SUMMARY

In the present age of maximizing the application of science and technology, it has increasingly been realized that age old traditional classroom techniques are to be updated and gradually modified to suit the contemporary requirements of teaching and learning. Research studies bear testimony to the fact that persistent efforts to improve classroom learning process, simply by upgrading teaching standards, have proved futile. In order to optimize the output of classroom learning process, a set of collective behaviors of the learners need to be understood. Recent researches in the field of education have shown that students enjoy while working together to attain a common goal. Teachers are there to ensure that learning activities are executed effectively. Classroom group dynamics is the most effective in the life of a child. The personality traits of the child are shaped considerably according to his classroom activities. The environment of the school and its surrounding are also a contributory factor. The trio of the pupil, teacher and school administrator should be in tune with one another in such a manner that the principal of an independent entity of each individual is well maintained. Thus, one of the most important groups in the life of a child is the classroom group. The child’s dominant personality needs are satisfied largely by the class group and its activities. The art of classroom management requires that the teachers think in terms of individual pupils, the class group, the school organization and all other relationships. Although they are related to each other yet each of them is part of a total system and is also estimated as a separate entity.

Morale is ‘group persistence’ in the pursuit of the collective purposes. Evanescent enthusiasm is no evidence of morale, although enthusiasm may strengthen it. Tenacity in the face of adversity is the most unequivocal index of high morale. Since, morale depends upon subordinating the plurality of individual possibilities to the unity of collective purposes, all that aids in identifying the person with the group symbols is pertinent to the understanding and the management of morale. Group symbols include terms which name the group, indicate its goals and methods and sustain its hope of victory. Primitive communities’ quite spontaneously used many ways of stimulating the process of identification. The war dances and magical rites which arouse individual impulses recognize them about the leaders, emblems and projects on the whole. Modern industrial
society has extended its technical attitude towards material things to include human
relations, and the building and maintenance of morale have become distinct social
techniques with many resources at its disposal. The devices of psychology, social welfare
and public health are variously used in factory, school, press, public gatherings and other
approaches to public opinions in order to mobilize the community in war, disaster and
depression.

“Morale can be described in terms of congruence between the individual perception of
himself and what he would wish himself to be. It can be high in certain fields and low in
others, but complicated as it may be the general pattern is traceable.”

Stodgill (1969) defines morale as the degree of freedom from restraints in action towards
a goal. Morale in a classroom group can be described as the extent to which group
members experience satisfaction stemming from the total school situation and the extent
to which members are co-operative and enthusiastic. It is also a condition under which
the group generates a feeling of mutual trust including shared perceptions of events.
Morale is lower in a classroom group when individuals singly have no clues or previous
experiences as to how others perceive a new situation and when interaction is curtailed
leaving no way to find out the reactions of others.

Morale is difficult to define because it exists at different levels at different times. The
dictionary definition of morale is the “prevailing mood and spirit conducive to willing
and dependable performance.” It can be thought of as relating to the problems that affect
the feelings and emotions that arise as members in the classroom organization interact
with one another with the teachers and with parents in the schools or at home. The
emotions and feelings, of course, are experienced by individuals but they can have a
combined effect that can be properly distributed to the group.

Blum (1968) summarized the determinants of morale and pointed out that it can be
understood in terms of four determinants:
Feeling of togetherness or group cohesiveness

Employees in a normal work situation rarely function as totally isolated individuals. The workers are likely to form a group or a number of sub-groups. The ideal situation, which makes for the most morale, is one in which there is a single group that includes all employees, the representative of the employer and the employees.

Need for a goal

Promoting group cooperation is easier if the group has a goal to achieve. Advancement, security, increased earnings and individual welfare can all be goals, provided management encourage them and employees have the evidence that they are real and attainable.

Progress towards goals

In addition to goal, it must be possible for employee to make observable progress towards it.

Meaningful Tasks

The last of the four determinants of morale involves specific meaningful task for the individual in the group to perform, the sense of participating in the groups work towards the goal.

Locus of Control

Locus of control, a construct related to attribution, examines people’s control beliefs—to what extent they perceive they are in control or not in control of what happens to them. Rotter (1966), seeking to understand how reinforcements alter behaviour, originally proposed that reinforcement following an event would be understood by people with an external locus of control as deriving from luck, chance, or fate. Those with an internal locus of control will view these reinforcements as being dependent on their own abilities, effort, or behaviour. Grounded in social learning theory, these conclusions were spawned
from the observation that for behaviour change to occur, the reinforcement must be of value to the person. Thus, as Marks (1998) explains: Individuals with an internal locus of control experience reinforcements of value as more meaningful or influential to them because they believe that they have control over reinforcements; to increase or decrease the reinforcement, they change their behaviour. On the other hand, individuals with an external locus of control are less likely to change their behaviour because they do not believe that changing their behaviour would have an effect on the reinforcements. (p. 252)

Though literature often uses attribution and locus of control as synonymous constructs, attribution research looks at the conditions and processes of how people assign causality while locus of control research assumes that individual differences among perceivers influence attribution, representing a “chronic way of explaining one’s own successes, failures, or other experiences when environmental conditions do not provide any other explanation” (Fiske & Taylor, 1991, p. 72). A person’s locus of control style influences what type of causal attribution one will make concerning a specific event. Whether a cause is internal or external is an important distinction and dimension in attribution theory (Heider, 1958; Rotter, 1966).

People can make very different attributions depending on what they believe about an event and about themselves. Shapiro, Schwartz, and Astin (1996) suggest that one’s beliefs about the extent of control they have regarding what happens to them is a core element in their understanding of how they live in the world. When failing a test, for example, most people experience the need to attribute it to ability or effort (influenced, as Rotter posits, by their internal locus of control) or to task, luck, or chance (influenced by their external locus of control). The construct of locus of control has been researched and expanded to help explain behaviour across a wide variety of disciplines and environments, including mental health and education (Lefcourt, 1982; Rotter, 1990). In response to Rotter’s (1975) suggestion that locus of control scales needed to be developed for domain specific areas, Trice (1985) proposed the Academic Locus of Control Scale (ALOC) to look at control beliefs in academic and achievement contexts.
Rotter (1975) cautioned that internality and externality represent two ends of a continuum, not an either/or typology. Internals tend to attribute outcomes of events to their own control. Externals attribute outcomes of events to external circumstances. It should not be thought, however, that internality is linked exclusively with attribution to effort and externality with attribution to luck, as Weiner's work makes clear.

Internals were believed by Rotter (1966) to exhibit two essential characteristics: high achievement motivation and low outer-directedness. This was the basis of the locus of control scale proposed by Rotter in 1966, although this was actually based on Rotter's belief that locus of control is a uni-dimensional construct. Since 1970, Rotter's assumption of uni-dimensionality has been challenged, with Levenson, for example, arguing that different dimensions of locus of control, such as belief that events in one's life are self-determined, are organized by ‘powerful others’ and are chance-based, must be separated. Weiner's early work in the 1970s suggested that more-or-less orthogonal to the internality-externality dimension; we should also consider differences between those who attribute to stable causes, and those who attribute to unstable causes.

This meant that attributions could be to ability (an internal stable cause), effort (an internal unstable cause), task difficulty (an external stable cause) or luck (an external, unstable cause). Such at least were how the early Weiner saw these four causes, although he has been challenged as to whether people do see luck, for example, as an external cause, whether ability is always perceived as stable and whether effort is always seen as changing. Indeed, in more recent publications (e.g. Weiner, 1980) Weiner uses different terms for these four causes—such as "objective task characteristics" in place of task difficulty and "chance" in place of luck. It has also been notable how psychologists since Weiner have distinguished between stable effort and unstable effort—knowing that, in some circumstances, effort could be seen as a stable cause, especially given the presence of certain words such as "industrious" in the English language.

This has obvious implications for differences between internals and externals in terms of their achievement motivation, suggesting that internal locus is linked with higher levels of N-ach (Need for Achievement). Due to their locating control outside themselves, externals tend to feel they have less control over their fate. People with an external locus
of control tend to be more stressed and prone to clinical depression (Benassi, Sweeney & Dufour, 1988; cited in Maltby, Day & Macaskill, 2007).

A large numbers of studies were observed by the investigator on Locus of Control and it was felt that it is an important factor which might play a significant role in determining classroom morale, socio-economic-status intelligence of sr. sec. school students when it joined with demographic variables like type of school, sex, locality and stream of the students.

**Intelligence**

Intelligence as a concept has been understood in different ways by different psychologists and has, therefore, a variety of definitions.

As to Stern (1914), intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life.

Thorndike (1914) defined intelligence as “the power of good responses from the point of view of truth or fact”.

To Terman (1921), an individual is intelligent in the proportion that he is able to carry on abstract thinking.

For Wagnon (1937), intelligence is the capacity to learn and adjust to relatively new and changing conditions.

To Woodworth and Marquis (1948), intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task.

To Jean Piaget (1952), intelligence is the ability to adapt to one’s surroundings.

For David Wechsler (1944), intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment.
To Stoddard (1943) intelligence means the ability to undertake activities that are difficult, complex and abstract; which are adaptive to a go, are done quickly and have social value which leads to the creation of something new and different.

The true nature of intelligence can be understood by first, defining it to understand its meaning; discussing the various theories explaining its structure in terms of the several constituents and factors; and identifying the numerous other aspects and characteristics related to intelligence and its functioning.

Distribution of intelligence is not equal among all human beings. It resembles the pattern of distribution of health, wealth, beauty and similar other attributes or endowments. Its normal distribution is governed by a definite principle where the majority of people are simply average, a few very bright and a fewer dull.

Intelligence of an individual can be observed only to the extent that is manifested by him, in his behavior and more, by one or more intelligence tests. Many such tests have been devised by psychologists for the measurement of intelligence. In reference of these, however, the term ‘assessment’ is preferred because intelligence, being only a concept or an abstraction rather than a substance, it cannot be measured in physical units like a length of cloth or temperature of the body. It can only be assessed to a degree. In this context, Griffiths (1933) observes: “the standard of measurement is a group of performance”. Therefore, when we measure an individual’s intelligence by means of an intelligence test, we try to interpret his score in terms of the norms set (group performance) by the author of the test. One’s intelligence is thus determined in relation to classified group to which one belongs. Thus, whereas a piece of cloth may be measured in absolute terms, relative measurement or assessment has to be resorted to, in the case of intelligence. This assessment is carried out through intelligence tests, categorized as individual and group tests involving the use of verbal or non-verbal material.
**Socio-Economic Status**

Status is indicative of the monetary value of an individual in a particular group. When it is estimated in a particular society, it becomes social status or socio-economic status. It is assumed that a person has the status in terms of his monetary possession, i.e., a house, land, a car, scooter etc. owned by an individual. It also refers to income, standard of living, expenditure etc. Students come from very different socio-economic classes, values, intelligence, capacity, ideas; ambitions of the students vary according to their socio-economic status. 'SES means the position that an individual or family occupies with reference to the prevailing average standard of cultural possessions and participation in group activity of the community. Socio-economic status would, therefore, be a ranking of an individual by the society he lives in, in terms of material belongings and cultural possessions along with the degree of respect, power and influence he wields. The factor of status does impact on the classroom morale of the students in one form or the other.

Socio-economic status plays an important role in determining the level of classroom morale in a student. It is quite important to know what a student is, what he is going to be in future and what he feels about himself and others. In some homes, parents are well educated having well established social background and wholesome personality. Such parents would tend to nurture their children differently in a psychological fashion to help their children develop positive thinking about others and themselves. The socio-economic status of parents is likely to influence the classroom behaviour of the learner. Therefore, to understand the classroom behavior and morale of school students, the first step would be to know their socio-economic status. Undoubtedly parents ought to provide better environment and socio-economic status to increase the level of classroom morale of their children.

Kalia and Sahu (2012) described Socio-Economic Status as “status of a person with respect to his/ her level of socio-cultural participation, ability to influence mass, level of education, kind of occupation, financial position, health, wellbeing and lifestyle, level of aspiration, kind of gadgets, services and leisure facilities that the family enjoys”.
Rationale of the Study

The justification of a research project lies in its contribution to a social purpose or to society for its welfare. The purpose of present study is to see whether there is a relationship between Classroom Morale of Senior Secondary School Students and Locus of Control, Intelligence and Socio-Economic Status.

Education is a very important means of national investment. Developing countries, like India, can develop by education only. The Education Commission (1964-66) has emphasized that education is the only tool that can be used to bring about a change in the social and economic progress of India. Govt. of India is investing huge amounts of money for improving the quantity and quality of education. A society with democratic ideals attempts continuously to improve its programmes and strategies for serving common welfare of all the citizens. It seeks through education to develop in each young citizen a strong feeling of contributing his special abilities and understanding to the inclusive development of society and evolving better solutions to the increasingly complex problems of modern living.

Teachers and educational institutions, more often than not, try to discover and provide conditions that will effectively produce the kind of learning desired. It requires careful planning to provide proper learning conditions and creating favourable learning climate for an instructional programme to be successfully executed in the classroom. The principal purpose of all learning should be to provide conditions that will enhance the learning progress. Teachers’ role is unique in this process. Many of the researches on teachers and teaching have been conducted to identify the characteristics of successful and unsuccessful teachers’ vis-à-vis the quality of education. And the quality of education depends on classroom morale of the students, and, especially so, in the case of senior secondary class students who are in the most important adolescent stage in the life of a student. This is the period in which the students get physical, emotional and mental maturity. Group behavior affects each and every aspect of students’ behaviour. At this level, classroom is the most crucial group in his life. So many factors contribute in the development of classroom morale like Locus of Control, Creativity of the student, Personality, Intelligence, various aspects of Socio-economic Status, e.g., Parent’s
Income, Education and Occupation. The present study is planned to know the interactional effects of Intelligence (High and Low), Locus of Control (Internal and External) and Socio-economic Status of senior secondary school students on development of their Classroom Morale and to know, in turn, how valuable the findings of the study will be for educational administrators, planners, social reformers, teachers and the parents to help build their classroom morale for their sustainable growth and development in their learning process, hence, the need and importance of the study.

Statement of the Problem

A Study of Classroom Morale of Senior Secondary School Students in Relation to their Socio-Economic Status, Locus of Control and Intelligence.

Operational Definitions of the Terms Used

Classroom Morale

In the present study, classroom morale refers to a student’s sense of belongingness and loyalty to the class and his/her satisfaction with the class environment.

Locus of Control

Locus of control is related to the measurement of the extent to which an individual is self motivated, self directed or self controlled (internal frame of reference) and the extent to which the environment (luck, chance etc.) influences his behaviour. Locus of control has to do with the placement of responsibility for the outcome of events or behaviors. The outcomes of events are sometimes pleasant or unpleasant, encouraging or discouraging and can be referred to as either internal or external.

Intelligence

Intelligence is the aggregate or global capacity of an individual to act purposefully to think rationally and to deal effectively with his environment.
Socio-Economic Status

Socio-Economic Status is considered as an indicator of one’s economic and social position. Socio comes from the word social and refers to people and the way they fit into the community in which they live. It reflects how well they are educated, have the kind of jobs they are in etc.

Economic refers to the financial position of people within society and includes how much they regularly earn, whether own a house and the assets owned, etc.

Socio-economic status is also judged by the institutions in which the individual or his or her wards study, whether they live in rural or urban area, the kind of occupation they are engaged in, etc.

Objectives of the Study

1. To study the difference in classroom morale of the Senior Secondary School Students with different levels of intelligence.
2. To study the differences in development of classroom morale of Senior Secondary School Students with internal and external locus of control.
3. To find out the effect of types of school, locus of control and intelligence on development of the classroom morale of Senior Secondary School Students.
4. To find out the effect of sex, locus of control and intelligence on development of the classroom morale of Senior Secondary School Students.
5. To find out the effect of locality, locus of control and intelligence on development of the classroom morale of Senior Secondary School Students.
6. To find out the effect of parental income, locus of control and intelligence on development of the classroom morale of Senior Secondary School Students.
7. To find out the effect of parental education, locus of control and intelligence on development of the classroom morale of Senior Secondary School Students.
8. To find out the effect of parental occupation, locus of control and intelligence on development of the classroom morale of Senior Secondary School Students.
Hypotheses of the Study

1. There is no significant difference in development of classroom morale of Senior Secondary School Students with different levels of intelligence.
2. There is no significant difference in development of classroom morale of Senior Secondary School Students with internal and external locus of control.
3. There is no significant relationship between types of school, locus of control and intelligence along with the interaction effect of these variables on the classroom morale.
4. There is no significant relationship between sex, locus of control and intelligence along with the interaction effect of these variables on the classroom morale.
5. There is no significant relationship between locality, locus of control and intelligence along with the interaction effect of these variables on the classroom morale.
6. There is no significant relationship between parental income, locus of control and intelligence along with the interaction effect of these variables on the classroom morale.
7. There is no significant relationship between parental education, locus of control and intelligence along with the interaction effect of these variables on the classroom morale.
8. There is no significant relationship between parental occupation, locus of control and intelligence along with the interaction effect of these variables on the classroom morale.

PROCEDURE AND DESIGN OF THE STUDY

In the execution of the present study, Descriptive Survey Method was employed. Descriptive studies are designed to obtain pertinent and precise information concerning current status of phenomena and to draw valid general conclusions from the facts discovered. They involve measurement, classification, analysis, comparison and interpretation.
The present chapter deals with the plan including the details of methodology for the present investigation in the form of its overall design, variables, description of the sample, the tools used, scoring procedure, data collection and statistical techniques used.

**Method of the Study**

As the study is designed to acknowledge the present status of relationship of Classroom Morale with all independent variables of the study, i.e., type of school, gender, locality, locus of control, intelligence and socio-economic status. The *Normative Survey method* was followed by the investigator in the present study.

**Variables of the Study**

**Dependent Variable**
Classroom Morale

**Independent Variables**
Types of School- Govt. and Pvt. Schools
Gender - Male and Female
Locality - Rural and Urban

**Different Dimensions of Locus of Control**
External Locus of Control
Internal Locus of Control

**Different Levels of Intelligence**
High Intelligence
Low Intelligence

**Different Aspects of Socio-Economic Status**
Parental income (High & Low)
Parental Education (High & Low)
Parental Occupation (High & Low)

**Population and Sampling**

Research in invariably conducted by means of a sample drawn from the target population on the basis of which generalizations are drawn and made applicable to the population as
a whole, as it is not possible to encompass the entire population. In the present study sr. sec. school students, studying in different sr. sec. schools (Govt. and Pvt.) situated in the state of Haryana, formed the population and the investigator used the multi-stage random sampling technique to select the subjects from the population. Haryana state was divided into 21 districts from which 2 districts were picked up by using the lottery technique. Thus, these two districts formed the sample of the study. A list of sr. sec. schools was obtained from the website of Education Department, Haryana and 6 schools from each district were selected at random making total schools to twelve

The study was conducted on twelve schools and from each school sixty students of twelfth class were taken as the sample of the study.

**Sampling**

To meet the requirement of (2 X 2 X 2) factorial design, the multi-stage random sampling was used in selecting the sample. Initially 720 sr. sec. schools students of Haryana state were chosen. Out of this, the responses of only 608 students could be taken for analysis, as only two levels were taken into consideration in case of independent variables. As per the requirement of the (2 X 2 X 2) cells (15 in each cell of the paradigm) the final sample of 120 students was chosen.

**Data Collection and Tools Used**

The data was collected with the help of four tools, namely

- **Test of Morale (TOM)** by Bhatnagar (1977).
- **Locus of Control Scale** by Roma Pal (1983).
- **Samoohik Mansik Yogyata Pariksha (1/61)** by Tandon (1975).

**Collection of Data**

The research tools were administered to 720 Sr. Sec. School students of Govt. and Public schools. Before administering the tools, the investigator went to the randomly selected
12 different Sr. Sec. Schools, situated in Sonepat and Jhajjar districts of Haryana and contacted their principals to obtain permission for collecting data from their Sr. Sec. School students studying in XII\textsuperscript{th} class. After securing the necessary permission, the Sr. Sec. School students were explained the objectives of the study and given the tools. Clear instructions were given on the tools. The investigator interacted with the Sr. Sec. School students and answered their queries.

**Statistical Analysis**

The objectives of the study needed the use of analysis of variance as the major technique of statistical analysis. It would allow for testing the significance in more than two means and at the same time inclusion of the factors like demographic variables, socio-economic status, locus of control and intelligence, thus permitting the testing of the significance of interaction between the three factors. The F-ratio does not point out which ones or how many means are significantly different. In order to locate the significance of difference, further analysis is required. Hence, F-test was followed by ‘t’-test whenever the former reached significance.

Keeping in view the objectives as well as the design of the study, the statistical techniques mentioned below were used for analysis of data.

1. In order to know the nature of the data, Mean, Standard Deviation and t-value were computed.
2. For finding out the effect of three independent variables, viz., Locus of Control, Intelligence and Socio-Economic Status on the Classroom Morale of Sr. Sec. School Students, three-way analysis of variance (2x2x2) factorial design was used.
3. The analysis of variance was also supplemented by t-test in case of significance of interactions.
4. 0.05 and 0.01 levels of significance were established.
Main Findings

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.

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.

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.
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.

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.

**Suggestion 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.