CHAPTER- V

MAIN FINDINGS, DISCUSSION OF RESULTS AND EDUCATIONAL IMPLICATIONS

5.1 Main Findings

After analysis and interpretation of the data the next step is presentation of the findings drawn from the results of the investigation. The main findings of the study in hand can be expressed on the basis of the status of the major hypotheses set to be tested, both retained as well as rejected, as they form the solid base on which the structure of the whole edifice of outcomes would stand. It would, therefore, be apt to reiterate what stands by and what not on the touchstone of research evidence and its authentication or otherwise in the light of similar investigations put up over a period of time.

The principal presumptions accepted include:

- **H$_0$1**: There exists no significant effect of intelligence on classroom morale. In that, high intelligent and low intelligent Sr. sec. school students did not differ on classroom morale.
- **H$_0$2**: There exists no significant difference in the development of classroom morale of sr. sec. school students with different levels of locus of control (internal and external).
- **H$_0$3**: There exists no significant one-way and two-way interactions effect in Types of School, Locus of Control and Intelligence.
- **H$_0$4**: The two-way interaction effect between Sex and Locus of Control is not significant.
- **H$_0$4**: There exists no significant three-way interaction effect in Sex, Locus of Control and Intelligence.
- **H$_0$6**: There exists no significant effect either in main or in interactions of Parental Income, Locus of Control and Intelligence on Classroom Morale of sr. sec. school students.
- **H$_0$7**: There exists no significant one-way (Except Parental Education (A)), two-way and three-way interactions effect in Parental Education, Locus of Control and Intelligence.
- **H$_0$8**: There exists no significant one-way, two-way (Locus of Control and Intelligence (B X C)) and three-way interactions effect in Parental Occupation, Locus of Control and Intelligence.
On the contrary, those rejected include:

**H₀3**: There exists a significant three-way interaction effect in Types of School, Locus of Control and Intelligence.

**H₀4**: There exists a significant difference between classroom morale of sr. sec. school boys and sr. sec. school girls.

**H₀4**: The two-way interaction effect between Sex and Level of Intelligence is significant.

**H₀4**: The two-way interaction effect between Locus of Control and Intelligence is found significant.

**H₀5**: There exists a significant difference between classroom morale of rural sr. sec. school students and urban sr. sec. school students.

**H₀5**: There exists a significant difference on classroom morale among sr. sec. school students with high intelligence and low intelligence.

**H₀5**: The two-way interaction effect of Type of School and Intelligence is significant.

**H₀5**: The two-way interaction effect of Locus of Control and Intelligence is significant.

**H₀7**: There exists a significant difference in the development of classroom morale of sr. sec. school students with different levels of Parental Education.

**H₀8**: The two-way interaction effect of Locus of Control and Intelligence is significant.

Expressed in terms of findings, they may be divided into different sets as follows.

**5.1.1 Demographic Profile vs. Classroom Morale**

From the demographic analysis of classroom morale of sr. sec. school students, it was observed that, in general terms:

- Girls were found to have higher classroom morale in comparison to boys,
- Govt. school students were found to be higher on classroom morale as compared to public school students,
- Rural students were found to have higher classroom morale as compared to urban students.
5.1.2 Findings based on Level of Intelligence and Level of Locus of Control

A. There exists no significant effect of intelligence on classroom morale. In that, high intelligent and low intelligent Sr. sec. school students did not differ on classroom morale. Though sr. sec. school students having low intelligence level showed higher classroom morale score than sr. sec. school students having high intelligence.

B. There exists no significant difference in the development of classroom morale of sr. sec. school students with different levels of locus of control (internal and external), even though Sr. sec. school students having internal locus of control showed higher classroom morale score than sr. sec. school students having external locus of control.

5.1.3 Findings based on Analysis of Variance.

(A) Effect of types of school, locus of control and intelligence on development of the classroom morale of Sr. Sec. School Students.

There exists a significant three-way interaction effect in Types of School, Locus of Control and Intelligence. Sr. sec. school students of public school having internal locus of control and high intelligence have the highest mean classroom morale and sr. sec. school students of govt. school having internal locus of control and high intelligence have the lowest mean classroom morale.

(B) Effect of sex, locus of control and intelligence on development of the classroom morale

(1) There exists a significant difference between classroom morale of sr. sec. school boys and sr. sec. school girls. Girls showed higher in mean Classroom Morale as compared to Boys.
(2) The two-way interaction effect between Sex and Level of Intelligence is significant. Sr. sec. school girls having low intelligence have the highest mean classroom morale and sr. sec. school boys having low intelligence have the lowest mean classroom morale.

(3) The two-way interaction effect between Locus of Control and Intelligence is found significant. Sr. sec. school students having external locus of control and low intelligence have the highest mean classroom morale and sr. sec. school students having external locus of control and high intelligence have the lowest mean classroom morale.

(C) Effect of Locality, locus of control and intelligence on development of the classroom morale

(1) There exists a significant difference between classroom morale of rural sr. sec. school students and urban sr. sec. school students. Rural sr. sec. school students have higher mean classroom morale as compared to urban sr. sec. school students.

(2) There exists a significant difference on classroom morale among sr. sec. school students with high intelligence and low intelligence. Sr. sec. school students having high intelligence have higher mean classroom morale as compared to sr. sec. school students having low intelligence.

(3) The two-way interaction effect of Type of School and Intelligence is significant. Rural sr. sec. school students having high intelligence have highest mean classroom morale and rural students having low intelligence the lowest mean classroom morale.

(4) The two-way interaction effect of Locus of Control and Intelligence is significant. Rural sr. sec. school students having internal locus of control have highest mean classroom morale and rural students having external locus of control the lowest mean classroom morale.
(D) Effect of Parental Income, locus of control and intelligence on development of the classroom morale
There exists no significant effect either in main or in interactions of Parental Income, Locus of Control and Intelligence on Classroom Morale of sr. sec. school students.

(E) Effect of Parental Education, locus of control and intelligence on development of the classroom morale
There exists a significant difference in the development of classroom morale of sr. sec. school students with different levels of Parental Education. Senior secondary school students having low parental education have higher mean classroom morale than senior secondary school students having high parental education.

(F) Effect of Parental Occupation, locus of control and intelligence on development of the classroom morale
The two-way interaction effect of Locus of Control and Intelligence is significant. Senior secondary school students having internal locus of control and high intelligence have the highest mean classroom morale and senior secondary school students having external locus of control and high intelligence have the lowest mean classroom morale.

5.2 Discussion of Results
This study, primarily, aimed at studying Classroom Morale of Sr. Sec. School students in relation to Locus of Control, Socio-Economic Status and Intelligence with some Demographical Variables like Type of School, Sex and Locality. The aim was to see whether internal or external locus of control and high or low Intelligence and Demographic Variables (Type of School, Sex and Locality) have any impact on Classroom Morale of Sr. Sec. School Students, so also, the impact of three aspects of socio-economic-status (Parental Income, Parental Education and Parental Occupation). The principal findings may be discussed as follows:
(A) Effect of types of school, locus of control and intelligence on development of the classroom morale of Sr. Sec. School Students.

There exists a significant three-way interaction effect in Type of School, Locus of Control and Intelligence. Sr. sec. school students of public school having internal locus of control and high intelligence have the highest mean classroom morale and sr. sec. school students of govt. school having internal locus of control and high intelligence have the lowest mean classroom morale. The reason for this significance can be the feeling of togetherness by these students (Blankenship, 1939). Similar findings have also been reported by Joshi (2005) in her paper on type of school, locus of control and creativity has significant effect on Classroom Morale. Another reason for this could be the adjustment of the students in public schools and their study habits as reported by Chhabra (1975).

(B) Effect of sex, locus of control and intelligence on development of the classroom morale

(1) There exists a significant difference between classroom morale of sr. sec. school boys and sr. sec. school girls. Girls are higher in mean Classroom Morale as compared to Boys. Similar findings have been reported by Chhabra (1975) that female teachers possess high morale as compared to male teachers and Chishty (1992) that girls and boys differ significantly as regards their morale level, girls mean was higher than the boys. The reason for this could be their co-operative and enthusiastic nature as reported by Stodgill (1959).

(2) The two-way interaction effect between Sex and Level of Intelligence is significant. Sr. sec. school girls having low intelligence have the highest mean classroom morale and sr. sec. school boys having low intelligence have the lowest mean classroom morale. Joshi (1992) too found that low creative girls have higher classroom morale as compared to high creative girls. Several of the studies have highlighted the importance of methods and institutional functioning style. In the classroom, special educational programmes to meet pupils’ needs have also been known to increase their morale.
(3) The two-way interaction effect between Locus of Control and Intelligence is found significant. Sr. sec. school students having external locus of control and low intelligence have the highest mean classroom morale and sr. sec. school students having external locus of control and high intelligence have the lowest mean classroom morale. Joshi (1992) had also found that girls senior secondary school students having external locus of control and low creativity have the highest mean classroom morale.

(C) Effect of Locality, locus of control and intelligence on the development of classroom morale

(1) There exists a significant difference between classroom morale of rural sr. sec. school students and urban sr. sec. school students. Rural sr. sec. school students have higher mean classroom morale as compared to urban sr. sec. school students. The reason for high morale of rural senior secondary school students may be their positive attitude, commonality of the goals and their adaptability to the changing environment (Maier, 1970). Thapliyal (1981) has also indentified a highly significant difference in classroom morale between the rural and urban colleges.

(2) There exists a significant difference on classroom morale among sr. sec. school students with high intelligence and low intelligence. Sr. sec. school students having high intelligence have higher mean classroom morale as compared to sr. sec. school students having low intelligence. The reason for this could be the role played by their teachers. The teachers who encourage pupils initiation and ask divergent questions, encourage praise, more often develop pupil’s intelligence and creativity to greater extent as compared to the teachers who like conformity, rigidity and authoritarianism.(Strong, 1967; Cole,1969; Torrance, 1970; Gupta, 1975).

(3) The two-way interaction effect of Type of School and Intelligence is significant. Rural sr. sec. school students having high intelligence have highest mean classroom morale and rural students having low intelligence the lowest mean classroom morale. Next to the home, school environment is very important for the growth and development
of learning aptitude. The results from several studies show that methodology employed and curriculum assignments in particular classroom or school also play important roles in the growth of pupils’ intelligence and creativity (Hutchinson, 1963; Torrance, 1965; Brown, 1973; Hensel, 1973).

(4) The two-way interaction effect of Locus of Control and Intelligence is significant. Rural sr. sec. school students having internal locus of control have highest mean classroom morale and rural students having external locus of control the lowest mean classroom morale. Joshi (1992) had also found similar kind of significant effect while studying the effect of locus of control, creativity and parental encouragement on classroom morale for Hindi medium girls’ senior secondary school students.

(D) Effect of Parental Education, locus of control and intelligence on the development of classroom morale
There exists a significant difference in the development of classroom morale of sr. sec. school students with different levels of Parental Education. Senior secondary school students having low parental education have higher mean classroom morale than senior secondary school students having high parental education. The reason for could be teacher-student dependence, their interpersonal relationship, satisfaction, goal direction, adequacy of communication, teaching learning skills of the teachers, learning facilities and students’ confidence in school management (Chishty, 1989). May be highly educated parents develop a kind of competitive feeling in their child which develops in the child a feeling to be left behind all other students of the class. This develops the feeling of jealousy and pessimism which results in low classroom morale (Maier. 1970).

(E) Effect of Parental Occupation, locus of control and intelligence on the development of classroom morale
The two-way interaction effects of Locus of Control and Intelligence is significant. Senior secondary school students having internal locus of control and high intelligence
have the highest mean classroom morale and senior secondary school students having external locus of control and high intelligence have the lowest mean classroom morale. The current shift in education towards humanistic ideals and on development of morale is equally reflected in the growing attention being paid to the concept of “classroom morale” for research and investigation. For this purpose, reinforcement may be seen as largely the consequence of one’s own actions (internal locus of control) or as a result of outside forces (external locus of control) such as fate, chance or the actions of the others. Since locus of control plays a major role in the learning process and striving for achievement, the value of development of internality among individuals for self-enhancement and self-control and better learning is recognized (Joe, 1971; Shipe, 1971; Daniels and Stevens, 1976).

Interactional analysis employed in the present study refers to a technique for studying the chain of classroom events in such a fashion that each event is taken into consideration. Some of the notable studies made in this regard are those by Campbell and Stanley (1963); Coats, (1966); Turner, (1967). Classroom morale can be increased by developing physical environment and learning conditions in the classroom which result in better achievement. Physical and psychological characteristics and environment influence human productivity (Parsons, 1971; Blom, 1973; Milt, 1975).

This set of findings does reveal that there appears to be a strong relationship between classroom morale and its conjugate factors like locus of control, intelligence and socio-economic-status and that they have longtime impact on the process of teaching-learning in the classroom.

5.3 Conclusions

In the light of the above findings, it can be safely said that the present study provides evidence on the nature and type of interaction among independent variables and demographic variables that impact classroom morale of senior secondary school students. The study explains the importance of intelligence, locus of control and socio-economic status as determinants of classroom morale and the interactions among the three variables. The results are valuable not only from classroom morale point of view, but also from research point of view too, in the largely unexplored field of classroom morale, the
factors responsible for the development of positive classroom morale and how best to take note of it for improving classroom learning and in turn the schooling process.

5.4 Educational Implications

The present study makes an initial effort on Classroom Morale of Sr. Sec. School students in relation to their Locus of Control, Socio-Economic-Status and Intelligence. Despite its limitations it has significant implications for some important areas of education. The findings may be particularly useful for educational planners, thinkers, demographers, teachers, psychologists, administrators, policy makers, teacher educators and parents as stakeholders in the upkeep of the education system.

The key stone in the educational edifice is doubtless the learner. The progress and prosperity of the nation depends a lot on the progress of the child. ‘Classrooms are the nurseries of the Nation’ and ‘Teachers are the Architects of the future’ are not mere figurative expressions but truthful statements, as significant as they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in the classrooms, which are the seed beds of culture where children in whose hands quiver the destiny of future, are trained and from their ranks will come out, when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received in the classrooms. The role of classroom group is thus very important.

In the present study, we have seen that girls’ senior secondary school students are having higher classroom morale as compared to boys. The reason for low morale of boys can be in their upbringing or the more importance they get in their families as compared to girls. It can be because of the competitive life boys live as compared to girls.

Another finding of the study was that the rural students were having high morale as compared to urban students and humanities group students were having higher morale as compared to science group students. Rural students live in an environment where cooperation is more as compared to cities. If we talk about senior secondary school students
means adolescents, this is the period of all kinds of development in them. This is the period when they are full of youthful energy. This is the time when different qualities like leadership, patriotism, team spirit etc. can be imbibed in them. The peer group is the only group they confide in. This is the time when characters are formed and personalities are developed. The programmes planned at this stage will decide the future of the youths and so of the society and nation. This is the period of development of their morale. All kinds of complexes and hesitations can be removed by enhancing their morale. So, we conclude that by developing the morale of the students we can get rid of a thousand of problems.

How students perceive each other and interact with one another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials (i.e., textbooks, curriculum, programmes) and some time is spent on how teachers should interact with students, but how students should interact with one another is relatively ignored. How teachers structure student-student interaction patterns has a lot to say about how they feel about each other, and how much self-esteem they have. It can be done by enriching teacher training programmes with the techniques and skills of classroom morale development. The teacher trainers of all the training programmes (D.Ed., B.Ed. and M.Ed.) should be trained in the skill of morale development. The concept of morale should be included in the curriculum of teacher training programmes. Pupil teachers should be involved more and more in group activities. Workshops, seminars and extension lectures on morale development should be arranged for the future teachers. Co-operative learning can be an alternative. When teachers will acquire the concept, the skill and techniques of morale development, then they will be in a position to develop the morale of the students.

The heads of the schools should arrange different co-curricular activities throughout the year for the students. The teachers should encourage them and motivate them, so that, hundred percent participation in co-curricular activities can be insured. While working in groups, the roles, responsibilities and accountability of the students, towards self, institution and society should be fixed by the teacher. Those values that can enhance morale should be developed in the learners. It is because of the group activities in public schools that has made them very popular in urban areas these days.
The results obtained in the present study provide valuable evidence regarding the influence of variables namely, types of school, sex, locality, locus of control, intelligence and various aspects of socio-economic status (parental income, parental education and parental occupation) in relation to the classroom morale of senior secondary school students. The results also provide a convincing evidence of classroom morale development.

5.5 Suggestions for further Study

The present study has been directed towards studying classroom morale of Sr. Sec. School students in relation to locus of control, socio-economic-status and intelligence. It has been conducted under some limitations of time, sample etc. Below are given some suggestions for further research:

(1) The same study may be repeated with a larger sample and in different regions so as to have in-depth knowledge of classroom morale.

(2) The present study was conducted on senior secondary school students only. For generalizations of the findings, the study could be extended to students of other educational levels- primary, secondary and higher education.

(3) The study may be conducted using other methodology, population and settings.

(4) Some other demographic variables like emotional intelligence, creativity and academic achievement of the students could also be taken.

(5) Comparative studies can be taken up between residential and day-boarding schools.

(6) Similar studies may be undertaken by taking other variables like Teaching competency, Job Satisfaction, Teaching Attitude, Self-concept etc.
(7) Different school systems are characterized by different standards of excellence in student morale. It will be a useful research Endeavour to compare different school systems such as Navodaya & Central, and Public & Ordinary in respect of the variables used in this study.

The investigator concludes the study with the hope that the findings would help improve optimum utilization of classroom morale of Sr. Sec. School students to a great extent. It is also hoped that the studies suggested here would be carried out by others.