

CHAPTER I

\*\*\*\*\*

\*\*\*\*\* THE SIGNIFICANCE OF THE STUDY

=====

- 1.0 Introduction
- 1.1 Yesterday, Today and Tomorrow
- 1.2 Classrooms as Growth Centres
- 1.3 The Concept of Classroom Climate
- 1.4 The Need for Motivation in Classroom
- 1.5 The Concept of Origin-Pawn
- 1.6 The Objectives of the Study
- 1.7 Scope and Delimitation of the Study
- 1.8 Scheme of Chapters

=====

## 1.0 INTRODUCTION :

Indian democracy is no exception in cherishing the precious hope of successfully combating its multifaced problems through an enlightened citizenry. The broader national objectives of social and economic development can be realized only when every citizen intelligently deals with his rights and duties, privileges and responsibilities within the complex social structure. Any and every social institution cannot imbibe such democratic values in the minds of the young, as either they are too small - like the family - to make social living look real, or they are too big - like any community organization - to make it possible for them to adjust. So the school has become the institution which offers a social milieu as broad as the wider society, with many opportunities for the young " to be ", to go wrong, to correct, to learn, to adopt, and adopt ways needed to mingle with the adult world, later. Within the school, which reflects the wider structure, it is the classroom that enables the child to consolidate his learnings, to find support to his actions, to correct his ways, to learn to expect certain things from others, to share with others, to feel responsible and secure. He practises all these in a bigger group - the school - which provides a many opportunities through the activities. Thus, the classroom becomes the workshop, the training ground, where the youngs are prepared for their different roles as democratic citizens.

...2..

It produces pupils to the various expectations they have to live up to as members of a school, of a community, and of a nation.

1.1 YESTERDAY, TODAY AND TOMORROW :

It was during the British rule that the first attempt at formal systematic education was made. The British, with their shrewed eye for economic planning, chose to train natives for working in their factories and offices. For this they had to introduce English language to Indians on a large scale. So, there was a need for institutions which could maintain finance within limits in training many people. They introduced a uniform, centralized pattern of education all over. Thus, they began the first educational system in India, with clearly defined content and method of evaluation. A set of rules and regulations offered a code of conduct to the teachers and the taught. People of different strata of society had to come on par for learning English, history and languages.

What was the classroom like, under this system ? It was the place where the young got together irrespective of their castes or religion. It was a place where they were taught by a teacher who 'knew' more. Thus, it maintained inequality within its own structure between teacher and taught.

But, classrooms introduced Indians to the new branches of knowledge in their systematic form.

.....3....

Instruction in classroom became a definite process and not an incidental one.

Towards the end of 19th century, the political turmoil in the society went down to the classrooms. Rather it will not be totally wrong if we say that the classrooms had its share in stirring the minds of the young and add to the political chaos in India. The Indian youth which was exposed to the glories of democracy in England, rightly got the question 'why not the same in India too' ? The Indian teachers in schools used this to inspire the national spirit. During early years of this century, when the freedom movement was at its peak, classroom was swept by the current and was badly dislocated as nothing could stand against the forces of the mass movement.

With the dawn of independence in India, the classroom was shaken and patched upto function again in free India. It was a revelation the classrooms had hardly touched the fringes of Indian population. The bulk of our population needed some basic minimum literacy at least to understand and function effectively in a democracy. Therefore, classroom acquired a new emerging role of spreading literacy. It acquired permanency as an agency of enculturating the young and also educating them.

The feverish ambition of India to find a place in the international spheres, made the classrooms virtually factories loading the young heads with many subjects. The classrooms had to equip the pupil with all available knowledge, develop all necessary democratic qualities, skills necessary for different occupations and so on. So, the classrooms settled down as centres imparting knowledge of various subjects with little or no activity to fulfill the other objectives. Classrooms fell short of the expectations of the whole society in so far as they offered a subject oriented instruction. Any social or psychological impact on the pupils was more incidental than consciously attempted.

The last decade and a half have flooded the educational scene with many new ideas, research findings and explanations. Along with them, is the wide spread comment on the failure of our education system to produce the 'right' kind of citizens, skilled workers, scientists, doctors, etc. is due to the faulty working of the instructional process in schools. Administrators were forced to take vigorous action to improve the quality of classroom instruction, teacher-educators, to give better training to teachers for effective functioning, researchers to find ways and means of making classroom relevant, educationists to review and analyse the whole bulk of available literature and to offer new explanations to the teaching-learning process. The hue and cry was to make classroom instructions 'socially relevant'.

Out of all these emerged the new dimensions of classrooms. They are now seen as not merely physical set ups meant to offer instruction to pupils, but also as social, psychological environments that enable the growth of pupils. As social environments they are to provide a field as varied as the outside society in which the children develop social habits relevant for adult living, in which they learn to adjust with others, to compromise, to share, to take initiative, to succeed and to fail, and to refine their ways. In brief, they learn to play different roles and to co-ordinate them with roles of others.

Through the gamut of all experiences in the classroom emerges the personality of the individual pupil, who faces the society and accepts, the many roles offered to him. And so, the relevance of classrooms, as the actual environments through which the ultimate national educational goals are to be fulfilled is increasingly felt today. If one of the broader educational goals is 'social adjustment' then all experiences through education should lead towards this goal. This requires a proper screening of the broader objectives and activities, which operate only at the classroom level.

Yet, one lacks full confidence to say with courage that such prevalent thoughts have made classrooms more 'livable'. The turn out from schools and colleges raise queries as to how much of social adjustment is achieved at all. The classrooms still seen to be rotating round the content-based

curriculum. This is largely felt by teachers that classrooms are yet unable to change fact to suit the altering demands of the times. They are still submerged under a load of constraints on all sides, making instruction divorced from any objectives on a wider range. Attempts are being made towards non-graded system, or open schooling or vocationalized education and so on. But the crux of the problem is-there is no well defined role for the schools and classrooms yet.

While such is the disturbing scene of our classrooms, what will be better picture in future ? How are we going to cope with the increasing numbers in classrooms ? What changes are necessary to keep our educational system on par with the knowledge explosion through mass media ? With the changing of economical, political and sociological scenes in India, what will be futuristic objectives for our classrooms? Should they continue as they are ? The feasibility of the present structure of classroom, though age old, needs to be scrutinized thoroughly.

According to the new model arrived at the objectives for classroom need to be defined which take into considerations the stupendous challenges of overgrowing numbers the facilities to be provided, organisation of instructions, the shift in emphasis in curriculum, the diversifying demands of the society- economical, sociological and political- and so on. Only out of such deep churning of thoughts and a

critical and objective analysis of the present and future needs can lead to the emergence of a paradigm of classrooms suited to the changing items.

### 1.2 CLASSROOMS AS GROWTH CENTRES :

The classroom is one of the most accepted and inevitable necessity in child's life today, the world wide over. Every society feels that unless the child undergoes the tedious process of schooling he is not ready for the social life as an independent citizen. And classroom, being that unit of the school system which is to do this for the individual child, naturally is the most effective influence.

Classrooms, as they exist today seem to be of a recent origin. They have come to stay as the chief centres of teaching-learning within the formal structure of a school only from a few centuries age. 'The classroom came into being because of the demand for mass education. Imparting instruction to individual student could not be used as a means of mass education on a national scale for the very obvious reason of high cost, the large personnel needed, and the factor of time', (Haul, 1964). The <sup>e</sup>verwidening knowledge in all its systematic and scientific branches make it difficult for its transmission to the young in a casual way. This is so because (1) the young child today has a richer store of knowledge to be digested and assimilated than anytime before

.....8.....

(2) instruction to the young is not possible in the 'life situation' as in a non-literate simple societies, so the need for a specialised agency for socialisation (3) need for economy and organization has created the classrooms as the areas of instruction and (4) to enable the children acquire the social skills, tendencies and qualities. The family proves insufficient in a growing complex societies. And so, the classroom acts as the powerful unit of influence within the school system, which is accepted as the specialized agency for socializing the child.

Classroom, if monitored properly offers to the pupil a physical, psychological and social framework capable of promoting his all round development. It is the place where the noble task of education is to be carried out through instruction and interaction. It is the place which offers an identity to every pupil who recognizes it as his own when he says my classroom, my seat, our bench, and so on. This familiarity induces security. Each child finds here something of his own and a place where he can BE and DO things.

Every activity in the classroom will follow some pre-determined routine. Both the teacher and the pupil know when to do, what and when to listen, to talk to be praised or punished, to take tests and to laugh. It has an air of constancy which enable anyone to distinguish a classroom from any other room. 'Even devoid of people... .. a classroom

.....9.....

is a classroom', says Jackson who comments on the stability and unchanging scene and scent of classrooms thus says Herbert Thalen : 'Even odors of the classroom are fairly standardized'.

As a social context the classroom is unparalleled. It is the first larger social unit that every child faces. It is there that he seeks to find the answers for the may why's how's, what's and when's for which he could not get answers at home. He expands his social horizon through interactions. The child who could get anything with ease, who always was the centre of attraction at home, has to forego many of his habits and fussing has to live with others just as 'one among them' with nothing special.' In the school classroom the child must learn to move amongst his peers and gain non-adult approval .... Very soon the selfish child must learn to adapt to the wishes of the rest of the class in the playground or else suffer unpopularity and rejection by his peers. The child must experiment with personal relationship,' (Mugrave, 1972, p. 209). In this process of adjustment he 'grows' into a social being.

The classroom as a social setting poses enough challenges to the child. He learns the dichotomy in every situation to be evaluated and to evaluate to be rewarded and to be punished, to face success and failure, to complete and to cooperate,

....10....

to share his experience with others, to tolerate an onslaughts of continuous activity and subjects taught, and more than all to 'be' with others. In brief, the classroom social setting offers a very congenial environment for socializing the young.

As a psychological set up classroom can be a boundless 'life space'. The effectiveness of classroom experience depends to a large extent on how the teacher guides the pupils to plunge into the depths of the psychological realm. It is in the classroom that their intellect is sharpened understanding challenges, emotions refined, attitudes directed, aspirations made clear, thoughts heightened, and potentialities unravelled.

The classroom instills sentiments in and aids attitude development of pupils. It exposes the pupils to the expectations of the society through the many activities and the subjects taught, thereby leads the pupils towards higher values and ideals.

Are our classrooms congenial as physical, social and psychological spaces ? Do they really train the young for the social development of all ? Are they truly 'psychological life spaces' ? Are they helping in the growth and development of the young ?

Answers to these can be given only after pondering over our classrooms as they are today.

Schools and classrooms have been facing too much of structur-  
alization, being the formally 'branded' institutions of  
socialization. They definitely are physical settings. They  
do provide some social environment. But, rarely do they seem  
to be boundless in the psychological spaces. They are more  
pictured as noisy, busy places where students casually pick  
up some social qualities (good or bad) forcibly learn a few  
facts, rarely use their intellect in the true sense, and,  
where they develop such mechanical ways of following rules and  
regulations which no other group can exhibit.

'Schools have become "factories" turning out snob culture'  
(John Hilton) due to overemphasis on the rigid curriculum.  
Classrooms become the workshops where the 'raw materials'  
(students) are turned into 'produced goods' (graduates)  
labelled with certificates and awards, in a mechanical way.  
The quantum of learning during class hours is neither used  
in daily life nor does it seem to have much meaning.

Many of the activities of the classroom rarely seem to  
create ripples in the psychological world of the children.  
If they do, they are more incidental than conscious. Pupils  
learn to think, develop ideas and images, express or suppress  
emotions learn to think, organize facts - all in a casual way.  
Many times, thinking is restricted, initiative curbed,  
imagination rarely flowered and thus, classroom activities  
have more of mechanical routine, and official incapable

formality than an enjoyable, 'Voyage on the sea of knowledge to find the islands of truth'. This offers very few chances for flowering potentialities.

### 1.3 THE CONCEPT OF CLASSROOM CLIMATE :

#### (a) The Term 'Classroom Climate'

Classroom climate is an environment to which the participants respond. It is the outcome of vast multiplicity of factors. It can be referred to as the environmental conditions that tend to produce an emotional interaction between the teacher-pupil and pupil-pupil during the teaching-learning process. It is the prime concern of the school to provide for its pupils exhilarating environment which could evoke multiplex interest in the pupils. When a child is under the constant influence of good work and good thoughts, there grows in him a tendency to become good. When the climate of the class is equivocal and of disapproval, and group members have no assurance regarding the satisfaction of their needs and desires, they would feel fearful and insecure. If the climate is not healthy, his standards of performance could not be maintained, ultimately it would result into open conflicts and cause discipline problems.

The classroom climate is a compound where various elements meet and form a new compound which has very different qualities and which cannot be separated. The Classroom climate is not like a mixture. The teacher's behaviours create various

reactions on the minds of the pupils. The behaviour is of two types. If one type the teacher teaches the curriculum but the teacher also addresses the pupils, give them feedback, accepts feelings or ideas, etc. This is called a 'latent curriculum'. The latent curriculum contributes a lot in the formation of classroom climate. It will be interesting to note the components of the classroom climate from the pupils' point of view and from the teacher's point of view.

(b) Definitions of Classroom Climate

Classroom climate is too comprehensive a concept to be reduced to a few words only. Its components are interlinked and overlapping just as many traits make up the personality of an individual. Many factors go to make up the classroom climate. A few researches on the basis of their observations and studies, have attempted to define the concept of classroom climate.

Flanders' (1970) views the climate of the class as the generalized attitudes towards teacher and the class that pupils share despite individual differences. He states, 'the word climate is merely a shorthand reference to those qualities which consistently predominate in most teacher-pupil contacts and pupil-pupil contacts, in the presence or absence of the teacher'.

Good, in the Dictionary of Education, lays stress on the emotional aspect of the interactions in the classroom,

when he defines classroom climate as the emotional climate.

By this, he refers :

To all environmental conditions or qualities that tend to produce a given type of feeling or emotional response, especially the teacher-pupil and pupil-pupil relationships as environmental influences during the teaching-learning process.

John Withall (1972) attempts to define climate as 'the emotional tone which is a concomitant of interpersonal interactions'. He has emphasised on the emotional tone which generates from the interpersonal interactions.

Thelen (1974) defined classroom climate as 'way of life' of 'ethos' developed by the class members through continuous interactions.

This 'way of life' cannot be directly observed but it is inferred from other things that can be observed. The obvious 'other thing' is 'what goes on' in the classroom, and the obvious people from whom to get observations are the ones who make these things happen : the teacher and the students. This way of life has basically all the dimensions of the way of life in the family, business or club. But each of these groups has its unique composition and environment. Sundarraaj Rao (1977) in his study on classroom climate has attempted to combine all these ideas when he states that it is taken to mean the general, academic and psychological atmosphere that occurs in the classroom as

an outcome of the behaviours of the teacher and the pupils and their interactions.

Perkins (1951) concluded that 'the quality of teacher-pupil relations was a major determinant of group climate'.

Comner (1960) in his study examined the influences of the school and the interaction of the class group to determine the effects of each on climate. The children interacted socially more and expressed themselves more freely during the formal work of the classrooms than did in the classes with poor climates. Teacher-pupil rapport was better in the well-adjusted groups than in the poorly adjusted groups.

He described 'climate' as follows : 'Climate is referred to as those dynamic relationships between pupil and teacher, and pupil and pupil which makes for good or poor classroom adjustment'.

Mishra (1971) defines classroom climate as the term which refers to generalized attitudes towards the teacher and the class, that pupils' share in common despite individual differences. The development of these attitudes is an out-growth social interaction. As a result of participating in classroom activities, pupils soon develop common attitudes about how they like their class, the kind of person the teacher is, and how he will act in certain situations.

These common attitude colour all aspects of classroom behaviour, creating a social behaviour patterns or climate that appears to be fairly stable one established. Thus, 'climate' is merely an abbreviated reference to those qualities that constantly predominate in most teacher-pupil contacts and contacts among the pupils in the presence and absence of the teacher.

All these definitions focus on the interaction between teacher and pupil and among pupils, as they are observable measures of classroom climate. At the same time, these definitions hint at the emotional and psychological 'tone'.

Classroom climate can be described as an environment which is created due to the ripple effect of the socio-psychological world of teachers and pupils.

#### Thelan's Model of Classroom Climate

The climate of a classroom is generated as a result of the interaction between the teacher and the pupils themselves. The teacher is the creator of the climate, for, in a classroom the teacher is the leader and the pupils are the followers. The teacher's participate, of course, in this way of life and through their participation, they modify it. The processes which bring about mutual accommodation of students and teachers- and the sense of direction that guides these processes constitute the operation of the latent curriculum.

These developing or culture building processes constitute the background, the context, the personal-social frame of reference within which the meanings of the foreground planned activities are sought by each student. For example, learning to multiply may be accompanied by learning to hate mathematics, by learning that one isn't bright, by developing attachments to other pupils, by learning to deceive one's parents, and so on. Here, we see that learning mathematics is bound up with different outcomes for different students. It is probable that the educative significance of the planned activities, like whether any learning that takes place within a classroom will ever be used outside it, depend both on the nature of the way of life of a classroom and on the way these activities are implanted in it.

The dynamic of a classroom is a sum total of the various activities that takes place therein, some of them being educative if it stimulates a pupil's thinking, builds up attitudes and leads him to be aware of his choice in life and to select them. Educative activities give pupils a motive to achieve, widens their perception of the world around them and challenge them to better living. Non-educative activities on the other hand, cause boredom, create confusion and conflict in the pupils psychical world and do not train him to face life.

The classroom resounds with many activities but some are more educative than others, some are not educative at all. For any particular child engagement in any activity would be considered on the educative side, if it stimulates his thinking, stirs up awareness of his attitudes and leads him to see and to make his choices. It also clarifies his views and perceives the world around him as challenging and exciting and makes him achievement motivated. On the other hand, the activities become non-educative if they put him to sleep as it creates confusion and conflicts in his psychic world, convince him that he does not belong to the class or train him for failure in real life.

#### Model of Classroom Climate

It was Herbert Thelen who undertook to describe and study classroom climate in terms of three component factors in any class. He strives that any learning climate in the class consists of three essential factors which may be seen in different combinations. They are :

1. Pupil involvement or Authenticity (A).
2. Pupil satisfaction or Legitimacy (L).
3. Pupil goal attainment or Productivity (P).

Each and every class contains these three components but they vary in proportion.

The A, L, P components are involved in any learning

activity given by the teacher because the teacher has a pre-determined goal to be achieved.

The A, L, P Components of any class can be studied in terms of certain behaviour which have been considered the sub-factors of each of these components. For each component eight sub-factors in positive and negative form have been discussed thoroughly in aspects of classroom climate and the whole concept of classroom climate is pictorially represented as a triangle with its twentyfour sub-factors.

#### Aspects of Classroom Climate

Our problem consists in providing activities in such a way that they are of benefit for the majority, if not, all the pupils in a class. Herbert Thelen's ALP construct provide a suitable solution to the problem at hand.

The ALP constructs are :

1. Authenticity
2. Legitimacy
3. Productivity

#### (a) Authenticity (Involvement to the Deepest Level)

An activity has authenticity for a pupil if :

1. he finds its worthwhile or meaningful.
2. He can participate in it intelligently and with understanding.

3. It enables him to relate his past experiences with the present ones.
4. It makes the child feel alive, challenged and completely involved.
5. He senses the activity as exciting and dramatic.

In activities that are authentic, the child feels that he fully functions that has thoughts, feelings, moods, and fantasies, if he is so disposed that he can examine his experience to find out about himself, others, the nature of ideas and of the world. He admits others as partners and enriches and not as threats or constrainers. He feels free to make his own decision and to accept the consequences thereof. Theoretically, the acid test of authenticity would be the penetration of experience to the 'inner core' to the 'deepest' levels of 'meaning' but in practice classrooms are seldom intended to penetrate to these 'deep' levels.

An activity is not authentic for the child if :

1. He feels that it is artificial.
2. He finds that the actual purposes are sensed to be different from the purposes it really serves.
3. He does not know what to make of it.
4. His past experience of living can have no bearing on the present situation.

On the other hand, an authentic activity is not necessarily comfortable, easy or familiar.

(b) Legitimacy (Purposeful, Usefulness for Future)

1. Essential and useful for children because through them the children get the training to solve problems.
2. Purposeful and concerned with the academic subjects taught in the class.
3. Necessary for the future career of children and provide them models for the equipment for future.

Legitimate activities animates the process of socialization which is one of the main aims of education.

(c) Productivity

An activity is productive if :

1. It is effective for some purposes or if the given purposes are served by those activities.
2. It makes the child conscious of its goals and it learns how to achieve them.
3. It leads the child to self-guidance and self-learning.
4. It unfolds and develops potentiality of the child.

All classrooms have some components of productivity. Though some components of authenticity are muted in order to maintain productivity and some legitimating authorities may be suspended in order to enhance authenticity. It is productivity that justifies the existence and functioning of any classroom as a group.

Productivity can be regarded as a characteristics of individual students and/or of a classroom as a group. A classroom is a productive group when it is action oriented. Its effort would be directed, to making things, changing environmental conditions and solving problems.

Every classroom has components of ALP constructs. The details of the components of Authenticity, Legitimacy and Productivity as have been adapted to Indian classrooms, (by Sister Elvira) is given in appendix-I.

APPENDIX-I

ASPECT - AUTHENTICITY

<u>Components</u>	<u>Items</u>
1. Role of coordination Maintaining effective relationship of behavi- our within the class- room.	1. There is unity in my class ( + ).
2. Openness = Freedom to behave,act or express.	2. There are many conflicts and difference of opinion among the pupils in my class ( - ).
3. Involvement = Full parti- cipation in the learning process.	3. I feel free to express my ideas and opinion in my class ( + ) .
4. Expectation=Looking forward to certain behaviours or actions to happen.	4. No, one listens to the other when any pupil talks in my class ( - ).
5. Cognitive input=The knowl- edge that one absorbs thr- ough the learning process.	5. Sometimes, we get engrossed in the learning process(+).

Components

Items

- |  |  |
|--|--|
| 6. Affect Arousal=The awakening of feeling and emotions in a classroom while learning or due to interaction with each other. | 6. In my class, pupils avoid sharing of work that is assigned to us (-).                                     |
| 7. Stimulation=Activating a person to think or act.  | 7. Our expectations of good teaching are satisfied by our teachers (+).                                      |
| 8. Unself conscious Absorption-Being aware of imbibing certain behaviours, values, etc.                                      | 8. In my class, the teachers do not care about our expectations of better teaching (-).                      |
|  | 9. We not only get rich content matter of various subjects but also general knowledge from our teachers (+). |
|  | 10. We hardly get anything else from our teachers besides the content matter from text books(-).             |
|  | 11. For the whole of my life my present class will have sweet memories for me (+).                           |
|  | 12. The bitterness that I experienced about my class will remain with me for my whole life (-).              |
|  | 13. Classroom teaching enables me to think on my own(+).   |
|  | 14. I do not get enough stimulation through classroom teaching (-).  |
|  | 15. When I am in my class I feel that time passes quickly for me (+).  |

Components

Items

16. I feel that time passes slowly when I am in class (-).

ASPECT - LEGITIMACY

Components

Items

- |  |   |
|--|---|
| 1. Imposed discipline=authoritative control of pupil behaviours through rules and regulations. | 1. My teachers can maintain good discipline in my class (+).  |
| 2. Utility=Usefulness of any activity in a classroom.  | 2. There is no discipline and order in my class(-).   |
| 3. Homogeneity=The degree of which pupils are similar or alike in their behaviour traits.      | 3. I feel that what I learn in class will help me to face life and its problems (+).                  |
| 4. Commitment=Wholehearted involvement in any activity.  | 4. I feel that what I learn in class is not of any practical use to me (-).                           |
| 5. Democratic Behaviour.   | 5. The composition of my class is such that we take quick decisions without any bitter conflicts (+). |
| 6. Group Strength=The support that is received in being together, collectively.                | 6. There are many conflicts in my class which do not allow us to take any decision (-)                |
| 7. Directedness=Having a direction for an activity to that movement leads to progress.         | 7. During my activity in my class, the pupils have a grant sense of commitment (+).                   |

<u>Components</u>	<u>Items</u>
8. Identification=The appropriation into the self of the characteristics of a group.	8. In my class, the pupils show a lack of commitment during any activity (-). 9. Our teachers allow us to take part in discussions (+). 10. Our teachers take all decisions in our class without even consulting us (-). 11. We are so united in our class that we help each other in our work (+). 12. In my class, each one is aloof and does not help the other (-). 13. Our teachers come to class in time and enjoy teaching us (+). 14. Our teachers are unpunctual and do not have any interest in teaching(-). 15. Our class teacher feels that our class is her own (+). 16. Our class teacher does not feel that our class is her own (-).

ASPECT - PRODUCTIVITY

1. Interpersonal support= Mutual assistance by teachers and pupils to one another.	1. There is a cooperation and love for work among our teachers (+).
--	---

<u>Components</u>	<u>Items</u>
2. Role satisfaction=The pleasure a pupil experiences when one performs one's duty or as expected of one.	2. Our teachers do not try to understand our difficulties (-).
3. Resources Utilisation= Making use of materials, side and talents one possesses in order to be more effective.	3. It gives me great pleasure to go to my class (+).
4. Role Manifestation=The characteristic behaviour and expectations that others have of a person.	4. In my class, I do not get any satisfaction from my studies (-).
5. Behaviour Consonance=The harmony that exists between the behaviour and expectations that others have of a person.	5. Our teachers make their lessons interesting by using various teaching aids (+)
6. Help=The right type of assistance rendered.	6. Our teachers do not use enough teaching aids(-)
7. Physical Facilities= The class setting, seating arrangement, light, etc. that are available to pupils in a classroom.	7. Our teachers are devoted to their work and are interested in teaching us(+).
8. Fulfilment=The joy and satisfaction one obtains after one has one's wishes fulfilled.	8. I feel that my teachers should put in more effort to help me in my studies((-).
	9. I like the behaviours of our teachers and feel like inviting them (+).
	10. Our various teachers behave differently and hence we feel confused (-).

Component

Items

11. Alongwith the lesson, our teachers tell us many things that will be useful in life.
12. In my class, our teachers are absorbed in giving us content matter only and for getting to solve our difficulties (-).
13. The furniture in our class-room is comfortable (+).
14. In my class, there is no proper seating arrangement (-).
15. I am extremely happy to be in my class and wish I could always study with the same companions (+).
16. I do not enjoy even a single moment in my class-room (-).

Generation of Classroom Climate

The climate of the class depends much on the teacher. It is he who motivates the children, guides the children, decides the predetermined goal or objectives for the children, and directs the activity in order to achieve the goal or objective. So, what climate will generate in the class, or in what combinations will the A, L, P components work in a class, will depend on the teacher's handling of a situation .

Any change in classroom climate depends on the behavioural pattern of the teacher who initiates the activity; and the students who respond to the teacher's stimulation. In short, we can say that the classroom climate is the general characteristic of a class. It is the resultant of the various interactions among teacher and the pupils in a learning situation.

The above discussion is not to borrow any factor that has any possible effect on the climate of the class. Many factors play a part in the classrooms at the same time, like the subject taught, mutual perception of teachers and students, teachers-pupils readiness, the time of the class, physical activities and such other factors. This depends upon how the pupils perceive the teacher and how the teacher perceives the pupils. All these and other factors will have their effect on the classroom climate.

#### Measurement of Classroom Climate

In recent years the importance of the socio-psychological atmosphere, or 'climate' in which a class group work has been strongly emphasised in educational literature. How it operates in the real classroom situations has been long felt by the researchers.

They have fully devoted themselves to study the complex and comprehensive concept of classroom climate and the factors involved in it. These research attempts are based on the assumptions that classroom climate is not only observable but also interpretable, measurable and analysable. For this objective, the concept has been studied from two angles, one as a dependent factor which operates on its own and affects the other factor in the classroom climate. Classroom climate has also been studied in terms of few factors considered to be its own components. More studies are also operating in this field in order to find out its influence on various factors as classroom trust, classroom initiative, classroom cohesiveness and all group factors; and pupil initiative, pupil anxiety, pupil adjustment and all individual factors.

Thelen (1974) developed a tool for measuring the classroom climate as he opined that the climate of the class is usually reflected through the activities they do in the classroom. His tool covers a range of pupil behaviours under each of the three constructs-Authenticity, Legitimacy and Productivity.

Sundararaj Rao (1976) has used a pupil and teacher scales separately regarding the days class work to measure classroom climate. ....30....

The triangular concept of classroom climate has been prepared by Sister Maria de Sales (1977). She has developed a scale covering a range to eight behaviours under each component (A, L, P ) which is a pupil response forms. The scale has fifty items through which we can obtain individual scores. Through these scores a classroom index for climate can be obtained.

For more comprehensive picture of the classroom, other independent factors also should be measured on separate scales, including classroom climate score and other factors should be plotted graphically into a classroom profile. The interpretation of the classroom climate can be made from the profile which has been termed as 'Climatograph'.

#### The Relevance of the Three Constructs- Classroom Climate

If one wishes to reproduce in a picture all the colours of the landscape he may do it with three negatives exposed through red, yellow and blue filters. That is, these aspects of the scene combine to capture and reproduce all possible colours. In our work, Authenticity, Legitimacy and Productivity are primary aspects, equivalent to the primary colours. Our reason for considering them to be 'primary' is that through them we can bring to blow the basic psychological, social and technological knowledge.

.....31.....

We need to comprehend personal, social enterprises.

There is nothing in nature that tells one that all colours can be made from red, yellow and blue. The discovery of red, yellow and blue sensitive cones in the retina of the eye added powerful confirmation to the idea. As a matter of fact, by a slight change in the process, purple, orange and green work just as well. Similarly, there is nothing <sup>scored</sup> about A, L and P other sets of constructs- if one could only think of them-might work as well. Treading further through this metatheoretical field, we note that this fact that one used red, blue and yellow aspects from which to reproduce all the colours obiousel does not mean that he thinks everthing in nature is coloured red, yellow and blue. In the same way, he recognizes that A, L and P, however, fundamental in our process for reproducing classroom may not be all fundamental in nature. Some other themes might well be more saliant in at least some classrooms. They might explain more of what the classroom is really like over time, more powerful or universal themes that correspond more frequently and authoritatively to empirical realities may be discovered and used to replace A, L and P as the fundamental aspects that shape our classroom inquiries.

#### 1.4 THE NEED FOR MOTIVATION IN CLASSROOM :

Motivation has been of great interest to parents and deep concern to teachers.

Both parents and teachers want their children should learn well. Their deep anxiety is how to stimulate in children desire to learn and if once this desire is stimulated, how to nurture it and sustain it. In other words, the major concern of the home and school is how to motivate the child to learn, how to arouse his motivation towards school and learning that is imparted in it.

It is mentioned that motives of man do form an organized and unified system. But man's motives are based on his wants and needs. Therefore, the concept of motivation does imply some kind of internal, drive force in the organism itself. This drive can have neither a positive or negative direction, wants need or desires, indicate positive direction, and they imply the individual's learning toward the achievement of some object, position or goal. The negative direction is indicative of fears or aversions that the individual feels and he tends to move away from the achievement of a certain object, position or goal.

(a) The Significance of Academic Motivation

Frymier (1972) clarifies the concept in another way stating that motivation is that which gives direction and internsity to behaviour, and motivation to learn is that

which gives direction and intensity to human behaviour in an educational context; and motivation to learn in school is that which gives direction and intensity to students' behaviour in a school situation. The term 'direction and intensity' need some clarification.

According to Frymier 'direction implies selection from possible variations in purpose or goals', and 'intensity implies possible variations in terms of degree of effort or energy put forth to attain the goal'. The direction further implies that children should be helped to learn to value learning, to want to learn, to learn how to learn to value knowledge, to acquire knowledge, to understand knowledge, to behave according to knowledge or to apply knowledge to unknown and unforeseen situations. Motivation to learn-to learn in schools ought to result in moving school children in that direction. Not only the school succeed in kindling a desire amonth school pupils to learn but gives a direction to their learning in the desired direction. Motivation in this sense becomes learned behaviour at least in part, and it can be taught or developed in school children.

Frymier (1968) has done a great service to the development of research by devising a theoretical model for academic motivation. Students are usually motivated in many different ways, some of which may be positive and some negative.

In case of students whose motivation to learn is positive their academic achievement becomes higher than those whose motivation to learn is negative.

(b) The Significance of Academic Achievement

Motivation of students towards the school is to be interpreted in terms of academic achievement. High motivation leads to better learning and high achievement. Some positively motivated youngsters seem to draw most heavily upon forces existing within themselves to enhance their learning. They feel adequate, unthreatened and secure. The most important finding of Desai's study(1970) is that healthy classroom climate and school climate increase pupil's motivation towards their school at a significant level.

Kurts (1961) came out with a very significant finding that attitude towards school and academic achievement are positively related.

Telling is not teaching, listening is not learning and seeing is not perceiving. So without some theory of motivation no matter how elementary, the teacher will have no guidelines to alter his behaviour or to develop new ones to fit the teaching-learning process.

Several eminent researchers in the field of achievement motivation are contributing their researches very significantly. McClelland is the pioneer of this idea. Atkinson contributed to the idea by his experimental studies. Present, Atkinson's interest is 'Cognitive Domain of Achievement Motivation'. Heckhausen is working on 'Rope of Success's concept. Birney and Teevan(1972) have their contributions on 'Fear of Failure'. Klinger (1968) contributes his 'Fantasy Concept' in nAch., Richard Carney (1974) worked on 'Risk Taking Attitudes' and Frymier (1968) contributed the concept of 'Academic Motivation' to this area.

A pertinent question asked by many people is this: why do children dislike their schools ? Why are they not interested in going to their schools ? Why are the schools not able to attract their students towards them ? In other words, why is the pupils' motivation low towards the schools ? What are the factors of pupils' motivation towards schools ? What happens if their motivation is low ?

In order to find an answer to these questions, Frymier conceptualized the theory of pupils' motivation towards schools standardized the tool for measuring pupils' motivation towards school and contributed a significant chapter on the concept through the special issue of his 'Theory into Practice' journal.

This tool is adopted by Desai, in 1970 on Indian sample.

Frymier developed Junior Index of Motivation (JIM) which measures academic motivation or motivation of students towards school. He has conceptualized that motivation towards school includes such areas as an individual's attitude towards school, the extent to which he values education, his feelings for other people, the value which he attributed to ideas, his concern for material things, his personal determination and his attitude towards himself among other things.

It assumes that highly motivated children are attracted towards the whole world of ideas according to their own personality and sense of values. This assumption is based on quite a number of researches. The degree to which they are motivated towards learning in school is directly related to their openness to experiences, their personal sense of adequacy and the things they cherish.

#### 1.5 THE CONCEPT OF ORIGIN PAWN

Man at his best must be active, not reactive; he must strive rather than submit as a puppet. Man must author his own behaviour, rather than have it dictated by authority. Man is not a pawn to the dictates of others; at his best man is the origin of his actions.

The objective antecedents of a person's behaviour may be external events, but to the person he is the cause of his behaviour when he decides to act from personal commitment. This is personal causation and it is our fundamental assumption about motivation. Man's primary motivational propensity is to be affective in producing changes in his environment. Man strives to be a causal agent, to be the primary locus of causation for, or the Origin of, his behaviour; he strives for personal causation.

Thus the two terms Origina and Pawan are to distinguish between two motivational states that are basic to personal causation.

A pawn is the chessman of least value. The word is derived from the old French Paon or peon, meaning foot soldier. Figuratively, Pawn refers to a person who is pushed around by others, a person who is used to further the purposes of others.

A person who is not pushed around by others but goes about seeking his own goals, can be said to originate his own behaviour. When a person is originating his own behaviour, he is acting as origina

An Origin is a person who feels that he is in control of his fate, he feels that the course for his behaviour is within himself. A pawn feels that he is pushed around. That some one else pulls the strings and he is the puppet. He feels the locus of causality for his behaviour is external to himself. The motivational effects of these two personal states are extremely important. The Origin is positively motivated, optimistic confident, accepting of challenge. The Pawn is negatively motivated defensive, irresolute, avoidant of challenge. The Origin feels potent; the Pawn feels powerless.

The Origin-Pawn concept is not a motive. Rather, it is a feeling of purpose and commitment (or the lack of it) that can apply to any specific motive. To help a person to be an Origin is not to determine his goals but to help him develop commitment and purpose so that he can reach his own goals more affectively.

There are both theoretical and practical differences between Origins and Pawns. The most important theoretical distinction between these two polar aspects depends on how the person feels- a very personal reaction to his own capabilities. The most important practical aspects distinguishing between the origin and the Pawn are the actions associated with feelings of commitment and competence as opposed to aimlessness and powerlessness.

People are not always Origins, nor are they always Pawns. Some people are more characteristically one or the other and hence the concept applied to personal predispositions. In addition, situational constraints may interact with personal predispositions. Situations may induce more Origin or more Pawn feelings. In some situations people are forced to act in predetermined ways by external circumstances. In other situations people are more free to choose for themselves and originate their own actions. The basic situational element is the relative amount of freedom in the situation. A Pawn would be almost externally motivated while an origin would be internally motivated.

The child, in the traditional class room is most often a Pawn to the dictates of the teacher. If the child could be encouraged to originate his own behaviour, then, it would be possible for him to be more of an origin in school.

#### 1.6 OBJECTIVES OF THE STUDY

1. The investigator intended to study the (a) level of academic motivation (b) level of origin pawn concept (c) level of class room climate score of classes with high and low academic (achievement) Performance (HAP and LAP).
2. The second aim is to study the inter relation of (a) academic motivation with class room climate in terms

of their components (b) academic motivation with origin pawn concepts in terms of their components (c) origin pawn concept components with class room climate components.

3. The investigator also aims to work out profiles of classes in terms of class room climate , academic motivation and origin pawn concept. The profiles will be tremendous help for diagnostic, remedial studies.

The aim can be analysed in the following objectives :

- (i) To study the mean score and SD for classes of HAP and LAP in terms of (a) academic motivation (b) Origin pawn concept (c) class room climate.
- (ii) To study the correlation of all the 18 dependent variables.
- (iii) To study the significance of difference in scores of academic motivation, class room climate and origin pawn concept of classes with HAP and LAP.
- (iv) The profile of some classes of HAP and LAP will be studied in terms of variables.
- (v) The study the level of academic motivation origin pawn concept and class room climate according to (a) Boys and Girls (b) English and Gujarati Medium schools (c) High and low achievement.

### 1.7 SCOPE AND DELIMITATION OF THE STUDY

The investigator aims to find out the relationship of academic motivation, class room climate and origin pawn concept of classes with HAP and LAP. How the class room climate is perceived by pupils with high academic motivation and high origin concepts ? The study will help for diagnostic remedial studies in teachers promoting pupils to originate their own behaviour and thus reforms in academic motivation and class room climate resulting in effective learning.

The study is limited to 22 selected classes only, hence the findings are generalisable for 22 classes. The investigator selected classes having high academic achievement scores and also the classes having low academic achievement scores. There were eighty classes in all. Thirty classes of high academic performance and thirty classes of low academic performance, twenty classes were in the middly bracket. The study is limited to (1) Missionary schools, (2) local management schools, (3) Central Government Schools in rural as well as urban areas.

From each school only class IX students were selected. Confirming of high academic performance and low academic performing was done based on the results of VII standard IX standard was selected for general comparability of

results as this class was taken in previous studies on motivation etc.

### 1.8 SCHEME OF CHAPTERS

The investigator planned the scheme of chapters after deciding the aim of this study.

#### Chapter-I :

This chapter deals with the concept of class room climate, significance of academic motivation and origin pawn concept. This chapter further describes the aims of the study and scheme of chapters.

#### Chapter-II :

This chapter describes in detail the conceptual foundations of class room climate, academic motivation and origina pawn philosophy.

#### Chapter-III :

Quite a number of studies ; have been made in India as well as abroad in academic motigation and class room climate. Origin pawn concept has been originated by Decharms and once tried by M.Ed. student in her disertation. This chapter deals with several studies made in India as well as abroad.

#### Chapter-IV :

This chapter describes the procedure adopted e.g. the hypotheses, the sample, the tools of study, the system

of data collection and its analysis etc.

Chapter-V :

This chapter deals with the analysis of the data collected-Means, SD, Correlation and t- value etc.

Chapter-VI :

This chapter gives the review of the work, major findings and the suggestions.

-----