

CHAPTER-II

*
*
*
*
*

* ***** CONCEPTUAL FOUNDATIONS OF
CLASSROOM CLIMATE

=====

- 2.0 Introduction
- 2.1 Foundations of Classroom Climate
- 2.2 The Psychological Aspects of Life in Classrooms
- 2.3 The Sociological Aspects of Life in Classrooms
- 2.4 The Philosophical Aspects of Life in Classrooms
- 2.5 The Fundamental Characteristics in Classrooms
- 2.6 Facts of Life in Classrooms
- 2.7 Conceptual Background of Academic Motivation
- 2.8 Theoretical Model of Academic Motivation
- 2.9 Origin Pawn in Classrooms
- 2.10 Constraints- Its Value to an Origin/Pawn
- 2.11 Helping a Person to Change
- 2.12 Origin Pawn- Education Implications

=====

2.0 INTRODUCTION :

Education is the act of process of imparting knowledge, developing the powers of reasoning and judgement, and generally of preparing oneself or others intellectually for mature and useful life. It aims to develop talents and skills, aptitudes and attitudes, abilities and interest, opinions and beliefs, spirits and aspirations and such other latent form of behaviour of positive value in the society in which he lives. In brief, the basic aim of education is the alround development of an individual both for self growth and for the growth of the society.

Every country is planning the programme in relation to life needs and aspirations of their people. To achieve this goal, every one has accepted the classrooms as a necessary institution to impart education. Hence, in modern times the focus is centred around in creating congenial classroom climate in which a pupil growth is facilitated.

The Education Commission of India rightly said that the destiny of India is haped in her classrooms. Hence, classrooms have assumed a pivotal positions in achieving the aims and objectives of education. The key to convert the process of education into a magic wand to accomplish social, economical and cultural goals lies in creating congenial classroom climate.

The evergrowing knowledge can only be transmitted to the mass through systematic and scientific techniques in classrooms. Further, classroom education is the most convenient agency for literate society like ours. For the growing complex society only the classrooms as the social system are the most efficient means for developing social skills, abilities and tendencies. Therefore, classrooms, if monitored properly offers a physical, psychological and social framework capable of promoting alround development of pupils.

The social, economical and political fluctuations disturb the equilibrium of our educational system. The instability in the educational system breeds suspicion in the minde of people, who tend to believe that the system of education is largely unrealated to life, and there is a wide gulf betwen its contents, purposes and the concerns of national development.

Hence, in order to correct the unhealthy attitude, unfounded beliefs and growing doubts, it is essential to investigate the impact of socio-psycological atmosphere on classroom climate. One of the many approaches is to study the classroom group behaviour.

2.1 FOUNDATIONS OF CLASROOM CLIMATE :

A lcassromm is an organisational group of pupils pursuing defined studies and receiving instruction from one or more teachers, within the four walls of a building. According to

....47.....

Griffith (1970) in the social system view, the school is a system of mutually dependent and interdependent parts, namely, the principal, staff, secretarial staff, aids, students, etc. The operation of the school system depends on the interaction between and within the subsystems. A change in the action of the one, effects the action of the other subsystem.

Philip Jackson's (1968) ensuing quote gives us a look into a classroom as a formal institution.

Classroom (school) is a place where tests are failed and passed, where amusing things happen, where new insights are stumbled upon, and skills acquired. But, it is also a place in which people sit and listen, and visit and raise their hands, and pass out paper and stand in line, and sharpen pencils. Classroom (school) is where we encounter both friends and foes, where imagination is unleashed and misunderstanding brought to ground. But, it is also a place in which yawns are stifled and initials scratched on desktops,

Can nothing new happen in a classroom ? Will it always remain an age-old stereotyped formal institution ? Such thought-provoking questions have arrested the attention of many researchers who are making a study of the various dimensions of classroom life.

2.2 THE PSYCHOLOGICAL ASPECTS OF A CLASSROOM :

The particular type of environment that we are in, continuously acts upon us. In any method of education of whether teacher-centred or child-centred, the teacher plays a very important role. The attitudes, values and behaviour patterns of the teacher creates the psychological atmosphere

of the classroom. The strict disciplinarian certain creates a climate different from the more related atmosphere of the teacher who encourages internal discipline in her pupils while maintaining that amount of external discipline conducive to a good learning situation.

As teachers, we must recognise that the psychological environment we create in the classroom becomes part of the total teaching process. A child who spends countless hours in a psychological climate that is negative and destructive, will be seriously affected by it. What I wish to emphasize here is that firstly there is reality which we are referring to as the psychological environment of the classroom. Secondly, it has a day-to-day pervasive influence on the pupils; thirdly, teachers do a great deal about creating the proper psychological climate in the classroom; finally, these aspects of the environment are an integral part of the teacher's role and of the pupils' learning experience.

A classroom is a place where one explores her self and learns to become a full creative human being. There are certain characteristics of life which, though real, are not quite apparent to pupils and which have a great impact on them. Learning to live in a classroom involves, among other things, learning to live in crowd.

Moreover, for the classroom to function effectively as a group, the pupils and the teachers who are its sole occupants have constantly to learn to adjust with one another, to depend on each other for mutual help and support, to trust each other in order to build up a real family spirit in the classroom. All this is not easy because the classroom is a relatively stable physical environment. Herbert Jackson (1968) rightly opines about classrooms : The moment a kid walks into a classroom he has about eighteen by thirty feet and that's it. He's shafted, he can't move'.

Every child in a classroom has limited environment around which its consciousness travels over the different points of various objects and people at different times.

Of equal importance is the fact that classrooms are basically evaluative settings. Adaptation to life in classroom requires the child to become used to living under the constant condition of having its words and deeds evaluated by its peers and teachers.

We are all aware that the main aim of any educational system is the development of the whole personality of the child. It is hoped that a child emerges as a unique individual : socially, emotionally and physically. If one estimates the number of hours that the child spends in a classroom and the influence that the teachers and peers have on the child, one would be convinced that the pupils' 'Psyche'

is shaped in classrooms.

Visiting classrooms of different teachers is an enlightening experience. It is amazing how unique the environment of one classroom can be from that of another. Thelen (1974) emphasizes this fact by saying that 'each classroom has its distinctive culture and way of life'.

The 'climate' or 'life' in a classroom is merely an abbreviated reference to those qualities that consistently predominate when pupils in a class live and work for about six hours daily together under the leadership of the teacher. If the teacher promotes a positive psychological atmosphere in the classroom, it will encourage and sustain vitality, growth and fulfilment in pupils. The teacher will find herself discovering ways and means to improve the physical, social and instructional atmosphere in her classroom. Furthermore, in such an environment the spontaneous spirit of the pupils will have the freedom to express itself. On the other hand, a negative psychological environment will hang like a deadening cloud over the whole classroom, hampering the growth of children.

Why is a healthy psychological atmosphere so crucial ? Because this kindles the fires of insight, inspiration and the determination for constructive action in pupils as well as teachers. One can desire strongly with Busy a seventeen

.....51.....

:: 5.1 ::

year old in Ryan and Cooper's (1972) 'Those Who Can Teach' :

A classroom where the teacher is regarded as a friend and yet respected, where the barrier of the desk overcome, where the formidable word 'lesson' is incomprehensible, for there are no lessons as such, and yet we learn more willingly than before.

2.3 THE SOCIOLOGICAL ASPECTS OF THE CLASSROOM :

Social environment has proved to be a great educative force in a classroom. It has a profound influence on the inmates of a classroom. The healthier the social environment, the healthier the intimates tend to be.

The school should provide a social environment in a classroom. The classroom has become a necessity because the society now-a-days has become so complex that it cannot itself directly transmit its experience, desires, hopes and aspirations. It is the social environment which educates a person.

In the words of John Dewey (1915) the social environment of a classroom consists 'of those conditions that promotes or prevent, stimulates or checks, the characteristic activities of the pupils'. In the opinion of the researcher, the general interrelationship and interaction among human beings, the ways in which they relate to and deal with other human beings, constitutes the sociological aspects of a classroom. A member of a social group, and a classroom is

...52...

one such, cannot wean herself from the other members of the group. A child has to learn, to act and react with others in the classroom. It has to share one's own experience and of others and to learn to participate in several activities. It has to learn to build up relationships between its peers and teachers.

The more relaxed, involved, outgoing, sharing, loving and possessed a sense of accomplishment the children learn to become; the more the total environment in a classroom develops healthy personalities. It is no secret that genuine learning happens best in this kind of atmosphere.

Is the classroom of today a continuing, living experience of healthy social attitudes for the teacher and the pupils? If it is, then the classroom is a teaching agent of helpful, social attitudes. If not, such an environment should be changed.

The social environment is dependent upon the psychological environment, for, without the latter, it is not possible to have children having helpful social attitudes in a classroom.

The social atmosphere of a classroom forms those mental and emotional dispositions which are indispensable for the educational growth of the child.

The influence of the environment is indirect and affects the behaviour of the child.

What then is the salient feature of a classroom ? Social environment that encourages healthy social attitudes in the classroom ? The present researcher gives consideration to the fact that each pupil in a class is first and foremost a human person, an unique individual, different from all other children, socialization that submerges the child in to the class and robs her of her uniqueness is to be discouraged. Rather each child's individuality must be stressed within a healthy social environment. ~~_____~~

2.4 THE PHILOSOPHICAL ASPECTS OF A CLASSROOM :

The realisation of a country's aspirations involves changes in the knowledge, skills, interests and values of the people as a whole. As Robert Heilbroner(1969) has said,

There should be a 'human change on a grand scale, a wholesale metamorphosis of habits a wrenching reorientation of values concerning time, status, money, work and unweaving and reweaving of the fabric of daily existence itself.

what is needed is a revolution in education which will, in turn, set in motion that much desired social, economic and cultural revolution. From where is this revolution to start its existence ? Obviously, the classroom is the place.

If the problems of riots, juvenile delinquency, crimes and student unrest are to be solved, our educationists have to focus their attention on classroom.54....

The importance of classrooms is aptly emphasized by the Education Commission Report, 1964-66, when it says that:

The destiny of India is now being shaped in her classrooms on the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction, the principal objective of which is to raise the standard of living of our people.

What goes on in these densely populated lives of educational activity which we call the classrooms, will be therefore extremely interesting.

Classrooms are drawing the attention of people in every walk of life. Literature on 'classroom life' is pouring in everyday. Educators are exploring phenomena of classroom life like : learning processes, teacher behaviour, classroom climate, etc.

Classrooms, we believe, are places wherein national reconstruction starts. But our present classrooms out a very sorry picture. They are overcrowded, and pupils are often passive listeners. Jean Paul Sartre(1959) describes truly this situation when he says :

The attentive pupil who wishes to be attentive, his eyes rivetted on the teacher, his eyes open wide, so exhausts himself in playing the attentive role, that he ends up by no longer hearing anything.

Blishen (1969) in his 'The School I'd like' speaks of classrooms becoming unfriendly and boring slums, and of teachers becoming uninterested adults fighting a losing battle. Nobody can greatly be inspired by the boring antique : blackboard and book method. Blishen further argues that teaching with books-text books being the heart and soul of teaching today-hardly practical experience of any subject is gained. Everything learnt is second hand if it comes from the teachers, and often out of date and misleading if it comes from books which could just as easily be read at home with greater concentration and better results.

Mould Cosette, a seventeen year old in Blishen's(1969) thought provoking book have said :

Give me a classroom where discipline, regimentation and good manners are not everything. We want a classroom where teaching will be equated with a perpetual quest for truth, beauty and integrity. A classroom where we can talk on equal terms with teachers on sex, morale, religion, etc. A school where personality and brain building come first and diploma and certificates last.

None of the modern societies can even dream of existing without school, and consequently without a classroom.

The 'school' is one institution and that is a 'must' for everybody. It is still an universal superstition that there can be no learning without schooling. If schooling is learning, we see the need of drastic changes in our

schools and classrooms to make them more relevant to our national needs and aspirations.

Classrooms are evolutionary institutions, hence, we cannot neglect them. They are places where pupils spend most of their time and where their personalities are developed. Hence, the classrooms occupy a pivotal position in moulding the lives of pupils.

In the last two decades, the attention of educationists and administrators has been directed towards schools. Looking seriously at them we cannot but conclude that in spite of the 'educational decade', schools have remained static. Educators have not been able to implement changes in classrooms. So many schools are what Silberman(1972) has described in the Carnegie Report :

..... Grim joyless places ;.....
oppressive intellectually sterile and
aesthetically barren.

2.5 THE FUNDAMENTAL CHARACTERISTICS OF CLASSROOM :

What then are the fundamental characteristics of classrooms ? Can we derive these characteristics in a nutshell ?

The investigator made an effort in this direction.

1. A classroom is a subsystem of a larger system: school and school is a subsystem of a larger system:society.

2. A classroom is both a voluntary and an involuntary group. A pupil chooses to go to school and still does not choose his classmates. The class group becomes an accidental social milieu for him.
3. A classroom is complex NET WORK OF INTERACTIONS. This is so because of the heterogeneity of the group causing different combinations of teacher-pupil and pupil-pupil interactions.
4. A class is HETEROGENEOUS group-environment in which pupil growth is either ACCELERATED or AFFECTED. Pupils of varied backgrounds and abilities come together. This may act as a challenge or a threat to different children.
5. A classroom is a BLOSSOMING BUNCH OF YOUNG CHILDREN, trodding together on a pleasurable journey through the corridors of knowledge; to explore rooms rich with ideas and values which introduce them to the world.
6. A classroom is a BOUNDLESS LIFE SPACE In which MAXIMIZATION of pupil potentialities is possible. For, it is a classroom that pupils' intellect is sharpened, understanding deepened, emotions refined, attitudes directed, aspirations made clear, thought heightened and potentialities unrevellled.
7. A classroom is a group that operates on the NORMS that emerge out of the varied interactions. The teacher is

a NORM BUILDER. The way she behaves and the way pupils perceive it, influences the norms of the class to a great extent.

8. A classroom is a CROWD OF UNRULY but ENERGETIC pupils with whom teachers fight their losing battles within the class. A teacher faces ever renewing challenges and demands which require a constant REVIEW and RENEWAL of teachers's tasks.
9. A class is a group in which 'PRESCRIBED CURRICULUM' is 'TAUGHT' while 'LATENT' CURRICULUM is 'LEARNT'. That is, pupils learn many things along with the course requirements. This learning goes unnoticed, often, but it is this latent curriculum that has a greater impact on the things they learn.
10. A class is a group of pupils VICTIMISED by the 'DAILY GRIND' of prescriptions, restrictions, and impositions which curb their initiative greatly iron out differences and perpetuate mediocracy.

Therefore, a class is a UNIQUE group. It is similar in many ways to other social groups but in its working, its complex structure, its multiple functions-more than all-in its boundless influences on pupils' growth, it stands out as a UNIQUE group.

2.6 FACTS OF LIFE IN CLASSROOMS :

Classroom climate is an important component to study the life in classrooms. Understanding how classroom climate fluctuates and why it fluctuates, as it does, has been recognised as a part of the teacher's needed professional knowledge. It is essential for teachers to apply this knowledge to develop class which has cohesiveness, high morale, and work cooperation for progress towards curricular learning and other educational aim. The classroom ethos (climate) affects the pupils' mental world to a large extent. The mental world of the pupils includes the components like classroom adjustment, classroom trust, initiative level, dependency, etc. Pareek (1971) believes that all these variables affect pupils' achievement.

(a) Life in Classrooms :-

A child's destiny is shaped in a classroom. Classroom is a place where pupils spend about eleven thousand hours of the most formative period of their life time. The most formative period in a person's life is from age 6 to 18 . This is the period during which the formative man acquires the values, beliefs, ideas, all imprints for his life. Moreover, the pupils spend the time at a stretch at one place only. In their home they change the places. But, in the classroom they cannot and do not change the places. Classrooms,

.....60.....

therefore, become a very crucial place for them. Such an amount of time, if it is well spent will contribute a lot in shaping their destiny.

The things that make schools different from other places are not only the learning and teaching and the educational content but the significant features are human interactions, teacher behaviour, pupils' participation, learning processes also.

It is true that nowhere do we find blackboard and teachers and text books in such abundance and nowhere else so much time is spent on reading, writing and arithmetic. But these obvious characteristics do not constitute all that is unique about this environment. Some features of classroom- that are not immediately visible are fully as important as those are visible.

(b) Classroom Ethos (Climate) :-

There is a widely accepted principle that living in a society which places high premium on cooperation and mutuality of purposes requires a kind of school experiences for children which emphasizes these values. This has generally been taken to mean that school situations especially in the classrooms, must be modelled along with democratic

principles. Hence, this general position has important implications for teaching method.

It was in connection with this point of view that Hopkins (1941) developed his theory of democratic interaction. The idea is that the classroom situation should be pervaded by an atmosphere of democratic interaction.

The classroom situation has been variously described by various authors. It is sometimes called 'class climate', sometimes classroom 'dynamics' and sometimes classroom 'Interpersonal relations'. The concept of climate has been used by a number of researchers in the area of psychology and education like Lippitt (1943) and Rogers (1967) and by Desai (1974), Dholakia (1978), Merh (1978), etc. However, no clear out defination of the concept can be cited and for the purpose of more effective elaborative description and clearer understanding of the notion, a defination of the term 'social-emotional climate' can be attempted.

The phrase 'classroom climate' refers to the generalized attitudes towards the teacher and the class that the pupils share in common inspite of individual differences. These attitudes emerge out of interaction and thus give their origin to the classroom social interaction. Through participation in classroom activities, pupils develop soon some common expectations, regarding the teacher behaviour62...

and their collective attitude towards their own class. These expectations influence the social atmosphere of climate that appears to be distinctly existant and fairly stable, once established. In this way, the phrase 'classroom climate' is merely a shorthand reference to those qualities that consistently predominate in most teacher-pupil contacts. Thus, the study of teacher behaviour through classroom interaction analysis becomes a study of classroamm climate as well (Flanders, 1970). Therefore, the investigator used the term 'classroom climate' for 'classroom ethos' .

The classroom situation pertakes of the nature of a group situation. The principles of interaction in the classrooms are nearly the same as those for an effective interaction amongst the members of any organised group. Lewing (1943) used the concept of group dynamics in his discussions in the context of his exploration of group life and of interpersonal relations. The term classroom dynamics is just a semantic emellishment of the concept of classroom interaction.

Classroom interaction analysis can be described as a teachnique for capturing quantitative and sequential dimensions of teacher student verbal behaviours in the classrooms. As an instrument, however, it does not measure everything that occurs in the classroom.63...

(c) Role of the Teacher :-

The most vital single factor in the system of education is the teacher. It is the teacher who matters the most, as far as the quality of education is concerned. In real sense the teacher is the king pin o in the system of education. The direct and indirect teacher behaviour has a great influence not only on pupil achievement but also on pupil adjustment, classroom organisation and classroom climate.

McClellance (1964) wrote in his book, 'The Root of Consciousness' that if a person believes in himself if he is motivated to change, then he is undoubtedly an expert on how to carry out change within his social framework and within his traditional beliefs. The most effective strategy. in other words, appears to change man's self image by direct instruction on this key point and then leave the rest to him.

The plea puts greater faith in man's innate capacity or desire to change. Education should aim at ushering in new and modern society where the individual have widest opportunity to develop their potentialities to the full. The prime object of education according to Toffler (1972) is to increase the individual's capacity.

In the classroom, the teacher acts in accordance with this own image of how a teacher should act. This self-images are dependent partly upon the teacher's personality and partly upon his personal experience . As a result, the teaching style very from individual to individual. Thelan (1967) writes, 'it is as if he had a model in his mind and operated consistently to make the classroom conform to this model'. It represents the teacher's idea of what the classroom should be like. The general style of a teacher is not possible to catch by the usual research techniques and hence it becomes rather difficult to describe accurately the teacher-pupil interaction. It is essentially true to describe the pupil-teacher interaction by this proverb 'as is the teacher, so are his students'. Henderson and Bibans (1970) also observe that ' the good teacher is the model for the students to emulate an example which they can follow'. This is one of the greatest responsibilities of a teacher and one from which he cannot escape. Good or bad, he is a model. The impression a teacher makes remains for ever in the minds of the students. It would be appropriate to remember the famous statement that lawyers' mistakes are hanged, doctor's mistakes are buried but the teachers' mistakes are carried on from generation to generation. In short, the teacher is the NORM BUILDER in his classroom, imparter of knowledge, creator of climate and a change agent and leader in the community. The society cannot ignore him.

Adams says, ' A teacher affects eternity, he can never tell where his influence stops'. From the views expressed by different authors, one thing is certain that the teacher has a tremendous power in classroom organisation and that he can wield a great influence on pupils' minds.

(d) Pupils in Classroom :-

The time has come for our leaders, educators and teachers to accept that teacher is much to learn about the child and from the child. The children in the classrooms- the hope for the future- are to be known, nurtured, and nourished properly so that the hope turns to 'reality'.

An insight into the perceptual world of the pupils has to be developed if we want to progress and growth.

The self is remarkably conservative and once a child forms negative self-image of himself as a slow learner, it is very difficult to change it in him. Thereof, the foremost thing that the teacher has to do is the prevation of negative self-concept in the pupils. The teacher can achieve this, when he is resourceful, patient and persistent in his work.

Since man is the nucleus of change, we have two distinct examples in the contemporary world, how man can go to super heights, if he has right type of training ...66...

and proper motivation. These examples are Japan and Germany. Today, they proved to be the master of the situation. The capacity of man is innate. The progress and material prosperity is not so much due to financial investment but due to their desire to excel and urge to move forward in all aspects.

(e) Pupils' Psyche :-

In classrooms pupils are 'taken for granted' commodities. The Teacher usually says, 'I have to complete the course.' But the 'course' mean to them is 'content'. What do teachers do to 'complete' the content ?, 'speak it out'. We verbally teach rather than discuss. We use 'words, words, words and nothing but words'. By pouring the word in the classroom we believe that 'the course is completed'. How far the pupils have learnt, how far they have understood, how a far they have grouped, how far they have further inquiries; we know not. The examination paper which contains to seek 'how much the pupil knows' is given, grades are declared and the student who does not possess 65 per cent of such knowledge is declared as 'pass'. And even in such a system of poor passing standard the passers are 50 per cent, only. Fifty per cent of students fail, and this means that 50 per cent of students does not possess even 35 per cent knowledge.

.....67.....

In all the paraphernalia, the classroom pupils become 'taken for granted' just like benches. Pupils' psyche is not known at all.

Today's classrooms reflect content-orientedness rather than concerns-orientedness for the pupils. The pupils' psyche—his anxiety, his expectations, his curiosity—are all totally ignored; if not consciously but traditionally. The first day of a pupil in a school is a memorable day. Like Alice in Wonderland, he enters a school with high hopes, aspirations and ultimately in a month's time he gets disillusioned and after years he gets so conditioned to raise his fingers at every question, to speak only when teachers ask, to smile when others smile and do exactly what others do. He loses his spontaneity, loses all his interest in learning; so much so that he celebrates the day when expectantly the school declares a holiday (?) He goes to school because the authority (the family, the society, etc.) orders him to go. His own will and initiative are lost totally. The cumulative impressions of pupils compels him to surrender rather than to protest, to accept rather than to question, to suffer rather than to rebel. The pleasure and the ecstasy in learning are a distant dream to him.

Still, however, there are classrooms where there is a ray of life, intelligent question being asked, and answered...68..

by pupils. In other words, there is some life in some classrooms. Nurturing pupils' psyche is not an impossibility. There are some classrooms where pupils develop identification with teachers, they like to share, to relate and to participate. The destiny can be shaped not by prescriptions of curriculum but by giving them various images; not by direct influence, but by indirect influence of the teacher; not by ignoring their expectations but by learning how to teach. And this precisely is the role of the teacher.

2.7 CONCEPTUAL BACKGROUND OF ACADEMIC MOTIVATION :

A Concept of Motivation :-

Motivation gives both direction and intensity to behaviour. Motivation to learn gives direction and intensity to human behaviour in an educational context. Motivation to learn in school gives direction and intensity to students' behaviour in a school situation.

Motivates relate to the 'why' of human behaviour, 'what' people do, 'how' they do it, 'when' or 'where' it is done are all important, but 'why' people do, 'what' they do is the motivational question.

- why do people pollute the rivers and air ?
- why do nations go to war ?
- why does one man murder another ?
- why do workers go on strike ?

- why do some students try to learn in school ?
- why do some students not try to learn in school ?
- why do teachers teach ?

These are all motivational questions. But to say that 'motivation gives both direction and intensity to behaviour' is to beg the question: 'what is motivation ? To be more precise we have to say that motivation is that which gives direction and intensity to behaviour. And motivation to learn is that which gives direction and intensity and 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.

Motivation is an inferred construct. Direction implies selection from possible variations in purposes or goals. Intensity implies possible variation in terms of degree of effort or energy put forth to attain the goal. Each of these three factors is discussed below :

1. Motivation is Inferred :

To say that motivation is that which gives direction and intensity to behaviour is not very helpful but describing and understanding 'motivation' or 'motivation to learn' or 'motivation to learn in school' must begin at this point.

....70....

In many ways, the problem is similar to the one we face in dealing with intelligence in an educational setting- we always infer the nature and degree of intelligence from observations of a student's behaviour. No one really knows what intelligence is. So, we simply watch what a student does (or study his performance on standardized tests) and then make inference about his intellectual ability. We never actually measure his intelligence but only how he used that which he has. We have to use the same process to understand that which gives direction and intensity to what young people do in school.

However, the power of the concept of intelligence has become so great that few persons have even attempted research studies without starting from the assumption that measured ability (i.e. IQ) is the most influential variable involved.

This is unfortunate. The great strides in understanding of human intelligence have contributed immeasurably to our knowledge of what man is and how he learns. But an educational blind spot seems to have developed along with these advances in research on intellectual abilities. IQ scores appear to be exact, while other variables such as motivation or personality or cognitive style seem slippery and difficult to pin down with precision. The correlations between IQ and achievement,

....71....

however, always leave much to be desired ; students who across high on measures of IQ tend to do better in school than students whose measured IQ is low, but discrepancies persistantly occur. All of the research in the area of underachievement, for example, reflects both an awareness of and a probing interest in the fact that some students do not do well as they ought to, when they 'ought to' is defined in terms of measured aptitude or IQ. Something else must be involved.

Mosy educators account for the difference between predicted achievement and actual achievement by postulating the concept of motivation. In other words, motivation is invariably inferred from observations of behaviour, usually in conjunction with a consideration of ability or IQ.

In the conventional wisdom of education, 'Motivation' and 'ability' are recognised as relative discrets phenomena. Because research and instrument development have proceeded unevenly and much more rapidly in the area of motivation, however, our understanding of learning ability is much greater than our understanding of motivation to learn. Both are inferred constructs, however, but while 'ability' summarizes observations about what an organism will do or wants to do. This brings us to a consideration of the 'direction' and 'intensity' factors described above. ...72...

2. Motivation Gives Direction to Behaviour :

Behaviour is purposive. Life is not without direction and motives flow from the well spring of life itself. They are energy in action. Philosophy and psychology fused. Motivation gives direction to behaviour.

Our concern here, however, is with 'motivation' in an educational sense, such as 'motivation to learn' or 'motivation to learn in school'. These differentiations, although, apparently simple, are actually quite complex. 'Education' is not 'schooling' and though educators are concerned with learning, 'schooling' does not necessary result in 'education'. The point is made because children who are 'motivated to learn in school' may actually be motivated to 'get good marks', do as they are told', obey the rules', write neatly', or any one of a hundred things which may or may not be related to 'education' but which they have 'learned in school'. Motivation to learn' rather than 'motivation' or 'motivation to learn in school' will be explored. There are obvious relationship between these concepts, and every effort will be made to relate 'learning' to 'learning in school' in such a way that the concepts have both clarity and utility.

The basic purpose of schools is to help children learn. But helping children learn means helping children learn :

...73...

(i) to value learning, (ii) to want to learn, (iii) how to learn, (iv) to value knowledge, (v) to acquire knowledge, (vi) to understand knowledge, and (vii) to behave according to knowledge.

The ultimate objective of the educational effort is to help youngsters learn to behave according to the best knowledge that is available at any given point in time. And 'motivation to learn' ought to aim people in that direction.

But helping people behave according to factual knowledge is not possible unless people understand that knowledge, unless they give meaning to that knowledge based upon their own past experience. Meaning always comes from the individual and what he has already learned understanding represents the union of past experience and new stimuli in the learner's mind.

Because acquisition of knowledge precedes understanding, schools must help youngsters acquire knowledge. Helping children acquire information and knowledge is an educational objective that must be realized before those students can proceed to objectives such as understanding and behaving.

This logic goes even further valuing knowledge is not possible unless youngsters have learned how to learn. That is, the

the skills of learning are not only means to more noble ends but purposes in their own right. Learning how to learn, however, is meaningless if students have not learned to want to learn. In other words, learning to want to learn is an educational objective.

Helping children learn to want to learn, though, presumes that the children value learning, which is the most basic educational objective of all. Unless children have learned to believe in the value of learning as a human activity, nothing else will count much any way.

To begin with the idea that motivation is that which gives direction and intensity to behaviour is not to suggest, thereof, that the direction is aimless or unknown. Quite the general direction in which much learning should lead according to the values and understanding.

Because these purposes are functionally related to one another, however, there is an inexorable logic to the direction which has been defined. This logic leads towards the idea of 'rational man'.

Motivation presumes valuing and values are learned behaviours; thus motivation, at least in part, is learned and it can be taught. Motivation gives direction to behaviour.

3.0 Motivation Gives Intensity to Behaviour :

In the human organism, intensity implies effort, activity, energy output. If values are the part of motivation which gives direction to human behaviour. What causes the organism to strive ? To initiate ? To carry through ? Five factors seem specially important :

1. Availability and quality of stimuli
2. Perceptual openness
3. Handling of dissonance
4. Physiological functioning
5. Anxiety.

Research studies have repeatedly shown that motivation is either affected by or a function of the number, quality richness, intricacy, uniqueness, and complexity of stimulus material. The organism needs stimulation when it is deprived of stimuli, the organism seeks stimuli or even makes its own. Over extended periods of time, those organisms which exist in stimulus-deprived environments develop lower mental abilities or in extreme cases they die. On the other hand, those which exist and function in stimulus environments which are rich and varied develop higher mental abilities. Organisms of all levels and kinds are attracted to rich stimulus sources, especially sources which are extensive, varied and novel.

The second factor which affects the intensity of motivation

.....76.....

is the personality structure of the learner, and especially his openness to experience. Those persons who are maximally perceptive, adequate and relatively unthreatened are drawn to the new and the novel and the unknown. Those who are psychologically 'closed' who have extensive defence mechanisms and perceptual barriers, tend to repel new stimuli. Openness is a function of self-concept and manifests itself especially in the response of the organism to stress or threat, but the open individual is more curious, more inquiring, more excited, more 'motivated', if you please.

If openness might be considered, the extent to which the organism is perceptually capable of receiving and processing stimuli, the style or manner in which he handles dissonance or ambiguous stimuli is another factor which affects the intensity of motivation. Dissonance may appear in either one or both of two forms, and the way in which the individual copes with either affects his motivation. On the one hand, there may be a discrepancy between where the individual is and what he wants in the valuing sense. Inconsistencies, anomalies, and ambiguities appeal to those person who are psychologically open, and they work to resolve the dissonance. Likewise, when the individual senses that where he is and where he wants to go are not the same in terms of his value framework, he acts to resolve those kinds of inconsistencies, too. In other words, both cogn-

itive dissonance and affective dissonance contribute to motivation.

The physiological functioning of the individual is another factor which affects the intensity of his motivation to learn. Basal metabolic rate, endurance, cardiovascular functioning, strength and the like all ply a part o in affecting motivation.

Anxiety is another factor which affects the intensity of behaviour. Anxiety is apprehensiveness in any given situation and results from the interaction of the individual's concept of self, the number and quality of stimuli, and the dissonance which is perceived. A certain degree of anxiety seems to lure the learner forward into the learning task. Too much anxiety unquestionably drives him away. When the individual finds himself confronted with an ambiguous or value conflict situation, he becomes uncomfortable and apprehensive. Whether the anxiety induced attracts him forward or drives him back is partially a function of the type and extent of the dissonance involved, partially a function of the adequacy and security of the self, and partially function of the number and type of stimuli present. Those persons who have clear, strong, positive self-concepts of self are capable of perceiving and coping with greater dissonance and with more stimuli than those with less clear, weaker, more negative views of self. As related to motivation, the

important point is that there is a curvilinear relationship between anxiety and achievement behaviour. This means that motivation can be too 'high'. Too much motivation in other words gets in the way of a student's learning. Stated more precisely, the relationship between achievement and motivation is curvilinear rather than linear. Thus, there is a point beyond which motivation is debilitating rather than facilitating of learning. For this reason, motivation should probably be thought of in optimal rather than maximal terms.

Too many stimuli, too much dissonance, too much uniqueness and novelty and ambiguity overwhelm, the learner and he withdraws from rather than proceeds toward the learning task. Cognitive 'suffering' or extreme dissonance do not affect motivation in positive ways. They impede learning. But no stimuli or too few stimuli or no dissonance at all result in inappropriate behaviours, too.

Students who are too highly motivated may focus on a very narrow segment of their educational world; and miss the relationships in learning which are so important. They are less able to see the patterns and make meaningful interpretations of the complexities of the learning stimuli. Students whose motivation to learn is too low are unable to focus their perceptual energies long enough or clearly enough to engage in kinds of experiences which are conducive

to learning.

Above discussion suggests that motivation is a relatively constant phenomenon; it does not change much, except over extended periods of time. Values cognitive style, perceptual defenses, and self-concept, for example, are all relatively durable. They will change but generally only slowly. Interest and perseverance are related to but different from motivation. Interest is basically short terms commitment. Perseverance is basically working style. The optimally motivated youngster may have difficulty persisting and may even lack interest in the immediate task at hand, but still be motivated to learn and the opposite might also be true.

In summary, motivation to learn is that which gives both direction and intensity to human behaviour in an educational context. As such, motivation can only be inferred, it is a function of values and educational purposes; and it is affected by the kind and quality of stimuli available, openness to experience and perceptual style, dissonance, anxiety, and the psychological functioning of the individual learner involved. Further more, it is probably durable rather than fragile, and because of a variety of factors, motivation needs to be thought of in optimal rather than maximal terms, since too much motivation evidently 'gets in the way' of positive learning. The point is, motivation to learn is complex and elusive.80.....

2.8 THEORETICAL MODEL OF ACADEMIC MOTIVATION :

Motivation to learn is one of many types of human motivations. Research in the area of motivation has identified many kinds of human motives; affiliative, achievement, sex, hunger, which are involved. For instance, the fact that research studies have repeatedly demonstrated that students' grades are a function of achievement, congruence with teachers' values, socio-economic background, intelligence, social acceptance, and motivation among other things, tends to negate the usefulness of many existing measures of academic motivation which have been validated almost exclusively against grade point average as a criterion. Such instruments may very well measure the 'motivation to learn' would be a mistake of the most serious order. That such instruments often correlate positively with conformity and negatively with creativity, simply underscores the point in another way.

(a) Overview of the Theoretical Model :

Academic motivation has several dimensions. There are described below. These dimensions' might ultimately prove to be 'factors' in the statistical sense of that term and there may very well be more than three. At the present time, however, the three basic dimensions of academic motivation seen to be internal-external, intake output and approach-avoidance.

....81....

The labels are arbitrary. The dimensions appear to be real. A graphic pro portrayed of the model is the traditional three dimensional cube,

Dichotomising each dimension into its polarised categories we get two-by-two graphic model as

Describing this way, the model seems to have eight 'cells' or 'categories'. Before those categories are described, however, each dimension will be set-forth in more detail.

(b) Internal-External Dimensions :

Motivation to learn is in part a function of that which lies within the individual learner and in part a function of that which he experiences from his learning environment. Because these two interact and affect one another, they are considered a single dimension, but is undoubtedly a dimension with many aspects or many parts.

The 'internal portion' of this dimension refers to those aspect of personality and value structure, which the individual learner brings with him to the learning situation. Self-concept perceptual style, belief system and the like make up the internal part of academic motivation.

The 'external portion' of this dimension refers to the environment as a stimulus source and on it those stimuli which are available within the immediate external environment are considered relevant; textbooks, parental approval, facial expressions of the teacher, film strips, blackboard diagrams, teacher talk reference material in the school or home library, peer reactions, quality of language spoken in the home, number of new ideas encountered during the day and the like.

The internal-external dimensions appears to reflect the source of academic motivation. That is motivation to learn is in part a function of what resides within the individual and in part a function of the external world he encounters. Some positively motivated youngsters seem to draw most heavily upon forces located within themselves to enhance their learning. They believe in learning and knowledge, for example. They are intrigued by the new and novel; ambiguity and uncertainty excite them. They feel adequate, unthreatened and secure.

Other students equally well motivated, seem to be positively affected by the equality and quantity of stimuli which they experience in school. Exciting lectures, fascinating movies, vivid illustrations and intense discussions are likely to spark these students' efforts.

To say it in still another way, some students apparently draw primarily upon internal factors in their desire to learn in school. Other students seem to draw primarily upon external factors. Still others draw heavily upon both. In other words, as far as the internal-external dimension is concerned there does not seem to be one 'right' balance or ration of internal and external factors, but there undoubtedly is a 'right' direction to both of these factors. That is a student whose motivation to learn is positive almost inevitably evidences. 'Good mental health' and functions most productively in a rich and varied stimulus environment. Youngsters who hold negative feelings about themselves, who are insecure, frightened, inadequate people or who repeatedly encounter a barren stimulus situation-limited number or poor quality of ideas, books, discussions, pictures- are much less apt to be positively motivated to learn. However, it is described, the internal-external dimension seem to be the source of academic motivation.

(c) Intake-Output Dimensions :-

Motivation to learn manifests itself in many ways, and these manifestations are encompassed here by what is called the intake-output dimension of what might be called the consumption-production aspect of academic motivation. Some students seem moved to consume the learning world

around them, while others are producers in the main.

Students who are avid readers and thoughtful listeners- who seek information and new experience in every way are 'intake' types, other students are 'output' people. They write, they talk a lot. They generate ideas and concepts. Their motivation propel them to active rather than passive roles.

The intake-output dimensions then, seems to reflect the form or style of academic motivation; the actual substance of motivated behaviour when it appears. Again there is probably no 'right' form of academic motivation, although there are undoubtedly various types of persons. That is some positively motivated students are intake persons, in the main, whereas other students are output people primarily. Still others reflect a balance between these two styles. Negative academic motivation would probably reflect themselves in very different behaviours.

(d) Approach-Avoidance Dimensions :-

Any careful study of learning in an academic settings suggests that some students move towards teacher approval, stimulus ambiguity, novelty, social acceptance and the like, while other students move away from such things.

The approach-avoidance dimension, therefore, seems to be directional dimension of academic motivation. However, once again the positive and negative aspects of the directional dimension are complex and not easily ascertained or understood. Though, some students move towards 'good grades' and teacher approval, for instance, other students move away from such phenomena, but either group of students might be identified as 'positively motivated' or 'negatively motivated', depending upon the other factors which are involved. Even though the approach-avoidance dimension suggests directionality, therefore, that concept applied to the behaviour of the learners, in relation to the attainment or rejection of certain objectives or goals, irrespective of whether an outside observer would categorise those goals as related to positive or negative motivation.

The point is some students who are positively motivated move towards good grades and teacher approval, whereas other students who positively motivated move away from such factors or do not move at all, and the difference probably reside in whether the source of motivation for the individual is primarily internal or external or whether the motivation is mainly intake or output in form. In other words the directional dimension(i.e. approach-avoidance) is only meaningful when understood in relationship to other dimensions; it is interaction of this

dimension with the other dimensions which reveals whether a student's motivation is positive or negative. To say it still another way, it is the pattern of relationships among dimensions which is crucial.

2.9 ORIGIN AND PAWNS IN CLASSROOMS :

Richard deCharms in his book 'Enhancing Motivation' (1978) gives as the ideology of origin and pawns.

A pawn is the chessman of least value, Figuratively, 'Pawn' refers to a person who is pushed around by others, a person who is used to further the purpose 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, we shall say that he is acting as an origin.

A pawn would be at most externally motivated while an origin would be internally motivated. Quite frankly, it seemed that to be an origin was better than to be a pawn.

The author derived the Origin- Pawn dimensions initially from motivation theory, but it seemed obvious that it could potentially be applied to educational problems.

The child in the traditional classroom is most often a pawn to the dictates of the teacher. If the child could be encouraged to originate his own learning behaviour, then, it would seem, he could be more of an origin in school.

According to him an origin teacher is not a 'Laisses Faire' teacher. To treat children as origins is to give them the structure, rules, even dictates that will make it possible for them to develop the capacity to set their own goals and to learn to strive for them. Treating children as origins is not avoiding rules and orders at all cost.

An origin classroom is not necessarily a democratic classroom either. Treating pupils as origins is much more difficult than either dictating everything or allowing them to decide everything, even democratically. The teacher is faced with the complex task of deciding how much structure in the classroom will provide an optimum climate for the development of the pupils' own responsibility. What characteristics the origin classroom is the teacher's warm acceptance of the children alongwith her firm, consistent rules and high expectations for their behaviour. Controls from within the children are enhanced wherever possible, but external

controls may be used when clearly designed to promote the good of the children. The goal is to convert external control, to control from within.

These two philosophies affect the values, ideas and belief of millions of people in the world. The 'origin' philosophy reflects a belief that 'Man is the maker of his own destiny'. The pawn philosophy reflects that a man is just a pawn in the hands of destiny; and that he can not mend his future.

It is the 'origin' philosophy that helps a man a build his future. These philosophical values are built up as a result of interacting social forces, experiences, religious beliefs, etc. In other words, extreme fatalistic beliefs do not help a person to mend his own destiny.

The students who have pawn vluue are pessimistic and receding types. They do not come forward actively with the initiative. They do not have confidence in themselves. Hence, they do not have clear perception about their self, in relation to achievement. They instead, rationalise that their failure and success is to them is a matter of chance. The origin ideology led the barbaric man of the present day civilization. India needs students, teachers and administrators with ORIGIN philosophy.

(a) Origin Behaviour and Its Six Aspects :-

The origin Pawn concept is not a motive. A motive such as the achievement motive entails a fairly specific class of goals which the motivated person desires. The Origin Pawn concept is not restricted to specific goals, but rather is an orientation towards the pursuit of goals of any and all kinds. Thus, the most prominent characteristic is the elaboration of goal seeking behaviour. The goals can be any thing.

Of prime importance in distinguishing origin from Pawn behaviour is whether the goal of the person is his or whether it is imposed on him by someone else. Any sign of this aspect should be indicator of individual being an Origin or a Pawn. Thus, one difference between Origin and Pawn is INTERNAL GOAL SETTING.

The Origin chooses his own activities as well as his own goals. Accordingly we classify 'INTERNAL INSTRUMENTAL ACTIVITIES' as indication that one was engaged in doing something that he himself decided upon.

Being realistic about goals and instrumental activity is important to the Origin. Goals must be based on ability skills and situation. If he is realistic, he will be considering such factors. On the other hand if he is

unrealistic he will simply dream an impossible dream and even plan and engage in unrealistic activities. The realism that characterizes origins is not identified by trying to assess his goals above but by looking for indications that he is considering things about himself and his life situation that may help or hinder in reaching the goals. We call these REALITY PERCEPTIONS about self and the world.

An Origin who sets his own goal will probably desire recognition when he reaches them. He also has no one to blame but himself if he doesn't reach his goals. An Origin should, therefore, take responsibility for his behaviour. He should acknowledge mistakes; worry about the consequences of what he does; show determination to do things; and show concern for the effects of his acts on others. Such indications of concern we call PERSONAL RESPONSIBILITY.

When a person is effective in reaching his goals, he has more confidence in himself. Self confidence is individual's confidence in one's ability to succeed to effect successful changes in one's environment. It is striving for self actualisation and faith in succeeding. Thus, 'self confidence' also distinguishes between an Origin and a Pawn.

When we analyse, the distinction is made between internal determination and external determination by some one. Some times we find internal determination of goals, internal determination of acts, internal decisions about reality and responsibility and also even an inner sense of confidence. Some may have one or two of these and thus, show traces of Origin behaviour. Others may be saturated nearly everything being internally determined. Thus, with no external determination of goals, acts etc. and all behaviour being internally directed, we clarify such behaviour as indication of 'INTERNAL CONTROL OF BEHAVIOUR'.

Thus, we see that Pawn characteristics more often than not, turn out to be the opposites of Origin aspects as discussed above. The pawn characteristics may be hard to pick up whereas origin characteristics stand out against the back ground of Pawn behaviour.

In summary, the mix origin aspects that seem to make a difference and are very clear are :

- (i) Internal goal setting
- (ii) Internal Instrumental Activity
- (iii) Reality Perception
- (iv) Personal responsibility
- (v) Self Confidence
- (vi) Internal control

Thus, these six aspects are the scoring categories for Origin/Pawn behaviour.

(b) Personal Causation :

Whenever a person experiences himself to be the locus of causality for his own behaviour (to be an Origin), he will consider himself to be intrinsically motivated. Conversely, when a person perceives the locus of causality for his behaviour to be external to himself (that he is a Pawn), he will consider himself to be extrinsically motivated. A person may desire a goal and willingly choose to engage in an odious activity to reach that goal and still feel that the activity is self-initiated, i.e., that he originated the activity. This is probably the case in much learning behaviour in school even when the student desires the outcomes of learning. It is the context within which the activity is a meaningful step toward his purpose that renders the behaviour freely chosen, although the action may provide no intrinsic satisfaction.

Any activity that satisfies the condition of demonstrating a change affected by the student ought to carry some intrinsic satisfaction in the realization that 'I did it'. The development of this feeling and of the anticipation 'I can do it' is the development of personal causation.

(c) Personal Concepts and Behaviour :

Predicting and controlling behaviour (responses) by the manipulation of specific environmental events (stimuli) is the corner stone of objectives, stimulus response psychology. There is, however, no one to one relationship between stimuli and responses, because of variability in the organism's reactions to stimuli. The human being's personal experience elicited by the environmental events form the crucial mediating link to explain why certain events produce specific behaviours in the individual and not in another. The intervening private events may include attributing meaning to the environmental events (a siren means danger), and arousal of purpose or motivation (a challenge means get to work).

The critical element for explaining and predicting behaviour is the intervening personal experience. In order to produce motivated behaviour one must produce the experience of arousal, commitment and purpose. In the practical world of the school, the problem is to create conditions that will stimulate commitment and responsible choice felt to be originating from within the individual.

The conditions that promote commitment, internal choice and responsibility within a person, i.e., the

conditions that encourage feeling and acting like an Origin, have four basic elements :

- (1) The person should be encouraged to consider carefully his basic motives (self study) in a warm atmosphere of acceptance by others in group.
- (2) The setting should help him to translate his motives into realistic short and long range goals (Internal goal setting).
- (3) The setting should help him to plan realistic and concrete action to attain the goals (Planning and goal directed behaviour).
- (4) The setting should help him learn to accept responsibility for selected goals as well as for the success and failure of his attempts to reach them (personal responsibility).

If these conditions could be built into a school and experience, they should induce increased commitment and purpose, greater responsibility, and higher motivation, all within a context of meaning to the life of the individual.

Finally, the aroused motivation should result in more effective behaviour, greater success in goal-attainment and hence greater satisfaction.95..

This is what we mean by treating a person as an Origin and helping him to be an Origin and to be more affective in reaching his own goals.

(d) Meaning, Responsibility and Freedom :

Universal education is based on the tenet of democratic freedom. But the paradox arises when polar opposites such as progressive vs. traditional schools or life-adjustment vs. subject-matter are equated with freedom vs constraint. A class room where one takes the responsibility for learning results in chaos. Responsible direction both from the teacher and from within the students imparts meaning to learning.

What all of us want is to be set free. The man who sinks his pickax into the ground wants the stroke to mean something. The convict's stroke is not the same as the prospector's. Prison is not a more physical horror. It is using a pickax to no purpose that makes a prison.

A school is a prison for those who can use it to no purpose. While others, even in the most prisonlike schools, sink their pickax to a purpose and find meaning.

For a child to find meaning in school he should have a purpose for being there; he should want what the school has to offer; he should be motivated to learn. When he is committed to learning, he will come freely to school because school will have meaning for him.

Freedom is the capacity to direct your own behaviour, but directing your own behaviour without regard to others can restrict their freedom. Therefore, self-directed behaviour must be responsible behaviour to contribute to freedom. When we use the word personal responsibility, we mean the internal state of conscience, of feeling responsible to self for thoughts and actions.

A person who is committed is a motivated person. To help a child to develop such standards and to become a committed person with multiple but clearly defined purposes is to help him to originate his own behaviour. If the teacher can develop commitment and motivation, the development of necessary skills and knowledge will follow smoothly as the child demands them. Motivation development will contribute to intellectual development and not be at the expense of time devoted to 'subject matter'.

Commitment gives meaning to actions. Commitment and meaning cannot flourish without freedom, but lack of constraint does not create commitment.97...

'The freedom of the subjective person to do as he pleases is over ruled by the freedom of the responsible person to act as he must.'

-Polanyi.

2.10 CONSTRAINTS - ITS VALUE TO AN ORIGIN/PAWN :

Striving within a personally meaningful context is the central core of being an Origin. Thus, striving has supplimented a vague notion of freedom. An Origin sets his goals and determines the actions that he must take to realise the goals. To help a person to be an Origin is not to force him to do anything he wants or to make him a Pawn to the whims of a completely unstructured environment. Rather, it is to free him to do what he must do by structuring, even constraining the situation. This will help him to make his choices based on realistic and appropriate actions.

On the other hand the Pawn feels pushed around by external forces because he has not chosen his own path and charted his course through these forces. The origin may be no more objectively free of the external forces, but he does not allow them to determine his ultimate goals. He determines the goals and within the meaningful context of his goals he constantly strives to mould the external forces to help him attain his goals.

The difference between an Origin and a Pawn does not lie in a personal feeling of freedom vs. constraint, True, the Pawn feels constrained and complains about it. When asked, the Origin may report equal feeling of constraint, but he is not observed with them. What is most important in his life is responsible commitment. He strives to visualise his path through the external constraints to the goals that result from his commitment.

The difference between the Pawn and the Origin is a basic difference in outlook. The Origin experiences his action as meaningful within the context of what he wants. The Pawn experiences his actions as determined by others and external circumstances.

2.11 HELPING A PERSON TO CHANGE :

The fundamental step in helping a person to change is to get him to change himself for reasons that are important to him. If the change is to be genuine and to have lasting effects, the impetus for change must come from within the person, not be imposed from outside. To effect a real and lasting change the teacher must nurture the child's desire to improve himself. This process does not happen suddenly. The nurturing of a desire to change in an individual where the desire doesn't exist initially involves a change in the individual's conception ...99....

of himself- a change in his self-image. What a person thinks of as an ideal image of himself develops over time as a result of interaction with people whom he likes and respects.

The development of the self-image or identity is especially crucial for children about to enter adolescence. The self image is most strongly affected by his primary identification with his parents and family. But increasingly as he moves through elementary school this image is challenged by the expectations of others. His mother wants him to get an education; his friends want him to play kabaddi. Is he to live up to the expectations of his mother and teacher by going to school, or is he to risk loss of favour with adults and live up to the expectations of his classmates ?

One method of minimizing his dilemma is to help the child see personal goal-directed change as desirable. The teacher must try to provide an atmosphere in which his friends approve of his development- an atmosphere of acceptance of personal goals within the group where all members of the group may gain support for their endeavours from each other.

Two principles can be deduced from the above.

In order to help a student to make up his own mind to work on his own personal motivational development, one must help him to see personal development as an improvement in his self image and one must provide group support and acceptance of personal development.

These two propositions captures what we mean by treating a person as an Origin.

2.12 EDUCATION IMPLICATIONS :-

There are some implications that can be drawn for teaching and for education in general. First motivation training for personal causation enhances both motivation and academic achievement when embedded in subject-matter material. Second, developing responsible origin behaviour in children goes beyond simple autocratic democratic-Laissez-faire trichotomy. Origin concept derives the organisational advantages of the democratic classroom from individual motivational propensities. The Origin concept is capable of incorporating different leadership styles for different developmental levels.

Some teachers are concerned that motivation training is eating up time that should be used for subject-matter study. Let us relate this concern to the educational contro-

The teacher who succeeds in creating an Origin orientation in his classroom develops a warm, accepting atmosphere, where the children know the boundaries beyond which they may not step. Because they know the boundaries, the children feel secure. Because they helped to establish the boundaries and know that these boundaries are not arbitrary, the students will begin to make them their own rules. They will defend the rules and begin to internalize them. It is important that the students feel that the rules are for their benefit and not just for the convenience or whim of the teacher.

In such a system, the teacher does very little to control the children. Indeed the children are controlling themselves. A class room society built on controls from within, warmth, acceptance and mutual respect is not created over night. Nor is it developed by a laissez-faire teacher. The teacher must be firm and consistent in his behaviour, consistently seeking the good of the children in ways that they can understand. He must use socialized power for their good and not personalized power to enhance his own image.

The Origin enhancing teacher is not afraid to be firm and directive-an authority but not an authoritarian- when

he is pursuing the improvement of the children. The teacher should question himself as to his motives and reflect on his actions. When he is sincerely seeking the good of the children, he has no fear of being directive in enforcing the structure and boundaries agreed upon. He should not decide democratically every thing concerning their life at school. The answer may be NO. The children are not developmentally capable of making all decisions. Rather democratic decision and discussions, autocratic disciplinary intervening by the teacher all exist side by side.

Classroom organisation may be democratic with regard to routine activities, but if the teacher truly has something to teach, she must take the responsibility of determining the best way of encouraging learning. Her goal should be to enhance the children's desire to learn. The specific technique needed to do this may vary from child to child and often may involve rather explicit direction and clear structuring of the situation to help assure the desired outcome for the child.

An Origin teacher is not a *laissez faire* teacher. To treat children as Origins is to give them the structure, rules, even dictates, that will make it possible for them to develop the capacity to set their own goals and to learn to strive for them. Treating children as Origins is not avoiding rules and orders. To resign from the task of

structuring the situation is to give up the major responsibility of being a teacher.

(c) An Origin Teacher :-

For teachers to be Origin, foremost requirement is that they should be treated as Origins. To treat them as Origin, they should be helped in :

- (i) to understand their own motives through self study and hence to understand others better,
- (ii) to choose realistic goals for themselves in dealing with students,
- (iii) to develop concrete plans for reaching their goals in the classroom,
- (iv) to consider how they could tell whether they are reaching their goals.

The first step toward these goals is to engage the teachers in self study, to convey some understanding of basic motives and to develop for them an understanding of the Origin concept. Self study can best be pursued in a climate of acceptance and trust. Such a climate only develops over a time in close association with others. It will lead to develop group cohesion and solidarity, a feeling of group spirit. Living and working together for many hours a day is indispensable in accelerating the formation of personal bonds that result in a cohesive group.

To be an Origin is to pursue personal goals and personal change in the context of other people pursuing their goals. The responsibility is to reveal one's self, to learn from others. At the same time one must learn to assert one self but not treat others as Pawns. Thus, to feel the full impact of the Origin concept one must experience it in the social context.

To be able to concentrate on one's own motives in interaction with others it is important, at first, to confine the interaction to a small group of acquaintances. In a small group of acquaintances one can tentatively try out new behaviours without completely committing one's self. This temporary 'not for real' atmosphere encourages the first hesitant steps toward change.

The application of the Origin concept to practical concerns in the classroom is the ultimate aim of the teachers.

(e) Teachers' Role in Making a Class an Origin :-

As with the pendulum so with the Origin-Pawn concept; it is extreme to assume that people are either Origins or Pawns. No one is always an Origin and a person who was always a Pawn probably could not live. 107.....

Rather, some people act and feel like Origins more of the time than do other people.

The two basic premises of the motivation change projects are :

- A It is better to be an Origin than a Pawn, and
- B Origins(as well as Pawns) are made not born.

The first assumption entails the proposition that Origin students learn more in school. Students given Origin training by Origin trained teachers, over a period show, greater academic achievement than similar non-trained students. In addition, the trainee students demonstrate greater motivation and better attendance records.

Taken together the two assumptions lead to the derivation that being an Origin, as well as being a Pawn, may be learned in school and hence one should be able to help teachers help their pupils to be Origins. Ultimately, this should lead to greater learning gains.

The first and most important thing that a teacher must do it is to believe that all pupils can be origins, and that he can influence them in that direction. But another way, he must believe that he can be an origin and have a desired effect on the students, i.e., he can

help them to help themselves, not force them merely to do as he desired. The teacher's greatest joy should come from seeing each child gain in the capacity to learn on his own as the result of something the teacher started.

This first step is the adoption of an attitude applied even to the most recalcitrant of pupils. It leads to a basic trust without which all else will fail. The trust must be so strong that it can withstand disappointment.

Trust is demonstrated in many small ways. Can you imagine a teacher trusting her purse to the class.?

The second more concrete thing that a teacher can do is to give choices. The two most important things to remember are to give real choices and to start with small choices.

- (i) A choice is between at least two alternatives; the alternatives must be understood.
- (ii) Initial choice experiences must be simple and short ranged in order to produce a concentrated ownership experience. Slowly and gradually the time frame can be extended and the external structure lessened.
- (iii) The choice must be personal. Majority rules negates the choices of the minority.
- (iv) The alternatives must be within the ability of the chooser; preferably of moderate difficulty.

- (v) The teacher must be able to live with the choice. Offering a choice is promising that all the alternatives are acceptable.

Further teachers who want to invite responsible influence from their classes might start by taking stock of the number and quality of influence attempts that occur in a normal day in their classroom. Ideally a teacher could ask someone (a student teacher or an assistant) to observe his class and note every time a student makes suggestion. The notes could include :

- (i) The content of the suggestion.
- (ii) The teachers' and student's reaction to it.
- (iii) Whether the suggestion is accepted or rejected,
and
- (iv) The reaction of the class after the acceptance or rejection.

If the class makes few suggestions, the teacher should initiate more invitations to them in the form, first of choices and then of asking for one or two alternative ways to proceed after making clear the goal of the lesson.

At first the teacher should be careful to accept influence attempts even if they are not entirely clear and mould them discretely into useful procedures. Better for the students to feel some Originship, some ownership of a slightly off target procedure, than lose interest in the teacher's procedure and even try to undermine it. As the class learns to produce more and more alternatives, the teacher will find herself with choices and can select the best suggestions and even discuss the merits of several options with the class.

Responding to suggestions from the class demands flexibility, and creativity on the part of the teacher. It involves a definite element of risk, a willingness to share responsibility and control in the classroom.

The theory of personal caustion that underlies all the above assumes that the feeling of Originship, of being the personal cause of what you do, is the essence of motivation to learn. It is also central to the motivation to teach. The feeling of Originship is an experience not an item of cognitive knowledge and cannot be communicated in words. To know the theory is not necessarily to know how to utilise it in the classroom. At the same time to know how to give choices and invite student influence is not necessarily to know the theory. No matter how much is written, words cannot give the teacher the experience of developing Originship in the classroom.