CHAPTER VI

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* * * * *   REVIEW, MAJOR FINDINGS AND
            SUGGESTIONS
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6.1 Introduction

Education plays as much an important role in the pupils psychological aspect of life, and it represents the conscious effort of the society to perpetuate and preserve itself. Therefore, it is deeply tinged by the national character and outlook. The uniform system of school and college classes in all the states and union territories with common curricula and if possible, common text books are demanded. The most urgent reform needed in education is to transform it, to endeavour, to relate it to the needs and the aspirations of the people, and thereby make it a powerful instrument of social, economic, cultural transformation necessary for the national goals. The education should be so developed as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values.

Wastage and stagnation in India, where only half of the children are enrolled, and half again fail to adopt it and drop it. These are the roots of teaching learning models.

For the new education Toffler (1970) wrote :

'For education, lesson is clear, its prime objective must be to increase 'cope ability', speed and economy which an individual can adopt to continual changes. It is no longer sufficient for Johny, to understand the past. It is not enough for him to understand the present, for here and

now the environment shall soon vanish. Johny must learn
to anticipate directions and the rate of change.'

Educational reforms mainly comprise of re-organizing existing
educational structure and modernizing teaching methods with
structural changes on the socio-economic level.

6.2 Review

Thinking, feeling and experiencing towards realization of
full potentialities of a child is more important for the growth
and development of a child in school. Through his intervention,
the teacher facilitates the pupil's initiative to think, discuss
and express their views freely. What an individual says about
himself will be affected by his self-concept. How closely self-
report approximates the subject's 'real' self-concept will depend
according to Combs et al. (1963) upon the clarity of the
individual's awareness, the availability of adequate symbol for
expression, willingness to co-operate, social desirability,
individual's feeling of personal adequacy and his feeling of
freedom from threat.

Besides programme arrangements and curricula innovation
teacher plays a significant role in the pupil's growth and
development in school. What part do teachers play in the development
of the child's self ? Can teachers and school environment change
the child's self-image ? If it is so, what method of teaching and
environment produce what kinds of self-image can be generated?

The success of the individual depends how he perceives the school environment, if his perception is positive, naturally, it will lead towards better adjustment for his academic achievement. However, it is important that pupils be given good guidance and encouragement which will teach them to increase the feeling of self-confidence and self-motivation, so that the child is prepared to take up the greater responsibilities without depending on others.

The major concern of the home and school is how to motivate the child to learn, how to arouse his motivation towards school and the learning that is imparted in it. Therefore, parents at home should also pay attention to the psychological demand and proper understanding through discussion with parents, teachers in school and home environment. It is observed that some group of pupils have high motivation for the school to learn well and have the greater concern for their performance in school. But this is always not true because each child in school has different needs, interest, attitude, and aptitude which should be catered more individually now a days. Sometimes few pupils get good scores while other less. What happened to those pupils who obtained less ? 'Is it because of the psychological processes, home environment, peer group, or psychological make up of the child's growth and development which make them either positivity or negativity to any kind of school environment ? '

The problem for the present study is as follows :

'A Study of Perceptual Consonance / Dissonance and Pupils'
Motivation towards School in Relation to Performance.'

The scope of the present study is as follows :

The present study deals with the investigation of pupil's
level of self-concept, academic motivation (JIM), teacher
perception for the pupils, and academic and non-academic perfor-
mance. The study was undertaken to investigate the inter-relation-
ships between all these variables.

The other variables like different schools are also included
in order to facilitate the scores of each school.

The limitations of the present study are as follows :

The present study is confined to a sample of the pupils
studying in class X of 6 schools in Shillong.

The present investigation will be taken academic performance
in two ways : i.e.

   (i) Marks obtained by the pupils in the last annual examina-
        tion (1982), and

  (ii) Aggregate grades rated by class teacher on five point
        scale for the performance of the pupils.

Non-academic achievement is again considered to be the pupil's
participation in several co-curricular activities in school. On
the basis of the individuals participation the teacher rated the
pupil on five point scale.

The present study was undertaken with the following seven major objectives :

(i) To study the perceptual world of the pupils 'self to self' and 'self as perceived by teacher'.

(ii) To study the inter-correlationship of the components of the major variables such as pupil's self-concept, teacher perception for the pupils, Junior Index of Motivation (JIM), 'Who am I'

(iii) To know the pupils academic and non-academic performance as perceived by the teachers.

(iv) To find out the pupil's academic motivation towards school i.e. High and Low, positive and negative.

(v) To study the pupils academic motivation towards school in relation to their performance.

(vi) To find out the pupils perceptual consonance and dissonance with regard to their own self and teachers perception for the pupils.

(vii) To know the difference in pupil's perceptual consonance/ dissonance according to schools.

Keeping in view the objectives of the investigation, after careful study the following tools were selected :

1. 'Who am I' or (Self-Perception Inquiry S.P.I.) was selected to measure the inner depth of the pupil's self.

2. The Self-concept as Learner Scale was selected to measure how pupil's perceives themselves.

3. Teacher's perception for the pupils was converted by the investigator from Self-concept as Learner Scale to measure how teacher perceive the pupils.

4. Junior Index Motivation (JIM) was selected to measure
    pupil's motivation towards school.

5. To measure pupil's academic and non-academic performance,
    a rating sheet was prepared.

The present study is en confined to a sample of the pupils
studying in class X, of 6 schools of Shillong. Of which two are
co-educational, two boys' and two girls' schools. The samples
consisted of 200 pupils of which 86 were boys and 114 were girls.

For data collection, a time schedule was prepared. The
principals and heads of the schools were intimated personally
by the investigator. The head of the institutions and assistants'
co-operation was solicited in this educational endeavour. There-
fore, tools were administered over the sample selected for the
study.

First of all the tools were assessed and a master chart
was prepared, showing numerical value for each variable, against
each pupil. Special programmes were prepared for the data
processing at the Maharaja Sayajirao University Computer Centre,
Baroda.

The means, SDs, SE means, the correlation and Regression
analysis were found out.

Based on the above analytical results, the investigator
thought that the indepth study of 4 category of pupils i.e.
High motivation / High performance : Low motivation / Low
performance; High motivation / Low performance and Low motivation /

Low Performance, would answer the questions posed in the first chapter such as, what happens to those pupils obtained less marks ? As an educator, how do we help them to grow as an individual to become a useful member of the society and nation at large ?

6.3 Major Findings

6.3.1 Pupil's Self-Concept and Teacher's Perception for Pupils :

1. It was found that the mean of pupil's self-concept on the component of motivation positive was higher than the mean score of teacher's perception for the pupils i.e. (M = 28.89), (M = 26.85).

2. The mean score of the component of motivation negative perceived by the pupils about themselves was slightly better than what the teachers perceived the pupils i.e. (M = 17.29), (M = 16.08).

3. The pupil's self-concept have shown higher mean score than the teacher's perception for the pupils on the component of task orientation positive i.e. (M = 20.83), (M = 18.66).

4. Regarding the component of task orientation negative it was found that the teacher perceived the pupil's more negatively as it has shown on the mean score i.e. (M = 22.00), (M = 26.44).

5. It was found that pupil's self-concept mean score was similar to the teacher perception for the pupils on the component of problem solving positive i.e. (M = 24.54), (M = 24.52).

6. The mean score of the component of problem solving negative of pupil's self-concept was found lesser than the teacher's perception for the pupils i.e. (M = 16.93), (M = 18.45).

7. The mean scores of the pupil's self-concept on the component of class membership positive have shown lesser scores than the teacher's perception for the pupil's on the same component i.e. (M = 25.28), (M = 28.03).

8. It was found that mean score of pupil's self-concept on the component of class membership negative was also lesser than teacher perception for the pupils on the same component. (M = 15.28), (M = 18.16).

6.3.2 Components of Academic Motivation JIM :

9. The mean score of the component of belongingness (JIM) was found higher than alienation i.e. (M = 9.16),(M = 6.46).

10. The component of positive attitude toward school (JIM) was found higher on mean score than negative attitude toward school i.e. (M = 8.97), (M = 7.15).

11. The mean score of the component of personal control (JIM) shown similar score to the component of fatalism i.e. (M = 7.09). (M = 6.89).

12. It was found that the mean score of the component of optimism (JIM) was higher than the component of pessimism. Eventhough both the means were very less i.e. (M = 5.31), (M = 2.49).

13. The component of flexibility (JIM) shown higher mean score than 'dogmatism i.e. (M = 8.00), (M = 4.57).

14. The mean score of idealism (JIM) was similar to the component of pragamatism i.e. (M = 6.46), (M = 6.03).

6.3.3 <u>Major Variables</u> :

15. It was found that the total mean score of pupil's 'real-self' positive was higher than the pupil's 'real-self' negative. (i.e. (M = 99.47), (M = 71.04).

16. The total mean score of the teacher's perception for the pupils positive has shown higher score than the negative mean score i.e. (M = 102.1), (M = 81.87).

17. The mean score of total academic motivation (JIM) positive was higher than negative i.e. (M = 43.82), (M = 32.51).

18. The total mean score of JIM was (M = 87.47), which was on the average and the total mean score of 'Who am I' (M = 6.71).

19. The total score of academic performance was lesser than non-academic performance i.e. (M = 2.38), (M = 3.11).

6.3.4 <u>Components of Pupil's Self-Concept</u> :

20. Negative significant relationship (r = -0.164) was found between the component of motivation positive and motivation negative of the pupil's self-concept at .05 level.

21. Negative significant relationship (r = -0.190) was found between the component of task orientation positive and task orientation negative of the pupils' self-concept at .01 level.

22. Significant relationship (r = 0.159) was found between the components task orientation negative and problem solving positive of pupil's self-concept at .05 level.

23. Highly negative significant relationship (r = -0.366) was found between the component of problem solving positive and problem solving negative of the pupil's self-concept at .01 level.

24. Highly significant relationship ($r = 0.526$) was found between problem solving negative and class membership positive of pupil's self-concept at .01 level.

25. No significant relationship ($r = 0.124$) was found between the component of class membership positive and class membership negative of pupil's self-concept.

26. Significant relationship ($r = 0.263$) was found between the component of class membership negative and total score of self-concept positive at .01 level.

6.3.5 Components of Teacher Perception for Pupils :

27. High negative significant relationship ($r = -0.404$) was found between the component teacher motivation positive and negative of teacher perception for the pupils at .01 level.

28. Negative significant relationship ($r = -0.199$) was found between the component of task orientation positive and task orientation negative of the teacher perception for the pupils at .01 level.

29. Highly negative significant relationship ($r = -0.995$) was found between the component of task orientation negative and problem-solving positive of the teacher perception for the pupils at .01 level.

30. Highly significant relationship ($r = 0.721$) was found between the component of problem solving positive and problem solving negative of the teacher perception for the pupils at .01 level.

31. Significant relationship ($r = 0.242$) was found between the component of problem negative and class membership positive of teacher perception for the pupils at .01 level.

32. Highly significant relationship ($r = 0.698$) was
found between class membership positive and class
membership negative of the teachers perception for
the pupils at .01 level.

33. Highly significant relationship ($r = 0.942$) was
found between the component of class membership
negative and total scores of teacher perception for
pupil positive of the teacher perception for pupils
at .01 level.

34. Highly significant relationship ($r = 0.919$) was
found between the total score of teacher perception
for pupil positive and negative of the teacher percep-
tion for pupils at .01 level.

4.3.6   Components of JIM :

35. Negative significant relationship ($r = -0.277$) was
found between the component of belongingness and
alienation of JIM at .01 level.

36. Significant relationship ($r = 0.267$) was found
between the component of alienation and positive
attitude towards school of JIM at .01 level.

37. High negative significant relationship ($r = -0.528$)
was found between the component of positive attitude
towards school and negative attitude towards school
of JIM at .01 level.

38. Highly significant relationship ($r = 0.679$) was
found between the component of positive attitude
towards school and personal control of JIM at .01 level.

39. High significant relationship ($r = 0.485$) was found
between the component of negative attitude towards
school and fatalism of JIM at .01 level.

40. Highly significant relationship (r = 0.633) was found between the component of personal control and optimism of JIM at .01 level.

41. High negative significant relationship (r = -0.414) was found between the component of optimism and pessimism of JIM at .01 level.

42. Highly significant relationship (r = 0.555) was found between the component of flexibility and dogmatism of JIM at .01 level.

43. Significant relationship (r = 0.392) was found between the component of dogmatism and idealism of JIM at .01 level.

44. High significant relationship (r = 0.377)was found between the component of idealism and pragmatism of JIM at .01 level.

6.3.7 Independent Psychic Variables :

45. Significant relationship (r = 0.152) was found between pupil's self-concept positive and negative at .05 level.

46. Negative significant relationship (r = -0.140) was found between pupil's self-concept negative and 'Who am I' at .05 level.

47. No significant relationship (r = -0.102) was found between 'Who am I' and teacher's perception for pupil's positive.

48. Significant relationship (r = 0.235) was found between teacher perception for pupil positive and negative at .01 level.

49. Highly significant relationship (r = 0.843) was found between the score of JIM positive and negative at .01 level.

50. Significant relationship (r = 0.277) was found between the component of JIM negative and total of JIM at .01 level.

6.3.8. Performance of the Pupils :

51. Significant relationship (r = 0.666), (r = 0.779), (r = 0.263), (r = 0.263), (r = 682) and (r = 0.170) was found between the actual performance of the pupils and the total score of pupil's self-concept positive, 'Who am I', teacher perception for pupil positive, teacher perception for pupils negative and the component of total score of JIM negative at .05 and .01 level.

52. Negative significant relationship (r = -0.222), (r = -0.709) was found between actual performance of the pupils and total score of pupil's self-concept negative and total of JIM at .01 level.

6.3.9. Performance of the Pupils Evaluated by the Teacher :

53. Significant relationship (r = 0.306), (r = 0.961), (r = 0.361) was found between the pupils academic performance evaluated by the teacher and 'Who am I', teacher perception for pupils positive and total score of JIM negative at .01 level.

54. High negative significant relationship (r = -0.592), (r = -0.568) was found between the academic performance of the pupil evaluated by the teacher and pupil's self-concept positive and total scores of JIM at .01 level.

6.3.10. Non-Academic Performance of the Pupil Evaluated by the Teacher :

55. High significant relationship (r = 0.898), (r = 0.705), (r = 0.615), (r = 0.496) was found between non-academic

performance of the pupils evaluated by the teacher and pupils self-concept negative, teacher perception for pupils positive, teacher perception for pupils negative and total of JIM at .01 level.

56. Negative significant relationship ($r = -0.570$),($r = -0.454$), ($r = -0.376$) was found between non-academic performance of the pupils evaluated by the teacher and pupil's self-concept positive, 'Who am I' and total negative of JIM at .01 level.

6.3.11 School-wise :

57. It was found that mean score of pupil's self-concept positive was the highestfrom amongst the variables of School - 1. (Co-education) i.e. ($M = 100.13$), followed by teachers perception for pupil i.e. ($M = 96.34$).

58. The total score of JIM shown an average mean score i.e. ($M = 85.16$), whereas the mean score of actual academic performance of the pupil was below the average i.e. ($M = 43.22$)

59. School - 2 (Boys' school) shown mean score of the pupil's self-concept positive was higher from amongst the variables under study i.e. ($M = 99.73$).

60. The mean score of JIM was found i.e. ($M = 92.96$), which was above the average.

61. The actual performance of the pupils also was above the average i.e. ($M = 53.13$).

62. It was found that mean score of teacher's perception for the pupil was the highest mean score from amongst the variables of school - 3 (Girls' school) i.e. ($M = 118.82$).

63. Mean score of pupil's self-concept positive was ($M = 97.84$).

64. The mean score of JIM was above the average i.e. ($M = 94.03$) whereas, the actual academic performance of the pupil was below the average i.e. ($M = 47.13$).

65. It was found that the mean score of the teacher perception for the pupils was the highest from amongst the variables of School - 4 (Co-education) i.e. (M = 116.29).

66. The mean score of pupil's self-concept positive was (M = 99.38).

67. The total mean score of JIM $\acute{w}$ and pupil's actual performance were on the average i.e. (M = 76.32),(M = 46.59),

68. It was foundt that mean score of pupil's self-concept has shown the highest score from amongst the variables of School - 5 (Boys' school) i.e. (M = 100.97).

69. The mean score of teacher perception for the pupils was (M = 92.93). The total score of JIM was (M = 84.43).

70. The actual academic performance mean score of the pupils shows (M = 49.23).

71. It has shown that mean score of teacher perception for the pupils was the highest from amongst the variables of School - 6 (Girls' school) i.e. (M = 108.38) followed by mean score of pupils self-concept i.e. (M = 98.08).

72. The mean score of JIM was above the average i.e. (M=96.08). The actual performance of the pupils was below the average i.e. (M = 43.62).

73. The inner psychic component of the mind process does help the pupils for the task performance, in many ways either on positive - negative dimension of the mind processes. It was found that pupils have more negativity towards schools, classroom work situation even for their ownself. It was interesting to note that the finding of the pupils academic performance was dependent on their own willingness to learn well.

Case Studies

6.3.12. Group I :

It is seen here in group I, i.e. A, B, C and D who falls under the category of high motivation, high performance comes from the well to do family and found that the emotional atmosphere of their home is to their liking. They have a clearer perception of their future, a greater awareness of their personal abilities, coupled with a non-deluding picture of personal limitations and a keener sense of initiative to reach the goal. They have showed quite a high level of expectation with regards to their performance in the examination. They also showed their liking for a number of values upheld in the community.

It was found that their performance scores ranged from 60 - 72 percent and ambition score 71.3 to 85.5 percent which is very high. They are positive of themselves as shown on their self-concept scores which ranged from 66.9 to 84.6 percent, but it was found that teacher perceived them better i.e. 67.7 to 91.5 percent.

All the above students are academically motivated towards school as motivation scores showed above the average i.e. 61 to 70 percent.

6.3.13 Group II :

In case of E, F, G and H (group II) belongs to the category of low motivation / high performance almost comes from the family

experiencing hardships, and found that the emotional atmosphere of home and school is not to their liking. Eventhough they are less motivated towards school, still they have a keener sense of initiative to reach the goal as it revealed a high level of expectation with regard to performance in the examination. They showed their liking for any number of values upheld in their community. They come up with a desire to serve the community by devoting themselves to social upliftment.

It was found that their self-concept scores as well as teacher perception toward this group II is very high, the scores ranged from 78.5 to 83.8 and 64.4 to 99.2 percent.

The performance scores ranged from 60 - 70 percent and showed that they are ambitious as the scores indicates 50 to 71.3 percent. Academic motivation scores showed 39 to 43 percent which was found below the average.

6.3.14. Group III :

It was found that I, J, K and L who falls under the category of high motivation / low performance scores from poor family, where their parents are not that well educated. They are below the average pupils. They have an awareness of the capabilities and incapabilities. They perceived the need for help for better competence in specific subjects like Mathematics and Science. Provision of books, scope for discussion, sound teaching were

thought to be of help by few of them. They observed with appreciation the help and co-operation on the part of the members of the society.

They perceived themselves more on the positive side as it revealed on the scores which ranged from 68.5 to 84.6 percent, whereas teacher's perception for them varies i.e. 56.9 to 97.6 perčent. They are quite an ambitious pupils, the scores ranged from 57.1 to 85.5 percent. Eventhough, their academic performance scores are very less i.e. 36 - 47 percent but that does not hinder them to try to do good task and, try for the better in school. Their motivation scores ranged from 60 - 65 percent.

6.3.15. Group IV :

It is seen in the case of M, N, O and P belongs to the category of low motivation / low performance comes mainly from the poor family where their parents lacked education. They found an absence of good environment at home. It seemed to them that home is too a big section and academically unsuitable. They thought themselves in vague, undefined manner and felt overwhelmed by problem facing by them. They show their likes and dislikes for different aspects of community to a much lesser ext&nt than the three groups mentioned above.

They have a high perception for themselves i.e. 72.3 to 84.6 percent, but teachers perceived them less i.e. 56.1 to 74.3.

They are less ambitious i.e. 35.5 - 42.6 percent.

It was found that academic motivation scores and performance scores are very less which ranged from 34 to 37 percent and 35 to 48 percent respectively.

6.4 Observations

6.4.1 Self-Concept and Teacher's Perception for Pupils :

The studies on the pupils of high schools - Shillong have been found positive on self-concept, with major aim for them in school is to learn well. These areas are rightly conceived in their mind. It is true that positive concept for 'self' would help pupil to do better task in classroom. But it is observed that pupils are less task-oriented and like less problem solutions in class-room situations. If the pupils go parallel with their positive self, task orientedness and identify them more as the member of the class, the, it will help them to perform better.

6.4.2 Components of JIM :

At this age of socialization the pupils have a sense of belongingness and acceptance. It is also further supported by the score of the components of JIM that, pupils' belongingness is higher than alienation for the school. They have no clear perception for life or any problem solving situation, that is why they are flexible and permistic. This is due to the fact that they are still under the control of their parents. They have not experienced anything in life.

6.4.3 Major Variables :

It has been observed that pupils perceive themselves high
and the teacher perceived them much higher than they really self.
But comparatively poor in academic performance. This is a
surprising finding. It may be because of teacher behaviour in the
class could be one of the plausible reason.

6.4.4 School-wise :

It has been found that in all the six schools of Shillong
(Co-educational, Boys' and Girls' School) pupils perceive more
for themselves in school No. 1, 2 and 5 while the teachers of
school No. 3, 4 and 6 perceive them higher than the pupils real
self. While, academic motivation score of school No.2, 3 and 6
scored higher, of which two are girls' school and one is boys'
school. The results do not predict the same thing on the academic
performance of these pupils. It was revealed that two boys'
school perform better than girls' school. It seemed that boys
are more task oriented than girls or the co-educational schools.

6.4.5 Case Studies :

The case studies presents a concrete picture of the four
types of the group of pupils under study. It was found that the
first group (high motivation / high performance) comes from the
favourable atmosphere of their home, the pupils are aware of their
personal abilities and also showed their liking for a number of
values upheld the community. The second group i.e. (low

motivation / high performance) are found that their emotional
atmosphere of home and school is not to their liking. They could
sense the difficulties of their family, but they have the sense
to initiate to reach toward goal. The third group i.e. (high
motivation / low performance) are those pupils who are not
blessed with an educated parents. They perceive more on the
positive aspect pf learning but still cannot perform well by
themselves. This group of pupils needs proper guidance from the
school. The last group (low motivation / low performance) are
those pupils who found absence of good environment at home and
are overwhelmed by the problem they are facing for study.

6.4.6 Regression Analysis :

The regression analysis gives the picture that the inner
psychic components of the pupil's mind process does not help the
pupils for their task in any way whether they are either positive
or negative. As it is shown in the analysis that pupils'
performance was dependent on their own willingness to learn - the
development of positive 'Self'. Therefore, the pupils should be
taken care by the parents and teachers at home and in school.

6.5 Educational Implications and Suggestions

The present study has certain educational implications and
suggestions, not only for improving pupil growth, motivation and
improve academic excellence, but also psychological factors
which go to develop pupil growth and develop a clear perception

of their own-self. The stress today in running the school is
not merely academic but the full development of the individual
pupils in terms of his latent potentialities. The emphasis today
is not merely on subject matter, but beyond classes, need to be
more challenging and creative tasks are to be provided to the
pupils.

Thus, educational implications and suggestions have been
categorized into three major headings that is (i) Schools
and Teachers (ii) Family and (iii) Vocational Guidance.

6.5.1 Schools and Teachers :

The classroom teaching has been the subject matter of
controversy and lot of criticism. A number of methods have
been made in vogue, a large number of experiments have been
made, and procedure involved in all the direction of bringing
about desirable changes in the pupils. The pupil is expected
to learn to live in a new environment and to compete for the
rewards of obedience and scholarship. The prevention of negative
self-concept is a vital first step in teaching. The ways the
teacher become a significant in pupils' lives are : (1) What
teacher believes and (2) What teacher does ?

Teacher needs to have positive and realistic attitudes
about himself and his abilities before he is able to reach out
to be liked and respected by others. When teachers have
essentially favourable attitudes towards themselves, they are in

a much better position to build positive and realistic self-concepts in the pupils.

Teachers, in their capacity of significant others, need to view pupils in essentially positive way and hold favourable expectations. When the teachers believed that his pupils are achieve, the pupils appear to be more successful; when the teachers believe that the pupils cannot achieve, then it influences their performance negatively.

What the teacher does in the classroom, for the behaviour he displays and the experiences he provides, as perceived by pupils have a strong impact in themselves. Therefore, teachers should convey his beliefs in an anthentic and meaningful way. Teacher should consider self-concept as a vital and important aspect of learning and development which the school, through its educational process, should seek to promote and foster in every pupil.

The factors in creating classroom atmosphere conducive to developing favourable self-images in pupils are challenge, freedom, respect, warmth, control and success.

High academic expectations and a high degree of challenge on the part of teachers have a positive and beneficial effect on pupils. A goodway to create challenge is to wait until the chances of success are good, and they say : 'This is hard work, but I think you can do it'. An important part of challenge is relevance. If the required learning is relevant to the pupil's world of experience and has some personal meaning to him, then he is likely to work

hard - if he feels free to try.

Pupils will learn when the teacher provided the material appears to be relevant to the life and provided they have the freedom to explore and to discover its meaning for themselves.

Teacher must have an extra effort to communicate a feeling of trust, positive regards, respect and a sense of belonging to each other. The pupil says - 'He is my teacher' and the teacher says - 'These are my pupils'.

Classroom control seems to be in the leadership qualities of the teacher when he is prepared for class, keep on top of the work and avoids the appearance of confusion, explains why something must be done and strive for consistency, politeness, and firmness, then classroom control is likely to be maintained. Poor control procedure would include punishing the entire class for the transgressions of a few, using corporal punishment, or using school work as punishment. Teachers should try to avoid these procedures.

Pupil's performance improved significantly when teachers wrote encouraging comments on their written work. Teacher must show pupils that they have mastered even the smallest step, rather vaguely saying 'that's nice', about everything.

These meant to say teacher is the backlog of challenge, freedom, respect, warmth, control and success develops positive self - images in pupils and encourage academic achievement.

Warmth and concern for pupils pay rich dividend.
Gogan (1968) reported that pupils with warmth and considerate
teachers produced unusual amount of poetry and art. Christensen
(1968) found the warmth of teachers, significantly related to
their pupils vocabulary and achievement in Arithmetic. Reed (1962)
concluded that teachers characterised as considerate, understanding,
friendly, and with a tolerance for some release of emotional
feelings by pupils, had a favourable influence on their students'
interest in science. When selecting candidates for teacher
education there should be proper assessment of personality
dimensions mentioned here and those candidates who possess right
type of attitudes and needed personality characteristic alone may
be given admission into teacher education course.

Researches of Flander, Buch, Desai and others have brought
in the fore, how the personality is affected by the behaviour of
the teachers in the day- today's life in the classroom studies
in India in general reveals that the average Indian teacher
presents a poor picture of himself to the pupils. Meghalaya in
particular, though the teacher receives respect and keeping their
image as teacher, still there is a need to improve in this
direction. More training is required, only 32.9 percent are
trained teachers in the state. (Meghalaya Education Commission,
1977). Procedures for forming the classes should be revised and
they need to be reconstructed to the requirement psychological,
pedagogical and methodological.

6.5.2 <u>To the Parents in Families</u> :

Psychologists, educators and sociologists all agree that the family is the most significant single influence on the development of the child. The family is the major environmental influence and remains through out life, the most pervasive of all influences. It is in the family that the child learns the basic norms of the society, he either learns to trust people, or to be fearful and uncertain of others. It is within the family that he imbibes the sentiment of loyalty to the group. Thus, through relationships with mother, brother and sister etc. the child learns the affective aspects of life.

It is true in many ways the family has a much more crucial place in the child's life. It is in the family that the child first struggles with developing feeling of adequacy. It is here that he is put to the test to show what he has produced or achieved.

The family sets the stage for the development of many important personality characteristics, providing experiences both within and outside home. The parents serve as the first socializing agents.

The home has two major influences on child behaviour. One is educational influence, in which skills and competencies, as well as values and ideas, are transmitted. The other influence lies in the emotional climate of the home, from which a child learns how to value and how to feel about himself and others.

The family, through parents, serves the child and society best when it provides and atmosphere of acceptance, when the child receives love and encouragement. The child should have an opportunity to take up responsibilities and make choices at an early stage in life. He should also be permitted to experience the natural consequences of inappropriate choices, and to profit from his mistake. This indicates that there should be minimal interference from adults. If the child is less dependent upon adults and able to experience the consequences of his behaviour, he is better able to cope with the realities of living.

Parental attitudes toward child's growing independence and their reactions of his curiosity and explorations may strongly influence the development and the drives for autonomy, independence, mastery, competence and achievement.

Parents who severely restrict their child's freedom of movement may suppress his tendencies to explore and to investigate and thus, prevent the development of motivation for autonomy and independence.

On the other hand, parental stimulation and encouragement of the child's independent achievements, exploration and attempts at mastery may affect his later behaviour in positive way. For example, a child whose parents encourage early independence and achievement tend to be more interested than others, participating in challenging and creative activities. They reach school age, they are more highly motivated for achievement

and their grades are better than those children who were not
rewarded for early strivings for independence.

Apparently, strong motivation to learn and to perform well
in school is fostered by parental encouragement of competence
and exploration early in life. Moreover, motivation for achieve-
ment appears to be a stable aspect of personality. If it develops
early, it is likely to be maintained over a long span of years.

Therefore, it is the duty of the parents to understand
their child, and give proper guidance according to the need and
situations. The child of eighteenthis different from the child of
the twentieth century.

6.5.3 Need for Vocational Guidance in Schools :

India is passing through the educational and technological
revolution. Knowledge of the self alone is not enough. Informa-
tion about the world of work or occupations is equally important
because at this stage there are many drop-outs. The work patterns
are growing more and more complex everyday and is not possible
either for the parent or for the pupil himself to be fully
acquainted with it without some systematic help from an outside
agency. The help must come, if the child is to plan his future
intelligently.

The information should not be restricted to a few details
about specific jobs, like the characteristics of the job, the
requirement for entry period of training, emoluments, conditions

of work, future prospects etc., but it should also include the
total employment situations in the country today and job trends.
A knowledge of the employment situation in the country before
leaving the school will be of great help in making suitable
adjustment, with regard to their present and future plans,
and making due preparation to implement them.

In schools the pupils should be helped to weigh and
evaluate personal assets and liabilities in relation to the
opportunities and requirements of occupations that interest him
and to make plans that are based on resulting decision. Most of
the jobs today are such as would need the person entering them
to undergo a period of training. Thus, information about training
facilities has to be provided sufficiently ahead of time. Entering
occupational life advantageously, getting off a good start is
quite as important as schooling and preparing job a suitable
occupation.

Why is there a serious need to help pupils whether, to go
to college or not ? A variety of reasons prompt the school
learners to go to college; chief among them are (1) parents
desire based upon the prestige of a B.A. degree, (2) pupils
own notions about the market value of a B.A. or B.Sc. degree, and
(3) lack of information about suitable avenues for employment
open after two plus school stage. There is a majority of students
who can't pull on with their studies at college level, they
indulge in anti-social activities and cause indiscipline. It is

also the wastage of national resources in terms of men and material. They are also responsible for lowering down the standard of education in the country. The dissemination of occupation information towards the end of secondary stage will go a long way in helping pupils to make more realistic plans for themselves.(

The pupils should be fully acquainted with occupational and educational opportunities in the community as well as, to develop tentative educational, and occupational plans based on their thorough self study. They should be given specific technique to aid in meeting immediate needs, confronting school leavers, such as obtaining employment, continuing and educational programme or establishing home for girls.

Youth at this stage should be offered every opportunity for vocational exploration through study, observation and actual work experience. Obviously vocational guidance, planning and training should begin in earnest at +2 stage. For those pupils who will drop out from the +2 stage or from the completion of +2 level, as much vocational guidance about occupations and training as possible should be provided for those pupils occupations, informations may prove of inestimable value in proving worth-while and meaningful experiences.

In fine, it becomes very much necessary for the career masters / counsellors to adhere to the functions of occupational information in life and spirit at the various levels to help the

the students in deciding intelligent by - their place in the world of work.

6.6. Suggestions for Further Research

The Researcher suggests the following researches to be undertaken to further the progress of this area in integrating many educational variables.

1. The input curriculum may be prepared to minimize the negative self-concept for pupils learning towards task and class orientation.

2. Child - rearing practices of various families in Meghalaya may be undertaken to study the home environment.

3. A study of the preparation climatograph of the schools in Meghalaya may be studied on small scale project.

4. Teacher behaviour, teaching approach under problem solutions may be studied under experimental studies.

5. To study the relationship of peer group influence and pupils liking for studying various subjects in schools may be studied.

6.7 Conclusion

The propositions of this study are the ways in which pupils view themselves and their abilities. The level of self-control, their academic motivation, the performance and how they think and feel about the classroom atmosphere and the way they view their environment and the world. The methodology employed and the results that followed brought out some of the relevant findings of this study. This is by no means an exhaustive or conclusive

study. Many more investigations, explorations and experimentations are needed in this direction.

> 'Just as the small size of Athens did not prevent
> that city state from becoming the school of Hellas,
> there is no reason why Meghalaya should not become a
> significant educational centre in the whole country.'

(Meghalaya Education Commission, 1977).