INTRODUCTION

1.1 GENESIS: Understanding the Classroom Dynamics

1.1.1 Individual Autonomy

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.

1.1.2 Learning outcomes

The population of the classroom may be treated as a miniature society consisting of all important factors like goals, status and individual strivings. The individual has to create a position for him in the miniature society in order to develop a sense of belongingness by playing effective roles in accordance with norms of the child’s society in a classroom individual has to follow a track with two parallel edges, one representing skill,
information, attitudes and learning expected and demanded by child’s parents and teachers and others relating to child’s status and role in the peer group. The learning outcome may fall in one of the three domains namely cognitive, psychomotor and affective domains. Efficiency of learning and achievement of any outcome in a group situation depends on various factors such as frustration, temperament and personality needs of the students.

1.1.3 Learning Efficiency

There are various characteristics possessed by pupils which affect directly their efficiency of learning. Mental abilities have been found to be highly related to the efficiency of learning (Terman and Merrell 1937; Burt 1939; Choler 1941; Aaron 1949; Kennedy 1958; Feldhusen and Klansmeier 1959). Psychomotor abilities are found to be significantly related to the efficiency of learning specifically in the field of music, dancing, drawing, and typing etc (Hunsicker 1958). Affective abilities such as interest, attitude, motive, personality and integration are also found to be contributory to scholastic achievement (Jersild and Tarch 1949; Clancy Smither 1953; Klansmeier, Feldhusen and Check 1959; Nennum 1958; Moon 1956; Bhatnagar 1967; Aga, Schoeppe and Havi Ghurst 1952; Klansmeier, Feldhusen and Check 1959)).

1.1.4 State of the Art Group conditions

In the field of school environment social-scientists are constantly engaged with the investigation of cohesive group measures. The results of studies from different disciplines have convinced that one’s morale has a practical psychological impact on every individual member of the total population of a country and that the behaviour of students can be gauged by this single psychological phenomenon in the classroom in the context of factors that have tended to influence their behaviour. Educationists prefer to treat group and morale in terms of the group simultaneously and solemnly accept it as a productive function of total personality of the learner. The presence of a common goal among the group members is corroborated with the expati ate of socially recognized
pathways as well as group morale towards the goal. This group phenomenon is crucial to the realization of the goal and is expedient for a congenial institutional functioning style and environ. Maximum child rearing practices and personality making are located verily in the classroom, the class group and its performance. This state of the art group conditions, affecting the behavior of student, is a common goal worthwhile to achieve.

1.1.5 School as an Organisation

Research evidences also show that administrators as well as teachers often individualized in the classroom or to an extent in school organization yet each of them, being a dynamic part of the total system will be of a group has a conjugate effect upon building the school community with a common goal, status and a will to strive to superiority, coupled with a sense of love, affection and belongingness as well as with a common motto. They acquire a unique structure relating to the skills, attitudes, emotions, character and learning expectations as the peer group. This structure inevitably corresponds to a powerful determination of the group to facilitate learning and functioning within the total frame of the school. School as an organization aims at achieving the educational goals through promoting learning environment. The efficiency and institutional performance, thus, largely depends upon the achievement of any outcome in a group situation, where the students acceptable behavioural characteristics affect the total educational system. Teachers are necessarily involved in a whole series of human interaction essential to carry out organized learning activities effectively. The teacher’s aspirations, his motivation, his quality of interpersonal relations and his feelings of satisfaction and accomplishment are related to the students’ view of school work and its acceptance.

1.1.6 Class Structure

When children go to school, they are placed together in groups or classes of thirty or more. Every class has its own unique structure as a group. This structure depends upon children’s activities and how they feel about each other, relate to each other and accord
roles and status to each other. Peer groups are a very important factor in determining the kind of experiences the teacher has to share with the group as he tries to facilitate their learning and their functioning as a class within the total school organization. Learning is a process whereby a change in behaviour results from some form of experience, activity, training, and observation. A person achieves outcomes of learning as a result of numerous experiences designated in the process of learning. The role of the school and of teacher is to facilitate this learning process. Efficiency of learning and achievement of any outcome in a group situation such as the classroom group is dependent upon many factors like the abilities and characteristics of students, locus of control, creativity and parental encouragement of students, the characteristics of group, personality interaction among students and teachers. In the classroom a student is perceived as an object for intellectual and social nourishment rather than as a thinker. He is treated as a member of the group without much reference to his unique and individual personality. Research evidence also show that that group characteristics also influence classroom learning. The size of the group, the structure of the group, attitudes of the group members and leadership style do influence. Their efficiency characteristics also influence classroom learning (Kelley 1951; Thaibaut 1950; Ryana 1961).

1.1.7 Teacher Traits

The abilities and personal characteristics of teachers are more stable than pupils. Efficiency of pupil learning is enhanced when guided by a teacher who is intelligent, well known in the subject matter, a high achiever while in college and generally well educated (Barr 1955; Hyot 1955; Ryans 1958). High interest in the students and the subject matter, favourable attitude towards the students and stable personality are found to be the related to classroom learning (Ryans 1959; Beilin 1059; Gowan 1955; Travers 1952). Age, sex and social class background of the teacher have not been demonstrated to affect efficiency of pupil learning markedly (Weschler 1942; Ryans 1959; Kay 1951; Hochn 1954; Tyler 1956; Beilin 1957).
1.1.8 Teacher-taught Relationship

It is a common observation that most of the active time of the students is spent in the classroom where they are under constant guidance of the teachers. The teacher’s classroom verbal behaviour, therefore, is likely to have a direct impact upon the development and unfolding of their capacities, abilities and personalities. At the same time, the school climate also exerts a direct influence upon the teachers and the pupils alike. The institutional impact is invariably reflected to a great deal in the instruction provided by the teacher in the classroom. Classroom organization is not merely the ordering of materials (Human and Physical) but it is one of the most vital aspects of the pupil-teacher relationship which depends upon a mixture of fore-thought, planning a good communication structure and, to some extent, discipline. Physical characteristics of the behavioural setting include space, supplies, equipments etc. Though there are no conclusive research findings in this area, yet that these characteristics are often taken for granted to influence efficiency of learning in a classroom setting. In the absence of sufficient equipment and relevant material aids adequate and efficient learning may not take place, despite the nature of teacher. Thus physical characteristics may too seem to influence the learning outcomes.

1.1.9 Societal Impact

The parents do have some influence on the thinking and habits of their children, as their behavioural interaction is inescapable at home. Home atmosphere may affect the achievements too. The educational values possessed by the parents and their attitudes towards education are likely to affect the interaction with their children at home and also with teachers. Thus, external forces like home, neighborhood and broader cultural influences, etc. brought to bear on the pupil are reflected in the students’ personal characteristics and behaviour in the classroom, as also their attitude towards learning in school. The efficiency of pupil learning is also influenced further community expectations as well.
1.1.10 Classroom Interaction

The last and most important factor that affects learning is classroom interaction between the pupils and the teachers, on the one hand, and interaction among the pupils themselves, on the other, which perhaps serves as a stimuli for one another in the classroom, in pursuit of academic need gratifications by the students and teachers and immediate reinforcement and conforming responses directly connected with learning task. In a class where interaction generates favourable classroom climate results in efficient learning. Research evidence also shows that classroom interaction positively influences efficiency in learning (Anderson 1939; Lewin, Lippitt, and White 1949; Parkins 1951; Cantor 1951; Rowan 1968 etc), as an interaction pattern in a class gives rise to a unique classroom atmosphere which alternately affects pupil learning. Such classroom atmosphere, perhaps more than the organized subject matter, serves to facilitate personality transform. In an emotionally secure classroom, standards of conduct are understood and accepted; feelings of acceptance and belongings are encouraged; pleasant emotions are freely expressed; frustration and anxiety are reduced; friendly interactions are promoted and zest for learning is high. This makes classroom process as an important ingredient of the complex phenomenon of school learning and, in turn, suggests the significance of the dynamics of ‘classroom morale’ and act as conducive to educational excellence in the act of schooling.

1.2 The Concept of Morale

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 is a term usually applied to civilian population and armies during wartime. The term may casually be applied to athletic teams, industry as well as to the field of education. Morale is a byproduct of the group and often can be generated by small segments of the group. Allport (1952) defined morale as individual attitude in a group endeavour. This statement implies that both personal and social features are involved in the mental conditions. Morale can be high in certain fields and low in certain others.

To have high morale Allport believes that;

(i) individual must possess conditions and values which make life worthwhile for him so that he has the energy and the confidence to face the future;
(ii) he must be aware of a job to be done to depend or extend his store of values; and
(iii) His values must be in essential agreement with who is of his group and there must be a co-ordination of effort in attaining the objective.

According to, Katz (1952) morale involves two factors, the presence of common goal among the group members and the acceptance of socially recognized pathways towards that goal. In the studies of adjustment of the American soldiers, Stouffer, Luchanan (1949) used morale as a group concept and refers to the relationship that exists in a group of individuals.

Morale is defined variously in relation to the respective groups where it belongs such as Employee morale, Student morale, Military morale and the like.
1.3 Employee Morale

1.3.1 Sense of belonging to a Group of Employee

Blum and Naylor (1968) defined morale as the possession of a feeling, on the part of the employee, of being accepted and belonging to a group of employees through adherence to common goals and confidence in the desirability of these goals. A close look at this definition shows that it consists of three different aspects viz.:

Freely accepted by one’s work group;

Sharing common goals with one’s group; and

Having confidence in the desirability of these goals.

Morale in the workplace

Workplace events play a large part in changing employee morale, such as heavy layoffs, the cancellation of overtime, cancelling benefits programmes, and the influence of unions. Other events can also influence workplace morale such as sick building syndrome, low wages and employees being mistreated.

Factors influencing morale within the workplace include

Job security.

Staff feeling that their contribution is valued by their employer.

Realistic opportunities for merit-based promotion.

Work 'culture'.

Team composition.

Management style.

The perceived status of the work being done by the organization as a whole.

The perceived social or economic value of the work being done by the organization as a whole.
Kundu and Tutoo (1985) revealed that morale can affect the motivation. It shows an attitude of a person towards the work and the quality will determine the motivation in a person or of an organization. A good morale will also increase the willingness in a person to strive for the goal and morale will provide a sense of feeling and well-being which is so important not only for energy and enthusiasm but also for self-discipline. Morale can also stimulate feeling “togetherness” which can work as an assertion in a big organization. Employee morale is important for reducing industrial conflicts. Morale increases capacity for making an effort and it gives a boost to the philosophy and psychology of a worker. These conditions affect motivation.

Some psychologists like Morris (1962) suggest that the term morale can best be understood by studying its conceptual definitions. The nature of conceptual definitions is illustrated as a ‘Cognizance of three different realms of discourse.’ Child (1941) described it from three different angles:

**The individual organic emphasis**

The term morale refers to condition of physical and emotional well-being in the individual that makes it possible for him to work and live hopefully and effectively, feeling that he shares the basic purpose of the group of which he is a member, and that makes it possible for him to perform his tasks with energy, enthusiasm and self-discipline, sustained by a conviction that, in spite of obstacles and conflict, his personal and social ideals are worth pursuing.

**The group emphasis**

Morale refers to the conditions of a group where there are clear and fixed group goals (purposes) that are felt to be important and integrated with individual goals: Where there is confidence in the attainment of these goals, and subordinately, confidence in the means of attainment of these goals, in the leader, associates and finally in oneself, where group actions are integrated and co-operative and where aggression and hostility are expressed against the forces frustrating the group rather than towards other individuals within the group.
Similar conceptualization of morale are found in definitions formulated by others psychologists including Allport (1942), Watson (1942), Lipit(1942) and others. These are generally derived from the discourse considered by the then psychologists who were involved in the national research council conference on morale and, in general, there is a considerable overlap among the definitions. Other definitions are more specifically oriented from the operational point of view. According to Blankenship (1939): As the term morale is used ordinarily by the employer, laborers and psychologists, alike, it refers to a feeling of togetherness. There is a sense of identification with the interest in the elements of one’s job, working conditions, fellow workers, supervisors, employers and the company. The more a worker possesses such feelings the higher is his morale.

There are common threads in the definitions of morale presented by various social scientists. Most common to both, conceptual and operational definitions, are the emphasis upon group aspiration and the integration of individual goals with those characterizing the group such emphasis upon the group is found also in the succinct definitions of Smith and western (1951). Morale is an attitude of satisfaction with, desire to continue in and willingness to strive for the goals of particular group or organizations. Dr. Cleugh (1970) says –

“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.”

According to Staggner (1958) morale must always be defined in terms of an individual’s group relationship; it is an index of the extent to which the individual perceives a probability of satisfying his own motives through co-operations with the groups. Obviously, then, there is no such phenomenon as morale in general, the state of an individual’s morale must be guaged relatively to some specific groups, such as his company, his informal work group or his union. Thus, morale as to Staggner depends upon:

(i) The person’s perceptions of himself as a component of a group.

(ii) Perceptions of his goals as been identical to or contiguous with group goals.
Definitions of morale vary widely. Guion (1958) has collected a number of definitions of morale from various sources. These are like:

Morale is defined as the absence of conflict.

Morale is defined as a feeling of happiness.

Morale is defined as good personal adjustment.

Morale is defined as ego-involvement in one’s job.

Morale is defined as group cohesiveness.

Morale is defined as a collection of job related attitudes.

Morale is defined as an individual’s acceptance of the goals of the group.

Examining each of them in terms, Guion finds each by itself to be less than satisfactory and proposes what he feels to be more general definition which includes the best aspects of all seven. He defines morale as- “the extent to which an individual’s needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job satisfaction.

1.4 Student Morale

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 encourages 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.
**High and low morale**

High morale exists when an individual perceives himself as a member of group and perceives a high probability of achieving both individual and group goals through a course of action. He continuously seeks to achieve the goals of the group because they are important to him and provide a pathway to his own personal goals which are not related to the group.

Maier (1970) has given the following characteristics of high morale:

**Team spirit**

Team spirit describes a relationship between people. It suggests that (a) members think in terms of ‘We’ and not ‘I’; (b) members help one another out rather than try to win from one another; and (c) the success of one is experienced as a gain for all. It is this aspect of morale that makes it more clearly a group phenomenon and it is this characteristic that forms the basis for co-operation, social responsibility and the experience of membership.

**Staying quality**

It implies that a group does not lose sight of its goal when adversity strikes. It means perseverance, wishful thinking, standing together and giving mutual cooperation.

**Zest**

Zest embodies high motivation when zest is present. There is interest and excitement in performing a job rather than a high reward for doing it. It is also implies that individuals stimulate one another to greater efforts.

**Resistance to frustration**

It means that a group will continue to be constructive, despite failure. A high morale group is neither likely to turn into a hostile mob nor to show panic. Groups with high morale do not join forces with a former enemy in order to win over a middle faction.

Maier (1970) also describes characteristics of groups with low morale as: Apathy (b) Bickering (c) Jealousies (d) Disjointed effort and (e) Pessimism.
Morale refers to the level of group functioning in the unity and solidarity of the group—its esprit de-corps. In short, a group possessing high morale will have something like the following:

In every group functioning, the question of high and low morale arises. There is a problem of morale in the field of education. It may best be considered as a byproduct of the group. The fact that morale is the byproduct of the group and can often be generated by small segments of the group is important. It explains many of the paradoxes that are connected with morale. For example, the workers’ strike when morale is low. This is contradicted by union organizers who insist that morale must be high before a strike call can be promulgated. This shows that morale cannot be both high and low at the same time in the same groups of workers.

In the educational set up the morale is concerned with schools and colleges. Morale in the total group and in all the sub-groups of college culture depends upon the way in which people in the group work together. College or school morale is poor where the students are not interested in their studies. If the aim of the student is only to pass the examination, the morale of such an institution cannot be high. Students should be disciplined in every respect. Teacher and student relationship should be on friendly terms. Students should respect their teachers and teachers should love their pupils.

In brief, for high morale there should be higher participation, group satisfaction, a sense of identification, teacher’s harmony, and students’ love of study and maintenance of discipline, good principal-teachers-parents relationship and management cooperation.

According to Alexander H. Leighton, "morale is the capacity of a group of people to pull together persistently and consistently in pursuit of a common purpose"

Morale, also known as esprit de corps, when discussing the morale of a group, is an intangible term used for the capacity of people to maintain belief in an institution or a goal, or even in oneself and others. The second term applies particularly to military personnel and to members of sports teams, but is also applicable to business and in any other organizational context, particularly in times of stress or controversy.
Morale is unrelated to morality (the ability to distinguish right and wrong).

1.5 Military Morale

In the military sense, there are two meanings to morale. Primarily, it means the cohesion of a unit, task force, or any other military group. An army, with good supply lines, sound air cover and a clear objective possessed, as a whole, can be said to have "good morale" or "high morale." Historically, elite military units such as the Praetorian Guard, Napoleon's Imperial Guard, and many Special Forces or elite units like the United States Marine Corps, Israeli Golani Brigade, French Foreign Legion, United States Army Special Forces, SAS, Australian SASR and Spetnaz, had "high morale" due both to their elite training and pride in their unit. When a unit's morale is said to be "depleted", it means it is close to "crack and surrender", as was the case with Italian units in North Africa during World War II. It is well worth noting that generally speaking, most commanders do not look at the morale of specific individuals but rather the "fighting spirit" of squadrons, divisions, battalions, ships, marine safety detachments, etc.

Factors affecting military morale

Despite the intangible nature of morale, improvements in material factors (such as remuneration, food and shelter) can improve the morale. However, history is filled with stories of the self-will and determination of a poorly supplied army maintaining morale to the very end, such as the Army of Northern Virginia in the American Civil War.

Military morale can benefit from

Adequate quantity and quality of food, water and shelter.

The quality of military leadership.

The quality of military training.

Having a volunteer military, as opposed to a force made up of potentially less motivated conscripts.

A belief in the values the military represents, and fights for.
A belief in, and loyalty towards the nation and culture the military fights on behalf of.

How often the army wins or loses a confrontation with the enemy.

National public morale in war

Morale in warfare is also related to the morale of a nation's population. A nation's population is likely to retain high wartime morale when:

The objectives of a war are clearly understood by the public.

The objectives of a war are valued by the public.

The public believes the war can be won.

The public believes the war is worth winning.

The public fears the consequences of losing the war.

The morale of a civilian population can also increase or decrease due to exposure to propaganda from their government or opposition forces respectively. Psychological warfare is a major part of modern warfare. Nation states, politically motivated individuals, religious activists and secular pressure groups employ psychological warfare to target the minds of citizens in nations and cultures they are opposed to.

Since at least the time of Carl von Clausewitz' *On War*, maintenance of morale has been considered one of the fundamental "Principles of War". Sir Basil Liddell Hart regarded morale even more fundamentally: The aim of a nation in war is to subdue the enemy's will to resist,

Sun Tzu, in his book *The Art of War*, also mentions morale of nations as well as armies.
1.6 Locus of Control

1.6.1 Concept

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.

1.6.2 History of the Concept of Locus of Control

Locus of control is the framework of Rotter's (1954) ‘social learning theory of personality’. Lefcourt (1976) defined perceived locus of control as follows: "Perceived control is defined as a generalised expectancy for internal as opposed to external control of reinforcements" (p. 27). Early work on the topic of expectancies about control of reinforcement had, as Lefcourt explains, been performed in the 1950s by James and Phares prepared for unpublished doctoral dissertations supervised by Rotter at Ohio State University. Attempts have been made to trace the genesis of the concept to the work of Alfred Adler, but its immediate background lies in the work of Rotter's students, such as William H. James, who studied two types of expectancy shifts:

*typical expectancy shifts*, believing that a success or failure would be followed by a similar outcome; and

*atypical expectancy shifts*, believing that a success or failure would be followed by a dissimilar outcome.

Work in this field led psychologists to suppose that people who were more likely to display typical expectancy shifts were those who were more likely to attribute their outcomes to ability, whereas those who displayed atypical expectancy would be more likely to attribute their outcomes to chance. This was interpreted as saying that people
could be divided into those who attribute to ability (an internal cause) versus those who attribute to luck (an external cause). However, after 1970, Bernard Weiner pointed out that attributions to ability versus luck also differ in that the former are an attribution to a stable cause, the latter an attribution to an unstable cause.

A revolutionary paper in this field was published in 1966, in the journal *Psychological Monographs*, by Rotter. In it, Rotter summarized over ten years of research by himself and his students, much of it previously unpublished. Early history of the concept can be found in Lefcourt (1976). Rotter (1975, 1989) had discussed problems and misconceptions in others' use of the internal versus external control of reinforcement construct...

### 1.6.3 Influence of Locus of Control on Sr. Sec. School Students Behaviour

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.

1.7 Intelligence

1.7.1 Definitions

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.

### 1.7.2 Nature of Intelligence

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 it’s functioning.
1.7.3 Distribution of Intelligence

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.

1.7.4 Individual differences in Intelligence

Wide individual differences exist among individuals with regard to intelligence. Truly speaking, no two individuals, even identical twins or individuals nurtured in identical environments, are endowed with equal intelligence or even mental energy. The assessment of intelligence by various tests has given reasons enough to believe that not only does intelligence vary from individual to individual but it also tends to vary in the same individual from age to age and situation to situation.

1.7.4.1 Intelligence changes with Age

As the child grows in age, so does the intelligence, as shown by intelligence tests. But where does it stop? The age at which mental growth ceases, varies from individual to individual. It tends to stabilize after the age of 10 and is fully stabilized during adolescence. The idea that intelligence continues to grow throughout life is not strictly true. Since intelligence is basically a function of neurons and neuralgia, its development or deterioration goes hand in hand with the development or deterioration of the nervous system. However, in majority of the cases, the growth of a person’s intelligence reaches its maximum sometime between the age of 16 and 20 years, after which the vertical growth of intelligence almost ceases. Horizontal growth, i.e., achievements, realization of the intelligence in terms of accumulation of knowledge and acquisition of skills etc., however, may continue throughout an individual’s life. It is, nonetheless, a matter worth probing.
1.7.4.2 Intelligence and the Gender

So also, whether men are more intelligent than women and vice versa thereby that no significant difference, remains quite a question for deeper probe. Apparently, there seems to be implying difference in sex does not contribute towards difference in intelligence. In fact, this has remained as perennial a question as antiquity since the beginning of human life as such.

1.7.4.3 Intelligence and Racial or Cultural Differences

The hypothesis whether a particular race, caste, or cultural group is superior to another in intelligence has been examined by many research workers particularly, ever since the First World War. In the U.S.A., Europe and Germany, it has been a burning problem for centuries. The results of earlier studies which take the Whites to be a superior race in comparison to the Negroes have been questioned. It has now been established that intelligence is not the birthright of particular race or group. The “bright” and the “dull” can be found in any race, caste or cultural group and the differences if any, which are found, can be the result of environmental factors and other extraneous influences.

1.7.5 Assessment of intelligence

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.

1.8 Socio-Economic Status

1.8.1 Domains of Socio-Economic Status

The literature available on SES indicates change in the concept of social position from
time to time. Power (1981) focused only on occupation while measuring socio-economic
position. U.S. Department of Defense (1986) identified some traditional components of
socio economic status viz.- education, occupation, income, employment status, possession
identified education, health, contact with criminal justice system, employment, housing,
access to services, water, sewerage, etc. as social position and income, ownership, assets
level, holdings etc as economic position of a person. Williams and Moss (1997) in their
study assessed socio-economic status at three levels i.e. (i) individual level; (ii) house
hold level; and (iii) community level. Social class, caste and race were also identified as
indicators of socio-economic position (Piko and Fitzpatrick, 2001). Income, wealth,
social standing/ prestige and social deprivation were used as common factors in
measurement of social position (2002). Tello et al. (2005) developed an ecological index
of socio-economic status through factor analysis of 1991 Census (Italy) data. Three
significant factors reflected the domains of (i) educational- employment sector; (ii)
relational network; and (iii) material conditions. Singh, Shyam and Kumar (2006)
developed a scale to measure socio- economic status. Caste, family, education (of self),
occupation, income, possession (material and monetary), land (agricultural/residential),
participation in social, political, religious and academic activities, house (own or rented),
size of house, etc. were the areas they identified to measure socio-economic position.
1.8.2 Concept of Socio-Economic Status vis-à-vis Classroom Morale

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”.
A number of Research studies conducted in social sciences, have focused on influence of Socio-Economic status on adolescent behaviour, in that high Socio-Economic standard of a family may be able to fulfil all basic needs of an adolescent and directly or indirectly influence all aspects of his/her life. Singh and Sahu (2010) found that though inferential value which revealed the effect of socio-economic status may be insignificant, yet the role of socio-economic status cannot be denied. Twerne and Hoeksema (2000) however reported that there were no socio-economic status effects on depression of adolescents. Thus, looking into the importance of some kind of a relationship between classroom morale of senior secondary school students and their intelligence, socio economic status and locus of control, it sounded apt to work on such a topic, hence, the statement of the problem.

1.9 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.

1.10 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.

1.11 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.
1.12 Objectives of the Study

Based on various parameters of the study, eight-fold objectives were stipulated as follows:

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.

1.13 Hypotheses of the Study

So also, the null hypotheses:

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.

1.14 Delimitations of the Study

Keeping in view the time available and limited resources, the present study is delimited to the following aspects:

1. The study is delimited to the senior secondary school students studying in XIIth class only.

2. The sample is taken from a few districts of Haryana only.

3. The study is delimited to a sample of 608 senior secondary school students of which 298 are girls and 310 boys.

4. The study is delimited to find out the effect of independent variables on the development of classroom morale only.
5. Only socio-economic status, locus of control and intelligence are taken as independent variables in the present study.