CHAPTER-III

```
    *
    *
    *
    *
    *
    *
    *
    * * * * * * * * *    PREVIOUS STUDIES
```

3.0   Introduction

3.1   Classroom Learning

3.2   Previous Researches on Classroom Climate

    (a)   Researches Abroad

    (b)   Indian Researches

3.3   Previous Researches on Academic Motivation

3.4   Previous Researches on Origin Pawn

3.5   Conclusion

3.0   INTRODUCTION

The social and economic change throws up new challenges and new problems and brings in its train a complexity in the social fabric. The goal of discovering what really goes on in a classroom has been certainly a problem of continuing interest to researches.

In this chapter, review is presented of some records dealing with the personality and various aspects of classroom. Since each minute in the classroom is vitally important for the psychic world of the pupils as crisply stated by Philip Jackson(1968) in his book on 'Life in Classroom' a review of researches on classroom is essential and will provide an appropriate background for the study at hand. While reviewing the studies, results or findings, rather than theories and methodologies have been given greater weightage.

The important question is as Thelen (1968) puts it, 'How can the 'resources' of teachers and students be utilized more effectively for educational purpose in the classroom' ? In order to answer this question, it is essential to conduct researches on various issues and educational alternatives.

From time to time, scientific research on the
educational practice has been attempted. The purpose
of the present chapter is to survey and review the
research literature on classroom climate, Pupils'
psychic world, with a view to finding out what has
been so far investigated and what is yet to be investi-
gated. Such an attempt is likely to help in formulating
the objectives, tools and methodology of the present
research.

The most fundamental issue of any educational
practice to be successful is the maintenance of the
classroom climate with respect to psychological, social,
cultural and economical problems prevailing in society.
Many useful findings are found by the recent studies
on classroom climate.

Philip Jackson (1968) in his book 'Life in Classroom'
revealed the picture of actural classroom life. According
to him, the classroom life is too complex an affair to
be viewed or talked about for any single perspective.

Sandra Warden (1968) throws light, how the wrông
notion about a particular student in the minds of the
teachers makes the life of the pupils a miserable.

The work of Kounin (1970) 'Discipline and Group Management in Classrooms' presents a very remarkable experiment call 'Ripple Effect'. He reveals that the effect of an anger on the student is developing an attitude of truancy in pupils. Desai (1972) called these students as 'turned off' students. They behave as if they are discounted with studies and they have lost their faith from the educational institutions.

Many psychological approaches have been tried to understand the learning in classrooms. Various psychological issues have been put forth by Mose and Wings (1971) in their special book on 'Classroom Psychology'. The publication of N.E.A. (1966), 'The Way Teaching in' and the publication of UNESCO 'Exploring New A pproaches' and 'Methods in Education in Asia' provide important innovations in classroom teaching. 'The Dynamics of Instructional Groups' by N.S.S.E. (1960) highlights the group life aspect of classroom.

Many attempts have been made regarding the future courses in education by well-known authors like : Huxley' 'Brave N ew World', Goodman's 'Universal Trap'. The recent remarkable exposition of future educational system is contained in the 'Future Shock' of Alvin Toffler (1970), George Leonard (1970) portrayed education in clasrooms for future in 'Education and Ecstasy'.

UNESCO's report 'Learning ToBe' and Tarsten Hussain's
Education in 2000 A.D.' are notable publication which
describe the system of primary, secondary and university
education in the years to come from Futurologists' post
point of view.

These publications tend to conclude that at no other
time the studies were in this number as it is now.
Quite a number of studies and new thinking are generated
towards understanding 'Life in Classrooms' of Classroom
Climate'.

3.1 CLASSROOM LEARNING

The teacher's skill in using his authority and power
knowing the pulse of the group generates a learning
atmosphere which is known as the climate in the class,
such a climate can be supportive or defensive. When
the teacher's understanding regarding the group norms
and group goal is clear he becomes successful in creating
a supportive climate. In such a climate there is a
feeling of shared problem-solving attitude, feeling of
acceptance and less need to defend. As a result self-
initiated activities emerge readily. Students in such
climate feel supported and comfortable. They try to
reach each other with acceptance and sympathy. Learning
in such a climate is seen as a common quest in which many
members of the classroom group can serve as a resource
persons.

While, on the other hand, certain behaviour of the teacher keeps the whole class under constant threat and fear, anxiety and insecurity. The authoritarian behaviour of the teacher inevitably builds resistance and defense in the classrooms. There is an increased feeling of defensiveness among the group members. There is less empathy and hence less understanding and countersupport. Woods in his research study on 'Thinking, Feeling, experiencing Toward Realization of Full Potential' says :

> The teacher should inspire the pupil to want, to learn and to understand and should seek a programme or currieulum most conducive to realising the full potential of the pupils' abilities, particularly his creative potential... A creative and challenging environment can and must exist through out the whole formal educative process.

A study of creative climate by English teaching by Livesay (1969) places emphasis on an 'activity' approach in order to develop students' potential as creative individuals and as social beings, so that the teaching of English be liberated from its typically fixed curricular 'subject approach'.

3.2 CLASSROOM CLIMATES

(a) Researches Abroad :-

In the classroom the group develops its 'way of life' and this way of life has potentially all dimensions of

the way of life in the family, business or club. But,
each group pattern has the various dimensions in its
own way and the way reflects the particulars of group
composition, environment, etc.

Teachers participate of course, in this way of life
and through their participation they modify it, the
process which endanger mutual accommodation of students.
Teachers and the sense of direction that guides these
process constitute the operation of the 'hidden' or
socialising curriculum.

These group 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. It is probable that the educative significance
of the planned activities-things like whether the learn-
ings will ever be used outside the classroom depend both
on the nature of the way of life; and so on the way fore-
ground activities are embedded in it.

Wright, et al. (1951) established that seventy
percent of classroom episodes in the school-day of a
boy involved the interaction in some way or another
with one or more persons thus emphasising the importance

of classroom climate in the development of social attitudes and behaviour.

Bovard and Everett (1951) state that 'the social interaction in the classroom will influance the individual students' perception, feelings and interpersonal relations and even his personality development'.

Classroom teaching is a social interaction. The sets of teaching evoke reciprocal contacts between the teacher and the students and it is this interchange in self which is termed as 'teaching'.

Social climate or the atmosphere for learning that obtains in any given classroom, is a function in part at least, of the individual teacher.

Research of the fifties has shown that learning in both its qualitative and quantitative aspects is related to the kinds of personal relations which obtain in the classroom. These are two important dimensions involved in such relations, one is the degree of rapport that exists between the teacher and students, and the other is the nature of the relations among the students themselves at least as manifested in the classroom.

It is now well established that good personal
relations in the classroom depend on the ability of the
teacher to relate in some wholesome fashion to students,
accepting them emotianally and being capable to under-
standing and appreciating their problems and aspirations.

It is also becoming increasingly evident that good
climate for learning in the classroom depends on the
type of the social relations among the students. It
appears that acceptance of a student by his teacher is
necessary but not a sufficient condition for his adjust-
ment in the classroom and hence for his learning. The
student must also gain a reasonable degree of acceptance
from his peers.

Studies by Anderson (1939), Lewin (1948), Withall
(1949) and Flanders (1970) serve to highlight, the two
distinctly contrasting aspects of teacher behaviour.
Subsequent research is evidenced by what follows, points
to the possibility of capturing classroom communication
and also calls for a permissive and favourable teacher
influence in the classroom such that it leads to effective
learning by pupils.

Haggerty (1932) says that the relation between the teacher and students is a crucial factor in the teaching process and must be considered as important aspect of methodology.

Perkins (1950) remarks that children tend to be conscious of a warm acceptance by the teacher and to express greatest fondness for the democratic teacher. To him, again, the role of classroom climate is crucial to the learning process.

Canter (1951) elaborating on the advantage of student centred approach to teaching urges that the teacher should focus his service 'to' the student and not 'on' the student.

McKeschy (1951) says that maximum learning results from a reduction of anxiety, channels for which could be provided through constructive learning activities. He feels that there is greater interaction and sponteneeity in the group-centred class.

Olidewell (1951) found that a denial of feeling by the leader was accompanied by a reduction of leader effectiveness while the acceptance of feeling led to an increase in his effectiveness.

Flanders (1951) has demonstrated that students in
a general are more concerned with the problems of adjus-
ting to the teacher than with the problem of learning
and achieving. He states that learning proceeds only
when the relationship has been demonstrated to carry
little or no threat to the students. He says that in
a teacher centred classroom there is more student hostili-
ty towards themselves, other students or the teachers;
more tendency to withdrawal, more apathy, aggressiveness
or even emotional disintegration.

Jenkins (1951), agreeing with Perkins(1951),
believes that greater learning takes place depending
on the pupil getting his emotional needs e satisfied.

Singlesety (1951) diagnoses as one of the difficult-
ies in teacher-pupil relationship the lack of understand-
ing of each other's values and motives.

Bills (1952) perhaps is the one of the most
significant findings in this realm. He remarked that
to the effect that student centred and non-directive
teaching analogue to client centred psychology rather
than the traditional lecture discussion method was
found to be of personal value and aid to the students
in their problems of adjustment.

Maccin (1965) in the course of her attempts to descriptively theorise about instruction speaks the need for two specific bases for effective influence to be exerted. She describes them as content basis and motivational basis. Interaction and sociograms after, she concedes limited possibilities with respect to observing motivational basis. It should be clear that Maccia's 'motivational basis' of influence in the classroom is nothing but the social-emotional climate that is generated by and is sought to be measured through the type of teacher verbal behaviour in the classroom.

Flanders (1970) discusses study of the ideas of others and relates these ideas to the theory underlying his category system for assessing the social-emotional climate of the classroom.

Jahns (1968) revealed that indirect teacher influence results in a greater incidence of thoughtful provoking questions by students and is also more problem-solving in its orientation.

Leathers (1968) found that shorter the interest between the eye-stimulus and reinforcement better the learning would be.

Flanders later has introduced his momenclature 'direct vs. indirect' teacher behaviour.

Altogether these various research studies reviewed while providing a basis for a theory of social-emotional climate in the classroom, clearly identify the two teacher behaviour patterns that create the contrasting classroom climates.

Their results, however, should be interpreted with caution. They do not suggest that there is a single pattern of teacher behaviour that should be continually maintained in the classroom. Anyone with teaching experience recognises that integrative teacher behaviour pattern is less appropriate than a dominative pattern. Further more, it is possible that identical acts by the teacher may in one situation be perceived by pupils as dominative and in another situation as integrative. These research results do show that, over a period of time, integrative rather than dominative teacher-pupil contacts will establish desireable pupil attitude and superior patterns of work. The work of Anderson et al. (1946) and Cogan (1956) present evidence that a desirable climate results in more learning although additional evidence is needed to confirm the conclusion.

The unequivocal evidence emenating from the
studies cited above establishes the crucial role
of classroom interaction between the teacher and
pupil as also amongst the pupils themselves and
serves to point out how the classromm behaviour
of the teacher plays a significantly decisive
role therein. The research findings relating to
the prevalence of two contrasting climates and
the empirical evidence relating to positive
association between a conducive classroom
climate and pupil learning promoted researches
to undertake studies learning to the exploration
of interaction process and teacher behaviour in
the classroom and the identification of seve-ral
variables affecting what come to be desired as
teacher effectiveness.

A question may arise as to what research work
is done in India on classroom climate. Research work
done in India is mentioned in the later   section.

(b) Indian Researches :-

A Research Work on Tools of Classroom Climate

The main objective of Indira Desai's (1976) study
was to construct tools to measure classroom climate
to suit Indian conditions. The formar tool standardized

kalpana's

by Thelan (1974) is based on American school sample.
Based on the discussions with school principals and
eminent professors regarding the factors which affect
the classroom climate and also keeping in perspective,
the tool is prepared by Desai (1976). She selected
the component for the tool, conducted the detailed
statistical analysis of responses their validity
and reliability as certain. The major findings of
Indira Desai's (1976) research study are as follows :

1. There are three aspects of classroom climate
   according to pupils : (i) Authenticity,
   (ii) Legitimacy, and (iii) Productivity.

2. There are twentyfour components of classroom
   climate according to pupils.

3. There are four criteria for classroom climate
   according to teachers.

4. There are twentytwo components of classroom
   climate according to teachers.

Rao's research (1976) on classroom climate gives
us the following findings, namely, that (a) Classroom
climate in classess handled by women teachers was
significantly better than the climate in classes
handled by men teachers. (b) Classroom climate indices
correlate positively and significantly with school
achievement of pupils.

(c) Good classroom climate results in better learning
by pupils. (d) The most important factor affecting
classroom climate was Teacher Behaviour.
Teachers can modify their classroom behaviour to
create better climate in the classroom. In good
climate the teacher spent less time in talking and
more time in giving students work to perform.

Madhu Puri (1977) conducted a useful study on
'Classroom Climate' and academic motivation of
three Gujarati medium schools of Baroda employing the
tools- Classroom Climate Scale of Sister Marie de Sales
(1976) and pupils' Academic Motivation Scale (1961),.
The three ALP constructs of climate were found to be
significantly correlated.

Three doctroal studies have been completed at
CASE, Baroda, so far- (1) Marie de Sales (1979) and
(2) Desai (1979). (3) Aram Polymooth. All adopted
the conceptual model effered by Thelan (1974) modified
by Sister Marie de Sales (1979). This model contents
that the climate of a class is usually reflected
through the instructional activities pupils do in
the classrooms- Authenticity (A) or involvement,
Legitimacy (L) or satisfaction or purposefulness and
Productivity (P) or goal attainment. These three

factors, namely, Authenticity, Legitimacy and Productivity are the three component factors of the climate of a classroom.

Major findings of Sister Marie de Sales's (1979) study are (a) more classroom trust was generated among pupils in classrooms having a high climate, (b) pupils from a higher class climate were better adjusted than pupils from a lower class climate. (c) Pupils were less dependent and independent in high class climate as compared to pupils in low class climate. (d) The better the direct behaviour of teachers the greater was the classroom climate. (e) The better the social relationship in a class, the higher was the class climate.

Major findings of Desai's (1979) study are as follows :

(a) According to type of schools pupils of Boys' schools have higher level of Authenticity, Legitimacy and Productivity, classroom climate, academic motivation and academic achievement. (b) Pupils of Gujarati medium schools are higher in level of Authenticity, Legitimacy, P roductivity, classroom climate and academic motivation, (c) Level of classroom climate of the pupils is positively related to pupils' motivation and pupils' academic achievement.

(d) Socio-economic status has no relation with pupils' classroom climate score.

3.3 PREVIOUS RESEARCHES ON ACADEMIC MOTIVATION :

.Studies reported on students' motivation are limited because this is a dveloping field. The relationship is existing between classroom climate and pupil's motivation. One of the reasons for designing the present investigation is to make an attempt in the direction of minimising the deficiency of research in this sphere.

The pioneering work in this area in India and specially in Gujarat is done by Desai. Desai (1970) obtained the permission of Frymier to adopt his tool the JIM scale in Gujarati and administered it to the pupils of the schools in Gujarat State. The most important finding of Desai's study is that healthy classroom climate and school climate increase pupil's motivation towards their school at a significant level.

Sharma did some studies at the Centre of Advanced Study in Education , M.S. University of Baroda. He (1971) studied organizational climate and its relation ship between organizational climate and school academic index. In his study (1972) he found that principal's

effectiveness is related by teachers and theacher's
satisfaction were positively related to school climate
and pupils motivation.

Inamdar (1974) found that the pupils with high
JIM scores manifested greater achievement motive and
that they liked learning very much. It was also found
that the pupils with high JIM scores on 'My Aim'
items shoped greater concern for power and excellence
compared to pupils having low scores.

Pillai (1974) found that pupils' performance
was significantly better in open and autonomous
schools than in those of other climate types. There
is a positive correlation between openness of
climate and performance of pupils in the schools.
It was also found that 'espirit' and 'thrust' influenced
performance positively and 'disengagement' and
'hindrance' negatively.

Shelat (1974) found a significant relationship
between organisational climate and pupils' academic
motivation. A significant finding of here research
is that pupils' academic motivation was not found to
be the direct function of leadership behaviour.
Pupils' motivation was found to have been affected
jointly by the size of the school and sex of pupils.

Darji (1975) studied the JIM scores with other
variables of hundred secondary schools of Panchmahals
District. He found that there is no direct relationship
between motivation of students and leadership behaviour
of principal. And the relation between academic
status of the school and the leader behaviour dimen-
sions of the principal is not significant.

Puri (1977) studied the classroom climate and
academic motivation and found the mean of JIM score
102.57.

Dholakia (1978) studied the factors affecting
fluctuations in classroom climate. She found that
the pupils' academic motivation is about average
in both the classes. It does not show any difference
between the boys and girls. The distribution is also
non-homogeneous and discontinuous.

The investigator took up academic motivation as
a variable in order to study the level of academic
motivation in school pupils of missionary schools and
private schools.

The indentification of meaningful research studies
of the motivation of individuals to achieve in school,

can be a frustrating task, if one is aware of the
current lack of both useful definitations and a
comprehensive theory of academic motivation. Attempts
at organising such a general theory have been made
by Mcclelland, Farquhar, Frymier and others, but
little research has   set out to speak specially
to questions of motivation to achieve in school.
So motivation is a concept worthy of primary consi-
deration for study and that its remifications are
implicit in such educational research.

(A) Personality Factors:-

These factors influence academic motivation.
Motivation to achieve is basically and inevitably
a personal matter. Personality and related motiva-
tional patterns are in large measure, a product of
social and cultural influences.

Kaunser (1953) found that low socio-economic
white males, had lower self-concept than others in
higher socio-economic strate, while Caliguri (1966)
found that the responses of 425 poverty level
Negroes to ppen ended questions dealing with self-
concepts had only minimal relationship to academic
concerns. Beard (1965) found that intelligence,
socio-economics status and academic achievement

differentiated dropouts from non-dropouts more
adequantely than did patterns of measured self-
concept.

Martire (1956) found that subjects with high
need achievement scores had a greater discrepancy
between ideal and actual self-concept under both
neutral and achievement motivating conditions.

Gay (1966) tried to determine the relationship
between the self-concepts of 207 Negroes, eighth
graders and their intelligence and academic achiev-
ment. The relationships among these variables were
significant for both sexes and the best prodictor
of academic achievement was found to be teacher's
estimate of 5.5. self concept. Self-concept was
apparently a greater motivational factor in achievement
than intelligence.

The self-concept studies reviewed support
directly or indirectly the contention that positive
self-concepts are related to high achievement and
vice versa.

(B) Studies of School Dropouts:-

Dropping out is perhaps the most drastic manifes-
tation of lack of school motivation.

When student has reached the point of dropping out, his accumulation of negative experiences is probably so great that only massive effort could reverse the trend. These negative experiences may in some cases have little to do with dislike of school work. In general, however, school experiences is a major factor in negative motivation leading to dropping out.

In David's study (1969) a deliberate attempt was made to inculcate feelings of worth in an experimental group of 21 ninth grade students by using field trips, discussions and extra guidance and conselling when this group was compared with a control group receiving no special treatment, it was found to have fewer dropouts and higher marks.

Lichter (1962) conducted an intensive individualized case work service for a sample of 195 intellectually capable high school students who were potential dropouts. The service resulted in improvement in personality functioning for about half of the sample , many of whom stayed in school. A higher percentage of boys than girls stayed in school and all improved in their school adaptation.

Jackson(1966) found the grades of 190 junior high school students counselled over a three year period to be consistently better than the control group. ..134..

Blocher (1967) also raised the grade point average of tenth grade, underachieving boys, with negative attitude toward school, through intensive counselling.

Dickson and Truax (1966) found significant improvement in the mean grade point average of under-achieving college freshmen who were exposed to 'high' therapeutic conditions as opposed to students who underwent normal therapy.

Ryan (1967) used reinforcement counselling to improve attitudes towards study and academic achievment with 928 students.

(C) Classroom Atmosphere and Educational Practice :-

Veroff and Schell (1967) revealed that there was some indication of two possible types of achievment motivation operating to influence children's performance appeared quite independent of each other, while achievement motivation and past performance were likely to show a relationship. These findings complicate the problem of identifying preciously those methods and teaching styles, which lead to greater motivation and better performance in the classroom.

Wache (1969) study of free recall learning with
three motivation extrinsic-motivation and mixed motiva-
tion yielded some evidence for an interfering effect
of extrinsic motivation upon learning on the other hand.

Evans (1967) found that college students with
high achievement motivation performed at high level
in a discovery learning task regardless of the incen-
tive conditions provided for them. The fact that they
were willing to spend more time on the learning task
helps to explain their superior performance. Intelli-
gence was a more significant factor in both discovery
and incidental learning than motivation to achieve.

(D) Studies of Overachievement and Underachievement:-

Engel (1964) found that certain personality
traits, peculiar to over and underachieving elementary
students, might be related partly to parental attitudi-
nal patterns.

Family factors are further reflected in studies
by McCillivray (1964) and shore and Leiman (1965).
McCillivray found that among other things, overachievers
have more dominant mothers and parents with more collge
ambition for their children, while underachievers'
families dominated by the father, showed less interest
in their children.   ...... 136 ......

(E) Parent and Feer Group Influence :-

The influences of parents and the influences of
feer groups in motivating children to achieve academic-
ally have not been clearly differentiated by researches.
Some conclude that the greater influence comes from
the family and some that it comes from peer groups.

Studies by McDonald (1962-63) and Draws and
Teaben (1957) suggest that strictness, as opposed
to either apathy or authoritarianism, is related
to high academic achievement, while a study by Teaben
(1963) reports that parents of low achievers rank
higher in domination sub-scale of the 'parental
Attitude Scale' with parent occupation, IQ and age
controlled. Drews and Teahen (1957) found that
children of high academic achievement came from
strict families where mothers were even authoritarian
in their attitudes towards rearing.

Children's educational and status aspirations
seem to be related positively to these aspirations
in their parents. Rosen (1959)   says, in effect
that children whose parents have high aspirations
for them are trained for academic achievement and
to aspire to excellence. Galper (1963) found that

current family social status was significantly related to the status aspirations of 263 males of ninth graders and that material social mobility was also related.

(F) Researches by Prymier and Others:-

Prymier (1965) conducted a number of researches in this area. He gives detailed results of various student population on JIM scales in his journal TIP (Theory into Practice). The entire issue of the journal is based on the academic motivation. Prymier gives this observation that pupils, low on JIM, are unhappy and thing oriented, they lack confidence in themselves, they resist change and new ideas, they are unduly concerned with the objects and are materialistic and they dislike school intensely. As a result, there are greater number of dropouts. He also gives the characteristics of pupils on high JIM. These pupils are gifted and have high aspirations. They possess greater amount of divergent thinking and at the same time, they feel greater improvement in the school activities.

Researches reviewed by Sectt, Bower, Jee Bayer and Eliner Scheiner (1963) indicate quite a considerable research work has been done in the area of

(a) personality factors influencing learning,
(b) school dropouts, (c) classroom atmosphere
and (d) parent influence, etc. Cohen (1964) suggests
that very high and very high low goal setting are
both related to a high degree of self-rejection.
Martire (1956) found that subjects with high need
achievement scores had a greater discrepancy between
ideal and actual self-concept under both neutral
and achievement motivating conditions.

Whitstone (1963) found that self-concept apparently
contributed to school motivation as measured by ah
achievement.

The Ar'kansans Department of Education Report
(1962) suggests that most reasons for quitting school
can be listed under the heading 'lack of motivation'.
Two major contributions to this lack of motivation
are poor parent attitude and lack of peers' acceptance.

(G) Researches by Desai and Others :-

Desai (1970) took JIM as one of the variables
in his research project. He tried to find out the
JIM score of the Kaira District. The highest JIM
score obtained from the schools was 119;6 and the
lowest 79.3. Dave (1973) studied the correlation
of achievement motivation. It was found from her

study that JIM is positively correlated with the
socio-economic status of pupils and the performance
of the students.

Choksi (1973) studied JIM in relations to the
variables like perception, adjustment, motivation,
socio-economic status and anxiety. JIM was found
to be positively related with the variables taken
except anxiety. The study shows positive relations
of JIM with the variables perception, SES, PACTS
(Pre- Adolescent Classroom Trusts) and performance.
It tells us that students having high JIM score have
good perception of themselves and others, better socio
economic stutus, have good classroom trust and good
performance in their scholastic achievement.

Sex differences in JIM score is also an interesting
points. The results of the studies do not give any
conclusive evidence. In Dave's study, the JIM score
of boys (88.83) are higher than girls (88.54) and in
Chokshi's study also the JIM score of boys are higher
than girls (the JIM score of boys is 93.53 and girls
is 91.90). In Prymier's study of JIM score of girls
(126.12) is higher than boys (116.69). So, in the
schools of Baroda city JIM score of boys is higher
than girls. According to the Indian conditions, the

girls are less motivated from their homes than boys,
as the families give more importance to the boys.
But, perhaps further researches on various samples
might enable the researchers to give a definite
conclusion.

Socio-economic status also plays an important
part in the pupils motivation towards school. In
Dave's study, high SES students scored higher on JIM
i.e., 91.58 than low SES 90.50 and average 87.73,
while in Choksi's study low SES scored higher on
JIM (93.17) than high (92.46) and low (92.39).
The variation in JIM score may be due to different
influences. In other workds, SES does not seem
to be interacting with JIM scores.

The mean JIM scores is shown in table below :
Table-1 : Mean JIM Scores in Various studies

Sr. No.	Dave	Choksi	Desai	Prymier
1.	90.51	82.81	79.3	116.32
2.	87.81	90.53	82.6	120.98
3.	84.78	93.17	86.5	130.28
4.	98.80	97.59	90.0	135.38
5.	86.22	98.54	119.6	142.90

There is a class in Baroda city school which has
as low as 82.81 JIM score, whereas there is also a
school with little higher (as compared to norm) JIM
score aslo. The JIM score of a particular class would
lead to a better atmosphere towards study. This vari-
ation is due to many factors which causes the variation
in JIM score. The organizational climate of the school,
classroom ethos, parental influence of the children,
socio-economic status of the pupils, may cause the
variation in JIM score. To what degree does a student's
motivational pattern very according to the kinds of
programmes and methods used in the schools ? A student's
motivational pattern may very according to the general
institutional environment in which he finds himself.
Studies have been conducted in order to assess the
influence of differing college and high school environ-
ments upon student motivation and performance. Several
studies indicate the schools pay little attention to
the psychological needs of their students.

The influence of parents and the influence of peer
groups in motivating the pupil is an important factor.
Studies by Wevy (1933), Barwick and Arbuckle(1962),
Van Zaut (1964) and Elder (1965) suggest that children
achieve higher when parents are accepting, democratic,
supportive.

(vii) Values, personality structure and curiosity.

Weiner (1966) assessed the relationships among anxiety, achievement motivation and reports about success of failures and learning tasks. He found that high SES pupils in achievement motivation performed better in easy tasks but worse on a more difficult task.

Gilliland (1968) raised the academic achievement, specifically in the area of language by counselling black high school students. Names (1963) found that children in classes with low creative, dominant teachers show significantly different scores on several creativity variables from children with high creative teachers.

Awetjan (1970) reviewed several studies observed the varying impact parents had in affecting their children's motivation. High achievers tend to come from homes in which the parents are approving, affectionate and less restrictive. Pupils who come from home of higher socio-economic status have fewer maladjustments.

Geisler (1968) found a strong correlation between self-concept and academic achievement. Two studies suggest that a large perceived discrepancy between actual self and ideal self may be a motivator, at

least with certain kinds.

Friedman (1969) studied the relationship between
the self-concept reflected in an index of self-ideal,
self-disparity and scholastic achievement and intellec-
tual ability. A trend was noted towards higher self-
ideal self-disparity scores as ability increased for
middle and high achievers and towards lower scores
for low achievers. From the studies cited one can
say that self-concept affects motivation.

3.4 PREVIOUS RESEARCHES OF ORIGIN: PAWN IDOLOGY :

There is no Indian research on class room climate,
academic motivation with their relationship to origin-
Pawn concept. The maiden attempt was made by Madan
(1980) in her M.Ed. to study the level of class room
climate and pupils, psychie world in relation to origin
pawn philosophy.

Decharms (1965) developed a question raised for
pupils to fill out which focussed exclusively on the
extent to which the teacher fostered 'origin climate'.
By an origin climate he meant one, in which pupils felt
that they were in control of what they did in the class
room. They could set their own goals, find their own
means of obtaining them feel rewarded for doing things
on their own and develop self confidence.

The application of the origin concept to
practical concerns in the class room should be
the ultimate aim of the teachers. Decharms concluded
that the major goal of the training of teachers is to
treat them as origin. To treat teachers as origin is
to help develop their motivation. The two major aspects
of teacher training are, their taking personal responsi-
bility and planning concrete action. Rather than allow
the teachers do as they wished, to treat them as
origin, they should be helped to be more responsible
and more effective in influencing students.

Major findings of Madan's (1980) are as follows.
(a) Class rooms having more origin originated more
class room trust. (b) Class rooms with more origins
had more independent pupils and had higher climate
score (c) Students expectancy was also affected by
more origins in the class and by high class room
climate. (d) The origin climate score was positively
related with Authenticity legitimacy, Productivity
and class room climate was significant at .01 level.
(e) Student's expectancy was positively related with
instrumental activity, personal responsibility, reality
perception and total origin climate was significant upto
    .01 level. (f) Student's expectancy was positive-
ly related with goal setting and self confidence and
was significant upto .05 level.

3.5 CONCLUSION :

Research findings reported so far are of the
contradictory and inconclusive. The generalization
drawn are tentative at best. The results are incon-
clusive because of several reasons such as :
(1) Variation in the criteria chosen and used in
study; (2) use of tools which are not every much
reliable and valid; (3) inadequate and heterogeneous
samples used in research; (4) effect of situational
variables on test administration; (5) variation in
the tools used for measuring the same variable;
(6) subjectivity of the examiner in scoring the
test answer sheet, etc. The review has revealed
the significance of these correlates. The review
has shown that most of the studies have been concluded
at the school level.

No Indian researches have parhaps attempted
about the concept of origin-pawn. Why are some
children origin ? Why are some children pawn ? Does
it effect the academic motivation and performance of
the pupils ? How will it create an effective class
room climate ? What are the correlation of all these
aspects ?

The most important aspect of actions by pupils is
their feelings of commitment and confidence as offered
to aimlessness and pwerlessness.

To be an origin is to have a feeling of purpose and
commitment. Origin pupils will have motivation and
there will be destinct class room climate created
for all round development of the pupils.

In the present study, all these variables are
taken as the investigator wanted to know the level of:

1. Classroom climate keeping in view its
    components.

2. Academic motivation and its various factors.

3. Origin and pawns concept and its various
    components and their relationship with
    each other.

-X-X-X-X-X-X-