

CHAPTER I

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1.1 Introduction

Education plays as much an important role in the pupil's psychological aspect of life, as it does in the cognitive aspect. Therefore, to bring about a harmonious growth in pupils, it is important to pay attention to all his aspects of life. In the words of Woods (1968), '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'. In the blooming of all the potentialities of the pupil the teacher plays a very significant role. Through his intervention, the teacher facilitates, the pupils' initiative to think, discuss and express their views freely.

Teacher plays a significant role in the pupil's growth and development in the school. Therefore, the success of the individual depends how he perceives the school environment, if his perception is positive, naturally it will lead towards better attainment for his academic achievement. However, it is important that pupils be given good guidance and encouragement which will lead 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. Healthy interaction with teacher attracts the pupils toward the school environment.

However, motivation is manifested in many ways, the most apparent being pupils' academic motivation. Several pupils have a strong positive feeling i.e. consonant with school and they like the teacher and like to learn in school. Attracted towards ideas, they seek new experiences and enjoy the chance to work hard to improve, the rest of the pupils do not show these feelings. Some have negative feelings i.e. dissonant with the school, dislike the teachers and do not like books. This happens when the pupils have a negative perception.

In all, the pupils' achievement in the school depends upon the clarity of their perception and their motivation towards school.

1.2 Significance of the Present Study

India has entered the era of advancement of science and technology. In most of the rural-urban schools the technical gadgets have been used in the school programmes. These scientific changes affect the changing life of the people and mostly reflect the changing educational processes. This advancement makes the process of education fast and time consuming. The outcome of educational processes is affected by these changes.

Secondly, the present day classrooms are over crowded and the teacher-pupil ratio in the classroom has been increased to a greater extent that the teacher cannot pay maximum attention to the needs of a particular child. The need of the day is that each child's overt and covert behaviour must be paid equal attention along with the teaching-learning process in the classroom and educational programmes of school in general.

Thirdly, it is expected of the parents that they should pay attention to the psychological needs of their children. There is a need to preach and to focus on each child's psychological demand and proper understanding, through discussion with parents, ^{and} teachers in school. The home environment also plays an important role. It has been observed that ^a particular group of pupils have higher motivation for the school and greater concern for their performance in school. But this is not always true because each child in school has different needs, interests, attitude and aptitude which should be catered more individually now-a-days. In general, the individual performance in Indian classrooms is more than average. Sometimes, few pupils get good scores while others get less. What happens to the rest of pupils who score less in their performance ? This is the problem to study in-depth posing a question that 'Is it because of the psychological processes, home environment peer group, psychological make up

of each child's growth and development make him either positively or negatively to any kind of environment ?'

It is also true that, the destiny of a child is being reared and shaped by the parents at home and the teacher in school. India needs healthy and positive citizens for today and tomorrow. The role of the teacher and parents is to provide maximum opportunities to a child to grow his potentials and talents to become a leader for tomorrow. The pupils who are well motivated and can perform well, come up very fast in any given situation. Do we think of those children who have low motivation and low performance ? As an educator, how do we help them to grow as an individual or become a useful member of the society and the nation at large ? Many school programmes provide an opportunity to manifest their energy, but somewhere their psychic energy is wasted and as human-beings, their needs may not cater well. As educators, how do we help those pupils who are helpless and who need special care and attention ?

1.3 Educational System in India Today

The educational system of India more than anything else mirrors the national genius and character. Education represents the conscious efforts of society to perpetuate and preserve itself, and is, therefore, deeply tinged by the national character and outlook. It is also shaped and moulded by many

factors. The systems of national education may differ sharply from one another in character and content. The demand is a uniform system of schools and colleges in all the states and union territories, with a common curricula and, if possible, common text books. It is obvious, however, that such colourless uniformity is neither desirable nor is in keeping with the Indian tradition which emphasizes, not only uniformity, but 'unity in diversity'. Moreover, the different states of India have a large population that each of them can be a viable unit for an independent educational experiment. Progress ultimately lies in trying out different ideas and it would, therefore, be in the larger interests of the country to permit the states to tryout different experiments suited to their local conditions and requirements. Such a diversified system has also a large built-in safety factor because the failure of any singly experiment will not do much harm, whereas the failure of a uniform experiment adopted on a nation-wide basis can be a catastrophe of the highest magnitude. The national system of education may be, therefore, certain: it cannot mean the adoption of a regimented or uniform pattern of education in all the states and union territories. On the other hand, it will imply a system which has a common underlying unity of purposes, beliefs and values while permitting, at the sametime, a good deal of latitude to the different units of the union to try-out local experiments suited to their needs and conditions.

A national system of education for India has a very high qualitative connotation and means either 'a system of education which will help the country to attain its national goal' or 'a system of education which will help the country to make, the best response possible to the challenges that are facing it at present' or both :

Modern India's education requirements have been succinctly stated by the Education Commission of 1964-66. India, today, is confronted by a tremendous population explosion. Nearly half of India's 500 millions population is below the age of 18. The total student population today (1971) is estimated at over 70 million. The number of existing educational institutions is more than 500,000 and the strength of teaching personnel available is about two million. The distribution of schools in Meghalaya is 3678 and teaching personnel 7,277, including males and females, trained and untrained (Meghalaya Education Commission Report, 1977).

The urgent and the most important reform needed in education is to endeavour, to relate it to the needs and the aspirations of the people, and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. 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.

1.4 Wastage and Stagnation

A lot has been written about wastage and stagnation in education. Instead of looking it in a global way, it will be necessary to look at wastage and stagnation in schools level.

Wastage shall mean all those students who joined school or college in the first year class but for some reason or the other could not or did not pursue school or college education to obtain the certificate or degree course. Falling standard or turned off students also have the roots in teaching learning models. In a country like India, where only one half of children is enrolled, the other half again fails to adopt to it and becomes discouraged at the initial stages and drop out. To a large extent, failure is responsible for it. As Indian High School Board Examinations reveal 50 percent failure is a normal phenomenon according to Deshmukh and Kamat (1960a), (1960b), (1960c), Chitkara (1960) and Mukherjee (1964). Obviously 50 percent has been accepted as the normal failure rate. Furthermore, the results of High School Leaving Certificate in Meghalaya reveals 39.64% (1983) and 36.21% (1984), that is the wastage is 60.36% and 63.79% respectively. (Meghalaya Board of School Education 1983, 1984),

The students find that academic life offers little interests and challenges. They prefer to stay out of classrooms. These are turned off students. They are neglected and left out of the classrooms. They do not find a proper place in the educational system and in the classrooms.

Alschuler and Tabor (1971) say :

' An older generation may complain about their kinds, wanting too much too soon. But, it is phenominically evident to those who work very closely with the young people today, they more often do not know, what is worth wanting. Future goals are not meaningful if the students do not believe in them or do not see them satisfying. The turned off students tell so. Thus, new emphasis on involvement, relevance, independent, enquiry, individualized instruction and student directed learning, all may prove frustratingly ineffective, however, if they are treated as mere modifications of the course content and gentle embellishments of teaching process and strategies.'

These are the products of the classroom teaching-learning process either of outdated curriculum or method of teaching them. Teaching still continue to be authoritarian in nature to the students, who realizing that, it is of little relevance to their real life outside the world are refusing to conform to it. The child's life is split into two worlds; one when he sits in the classroom like a dis-embodied creature and the other, in which he fulfills himself through some anti-educational activity.

1.5 The New Education

Toffler (1970) feels that today's educational reforms are attempting to refine the existent machinery for the obsolete

goals. Super-industrial age education should be future-oriented and make provisions for life-long education. He writes :

' For education, lesson is clear, its prime objective must be to increase 'cope ability' speed and economy which an individual can adopt to continual change. It is no longer sufficient for Johnny to understand the past. It is not enough for him to understand the present, for here and now the environment shall soon vanish. Johnny must learn to anticipate directions and the rate of change.'

He believes that, even today among the highly adaptive individuals, there is virtual nostalgia about the future. Children should, therefore, be taught to speculate about the expected crisis and possible future challenges. The new man conceived must be capable of understanding the global consequences of individual behaviour of conceiving priorities, and shoulder his share of responsibility involved in the destiny of human race. He must be conscious of his aspirations and strength, and must shed life fatalism himself.

Faurere et al., (1972) emphasises that stress has to be laid on the life long education and the learning society. He reported in UNESCO Commission :

'Since studies can be no longer constitute a definite whole to be given to a student before he embarks on an adult life and if all that has to be learned must be continuously re-invented and renewed, then teaching becomes education and more learning. If learning involves all of one's life in the sense of both time

span and diversity and all of society including its social and economic as well as educational resources; then we must go even further than the necessary overhaul of educational system, untill we reach a stage of learning society.'

Illich (1971, 1973) is not satisfied with the changes here and there. His discontent with the system is total. He advocates de-institutionalization of the whole system. This extreme thesis is developed from the argument that education constitutes independent variables in each society and direct factor in social contradiction. The school's position in a society and the play of forces to which it is subjected make it incapable, however, of being the instrument of true education in the service of mankind or promoting conviviality. On the contrary, it serves the purpose of alienating and dehumanizing society.

These thoughts bring us to explore the need of new education, which provides the psychological self-assurance to the man lost in the mass society; of its worth as conscious, concerned and creative human being. Therefore, educational efforts must lay a stress on a common conception of scientific humanism and systematic application of science; and in more general terms organised knowledge to practical concrete tasks enabling man not only to gain a better understanding of the objective processes taking place in the environment, but above all to enhance the effectiveness of his activities.

1.6 Educational Reforms

The implication of the scientific era is that knowledge is being continuously modified and innovations renewed. Since independence, Government of India has been trying to re-invigorate and re-construct the existing education system, in order to fulfill the socio-economic aspirations of the people. Various Education Commissions have been appointed to assess the situation and recommend changes, so as to make education a powerful tool of national re-construction. There are University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1956) and National Education Commission (1966) which have made earnest efforts in this direction. Educational reforms mainly comprise of re-organizing existing educational structures and modernizing teaching methods, with structural changes on the socio-economic level. India has adopted in her constitution a right to equalise opportunity and the government has attempted to provide universal, compulsory education, to those who have been denied learning opportunity since centuries. It is proposed to integrate education and the productive work. The report of National Education Commission (1966) commented that work experience is the hall-mark. Attempts are being made to suit education to the cherished goals of democracy. The principles pedagogy are being shaken so as to establish

constant and continuous dialogue with the educational processes, to enhance the individual's awareness of life, to guide them towards self education, or to change them from object to subjects. The aim is to make education in a free form of search, a creative activity instead of being something which is given or inculcated in the pupil. National Education Commission (1964-66) has laid stress on sciences and the advance use of technology. As a result, specialization in science has been given greater importance and state governments have come forward with more science oriented syllabi. The training courses and refresher courses have been organised as well as for the teachers.

All these changes do not seem to have brought the desired amount of change because of the basic conditions for the educational re-construction are lacking. Does the educational apparatus conceived, really satisfies the needs and aspirations of the people and the society of our time ? This is the question at the moment, so that, educational institutions become the real centres of learning and national re-construction.

The New Perspective of Educational Reforms

Indian schools have entered the computer age where there is a great need to expose our children to the nature

and use of these gadgets in order to make them capable and to cope with the present days problems and the future of technological society. Any body who grows up for the world of tomorrow must be prepared to accept the new educational reforms coming up in the field of education. (a) Educational Reform in general. (b) Educational Reforms for Classroom teaching.

Chandrasekhar (1984) has emphasised that university must provide real ground for research. He has given the accounts that the scientific research in the country was conducted only to the research institution rather than in the university. In an advance country like Europe and United States, it is the other way round. While receiving the noble prize in physics for his contribution in this field, he added that, a total concentration on research will be beneficial socially in the long run and might prove to be most productive one.

Open University to have many new courses

The Nation's first Open University will introduce several new courses of study beginning in 1984 as part of 5 year expansion programme. A committee has been set up striking the feasibility and introducing several technology courses, their reports are being advocated.

Seventh Plan Proposal for Secondary Education

The working group of the Planning Commission has proposed an outlay of Rs.18.28 crores for the secondary education. This includes Rs.300,4 crores for vocationalization of Higher Secondary Education on which greater stress is being laid. It is to be launched next year (1985). It is to be proposed to introduce one thousand schools in the seventh plan that is 14% of a total number of secondary schools in the country. More centre assistance may be given for introduction of the programme for vocationalization and for enlarging the coverage of the programme. An important component of the scheme will be the organization of the directorate of school education and the setting up of the special cell in the State Education Department to monitor the progress in the implementation of the scheme. The diversified courses such as agriculture, industries including rural and cottage industries, trade and commerce, medicine and public health, home management, arts and crafts. Secretarial training and enterprenual development are to be implemented. The school should keep in mind the regional needs and local employment of the originality, much course which have relevant to rural needs.

Ten Point Plan for Science and Technology

A Ten point strategy has been proposed to the Planning Commission to integrate Science and Technology. Efforts in the

seventh plan with socio-economic development and to ensure proper linkages between research laboratories and industries.

The approach stresses the need of definition of national goal in the major socio-economic sector and a corresponding derivation of science and technology needs, task areas or thrust, building up of infrastructure and competence. Creation of new institutions and centres of excellence in carefully identified areas and around individual scientist or group of standing merits, growing emerging excellence in science and technology activities are much emphasised. Self-reliance, popularization of science, international collaboration and maximum effort would be made to ensure that science and technology appear as an essential integral part of major socio-economic sectors like agriculture, irrigation, coal, petroleum, power, renewable resources of energy, transportation, chemical, fertilizers, engineering, industries and electronic.

INSAT 1B to be used for more education programmes

Union Education Minister has intensified its effort at increasing utilization of INSAT 1B for distance education programmes. INSAT TV facilities are partly being used in imparting education to primary school children and teachers in villages. In the interior of Orissa, Andhra, Maharashtra, from August 1984 it is likely to reach Bihar, Gujarat and U.P. Production centres are being set up in all the states to prepare

education programmes. This is being done in phase manner.

Plan programme like permanent building and training of teachers will be organized by the ministry.

Elementary education target being reached. Universalization of elementary education of child in the age group of 6-16 year will be achieved by 1990 according to the Education Minister Sheila Kaul. More than 95% of the enrolment target of 18 millions for the current plan has been achieved in 10 states and 8 union territories including Gujarat, Manipur, Meghalaya, Nagaland, Tripura, Andaman and Nicobar Island, Dadra and Nagar, Haveli, Mizoram, Lacadive and Pondichery. In another 5 states, Assam, Haryana, Himachal, Jammu and Kashmir and West Bengal more than 50% of the target has been achieved. The target for additional enrolment during the first 4 years of the Sixth plan has been fixed at 15.56 million with the target for 1983-84 being 4.7 million.

S.C.Jain, Deputy Director, General Institutional Labour Organization (1984) says that 'there is a great need to revitalize management development in the world especially priority may be given to problems to improve one's own capability, work method, performance and the effort'. He added, 'Management of education should seek to broaden its impact to cover as many economic sectors as possible, and not to be concentrated exclusively on manufacturing. Management of education should reach a much larger audiences. There is again a need in the direction of classroom

teaching simplification.' He posed the question that - 'How far does the classroom teaching contributes to improve management ? The educational field should provide the training for the teacher to become a manager in classroom.'

All these new perspective lead us to think our educational process and imparting instruction in classroom in new ways. Receiving and accepting these ideas would help the present day educator to think how to implement these ideas into new direction.

1.7 School as a Sub-System of Society

India is a wide country having multifarious cultures following the ideas of democracy, socialism and secularism. Since independence, much emphasis is being given to the school and the classroom to bridge the gap between societal demands leading a child to become a good citizen in future. This is also suggested by the Kothari Education Commission Report (1964) that, 'the future of India is being shaped in her classroom'. Therefore, in India the school as the sub-system of a large society of India has a greater responsibility to shape and mould the destiny of a child for a better citizen of India because the school is the place where transmission of social ideals and aspirations are formed to socialize a child for Indian society. That is why, the school is also called a miniature

society. The school as a sub-system in general and classroom in particular should provide a healthy and harmonious climate so that a child may form happy and healthy images of the classroom and the school which would help them to be more academically motivated, be consonant towards school environment and be productive in school performance.

The Indian society is formed of various communities, composed of various groups of people having their own cultures, traditions, values, beliefs and norms. The classroom as a sub-system of an Indian society has a challenge to bridge the demands of the nation and the society at large. The school in particular as a sub-system must plan various programmes for the development of the society and the nation through integrating different social groups, providing them various programmes, so that the school personnel, the pupils and the people develop faith in democracy, socialism and secularism.

Again, the school as a sub-system has responsibility to form the attitudes, values, norms and modes of behaviour for the national life, so that a child may be able to receive good qualities of a high national character through various academic and non-academic progress. This would help a child to develop in them the qualities like discipline, co-operation, efficiency and integrity of mind leading them towards a healthy and happy personality. The greater task of the school is to provide to the pupils a rich, pleasant and stimulating environment and

their joyful experiences in the classroom and in the school environment.

The education of a child is not stagnated with only the knowledge and richful experiences of the school but it has a vital relationship with the ideas of productive work to be helpful to society and the nation through self-services and many other programmes organized by social agencies for the development of the society. In this way, the school can fulfill a social function and can be an effective institution to bring change in changing society. Ultimately, a child unconsciously would learn to be fit into and to develop liking for social relationship and to receive behaviours of various groups of the society.

Thus, the school as a sub-system can help to develop talents in each child which can be used for social as well as national progress.

1.8 School as Child Nurturing Institution, Their Motivation Towards School and Their Performance

Home is the first foundation to mould a child's personality. The first six years of a child's life are deeply attached to home, freedom, love and affection. This period is very impressive psychologically. Some virtues of life like truthfulness and sympathy are learned by a child in the home environment.

Then, the school is the second institution to nurture the child, build up his personality, and conduct his behaviour. There should be a closer relationship between a child, the teacher and the leader in the school. The school should provide optimum environment through various teaching-learning activities in classroom, so that pupils' motivation towards school may be increased and help them towards better performance.

Orwell, in the midst of his gloomy account of the life at Crossgates, is forced to admit :

' No one can look back on his school days and say with truth that they were altogether unhappy, '

The school can play a nurturing role, understanding the desires, expectations and the demands of the pupils. The classroom should be strengthened by positive and patient understanding by the teachers and the leaders of the school. The pupils in the Indian classrooms need freedom, sympathy, love and affection from the teachers. The school has a duty to provide security for the maximum, physical and mental growth and development of the pupils.

The question arises here that, most of the schools provide maximum opportunity for the pupils' development, but, contrary to that, the performance in terms of percentage of the School Leaving Secondary and Higher Secondary Examination seems to be less than average. Hardly 10% of the pupils gets a good

performance and even less than 10% in Meghalaya (1984) that is between 60 - 70% just an average. What happens to the rest of the pupil's performance ? This leads the investigator to pose a question : how far psychologically pupils are really motivated towards school ?'

Another question is : the pupils like to come to school and love to learn in classroom, they like and respect the teacher, but how far can a pupil and his teacher have a psychological nearness i.e. consonant towards teacher, classroom and the school or dissonant with all ? For any researcher these questions would lead to find out and to search for problem as 'whether consonant or dissonant affects the pupils academic performance and academic motivation towards school.'

Therefore, ideally if the school is a nurturing institution then the pupils have a greater academic motivation toward school and better performance. As teachers - do we understand and realize these responsibilities ? How far ? The present day teacher has a greater task to understand these psychological needs of a child in the present day classrooms.

It is inferred that, much attention should be given to a child's need, his problems and his academic progress. If these demands are fulfilled then the school can play a nurturing role for developing a child personality to become a good citizen of

India and his contribution of talents towards the nation and its growth.

1.9 Studies done in the Area of Motivation Towards School and Pupils' Performance

Since 1970 various studies on academic motivation of pupils were undertaken by many researchers through various projects to see how much pupils have a desire to come to school to learn well ?

Jack Frymier in his paper on academic motivation (Theory into Practice, 1970) has explained a theoretical model along with a scale to study pupil's motivation towards school. His tool has been widely used by many researchers such as Desai (1970), Choksi (1972), Desai (1973), Darji (1975), Shelat (1975), Desai (1976), Puri (1977), Raghava (1978), Dholakia (1978), Merh (1978), Desai (1979), Aram (1980), Varnami (1982) and Christian (1983). These studies have much focussed on finding out the general mean scores of the pupils' motivation towards school. A few studies have searched for the general average mean of the six factors of JIM.

The tool has been used on the sample of school in India having population of boys, girls and mixed schools and also studying various classroom such as standard VIII to XII, secondary and higher secondary.

Most of the research findings have revealed that, the average means of the pupils motivation towards school ranged from 79.3 to 119.4. Some studies have also found out positive-negative factors of JIM either leading them towards likeness and dislike of school.

The finding of Dholakia (1978) suggests that mean scores of JIM did not find an increase through experimental work. Puri (1977) did not find any difference between the mean scores for boys and girls. Aram (1980) found that boys obtained higher mean scores than girls. Christian (1983) found that mean scores of the post-test were higher than the pre-test. While Varnami (1982) found rural schools JIM scores ranged from 112.0 to 117.0 which was an interesting finding.

The main aim of school is to provide better education. The school in the society is known from the image of a school based on performance. The learning outcome of the pupils is measured in terms of performance. In general, the learning outcome is the combination of academic as well as non-academic performance. Each school has a procedure to measure the performance in terms of either a grade or percentage. But majority of the pupils motivation towards school has been measured in terms of pupils' academic performance and non-academic performance in school.

Most of these studies narrate that pupils are motivated towards school. The question is, 'Why, then, pupils get less performance eventhough they want to learn well in school ?

1.10 Felt-gap Under Need of the Study

The present study focusses mainly on 'perceptual consonance/ dissonance and pupils' motivation towards school in relation to performance', as has been origin from thinking and analyzing the results of about various studies on the variables such as academic motivation (JIM) and pupils' performance. The question emerges that, is there any consonance / dissonance underlying in the pupils' self-concept, imageries, perception for the schools' activities and school programmes in general and the teaching-learning process in classroom in particular ? One can philosophies that, is there any process of consonance / dissonance lying in the processes of the mind ? Festinger (1957) have explained the self-concept leading towards consonant / dissonant. Comb and Snygg (1959) have explained in the theory of 'Self' making aware of the likes and dislikes. These theories say that, the images of the self and ideas are perceived and form from the things we see, the object we observed or the person we meet. The pupils have a motige to go to school for study and spent five hours a day that is 11000 hours per year in school. Naturally, they develop positive - negative ideas and images for and about school and execution of work programmes. These perceptions

sometimes lead them towards either consonance - dissonance.

The need of the day is to study how far the pupils form their positive - negative images which make them to either less or high motivated which ultimately affects their performance in general. Jack Frymier (1970) has shown six positive - negative factors form the construct of the tool to measure academic motivation of the pupils towards school wherein belongingness, positive attitude, personal control, optimism, flexibility and idealism relates with positivity i.e. consonant and alienation, negative school attitudes, fatalism, pessimism, dogmatism, pragmatism are the negative components leading towards dissonant for learning in school. It is also true that, ideas formed by the 'self' affect the mind and hamper to work well and perform well in school programmes. Therefore, the aim of the study has much concern with finding out and by studying these variables in detail and to prove the reliability of the ideas lying under the theories of self leading towards consonant / dissonant. However, this study has major variables like, pupils' motivation towards school, consonance / dissonance and academic performance of the pupils.

The next chapter deals with the various theories and researches on the problem under study.
