**ORPHANAGE ORGANISATIONAL CLIMATE AND ASPIRATION FOR HIGHER EDUCATION OF HIGH SCHOOL STUDENTS IN ORPHANAGES**

**ABDUL RASAK C**

**Dissertation**

**submitted to the University of Calicut**

 **in partial fulfilment of the requirements**

**for the Degree of**

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

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**Farook Training College** **Abdul Rasak C**

**DECLARATION**

 **I, ABDUL RASAK C,** do hereby declare that this dissertation**, “ORPHANAGE ORGANISATIONAL CLIMATE AND ASPIRATION FOR HIGHER EDUCATION OF HIGH SCHOOL STUDENTS IN ORPHANAGES .”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**CERTIFICATE**

 **I,** **ABDUL HAMEED MUKTHAR MAHAL** do here by certify that this dissertation **“ORPHANAGE ORGANISATIONAL CLIMATE AND ASPIRATION FOR HIGHER EDUCATION OF HIGH SCHOOL STUDENTS IN ORPHANAGES .”** is a record of bonafide study and research carried out by **Abdul Rasak C,** under my supervision and guidance. The report has not been submitted by him for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College  **ABDUL HAMEED MUKTHAR MAHAL**

.....-12-2010 (Supervising Teacher)

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**INTRODUCTION**

Education in the simplest sense is providing profitable experiences. In its largest sense, education is any activity or experience that has a formative effect on the mind, character or physical ability of an individual. Technically, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Education is the process which draws out the best in child with the aim of providing experience to become a personality well balanced in behavior, culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually upright, vocationally self-sufficient and internationally liberal.

Education is a comprehensive term. Its implications are rich and varied. It is this reason why it is difficult to give a simple meaning or definition to education. In every society and in every age, a system of education is evolved according to its needs and values.

“Higher education means the instruction offered to persons of considerable intellectual maturity, usually requiring previous preparation through the secondary school. It includes education above the level of the secondary school given in colleges, universities, graduating schools, professional schools, technical institutes, teacher colleges and normal schools”

“Education is the aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of behavior of positive value in the society in which he lives.”

Ordinarily the term “education” is used for the so called “technical” or more specifically classified professional courses offered in higher institutions for the preparation of teachers and relating directly to educational psychology, philosophy and history of education, curriculum, special and general methods instruction, administration, supervision…etc.

Historically, from the late 18th century to the first half of 20th century, higher education was defined by a sharp orientation to the governing class and to the ultimate purpose of keeping the governing class in power. In other words higher education was the university education with clear and established standards.

**NEED AND SIGNIFICANCE OF THE STUDY**

According to UNICEF, there are more than 143 million orphans in the world. Somewhere in the world, a child dies every 5.2 seconds due to malnutrition, disease or neglect. `Orphans’ are inevitable part of all societies and all ages. The pattern of their protection differs from society to society and from time to time. The importance given to protection of orphans is influenced by the contemporary social attitudes towards them.

Orphans have deep psychological problems including anxiety, low self esteem, behavioural disorders which lead to educational backwardness. Orphans are a society whose care is being undertaken by a number of governmental and nongovernmental organizations and institutions.

A very few studies have been conducted about psychological and educational problems of students in orphanages. The investigator has direct personal experience of sharing their problems and observing the ways in which they react to the circumstances and situations in orphanage and school. Moreover, the investigator believes that understanding more about the weaknesses and its effect on orphans’ aspiration for higher education will, to a great extend, help the orphanage officials, care takers and teachers to make the orphanage climate conducive for the educational needs of the orphanage inmates.

The investigator from his personal contact with orphanage inmates studying in high school especially in 10th standard, could understand that most of them don’t have any ambition before them with respect to higher education. Higher education being the route to the all-round development of the individual, unless pursued with interest will be of no use. The investigator further understood that the orphans who do not have any aspiration for higher education are not satisfied with the existing orphanage climate. This made the investigator assume that orphanage climate has significant influence on the aspiration for higher education of orphanage inmates. He explored the studies related to orphanages and orphanage students, No study was reported so far on this dimension. Hence the investigator felt the urgent need to take up the study.

After conducting the study if it is found that perceived orphanage organizational climate has influence on aspiration for higher education of high school students in orphanages measures can be taken to inspire the orphanage inmates to seek higher education by manipulating orphanage climate. Further, orphanage authorities can be informed of the importance of the perceived comfort of orphanage climate rather than the actual facilities provided by them in order to inspire the inmates for pursuing higher education. This signifies the study.

**ORPHANAGE ORGANISATIONAL CLIMATE**

Organisational Climate is a set of cognitively based individual perceptions that describes an organization, its salient characteristics, features, events and processes. This organisational climate is formed by how the organization and its sub systems deal with its members and environment. Organisational climate is the pattern of social interaction that characterizes an organization.

Orphanage organisational climate is a set of properties of the orphanage environment, perceived directly or indirectly by the orphans , that is assumed to be a major force in influencing orphan’s behavior.

There are several frame works which can be applied to study organisational climate. Some of these are

1, Organisational attribute approach (Litwin and Stringer- 1968)

2, Individual attribute approach (Schneider and Baclett- 1968, 1970)

“Climate can be defined as the perceived attributes of an organization and its subsystems as reflected in the way an organization deals with its members, groups and issues.” Litwin and Stringer.

There are six components for organisational climate.

**1,** **Achievement**

This motive is characterized by concern for excellence, competition against standards set by others or by oneself, the setting of challenging goals for oneself, awareness of the obstacles that might be encountered in attempting to achieve these goals.

**2,** **Influence**

This motive is characterized by a concern for making an impact on others, a desire to make people do what one thinks right and an urge to change situations and develop people.

**3,** **Control**

This motive is a desire to be and stay informed, an urge to monitor events and to make corrective action when needed, and a need to display personal power.

**4,** **Extension**

This motive is characterized by a concern for others, interest in super ordinate goals, an urge to be relevant and useful to large groups, including society as a goal.

**5,** **Dependency**

This is a desire for the assistance of others in developing oneself, a need to check with significant others, a tendency to submit ideas or proposals for the approval and an urge to maintain a relationship based on other persons’ approval.

**6,**  **Affiliation**

This is a concern for the establishing and maintaining close personal relationships and emphasis on friendship and a tendency to express one’s emotions.

The orphanage organisational climate refers orphans’ perceptions and experiences they receive in the orphanage. It reflects the level of satisfaction they desire and the facilities they enjoy in the orphanage.

**ASPIRATION FOR HIGHER EDUCATION**

The components of Aspiration for Higher Education are described below.

**1,** **Attitude**

Attitude refers to an overt covert interest I pursuing specific course of action, in response to particular situation. The attitude has five components.

i, Emotion

Emotion refers to a strong feeling such as love, fear and anger. It is the part of a person’s character that consists of feeling.

ii, Target

The term target refers to the result that a person tries to achieve.

iii, Direction

It refers to the line of development, way or trend one has in mind of an aspect.

iv, Intensity

This refers to the state or quality of being intense and intensity of feelings.

v, Consistency

The quality of always behaving in the same way or of having some opinions, standards, etc

**2,** **Motivation**

Motivation refers to as something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. The motivation has four components.

i, Achievement Drive

This refers to one’s striving to improve or meet a standard of excellence.

ii, Commitment

The term commitment refers to dedication to a long term course of action.

iii, Initiative

The term initiative refers to the individual’s capacity for independent action to start a series of activities.

iv, Optimism

It refers to an attitude marked by hope, confidence, cheerfulness and faith in future.

**STATEMENT OF THE PROBLEM**

The present study is entitled: “**ORPHANAGE ORGANISATIONAL CLIMATE AND ASPIRATION FOR HIGHER EDUCATION OF HIGH SCHOOL STUDENTS IN ORPHANAGES**”

**DEFINITION OF KEY TERMS**

Some of the key terms used in the study are defined below.

**Orphanage**

Orphanage is the name used to describe a residential institution meant for orphan children whose parents died or deceased or unable to care them.

**Orphanage organisational climate**

Orphanage organisational climate is a set of properties of the orphanage environment, perceived directly or indirectly by the orphans, that is assumed to be a major force in influencing orphan’s behavior.

**Aspiration**

Aspiration is the goal or quality of performance desired by an individual or a group in a specified activity.

**Higher Education**

Higher education means the education offered to persons of considerable intellectual maturity, usually required through secondary schooling

**High School Students**

High school students are those students studying in VIII, IX and X classes.

**VARIABLES OF THE STUDY**

The present study includes the following independent and dependent variables.

1, **Independent variable**

“Orphanage organisational climate” is selected as the independent variable.

2, **Dependent variable**

“Aspiration for higher education” is selected as the independent variable.

**OBJECTIVES**

The present study has the following objectives.

1, To find out whether any significant relationship exists between organisational climate and aspiration for higher education of High school students in orphanages.

2, To find out if there exists any significant difference between Perceived Orphanage Organisational Climate and Aspiration for Higher Education of High School students in the sub sample based on

a, Gender

b, Age of students

c, Duration of Orphanage stay

3, To find out if there exists any significant difference in Perceived Orphanage Organisational Climate and Aspiration for Higher Education of High School Students in orphanages between relevant sub samples based on

a, Gender

b, Age of students

c, Duration of Orphanage stay

4, To find out whether gender, age and duration of orphanage stay have any significant main and interaction effect on Aspiration for Higher Education of High School Students.

**HYPOTHESES OF THE STUDY**

Based on the objectives, the following hypothesis is drawn.

1, There exists a significant relationship between orphanage organisational climate and aspiration for higher education of high school students I orphanages.

2, There exists significant relationship between orphanage organisational climate and aspiration for higher education in the sub samples based on

a, Gender

b, Age

c, Duration of Orphanage stay

3, There exists significant difference in the mean scores of orphanage organisational climate and aspiration for higher education between the relevant sub samples based on

a, Gender

b, Age

c, Duration of Orphanage stay

4, Gender, Age and Duration of Orphanage stay have significant main and interaction effect on Aspiration for higher education of high school students in orphanages.

**METHODOLOGY**

The procedure of present study is outlined in the following sections.

**SAMPLE**

The study as carried out on a representative sample of 250 high school students in the orphanages of Palakkad, Malappuram, Calicut and Wayanad districts. Sample for the study was selected through stratified random sampling giving due consideration and representation to the gender, age , and duration of orphanage stay.

**TOOLS USED**

The major tools used for the collection of data are

1, Orphanage Organisational Climate Assessment Scale. (Prepared by the investigator with the help of the supervisor)

2, Aspiration for Higher Education Assessment Scale. (Prepared by the investigator with the help of the supervisor)

**STATISTICAL TCHNIQUES USED**

In the present study, the collected data were analysed using the following statistical techniques.

1, Preliminary analysis: Mean, Median, Mode, Standard Deviation.

2, Pearson’s Product Moment Co-efficient of Correlation.

3, Test of Significance of difference between Means for different categories – ‘t’ test for large independent sample.

4, Analysis of Variance.

**SCOPE OF THE STUDY**

In the present study the investigator prepared Orphanage Climate Assessment Scale and Aspiration for Higher Education Assessment Scale to assess the perceived comfort of orphanage climate and aspiration for higher education of high school students in the orphanage. These tools can be utilized by researchers to assess the perceived comfort of orphanage climate of orphan inmates and aspiration for higher education of students for conducting similar studies. Further if it is found that the orphanage climate and aspiration for higher education are related the findings can be used as a base to make orphanage authorities consider the importance of emotional development of orphanage inmates and of providing proper environment in the orphanages to make the inmates feel comfortable.

**LIMITATIONS OF THE STUDY**

Even though the study was conducted with maximum care certain limitations were found in the study , as given below.

1, The study was confined to Palakkad, Malappuram, Calicut and Wayanad Districts.

2, The sample size of the present study was limited to 250.

3, The investigator could not draw sample from government orphanages due to complicated procedures to get permission from the concerned authority.

4, The investigator could not assess the perception of orphanage climate by the authorities.

5, The present study is limited to the students of 10th standard only.

In spite of al these limitations every effort was made from the part of investigator to make the study precise and objective.

**ORGANISATION OF THE REPORT**

The report of the study is organized into five chapters. Various aspects in each chapter is arranged under the following scheme.

**Chapter- 1**

**INTRODUCTION**

* Need and Significance of the study
* Statement of the problem
* Objectives of the study
* Hypotheses
* Methodology
* Scope of the study
* Limitations of the study
* Organisation of the report

**Chapter-2**

**REVIEW OF RELATED LITERATURE**

* Importance of review
* Theoretical overview of the variables
	+ Orphanage Organisational Climate
	+ Aspiration for Higher Education
	+ Review of related studies
	+ Studies on orphanage climate
	+ Studies on aspiration for higher education
	+ Conclusion

**Chapter-3**

**METHODOLOGY**

* + Objectives of the study
	+ Hypotheses of the study
	+ Variables of the study
	+ Tools used for the study
	+ Sample used for the study
	+ Statistical techniques used for the study

**Chapter-4**

**ANALYSIS AND INTERPRETATION**

* Objectives of the study
* Hypotheses
* Statistical Analysis of the data

Preliminary analysis

Major Analysis

* Conclusion and Suggestions.

**Chapter-5**

**SUMMARY, CONCLUSION AND SUGGESTIONS.**

**REVIEW OF RELATED LITERATURE**

**Importance of the Review**

The review of related literature is a crucial aspect of planning a study, the objectives of which is to justify the rationale behind a study. It provides an overview of historical perspective, development, deviations and new development of research in that area and also guides to identify the methods appropriate to the present problem under investigation.

Vockell (1983) has pointed out of review of literature. The main purpose is to put the hypothesis to be examined in the research report into its proper context. Secondary purposes of this part of the report are to provide readers with guidelines regarding where they can look to find more information and to establish the authors credential by letting readers know that the researcher is aware of what has been going on with regard to current and related topics. The review of literature provides some insights regarding strong points and limitation f the previous studies. It enables the investigator to improve his own investigation.

It is very essential for every investigator to be up to-date in his information about the literature related to his own problem already done by others. It is considered the most important pre-requisite to actual planning and conducting the study. It avoids the duplication of the study. The researcher can take advantages from similar or related literature as regards to methodology, data collection procedure adopted and conclusion drawn. He can justify his own endeavor in the field.

Turney and Robb (1971) state, “The identification of a problem, development of a research design and determination of the size and scope of the problem, all depend to a great extend on the care and intensity with which a researcher has examined the literature related to the intended research.”

A valid investigation can’t be done without careful consideration of the previous attempts related to it. The review of literature also helps in providing placement and direction for the study to fit into its existing body of knowledge.

Best and Khan (1992) suggests “ citing studies that show substantial agreement and those that seem to prevent conflicting conclusion helps to sharpen and define understanding of existing knowledge in the problem area, provides a back ground for the research project and makes the reader aware of the status of the issue.”

In the context of present study, the investigator tried to review the theoretical aspects which have a close relation with the study. The researcher also reviewed different other studies connected with the present problem under investigation.

**ORPHANAGE**

Orphanage is the name used to describe a residential institution meant for orphan children whose parents are deceased or otherwise unable to care them. Orphanage provides housing and care for them. Children are educated within or outside the orphanage.

Orphanage provides shelter, food, cloth, care and education to orphans. There are orphanages which do not give proper environment to the inmates to grow freely and neglect their needs and complaints.

The real history of orphanages is Kerala starts from 1921. The main objective of orphanages was to rehabilitate the orphans and the destitute destined to be so after Mapila rebellion of 1921. In 1943 the epidemic cholera spread over certain places in Malappuram district and many died leaving behind a lot of children the destitute. This caused the establishment of an orphanage at Tirurangadi – Tirurangadi Yatheemkhana – in Malappuram district.

**STUDIES RELATED TO ORPHANAGE**

It was not until 1989 and early 1990s that researchers once again could address the impact of extreme deprivation on young children, when the Caesarian regime in Romania was overthrown. At this time outside world became aware of thousands of children who had been housed in Romania State run Orphanage.

Dutta (1982) investigated the personality characteristics of the orphans with reference to the orphanages in Assam. The major findings of the study were (i) Absence of parents was not main cause in becoming orphaned, other causes were – death of mother, mother’s malpractice, polygamy.etc. (ii) Intensity of psychological disorder was seen more in higher age groups and they had a low level of intelligence. (iii) Children living in Orphanages suffered more from the deprivation in emotional, social and cultural aspects than those living in home under parental care and affection. (iv) The prevailing environmental conditions in the orphanages were not satisfactory and had the absence of positive outlook in life. (v) The sign of neurotic phenomena and insecurity were found in orphans (vi) They are introverts and suffered from the no development of personality.

Frances et al (1991) conducted a study on “The intellectual, social and nutritional status of children in Ethiopian orphanage.” The study reveals that the orphans fail to develop the leadership qualities. The inmates have no contact with others outside the compound wall. Children’s participation and involvement and opportunity to develop their potentialities to leadership qualities individually are not satisfactory. Usually the inmates in the orphanages have the notion that they are not ‘born leaders’ or ‘that leadership doesn’t belong to them’. They have also the notion that, they need to depend on others.

Viki (1992) in his studies on “The lost generation” tries to find out the causes of the low self esteem of the orphans in orphanages. The study revealed that orphans have a very low opinion about their own selves and on appreciation about themselves. They think that they can’t achieve anything in their lives. They accept suffering and are not willing to come out of their inferior conditions. They don’t recognize the power within themselves which if they become aware of, can bring about changes in their own lives and the situation around them.

Karson (1992) conducted a study on the Indian destitute titled “Aspects of the lives of destitute children and women in Orissa, India”. The study affirmed the need for more orphanages as a solution to the problem of destitute children. So that they can become educated and support themselves.

Ahamad (1996) conducted a study on the socio-emotional development in orphanages and traditional foster houses in Iraqui Kurdistan. The children in orphanages were found to have high frequency stress disorder.

Engenola (1999) conducted a study entitled “Do I belong here?” The study deals with adopted child’s issues in education. The study concluded that teachers can better understand adopted children and discuss special needs of young children whose parents are not alive.

Moosakutty (2000) conducted a study entitled “A study on achievement in social studies of orphanage and non-orphanage pupils”. The study found that orphanage students and non-orphanage students are not significantly different in the mean scores of achievement in social studies at any level.

Hamza Thodengal (2000) conducted a work titled “ A comparative study on the guidance needs of orphanage and non-orphanage secondary school pupils in Malappuram District”. The study reveals that orphanage pupils are more in need of guidance than that of non-orphanage pupils.

Jacob (2000) conducted a study on “The Psycho-Social Problems of Orphans in Kerala”. The study reveals that there is difference between the problem on self esteem, love and affection, security, independence.etc. The study has identified several psycho-social problems on orphan female students than orphan male students in almost all variables. There is difference between rural orphan students and urban orphan students in their psycho social problems based on the variables of the study.

**CONCLUSION**

The above review of related literature gives a wide perspective of the present problem under investigation. A detailed analysis of the literature reviewed reveals that only few studies are conducted in the present area of investigation. This itself substantiates the need of the present study.

**METHODOLOGY**

Research methods are of great importance in research process. The success of any research depends largely on the suitability of methods and the tools and techniques used for the collection of data. A suitable method helps the researcher to explore the diverse areas of the study. The decision about the methods depends on the nature of research problem and the kind of data necessary for its solution.

The present study is intended to find out the extent of relation ship between Orphanage Organisational Climate and Aspiration for Higher Education of Secondary School Students. The design of the study is described under the following major sections.

* Variables of the study
* Objectives of the study
* Hypothesis of the study
* Tools employed for data collection
* Sample for the study
* Data collection procedures, scoring and consolidation of data.
* Statistical techniques used

The details of each of the above are discussed below.

1. **VARIABLES**

1, **Independent variable**

“Orphanage organisational climate” is selected as the independent variable.

2, **Dependent variable**

“Aspiration for higher education” is selected as the independent variable.

1. **OBJECTIVES**

1, To find out whether any significant relationship exists between organisational climate and aspiration for higher education of High school students in orphanages.

2, To find out if there exists any significant difference between Perceived Orphanage Organisational Climate and Aspiration for Higher Education of High School students in the sub sample based on

a, Gender

b, Age of students

c, Duration of Orphanage stay

3, To find out if there exists any significant difference in Perceived Orphanage Organisational Climate and Aspiration for Higher Education of High School Students in orphanages between relevant subsamples based on

a, Gender

b, Age of students

c, Duration of Orphanage stay

4, To find out whether gender, age and duration of orphanage stay have any significant main and interaction effect on Aspiration for Higher Education of High School Students.

**3. HYPOTHESES**

1, There exists a significant relationship between orphanage organisational climate and aspiration for higher education of high school students I orphanages.

2, There exists significant relationship between orphanage organisational climate and aspiration for higher education in the sub samples based on

a, Gender

b, Age

c, Duration of Orphanage stay

3, There exists significant difference in the mean scores of orphanage organisational climate and aspiration for higher education between the relevant sub samples based on

a, Gender

b, Age

c, Duration of Orphanage stay

4, Gender, Age and Duration of Orphanage stay have significant main and interaction effect on Aspiration for higher education of high school students in orphanages.

1. **TOOLS FOR DATA COLLECTION**

The source of a research depends on the availability of relevant data. So the investigation needs certain methods and instruments to gather necessary information.

The investigator employed the following tools for collecting data.

1, Orphanage Organisational Climate Assessment Scale. (Prepared by the investigator with the help of the supervisor)

2, Aspiration for Higher Education Assessment Scale. (Prepared by the investigator with the help of the supervisor)

**Description of Tools.**

1. **Orphanage Organisational Climate Assessment Scale**

The scale, developed by the investigator with the help of the supervisor consists of forty items in all.

There were thirty six positive statements and six items were negative statements. The subjects have to respond to each forty items by choosing any one of the alternatives from ‘always’, ‘often’, ‘sometimes’, ‘rarely’ and ‘never’. A score of 5, 4, 3, 2, 1 was assigned respectively to the responses ‘always’, ‘often’, ‘sometimes’, ‘rarely’ and ‘never’. The order of scoring was reversed for the negative items. The maximum score being 200 and minimum score being 40.

 The motives of organizational climate is described below

There are six components for organizational climate.

**i,**  **Achievement**

This motive is characterized by concern for excellence, competition against standards set by others or by oneself, the setting of challenging goals for oneself, awareness of the obstacles that might be encountered in attempting to achieve these goals.

**ii,**  **Influence**

This motive is characterized by a concern for making an impact on others, a desire to make people do what one thinks right and an urge to change situations and develop people.

**iii,**  **Control**

This motive is a desire to be and stay informed, an urge to monitor events and to make corrective action when needed, and a need to display personal power.

**iv,**  **Extension**

This motive is characterized by a concern for others, interest in super ordinate goals, an urge to be relevant and useful to large groups, including society as a goal.

**v,**  **Dependency**

This is a desire for the assistance of others in developing oneself, a need to check with significant others, a tendency to submit ideas or proposals for the approval and an urge to maintain a relationship based on other persons’ approval.

**vi,**  **Affiliation**

This is a concern for the establishing and maintaining close personal relationships and emphasis on friendship and a tendency to express one’s emotions.

The orphanage organizational climate refers orphans’ perceptions and experiences they receive in the orphanage. It reflects the level of satisfaction they desire and the facilities they enjoy in the orphanage.

1. **Aspiration for Higher Education Assessment Scale.**

In the study the investigator assessed the Aspiration for Higher Education of High School Students in orphanages using the Aspiration for Higher Education Assessment Scale constructed by the investigator with the help of his supervising teacher. From the available literature the investigator identified two major components of aspiration ie attitude and motivation. Attitude comprised of five components and motivation comprised of four components.

Based on the components obtained from literature the investigator developed a scale for assessing aspiration for higher education consisting of fifty one items. Out of fifty one items fifteen items were thirty six items were positive and fifteen items were negative statements. The subjects have to respond to each of the items by choosing any one of the alternatives ‘strongly agree’, ‘agree’, ‘undecided’, ‘disagree’, and ‘strongly disagree’. A score of 5, 4, 3, 2 and 1 was assigned to the responses ‘strongly agree’, ‘agree’, ‘undecided’, ‘disagree’, and ‘strongly disagree’ respectively. The order of scoring was reversed for the negative items. The sum of the scores for individual items indicates the aspiration for Higher Education of High School Students in Orphanages. The maximum score being 255 and minimum score being 51.

The components of Aspiration for Higher Education is described below.

**I,** **Attitude**

Attitude refers to an overt covert interest I pursuing specific course of action, in response to particular situation. The attitude has five components.

a, Emotion

Emotion refers to a strong feeling such as love, fear and anger. It is the part of a person’s character that consists of feeling.

b, Target

The term target refers to the result that a person tries to achieve.

c, Direction

It refers to the line of development, way or trend one has in mind of an aspect.

d, Intensity

This refers to the state or quality of being intense and intensity of feelings.

e, Consistency

The quality of always behaving in the same way or of having some opinions, standards, etc

II, **Motivation**

Motivation refers to as something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. The motivation has four components.

a, Achievement Drive

This refers to one’s striving to improve or meet a standard of excellence.

b, Commitment

The term commitment refers to dedication to a long term course of action.

c, Initiative

The term initiative refers to the individual’s capacity for independent action to start a series of activities.

d, Optimism

It refers to an attitude marked by hope, confidence, cheerfulness and faith in future.

**PILOT STUDY**

The first draft of the Orphanage Organisational Climate Assessment Scale and the Aspiration for Higher Education Assessment Scale were administered on a sample of hundred orphanage students studying in High School, selected using stratified random sampling techniques. The response sheets were scored according to scoring scheme.

**ITEM ANALYSIS/ STANDARDISATION OF THE TOOLS**

The purpose of item analysis is to select the items that have item characteristics. The procedure of item analysis is discussed below.

The hundred response sheets of each tool obtained after preliminary testing were scored and the total scores of each sheet were calculated. Then these sheets were arranged in descending order of the total score and the highest 27 % (27 sheets) and the lowest 27% (27 sheets) of the total sheets were separated.

The Mean and Standard Deviation of the Scores Obtained for the upper group and the lower group were calculated separately. The critical ratios were calculated using the formula.

 (Garret, 1998)

Where

  = Mean of the upper group (for an item)

 = Mean of the lower group

 = Standard Deviation of the upper group

 = Standard Deviation of the lower group

N1 = Sample of the upper group

N2 = Sample size of the lower group

Items with critical ratio (‘t’ value) greater than 1.96, the table value of ‘t’ at 0.05 level of significance was selected for the final scale.

The critical ratio (‘t’ value ) obtained for each item together with Means and Standard Deviation of the scores for the two groups are given in table 1

**TABLE 1**

**Critical Ratio ( ‘t’ value ) with Means
and Standard Deviation of the scores for the two Groups
 in Orphanage Organisational Climate Assessment Scale**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No |  |  |  |  | ‘t’ value | Remarks |
| 1 | 4.6667 | 4.1111 | 0.6202 | 1.1209 | 2.2535 | Accepted |
| 2 | 3.888889 | 2.962963 | 1.154701 | 1.315046 | 2.749207 | Accepted |
| 3 | 4.703704 | 3.703704 | 0.608581 | 1.324759 | 3.564233 | Accepted |
| 4 | 4.962963 | 3.6296296 | 0.1924501 | 1.2754531 | 5.3711558 | Accepted |
| 5 | 4.962963 | 4.2222222 | 0.1924501 | 1.3107054 | 2.905436 | Accepted |
| 6 | 4.51851852 | 3.51851852 | 1.22066723 | 1.45100417 | 2.74034828 | Accepted |
| 7 | 4.6296296 | 3.2222222 | 0.6292944 | 1.3959649 | 4.7759014 | Accepted |
| 8 | 4.85185185 | 3.55555556 | 0.45604518 | 1.28102523 | 4.95355937 | Accepted |
| 9 | 4.888889 | 4.296296 | 0.320256 | 1.265361 | 2.359071 | Accepted |
| 10 | 4.888888889 | 3.962962963 | 0.320256308 | 1.192330668 | 3.897039375 | Accepted |
| 11 | 4.7777778 | 4.4074074 | 0.4236593 | 1.30853 | 1.3992253 | Rejected |
| 12 | 4.77777778 | 3.96296296 | 0.97402153 | 1.28546554 | 2.62517928 | Accepted |
| 13 | 4.11111111 | 3 | 1.12089708 | 1.24034735 | 3.45349178 | Accepted |
| 14 | 4.074074074 | 4.111111111 | 1.174273128 | 0.933699562 | -0.128279758 | Rejected |
| 15 | 4.814814815 | 4.703703704 | 0.557262335 | 0.668800005 | 0.663211598 | Rejected |
| 16 | 4.814814815 | 3.925925926 | 0.483340701 | 1.356634011 | 3.207134903 | Accepted |
| 17 | 2.925925926 | 2.407407407 | 1.899917527 | 1.525658981 | 1.105734485 | Rejected |
| 18 | 4.88888889 | 3.74074074 | 0.42365927 | 1.28878573 | 4.39761404 | Accepted |
| 19 | 4.888888889 | 3.666666667 | 0.320256308 | 1.074172311 | 5.66586629 | Accepted |
| 20 | 4.407407407 | 3.222222222 | 0.88835454 | 1.368135546 | 3.775271733 | Accepted |
| 21 | 4.703703704 | 3.666666667 | 0.541707756 | 1.176696811 | 4.15979626 | Accepted |
| 22 | 4.85185185 | 4.62962963 | 0.76980036 | 0.83887049 | 1.01418511 | Rejected |
| 23 | 3.3333333 | 3.037037 | 1.5689291 | 1.4801632 | 0.7137869 | Rejected |
| 24 | 4.888888889 | 3.888888889 | 0.423659273 | 1.527525232 | 3.277941116 | Accepted |
| 25 | 4.037037 | 3.074074 | 1.01835 | 1.298695 | 3.031908 | Accepted |
| 26 | 4.962962963 | 4 | 0.19245009 | 1.519109051 | 3.267722034 | Accepted |
| 27 | 3.555555556 | 3.296296296 | 1.310705428 | 1.514413185 | 0.67261785 | Rejected |
| 28 | 4.88888889 | 3.77777778 | 0.42365927 | 1.42325016 | 3.88796593 | Accepted |
| 29 | 4.851852 | 2.962963 | 0.456045 | 1.531251 | 6.143104 | Accepted |
| 30 | 3.66666667 | 3 | 1.33012434 | 1.59325501 | 1.66904592 | Rejected |
| 31 | 4.703704 | 3.740741 | 0.541708 | 1.163304 | 3.89925 | Accepted |
| 32 | 4.962962963 | 3.962962963 | 0.19245009 | 1.580688299 | 3.26317554 | Accepted |
| 33 | 4.40740741 | 3.62962963 | 1.42124699 | 1.86358109 | 1.72439778 | Rejected |
| 34 | 4.962963 | 4.037037 | 0.1924501 | 1.7646416 | 2.7104046 | Accepted |
| 35 | 4.962963 | 4.074074 | 0.19245 | 1.412198 | 3.240695 | Accepted |
| 36 | 3.703703704 | 3.222222222 | 1.409168189 | 1.395964881 | 1.2612994 | Rejected |
| 37 | 4.888888889 | 3.333333333 | 0.423659273 | 1.20894105 | 6.309714732 | Accepted |
| 38 | 4.96296296 | 4.18518519 | 0.19245009 | 1.03912082 | 3.82426464 | Accepted |
| 39 | 5 | 4.7037037 | 0 | 0.66880001 | 2.30203455 | Accepted |
| 40 | 4.62962963 | 3.03703704 | 0.88353086 | 1.45394639 | 4.86399677 | Accepted |

**TABLE 2**

**Critical Ratio ( ‘t’ value ) with Means and Standard Deviation of the scores for the two Groups in Aspiration for Higher Education Assessment Scale.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No |  |  |  |  | ‘t’ value | Remarks |
| 1 | 4.555555556 | 3.923076923 | 1.012739367 | 1.262476199 | 2.030577649 | Accepted |
| 2 | 4.962962963 | 4.518518519 | 0.19245009 | 1.220667231 | 1.868833142 | Rejected |
| 3 | 4.962962963 | 4.153846154 | 0.19245009 | 1.376729681 | 3.024420396 | Accepted |
| 4 | 5 | 4.296296296 | 0 | 1.030862776 | 3.547079001 | Accepted |
| 5 | 4.962962963 | 4.296296296 | 0.19245009 | 0.992851946 | 3.425286927 | Accepted |
| 6 | 4.5185185 | 3.5555556 | 0.7000203 | 1.3959649 | 3.2041153 | Accepted |
| 7 | 4.814814815 | 3.296296296 | 0.962250449 | 1.727933733 | 3.989516488 | Accepted |
| 8 | 4.740740741 | 4.111111111 | 0.984205755 | 1.250640861 | 2.055747246 | Accepted |
| 9 | 4.777777778 | 3.814814815 | 0.506369684 | 1.54514219 | 3.077308497 | Accepted |
| 10 | 3.777777778 | 2.296296296 | 1.552500052 | 1.612804886 | 3.438735307 | Accepted |
| 11 | 4.518518519 | 4.111111111 | 0.893152169 | 1.395964881 | 1.27739686 | Rejected |
| 12 | 4.222222222 | 3.888888889 | 1.187542172 | 1.250640861 | 1.004301095 | Rejected |
| 13 | 4.37037037 | 3.703703704 | 1.114524671 | 1.295400586 | 2.027133023 | Accepted |
| 14 | 4.25925926 | 3.40740741 | 1.19590946 | 1.42124699 | 2.38301865 | Accepted |
| 15 | 4.74074074 | 3.92592593 | 0.44657608 | 1.51723245 | 2.67699216 | Accepted |
| 16 | 4.555555556 | 3.518518519 | 0.577350269 | 1.625999583 | 3.122996966 | Accepted |
| 17 | 4.33333333 | 3.77777778 | 1 | 1.47630863 | 1.61894031 | Rejected |
| 18 | 4.185185185 | 2.518518519 | 1.442141491 | 1.553417334 | 4.08571758 | Accepted |
| 19 | 4.074074074 | 2.666666667 | 1.567112139 | 1.640825308 | 3.223117933 | Accepted |
| 20 | 4.851851852 | 3.962962963 | 0.456045182 | 1.255188661 | 3.45856348 | Accepted |
| 21 | 5 | 4.222222222 | 0 | 1.120897077 | 3.605551275 | Accepted |
| 22 | 4.481481481 | 2.555555556 | 1.188741104 | 1.577079417 | 5.067261252 | Accepted |
| 23 | 4.555555556 | 3.444444444 | 0.847318546 | 1.648620247 | 3.114721904 | Accepted |
| 24 | 4.62962963 | 2.576923077 | 1.079463832 | 1.770267255 | 5.144232243 | Accepted |
| 25 | 4.851851852 | 3.481481481 | 0.362013993 | 1.553417334 | 4.464241401 | Accepted |
| 26 | 4.777777778 | 3.851851852 | 0.423659273 | 1.350319156 | 3.399648547 | Accepted |
| 27 | 4.666666667 | 3.703703704 | 0.554700196 | 1.588778312 | 2.973389695 | Accepted |
| 28 | 4.814814815 | 4.074074074 | 0.786278334 | 1.517232448 | 2.252370025 | Accepted |
| 29 | 4.851851852 | 3.037037037 | 0.601517549 | 1.697996138 | 5.234869916 | Accepted |
| 30 | 4.592592593 | 2.592592593 | 1.009922284 | 1.525658981 | 5.679976026 | Accepted |
| 31 | 4.962962963 | 2.555555556 | 0.19245009 | 1.552500052 | 7.996288429 | Accepted |
| 32 | 4.740740741 | 2.423076923 | 0.655895899 | 1.390627971 | 7.83257207 | Accepted |
| 33 | 4.740740741 | 2.407407407 | 0.812999791 | 1.525658981 | 7.013333345 | Accepted |
| 34 | 4.444444444 | 3.888888889 | 0.974021534 | 1.339728254 | 1.742808991 | Rejected |
| 35 | 4.740740741 | 4 | 1.022538041 | 1.593255014 | 2.033112223 | Accepted |
| 36 | 4.296296296 | 2.259259259 | 1.436202654 | 1.483047605 | 5.127061996 | Accepted |
| 37 | 4.481481481 | 2.653846154 | 1.188741104 | 1.495120268 | 4.971813675 | Accepted |
| 38 | 4.444444444 | 3.444444444 | 0.933699562 | 1.502135232 | 2.937881472 | Accepted |
| 39 | 5 | 4.076923077 | 0 | 1.354195759 | 3.541916564 | Accepted |
| 40 | 4.888888889 | 4.115384615 | 0.320256308 | 1.306198242 | 2.988540705 | Accepted |
| 41 | 4.666666667 | 4.222222222 | 0.877058019 | 1.187542172 | 1.564307778 | Rejected |
| 42 | 4.407407407 | 2.592592593 | 1.083415513 | 1.500237398 | 5.095836936 | Accepted |
| 43 | 4.925925926 | 3.925925926 | 0.266880256 | 1.465656218 | 3.487921576 | Accepted |
| 44 | 4.555555556 | 3.481481481 | 0.751067616 | 1.649484077 | 3.079321402 | Accepted |
| 45 | 4.925925926 | 3.851851852 | 0.266880256 | 1.48592638 | 3.696789147 | Accepted |
| 46 | 4.888888889 | 3.730769231 | 0.320256308 | 1.401647382 | 4.185489166 | Accepted |
| 47 | 4.703703704 | 3.185185185 | 0.465321627 | 1.881837012 | 4.070362937 | Accepted |
| 48 | 4.814814815 | 3.346153846 | 0.395847391 | 1.809802369 | 4.119312582 | Accepted |
| 49 | 4.962962963 | 2.185185185 | 0.19245009 | 1.64169324 | 8.732199233 | Accepted |
| 50 | 4.962962963 | 4.148148148 | 0.19245009 | 1.292097392 | 3.241014289 | Accepted |
| 51 | 4.962962963 | 4.296296296 | 0.19245009 | 1.353480267 | 2.533916279 | Accepted |

**PREPARATION OF FINAL TOOLS**

As per the critical ratio obtained for 30 items in Orphanage Organisational Climate Assessment Scale and 36 items in Aspiration for Higher Education Assessment Scale is greater than 1.96, the required value for significance at 0.05 level, those items were selected for the final scale.

**RELIABILITY**

Reliability refers to the extent to which the responses or behavior made by individuals are consistent across items, settings or times. Reliability of the tools was established by test retest method on a sample of 30 orphanage students studying in High Schools, keeping a gap of one month between the two administrations. The coefficient of correlations obtained for Orphanage Organisational Climate Assessment Scale and Aspiration for Higher Education Assessment Scale are 0.74 and 0.76 respectively. The reliability coefficients show that the scales are reliable.

**VALIDITY**

The validity refers to the degree to which a test measures what it intended to measure, when compared with accepted criteria. The validity of the presents tools was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought he was measuring (Garrett, 1973). The items in the present tools were phrased in the least ambiguous way and the meaning of all terms were clearly defined. The tools were administered to a sample of 50 students. It was found that the subjects comprehend the items clearly and responded to the items without misunderstanding the items. The tools thus possess face validity.

**SAMPLE USED FOR THE STUDY**

Population for the present study covers the orphan inmates studying I 10th standard of Palakkad, Malappuram, Calicut and Wayanad districts. The following criteria were considered for selection of sample for the study.

1, Gender

2, Age

3, Duration of Orphanage stay

**SAMPLE SIZE**

The population of the present study is the orphan inmates studying in 10th standard of Malappuram, Palakkad, Calicut and Wayanad districts. That is a heterogeneous group. So the sampling technique used is stratified random sampling. This process gives researcher a more representative sample than one selected using other techniques. The study was conducted on a total sample of 250 students. The details of the sample considered for the study is given in table – 3

**Table-3**

**Details of the sample considered for the study**

|  |  |  |  |
| --- | --- | --- | --- |
| Gender | Male | Female | Total |
| Ageabove 15 | 40 | 25 | 65 |
| Agebelow 15 | 48 | 137 | 185 |
| Orphanage stay above 3 years | 60 | 99 | 159 |
| Orphanage stay below 3 years | 28 | 63 | 91 |

**DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**1,** **Data collection procedure**

After having an idea of the sample, the investigator sought permission from the head of selected orphanages for collecting data and made necessary arrangements for it. The investigator met the students at their convenient time and explained the nature and confidentiality of the study and made them convinced the need of the study. After giving necessary instructions, the investigator administered the Orphanage Organizational Climate Assessment scale and Aspiration for Higher Education Assessment Scale. They were given enough time to fill their response sheets. Then the response sheets along with tools were collected and sorted for analysis.

**2,** **Scoring and Consolidation of Data**

Orphanage Organizational Climate Assessment scale consists of 40 items. The response sheets were scored according to the scoring scheme prepared. The students were instructed to respond to each item by putting (✓) mark under the response they find suitable for them against the number of each item. Finally, for finding out the measure of Orphanage Organisational Climate the investigator added the scores.

Aspiration for Higher Education Assessment Scale consists of 51 items. The subjects are to be responded to each of the 51 items by choosing any one of the alternative responses – “Strongly agree”, “Agree”, “Undecided”, “Disagree”, and “Strongly disagree”. A score of 5,4,3,2 and 1 was given to the responses “Strongly agree”, “Agree”, “Undecided”, “Disagree”, and “Strongly disagree” respectively. The order is reversed for the negative items.

**STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

The scores obtained from 250 students were subjected to statistical treatment. The various statistical techniques used were given below.

**1. Preliminary Analysis**

In the preliminary analysis important statistical constants such as mean, median, mode, standard deviation, skewness, and kurtosis were computed for the whole sample (N =250).

**2. Pearson’s Product Moment Co-efficient of Correlation**

The most often used and most precise Co-efficient of Correlation is as Pearson’s Product Moment Co-efficient of Correlation (r). The degree of relationship between Orphanage Organisational Climate and Aspiration for Higher Education is measured and represented by the Co-efficient of Correlation which can be calculated using the formula suggested by Garett (1981)



Where,

 = Sum of the X scores

 = Sum of the Y scores

 = Sum of the squared X score

 = Sum of the squared Y score

 = Sum of the products of paired X and Y scores

N = Number of paired scores

In this study Correlation Coefficient ‘r’ is used to find out if there exists any significant relationship between Orphanage Organisational Climate and Aspiration for Higher Education of High School Students in Orphanages.

**3. Test of Significance of Difference between Means for Different Categories**

The statistical technique, Test of Significance of Difference between means for different categories, is used to find out if there exists any significant difference in Orphanage Organisational Climate and Aspiration for Higher Education between relevant subsamples. The formula is



 Here , are the mean scores of the two groups. are the Standard Deviations and N1, N2 are the sample size of the groups. If the obtained critical ratio is greater than required value for significance the mean difference is considered to be significant.

**4. ANOVA**

Analysis of variance (ANOVA) has been defined as “the separation of the variance ascribable to other groups.” (Fisher, 1950). In its simplest form the Analysis of Variance is used to test the significance of differences between the means of a number of different populations. It is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA is an inferential statistical procedure by which a researcher can test the hypothesis that two or more population means are equal. A ratio of two variance estimate is computed, and this ratio has as its sampling distribution, the F- distribution, determined by two degrees of freedom values. ANOVA can be included one or more independent variables. If three variables are included simultaneously in an ANOVA the analysis is called a three way ANOVA. If four independent variables are included simultaneously in an ANOVA the analysis is called four way ANOVA.

In this study ANOVA is used to find out whether the Variables – Gender, Age and Duration of Orphanage Stay have significant main and interaction effect on Aspiration for Higher Education of High School students in orphanage.

**ANALYSIS**

The main purpose of the study was to test whether there is any relationship between Orphanage Organisational Climate and Aspiration for Higher Education of High School Students in orphanages. The collected data were analysed statistically and the result has been presented and discussed in this chapter with reference to the objectives of the study.

**OBJECTIVES**

1, To find out whether any significant relationship exists between organisational climate and aspiration for higher education of High school students in orphanages.

2, To find out if there exists any significant difference between Perceived Orphanage Organisational Climate and Aspiration for Higher Education of High School students in the sub sample based on

a, Gender

b, Age of students

c, Duration of Orphanage stay

3, To find out if there exists any significant difference in Perceived Orphanage Organisational Climate and Aspiration for Higher Education of High School Students in orphanages between relevant subsamples based on

a, Gender

b, Age of students

c, Duration of Orphanage stay

4, To find out whether gender, age and duration of orphanage stay have any significant main and interaction effect on Aspiration for Higher Education of High School Students.

**HYPOTHESES**

Based on the objectives, the following hypothesis is drawn.

1, There exists a significant relationship between orphanage organisational climate and aspiration for higher education of high school students I orphanages.

2, There exists significant relationship between orphanage organisational climate and aspiration for higher education in the sub samples based on

a, Gender

b, Age

c, Duration of Orphanage stay

3, There exists significant difference in the mean scores of orphanage organisational climate and aspiration for higher education between the relevant sub samples based on

a, Gender

b, Age

c, Duration of Orphanage stay

4, Gender, Age and Duration of Orphanage stay have significant main and interaction effect on Aspiration for higher education of high school students in orphanages.

As one of the major objectives of the study is to find out the main and interaction effect of the independent variable on the dependent variable, the investigator used the technique of 3-way ANOVA. Analysis of Variance being a parametric test, some assumptions is to be met in order to use the technique.

The major assumptions of ANOVA are;

1, The distribution of the dependent variable should be normal.

2, The samples drawn should be random and independent.

3, Homogeneity of Variance.

Details of Analysis is given in the following sections.

**PRELIMINARY ANALYSIS**

As the first step of analysis the investigator has done a preliminary analysis. For this, important statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were computed for the whole sample.

Details of the preliminary analysis for Orphanage Organisational Climate and Aspiration for Higher Education are presented in Table - 4.

**Table 4**

**Preliminary analysis of test scores**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **N** | **Mean** | **Median** | **Mode** | **SD** | **Skewness** | **Kurtosis** |
| Orphanage Organisational Climate | 250 | 127.256 | 129 | 123.768 | 13.70364 | -1.21236 | 2.745579 |
| Aspiration for Higher Education | 250 | 184.332 | 187 | 178.996 | 25.2045 | -0.88581 | 0.981478 |

**DISCUSSION**

The important statistical constants of the selected variables for the total and sub samples were analysed. It was found that in the case of Orphanage Organisational Climate the measures of central tendency viz mean, median are almost equal and mode is slightly less than that of mean and median. The value of skewness indicates that the distribution is negatively skewed. The value of Kurtosis indicates that the distribution is leptokurtic.

In the case of Aspiration for Higher Education, the value of mean and median is almost equal and the value of mode is slightly less than that of mean and median. The value of skewness indicates that the distribution is negatively skewed and the value of kurtosis indicates that the distribution is leptokurtic.

**Extent of Relationship between Orphanage Organisational Climate and Aspiration for Higher Education of High School Students in Orphanages.**

The Coefficient of correlation between Orphanage Organisational Climate and Aspiration for Higher Education for total sample and sub samples and are presented in the table 5

**Table 5**

**Coefficient of Correlation between Orphanage Organisational
 Climate and Aspiration for Higher Education for total sample (N=250) and total of the sub samples based on Gender, Age and Orphanage Stay**

|  |  |  |
| --- | --- | --- |
| **Sl.No** | **Sample** | **‘r’** |
| 1 | Total | 0.141888 |
| 2 | Male | 0.058399 |
| 3 | Female | 0.126925 |
| 4 | Age below 15 total | 0.112264 |
| 5 | Age above 15 total | 0.171139 |
| 6 | Age below 15 Male | 0.003576 |
| 7 | Age above 15 Male | 0.1333 |
| 8 | Age below 15 Female | 0.109139 |
| 9 | Age above 15 Female | 0.193307 |
| 10 | Orphanage stay below 3 years total | 0.204776 |
| 11 | Orphanage stay above 3 years total | 0.104811 |
| 12 | Orphanage stay below 3 years Male | 0.049947 |
| 13 | Orphanage stay above 3 years Male | 0.063312 |
| 14 | Orphanage stay below 3 years Female | 0.215975 |
| 15 | Orphanage stay above 3 years Female | 0.070801 |

The discussion of the results of the obtained correlations are presented sample vise.

**CORRELATION ANALYSIS FOR TOTAL SAMPLE AND TOTAL OF THE SUB SAMPLES**

From the table 5 it can be seen that the coefficient of correlation between Orphanage Organisational Climate and Aspiration for Higher Education for the total sample is 0.141888. This reveals that there is negligible relationship between Organisational Climate and Aspiration for Higher Education for the total sample.

The coefficient of correlations for the sub samples Male and Female are 0.058399 and 0.126926 respectively. This indicates that the relationship between Orphanage Organisational Climate and Aspiration for Higher Education of male and female is negligible.

The coefficient of correlations between Organisational Climate and Aspiration for Higher Education among those who are below 15 years old and those who are above 15 years old are 0.112264 and 0.171139 respectively. This indicates that there is negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of orphan students below 15 years old and above 15 years old.

The coefficient of correlations between Orphanage Organisational Climate and Aspiration for Higher Education of orphanage male inmates below 15 years old and above 15 years old are 0.003576 and 0.1333 respectively. It shows that there is a negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of orphanage male inmates below 15 years old and above 15 years old.

The correlation coefficient obtained for female orphanage inmates below and above 15 years old are 0.109139 and 0.193307 respectively. It shows that there is negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of female inmates below and above 15 years old.

The coefficient of correlation between Orphanage Organisational Climate and Aspiration for Higher Education of orphanage inmates with stay less than three years and more than three years are 0.24776 and 0.104811 respectively. It indicates that there is a low correlation between Orphanage Organisational Climate and Aspiration for Higher Education among those whose orphanage stay is less than three years. The relation between Orphanage Organisational Climate and Aspiration for Higher Education of those whose orphanage stay is more than three years is negligible.

The coefficient of correlation between Orphanage Organisational Climate and Aspiration for Higher Education of the male inmates with stay below three years and above three years is 0.049947 and 0.063312 respectively. This shows there is negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of the male inmates with orphanage stay below and above three years.

The coefficient of correlation between Orphanage Organisational Climate and Aspiration for Higher Education among the female inmates with orphanage stay less than 3 years and more than three years are 0.215975 and 0.070801 respectively. This shows that there is negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of the female inmates who have been staying at orphanage for more than three years. There is low relationship between Orphanage Organisational Climate and Aspiration for Higher Education of female inmates with orphanage stay less than three years.

**DISCUSSION**

The coefficient of correlation between Orphanage Organisational Climate and Aspiration for Higher Education of Secondary Students in Orphanages were analysed. It shows that the relationship between Orphanage Organisational Climate and Aspiration for Higher Education of male and female inmates is negligible. It also shows that there is no significant relationship between Orphanage Organisational Climate and Aspiration for Higher Education of inmates below 15 years old and those above 15 years old. There is a negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of male inmates who are above 15 years old. The relation between Orphanage Organisational Climate and Aspiration for Higher Education of the girls who are above 15 years old is also negligible. There is a low relationship between Orphanage Organisational Climate and Aspiration for Higher Education of the girls who have been staying at orphanage for less than three years.

**COMPARISON OF THE MEAN SCORES OF ORPHANAGE ORGANISATIONAL CLIMATE AND ASPIRATION FOR HIGHER EDUCATION OF HIGH SCHOOL STUDENTS**

**Table 6**

**Data and results of the test of significance of difference in
Orphanage Organisational Climate between male and female students.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ Value | Level of Significance |
| 1 | Male | 88 | 122.8977 | 13.20139 | 3.805 | Significant |
| 2 | Female | 162 | 129.6235 | 13.42521 |

From the above table it is found that the mean scores of Orphanage Organisational Climate for male and female students are 122.8977 and 129.6235 respectively. The Standard Deviation obtained are 13.20139 and 13.42521 respectively. The calculated ’t’ value is 3.805. The table value of ‘t’ at 0.01 level of significance is 2.58. Since the calculated ‘t’ value is greater than table value it can be inferred that there is significant difference in perceived orphanage organisational climate between male and female inmates.

**DISCUSSION OF THE RESULT**

The analysis of above data shows that there is significant difference in Orphanage Organisational Climate between male and female students. Hence it can be concluded that the male and female students differ in their perception of Orphanage Organisational Climate in favor of female inmates.

**Table 7**

**Data and Results of the test of significance
of difference in Orphanage Organisational Climate
 between above 15 years old and below 15 years old inmates.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of Significance |
| 1 | above 15 years old | 65 | 124.6923 | 13.39884 | 1.761 | Not Significant |
| 2 | below 15 years old | 185 | 128.1568 | 13.73120 |

From the table 7 it is found that the mean scores of Orphanage Organisational Climate obtained for above 15 years old and below 15 years old are 124.6923 and 128.168 respectively. The standard deviations obtained for are 13.39884 and 13.73120 respectively. The ‘t’ value is 1.761. The table of ‘t’ at 0.05 level of significance is 1.96. Since the calculated ‘t’ value is less than the table value of ‘t’ at 0.05 level of significance, it can be inferred that there is no significant difference in perceived orphanage organisational climate between inmates above 15 years old and below 15 years .

**DISCUSSION**

The analysis of above data shows that there is no significant difference in Orphanage Organisational Climate between inmates below 15 years old and above 15 years old. It means that the inmates below 15 years old and above 15 years old inmates are almost equal in their perception of orphanage organisational climate.

**Table 8**

**Data and results of the test of significance of difference
 in Orphanage Organisational Climate between the inmates
with orphanage stay less than three years and more than three years.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of Significance |
| 1 | Above 3 years | 159 | 126.8931 | 12.91040 | .553 | Not Significant |
| 2 | Below 3 years | 91 | 127.8901 | 15.04323 |

From the above table it is found that the mean scores Orphanage Organisational Climate of the orphanage inmates with orphanage stay more than three years and less than three years are 126.8931 and 127.8901 respectively. The Standard deviations obtained for are 12.91040 and 15.04323 respectively. The ‘t’ value is .553. Since the calculated ‘t’ value is less than the table value (1.96) at 0.05 level of significance, it can be inferred that there is no significant difference in Orphanage Organisational Climate between the inmates with orphanage stay more than three years and less than three years.

**Table 9**

**Data and results of the test of significance of
difference in orphanage organisational climate
between male and female inmates below 15 years old.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of Significance |
| 1 | Male | 48 | 122.9583 | 14.10290 | 3.119 | Significant |
| 2 | Female | 137 | 129.9781 | 13.17108 |

The above table reveals that the Mean scores of Orphanage Organisational Climate between male and female orphanage inmates are 122.9583 and 129.9781 respectively. The standard deviations obtained are 14.10290 and 13.17108 respectively. The calculated ‘t’ value is 3.119. Since the calculated ‘t’ value is greater than the table value (2.58) at 0.01 level of significance, it can be inferred that there is a significant difference in perceived orphanage orgnisational climate between male and female orphan inmates below 15 years old. It can be concluded that male and female orphanage inmates below 15 years old differ in their perceived orphanage organisational climate in favour of females.

**Table 10**

**Data and results of the test of significance of
 difference in Perceived Orphanage Organisational
Climate between male and female inmates above 15 years old.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | Mean | SD | ‘t’ value | Level of Significance |
| 1 | Male | 40 | 122.8250 | 12.20947 | 1.433 | Not Significant |
| 2 | Female | 25 | 127.6800 | 14.87929 |

It can be found from the above table that the Mean scores of Perceived Orphanage Organisational Climate for male and female inmates above 15 years old are 122.8250 and 127.6800 respectively. The obtained Standard deviations are 12.20947 and 14.87929 respectively. The calculated ‘t’ value is 1.433. Since the calculated ‘t’ value is less than the table value (1.96) at 0.05 level of significance, it can be concluded that there is no significant difference in Perceived Orphanage Organisational Climate between male and female inmates above 15 years old. The male and female inmates above 15 years old are almost equal I their Perception of Orphanage Organisational Climate.

**Table 11**

**Data and results of the test of significance of difference
in Perceived Orphanage Organisational Climate between male and female orphanage inmates with orphanage stay less than three years.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of significance |
| 1 | Male | 28 | 122.4286 | 13.45618 | 2.367 | significant |
| 2 | Female | 63 | 130.3175 | 15.17195 |

The analysis of above data shows that the Mean Scores of male and female orphanage inmates with orphanage stay less than three years are 122.4286 and 130.3175 respectively. The SD obtained for are 13.45618 and 15.17195 respectively. The calculated ‘t’ value is 2.367. Since the calculated ‘t’ value is greater than the table value (1.96) at 0.05 level of significance, it can be said that there is significant difference in perceived orphanage organisational climate between male and female orphanage inmates with orphanage stay less than three years. It is clear that the male and female orphanage inmates with orphanage stay less than three years differ in their perception of organisational climate in favour of female inmates.

**Table 12**

**Data and results of the test of significance of difference
in Perceived Orphanage Organisational Climate between male
and female inmates with orphanage stay more than three years.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of Significance |
| 1 | Male | 60 | 123.1167 | 13.18974 | 2.940 | Significant |
| 2 | Female | 99 | 129.1818 | 12.24609 |

The above analysis reveals that the Mean scores of Perceived Orphanage Organisational Climate for male and female orphanage inmates with orphanage stay more than three years are 123.1167 and 129.1818 respectively. The Standard deviations obtained for are 13.18974 and 12.24609 respectively. The calculated ‘t’ value is 2.940. Since the calculated ‘t’ value is greater than the table value (2.58) at 0.01 level of significance, it can be concluded that there is significant difference in Perceived Orphanage Organisational Climate between male and female inmates with orphanage stay more than three years. Hence it can be said that the male and female inmates with orphanage stay more than three years feel different organisational climate in orphanage.

**Table 13**

**Data and results of the test of significance of difference in Aspiration
for Higher Education between male and female orphanage inmates.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of Significance |
| 1 | Male | 88 | 177.8636 | 25.86400 | 3.040 | Significant |
| 2 | Female | 162 | 187.8457 | 24.20168 |

The analysis of above date reveals that the mean scores of Aspiration for Higher Education for male and female inmates are 177.8636 and 187.8457 respectively. The Standard deviations obtained for are 25.86400 and 24.20168 respectively. The calculated ‘t’ value is 3.040. Since the calculated ‘t’ value is greater than the table value (2.58) at 0.01 level of significance, it can be inferred that there is significant difference I Aspiration for Higher Education between male and female inmates. It can be concluded that the aspiration for higher education of male and female inmates differs significantly in favour of female inmates.

**Table 14**

**Data and results of the test of significance of
difference in Aspiration for Higher Education between
orphanage inmates below 15 years old and above 15 years old**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of significance |
| 1 | Above 15 years old | 65 | 177.6923 | 24.37271 | 2.495 | Significant |
| 2 | Below 15 years old | 185 | 186.6649 | 25.13996 |

The above analysis reveals that the mean scores of Aspiration for Higher Education for the orphanage inmates below and above 15 years old are 186.6649 and 177.6923 respectively. The Standard deviations obtained for are 25.13996 and 24.37271 respectively. The calculated ‘t’ value is 2.495. Since the ‘t’ value is greater than the table value (1.96) at 0.05 level of significance, it can be inferred that there is significant difference in aspiration for higher education between the orphanage inmates below and above 15 years old. It is clear that the aspiration level of the orphanage inmates below and above 15 years old differs significantly in favour of female inmates.

**Table 15**

**Data and results of the test of significance of difference in
 Aspiration for Higher Education between orphanage inmates
with orphanage stay more than three years and less than three yeas**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of significance |
| 1 | More than three years | 159 | 183.2642 | 26.35432 | .885 | Not significant |
| 2 | Less than three years | 91 | 186.1978 | 23.08064 |

The analysis of above data reveals that the mean scores of Aspiration for higher education for the orphanage inmates with orphanage stay more than and less than three years are 183.2642 and 186.1978 respectively. Since the calculated ‘t’ value is less than the table value (1.96) at 0.05 level of significance, it can be concluded that there is no significant difference in Aspiration for higher education between the orphanage inmates with orphanage stay more than and less than three years. So, it can be inferred that the aspiration level does not differ significantly between the orphanage inmates with orphanage stay more than and less than three years.

**Table 16**

**Data and results of the test of significance of
difference in Aspiration for Higher Education
 between male and female orphanage inmates below 15 years old**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of significance |
| 1 | Male | 48 | 179.9583 | 25.70119 | 2.169 | Significant |
| 2 | Female | 137 | 189.0146 | 24.60422 |

The analysis of above data reveals that the mean scores of Aspiration for higher education for below 15 years old male and female orphanage inmates are 179.9583 and 189.0146 respectively. The standard deviations obtained for are 25.70119 and 24.60422 respectively. The calculated ‘t’ value is 2.169. Since the calculated ‘t’ value is greater than the table value (1.96) at 0.05 level of significance, it can be inferred that there is significant difference in Aspiration for higher education between male and female inmates below 15 years old. It means that the aspiration for higher education of male and female inmates below 15 years old is significantly higher than that of those who are above 15 years old.

**Table 17**

**Data and results of the test of significance of
difference in Aspiration for Higher Education between
male and female orphanage inmates above 15 years old**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of significance |
| **1** | Male | 40 | 175.3500 | 26.15981 | .980 | Not significant |
| **2** | Female | 25 | 181.4400 | 21.17207 |

The analysis of above data reveals that the mean scores of Aspiration for higher education for male and female orphanage inmates above 15 years old are 175.3500 and 181.4400 respectively. The standard deviations obtained for are 26.15981 and 21.17207 respectively. The calculated ‘t’ value is .980. Since the calculated ‘t’ value is less than the table value (1.96) at 0.05 level of significance, it can be said that there is no significant difference in Aspiration for higher education between male and female inmates above 15 years old. So, it can be concluded that the aspiration for higher education of male and female orphanage inmates above 15 years old is almost equal.

**Table 18**

**Data and results of the test of significance of
 difference in Aspiration for Higher Education between male and
female orphanage inmates with orphanage stay less than three years**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of significance |
| 1 | Male | 28 | 178.8929 | 25.64045 | 2.048 | Significant |
| 2 | Female | 63 | 189.4444 | 21.26467 |

The analysis of above data reveals that the mean scores of aspiration for higher education for male and female orphanage inmates with orphanage stay less than three years are 178.8929 and 189.4444 respectively. The standard deviations obtained for are 25.64045 and 21.26467 respectively. The calculated ‘t’ value is 2.048. Since the calculated ‘t’ value is greater than the table value (1.96) at 0.05 level of significance, it can be inferred that there is significant difference in aspiration for higher education between male and female orphanage inmates with orphanage stay less than three years. So it can be concluded that the aspiration for higher education of male and female inmates with orphanage stay less than three years differ significantly in favour of female inmates.

**Table 19**

**Data and results of the test of significance of difference in
 Aspiration for Higher Education between male and female
orphanage inmates with orphanage stay more than three years**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of significance |
| 1 | Male | 60 | 177.3833 | 26.16900 | 2.217 | Significant |
| 2 | Female | 99 | 186.8283 | 25.95170 |

The above table reveals that the mean scores of aspiration for higher education for the male and female orphanage inmates with orphanage stay more than three years ate 177.3833 and 186.8283 respectively. The standard deviations obtained for are26.16900 and 25.95170 respectively. The calculated ‘t’ value is 2.217. Since the calculated ‘t’ value is greater than the table value (1.96) at 0.05 level of significance, it can be inferred that there is significant difference in aspiration for higher education between male and female inmates with orphanage stay more than three years. So, it can be concluded that the aspiration for higher education of male and female inmates with orphanage stay more than three years differ significantly in favour of females.

**Table 20**

**Data and results of the test of significance of difference in
Aspiration for Higher Education between orphanage inmates
with Low and Average Perceived Orphanage Organisational Climate**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of significance |
| 1 | Loworphanage climate | 30 | 182.5000 | 23.26274 | .245 | NotSignificant |
| 2 | Averageorphanage climate | 181 | 183.7182 | 25.47947 |

The above table reveals that the mean scores of aspiration for higher education for the orphanage inmates with Low and Average Perceived Orphanage Organisational climate are 182.5000 and 183.7182 respectively. The standard deviations obtained for are 23.26274 and 25.47947 respectively. The calculated ‘t’ value is .245 which is less than the table value (1.96) at 0.05 level of significance. So it can be said that there is no significant difference in aspiration for higher education between orphanage inmates with Low perceived orphanage organizational climate and those with average perceived orphanage organizational climate.

**Table 21**

**Data and results of the test of significance of difference in
 Aspiration for Higher Education between orphanage inmates
with Low and High Perceived Orphanage Organisational Climate**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of significance |
| 1 | Loworphanage climate | 30 | 182.5000 | 23.26274 | 1.021 | NotSignificant |
| 2 | Highorphanage climate | 39 | 188.5897 | 25.52369 |

The above table reveals that the mean scores of aspiration for higher education for the orphanage inmates with Low and High Perceived Orphanage Organisational climate are 182.5000 and 188.5897 respectively. The standard deviations obtained for are 23.26274 and 25.52369 respectively. The calculated ‘t’ value is 1.021 which is less than the table value (1.96) at 0.05 level of significance. So it can be said that there is no significant difference in aspiration for higher education between orphanage inmates with Low perceived orphanage organizational climate and those with high perceived orphanage organizational climate. It is clear that the aspiration level of the orphanage inmates with Low and High Perceived Orphanage Organisational climate doesn’t differ significantly.

**Table 22**

**Data and results of the test of significance of difference in
 Aspiration for Higher Education between orphanage inmates with Average and High Perceived Orphanage Organisational Climate**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Category | N | M | SD | ‘t’ value | Level of significance |
| 1 | Averageorphanage climate | 181 | 183.7182 | 25.47947 | 1.083 | NotSignificant |
| 2 | Highorphanage climate | 39 | 188.5897 | 25.52369 |

The above table reveals that the mean scores of aspiration for higher education for the orphanage inmates with Average and High Perceived Orphanage Organisational climate are 183.7182 and 188.5897 respectively. The standard deviations obtained for are 25.47947 and 25.52369 respectively. The calculated ‘t’ value is 1.083 which is less than the table value (1.96) at 0.05 level of significance. So it can be said that there is no significant difference in aspiration for higher education between orphanage inmates with Average perceived orphanage organizational climate and those with high perceived orphanage organizational climate. It is clear that the aspiration level of the orphanage inmates with Average and High Perceived Orphanage Organisational climate doesn’t differ significantly.

**3 WAY ANOVA**

The analysis and discussion of results with regard to 3 way ANOVA technique are described in the following section.

Using “ Mean +/- SD” technique, the Variable Orphanage Organisational Climate was categorized into three level – High, Average and Low.

**Table 23**

**Main and interaction effect of Gender,
Age and Duration of Orphanage stay on Aspiration for Higher Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | Degrees of Freedom | Mean squares | F- Value |
| Gender | 2728.563 | 1 | 2728.563 | 4.042 |
| Age | 736.1859 | 1 | 736.1859 | 1.1883 |
| Duration of Orphanage stay | 383.8469 | 1 | 383.8469 | 0.6196 |
| Gender  Age | 0.05555 | 1 | 0.05555 | 0.00 |
| Gender  Duration of stay | 385.1451 | 1 | 385.1451 | 0.6217 |
| Age  Duration of stay | 298.1432 | 1 | 298.1432 | 0.4812 |
| Gender Age  Duration of stay | 386.7846 | 1 | 386.7846 | 0.6243 |

 **DISCUSSION OF THE RESULT**

 From Table 23, it can be observed that, the F-Value obtained for the main effect of orphanage organisational climate on aspiration for higher education is 4.042, which is greater than 3.87, the tabled value of F for (1,242) degrees of freedom at 0.05 level of significance. So, the variable Gender has significant main effect on Aspiration for Higher Education. That means there is significant difference in Aspiration for Higher Education between boys and girls.

The calculated F value for the main effect of Age on Aspiration for Higher Education is 1.1883. Since the calculated F value is less than 3.87, the tabled value of F for (1,242) degrees of freedom at 0.05 level of significance, it can be concluded that the main effect of Age on Aspiration for Higher Education is not significant at 0.05 level. This implies that there exists no significant difference in Aspiration for Higher Education between the orphanage inmates below and above 15 years old.

The calculated F value for the main effect of Duration of Orphanage stay on Aspiration for Higher Education is 0.6196. Since the calculated F value is less than 3.87, the tabled value of F for (1,242) degrees of freedom at 0.05 level of significance, it can be concluded that the main effect of Duration of Orphanage stay on Aspiration for Higher Education is not significant at 0.05 level. This implies that there exists no significant difference in Aspiration for Higher Education between the orphanage inmates with less than and more than three years of orphanage stay.

**INTERACTION EFFECT OF GENDER AND AGE ON ASPIRATION FOR HIGHER EDUCATION**

From table 23, it is found that the F value obtained for the interaction effect Gender and Age on Aspiration for Higher Education is 0.00, which is less than 3.87, the tabled value for (1,242) degrees of freedom at 0.05 level of significance. This implies that the variables Gender and Age have no significant interaction effect on Aspiration for Higher Education. That is, the combined effect of Gender and Age on Aspiration for Higher Education is not significant.

**INTERACTION EFFECT OF GENDER AND DURATION OF ORPHANAGE STAY ON ASPIRATION FOR HIGHER EDUCATION**

The F value obtained for two-way interaction of Gender and Duration of Orphanage stay on Aspiration for Higher Education is 0.6217 which is less than 3.87, the tabled values required at 0.05 level of significance for (1,242) degrees of freedom. Since the calculated F value is less than the tabled value, it can be concluded that the interaction effect of Gender and Duration of Orphanage stay on Aspiration for Higher Education is not significant at 0.05 level of significance. That is, the combined influence of Gender and Duration of Orphanage stay on Aspiration for Higher Education is not significant.

**INTERACTION EFFECT OF AGE AND DURATION OF ORPHANAGE STAY ON ASPIRATION FOR HIGHER EDUCATION**

The F value obtained for two-way interaction of Age and Duration of Orphanage stay on Aspiration for Higher Education is 0.4812 which is less than 3.87, the tabled value required at 0.05 level of significance for (1,242) degrees of freedom. Since the calculated F value is less than the tabled value, it can be concluded that the interaction effect of Age and Duration of Orphanage stay on Aspiration for Higher Education is not significant at 0.05 level of significance. That is, the combined influence of Age and Duration of Orphanage stay on Aspiration for Higher Education is not significant.

**INTERACTION EFFECT OFGENDER, AGE AND DURATION OF ORPHANAGE STAY ON ASPIRATION FOR HIGHER EDUCATION**

The F value obtained for interaction of Gender, Age and Duration of Orphanage stay on Aspiration for Higher Education is 0.6243 which is less than 3.87, the tabled value required at 0.05 level of significance for (1,242) degrees of freedom. Since the calculated F value is less than the tabled value, it can be concluded that the interaction effect of Gender, Age and Duration of Orphanage stay on Aspiration for Higher Education is not significant at 0.05 level of significance. That is, the combined influence of Gender, Age and Duration of Orphanage stay on Aspiration for Higher Education is not significant.

**SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS**

This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research in this area.

**STUDY IN RETROSPECT**

The present study is entitled: “**ORPHANAGE ORGANISATIONAL CLIMATE AND ASPIRATION FOR HIGHER EDUCATION OF HIGH SCHOOL STUDENTS IN ORPHANAGES**”

**VARIABLES**

**1**. **Independent variable**

“Orphanage organisational climate” is selected as the independent variable.

**2**. **Dependent variable**

“Aspiration for higher education” is selected as the independent variable

**OBJECTIVES**

1, To find out whether any significant relationship exists between organisational climate and aspiration for higher education of High school students in orphanages.

2, To find out if there exists any significant difference between Perceived Orphanage Organisational Climate and Aspiration for Higher Education of High School students in the sub sample based on

a, Gender

b, Age of students

c, Duration of Orphanage stay

3, To find out if there exists any significant difference in Perceived Orphanage Organisational Climate and Aspiration for Higher Education of High School Students in orphanages between relevant subsamples based on

a, Gender

b, Age of students

c, Duration of Orphanage stay

4, To find out whether gender, age and duration of orphanage stay have any significant main and interaction effect on Aspiration for Higher Education of High School Students.

**HYPOTHESES**

1, There exists a significant relationship between orphanage organisational climate and aspiration for higher education of high school students I orphanages.

2, There exists significant relationship between orphanage organisational climate and aspiration for higher education in the sub samples based on

a, Gender

b, Age

c, Duration of Orphanage stay

3, There exists significant difference in the mean scores of orphanage organisational climate and aspiration for higher education between the relevant sub samples based on

a, Gender

b, Age

c, Duration of Orphanage stay

4, Gender, Age and Duration of Orphanage stay have significant main and interaction effect on Aspiration for higher education of high school students in orphanages.

**METHODOLOGY**

**SAMPLE USED FOR THE STUDY**

Population for the present study covers the orphan inmates studying I 10th standard of Palakkad, Malappuram, Calicut and Wayanad districts. The following criteria were considered for selection of sample for the study.

1, Gender

2, Age

3, Duration of Orphanage stay

**TOOLS USED**

1, Orphanage Organisational Climate Assessment Scale. (Prepared by the investigator with the help of the supervisor)

2, Aspiration for Higher Education Assessment Scale. (Prepared by the investigator with the help of the supervisor)

**STATISTICAL TECHNIQUES USED**

The collected data were analysed using the following statistical techniques.

1, Preliminary analysis

2, Pearson’s Product Moment Coefficient of Correlation

3, Test of Significance of mean difference.

4, 3-way ANOVA

**MAJOR FINDINGS OF THE STUDY**

The major findings of the study are the following

1, There is negligible relationship between Organisational Climate and Aspiration for Higher Education for the total sample. (r =0.141888)

2, The relationship between Orphanage Organisational Climate and Aspiration for Higher Education of male and female is negligible. ( r = 0.058399, 0.126926)

3, There is negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of orphan students below 15 years old and above 15 years old. (r = 0.112264, 0.171139)

4, There is a negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of orphanage male inmates below 15 years old and above 15 years old. (r = 0.003576, 0.1333)

5, There is negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of female inmates below and above 15 years old. (r = 0.109139, 0.193307)

6, There is low correlation between Orphanage Organisational Climate and Aspiration for Higher Education among those whose orphanage stay is less than three years. ( r = 0.24776)

7, The relation between Orphanage Organisational Climate and Aspiration for Higher Education of those whose orphanage stay is more than three years is negligible. ( r = 0.104811 )

8, There is negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of the male inmates with orphanage stay below and above three years. (r = 0.049947, 0.063312)

9, There is negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of the female inmates who have been staying at orphanage for more than three years. (r = 0.070801)

10, There is low relationship between Orphanage Organisational Climate and Aspiration for Higher Education of female inmates with orphanage stay less than three years. (r = 0.215975)

11, The male and female students differ in their perception of Orphanage Organisational Climate in favor of female inmates. (‘t’ value = 3.805)

12, The inmates below 15 years old and above 15 years old inmates are almost equal in their perception of orphanage organisational climate. (‘t’ value = 1.761)

13, There is no significant difference in Orphanage Organisational Climate between the inmates with orphanage stay more than three years and less than three years. (‘t’ value = .553)

14, The Male and female orphanage inmates below 15 years old differ significantly in their perceived orphanage organisational climate in favour of females. (‘t’ value = 3.119)

15, The male and female inmates above 15 years old are almost equal I their Perception of Orphanage Organisational Climate. (‘t’ value = 1.433)

16, The male and female orphanage inmates with orphanage stay less than three years differ in their Perception of organisational climate in favour of female inmates. (‘t’ value = 2.367)

17, The male and female inmates with orphanage stay more than three years feel different organisational climate in orphanage. (‘t’ value = 2.940)

18, The aspiration for higher education of male and female inmates differs significantly in favour of female inmates. (‘t’ value = 3.040)

19, The aspiration level of the orphanage inmates below and above 15 years old differs significantly in favour of female inmates. (‘t’ value = 2.495)

20, The aspiration level does not differ significantly between the orphanage inmates with orphanage stay more than and less than three years. (‘t’ value = .885)

21, The aspiration for higher education of male and female inmates below 15 years old differs significantly. (‘t’ value = 2.169)

22, The aspiration for higher education of male and female orphanage inmates above 15 years old is almost equal. (‘t’ value = .980)

23, The aspiration for higher education of male and female inmates with orphanage stay less than three years differs significantly in favour of female inmates. (‘t’ value = 2.048)

24, The aspiration for higher education of male and female inmates with orphanage stay more than three years differ significantly in favour of females. . (‘t’ value = 2.217)

25, There is no significant difference in aspiration for higher education between orphanage inmates with Low perceived orphanage organizational climate and those with average perceived orphanage organizational climate. (‘t’ value = .245)

26, The aspiration level of the orphanage inmates with Low and High Perceived Orphanage Organisational climate doesn’t differ significantly. (‘t’ value = 1.021)

27, The aspiration level of the orphanage inmates with Average and High Perceived Orphanage Organisational climate doesn’t differ significantly. (‘t’ value = 1.083)

28, The variable Gender has significant main effect on Aspiration for Higher Education. (F=4.042 P>0.05 for (1,242) degrees of freedom)

29, The main effect of Age on Aspiration for Higher Education is not significant. (F=1.1883 P>0.05 for (1,242) degrees of freedom)

30, The main effect of Duration of Orphanage stay on Aspiration for Higher Education is not significant. (F=0.6196 P>0.05 for (1,242) degrees of freedom)

31, The variables Gender and Age have no significant interaction effect on Aspiration for Higher Education. (F=0.00 P>0.05 for (1,242) degrees of freedom)

32, The interaction effect of Gender and Duration of Orphanage stay on Aspiration for Higher Education is not significant. (F=0.6217 P>0.05 for (1,242) degrees of freedom)

33, The interaction effect of Age and Duration of Orphanage stay on Aspiration for Higher Education is not significant. (F=0.4812 P>0.05 for (1,242) degrees of freedom)

34, The interaction effect of Gender, Age and Duration of Orphanage stay on Aspiration for Higher Education is not significant. (F=0. 0.6243 P>0.05 for (1,242) degrees of freedom)

**TENABILITY OF HYPOTHESES**

Hypothesis 1 states that there exists a significant relationship between orphanage organisational climate and aspiration for higher education of high school students in orphanages. The findings reveals that the relationship between orphanage organisational climate and aspiration is negligible. The correlation coefficient for these variables is (r = 0.141888). Therefore hypothesis is accepted.

Hypothesis 2(a) states that there exists significant relationship between orphanage organisational climate and aspiration for higher education in the sub samples based on Gender. The findings reveals that the relationship between Orphanage Organisational Climate and Aspiration for Higher Education of male and female is negligible. The correlation coefficient obtained are =0.058399 and 0.126926 respectively. Therefore the hypothesis is accepted.

Hypothesis 2(b) states that there exists significant relationship between orphanage organisational climate and aspiration for higher education in the sub samples based on Age. The findings reveals that there exists negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of orphanage inmates below and above 15 years old. The correlation coefficient obtained are 0.112264 and 0.171139 respectively. So the hypothesis is accepted.

Hypothesis 2(c) states that there exists significant relationship between orphanage organisational climate and aspiration for higher education in the sub samples based on Duration of Orphanage stay. The findings reveal that there is low correlation between Orphanage Organisational Climate and Aspiration for Higher Education of the orphanage inmates with less than three years. The correlation coefficient obtained is 0.204776. It also reveals that the there is negligible relationship between Orphanage Organisational Climate and Aspiration for Higher Education of the orphanage inmates with more than three years. The correlation coefficient obtained is 0.104811. So hypothesis is accepted.

Hypothesis 3 (a) states that there exists significant difference in the mean scores of orphanage organisational climate and aspiration for higher education between the relevant sub samples based on Gender. The result of comparison of mean scores for orphanage organisational climate and aspiration for higher education indicates there exists significant difference in orphanage organisational climate and aspiration for higher education between male and female inmates. So hypothesis is fully accepted.

Hypothesis 3 (b) states that there exists significant difference in the mean scores of orphanage organisational climate and aspiration for higher education between the relevant sub samples based on Age. The result of comparison of mean scores for orphanage organisational climate and aspiration for higher education indicates there exists no significant difference in orphanage organisational climate and aspiration for higher education between orphanage inmates below and above 15 years old.So hypothesis is fully rejected

. Hypothesis 3 (c) states that there exists significant difference in the mean scores of orphanage organisational climate and aspiration for higher education between the relevant sub samples based on the Duration of Orphanage stay. The result of comparison of mean scores for orphanage organisational climate and aspiration for higher education indicates there exists no significant difference in orphanage organisational climate and aspiration for higher education between orphanage inmates with orphanage stay less than and more than three years. So the hypothesis is fully rejected.

Hypothesis 4 states that Gender, Age and Duration of Orphanage stay have significant main and interaction effect on aspiration for higher education. Findings reveal that the main effect of Gender, Age and Duration of Orphanage stay have no main effect on aspiration for higher education of high school students in orphanages. The two way interaction of Gender and Age, Gender and Duration of Orphanage stay and Age and Duration of orphanage stay does not have any significant effect on aspiration for higher education. The interaction effect of Gender, Age and Duration of Orphanage stay is not significant. Hence hypothesis 4 is rejected.

**CONCLUSION**

The investigator reached the following conclusions after conducting the study. Orphanage organisational climate and aspiration for higher education of high school students in orphanages were analysed. Results show that there is relationship between orphanage organisational climate and aspiration for higher education of high school students in orphanages. There is low correlation between Orphanage Organisational Climate and Aspiration for Higher Education among those whose orphanage stay is less than three years. The male and female students differ significantly in their perception of Orphanage Organisational Climate. The male and female orphanage inmates with orphanage stay less than three years differ in their Perception of organizational climate.

ANOVA results show that main and interaction effect of Gender, Age and Duration of Orphanage stay on aspiration for higher education is not significant.

**EDUCATIONAL IMPLICATIONS**

The major findings of the study and the conclusions drawn helped the investigator to put forward the following suggestions for the improvement of orphanage organisationl climate and aspiration for higher education of high school students in orphanages.

In the present study it was found that there exists relationship between Orphanage organisational clmate and aspiration for higher education of high school students in orphanages of Malappuram, Palakkad, Calicut and Wayanad districts.

* It was found that there is low correlation between Orphanage Organisational Climate and Aspiration for Higher Education among those whose duration of orphanage stay is less than three years. So, Awareness programmes should be conducted to orphanage personnel to improve orphanage organisational climate.
* The perception of female inmates about orphanage climate is higher than that of male inmates. Authorities should be given orientation programmes to improve orphanage climate of male inmates.
* Orphanage personnel should be directed to make new inmates feel more comfortable in the orphanage.
* Orphanage personnel should be made aware of the influence of orphanage climate on aspiration for higher education of orphanage inmates.

**SUGGESTIONS FOR FURTHER RESEARCH**

The findings of the study helped the investigator to put forward following suggestions for further research.

* A study can be conducted to find out the relationship between social adjustment and self awareness of orphanage inmates.
* A study can be conducted to find out if there exists any significant difference in academic achievement between orphan and non orphan students studying in 9th standard.
* A study can be conducted to find out if there exists any significant difference in leadership competency of orphan students and non orphans.
* The same study can be conducted in Government Orphanages.

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**APPENDIX I**

|  |
| --- |
| **FAROOK TRAINING COLLEGE****CALICUT** |

**SCALE OF ASPIRATION FOR HIGHER EDUCATION**

**(Final)**

 **Abdul Hameed Muktar Mahal Abdul Rasak C**

 Associate Professor M.Ed Student,

 Farook Training College Farook Training College

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Xmsg sImSp¯ncn¡p¶ {]kvXmh\IÄ \n§fpsS XpSÀ]T\hpambn \_Ôs¸«XmWv. Hmtcm {]kvXmh\bpw {i²m]qÀhw hmbn¨v AXnÂ ]dbp¶ Imcy§Ä \n§sf kw\_Ôn¨nSt¯mfw F{Xam{Xw icnbmsW¶v Xocpam\n¡pI. X¶ncn¡p¶ D¯c¡SemknÂ Hmtcm{]kvXmh\IfpsSbpw \¼dns\Xnsc \n§fpsS icnbmb D¯c¯n\v NphsSbpff tImf¯nÂ (✓) NnÓw tcJs¸Sp¯pI. FÃm {]kvXmh\IÄ¡pw {]XnIcWw tcJs¸Sp¯m³ {]tXyIw {i²n¡Ww.

|  |  |
| --- | --- |
| 1 | DbÀ¶ tImgvkpIÄ¡v ]Tn¡pt¼mÄ ]eXc¯nepff IgnhpIÄ BÀPn¡m³ Ignbpw. |
| 2 | C¶s¯ Ime¯v DbÀ¶ hnZym`ymkw t\tS­Xv AXymhiyamWv |
| 3 | GXv tImgvkn\mbmepw Gähpw DbÀ¶ Xew hsc ]Tn¡Ww. |
| 4 | DbÀ¶ tImgvkpIÄ¡v tNÀ¶v IqSpXÂ Adnhv t\Sm³ AXnbmb B{Klap­v. |
| 5 | Fkv.Fkv.FÂ.kn IgnªmÂ GsX¦nepsamcp DbÀ¶ tImgvkn\v tNcpw. |
| 6 | DbÀ¶ tImgvkpIÄ¡v ]Tn¡p¶htcmSv AhÀ ]Tn¡p¶ Øm]\¯nse A\p`h§sf¡pdn¨v tNmZn¡mdp­v. |
| 7 | C¡me¯v DbÀ¶v ]Tn¡p¶Xv \ÃXÃ. |
| 8 | DbÀ¶ tImgvkn\v koäv e`n¡m³ F{X amÀ¡v thWsa¶v At\zjn¡mdp­v. |

|  |  |
| --- | --- |
| 9 | Fkv.Fkv.FÂ.kn IgnªmÂ GsX¦nepsamcp DbÀ¶ kYm]\¯nÂ ]Tn¡Wsa¶v tXm¶mdp­v. |
| 10 | DbÀ¶ tImgvkpIsf¡pdn¨v A[ym]ItcmSv tNmZn¡mdnÃ. |
| 11 | DbÀ¶ hnZym`ymk Xe¯nepÅ aÂkc§fnÂ ]s¦Sp¯v Ignhv sXfnbn¡Ww. |
| 12 | kaql¯nÂ Øm\w t\Sm³ Ignbp¶ tImgvkpIsf¡pdn¨v A[ym]ItcmSv tNmZn¡mdp­v. |
| 13 | DbÀ¶ ¢mkpIfnse ]mtTyXc{]hÀ¯\§sf¡pdn¨v A[ym]ItcmSv tNmZn¡mdp­v. |
| 14 | kz´w IgnhpIÄ {]ISn¸n¨v aäpÅhcpsS {]iwk ]nSn¨v ]äWw |
| 15 | GXv tImgvkn\v tNÀ¶mepw \¶mbn ]Tn¡m³ Ignbpw. |
| 16 | DbÀ¶v ]Tn¡pt¼mÄ kl]mTnIfpsSbpw A[ym]IcpsSbpw {]iwk ]nSn¨v ]äm³ Ignbpw. |
| 17 | kaql¯nÂ Øm\apÅ Hcmfmhm³ GXv tImgvkn\mWv ]Tnt¡­sX¶v At\zjn¡mdp­v |
| 18 | DbÀ¶v ]Tn¡m³ GXv Øm]\¯nemWv IqSpXÂ kuIcy§Ä DÅXv F¶v At\zjn¡mdnÃ |
| 19 | DbÀ¶ tImgvkpIÄ¡v tNÀ¶mÂ Imcyhnhcw hÀ[n¡pIbnÃ. |
| 20 | DbÀ¶ tImgvkpIÄ \S¯p¶ Øm]\§Ä ImWpt¼mÄ AhnsS ]Tn¡m\pÅ XmÂ]cyw tXm¶mdp­v. |
| 21 | DbÀ¶ hnZym`ymkw t\Sn kaql¯nÂ AwKoImcw t\SWw. |
| 22 | DbÀ¶v ]Tn¡m\pÅ tImgvkpIsf¡pdn¨v At\zjn¡mdnÃ. |
| 23 | DbÀ¶ tImgvkpIÄ¡v ]Tn¡m\pÅ hnjb§sf¡pdn¨v tIÄ¡pt¼mÄ kt´mjw tXm¶mdp­v. |
| 24 | D¶X hnZym`ymkw t\tS­Xv BhiyaÃ. |
| 25 | DbÀ¶ tImgvkpIÄ¡v ]Tn¡pt¼mÄ e`n¡mhp¶ A\p`h§sf¡pdn¨v HmÀ¡pt¼mÄ kt´mjw tXm¶mdp­v. |
| 26 | DbÀ¶ hnZym`ymkapÅhtcmSv AhÀ ]Tn¡p¶ tImgvkpIsf¡pdn¨v At\zjn¡mdp­v. |
| 27 | DbÀ¶ tImgvkpIÄ¡v tNÀ¶v AhnsS FÃmhcpsSbpw AwKoImcw t\SWw. |
| 28 | DbÀ¶ ¢mkpIfnÂ ]Tn¨v IqSpXÂ Adnhv t\tS­Xv BhiyamWv. |
| 29 | Fkv.Fkv.FÂ.kn IgnªmÂ ]T\w \nÀ¯p¶Xv \ÃXmWv |
| 30 | DbÀ¶ hnZym`ymkapÅhÀ¡v kaql¯nÂ D¶Xamb Øm\w CÃ. |
| 31 | DbÀ¶ tImgvkpIsf¡pdn¨v tIÄ¡pt¼mÄ kt´mjw tXm¶mdnÃ. |
| 32 | DbÀ¶ tImgvkpIsf¡pdn¨v Adnbmhp¶ Imcy§Ä aäpÅhÀ¡v ]dªv sImSp¡mdnÃ. |
| 33 | D¶X ]T\s¯ Ipdn¨v kwkmcn¡m³ CjvSaÃ. |
| 34 | DbÀ¶ tImgvkpIÄ¡v ]Tn¡pt¼mÄ e`n¡mhp¶ ]cnKW\sb¡pdn¨v BtemNn¡mdp­v. |
| 35 | DbÀ¶v ]Tn¨v aäpÅhcpsS kwib§Ä XoÀ¯v sImSp¡m³ Ignbp¶ HcmfmhWw |
| 36 | DbÀ¶ hnZym`ymkw t\Sm³ aäpÅhsc t{]cn¸n¡mdnÃ. |
| 37 | D¶X ]T\s¯ Ipdn¨v kwkmcn¡p¶Xv tIÄ¡pt¼mÄ AhKWn¡mdp­v. |
| 38 | DbÀ¶ tImgvkn\v ]Tn¡p¶htcmSv AhnsS {i²n¡s¸Sm\pÅ (kvt]mÀSvkv, F³.Fkv.Fkv, s]mfnänIvkv) km[yXIsf¡pdn¨v At\zjn¡mdp­v. |
| 39 | Fkv.Fkv.FÂ.kn¡v tijapÅ Hmtcm tImgvkpIfnepw Fs´ms¡bmWv ]Tn¡m\pÅsX¶v At\zjn¡mdp­v. |
| 40 | DbÀ¶v ]Tn¨v IqSpXÂ i¼fapÅ tPmen t\SWw. |
| 41 | tPmen In«nbmepw CsÃ¦nepw DbÀ¶v ]Tn¡pw. |
| 42 | DbÀ¶ tImgvkpIfnÂ ]Tn¡m\pÅ hnjb§sf¡pdn¨v A[ym]ItcmSv tNmZn¡mdnÃ. |
| 43 | GXv kmlNcy¯nembmepw DbÀ¶v ]Tn¡pw. |
| 44 | DbÀ¶ ]T\¯n\pÅ kvtImfÀjn¸pIsf¡pdn¨v At\zjn¡mdp­v. |
| 45 | DbÀ¶v ]Tn¡p¶Xns\¡pdn¨v ]et¸mgpw Nn´n¡mdp­v. |
| 46 | DbÀ¶v ]Tn¨v hyXykvX ]T\m\p`h§fneqsS [mcmfw Adnhv t\SWw. |
| 47 | DbÀ¶ tImgvkpIÄ¡v ]Tn¡pt¼mÄ GXv {]hÀ¯\§fnepw ]s¦Sp¡m³ Ignbpw. |
| 48 | DbÀ¶ tImgvkpIÄ¡v ]Tn¸n¡p¶ A[ym]IcpsS ¢mknencp¶v IqSpXÂ A\p`h§Ä t\SWw. |
| 49 | GXv tImgvkn\v tNÀ¶mepw AXv ]qÀ¯nbm¡m³ IgnbnÃ |
| 50 | Fkv.Fkv.FÂ.kn¡v tijw GXv tImgvkn\v ]Tn¡p¶XmWv DNnXsa¶v At\zjn¡mdp­v. |
| 51 | IqSpXÂ ]Tn¨v kaql¯nÂ \sÃmcp ]Zhn IcØam¡Ww. |

**APPENDIX II**

**FAROOK TRAINING COLLEGE**

**CALICUT**

**ORPHANAGE CLIMATE ASSESSMENT SCALE**

**(Final)**

**Abdul Hameed Muktar Mahal Abdul Rasak C**

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Farook Training College Farook Training College

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Xmsg sImSp¯ncn¡p¶ {]kvXmh\IÄ HmÀ^t\Pnse \n§fpsS ]T\hpambn \_Ôs¸«XmWv. Hmtcm {]kvXmh\bpw {i²m]qÀhw hmbn¨v AXnÂ ]dbp¶ Imcy§Ä \n§sf kw\_Ôn¨nSt¯mfw F{Xam{Xw icnbmsW¶v Xocpam\n¡pI. X¶ncn¡p¶ D¯c¡SemknÂ Hmtcm{]kvXmh\IfpsSbpw \¼dns\Xnsc \n§fpsS icnbmb D¯c¯n\v NphsSbpff tImf¯nÂ (✓) NnÓw tcJs¸Sp¯pI. FÃm {]kvXmh\IÄ¡pw {]XnIcWw tcJs¸Sp¯m³ {]tXyIw {i²n¡Ww.

1. HmÀ^t\PnemIpt¼mÄ \¶mbn ]Tn¡m³ Ignbp¶p.
2. HmÀ^t\PnemIpt¼mÄ Hgnhpkab§fnÂ Ifn¡m³ Ahkcw e`n¡p¶p.
3. HmÀ^t\PnemIpt¼mÄ t\cs¯ Fgpt¶Â¡m³ tXm¶mdp­v.
4. HmÀ^t\Pnse At´hmknIfnÂ hÃ hogvNbpw I­mÂ \_Ôs¸«hÀ amXrIm]cambn Xncp¯mdp­v.
5. HmÀ^t\Pv IqSpXÂ sa¨s¸Sp¯m³ A[nIrXÀ {ian¡mdp­v.
6. At´hmknIÄ¡v Kh¬saânÂ \n¶pff B\pIqeyMÄ e`n¡m³ A[nIrXÀ th­Xv sN¿mdp­v.
7. Hcp Bhiyw h¶mÂ A[nImcnItfmSv ss[cyambn tNmZn¡m³ Ignbpw.
8. HmÀ^t\Pnse t]mcmbvaIÄ A[nIrXÀ tNmZn¨dnbmdp­v.
9. HmÀ^t\Pnse km¼¯nI \ne sa¨s¸Sp¯m³ A[nImcnIÄ {ian¡mdp­v.
10. At´hmknIÄ¡v km¼¯nI B\pIqey§Ä e`n¡m³ A[nIrXÀ {ian¡mdp­v.
11. HmÀ^t\PnÂ IqsSbpÅhtcmSv klIcWt¯msS s]cpamtd­Xp­v.
12. HmÀ^t\Pnse A[ym]ItcmSv \_lpam\w tXm¶mdp­v.
13. HmÀ^t\PnÂ shÅ¯n\v £maap­v.
14. HmÀ^t\PnemIpt¼mÄ `£Ww Ign¡m³ tXm¶mdp­v.
15. HmÀ^t\PnemIpt¼mÄ t\cs¯ Fgpt¶Â¡Ww.
16. ]pXpXmbn tNcp¶htcmSv HmÀ^t\Pv A[nIrXÀ kvt\l]qÀhw s]cpamdmdp­v.
17. kmaqly kwLS\IfnÂ \n¶v km[yamb klmb§Ä t\Sns¡mSp¡m³ A[nIrXÀ hnapJX ImWn¡mdp­v.
18. apXnÀ¶hÀ kvt\lt¯msS s]cpamdmdp­v.
19. HmÀ^t\Pnse t]mcmbvaIÄ A[nIrXÀ ]cnlcn¡mdp­v.
20. D¶X hyànIÄ HmÀ^t\Pv kµÀip¡pt¼mÄ Ahcpambn CS]gIm\pÅ Ahkcw e`n¡mdp­v.
21. aäpÅ HmÀ^t\PpIfpambn klIcn¨v At´hmknIÄ¡v hnhn[ ]cn]mSnIÄ kwLSn¸n¡mdp­v.
22. HmÀ^t\PnemIpt¼mÄ hr¯nbmbn \St¡­Xp­v.
23. apXnÀ¶htcmSv kwkmcn¡m³ t]Sn tXm¶mdp­v.
24. HmÀ^t\PnemIpt¼mÄ kplr¯p¡sf klmbn¡m³ tXm¶mdp­v.
25. HmÀ^t\PnemIpt¼mÄ hnt\mZ§fnÂ GÀs¸Smdp­v.
26. HmÀ^t\PnemIpt¼mÄ kvIqfnte¡v IrXy kab¯v ]pds¸SWw.
27. HmÀ^t\PnÂ AUvanj³ e`n¡m³ {]bmkamWv.
28. HmÀ^t\Pnsâ AwKoImcw \ne \ne\nÀ¯m³ A[nImcnIÄ {i²n¡mdp­v.
29. HmÀ^t\Pnse DtZymKØscÃmw c£nXm¡sf t]mse ImcyMÄ {i²n¡mdp­v.
30. HmÀ^t\Pv I½nänbnse AwK§sf t]SnbmWv.
31. c£nXm¡Ä hcpt¼mÄ AhtcmSv At´hmknIfpsS hnZym`ymk Imcy§sf¡pdn¨v kwkmcn¡mdp­v.
32. HmÀ^t\PnemIpt¼mÄ Znhkhpw Hcp \nÝnX kabw ]Tn¡Ww.
33. A[nIrXcpsS A\phmZanÃmsX ]pd¯v t]mIm³ Ignbpw.
34. hkv{Xw hr¯nbmbn kq£n¡Wsa¶v tXm¶mdp­v.
35. HmÀ^t\PnÂ \Ã `£Ww e`n¡mdp­v.
36. apXnÀ¶htcmSv ss[cyt¯msS kwkmcn¡m³ Ignbmdp­v.
37. HmÀ^t\Pnse DtZymKØÀ kvIqfnse Bhiy§sf¡pdn¨v At\zjn¡mdp­v.
38. AkpJw h¶mÂ NnInÂk e`n¡mdp­v.
39. Znhtk\ Ipfn¡m³ tXm¶mdp­v.
40. c£nXm¡Ä hcpt¼mÄ AhtcmSv kvt\l]qÀhw s]cpamdmdp­v.

**APPENDIX III**

**FAROOK TRAINING COLLEGE**

**CALICUT**

**SCALE OF ASPIRATION FOR HIGHER EDUCATION**

**Score Sheet**

 \n§fpsS t]cv : ¢mkv :

B¬Ip«n/s]¬Ip«n : hbÊv : HmÀ^t\Pnsâ t]cv : kvIqfnsâ t]cv :

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SL.No  | **]qÀWambn tbmPn¡p¶p** | **tbmPn¡p¶p** | **Xocpam\anÃ** | **hntbmPn¡p¶p** | **]qÀWambn hntbmPn¡p¶p** | SL.No  | **]qÀWambn tbmPn¡p¶p** | **tbmPn¡p¶p** | **Xocpam\anÃ** | **hntbmPn¡p¶p** | **]qÀWambn hntbmPn¡p¶p** |
| 1 |  |  |  |  |  | 27 |  |  |  |  |  |
| 2 |  |  |  |  |  | 28 |  |  |  |  |  |
| 3 |  |  |  |  |  | 29 |  |  |  |  |  |
| 4 |  |  |  |  |  | 30 |  |  |  |  |  |
| 5 |  |  |  |  |  | 31 |  |  |  |  |  |
| 6 |  |  |  |  |  | 32 |  |  |  |  |  |
| 7 |  |  |  |  |  | 33 |  |  |  |  |  |
| 8 |  |  |  |  |  | 34 |  |  |  |  |  |
| 9 |  |  |  |  |  | 35 |  |  |  |  |  |
| 10 |  |  |  |  |  | 36 |  |  |  |  |  |
| 11 |  |  |  |  |  | 37 |  |  |  |  |  |
| 12 |  |  |  |  |  | 38 |  |  |  |  |  |
| 13 |  |  |  |  |  | 39 |  |  |  |  |  |
| 14 |  |  |  |  |  | 40 |  |  |  |  |  |
| 15 |  |  |  |  |  | 41 |  |  |  |  |  |
| 16 |  |  |  |  |  | 42 |  |  |  |  |  |
| 17 |  |  |  |  |  | 43 |  |  |  |  |  |
| 18 |  |  |  |  |  | 44 |  |  |  |  |  |
| 19 |  |  |  |  |  | 45 |  |  |  |  |  |
| 20 |  |  |  |  |  | 46 |  |  |  |  |  |
| 21 |  |  |  |  |  | 47 |  |  |  |  |  |
| 22 |  |  |  |  |  | 48 |  |  |  |  |  |
| 23 |  |  |  |  |  | 49 |  |  |  |  |  |
| 24 |  |  |  |  |  | 50 |  |  |  |  |  |
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