

## TABLE OF CONTENTS

CHAPTER NO.	DESCRIPTION	PAGE NO.
	Abstract	i-iii
	Declaration	iv
	Certificate	v
	Acknowledgement	vi-vii
	Table of Contents	viii-xii
	List of Tables	xiii-xvii
	List of Figures	xviii-xix
	List of Abbreviations	xx
<b>CHAPTER - I</b>	<b>INTRODUCTION</b>	<b>1-39</b>
1.1	Education in Himachal Pradesh: Knowledge Land	3-4
1.2	Theoretical Foundation	4-6
1.3	Conceptual Framework	6-8
1.4	School Climate	8-10
1.4.1	Understanding School Climate	10-11
1.4.2	Importance of School Climate	11
1.4.3	Adopting Strategies to Improve School Climate	12-13
1.5	Scientific Reasoning	13-16
1.6	Procrastination Tendency	16-18
1.6.1	Theoretical Approaches related to Procrastination Tendency	18-20
1.6.2	Types of Procrastination	20-21
1.6.3	Academic Procrastination Tendency	21-23
1.6.4	Impacts of the Academic Procrastination Behaviour	23-24
1.7	Parent Autonomy Support	24-29
1.8	Significance of the Present Study	29-30
1.9	Statement of the Problem	30
1.10	Rationale of the Study	31-33
1.11	Objectives of the Study	33
1.12	Hypotheses of the Study	33-37
1.13	Operational Definitions of the Terms Used	37-38
1.14	Delimitations of the Study	38-39
1.15	Structure of the Thesis	39
<b>CHAPTER- II</b>	<b>REVIEW OF LITERATURE</b>	<b>40-72</b>
2.1	Review of related literature on School Climate and Academic Achievement	40
2.1.1	Studies conducted at the International Level	40-44
2.1.2	Studies conducted at the National Level	44-47
2.2	Review of related literature on Scientific Reasoning and Academic Achievement	48

2.2.1	Studies conducted at the International Level	48-52
2.2.2	Studies conducted at the National Level	52-54
2.3	Review of related literature on Procrastination Tendency and Academic Achievement	54
2.3.1	Studies conducted at the International Level	54-57
2.3.2	Studies conducted at the National Level	57-59
2.4	Review of related literature on Parent Autonomy Support and Academic Achievement	59
2.4.1	Studies conducted at the International Level	59-63
2.4.2	Studies conducted at the National Level	63-64
2.5	Review of related literature on Academic Achievement in Physics	64
2.5.1	Studies conducted at the International Level	64-66
2.5.2	Studies conducted at the National Level	66-67
2.6	Research Gaps Emerging from Review of Literature	67-72
<b>CHAPTER -III</b>	<b>RESEARCH METHODOLOGY</b>	<b>73-98</b>
3.1	Research method	73
3.2	Study area	73-74
3.3	Population of the Study	75
3.4	Sample and Sampling Technique	75-79
3.5	Variables used for the Study	79
3.6	Tools used for the Study	80
3.6.1	Description of Perceived School Climate Scale (PSCS)	80-83
3.6.2	Description of Lawson's Classroom Test of Scientific Reasoning (LTCSR) adapted from Lawson, A. E. (2000)	83-86
3.6.3	Description of Procrastination Scale adapted from Lay (1986)	86-88
3.6.4	Description of Perceived Parental Autonomy Support Scale (P-PASS) adapted from Mageau et al. (2015)	88-91
3.6.5	Achievement test in Physics	91-98
3.7	Procedure of Data Collection	98
3.8	Descriptive Statistics and Interpretation	98
<b>CHAPTER -IV</b>	<b>ANALYSIS AND INTERPRETATION</b>	<b>99-147</b>
4.1	Findings related to Objective 1	99
4.1.1	Findings related to Objective 1 of School Climate Levels	99-100
4.1.2	Findings related to Objective 1 of Scientific Reasoning Levels	100-101
4.1.3	Findings related to Objective 1 of Procrastination Tendency Levels	101-102

4.1.4	Findings related to Objective 1 of Parent Autonomy Support Levels	102-103
4.1.5	Findings related to Objective 1 of Academic achievement	103-104
4.2	Findings related to Objective 2	104
4.2.1	Findings related to Objective 2 comparison of Variable School Climate with respect to Gender	104-105
4.2.2	Findings related to Objective 2 comparison of Variable School Climate dimension wise with respect to Gender	105-108
4.2.3	Findings related to Objective 2 comparison of Variable Scientific Reasoning with respect to Gender	108-109
4.2.4	Findings related to Objective 2 comparison of Variable Procrastination Tendency with respect to Gender	110-111
4.2.5	Findings related to Objective 2 comparison of Variable Procrastination Tendency dimension wise with respect to Gender.	111-114
4.2.6	Findings related to Objective 2 comparison of Variable Procrastination Tendency dimension wise with respect to Gender.	114-115
4.2.7	Findings related to Objective 2 comparison of Variable Academic Achievement with respect to Gender.	115-116
4.2.8	Findings related to Objective 2 Comparison of variable School Climate with respect to Locality	116-118
4.2.9	Findings related to Objective 2 Comparison of variable School Climate dimension wise with respect to Locality	118-120
4.2.10	Findings related to Objective 2 Comparison of variable Scientific Reasoning with respect to Locality.	120-121
4.2.11	Findings related to Objective 2 Comparison of variable Procrastination Tendency with respect to Locality.	122-123
4.2.12	Findings related to Objective 2 Comparison of variable dimensions of Procrastination Tendency with respect to Locality.	123-125
4.2.13	Findings related to Objective 2 Comparison of variable Parent Autonomy Support dimension wise with respect to Locality.	126-127
4.2.14	Findings related to Objective 2 Comparison of variable Academic Achievement with respect to Locality.	127-128

4.2.15	Findings related to Objective 2 Comparison of variable School Climate with respect to Type of Institution.	128-129
4.2.16	Findings related to Objective 2 Comparison of variable School Climate dimension wise with respect to respect to Type of Institution.	129-132
4.2.17	Findings related to Objective 2 Comparison of variable Scientific Reasoning with respect to respect to Type of Institution.	132-133
4.2.18	Findings related to Objective 2 Comparison of variable Procrastination Tendency with respect to respect to Type of Institution.	133-134
4.2.19	Findings related to Objective 2 Comparison of variable Procrastination Tendency dimension wise with respect to respect to Type of Institution.	135-137
4.2.20	Findings related to Objective 2 Comparison of variable Parent Autonomy Support dimension wise with respect to respect to Type of Institution.	137-139
4.2.21	Findings related to Objective 2 Comparison of variable Academic Achievement with respect to respect to Type of Institution.	139-140
4.3	Findings related to Objective 3	140
4.3.1	Findings related to Objective 3 relationship between variable School Climate and Academic Achievement.	140-141
4.3.2	Findings related to Objective 3 relationship between variable Scientific Reasoning and Academic Achievement.	141
4.3.3	Findings related to Objective 3 relationship between variable Procrastination Tendency and Academic Achievement.	141-142
4.3.4	Findings related to Objective 3 relationship between variable Autonomy Support dimension 1 of Parent Autonomy Support and Academic Achievement.	142
4.3.5	Findings related to Objective 3 relationship between variable Psychological Control dimension 2 of Parent Autonomy Support and Academic Achievement.	143
4.4	Findings related to Objective 4	143
4.3.1	Findings related to Objective 4 Joint Contribution of School Climate, Scientific Reasoning, Procrastination Tendency, Parent Autonomy Support on Academic Achievement	143-147
<b>CHAPTER - V</b>	<b>DISCUSSION OF THE FINDINGS</b>	<b>148-162</b>
5.1	Discussion on the findings of Objective 1	148-149

5.2	Discussion on the findings of Objective 2	149
5.2.1	Discussion on the findings of Objective 2 Gender wise	149-153
5.2.2	Discussion on the findings of Objective 2 Type of Locality wise	153-156
5.2.3	Discussion on the findings of Objective 2 Type of Institution wise	156-159
5.3	Discussion on the findings of Objective 3	159-161
5.4	Discussion on the findings of Objective 4	161-162
<b>CHAPTER - VI</b>	<b>SUMMARY &amp; OVERVIEW</b>	<b>163-181</b>
6.1	Summary of the Research Work	163
6.1.1	Objectives of the Study	163-164
6.1.2	Operational definitions of the Terms Used	164
6.1.3	Delimitations of the Study	164
6.1.4	Research Methodology	165
6.1.5	Structure of the Thesis	165-166
6.2	Conclusions	166-172
6.3	Educational Implications of the Study	172-178
6.4	Limitations of the Study	178-179
6.5	Suggestions for Future Research	179-181
<b>BIBLIOGRAPHY</b>		<b>182-208</b>
<b>APPENDICES</b>		<b>209-240</b>
Appendix-1	Perceived School Climate Scale (PSCS) (Self developed)	209-213
Appendix-2	Lawson's classroom test of scientific reasoning (LTCSR), Lawson, A. E. (2000)	214-223
Appendix-3	Procrastination Scale, Lay (1986).	224-225
Appendix-4	Perceived Parental Autonomy Support Scale (P-PASS), Mageau et al (2015).	226-229
Appendix-5	Achievement test in Physics (Self- developed) achievement test	230-240