S U M M A R Y

The present study may be summarised as follows:

1. The aim of the study was to examine the effect of six types of social climate in schools on student behaviour in terms of personal social adjustment, value orientations and attitude towards certain educational objects, and scholastic achievement.

2. The school climate was derived from the hierarchical and collegial interactions between the principal and teachers in a school system. Six types of social climate in school considered in the study were: the Open, the Autonomous, the Controlled, the Familiar, the Paternal, and the Closed.

The Open Climate depicts a school in which the members enjoy extremely high Esprit. The teachers work well together without bickering and griping. They are not burdened by routine work; the principal's policies facilitate the teachers' accomplishment of their tasks. The teachers enjoy friendly relations with each other and obtain considerable job satisfaction, and are sufficiently motivated to overcome difficulties and frustration. The behaviour of the principal represents an appropriate integration between his own personality and the role he is required to play as principal. He works hard himself and at times goes out of his way to help a teacher. He is

not aloof, nor are the rules and procedures which he sets up inflexible and impersonal. He does not have to emphasize production; nor does he need to monitor the teachers' activities closely, because the teachers do, indeed, produce easily and freely. He is in full control of the situation, and he clearly provides leadership for the staff.

The distinguishing feature of the Autonomous Climate is the almost complete freedom that the principal gives to teachers to provide their own structures-for-interaction so that they can find ways within the group for satisfying their social needs. The scores lean slightly more toward social-needs satisfaction than toward task-achievement (relatively high scores on Esprit and Intimacy). The principal remains aloof from the teachers, for he runs the school in a businesslike and a rather impersonal manner. His leadership style favours the establishment of procedure and regulations which provide guidelines that teachers can follow; he, however, does not personally check to see that things are getting done. On the whole, he is considerate, and he attempts to satisfy the social needs of the teachers as well as most principals do. The range of administrative behaviour, as compared to that of the principal in the Open Climate, is somewhat restricted.

The Controlled Climate is marked, above everything else, by a press for achievement at the expense of social-needs satisfaction. Everyone works hard, and there is little time for friendly relations with others or for deviation from established controls and directions. This climate is over-weighted toward task-achievement and away from social-needs satisfaction. Nonetheless, since morale is high, this climate can be classified as more Opened than Closed.

The main feature of the Familiar Climate is the conspicuously friendly manner of both the principal and teachers. Social-needs satisfaction is extremely high, while, contrariwise, little is done to control or direct the group's activities toward goal achievement.

The Paternal Climate is characterized by the ineffective attempts of the principal to control the teachers as well as to satisfy their social needs. The principal does a great deal of work himself and he is everywhere at once, checking, monitoring, and telling people how to do things. He is so non-aloof that he becomes intrusive. Although he preserves an average degree of Thrust, as evidenced by his attempts to move the organization, he nonetheless fails to motivate the teachers, primarily because he, as a human being, does not provide an example, or an ideal, which the teachers care to emulate.

The Closed Climate marks a situation in which the group members obtain little satisfaction in respect to either task-achievement or social needs. In short, the principal is ineffective in directing the activities of the teachers; at the same time, he is not inclined to look out for their personal welfare. This climate is the most closed with high Disengagement, high Hindrance, low Esprit, average Intimacy, High Aloofness, high Production Emphasis, and low Consideration.

3.	The criterion variables examined in the study included personality characteristics, value orientations, attitudinal variables, and scholastic achievement.

The personality characteristics included Activity (which refers to quantitative and qualitative aspects of activity such as speed of work, planning and skillful execution of work, persistence against mental boredom and physical fatigue), Hypomanic Temperament (including cheerfulness, sociability and lively disposition aspects of temperament), Moral Values (comprising regard for moral values, social conventions, and altruistic motives), Dominance (characteristics such as love for power, and position, pride and assertiveness), Paranoid Tendency (related to suspiciousness, ideas of reference and jealousy,

rigidity of opinions or refractoriness to objective
analysis with respect to certain interpersonal problems).
Depressive Tendency (of feeling of unhappiness and
inferiority), Emotional Instability (that is, lack of
emotional control and easy susceptibility to arousal of
emotions, inability to recover easily from emotional
distrubance), and Introversion (referring to social with-
drawal, shy and sensitive temperament).

Value orientation toward basic values of Indian
society and particular groups within this society included
attitude towards eight aspects of student behaviour, namely
norms relating to behaviour towards parents, teachers,
boy-girl relationship, education, moral, social, civic, and
religious values.

Attitudinal variables related to student behaviour
comprised of attitude towards school in general, towards
certain educational policies and practices on the strict-
lenient continuum, and students' perceptions of how
teachers teach.

Scholastic achievement was assessed in terms of
school pass percentage in the Board's examination held at
the end of school education.

4.   The hypotheses tested in the study were:

    i.   Different social climates in school tend to
        produce differences in student behaviour in
        terms of personal-social adjustment;

ii. Different social climates in school tend to
produce differences in student behaviour
related to value orientations;

iii. Different social climates in school tend to
produce differences in student behaviour
related to students' attitude towards certain
educational objects;

iv. Different social climates in school tend to
produce differences in student behaviour in
terms of scholastic attainment.

5. The Groups-Within-Treatment Design (with the school
as the unit of ~~analysis of~~ sampling) was adopted to study
the effect of social climate in school on criterion
variables. A sample survey was carried out to identify
the prevailing social climate in schools. The non-govern-
mental and co-educational high schools in Gujarat State,
mostly attended by students of middle socio-economic strata,
and in existence for at least last ten years, served as
the population of schools, and a random sample of seventy
schools was drawn from this population. An objective
measure of social climate in school, based on the hierarchical
and collegial interactions between the principal and
teachers, was used to identify school climate and to classify
schools into six climate groups. Each of six climate
groups of schools was treated as forming a hypothetical
population, and a random sample of three schools was drawn
from these hypothetical populations.

6. Observations on criterion behaviours were collected from students of class ten of selected schools and statistical analysis was carried out on school means to examine the effect of social climate in school on student behaviour. Univariate as well as multivariate analysis of variance were performed to study the significance of obtained differences in the Criterion measures under different climates.

7. The findings suggest that different social climates have differential effects on certain aspects of student behaviour. Personality characteristics such as Emotional Instability, Depressive Tendency, Moral Values, Activity, Paranoid Tendency, and Introversion differentiate between climate groups, and to lesser extent, characteristics such as Hypomanic Temperament and Dominance tend to differentiate them. But all these studied 'simultaneously' discriminate significantly between school climates. Other criterion behaviours related to attitudes and values, however, do not discriminate between climate groups.

   Among the climates, the schools with the Open Climate, tend to show better personal adjustment of pupils, than the other groups of climate. Next to Open Climate is the Closed Climate group of schools on this criterion. The Autonomous, The Controlled, and the Paternal occupy the mid

position in this respect, and the Familiar being the last
among the Climates.

8.   The findings demonstrate empirically what so far
had been assumed on a priori basis regarding the effective-
ness of the Open Climate for the proper development of
personality and adjustment of pupils. The results of the
present study point to a possibility of basic causal link
between climate characteristics and pupil variables. It
is concluded that the positive behavioural characteristics
resulting from the hierarchical and collegial interactions
between the principal and teachers in an Open Climate
school get transmitted over to students who in turn show
better personal adjustment than their counterparts in other
climates, through constant positive interactions with better
adjusted group of adults during the school period.

9.   The above findings may interest the student of group
dynamics in general, and educational administrators in
particular. It may be worthwhile to follow up this study
by investigating the effect of different climates in school
on the development of democratic secular behaviour, scientific
attitude and other such behaviours in students.