C H A P T E R   I

SIGNIFICANCE AND THE PURPOSE

OF THIS STUDY

C O N T E N T S

1.0 INTRODUCTION

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

Every country is planning the programme in relation to life, needs and aspirations of their people. To achieve the goal, everyone has accepted the classroom as a necessary institution to impart education. It offers a congenial environment for socializing the educands. Its effectiveness depends upon the way it is organized and controlled. Hence, in modern times the focus is centred around in creating the congenial classroom climate in which such a pupil growth is facilitated.

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

classroom climate.

The evergrowing knowledge can only be transmitted to the mass through systematic and scientific techniques in classrooms. It is the financial and organizational limitations that compel to accept classroom education as the arena of instruction. Further, classroom education is the most convenient agency for illiterate society like ours. For the growing complex society, only the classrooms as social system are the most efficient means for developing social skills, abilities and tendencies. Therefore, classroom, if monitored properly offers a physical, psychological and social framework capable of prompting all round development of pupils.

The social, economical and political fluctuations disturbs the equilibrium of our educational system. The instability in the educational system breeds suspicion in the minds of people, who tend to believe that the system of education is largely unrelated to life, and there is a wide gulf between its contents, purposes and the concerns of national developments.

Hence, in order to correct the unhealthy attitude, unfounded beliefs and growing doubts, it is essential to investigate the impact of socio-psychological atmosphere on classroom climate.

In modern times, we find manifestation of students'

unrest everywhere. The pupils revolt and resort to indiscipline and often indecent behaviour, leads to confusion and makes the task of the teacher most difficult. The teachers call this problem by the terms like 'class control', 'class management', 'class order' and 'class discipline'. The major problem for teaching has resulted into maintaining the discipline only and not 'reaching' the pupils in the class. If the educational system desires to accomplish cherished goals of education, it is absolutely essential to tackle the factors which leads to indiscipline creating pollution in the classroom climate. One of the most fundamental approaches is to study the classroom group behaviour.

1.1 SIGNIFICANCE OF CLASSROOM CLIMATE

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

(a) <u>Life in Classrooms</u>

Classrooms are special places. The things that happen there and the way in which they happen combine to make these settings different from all others. This is not to say of course that there is no similarity between what goes on in schools and the students' experiences elsewhere. Classrooms are indeed like homes and churches and hospital-wards in many important respects, but not in all.

The things that make schools different from other places are not only the learning and teaching and the educational content of the dialogue that take place there but the significant features are human interactions, teacher behaviour,pupils'participation, learning processes also. Although these are the features that are usually singled out we try to portray what life in school is really like.

It is true that nowhere else do we find blackboard and teachers and textbook in such abundance and no-where else so much time is spent on reading, writing and arithmetic. But, these obvious characteristics do not constitute all that is unique about this environment. There are other features much less obvious though equally omnipresent, that help to make up "the facts of life" as it were, to which students must adapt. From the standpoint of understanding the impact of school life on the student, some features of classroom that are not immediately visible are fully as

important as those that are visible.

Learning to live in a classroom involves among other things learning to live in a crowd. The schools are basically evaluative settings. The very young student may be temporarily fooled by tests that are presented as games, but it doesn't take before long he begins to see through the subterfuge and comes to realize that school, after all is a serious business. It is not only what he does there but what others think of what he does that is important. Adaptation to school life requires the student to become used to living under the constant condition of having his words and deeds evaluated by others.

School is a place in which the division between the weak and the powerful is clearly drawn. This sounds like a harsh way to describe the separation between teachers and students but it serves to emphasize a fact that is often overlooked, or touched upon gingerly at best. Teachers are indeed more powerful than students, in the sense of having greater responsibility for giving shape to classroom events, and this sharp differences in authority is another feature of school life with which students must learn how to deal.

In three major ways then - as members of crowds, as potential recipients of praise or retort, and as pawns of institutional authorities, students are confronted with aspects of reality that at least during their childhood

years are relatively confined to the hours spent in class-
rooms. Admittedly, similar conditions are encountered in
other environments. Students when they are not performing
as such must often find themselves lodged within larger
groups serving as targets of praise or reproof and being
bossed/around or guided by persons in position of higher
authority. But these kinds of experiences are particularly
frequent while school is in session and it is likely during
this time that adaptive strategies having relevance for
other life periods are developed.

Since the school is an institution in the community,
assigned by the community to do a definite task, the child
takes it for granted that the institution is good and
desirable and serves worthy ends. The school, it would seem ,
is a receiver of attitudes, not a creater of them. The
child comes to school and tries to get and thinks he gets
from school what the community expects the school to give.

It is true that the future of India rests on the
classroom interaction of the pupils and teachers. The
students' decision-making process is shaped in the class-
rooms; and that the students can ventilate their feelings
and ideas, can share their experiences, can involve in the
learning process, can enjoy the process of learning, can
feel the excitement and challenge of the tasks undertaken
by them. The classroom interaction can provide a number of
incentives for their motivation for higher achievement. The

belief that the destiny of India is shaped in its classrooms,
is no more theoretical. In a world based on science and
technology, it is education that determines the level of
prosperity, welfare and security of the people. On the
quality and number of persons coming out of our schools and
colleges will depend on our success in the great enterprise
of national reconstruction where principal objective is to
raise the standard of living of our people.

The researches on classroom life reveal a different
dimension. They point out the areas touched. Every class-
room minute is important for the teacher and the pupils.
Every minute he interacts with pupils and the interaction
influences the pupils significantly. The teacher is the
influencer. He has a very significant potential to influence.
The students don't learn through only a routine work but they
learn through the behaviour of the teacher. Everything that
the teacher says and does - his gesture, his smile, his
waving of hand and his spoken words - play a part in
creating climate.

(b) Classroom Climate (Ethos)

There is a widely accepted principle that living in
a society which places high premium on cooperation and
mutuality of purpose requires a kind of school experiences
for children which emphasize these values. This has
generally been taken to mean that school situations

especially in the classrooms, must be modelled along with democratic principles. Hence, this general position has important implications for teaching method.

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

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

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

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

The classroom situation partakes of the nature of a group situation. The principles of interaction in the classrooms are nearly the same as those for an effective interaction amongst the members of any organized group.

Lewin (1943) used the concept of group dynamics in his discussions in the context of his exploration of group life and of interpersonal relations.

The term classroom dynamics is just a semantic embellishment of the concept of classroom interaction.

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

(c) The Role of the Teacher in the Classroom

The most vital single factor in the system of

education is the teacher. It is the teacher who matters the most, as far as the quality of education is concerned. The teacher is the implementer, hero of classrooms and change agent of our society. The truer he is to himself and his students, the more closely he follows the laws of his nature, and his own calling, the nearer he comes to humanity's calling and better he is, to communicate with other people, the better will be the society, country and the world at large. It is his personal qualities, his educational qualification, his professional training and his social status that decides the success or failure of the experiment in education. In real sense the teacher is the king pin in the system of education. The direct and indirect **teacher** behaviour has a great influence not only on pupil achievement but also on pupil adjustment, classroom organization and classroom climate.

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

The plea puts greater faith in man's innate capacity or desire to change. Education should aim at ushering in new

and modern society where the individual have widest opportunity to develop their potentialities to the full. The prime object of education according to Toffler (1972) is to increase the individual's capacity.

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

mistakes are carried on from generation to generation. In short, the teacher is the NORM BUILDER in his classroom, imparter of knowledge, climate creater, change agent and leader in the community, the society cannot ignore him.

Heated controversies are going on in educational world about the utility and non-utility of teacher and teaching. On one hand, Henry Brooks (1971), Adams says, "A teacher affects eternity, he can never tell where his influence stops". On the other side, Ivan Illich (1973) describes teacher as a custodian preacher and therapist. He says:

> The teacher as custodian acts as a master of ceremonies who guides his pupils through a drawn out labryinthine ritual. He arbitrates the observance of miles and administers the intricate rubrics of initiation to life. The teacher as moralist substitutes for parents, God or state. He indoctrinates the pupil about what is right or wrong, not only in school but also in society at large. The teacher as a therapist feels authorized to delve into the personal life of his pupil in order to help him grow as a person. When this function is exercised by a custodian or a preacher, it usually means that he persuades the pupil to submit to a demostication of his vision of truth and his sense of what is right.

From the views expressed by different authors, one thing is certain that the teacher has a tremendous power in classroom organization and that he can wield a great influence on pupils' minds.

(d) The Importance of Classroom

According to the Education Commission (1966) class-
rooms are the places to bring in national reconstruction.
But, how are our classrooms? Their very picture is a
mockery to the Commission report. Overcrowded classrooms
seem to be more like jails than sanctuaries of learning.
They look like human zoo than gardens of blossoming young
ones. The facilities provided are meagre and whatever is
there, is of poor quality.

The pupils sit in the same posture for a number
of periods on same traditional wooden furniture. Millions
of children in India receive their education in poorly
ventilated "dark classrooms".

The teachers teach the subject-through words, words
and words only. The pupil's role is that of passive listener.
The pupils are supposed to go to the school to talk and
communicate but the classrooms are the places where they
become non-creative and dumb.

Jean Paul Satre (1959) has described such class-
room situation this way:

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

Mehta (1967) has aptly described the manifestation of life in classrooms:

> We talk and pupils listens or we
> read from the book, we write on the
> blackboard, and they see, when we ask
> a question, pupils raise their hands
> and one of them replies, sometimes there
> is noise in the class and the teacher
> asks some of the pupils to stand on
> their seats. There are moments of absolute
> silence, broken by peals of laughter.
> These and many other similar things
> happen in such classrooms.

Describing such classroom behaviour, Mehta (1968) points out that so many aspects of classroom life seem to be ignored, which should in fact deserve more attention than it has received to date from educators.

Desai (1972) has presented candid, true life picture of classroom life:

> The teacher teaches with the normal
> speed in order to satisfy the gifted and
> the backward, instead neither the gifted
> nor the backward are satisfied. The books
> are opened, the fingers are raised, the
> yawns are stifled, the pencils are
> sharpened and the names are scratched on
> the desk-tops.

The illustrations described so far suggest that all the processes that go on in the classroom are not necessarily educative. Something in the name of education does happen to the pupils. The teachers are under the illusion that they are 'teaching' the pupils but unfortunately they are not 'reaching' them. They are unable to build bridge of sound communication between themselves and the

pupils. What is the end result of such teaching-learning process? Educational problems such as wastage of education, falling standards, students' unrest and turned off students have their roots in the faulty processes going on in classrooms.

(e) The Pupils in the Classroom:
    The Hope for the Future

The time has come for our leaders, educators, and teachers to accept that there is much to learn about the child and from the child. The children in the classrooms - the hope for the future - are to be known, nurtured, and nourished properly, so that hope turns to 'reality'. How to achieve this: poses a big question mark?

The pupils are the legitimate occupants of the school. It is they who occupy the focus of the limelight. It is for their all round development that all educational efforts are organized. In fact, pupil is a resultant measure of all these efforts. It is the reaction of the pupils that should matter the most in assessing the success or failure of any teaching institution. Experiences of many tell that the school was heaven for some, hell for others and bit of both for most. (Desai, 1970).

It would be worthwhile to cite few typical reactions of pupils regarding schools. "Schools are unfriendly, boring-some and teachers are uninterested adults". "Schools are institutions of today run on the principles of

yesterday". "Everything learnt is second hand, if it comes from the teachers and very often out-of-date and misleading if it comes from the books". "Children do not want to be taught at but want to find out things for themselves". "The fault with schools of today is that the teachers are not prepared to listen". "Pupils should be given more chance to listen". "Respect for the pupils is as important as respect for the teachers". "Discipline and life of the school should be based on freedom for the pupil".

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

Slow pace of change brings up less dividends, but with individuals who are effectively concerned with progress and change involvement is vigorous and quick. They endeavour to achieve in less time. Affective concern is an aspect of achievement motivation.

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

Since man is the nucleus of change, we have two distinct examples in the contemporary world, how man can go

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

(f) Organizational Constraints in the Classroom

Any one who has ever taught knows that the classroom is a busy place even though it may not always appear so to the casual visitor. There are many activities going on in the classroom. One way of understanding the meaning of this activity for those who experiences it, is by focusing on the teacher as he goes about challenging the social traffic of the classroom.

Teaching commonly involves talking and the teacher acts as a gate-keeper who manages the flow of classroom dialogue. When a student wishes to say something during a discussion, it is usually the teacher's job to recognize his wish and to invite his comment.

Closely related to the job of doting out material resources is that of granting special privileges to deserving students in elementary classrooms. It is usually the teacher who assigns coveted duties, such as serving on the safety patrol, or running to movie projector, etc.

The fourth responsibility of the teacher and one that calls our attention to another important classroom life is that of serving as an official time-keeper. It is he who sees to it that things begin and end on time, more or less.

All of the teachers' actions so far is bound together by a common theme. They are all responsive in one way or another to the crowded conditions of the classroom.

1.2 THE NEED FOR MOTIVATION IN CLASSROOM

Motivation has been of great interest to parents and deep concern to teachers. Both parents and teachers want their children should learn and learn well. Their deep anxiety is how to stimulate in children desire to learn and if once this desire is stimulated, how to nurture it and sustain it. In other words, the major concern of the home and school is how to motivate the child to learn, how to arouse his motivation towards school and learning that is imparted in it.

It is mentioned that motives of man do form an organized and unified system. But man's motives are based on his wants and needs. Therefore, the concept of motivation does imply some kind of internal drive force in the organism itself. This drive can have either a positive or negative direction, wants need or desires, indicate positive direction, and they imply the individual's learning toward the achievement of some object, position or goal. The

negative direction is indicative of fears or aversions that the individual feels and he tends to move away from the achievement of a certain object, position or goal.

(a) The Significance of Academic Motivation

Frymier (1972) clarifies the concept in another way stating that motivation is that which gives direction and intensity to behaviour, and "motivation to learn is that which gives direction and intensity to human behaviour in an educational context; and motivation to learn in school is that which gives direction and intensity to students' behaviour in a school situation. The terms 'direction and intensity' need some clarification. According to Frymier "direction implies selection from possible variations in purpose or goals", and "intensity implies possible variations in terms of degree of effort or energy put forth to attain the goal". The direction further implies that children should be helped to learn to value learning, to want to learn, to learn how to learn to value knowledge, to acquire knowledge, to understand knowledge, to behave according to knowledge or to apply knowledge to unknown and unforeseen situations. Motivation to learn - to learn in schools ought to result in moving school children in that direction. Not only the school should succeed in kindling a desire among school pupils to learn but give a direction to their learning in the desired direction. Motivation in this sense becomes learned behaviour at least in part, and it can be taught or developed in school children.

Frymier (1968) has done a great service to the
development of research by devising a theoretical model for
academic motivation. Students are usually motivated in many
different ways, some of which may be positive and some
negative. In case of students whose motivation to learn is
positive their academic achievement becomes higher than
those whose motivation to learn is negative.

(b) The Significance of Academic Achievement

Motivation of students towards the school is to
be interpreted in terms of academic achievement. High
motivation leads to better learning and high achievement.
Some positively motivated youngsters seem to draw most
heavily upon forces existing within themselves to enhance
their learning. They feel adequate, unthreatened and secure.
The most important finding of Desai's study (1970) is that
healthy classroom climate and school climate increase
pupils' motivation towards their school at a significant
level.

Kurtz (1961) came out with a very significant
finding that attitude towards school and academic achieve-
ment are positively related.

Telling is not teaching, listening is not learning
and seeing is not perceiving. So without some theory of
motivation no matter how elementary, the teacher will have
no guidelines to alter his behaviour or to develop new ones

to fit the teaching-learning process.

Several eminent researchers in the field of achievement motivation are contributing their researches very significantly. McClelland is the pioneer of this idea. Atkinson contributed to the idea by his experimental studies. Present, Atkinson's interest is 'Cognitive Domain of Achievement Motivation'. Heckhahusen is working on 'Hope of Success' concept, Birney and Teevan (1972) have their contributions on "Fear of Failure", Klinger (1968) contributes his 'Fantasy Concept' in n Ach., Richard Carney (1974) worked on 'Risk Taking Attitudes' and Frymier (1968) contributed the concept of 'Academic Motivation' to this area.

A pertinent question asked by many people is this: Why do children dislike their schools? Why are they not interested in going to their schools? Why are the schools not able to attract their students towards them? In other words, why is the pupils' motivation low towards the schools? What are the factors of pupils' motivation towards schools? What happens if their motivation is low?

In order to find an answer to these questions, Frymier conceptualized the theory of pupils' motivation towards schools standardized the tool for measuring pupils' motivation towards schools and contributed a significant chapter on the concept through the special issue of his "Theory into Practice" journal. This tool is adopted by Desai, in 1970 on Indian sample.

Frymier developed Junior Index of Motivation (JIM) which measures academic motivation or motivation of students towards school. He has conceptualized that motivation towards school includes such areas as an individual's attitude towards school, the extent to which he valued education, his feelings for other people, the value which he attributed to ideas, his concern for material things, his personal determination and his attitude towards himself among other things.

It assumes that highly motivated children are attracted towards the whole world of ideas according to their own personality and sense of values. This assumption is based on quite a number of researches. The degree to which they are motivated toward learning in school is directly related to their openness to experience their personal sense of adequacy and the things they cherish.

1.3 THE PROBLEM

Hence the investigator has settled the problem as under:

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

1.4 CLARIFICATION OF TERMS USED IN THE STUDY

It is worthwhile to write a clear description of the terms used in the present study.

(a) <u>Classroom Ethos</u>

It is very difficult to define classroom ethos in definite terms since there are many factors which build the classroom ethos.

Herbert Thelen (1967) emphasizes the fact that each classroom has its distinctive culture and way of life. This way of life is experienced differently and has different outcomes for each person - boy or girl, high or low achiever and for members of different ethnic, social class and tribal groups. The teacher and class may view the way of life similarly or differently; and their images may differ in important respects from that which they intend or want. The 'overall' culture of the class appears to be a frame of reference for describing individual and sub-group differences and for ultimately understanding how to deal with such issues as making diversity a resource rather than a hindrance, capitalizing on different teaching styles, adjudicating appropriate standards of performance in the class.

Thelen further define ethos as: "the fundamental character of spirit of a culture; the underlying sentiment that informs the beliefs, customs of practices of a group or a society; the dominant assumptions of a people of a period". The ethos variable is: (a) Measurable; (b) Salient in classrooms of different ages, subjects and purposes; (6) Sensitive to different styles and methods of teaching; (d) Relatable to the whole range of established demographs,

performance, process and outcome variables; (e) Interpretable by means of well-formulated and adequate theory of education; and (f) Consonant with establishing knowledge of society.

Mishra (1971) gives the definition of classroom climate as:

> The term which refers to generalized attitudes towards the teacher and the class that the pupils share in common despite individual differences. The development of these attitudes is an outgrowth of classroom social interaction. As a result of participating in classroom activities pupils soon develop common attitudes about how they like their class, the kind of person the teacher is, and how he will act in certain situations. These common attitudes colour all aspects of classroom behaviour, creating a social behaviour pattern or climate that appears to be fairly stable once established. Thus, climate is merely an abbreviated reference to those qualities that constantly predominate in most teacher-pupil contacts and contacts among the pupils, in the presence or absence of the teacher.

Editor Carter V. Good (1970) in "Dictionary of Education" says that:

> The learning environment in a classroom includes not only physical environment but also emotional tone. All environmental conditions or qualities that tend to produce a given type of feeling or emotional response, especially teacher-pupil and pupil-pupil relationships as environmental influences during the teaching-learning process.

The present investigator accepted and followed the

definition of Herbert Thelen (1967).

(b) Motivation

Motivation is an activity by one person designed to stimulate or arouse a state within a second person or group of persons that under appropriate circumstances initiates or regulates activity in relation to goals.

(c) Pupils' Motivation

To stimulate in children the desire to learn in academic setting described as Academic Motivation.

In Frymier's (1965) own words: "Motivation towards school is assumed to represent an internalized state of being which manifested itself outwardly in particular ways of behaviour".

(d) Academic Achievement (Performance)

The term 'academic performance' is a very broad term which indicates generally the learning outcomes of pupils. These learning outcomes are the changes observed in the behaviour pattern of pupils as a result of learning, that takes place in schools, through the teaching of school subjects.

The term academic performance is restricted to the level of achievement of pupils in the cognitive areas of various school subjects.

According to Webster's Third New International Dictionary (1961), it means: The capacity to achieve the desired results.

In the Oxford English Dictionary (1961), it has two meanings: -

(i)   The accomplishment, execution, carrying out, working out of anything ordered or undertaken; the doing of any action or work.

(ii) Something performed or done; an action in emphatic sense; A notable deed, achievement.

Webster's Dictionary (1969) explains: The ability to perform: Efficiency, the manner in which a mechanic performs.

Lastly, Prayag Mehta (1969) explains: The word performance includes both the academic and the co-curricular performances of an individual.

The present investigator has taken academic performance from the ratings by the class teacher on a five point scale. Generally, the class teacher know the pupils progress in different subjects and in the aggregate grades. On the basis of which the teachers rated the pupils. Non-academic achievement is again considered to be the student participation in several extra-curricular activities in the school. On the basis of this participation the teachers

rated the pupils   on a five point scale.

1.5 THE OBJECTIVES FORMULATED
FOR THE PRESENT STUDY

The aim of the present study is simple, i.e., to
study the level of academic motivation of pupils with high,
average and low performance and also classroom climate
score of pupils with high, average and low performance.

The second aim also is to study the relation of
academic motivation with classroom climate in terms of their
components. The investigator aims to draw profiles of class-
rooms in terms of classroom climate, motivation and perfor-
mance. Such profiles will be useful for diagnostic remedial
studies.

This aim can be analysed in the following objecti-
ves:

1. To study the Mean and SDs of academic motiva-
    tion and classroom climate of each class in
    order to draw classroom profiles.

2. To study the correlation of classroom climate
    with other variables.

3. To study the significance of difference in
    scores of academic motivation and classroom
    climate of pupils with high and low performance.

4. To draw profiles of some classes with a

view to further study for diagnostic remedial studies.

5.   To study the level of academic motivation, and classroom climate according to: (a) Boys and girls, (b) Government schools and Convent schools, (c) English and Gujarati medium schools, (d) Boys' schools, Girls' schools and mixed schools, and (e) High SES, average SES and low SES pupils.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

The study aims to find out the relationship of academic motivation and classroom climate with performance. In other words, the investigator wants to find out the answer to a question: What is academic motivation score of the pupils with high performance and pupils with low performance?

Similarly, how the classroom climate is perceived by pupils with high academic motivation, and by pupils with low academic motivation, and is there any relationship between motivation and classroom climate?

The study takes into consideration, fortyone classes of twentysix different schools. Therefore, the findings may not be applicable to all schools of India but generally for the schools selected in data, the findings are

applicable.

The limitations of the study are that it takes into consideration only two types of schools - (1) Government schools and (2) Convent schools and not all types 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 valuee of question paper is different, as they are examined by different teachers. Therefore, generally accepted view of very high, high, average, low and very low (i.e., rating on five point scale) is taken into consideration. The rating was done by the teachers.

The investigator also took the rating of teachers on same five point scale on non-academic achievement. The present chapter aimed at describing the significance and the purpose of this study.

1.7 SCHEME OF CHAPTERS

The investigator tried to plan the scheme of chapters after deciding the aim of this study as follows:

Chapter I: The Problem

This chapter describes the aim of the present study focusing on the significance of classroom climate,

academic motivation and pupils' academic and non-academic performance. The chapter also describes the aims of the present study.

Chapter II: The Previous Studies

Several studies have been made in India as well as abroad. Quite a number of studies in academic motivation and on classroom climate are conducted. The present chapter enumerates these studies in brief and projects further hypothesis.

Chapter III: Conceptual Foundation

The chapter describes in depth basic conceptual foundation of classroom climate and academic motivation. The psychological dimensions are discussed and brought out in order that the study can be understood in its vitality and depth.

Chapter IV: The Procedure

The chapter describes the procedure adopted for the present study, e.g., the hypotheses, the sample, the tools of study, the system of data collection, the system of data analysis, etc.

Chapter V: The Analysis of the Data

The data is analysed according to each aim of this study. The means and SDs of classroom climate, pupil

motivation are given, the intercorrelations are described
and the classroom profile is discussed.

Chapter VI: Review, Findings and Suggestions

The chapter deals with a brief review, major findings
and suggestions.

In Appendices: the tools, scoring key, the test
of schools and other relevant material is given.