



**A COMPARATIVE STUDY: SCHOOL CLIMATE ACROSS NON- PHYSICAL  
INDICATORS IN NORTH EAST REGION OF INDIA AND IMPLICATIONS FOR  
EDUCATIONAL LEADERS**

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**Abstract**

*The purpose of this paper is to review the climate of elementary schools in North East India across some select indicators and pinpoint its implications to educational leaders. The objectives were to examine the NER States Performances across assignment of headmasters, establishment of SMC, teachers' capacity building efforts and some efficiency indicators. The study was fully desk review on the raw data collected by National University of Educational Planning and Administration (NUEPA). Thus it has been found that States greatly vary in assigning headmasters where Manipur is more successful in maintaining regular headmaster: 94.3% for urban and 95.58% for rural elementary schools where as Arunachal Pradesh State was the least having 16.71% of urban and 6.46%. Overall the performance of the NER is encouraging in establishing School Management Committee compared to all States of India. However, they are still lagging in urban schools. In the areas of supervisions, Cluster Resource center coordinators have given due attention to rural schools and better supervision was done in Tripura, Manipur and the least supervision was observed in Sikkim and Meghalaya where their performance is lower than the aggregate of States. Most of the States have not gone beyond 60% on average that reminds educational leaders to think about the coming years as supervision is a means of addressing problems at 'infancy' before they 'go off track'. Teachers' in-service training as a key for capacity building was weak which needs the attention of the Educational leadership. Overall, the schools of India are entertaining over crowded classes both in primary (35.51% of urban and 52.87 rural) and upper primary (32.82% urban and 51.98 rural) and high teacher -pupil ratio (22.38% in urban, 26.15 % rural in primary), which are still the challenges for NER States as well. In securing resource and its utilization, Tripura was better and Sikkim State received the least grant and was not even able to utilize.*



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## **1. Introduction**

The interests about the climate of the school usually come from the main questions of how is the school leadership, how is the relationship between school communities, how are the

facilities and how do these influence the performance of students. This is a way of checking the healthiness or unhealthiness of the schools. It is because a positive school climate is a means for: fewer behavioral and emotional problems for students; can shape the degree of academic success and enrichment of environment (Marshall, 2004). The climate can also serve as protective factor for boys with a supportive learning environment yielding healthy development, preventing antisocial behavior, creating positive interpersonal relationships and optimal learning opportunities for students in all demographic environments. A positive school climate can also help in increasing the achievement levels and reduce maladaptive behavior; can bring job satisfaction for school personnel; facilitate smooth and easy transition of students to a new school, serve as a fabric of support that enables all members of the school community to teach and learn at optimum levels and can yield positive educational and psychological outcomes for students and school personnel.

Based on the multiple advantages of this complex concept on school community, researchers are exhaustively investing their expertise, time, energy and money on carrying out researches on school climate. The term school climate has been a concern for more than a hundred years to understand the idea of school environmental or contextual factors that might have an impact on student learning and academic success (Smith et al., 2014; Thapa et al., 2013). According to their reports, for the last three decades there have been growing researches to substantiate the importance of a healthy school climate in enhancing academic achievement, promoting school safety, reducing dropout, avoiding teacher turnover, installing healthy social interactions and keeping well-being of school community. Likewise, Marshall (2004) reported, "School climate has been researched for many years and continues to be examined and redefined as a result of its significant influences on educational outcomes"(p.1).

## **2. Review of Literature**

### **2.1. Over View of School Climate**

Many researchers have approached the school climate as personality of the school (Forsyth et al., 2011; Blum, 2007) in different ways and looked it in a variety of methods. It was around 108 years back (1909) that the area got attention and researchers explicitly wrote about how school climate affects students and the process of teaching (Cohen et al., 2009). Dewey (1927) (cited in Cohen et al., 2009) has discussed school climate indirectly as his focus was on the social dimensions of school life and enhancing the skills, and knowledge that implicitly touched on what kind of environment or climate the school reflects. These

writings were foundations and cases for the full emergence of studies on school climate in 1950 (Cohen et al., 2009).

According to Rapti (2012), the studies of school climate have their origin in the late 1950s and Andrew Halpin and Don Croft published the first research results on school climate in 1963. This was the time where the concept of school climate was formulated and the research findings became the basis of research for others in the area and era (ibid). Thus for Rapti (2012:112), school climate started to be perceived as the “sum of the values, cultures, safety practices”. Researchers have come to consensus on what basically constitutes school climate and considered it metaphorically as ‘heart and soul’ (Freiberg and Stan, 1999, cited in Rapti, 2012) to highlight its importance in giving life to school. Similarly, for Marshall (2004:1), it is “organizational structures within a school, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent-teacher relationships, and student-teacher relationships, is the concept of school climate.”

It has been stressed on the need for including multiple of measures of school climate and the attributes for further detail into the nature of school climate. Thus, it has been reminded that school climate survey shall address measures on students’ perceptions on areas of fairness, achievement, motivation, order and discipline, parents’ involvement, sharing of resources, student interpersonal relationships and students-teacher relationships (ibid).

The Charles F. Kettering Ltd. (CFK) (1987) cited in Marshall (2004), school climate profile comprised of other categorizations of measures on teachers, administrators, and students. Thus, it has addressed the subscales of respect, trust, high morale & opportunity for input, continuous academic & social growth, cohesiveness, school renewal and caring. On the other areas of measuring school climate, Hoy et al. (1991) considered the six dimensions or subtests or statements as Supportive Principal Behavior, Directive Principal Behavior, Restrictive Principal Behavior, Collegial Teacher Behavior, Intimate Teacher Behavior, and Disengaged Teacher Behavior as indicators or measures for school climate. On the other hand, Tschannen-Moran (2009) has grouped the school climate indicators that researchers need to focus on as Collegial Leadership, Teachers Professionalism, Academic Press and Community Engagement.

## **2.2. Dimensions of School Climate**

School climate has different dimensions, as it is a multi-dimensional construct. The quality of school climate thus depends on the interface of these dimensions which include quality of

interaction - personality of school, environmental factors, academic performance, safety and school size, trust and respect (Doctor, 1997).

According to Rapti (2012) and Doctor (1997), school climate has multi constructs of physical, social and academic dimensions that are:

- a) **Physical Dimension / Physical Environment:** these are physical factors related to the school building and classrooms, the size of the school and the students/teacher ratio in the classroom, the organization of classes in the school, the effectiveness of the tools and teaching resources, security and safety.
- b) **Social Dimension / Emotional Environment:** includes the quality of interpersonal relationships of all members of staff (teacher-principal; teacher-teacher; teacher-student; student-student; teacher-parents, principal-parents), treatment of students by teachers and other staff members, degree of competition and social comparison among students, participation and contribution of students, teachers and school staff in decision making process.
- c) **Academic Dimension / Teaching-Learning Environment:** this dimension includes key elements on the quality of teaching, teachers' expectations for students' achievement, monitoring of the students' progress and immediate reporting of results to students and parents.

Thapa et al. (2013) have come with their own dimensions consisting of 12 measures like rules and norms, physical security, social-emotional security, support for learning, social and civic learning, respect for diversity, social support-adults, social support-students, school connectedness, engagement, physical surroundings, leadership and professional relationships,

A positive school climate is the resultant of the interplay between the different dimensions of school climate. These broad dimensions with their specific indicators make a flow where one gives emergence and strength to the other thereby leading to the ultimate goal of academic and social growth.

### **2.3. Building Positive School Climate**

Many researches are done to understand the concept of school climate, its dimensions, impact and improvement strategies. Accordingly, Marshall (2004) has proposed interventions to address the bottlenecks and enhance school climate in a more positive way so that students, teachers, principals and other stakeholders enjoy the school climate for the maximum benefits

of students. According to him, the possible list of intervention strategies especially on the interaction of the school community and academic dimensions are

- Increase parent and community involvement,
- Promotion of the fundamental moral values in children,
- Use of violence-prevention and conflict-resolution-curricula, and interactive approaches and methods, peer mediation, treat students fairly, equally and with respect,
- Personalization through honoring most-improved students.

### **3. Objectives**

The paper was fully dependent on the secondary data of U-DISE of NUEPA( 2015) focusing on the facts and figures of eight sister States of North East Region. Thus it has been tried to analyze the data with the objectives of assessing and comparing the current status of each States of the school climate across some select indicators. More specifically

- Examine availability of headmasters across States,
- Review the establishment of school management committee as per RTE Act 2009,
- Assess the provision of Supervision and in-service -training across States and
- Review some of the efficiency indicators.

### **4. Rationale**

EMIS-NUEPA has compiled elementary schools data of each State and the aggregates as a Country, India. The data have been compiled based on thematic areas of school related theme (26 indicators), facility related theme (18 indicators), enrollment related theme (13 indicators), and finally teacher related theme (15 indicators). Thus, the researcher took this opportunity and selected few indicators for healthy school climate. These will give an insight for policy makers and implementers to take evidence based decisions and measures for the benefits of students. Overall, this will lead us to school improvement and school effectiveness based on the analysis of available data. It can again lead and give insight for further decisions, interventions and strategies based on these concrete evidences.

### **5. States of North East India**

North East India is a big region comprising of eight States commonly known as the “Sisters” which include Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. The area is usually known as the true frontier region (IGNCA, 1999). The region has international borders with 4 neighboring countries of Bhutan, China, Myanmar and Bangladesh. It is also known as one of the most ethnically, faithfully, culturally and

linguistically diverse region in Asia, each State has its distinct cultures and traditions hosting more than 166 tribes speaking a wide range of languages (ibid).

## **6. Limitations**

The study focused on elementary schools in general and it did not discuss in detail about primary and upper primary schools separately. The study fully depended on secondary data and quantitative approaches based on the data of Unified District Information System for Education (U-DISE) of National University of Educational Planning and Administration (NUEPA).

## **7. Method**

The study fully followed desk review focusing on quantitative data. It generated the data from NUEPA/U-DISE reports, policies, circulars and proclamations. This is a desk research is what professional researchers use to describe tracking down useful existing pre-published information (also known as secondary research). In countries like India where secondary data is regularly collected, it is good to go for secondary data as the data is of higher quality, generally involve larger samples, that are more representative of the target population and datasets often contain considerable breadth (hundreds of variables) (Koziol, n.d).

The report reviewed the available documents related to the States and the themes are also viewed inline with States and National context. The first stage in this study was conducting extensive review of available documents at national (India) level. In so doing, it identified potential themes from U-DISE data presented in tables, map or /and graphs.

Review of policy and strategic documents, amendments, circulars, reports and other relevant literature and legal frameworks in the education of children and their rights were done as a reference point for the interpretation. Data capturing template/ frame of analysis was crafted that guided the researcher in summarizing the available data. The data were presented in frequencies and charts.

## **8. Results**

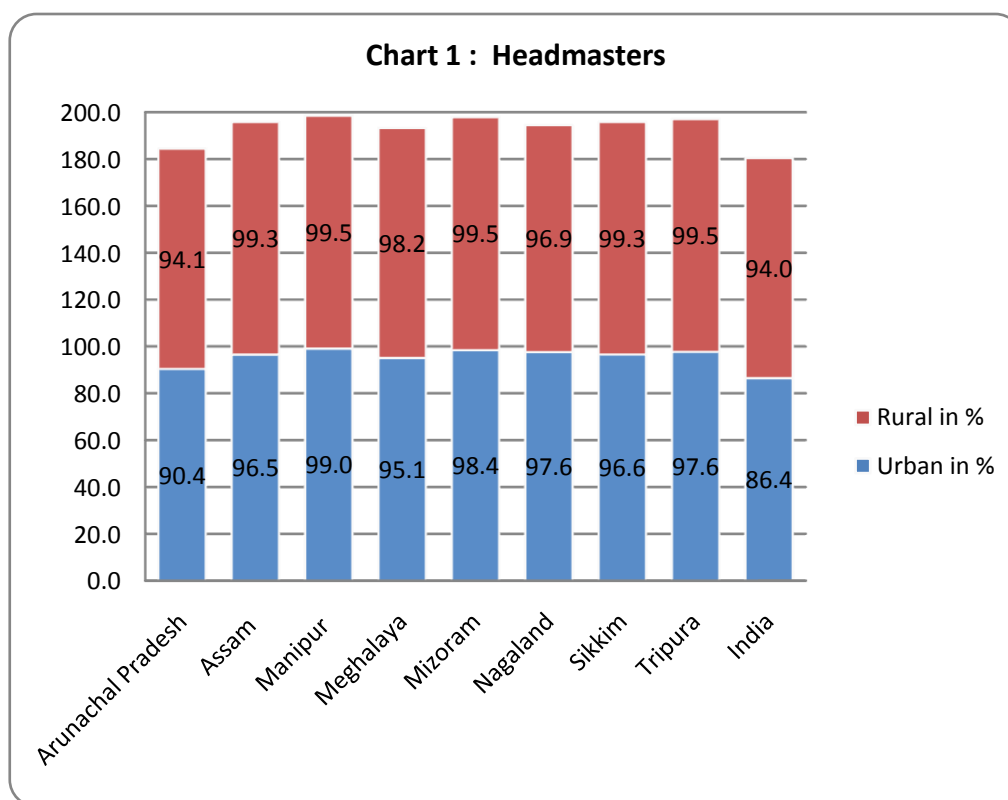
This section is the synthesis of the substantial findings of the report to illustrate the level of efficiency of the states in terms of assignment, leadership, capacity building, allotment and utilization of resources (both human, grants and materials), classroom and teacher ratio, and commitment of the school educational leadership in using the resources for the benefit of students and the larger community. For this reason, the major findings are presented in the following sections thematically.

### **8.1. Headmasters**

There are different conceptions about school leader(Harris &Muijs, 2004) as instructional leader, learner-centered leader or pedagogical leader or principal with the ultimate objective of contributing to the improvementof learners’ outcomes. The same terrain is happing in India where it is used as Headmaster. With this notion, the report has used the term Headmaster as it is put in the raw data of U-DISE.

According to Krishnama charyulu (2014), headmasters are supposed to play roles like planning which is the first step in any academic and administrative assignments, organize and administer them and play academic functions like teaching, guidance and counseling, supervision, and maintenance of standards. The headmaster/mistress should be first a teacher and then every thing else. With all these key responsibilities, schools should have regular headmaster /mistress.

As it is conveyed in chart 1, the educational leadership of Manipur is more successful in maintaining headmasters for its elementary schools where it has been witnessed as 94.3% of the urban and 95.58% of the rural elementary schools have regular headmasters. On the other hand, Meghalaya State was strong in rural compared to the urban as it was 84.53% and 65.95% respectively.





The same is true for Sikkim which was 64.55% in rural and 42.11% in urban. In others, the urban is better than the rural.

The deployment of headmasters for rural and urban was almost similar in Assam and Nagaland. The State Mizoram and Tripura have the highest in urban than rural. Arunachal Pradesh State was the least in both locations as it was 16.71% of urban and 6.46% of the rural schools which has regular headmasters for their schools. Its performance was also below the country performance in its aggregate result that reminds educational leaders to think of future strategies. Headmasters remain the most influential leaders in improving the friendliness of schools and students performance as well.

### **8.2. School Management Committee (School Leadership)**

The balance of power in schooling is moving from unilateral standardization and accountability towards more culturally shared ideas such as partnerships (Haris and Muijs, 2004). According to them, the 'old order' of leadership or headship is unlikely to prevail as the style of schooling becomes more diverse, complex and innovative. The 'new order' is premised upon a view of leadership that is distributed and empowers those closest to the classroom to undertake leadership tasks and actions. This is a notion that cosigns with the establishment of School Management Committee (SMC) in schools.

SMC has a key role especially in the local governance and functioning of schools. The Revised Right of Children to Free and Compulsory Education Act, (2009) has vividly articulated the need for SMC and it has made SMCs as mandatory for all schools in article 21 as:

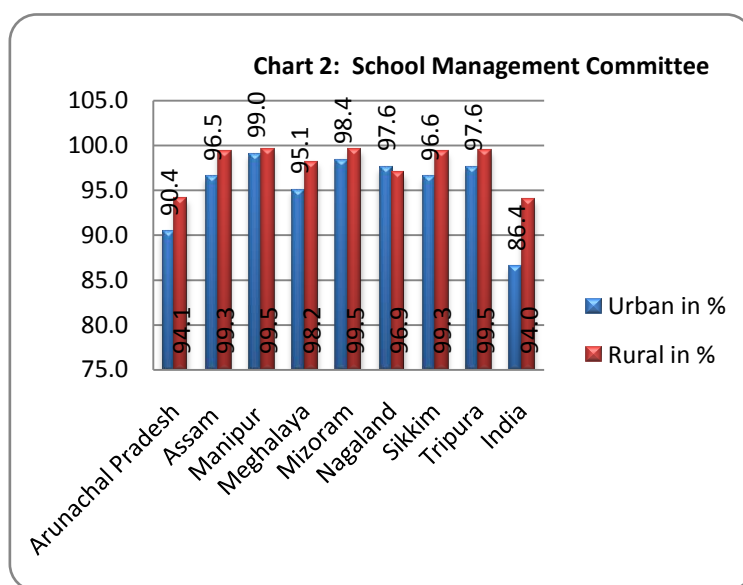
1. A school shall ...constitute a school management committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers:
  - Provided that at least three- fourth of the members of such committee shall be parents or guardians
  - Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker sections: provide also that 50% of members of such committee.
2. The school management committee shall perform the following functions, namely,
  - a. Monitor the working of the schools
  - b. Prepare and recommend school development plan



- c. Monitor the utilization of the grants received from the appropriate government or local authority or any other resources and perform such other functions as may be prescribed.

Inline with this Act, all States of NER have better number of SMC in their schools compared to the national report which is 86.44% in urban and 94.01% in rural as it is depicted in chart 2. This is the result of the educational leadership where strong follow-ups, revisions of the Act as per the grassroots needs and contextualization of the orders were done. In general, the rural schools are better than the urban in organizing the SMC. This has been demonstrated in chart 2.

Though the governance of Assam especially the Education Department was ordering and giving more clear directions besides to the act of 2009 on the Establishment of SMC, on the 3rd of August 2011 stating the norms, constituencies, term of president and members, powers and functions of the SMC, the accomplishment is not as expected. Similar clarifications and directions to the grassroots implementers were given by other States as well.

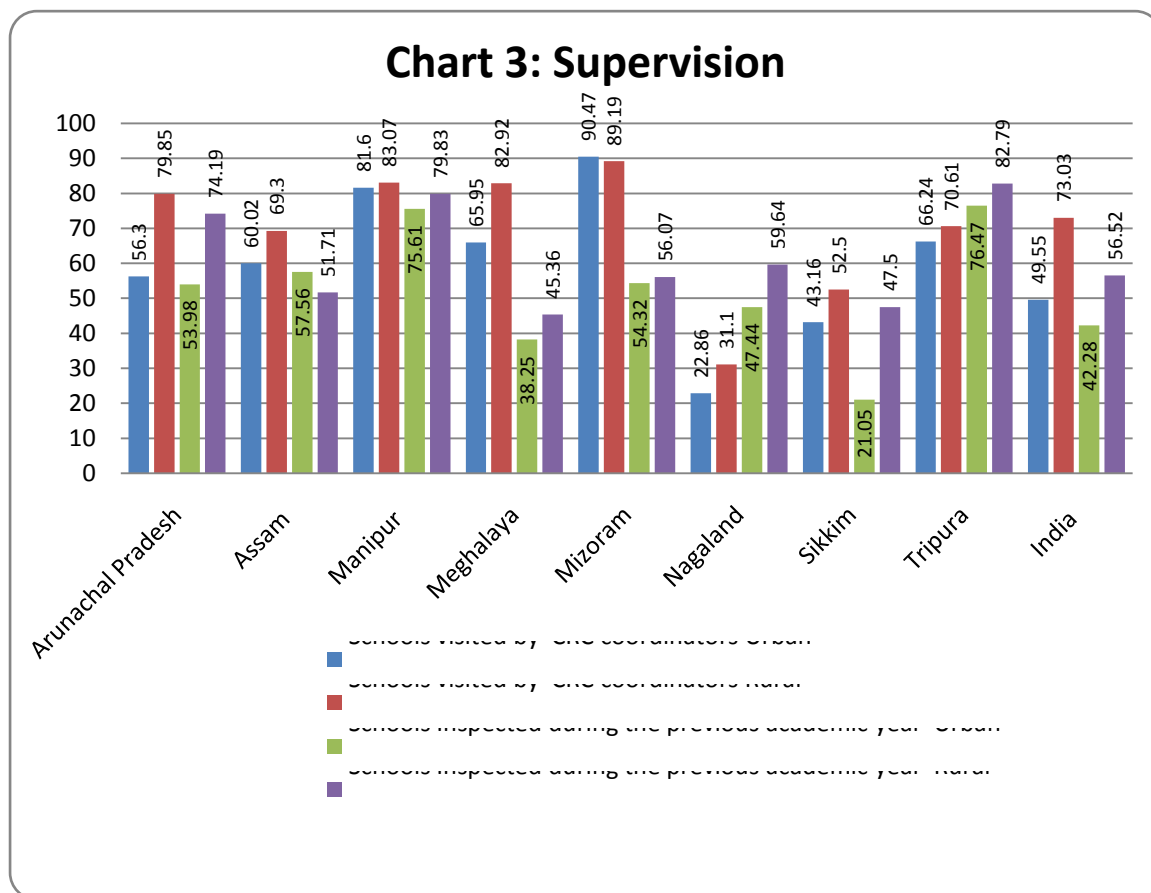


This is an important gap that we need to examine further why the urban is behind the rural where better educated and closely/densely populated people are living. Though the performance of NER States is encouraging, Arunachal Pradesh State is behind other NER States where its performance is 90.39% in urban and 94.08% in rural. Manipur is the best of all the States in NER having more than 99% both in rural and urban. In general the performance of the eight States is by far better than the aggregate country performance which is 86.4% in urban and 94.4% in rural.

### **8.3. School Supervision as a means for capacity building**

Supervision or inspection is one of the key duties of educational leaders. It is an intervention visit done by seniors, juniors members or peers to enhance the functioning of the system managed by the supervisee and at the same time building the capacity of the supervisees in

identifying the gaps and coping mechanisms as well. Here, the supervisors are expected to identify strengths, weaknesses, opportunities and threats and give remedial directions in a participative manner. In this perspective, Cluster Resource Center(CRC) coordinators and experts had visited the schools. The following chart demonstrates the number of schools visited and inspected.



Based on chart 3, educational experts gave more emphasis on the rural schools almost in all States. The better CRC coordinators’ supervision was done in Mizoram States ((urban, 90.47%) and rural 89.29%). The next highest was done in Manipur which was 81.60% in urban and 83.07% in rural. The least supervision by CRC was done in Nagaland (22.86% urban and 31.10% in rural) and Sikkim (urban 43.16% and rural 52.5%) which was even below the aggregate of all States of India (rural 49.55% and urban 73.03).

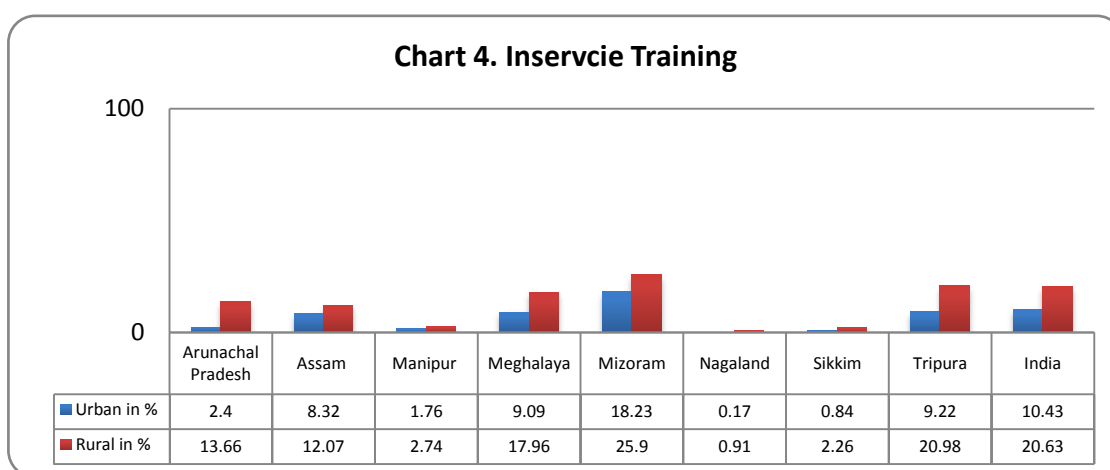
In terms of the number of schools supervised during the previous year of 2014/15, better supervision was in Tripura (urban 76.47% and rural 82.79%), the next being Manipur (urban 75.61% and rural 79.83%). The least supervision was done by Sikkim (21.05% urban & 47.50% rural) and Meghalaya (urban 38.25% & rural 45.36%) where their performance is lower than the aggregate of States (urban 42.28% & rural 56.52%). The State Arunachal

Pradesh was good in its supervision of rural schools (74.19%). Overall, most of the States (69%) have not gone beyond 60% on average that reminds educational leaders to think about the coming years.

This is an alarm for all educational leaders in all States especially CRC coordinators to think about their future supervision strategies since supervision is a means of addressing problems at ‘infancy’ before they ‘go off track’ based on the local context with the involvement of the local community or stakeholders.

#### **8.4. In- Service Training**

Teachers and headmasters need to be updated and refreshed with the recent pedagogical and subject related developments. The performance of the NER States in 2014/15 has been portrayed in Chart 4.



Inline with this, Mizoram performed well in 2014/15 compared to other States of the Region where it has addressed 25.9% of rural and 8.23% of urban teachers & headmasters. The next highest was observed in Tripura where it has accessed 9.22% of urban and 20.98% of the rural which was followed by Meghalaya (9.09% urban and 17.96% rural). The least beneficiaries in in-service training were teachers and headmasters from Nagaland where it has only addressed 0.17% of the urban and 0.91% of the rural that was followed by Sikkim (0.84% of urban and 2.26% of rural). The educational leadership should take this gap seriously. This is because in-service training is effective in updating and refreshing teachers and headmasters with the basic premises of the better a teacher is trained, the better he or she can educate tomorrow's generation.

**8.5. Classroom Pupil Ratio (CPR)**

Educational authorities agree that 30 students per class is the ideal number but economic consideration stands in our way in achieving this ideal figure (Krishnamacharyulu, 2014). The government has set a standard of class size where it is presumed to be 30 students per class for primary schools and 35 students for upper primary school. Table 1 shows the percentage of primary and upper primary schools having a class size above the standard in each State.

Overall, the schools of India are entertaining over crowded classes both in primary (35.51% of urban and 52.87 rural) and upper primary (32.82% urban and 51.98 rural). Among the least number of schools accommodating students above the standard were in Sikkim and Mizoram both in primary and upper primary. The next least following these States was Arunachal Pradesh. When a school is within the standard of class size, it will be more interactive, healthy and friendly both for the teacher and students as well.

Class size or number of students per class is one of the indicators for healthy or school friendliness. The more crowded the classes are, the less friendly they are. As per se, Tripura

is relatively having highly crowded classes both in primary of urban where 48.22% of the schools are having students more than 30 children. Like wise the upper primary schools in all urban and rural settings where 56.36 % of the urban and 53.38% are having classes with more than 35 students per class. Assam was the 2<sup>nd</sup> with highest number of schools having crowded classes of primary (urban- 41.13%; rural- 60.16%) and upper primary (urban -34.85%; rural-49.15%).

Table 1: CPR above the Standard

State	Schools with CPR			
	Primary above 30(%)		Upper primary above 35(%)	
	Urban	Rural	Urban	Rural
Arunachal Pradesh	26.08	26.28	29.5	23.14
Assam	41.13	60.16	34.85	49.15
Manipur	20.62	38.23	22.54	41.47
Meghalaya	30.00	37.37	31.09	32.63
Mizoram	12.41	10.94	10.57	10.98
Nagaland	32.64	28.55	30.52	29.07
Sikkim	10.53	12.20	14.55	7.96
Tripura	48.22	50.61	56.36	53.38
India	35.51	52.87	32.82	51.98

The remaining States (Manipur, Meghalaya and Nagaland) are laying over between the extremes. The Government is aggressively promoting RTE 2009, however classes are becoming crowded, i.e. becoming unfriendly or unhealthy for children.

The Educational leadership is here tipped to think of duly in addressing the problem, which may demand constructing of schools, classrooms, and mobilizations of locally available resources or facilities.

**8.6. Teacher Pupil Ratio (TPR)**

The teacher-pupilsratio is another indicator of healthy school climate and its friendliness. The

Table 2: TPR

	Above 30 primary(%)		Above 35 upper primary (%)	
	Urban	Rural	Urban	Rural
Arunachal Pradesh	6.72	7.05	4.6	9.45
Assam	26.45	41.66	12.61	29.20
Manipur	8.15	9.34	2.88	16.61
Meghalaya	28.86	20.03	17.09	11.16
Mizoram	3.28	3.66	0.2	2.69
Nagaland	6.44	7.04	1.36	8.73
Sikkim	0	2.99	1.82	3.17
Tripura	9.04	20.05	5.08	30.40
All States	22.38	26.15	11.86	27.95

lessen the number of students, there is a high possibility of interaction with the teacher. The TPR is one of the common education indicators used to measure the efficiency and quality of education system. This is because the lower the ratio, the more the opportunity for contact between the teacher and pupils and provision of support for students individually. Hence a better teaching-learning process, thereby improving the quality of education.

Based on Table 2, Sikkim is the State that has the least number of schools accommodating students above the standard. Accordingly, there are no schools at primary school level in urban having more than 30 students per class and it was only 2.99% of the rural primary schools which are entertaining children of more than 30 per class. At the upper primary level, it was Mizoram that has the least number of schools with more than 35 students per class. The highest number of schools accommodating students above the standard of teacher were in Meghalaya (urban 28.86% and rural 20.03%), Assam (urban 26.45% and rural 41.66%) and Tripura (urban 9.04% and rural 20.05%); like wise, in upper primary Assam (12.61% in urban and 29.20% rural), Tripura (11.16% in urban and 30.40% rural) and Meghalaya (16.61% in urban and 11.16% rural). Overall there is variation even within States of urban and rural schools. In all States of primary and upper primary, the rural schools are more crowded than the urban except Meghalaya where the reverse has been observed as rural schools are more crowded than urban classes. In general, India is having a pupil ratio of more than 30 (22.38% in urban, 26.15% rural) and above 35% (urban 11.86%, rural 27.95%). These are still alarms to the educational leaders to think of more schools as it totally affects the friendliness of schools.

**8.7. Resource Secured and the Status of Utilization**

Resources are means for the realization of objectives. It can be human, materials or financial.

The resources secured and status of utilization has been depicted in Table 3 as follows.

In terms of receiving more school development and teaching learning material grants, Tripura was better in securing resources for its grant in urban (72.63%) and rural (89.63%) and in terms of materials (urban, 8.70% and rural, 17.62% (which was really lower than the rural of Meghalaya (21.05%)). Since the number of schools which secured grants were very small and manageable, the utilization of the grant was above 95% except Sikkim. Sikkim State received the least grant and was not even able to utilize it on a timely basis. Some States have almost utilized the grant and their performance was above the aggregate of the States (India- 90.01%) except Sikkim. Resources or grants are now becoming meager, competitive and performance based. Thus, educational leaders need to think of how resources can be secured and utilized efficiently and effectively.

**9. Conclusion and Implication for further research**

Educational leadership plays a key role in the success of the education systems. More specifically, schools are mirrors that indicate the personality of the leadership, more

Table 3: Resources Secured and Status of Utilization( %)

States	Schools having received School development Grant				Schools having received Teacher Learning Material grant			
	Urban		Rural		Urban		Rural	
	Received	Utilization	Received	Utilization	Received	Utilization	Received	Utilization
Arunachal Pradesh	37.53	99.84	72.23	99.21	1.129	100	3.98	97.90
Assam	63.02	97.82	65.02	96.46	4.24	96.46	4.23	93.23
Manipur	58.44	100	61.83	99.30	1.53	100	4.85	100
Meghalaya	53.75	99.71	68.04	98.89	11.05	99.05	21.05	96.28
Mizoram	67.63	99.57	79.49	99.82	1.77	100	4.20	99.77
Nagaland	39.1	100	74.07	99.00	5.34	100	18.08	99.26
Sikkim	21.05	69.63	61.49	94.01	0	0	4.24	87.79
Tripura	72.63	99.53	89.63	98.38	8.70	99.96	17.62	97.51
<b>India</b>	<b>37.31</b>	<b>90.93</b>	<b>73.44</b>	<b>93.39</b>	<b>4.72</b>	<b>85.52</b>	<b>8.14</b>	<b>90.01</b>

specifically the headmaster. The headmaster can determine the climate of the schools (physical, social and academic dimensions of the climate) since they are key-determining factors for the successful teaching learning school environment (Moriba and Edwards, 2009). Thus, it is not an easy task of the headmaster in securing healthy school environment, which demands commitment, competency and sense of responsibility. That is why government is always hunting experienced and highly qualified headmasters having demonstrated conceptual, human and ethical skills in school management (Moriba and Edwards, 2009).

The paper has reviewed pertinent issues that can either contribute or deter the quality of the education system like the need for having competent headmasters for each school, the need for involving the community as per the strategy of the Government (RTE, 2009) in School Management Committee (SMC). It has also reviewed the status of school supervision and in-service training and other related school efficiency indicators.

In line with each key thematic area and subheadings, the paper has articulated the existing status, their importance and outlooks. Thus, educational leaders, headmasters, teachers and other stakeholders need to take appropriate interventions so that the climate of schools will be healthy, motivating and friendly for children. This is because the significance and influences of school climate on educational outcomes is pronounced (Marshall, 2004; Loukas, 2007).

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