Kasturba Gandhi Balika Vidyalayas' of Agra division.

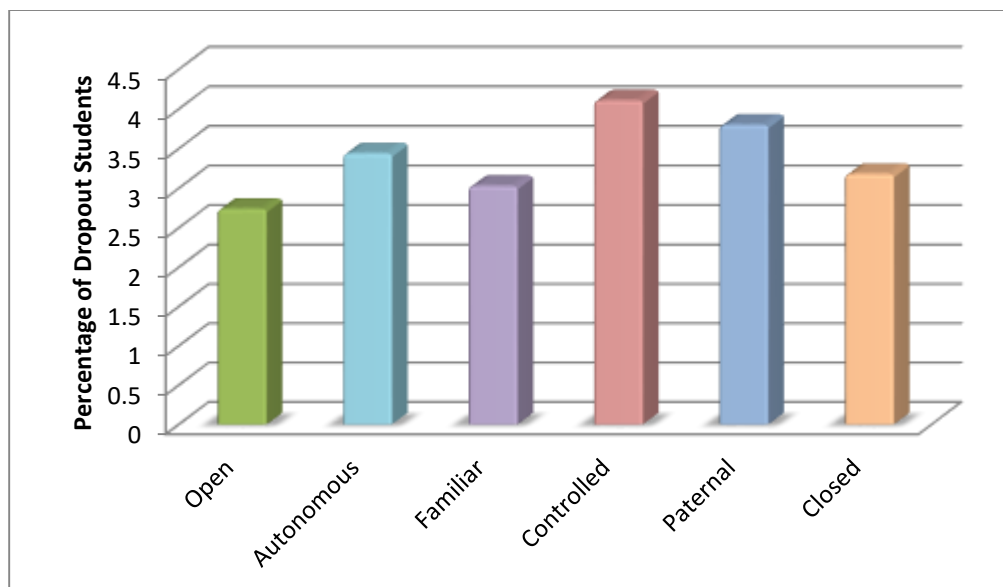
For the analysis of the students drop out in the schools data of 2011, 2012, 2013, 2014 and 2015 was taken which is shown in table 6.1.

Table 6.1: Student dropout rate in Kasturba Gandhi Balika Vidhyalays in relation to different type of organizational climate in the year 2011 to 2015

Year	School Climates	Open	Autonomous	Familiar	Controlled	Paternal	Closed	Total
2011	No. of School	5	6	9	3	2	4	29
	Population	354	443	638	228	181	278	2122
	Drop out	09	08	13	05	04	04	43
	Percentage	2.54%	1.80%	2.0%	2.2%	2.2%	1.43%	2.02%
2012	No. of School	5	6	9	3	2	4	29
	Population	382	502	709	238	178	284	2293
	No. of Dropouts	23	29	35	28	19	22	72
	Percentage	2.35%	3.6%	3.2%	3.36%	4.4%	2.11%	3.1%
2013	No. of School	5	6	9	3	2	4	29
	Population	465	556	840	292	198	347	2698
	Drop outs	19	22	30	13	09	12	105
	Percentage	4.0%	3.9%	3.3%	4.4%	4.5%	3.4%	3.9%
2014	No. of School	5	6	9	3	2	4	29
	Population	488	578	844	290	196	358	2754
	No. of Dropouts	10	25	28	14	08	18	103
	Percentage	2.0%	4.3%	3.3%	4.8%	4.0%	5.0%	3.74%
2015	No. of school	5	6	9	3	2	4	29
	Population	495	589	886	289	193	395	2847
	No. of Dropouts	14	19	25	15	07	13	93
	Percentage	2.8%	3.2%	2.8%	3.4%	3.6%	3.8%	3.26%
Total	No. of school	5	6	9	3	2	4	29
	Population	2184	2668	3917	1337	946	1662	12714
	No. of Dropouts	60	92	119	55	36	53	415
	Percentage	2.74%	3.44%	3.03%	4.11%	3.80%	3.18%	3.26%

The preview of above table shows student drop out in Kasturba Gandhi Balika Vidyalayas from the year 2011 to 2015. In the year 2011 the total student enrollment was 2122 and the student dropout rate was 43 (2.02%). The open, autonomous, controlled and paternal school climate had 2.2, 2.0, 2.2 and 2.20 per student dropout rate respectively. The year 2012 shows increased student enrollment of 2293 with dropout rate of 72 (3.1%), where school having open and closed climate had 2.35% and 2.11% dropout rate, and school having autonomous, familiar, controlled and paternal climate had 3.58, 3.2, 3.36 and 4.4 per respectively. It shows that student's dropout rate is high in schools having controlled climate.

High student dropout can be seen in the year 2013 with 3.9 % and in 2014, 3.74%. Student dropouts have been found high in the school with controlled and paternal climate with 4.4, 4.5percent in 2013 whereas, in the year 2014 the school having autonomous, controlled, paternal and closed climate shows student dropouts 4.3, 4.8, 4.0 and 5.0 percent respectively. In the year 2015, student enrollment has been improved with slight improvement in student dropout rate that is 3.26 percent.



Graph 9: Percentage of student dropouts in different types of school organizational climate

Student dropout is a major cause of concern in India. Every year student gets dropout from schools after 5th grade. For this reason government started new scheme that can help in reducing the dropout rate of girl child after 5th grade. Regarding this problem Kasturba Gandhi Balika Vidyalayas somehow helping in this prospect as it can be seen from the graph 4.9. In school having controlled and paternal type climate it evidently high dropout and less dropout is depicted in the school having open and familiar climate among girls of KGBVs. The reasons of increased dropout rate among girls in controlled, paternal and closed type of climate could be many such as poverty, early marriage, ill health, distance of schools from home, poor performance in school, death of parents, sexual harassment, unfriendly environment etc. As in the study conducted by Baruah (2011) reported that 88.33% girls dropped out from their school because of household works, 86.66% due to lack of paternal guidance in studies, 79.16% failure in examination, 67.50% due to insufficient time for study and 53.33% girls dropout caused by punishment given by teachers.

FINDINGS OF THE STUDY

The findings of the present study which were based upon factual statistical analysis and interpretation of the data have been generalized to the extent of representations of the sample and effectiveness of the instructional material under study. The findings are presented hereunder in accordance with the objectives of the study.

1. In 29 Kasturba Gandhi Balika Vidhyalays 17% schools are having Open climate, 21% schools are having Autonomous climate and in 31% schools are having Familiar climate whereas 10% schools having controlled climate, 7% schools are having paternal climate and schools with closed climate shares 14% of the total. It indicates that in the residential setting of Kasturba Gandhi Balika Vidyalayas open, autonomous and familiar climate practiced to a great extent because of the acquired higher presence of human feelings in principals that tend to influence the teachers positively. Conversely, principals with no thrust bring consequences to the climate of an organization.
2. F- value for student adjustment scores of (i) Emotional Adjustment (ii) Social Adjustment (iii) Educational Adjustment and (iv) Overall Adjustment regarding school organizational climate was found 20.59, 13.76, 14.56 and 18.31 respectively which were significant as p value.000 was less than .05. Hence, it can be concluded that there is a significant difference in the student adjustment in relation to school organizational climate. Students' adjustment in all the three areas in relation to open, autonomous and familiar climate confirms the fact that interpersonal relationship between teachers, principal and students helps them to cope up with the problems which occurs in school premises.
3. In case of students quality of learning in different types of climate the F-value was found 36.060 which indicate significant difference among all the groups..
4. F -value for students learning achievement in relation to school organizational climate was found 19.64 significant at .000 level of confidence. So, the null hypothesis that there is no significant difference in the learning achievement of students of Kasturba Gandhi Balika Vidyalayas in context of organizational climate was rejected. The Post Hoc Analysis also showed a significant difference among all six types of climates.
5. F- value was found 15.74 for job satisfaction of teachers teaching in Kasturba Gandhi Balika Vidyalayas in relation to different school climate. So, the null hypothesis that there is a significant difference in the job satisfaction of teacher of Kasturba Gandhi Balika Vidyalayas in context of organizational climate was rejected at (p value is .000) less than 0.05.
6. In terms of total student dropout in relation to six school organizational climate it was found that 4.11%, 3.80% and 3.44% students' dropout occurred in schools with controlled, paternal and autonomous type of climate respectively. High students' dropout in school with controlled and paternal climate shows unsupportive behavior of principal and teachers towards students and their parents.

V. CONCLUSION

The findings of the study reveal that:

- Every educational institution differs in their organizational climate; similarly Kasturba Gandhi Balika Vidyalayas do differ in their school environment. These residential schools were opened with the aim to improve girl education that belongs to weaker and deprived section of society and from OBC, SC, ST, Minority & BPL families. Central government and State government opened these schools on the pattern of Jawahar Navodaya Vidyalayas with residential setting where girl students can continue their education to the main stream of education. This would help them in achieving the goal of Universalization of Elementary education. In this research the investigator found out the different type of climate that is prevailing in Kasturba Gandhi Balika Vidyalayas, where mostly schools are having Open, Autonomous and Familiar type of climate and other had Controlled, Paternal and Closed type of climate. It was also found out in researches related to school organizational climate that Open climate was felt better in schools with residential settings as it is loaded with factor like Humanized thrust among the members of an organization.
- Schools with residential settings like Kasturba Gandhi Balika Vidyalayas are situated in remote areas where students, teachers and principals live together in a same compound for long hours. In this situation the inhabitants has to work with more corporation and better understanding. The results of this study also exhibit the adjustment of students in relation to school organizational climate where students are found better in their emotional, social, educational and overall adjustment. The result showed low score for students Emotional, Social, Educational and Overall Adjustment in school with Open, Autonomous and Familiar climate which signify that girl's student find themselves emotionally stable, socially active and educationally upgrade in these type of school environment. The reason could be that the feeling of intimacy, esprit or morale and Humanized thrust between students and teachers make them informal with each other and student will be able to share their ideas, opinions, feeling more freely.
- The results of this study showed that students' quality of learning and their achievement in learning are also affected by the school climate. In Kasturba Gandhi Balika Vidyalayas students have to engage in various activities performed by their teachers they get maximum support from them, which satisfy their psychological and physiological needs. In school with Open, Autonomous and Familiar type of climate, teachers get more freedom for experimentation in teaching as they are supported by the principal. Students are motivated by their teachers to do their best in their curriculum, time to time feedback helps them in doing better in their academic work, and use of new techniques like, computer develops higher level thinking skills which leads to increase higher achievement.
- Furthermore, the study found a positive relationship between school organizational climate and teacher's job satisfaction in Kasturba Gandhi Balika Vidyalayas. School climate is the most important factor that affects work efficacy and job satisfaction of teachers in any organization. Results of this study exhibited that teachers teaching in schools with Open, Autonomous and Familiar climate were more satisfied in their job than teachers teaching in Controlled, Paternal and Closed type of climate. In open type of climate the members of the organization enjoys extremely high esprit (liveliness). Teachers enjoy friendly relationship with the other members of the school. In autonomous climate, complete freedom is provided by the principal so, that teachers can satisfy their social needs through their own structure of interaction. The familiar climate is marked with feature of noticeably friendly manner between principal and teachers. Hence, it can be said that teachers working in schools with these type of climate obtain high job satisfaction and are motivated to overcome their difficulties and frustration in their work place.
- Results pertaining to the students' dropout in different organizational climate exhibit that the dropout rate among girls of Kasturba Gandhi Balika Vidyalayas was high in the year 2013 and 2014. Furthermore maximum student dropout took place from schools with controlled and paternal type of climate. This may be due to the problems such as lack of freedom given to the students, unfriendly attitude of the teachers, lack of support in academic activities, physical punishment, fearful environment etc. there is urgent need of changing such climate for the welfare of the students studying under such condition to control the dropout rate. Although the administration of the schools had adopted some measures to control this problem as depicted in the data of 2015.

EDUCATIONAL IMPLICATION OF THE STUDY

- The results of the study reveal that open, familiar and autonomous school climate improves student's academic performance, quality of learning and understanding relationships with their peer group and teachers in terms of adjustment. Thus the students should be provided more and more opportunities to interact with other school students through field trips, educational tour, science exhibitions and other state level programs.
- This study will provide a motivational guideline to specialists, teachers and policy makers in framing schools programs and curriculum and policies for the girls who leave their school after or in between primary education. The teachers should play the role of counselor so that they can share their problems without hesitation.
- To further improve the quality of the education practiced in such schools give direction to the policy makers to make such an education policy, which would favor the decisions of compulsory computer education from 6th standard. As in Hindi Medium schools, affiliated with U.P. Board the computer education is given as in optional subject, there also computer education must be made compulsory and for that required facilities should be provided for proper implication. The teacher should give such projects in which the students must use computer and library; for collection of new information and to use it for classroom

works which would enhance their learning and improve their achievement. Various activities and programs like scout and guide, National service scheme and other cultural activities will be helpful in encouraging students to learn better and adjust in controlled, paternal and closed types of the school environment. To keep the girls students mentally and physically strong or fit, meditation or yoga session can be conducted in KGBVs.

- To minimize the dropout rate among girl, teachers should create positive and friendly environment in the class room as well as in school, which motivates the girl students to adjust in the school premises. The teacher and principal should also contact parents, to spread awareness about girl education and its future benefits. They can also take the support of different organizations who work for the empowerment of women education and their well being. To control the dropout rate among girls, government should extend these schools up to XII class so that they can effortlessly continue their education to the higher secondary.
- The teachers should give special attention to girls with special needs, for this purpose monthly evaluation should be done by the teachers and hostel warden. This will be helpful for teachers to take proper corrective measures including remedial coaching.
- The government should provide satisfactory accommodation, medical facilities, social security to all the teachers working in KGBVs having different environment. So that teachers can get better opportunities to improve their performance, job satisfaction and achieve educational objectives. Educational planner and administrator should pay attention towards the intrinsic and extrinsic factors related to job satisfaction.
- The educationist and curriculum planner should identify the problems faced by the girl students regarding their day to day activities in the school. And for this, the curriculum should be planned and revised to make it systematic, analytical and logical, exploring and practical and the new methodology and techniques of teaching and learning instead of traditional methods should adopt which will be helpful in increasing their learning achievement and quality of learning.

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