

# A STUDY OF ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOL AND ITS EFFECT ON ACHIEVEMENT LEVEL OF GIFTED STUDENTS

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## ABSTRACT

*The school environment plays an important part in the development of a child. The research findings agree that the school environment which give healthful satisfaction to the children who maintain a healthy relation with schools, has a good effect on the development as successful adult. Loree has stressed on environmental influences on learning. The course of learning is influenced by the environmental context within which ongoing learning occurs.*

## INTRODUCTION

The "Gifted Children" are the future leaders of the world in different fields, such as scientists, poets, artisans, philosophers, political leaders, etc. The progress of any country depends on the opportunity given to their intellectuals for their maximum development. As in the case of other children the environment plays an important part in the development of a gifted child. Gallagher also expresses this idea. The environment can have either an inhibiting or an encouraging effect on the development of intellectually talented. Such an assumption phases a heavy responsibility talented. Such an assumption phases a heavy responsibility of the system. The place of genetics in intelligence, has not been denied, rather the place of environment and its interaction with genetics has been reaffirmed.

**According to Kirt and Gallagher (1983)** even in the definition of giftedness environment has a role. Einstein's remarkable achievements where as much a function of the state of the field of physics at a particular point in history as they were a function of Einstein's own talent. So Feldman concluded. Thus, early prodigious achievement should be seen as the occurrence in time and space, by a remarkably pre-organized human being, born during perhaps the optional period and educated in precise manner most likely to enable the individual to interact optimally with a highly evolved field of knowledge.

Instead of the term "gifted" as we use in this study, **Cole (1946)** has used the term "brilliant" to refer those who have I. Q. score of above 130. According to him characteristically "brilliant" student is an academic success and a few brilliant children are erratic and unstable due to the fault of the school.

## THE CONCEPT OF GIFTEDNESS

Some use the term "gifted" to refer only those highly capable in a wide variety of abilities where as some use it to those who highly competent in any area. **Terman** used this term to those who have intelligence quotient. In this study he had taken children with I.Q. above 130 in **Stanford-Binet** Test as "gifted" children. Later this concept was changed and a broader concept was emerged. Thus **Kirk** define, "A gifted child is one who shows consistently remarkable performance in any worthwhile line of endeavor." This definition includes not only intellectually gifted but also one whose performance is consistently remarkable in some potentially valuable activities like music and arts as **Witty (1953)** defined.

## SCHOOL ENVIRONMENT

"The school environment is made up of people (students, faculty members, administrator, maintenance personal etc.) building, grounds, equipment and psychological and social climate." In other words, the school environment include the physical environment of the school, its management, teaching staff, curriculum and teaching methods, relationship between the teachers and students and discipline of the school.

## AIM OF THE STUDY

The main objectives of the study is as below:

- To compare the environment of the three schools in Delhi where gifted children are studying.
- To compare the achievement of the gifted children in these three schools.
- To find out the relationship between the school environment and academic achievement of these children.

## REVIEW OF LITERATURE

The scientific study of giftedness was first started in **1895** by **Sir Francis Galton**. He started publishing articles in England on the topic of hereditary genius. He had observed, on the basis of biographies and direct inquiries that out-standing abilities appeared to run in families.

**Terman**, after the revision of **Binet-Simon** tests of intelligence in 1916 turned his interest on gifted children. In 1920 he had identified 1528 gifted children. During the period of his research in this field he set of five volumes of: "**GENETIC STUDIES OF GENIOUS (1925-1959)**". Teacher nominations and group intelligence tests were used as screening procedure. The final selection of most subjects were based on an I.Q. Score of 140 or above on the **1916 standard Binet** intelligence scale. The average I.Q. Score for the children selected by the **Binet** test was 151. A brief summary of some of the important studies is given below: In physique and general heath of gifted children were superior; The medical examinations revealed that the incidents of disabilities are below that of usual school population.

In the retest with a different adult intelligence test, the **Terman's** subjects retained their intelligence Score. Only less than 10% were below the 85th percentile rank. Thus **Terman** concluded that the bright child remain bright. **Terman's** Sample had been learn basic skills significantly earlier than normal children. The rate of attendance in educational institutions and participation in extracurricular activities were greater than average.

These gifted children were interested in abstract subjects such as literature, debate and ancient history; they were less interested in practical subjects. The interest in sports and games was equally to the average children. They shows sincerity in their works, Most of them (84/86%) shows above average emotional stability. They show slightly above average emotional adjustment. In the investigations (1947) about the mental health and adjustment about 80% of them showed satisfactory adjustment. The marriage rate for the gifted group was the same as that for the general population (84%) but the divorce rate less. Only 2% of offspring have I.Q. score below 100. About 8 times as many man in the professions as was true for the general population. The incomes for the gifted group were considerably higher than the natural average. Success for the gifted was associated with well balance temperament and freedom from excessive frustration.

The central purpose of the research "**ONE IN A THOUSAND: A COMPARATIVE STUDY OF HIGHLY AND MODERATELY GIFTED ELEMENTARY SCHOOL CHILDREN**" by **Walter B. Barbe (1963)** was to study the characteristics of highly gifted and moderately gifted elementary school children. This study examined their adjustments, family back grounds, achievements and educational programmes. He selected as moderately gifted children as those with I.Q. between 120 & 134 in **Standford-Binet** intelligence test and highly gifted as those with I.Q. score above 148. The data were collected from different sources such as parents, teachers, record and directly from the individuals.

It was found that there was not significant difference between the adjustments of moderately and highly gifted children. But they show above average adjustment. There was a difference in favour of the highly gifted group on the parent's income and education. It IS also found that there is favourable school administration for the highly gifted group. The academic achievement is commensurate with their ability; they learn to read early years make rapid progress in school.

## RESULTS & CONCLUSION

On analysis it was found the environment of schools varied from one to another. The highest academic achievement is found in the school which have better general environment. Another conclusion is that authoritarianism has an adverse and flexibility has a positive effect on the academic achievement of gifted children. Even though other aspects have some effect on academic achievement of gifted children classroom situation is more important.

In the preparation of achievement test in science topics were selected from the content areas Physics, Chemistry, and Biology, Geography and Geology and scientific method. Blooms' classification of Educational Objectives was adopted and items were prepared in the objectives: knowledge, comprehension, application, analysis and evaluation.

The design of the study was selected according to the purpose of the study. The selection of the sample was mainly based on intelligence test score. Since the brilliant children had been identified in First School and Second School it was used to control the influence of intelligence in K.V. score and teachers opinion.

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