

CHAPTER VI

REVIEW, MAJOR FINDINGS AND
SUGGESTIONS-----
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6.0 INTRODUCTION

For future progress and prosperity of India, it is quite necessary to change the life in classrooms. This was also recommended by the National Education Commission, 1964-65. But the picture of the present day classrooms reveals that all the processes that go in the classrooms are not necessarily educative.

Since Independence, efforts have been made and are being made from many sides to bring in quality in education by raising academic excellence. But the result is not upto the satisfaction. In the last decades many researches have poured in on classroom life, studying various aspects of classroom such as, teacher effectiveness, efficiency of teaching methods, effectiveness of certain teaching techniques, problem of pupil-teacher behaviour, and pupils' performance etc. This established the necessities of conducting more researches on such areas which would help to think about classroom pupils.

Classroom ethos is one of such areas which gives many challenges and opportunities to the researchers.

6.1 REVIEW

The purpose of the present study is to collect information in the area of classroom climate and to find

out certain relationship in the components of classroom climate and to furnish this information to the teachers, headmasters, teacher educators and other educational planners so that they may take a cue from the study to revise their programme accordingly.

The problem for the present study is as follows:

"A STUDY OF CLASSROOM ETHOS, PUPILS' MOTIVATION AND ACADEMIC ACHIEVEMENT".

The scope of the present study is as follows: The present study deals with the investigation of pupils' level of classroom ethos (climate), pupils' motivation (academic motivation), and pupils' academic achievement (performance). The study was undertaken to investigate the interrelationships between all these variables.

The other variables like: SES, Sex, Management, Medium, Type of schools, and Standards are also included in order to facilitate the comparison.

The limitations of the present study are as follows: The present study is confined to a sample of the pupils studying in Stds. IX and X of Gujarati medium schools and English medium schools.

The investigator took into consideration only two types of schools: (1) Government schools, and (2) Convent

schools, and not all type of schools.

The investigator intended to have detailed component-wise analysis of classroom climate and academic motivation.

The investigator did not take percentage of marks because they do not compare well, as the difficulty value question paper is difficult as they are examined by different teachers. Therefore, generally accepted view of very high, high, average, low and very low (i.e. rating of five point scale) is taken into consideration. The rating was done by the teachers.

The investigator also took the ratings of teachers on same five point scale on non-academic motivation.

The present study was undertaken with the following major objectives:

1. To study the mean and SDs of academic motivation and classroom climate and its components Authenticity, Legitimacy, Productivity, Academic and Non-Academic Achievements of class.
2. To study the correlation of classroom climate with other variables like Authenticity, Legitimacy, Productivity, Pupils' Academic Motivation and Academic Achievement.

3. To study the level of academic motivation and classroom climate of pupils - Authenticity, Legitimacy and Productivity - with high, average and low performance.
4. To draw the profiles of some classes with a view to further study for diagnostic remedial studies.
5. To study the level of pupils' motivation and classroom climate according to: (1) Boys and girls, (2) Type of schools, (3) High, average and low SES groups of pupils, (4) Medium, (5) Management, and (6) Standard.

The procedure adopted for the purpose of the present study includes the following four major steps:

- (a) Selection and preparation of tools;
- (b) Sample selection;
- (c) Data collection; and
- (d) Analysis of the data.

After proper care and study the following tools were selected for the purpose:

1. Classroom Climate Scale was selected to measure classroom ethos.
2. JIM Scale (Junior Index of Motivation Scale)

- was selected to measure pupils' motivation.
3. SES scale by Kuppaswami was selected to measure Socio-Economic Status.
 4. To measure pupils' academic achievement, a rating sheet was prepared.
 5. To measure pupils' non-academic achievement, a rating sheet was prepared.

The present study is confined to a sample of the pupils studying in standards IX and X.

It is confined only to secondary schools, teaching through the medium of Gujarati and English - Boys' schools, Girls' schools and Mixed schools. The investigator administered all the scales to 1,555 pupils in all. It included fortyone classes of twentysix different schools.

For data collection, a time-schedule was prepared and all the 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 computer - Physical Research Laboratory.

The means and SDs, the correlations and t-values

were found out.

The results, in brief, are as follows:

6.2 MAJOR FINDINGS

6.2.a Level of Authenticity

1. General: The mean score for Authenticity of the present sample is 46.20 (SD 9.61). It is an average score.

2. According to classroom climate group - high, average and low classroom climate groups got highest 59.55, higher 46.92 and lowest 31.73 mean score for Authenticity respectively.

There is significance of difference between each group (1) high and average groups, (2) average and low groups, and (3) high and low groups, upto .01 level.

3. According to pupils' motivation group - high group got the highest mean score (48.28), average group got higher mean score (46.42) and the low group got the lowest mean score (41.16) for Authenticity.

The significance of difference between high and average group is upto .05 level and it is significant between (1) high and low groups, and (2) average and low groups, upto .01 level.

4. According to academic achievement group - high, average and low academic achievement group obtained mean score (47.24), (46.10) and (44.03) for Authenticity respectively.

The significance of difference between high and average groups is upto .05 level and it is significant between (1) high and low groups and (2) average and low groups, upto .01 level.

5. According to non-academic achievement group - high, average and low non-academic achievement group got mean score (47.34), (45.83), and (43.72) for Authenticity respectively.

The significance of difference between (1) high and average groups and (2) high and low groups is upto .01 level and it is significant between average and low groups upto .05 level.

6. According to Socio-Economic Status group - high, average and low SES groups got mean score (45.26), (46.63), and (45.96) for Authenticity respectively.

Difference is not significant between (1) high and average groups and (2) average and low groups. The difference is significant between average and low levels upto .05 level.

7. According to type of schools: - Pupils of boys' schools got the highest mean score 49.45, pupils of mixed schools got higher mean score 46.31 and pupils of girls' schools got the lowest mean score 44.96 for Authenticity.

The significance of difference between (1) boys' schools and mixed schools, (2) boys' schools and girls' schools, is upto .01 level and it is upto .05 level between girls' schools and mixed schools.

8. According to sex - boys got higher mean score (46.43) than the mean scores of girls (46.07) for Authenticity.

The boys got higher mean score, but there is no significance difference between boys' and girls' score.

9. According to medium - Gujarati medium pupils got higher mean score (48.23) than the mean score of English medium pupils (41.495) for Authenticity.

There is significance of difference between the group upto .01 level.

10. According to management - pupils of Government schools got higher mean score (47.26) than the mean score of the pupils of Convent schools (41.95) for Authenticity.

There is significance of difference between the group upto .01 level.

11. According to standard - pupils of standard IX got higher mean score (46.33) than the mean score of pupils of standard X (45.37) for Authenticity.

There is no significant difference between the group.

6.2.b Level of Legitimacy

12. General level - The mean score for Legitimacy of the present sample is 49.07 (SD 9.89). The mean score of Legitimacy is average score.

13. According to classroom climate group - high, group of classroom climate got the highest mean score 60.97, average group got higher mean score 50.38 and low group got the lowest mean score 32.38 for Legitimacy.

The significance of difference between (1) high and average groups, (2) high and low groups, and (3) average and low groups, is upto .01 level.

14. According to pupils' motivation group - high group of pupils' motivation got the highest mean score 50.01, average group got higher mean score 49.34 and the low group got the lowest mean score 43.92 for Legitimacy.

There is significance of difference between (1) high and low groups, and (2) average and low groups, upto .01 level. There is significance of difference between high and

average groups, upto .05 level.

15. According to academic achievement: - high group of academic achievement obtained the highest mean score 50.06, average group got higher mean score 49.05 and the low group got the lowest mean score 46.61 for Legitimacy.

There is significance of difference between (1) high and low groups, and (2) average and low groups upto .01 level.

16. According to non-academic achievement - mean score for Legitimacy according to high, average and low groups of non-academic achievement got 50.23, 48.77 and 45.81 respectively.

There is significance of difference between (1) high and average groups, (2) average and low groups, and (3) high and low groups, upto .01 level.

17. According to Socio-Economic Status (SES) group - high group of SES had 48.23 mean score for Legitimacy, average group got 49.36 mean score and low group obtained 49.04 mean score for Legitimacy.

There is no significance of difference between any group.

18. According to type of schools - pupils of boys' schools got the highest mean score 50.96 for Legitimacy,

pupils of mixed schools got higher mean score 49.18 and pupils of girls' schools got the lowest mean score 48.20 for Legitimacy.

The significance of difference between (1) boys' and girls' schools is upto .01 level, (2) boys' and mixed schools is upto .05 level. There is no significant difference between mixed and girls' schools.

19. According to sex - boys got lower mean score (48.95) for Legitimacy than the mean score of girls (49.15) for Legitimacy.

The difference between boys' and girls' mean score is not significant.

20. According to medium - pupils of Gujarati medium schools got higher mean score 51.19 than the mean score of the pupils of English medium schools 44.15 for Legitimacy.

There is significance of difference between the group upto .01 level.

21. According to management - pupils of Government * schools got higher mean score 50.01 than mean score of the pupils of Convent schools 45.21 for Legitimacy.

The significance of difference between the group is upto .01 level.

22. According to standard - pupils of IX standard got higher mean score 49.19 than mean score of the pupils of X standard 48.74.

There is no significance of difference between the group.

6.2.c Level of Productivity

23. General Level - The mean score for Productivity of the present sample is 48.8 (SD 9.83). It is an average score.

24. According to classroom climate group - high, average and low groups of classroom climate obtained 61.17, 49.98 and 32.92 mean score for Productivity respectively.

The significance of difference between (1) high and low groups, (2) high and average groups, and (3) average and low groups, is upto .01 level.

25. According to pupils' motivation group - high, average and low groups of pupils' motivation got 49.40, 49.16, and 43.50 mean score for Productivity respectively.

The significance of difference between (1) high and low groups, (2) average and low groups, is upto .01 level. There is no significance of difference between high and

average groups.

26. According to academic achievement group - high, average and low groups of academic achievement got 49.83, 48.73 and 46.96 mean score for Productivity respectively.

The significance of difference between (1) high and average groups, and (2) average and low groups, is upto .05 level. The significance of difference between high and low groups is upto .01 level.

27. According to non-academic achievement group - high, average and low groups of non-academic achievement got 50.16, 48.39 and 46.43 mean score for Productivity respectively.

The significance of difference between (1) high and average groups, and (2) high and low groups, is upto .01 level. The difference is not significant between average and low groups.

28. According to Socio-Economic Status (SES) group - high, average and low groups of SES got 47.67, 49.32 and 48.78 mean score for Productivity respectively.

There is no significant difference between (1) high and low groups, (2) low and average groups. The difference is significant between high and average groups upto .01 level.

29. According to type of schools - pupils of boys' schools got the highest mean score 51.10, pupils of mixed schools got higher mean score 48.88 and pupils of girls' schools got the lowest mean score 48.07 for Productivity.

The significance of difference between (1) boys' schools and girls' schools, and (2) boys' schools and mixed schools is upto .01 level. There is no significant difference between girls' schools and mixed schools.

30. According to sex - boys got lower mean score 48.74 than the mean score of girls 48.87 for Productivity.

The difference is not significant between the group.

31. According to medium - Gujarati medium pupils got higher mean score 50.86 than the mean score 44.05 of English medium pupils for Productivity.

The significance of difference between the group is upto .01 level.

32. According to management - pupils of Government schools got higher mean score 49.78 than the mean score 45.13 of the pupils of Convent schools for Productivity.

The significance of difference between the group is upto .01 level.

33. According to standard - pupils of IX standard got higher mean score (48.88) than the mean score (48.89) of pupils of X standard for Productivity.

There is no significance of difference between the group.

6.2.d Level of Classroom Climate

34. General - The mean score for classroom climate of the present sample is 151.66 (SD 32.65). It is an average score.

35. According to Authenticity group - high, average and low Authenticity group got 184.99, 154.37 and 110.26 mean score for classroom climate respectively.

The difference is significant upto .01 level between (1) high and average groups, (2) low and average groups, and (3) high and low groups.

36. According to Legitimacy group - high, average and low Legitimacy group got 182.68, 154.73 and 107.80 mean score for classroom climate respectively.

The difference is significant upto .01 level between (1) high and average groups, (2) low and average groups and (3) high and low groups.

37. According to Productivity group - high, average and low Productivity group got 186.43, 153.69, and

107.15 mean score for classroom climate respectively.

The difference is significant upto .01 level between (1) high and average groups, (2) low and average groups and (3) high and low groups.

38. According to pupils' motivation group - high, average and low groups of pupils' motivation obtained 154.86, 153.098 and 134.86 mean score for classroom climate respectively.

The difference is significant upto .01 level between (1) high and low groups and (2) average and low groups. The difference is significant upto .01 level between high and average groups.

39. According to academic achievement group - high, average and low groups of academic achievement obtained 154.16, 151.05 and 152.18 mean score for classroom climate respectively.

The difference is significant upto .01 level between high and average groups. There is no significant difference between (1) high and low groups and (2) low and average groups.

40. According to non-academic achievement group - high, average and low groups of non-academic achievement got

154.97, 150.83 and 149.59 mean score for classroom climate respectively.

The significance of difference between high and average groups is upto .01 level. There is no significant difference between (1) high and low groups and (2) average and low groups.

41. According to Socio-Economic Status (SES) group - high, average and low groups of SES obtained 147.83, 153.98 and 151.51 mean score for classroom climate respectively.

There is no significant difference between (1) high and low groups, and (2) low and average groups. There is significance of difference between high and average groups upto .05 level.

42. According to types of schools group - pupils of boys' schools got the highest mean score 163.48, pupils of mixed schools got higher mean score 152.27 and pupils of girls' schools got the lowest mean score 148.28 for classroom climate.

There is significance of difference between (1) boys' schools and girls' schools, (2) boys' schools and mixed schools and (3) mixed schools and girls' schools upto .01 level.

43. According to sex group - boys got lower mean

score 151.20 than the mean score of girls 152.06 for classroom climate.

The difference is not significant between the group.

44. According to medium group - Gujarati medium pupils got higher mean score 158.22 than the mean score of English medium pupils 136.53 for classroom climate.

significance of
The/difference between the group is upto .01 level.

45. According to management group - pupils of Government schools got higher mean score 154.85 than mean score of pupils of Convent schools 141-39 for classroom climate.

The significance of difference between the group is upto .01 level.

46. According to standard. group - pupils of standard IX got higher mean score 151.49 than the mean score of pupils of standard X 149.55 for classroom climate.

There is no significant difference between the group.

6.2.e Level of Pupils' Motivation

47. [General - The mean score of Pupils' Motivation of the present sample is 95.28 (SD 26.95). It is an average score.

48. According to Authenticity group - high, average and low groups of Authenticity got 96.896, 97.42 and 88.37 mean score for pupils' motivation respectively.

The significance of difference between (1) high and low groups and (2) average and low groups is upto .01 level. There is no significant difference between high and average groups.

49. According to Legitimacy group - high, average and low groups of Legitimacy got 96.81, 96.66 and 90.65 mean score for pupils' motivation respectively.

The significance of difference between (1) high and low groups, and (2) average and low groups is upto .01 level. There is no significant difference between high and average groups.

50. According to Productivity group - high, average and low groups of Productivity got 96.49, 96.89 and 89.46 mean score for pupils' motivation respectively.

The significance of difference between (1) high and low groups, and (2) average and low groups is upto .01 level. There is no significant difference between high and average groups.

51. According to classroom climate group - high, average and low groups of classroom climate got 98.36,

96.58 and 88.89 mean score for pupils' motivation respectively.

The significance of difference between (1) high and low groups, and (2) average and low groups is upto .01 level. There is no significant difference between high and average groups.

52. According to academic achievement group - high, average and low groups of academic achievement got 98.55, 93.84 and 97.598 mean score for pupils' motivation respectively.

There is significance of difference between high and average groups upto .01 level. There is no significant difference between (1) high and low groups and (2) average and low groups.

53. According to non-academic achievement group - high, average and low groups of non-academic achievement got 97.33, 94.52 and 98.58 mean score for pupils' motivation respectively.

There is no significance of difference between any group.

54. According to Socio-Economic Status (SES) group - high, average and low groups of SES got 94.57, 95.21 and 98.495 mean score for pupils' motivation respectively.

There is no significance of difference between any group.

55. According to types of schools group - pupils of boys' schools got the highest mean score 102.53, pupils of mixed schools got higher mean score 95.39 and pupils of girls' schools got the lowest mean score 95.39 for Pupils' Motivation.

The significance of difference between boys' schools and girls' schools is upto .01 level. The significance of difference between boys' schools and mixed schools is upto .05 level. There is no significance of difference between mixed schools and girls' schools.

56. According to sex group - boys got higher mean score 97.42 than the mean score of girls 93.45 for Pupils' Motivation.

The significance of difference is upto .01 level between the group.

57. According to medium group - Gujarati medium pupils got higher mean score 96.33 than the mean score of English medium pupils 92.81 for Pupils' Motivation.

The significance of difference between the group is upto .01 level.

58. According to management group - pupils of

Government schools got lower mean score 95.52 than the mean score of the pupils of Convent schools 96.56 for Pupils' Motivation.

The difference is not significant between the group.

59. According to standard group - pupils of IX standard got higher mean score 95.02 than the mean score 93.59 of the pupils of X standard.

There is no significant difference between the group.

6.2.f Level of Academic Achievement

60. General - The mean score for Academic Achievement for the present sample is 3.09 (SD 1.13).

61. According to Authenticity group - high, average and low groups of Authenticity got high 3.14, average 2.89 and low 2.91 mean score for Academic Achievement respectively.

The significance of difference between (1) high and average groups and (2) average and low groups is upto .05 level. The significance of difference between high and low groups is upto .01 level.

62. According to Legitimacy group - high, average and low groups of Legitimacy got high 3.18, average 3.14 and

low 2.82 mean score for Academic Achievement respectively.

The significance of difference between (1) high and low groups and (2) average and low groups is upto .01 level. There is no significance of difference between high and average groups.

63. According to Productivity group - high, average and low groups of Productivity got high 3.29, average 3.12 and low 2.88 mean score for Academic Achievement respectively.

The significance of difference between (1) high and low groups and (2) average and low groups is upto .01 level. There is no significance of difference between high and average groups.

64. According to Classroom Climate group - high, average and low groups of Classroom Climate obtained high 3.28, average 3.09 and low 2.88 mean score for Academic Achievement respectively.

The significance of difference between (1) high and average groups and (2) average and low groups is upto .05 level. There is no significance of difference between high and average groups.

65. According to Pupils' Motivation group - high, average and low groups of Pupils' Motivation obtained high 3.48, average 3.09 and low 2.48 mean score for Academic

Achievement group.

The significance of difference between (1) high and average groups, (2) high and low groups, and (3) average and low groups is upto .01 level.

66. According to Non-Academic Achievement group - high, average and low groups of Non-Academic Achievement got high 4.28, average 3.29 and low 2.51 mean score for Academic Achievement.

There is significance of difference between (1) high and average groups, (2) high and low groups and (3) average and low groups upto .01 level.

67. According to Socio-Economic Status (SES) group - high, average and low groups of SES got the mean score high 2.86, average 3.11, and low 3.297 for Academic Achievement respectively.

There is significance of difference between each group upto .01 level. The low SES group got the highest mean score for Academic Achievement.

68. According to types of schools - pupils of boys' schools got the highest mean score 3.21, pupils of mixed schools got higher mean score 3.08 and the pupils of girls' schools for the lowest mean score 2.80 for Academic Achievement.

There is significance of difference between (1) boy's schools and girls' schools, (2) girls' schools and mixed schools and (3) boys' schools and mixed schools upto .01 level.

69. According to sex group - Boys got higher mean score 4.45 and girls got 4.43 mean score for Academic Achievement.

There is no significance of difference between the group.

70. According to medium group - Gujarati medium pupils got the mean score 4.45 and English medium pupils got the mean score 4.43 for Academic Achievement.

There is no significant difference between the group.

71. According to management group - pupils of Government schools for the mean score 4.42 and pupils of Convent schools got the mean score 4.50 for Academic Achievement.

There is no significant difference between the group.

72. According to standard group - Pupils of IX standard got the mean score 3.02 and pupils of X standard got the mean score 3.45 for Academic Achievement.

There is significance of difference between the group upto .01 level. The X standard students have to appear in public examination in the Gujarat State. This may be the reason for their higher performance.

6.2.g Level of Non-Academic Achievement

73. General - The mean score for Non-Academic Achievement for the present sample is 2.92 (SD 1.05).

74. According to Authenticity group - high, average and low groups of Authenticity got high 2.82, average 2.89 and low 3.14 mean score for Non-Academic Achievement respectively.

The significance of difference between (1) high and low groups and (2) average and low groups is upto .01 level. There is no significance of difference between high and average groups.

75. According to Legitimacy group - high, average and low groups of Legitimacy got high 2.71, average 2.96 and low 2.99 mean score for Non-Academic Achievement respectively.

The significance of difference between (1) high and average groups and (2) high and low groups is upto .01 level. There is no significance of difference between average and low groups.

76. According to Productivity group - high, average and low groups of Productivity got high 2.74, average 2.93 and low 3.11 mean score for Non-Academic Achievement respectively.

The significance of difference between (1) high and average groups and (2) high and low groups is upto .01 level. The difference is significant between average and low groups upto .05 level.

77. According to Classroom Climate group - high, average and low groups of Classroom Climate got high 2.72, average 2.92 and low 2.095 mean score for Non-Academic Achievement respectively.

There is significant difference between (1) high and average groups and (2) average and low groups upto .05 level. There is significance of difference between high and low groups upto .01 level.

78. According to Pupils' Motivation group - high, average and low groups of Pupils' Motivation got high 2.72, average 2.91 and low 3.13 mean score for Non-Academic Achievement respectively.

There is no significant difference between (1) high and average groups and (2) average and low groups. The difference between high and low groups is significant upto .05 level.

79. According to Academic Achievement group - high, average and low groups of Academic Achievement got high 2.295, average 3.12 and low 3.57 mean score for Non-Academic Achievement.

There is significance of difference between (1) high and average groups, (2) average and low groups and (3) high and low groups upto .01 level.

80. According to Socio-Economic Status (SES) group - high, average and low groups of SES got high 2.70, average 2.96 and low 3.06 mean score for Non-Academic Achievement respectively.

There is significance of difference between (1) high and average groups and (2) low and high groups upto .01 level. The low SES group got the highest score for Non-Academic Achievement. The significance of difference between average and low groups is upto .05 level.

81. According to types of schools group - pupils of boys' schools got the mean 3.00, pupils of mixed schools got the mean score 2.98 and pupils of girls' schools got the mean score 2.79 for Non-Academic Achievement.

The significance of difference between (1) boys' schools and girls' schools, (2) Boys' schools and mixed schools and (3) girls' schools and mixed schools is upto .01 level.

82. According to sex group - boys got the mean score 2.29 and girls got the mean score 3.17 for Non-Academic Achievement.

There is significance of difference upto .01 level between the group.

83. According to medium group - Gujarati medium pupils got the mean score 3.02 and English medium pupils got the mean score 3.25 for Non-Academic Achievement.

The difference is significant upto .01 level between the group.

84. According to management group - pupils of Government schools got 3.01 mean score and pupils of Convent schools got 3.42 mean score for Non-Academic Achievement.

The significance of difference between the group is upto .01 level. Convent schools pupils performed better in co-curricular activities than the pupils of Government schools.

85. According to standard group - pupils of IX standard got the mean score 2.91 and pupils of X standard got the mean score 2.99 for Non-Academic Achievement.

There is no significance of difference between the group.

6.2.h Final Conclusions

1. Level of Classroom Climate of the pupils is positively related to Pupils' Motivation and pupils' academic achievement.
2. Level of pupils' academic motivation is positively related to pupils' academic achievement.
3. Socio-Economic Status level has no relation with pupils' classroom climate score, pupils' motivation score and pupils' academic achievement.
4. Classroom climate and its components - Authenticity, Legitimacy and Productivity are positively related to pupils' academic motivation and pupils' academic achievement.
5. Non-Academic Achievement has no definite predictable relation with classroom climate and its components and Pupils' Motivation.
6. Boys are higher in level of classroom climate, pupils' academic motivation and pupils' academic achievement than the girls.
7. Pupils of Gujarati medium schools are higher in level of classroom climate, pupils' motivation and pupils' academic achievement than the pupils of English medium schools.
8. Boys' schools have higher level of classroom climate, pupils' motivation and academic achievement than that of mixed schools and girls' schools.

6.3 EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

The present study gives some observations and findings which require to be studied from the point of view of their educational implications.

6.3.a Classification of Pupils

The schools must adopt some definite criteria for class formation. The classes should be formed on the basis of some definite criteria, preferably pupils' academic motivation. Herbert Thelen (Teachability Grouping) has after his research studies clearly emphasized this point. The classes may be formed on the basis of high, average and low academic motivation level of the pupils. This classification is not water tight. In other words, low JIM pupil does not remain low for ever. They could be admitted to other classes after they score more on motivation. Moreover, challenging programmes should be given to high group and moderate programmes could be given to average group, whereas slow programmes could be given to low group. In other words, such a classification will facilitate the teachers to give task to each pupil according to his ability.

6.3.b School Testing Programme

Since the dawn of freedom, education is being considered as a social enterprise. The concept of education for life and education through life has been accepted by all.

This calls for the development of cognitive affective and also conative aspects of the personality of the pupils through wide and varied types of learning activities and intermitant evaluation programmes, depending upon the demands of the individual pupil and society. This is the main reason why educational administrators of today have given a serious thought to vitalize school programme in more than one way.

Testing programme in schools has its unique importance which cannot be neglected, as many other programmes of school depend upon it. The traditional testing programme, existing today in our schools is losing ground, because it lays stress only on the cognitive aspects of the pupils in various school subjects. The main reason put forward for this, is the lack of tools to measure objectively, different aspects of this domain.

The present study opens up a new directions for measurement. It proves that the level of classroom climate and the level of its components Authenticity, Legitimacy and Productivity level of pupils' academic motivation of the pupils could be measured objectively and quantitatively.

Schools should now include the measurement of all these aspects in their testing programme. Mere performance in the subject matter cannot be the whole purpose of education. Such measurement will lead to the diagnosis of

the situation and it will help the administrators to remedy the situation.

6.3.c Classroom Teaching

Classroom teaching is the pivotal programme of the educational institutions. Life in classroom is the product of interaction between the teacher and the taught. Flanders, Buch, Prayag Mehta, Desai and many other researchers have proved that pupils' personality is affected to a greater extent by the teachers' behaviour in the classroom. Through the process of interaction, the young child acquires many necessary social skills and attitudes within the classroom. The teacher is the director of all the actions and the object of all attention. The tone of the class reflects the kind of the behaviour the teacher exhibits in the classroom.

The present study suggests that the teaching in the classroom and the image of the teacher require to be changed.

In the present day of democracy the teacher should be a friend, philosopher and guide to the pupils. The teacher should first "reach" his pupils and then should try to 'teach' them.

The classroom atmosphere varies from day to day. Different climates can be seen within the same class with different teachers. Often we see the class gets ready for the lesson eagerly, begins working without much loss of

time, if the teacher is accepted as one in the group. If they do not like the teacher, pupils work jointly to kill the time and prolong work, and disturb the atmosphere. Climate of the class has a deep impact on the pupils' growth. When a learning climate is there in the class, the pupils are really "growing". All classes within a learning climate will not have uniform influences on pupils, as in each class, pupils are of varied interests and abilities. Also in each class a particular factors (Authenticity, Legitimacy and Productivity) gain more emphasis than others.

6.3.d Activities in the Classroom

In this era of education the function of the teacher is of vital importance. Now-a-days, education does not mean, teaching pupils what they do not know, it means teaching them to change in the right direction, and so, the teacher has to understand his newer role in the classroom. He is the real leader in the classroom and he is expected to lead his pupils in the right direction - the direction of progress. Successful dealing with the class requires efficient use of different activities.

The present study reveals that there are classes with different level of Authenticity, Legitimacy and Productivity, and pupils with positive motivation towards study and negative motivation towards study. All these pupils cannot be treated with the same type of activities.

It is very likely that what may be useful to one; may not be helpful to the other and would not give good results. Therefore, there should be effective programme for the pupils in the classroom.

Moreover, the approach of the pupils towards different activities would differ according to their need, hence, pupils' placement in various tests such as classroom climate scale, pupils' academic motivation scale should be determining criteria for the selection of the types of activities for the pupils.

6.3.e Socially Useful Productive Work

In the classroom climate scale we find three components of classroom climate - (1) Authenticity - concern for the work, involvement of the pupils in the work, (2) Legitimacy - purposefulness and satisfaction of the pupils for the work, (3) Productivity - pupil goal attainment. While every class contains these components it may exhibit these three in varying proportions.

The report of the - Review Committee of the Curriculum of Ten Year School strongly recommended socially useful productive work and social services in the school curriculum. Two aspects of this recommendation - (1) socially useful productive work is given the status of a special subject, and (2) there should not be "education plus work" but "education in and through work". Wherever the teaching

of a subject can be coordinated with any production work, one should attempt it. After all, "close coordination of senses and also the reciprocal influence between brain activity" is a sound pedagogical principle for the present times.

The present society is getting so complex that vocation and education cannot be separated for. In fact, productive processes will provide the learners real experiences of life. The practical and productive work will help the students in discovering the meaning for themselves. The only danger to be safeguarded under the introduction of socially useful productive work is that education is remain general upto the secondary educational state and not vocational. So the question is of making the present education work-oriented.

Socially Useful Productive Work (SUPW) has been defined by Review Committee as "Purposive, meaningful, manual work, resulting in either goods or services which are useful to the community". It has also the object of relating education to Productivity. The goals of education are: (1) making the child self-reliant, (2) teaching him to work in team (co-operation), (3) developing the spirit of inquiry and initiative.

There are school-based activities given by Review Committee on the curriculum. They are based on developing

certain skills in the individual. The skill that the child acquires can be for his individual benefit, betterment, development, or recreational at that juncture.

The merit of education through work is that it follows the natural instincts of man to translate thought into activity and activity into thought. This, therefore, suggests that classroom activities should be authentic, legitimate and productive. These types of activities help to create favourable classroom climate.

6.3.f Some School Problems

The school organizers need not be satisfied by arranging time-tables taking tests, declaring results and beginning another academic year. They must also try to study the students.

1. Who are high on Pupils' Motivation but low in performance?
2. Who are low on Pupils' Motivation but high in performance?

At present, are not our talents wasted in our classrooms and school system resulting in disappointment and frustration and culminating in the various manifestations of students' unrest like strikes, gheraos and stoning? It is because the students' talents are not located. Also because, the students do not get a fair opportunity to

manifest and develop the talents. This, therefore, leads us to conclude that the classroom management must be participated.

6.4 SUGGESTIONS FOR FURTHER RESEARCH

Classroom climate is a vast field and a great source of inspiration for many researchers, and they can secure precious things for education and especially for future generation. The investigator feels that a number of researches can be undertaken with classroom ethos and its components, as the basis. Every aspect of classroom ethos that has been dealt with, in the present study, can become a topic for an elaborate work. The following are some suggested studies:

1. The classroom climate level of pupils has been found to be average in the present study. One can take up a study to find out the proportion of other factors that affect classroom ethos such as physical facility, subjects taught, activities of the classroom etc.
2. The pupils' academic motivation level is found to be related with classroom climate. A study can be taken up to see which components of pupils' motivation lead to high classroom climate score and which components of JIM score lead to low classroom climate.

3. The SES level is found not related with classroom ethos and pupils' motivation. A study can be taken up to see which factors of the SES background lead to high classroom climate and high pupils' academic motivation and which factors of SES background lead to low classroom climate and low pupils' academic motivation.
4. It is found that girls and boys have different classroom climate level and pupils' motivation level. This inspires one to peep into the child rearing practices prevailing in the society. A study can be taken up separately for girls and boys to decide the factors affecting the level of classroom climate and level of pupils' academic motivation.
5. A study similar to the present one can be taken up, separately, for the pupils of grades VIII, IX and X in different districts at various schools stage.
6. Various scales for classroom climate and pupils' motivation towards school could be planned and tried out on students for various levels - primary school students, secondary school students; and higher secondary school students.

7. A study can be taken up to see the relationship between teacher dominance and the level of classroom climate.
8. Teacher dominance in the classroom can be studied in relation to pupils' academic motivation.
9. A study can be taken up to find out the relationship between classroom climate and value systems of pupils.
10. A few classroom experiments can be taken up to study the effect of teachers' verbal behaviour in the classroom on the classroom climate as such.
11. Many small scale controlled classroom experiments can be taken up to study the effect of verbal incentives, non-verbal discussion, etc. on the pupils' motivation level, on the classroom climate level, pupils' academic achievement level, etc.
12. Pupils of grade VII can be studied continuously for four years in relation to their level of pupils' academic motivation and to their level of classroom climate.
13. A study can be taken to find out how socially

useful productive work helps in creating high classroom climate and high pupils' academic motivation. As the report of the Review Committee on the Curriculum of Ten Year School strongly recommended socially useful productive work in schools, it is necessary for the researchers to find out the relationship of socially useful productive work and pupils' academic motivation and classroom climate at the all/stages of primary school students, secondary school students, higher secondary school students, etc.

These are just illustrations and not the detailed outlines of the studies. One is free to reconstruct the problem or to design the research according to the requirement and one's own view point.

6.5 CONCLUSIONS

The study leads us to the following conclusion. Classroom climate is an important phenomenon. It has positive relation with academic motivation and academic performance. Classroom climate components (A, L, P) needs further investigation, modern times suggest that we have to pay attention to the classroom climate for shaping the destiny of the country.

Howsoever much we teach the content will not reach if it is given in a closed types of classroom climate. Therefore, classroom climate should be taken care of through proper teacher behaviour. Pupil motivation is affected by classroom climate. Pupil motivation is an important phenomenon affecting learning. The study tells us that classroom climate is a field that require greater exploration through research and experimentation.