CHAPTER-III

3.1 MOTIVATION TECHNIQUES

Motivation is the strength of the drive towards an action. It takes place within a culture, reflects an organizational behavior model and requires communication skills. It also requires discovering and understanding the employee’s drives and needs, since it originates within an individual and employees will be more motivated when they have clear goals to achieve (Lewis, 1998).

A motivational technique is very relevant in educational institutions if the goal and objectives need to be achieved. The head of the institutions must ensure that the teachers and staff are well motivated. Motivation techniques can mean the difference between success and failure even if you are qualified to succeed. Even people who use motivation techniques know that without these techniques enthusiasm would fade.

Finding the motivation techniques to put meaning and purpose in our life, developing a vision and becoming highly motivated can lead us towards a successful and exciting life. There are general techniques of motivation, each with one main goal: to make the day-to-day jobs more purposeful and interesting to employees.

3.1.1. Quality of Leadership

Leadership may be defined as the influence that particular individuals (leaders) exert upon the goal achievement of others (subordinates) in an organizational context. Leadership and motivational qualities are excellent to have not only among institution in an education, but among teachers as well. Many individuals tend to have a propensity to be leaders, while some learn successful leadership behaviors and go on to be effective leaders. Leading is the ability to influence others in a group. Being a good leader takes understanding of what
motivates others. Leaders want to influence things to continue or create change. Either way it
takes a person with certain skills to do the task. The Principals must know to lead
organizations in which leadership and decisions making are shared, and continual learning is
fostered for teacher and parents as well as students (Bernard, 1995).

(a) Integrity of behavior

A principled leadership its about personal integrity. It’s about to make sound moral
judgments and then to do the right thing. Honesty and integrity are two factors that allow
leaders to enjoy the support of staff. Without these qualities, there is a perception of mistrust
that leads to a lack of confidence. A positive attitude is necessary for a head. Educational
institution morale is affected by the head’s attitude. Not only a head be positive, but they also
be determined to change negative experiences of the group into growing experiences. A head
should know about teachers. Each teacher is equally important to the success of an institution.
Provide a personal touch to your leadership by making an effort to know each teacher by
name. Respect each teacher for his or her abilities – everyone has something to contribute
(Miffin, 1995).

(b) Attractive role model

One of the most important traits in a leader is integrity. Being a head of educational
institutions one becomes a role model for others to follow according to the demands. A
successful head has to display confidence in the integrity, discipline and regularity in his
actions. Head should be friendly and supportive in all relationships with staff members and
create a favorable working environment. Heads should be cooling tempered and professional
in approach as well as confidence in the task, their ability to perform and the abilities of
teachers to contribute. He will train and promote the teachers (Beerrens, 2000).

(c) Setting high standards
Whenever a head has to accomplish an educational institutional goal through teachers and staff, it is the teachers and staff’s motivation that is the greatest limiting factor. Most effective task of head knows that the success their educational institution has achieved would not have been possible if not for the efforts of their staff. Professionalism refers not only to a person demonstrating exceptional expert skills and knowledge but also consistently conducting themselves with high standards. The teaching as a profession demands the highest level of competence with regard to knowledge, skills, attitudes and behavior in the delivery of better results and performance with teachers, staff and students. The essence of professionalism requires head to serve the interests of the teacher and their staff and to adhere to the concepts of leadership, excellence, honesty, integrity and respect for others (Gibson., 1985).

3.1.2 Job Characteristics

Job characteristics describe how content an individual is with his or her job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person’s parent. There are a variety of factors that can influence a person’s level of job satisfaction; some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within an organization, the quality of the working conditions, leadership and social relationship, and the job itself. It means that the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/ requirements (Bayrs and Rue, 1996).

A. Security of employment

Jobs are important factor in security of employment because performance of their components may provide each rewards that meet employee’s needs. Head needs to know what aspects of the job provide motivation as well as how to compensate for routine tasks
that have little inherent satisfaction. Job security is one of the most intense motives particularly in a fast paced, highly technological society such as is found in modern America, where job insecurity has a great effect on organizational behavior. Otherwise a firm cannot succeed and develop to the desired pace and desired level unless and unless job security is provided to its employees.

Job security is one of the top goals that motivate employees. Heads needs to communicate and clarify organization policy and discuss job security to their employees. Teachers can help to soften the blow of getting laid off by providing outplacement services, counseling and assistance to laid-off students so they can secure a new position elsewhere. By having such assistance available, the negative emotional aspect of job security is reduced. If teachers feel that the educational institution cares about their employment, they are more likely to be committed to the educational institution and therefore be motivated to work harder (Luthans, 1995).

B. Opportunities for growth

These growths are those needs that are fulfilled by strong personal involvement that fully utilizes our skills, abilities and creativity. The growth to attain the highest status is the desire of any professional say a teacher. Here the responsibility of the head like the principal of other organizations is to support the teachers to attain their status. Heads should act both as stimulating professional people as well as successful executives. Head should provide all the elements of growth to the teachers like environment, support and facilities. More over all problems and issues must be solved by negotiation according to the situations being fair with the profession (Reavis and Judd, 1942).

C. Setting goals and policies

Fixation of goals is a good means of motivating personnel’s in an organization, e.g. an educational institute. If certain areas are specified and targets clearly defined and expressed to
the students and the teachers, then their performance levels increase and the output brings about positive as well as encouraging results. Hence, for “teaching and learning, the objectives should be clear and predetermined. Predetermined objectives provide direction to do something” (Hokanson, 1989).

Adequacy or inadequacy of institutional management, such element as clarity of communication and adequacy of resources for task accomplishment, overall harmful or beneficial personnel policies, such as salary increment policies, promotion policies and fringes benefit.

As a professionally trained person a teacher is entitled to participate in the consideration of educational policy. A principal should therefore, encourage his teachers to participate in the discussion of problems and policies affecting the school. The ideas contributed by a teacher on a given problem may be administratively impractical and must therefore be rejected by the principal. While the rejection of an idea by the teacher in the interest of institutions improvement may not afford a sufficient issue for a professional appeal to a superior administrative officer, the way the rejection is made may influence the teacher to request a transfer to another institution or to seek another position (Reavis and Judd, 1942).

D. Clear lines of communication

Communication skills involve conveying goals and objectives in a clear and compelling manner, as well as hearing and understanding the unspoken or partially expressed thoughts, feeling and concerns of others. People with this competency are able to encourage, motivate and influence direct reports and others to achieve desired results. They say the appropriate thing in crisis situations where strong leadership is essential. They can diplomatically resolve conflicts and handle power struggles between themselves and others. They share information effectively.
Clear lines of communication can help to improve relationships and increase efficiency. As heads seek to increase teacher’s efficiency and improve work quality, finding and applying solutions to enhance teacher’s relations and effective communication creates a positive constructive working environment. The establishment of effective communication practices should serve as the foundation of an efficient and enthusiastic head, resulting in a more conducive work environment (Bayrs and Rue, 1996).

3.1.3 Working Environment

A head should be provided an attractive work place where teachers and students can work in a safe and healthy setting and where teachers, students and the authorities consider the working environment positive.

(a) Treating employees with respect

Respect has great importance in everyday life. As children we are taught (one hopes) to respect our parents, teachers, and elders, school rules and traffic laws, family and cultural traditions, other people’s feelings and rights, our country’s flag and leaders, the truth and people’s differing opinions. Head should deal with teachers and staff without any discrimination because of race, color, creed, religion, gender national origin, ancestry, citizenship status, age, marital status, physical or mental disability, veteran status. Head must create an environment free of hostility, harassment, discrimination. All the teachers must be given the same treatment and there must not be any favoritism involved. Head has to make decisions based on reality and implement it fairly and consistently. If any new ideas or changes are made in already defined policies, then the teachers must be taken in confidence and they should be provided with the details and reasoning (Kreitner, 1995).

(b) Trust shown and responsibility offered
Beerrens (2000) states: “Trust is the key to success for an organization and educational institute. If the head does not trust in his teachers, he cannot set standard for others to follow. There are similar problems if teacher do not trust in the promises made by their heads. Hence, poor performance is generated resulting in poor standards. To gain trust the head needs to deal with all his employees, like teachers, with fairness and equality. Along with this, personal relationships should also to be developed. As teachers must have trust in their heads, so that their performance must be trustworthy. A positive attitude towards others and strong emotional competencies are crucial for trust and leadership success”.

Responsibility is a doctrine that claims that an entity whether it is state, government, corporation, organization or individual has a responsibility to society First of all the head of a particular institute should feel himself responsible for running the organization successfully and smoothly. In this regard he must fulfill all responsibilities lying on his shoulders so as to portray himself as a role model for others instance teachers, in a college. Teachers should also be self-accountable and sincere and honest with their responsibilities. Every teacher should consider himself a head as well as a teacher at the same time and the same should be the thinking of the head. This is now the institute will not only flourish but also earn its name. Note that an increase or decrease in authority must not affect the responsibility (James, 1964).

3.1.4 Encouragement offered

Head should always use positive support to encourage teacher and students to continue appropriate behavior, increase spirit and efficiency. The concept of encourage is “to inspire with courage, spirit or confidence”. Encouragement is a “positive acknowledgement response that focuses in teacher as well as student efforts or specific attributes of work completed”. Encouragement statements like ‘Good’, ‘Great’, ‘Wonderful’ and ‘fine’ contingent upon appropriate performance can be a powerful motivational device.
Encouragement offered response from the head help teachers and students maintain their efforts in college tasks. Encouragement provide information about performance and increases self-worth but effective encouragement must be based on teachers and students actual performance, not on what teachers and student need (Bayrs and Rue, 1996).

(a) Recognition and praise

Recognition is one of the most important and effective incentives for improved performance. Recognizing the self-motivated, self managed and highly productive individual will encourage and help the continuation and development of the above features in the employee which will resultantly set an example for others to follow.

Recognition is generalized secondary reinforces that have been used extensively to influence job performances. By carefully constructing the use of this technique, their strength can be generalized to other related behaviors. Recognition from the respective head of an institute results in improving status. Recognition could include public praise, expansion of a job appraisal or special attention. Its effectiveness to motivation depends upon the person (teacher) as to what value and position he gives to the recognition of the head (Ricks et al., 1995).

Praises and reproof make by the head proves to be highly motivating for all teachers. This motivation technique is equally applicable for the teachers to use in the class. Note that praise and reproof should be made with great care like rewards and punishments as to depict the true picture and do the right things to overcome problems and to improve performances. Praises and reproof have positive effects on both talented and weak students (Hokanson, 1989).
3.1.5. Personal Support:

Head should personally support their teachers and staff at every stage. Head showing acceptance, positive regard, and concern for the needs of others. Head making the followers feel that they are important to achieve the target and bolstering the person’s self-concept through positive feedback and recognition of skills and worth. Providing assistance and guidance when needed. Taking time to listen to the follower’s problems and showing empathy. Head should fully support the teachers and students (Bayrs and Rue, 1996).

Empathy with employees

Empathy is commonly defined as one’s ability to recognize, perceive and directly feel the emotion of another. As the states of mind, belief and desires of others are intertwined with their emotions, one with empathy for another may often be able to more effectively define another’s mode of thought and mood. Empathy is often characterized as the ability to “put oneself into another’s shoes”, or experiencing the outlook or emotions of another being within oneself, a sort of emotional resonance. Empathy is the capacity to think and feel oneself into the inner life of another person. An effective response that stems from the apprehension or comprehension of another’s emotional state or condition, and that is similar to what the other person is feeling or would be expected to feel.

Head recognize teachers as empathic when head feel that they have accurately acted on or somehow acknowledged in stated or unstated fashion our values or motivations, our knowledge, and our skills or competence, but especially as they appear to recognize the significance of our actions in a manner that head can tolerate their being recognized (Lewis, 1998).

Interest shown

In order to motivate the behavior of the teachers, the head of various institutions should primarily find out the interests of the teachers after they should be treated in such a
way that their interests must be safeguarded. In the absence of interests, the motivation of the teachers is not possible. This will result not only the desired results by the teachers but their performance will be much better. They will be efficient and accurate in performing their tasks. The results will also be exemplary. This technique will of course be the guarantee for maximum motivation (Skinner, 1993).

Stressing that everyone belongs and is valued

The head of each institution is stressing that everyone belongs and is valued and beliefs of teachers to the operation of the institution. The head of each institution shape the value and beliefs of the teachers in the institution. This value is a force, energy, and fuel for action toward excellence in the accomplishments of the objectives of the institution. A head with vision that cannot articulate beliefs and values in the teacher is a dreamer, not a head. The values and beliefs have been the foundation of what our country stands for, and these two factors will continue to play a very critical role in maintaining the strength of our nation. The great head of each institution impart their own values and beliefs to the institution they created or directed. As a result, each institution has its own unique set of values and beliefs that shape the character of the institution. Some of the common values and beliefs are belief in the importance of teacher as individual, belief in superior service and quality, belief in heads good intentions in the decision making, belief in the sharing ideas and being innovator, and belief in mission of the institution (Bloom, 1996).

3.1.6. Rewards and Incentives:

An organization’s reward system consists of the formal and informal mechanisms by which employee performance is defined, evaluated and rewarded. Employees tend to work harder to earn the rewards are based on actual performance. The reward system is an
important tool that a head can use to channel employee motivation in desired ways. The organizational reward system and the performance evaluation system are the major links in the exchange process between individual employees and his/her respective organization. Rewards may be primary reward as well as secondary reward.

Primary rewards are those associated with physiological needs such as food, water, sex, sleep and the removal of pain. These rewards are satisfying because of their association with physical comforts and survival while secondary rewards are those associated with social needs such as money, recognition and pride in craftsmanship. These reinforcers are not innate: an individual is not born with a need for recognition or a desire for money. Another way to classify reward is to distinguish between extrinsic and intrinsic rewards (Moorhead and Griffin, 1995).

Extrinsic rewards are administered by external sources such as coworkers, supervisors, or the organization. Financial compensation is clearly the most popular from of extrinsic rewards, including wages, salaries, bonuses, profit sharing and incentive plans.

Intrinsic rewards are associated with the job itself and refer to the positive feelings individuals derive from the work they do, intrinsic rewards are self-administered and are based upon the personal values of each individual. Individuals who have a high need for achievement feel rewarded when they achieve challenging goals (Gibson et al, 1985).

Incentive proposed that behavior is motivated by the pull of external goals, such as rewards, money, or recognition. Incentive theory drew heavily from well-established learning principles, such as reinforcement. The head to motivate the employees of the firm can use incentive. Financial and non-financial, both types of the incentives work in different situations. Normally, financial incentives in terms of bonus, increase in salary etc are popular in employees of low income, which drive them to give more productivity and enhance performance, whereas in the employees of high rank money loses its level of importance.
Therefore, non-financial incentives become more powerful. Recognition, promotion, participation, achievement, etc. may be the non-financial incentive. Such incentives motivate workers effectively. They satisfy the needs of the subordinates and boost the morale of the workers, resulting in the increase in productivity. More over it creates a favourable image for the institution (Cenzo and Robbins, 1998).

Monetary

Money is a generalized secondary reinforce because its affects can be generalized to numerous behaviors. Money is a major extrinsic reward in the organizational reward system. When we talk about the organizational reward system the very first thing that clicks in one’s mind is money. Though its use has decreased to a great extent within crease in efficiency of the organizations preferences of the people to be rewarded do matter which are to be succeed, which it is a challenging task for the head of an organization, but still money rewards have their own importance (Lewis, 1998).

There are always a reasonable proportion of employees in almost every organization especially of low-income employees who give more importance and performance to rewards in terms of money. In brief we can say monetary reward systems do play an important role but in recent years invites the complex potential reinforce (Cenzo and Robbins, 1998).

Promotion

Promotion is always the dream of an employees in any firm. Some workers succeed in fulfillment of their dream whereas the others do not. The reason behind this success and failure is their performance. Promotions to higher jobs are extrinsic rewards, since they too are administered by external sources.

Head of an organization, for instance the head of a college should promote its staff’s grades especially teachers on the basic of their performance making right evaluation. This not only provides them with satisfaction but also encourages a healthy competition among the
teachers, which resultantly improves the performance of the workers benefiting the organization and making it distinguished among the competitors. Security is also one of the measures of promotion in some of the organization, but mostly in the government sector, these days and not in the public sectors where competition is the standard for advancement (Ricks et al, 1995).

(iii) Status

Status can be defined as the relative ranking that a person holds in a group, an organization or a society. Signs, symbols, or an appurtenance of position within the organization, such as privileges, support staff, workplace capacity and location etc are related to a dynamic society. A modern affluent person is often pictured as a status seeker. Everyone has own status, whether high or low. If in an organization, the head for instance, the of college gives due status to its employees, then the employees will be satisfied and their loyalty towards the organization will increase, which will result in better performance of the teachers within that particular organization (Luthans, 1995).

Career development

Career development how individuals manage their careers within and between organizations and how organizations structure the career progress of their members, can be tied into succession planning within organizations. Career development alternately defined lifelong process of chose. Career awareness beginning in elementary levels through an awareness of work and how the students will fit into a work-oriented society. Career exploration an emphasis in middle school to help students explore their interests and abilities in relation to lifestyle and occupations, including hands-on and community experiences. Career preparation emphasized in high school to provide career decision making and skill acquisition by identifying specific interests and aptitudes career assimilation post-school
movement into training and community settings in which students participate in satisfying a vocational, family, civic, as well as paid teachers activities (Bays and Rue, 1996).

3.2 EDUCATIONAL ADMINISTRATOR

Educational administration is a specialized set of organizational functions whose primary purpose are to ensure the efficient and effective delivery of relevant educational services as well as implementation of legislative polices through planning, decisions making and leadership behavior that keeps the organization focused on predetermined objectives, provides for optimum allocation and most prudent care of resources to insure their most productive uses, stimulates and coordinates professional and other personnel to produce a coherent social system and desirable organizational climate, and facilitates determination of essential changes to satisfy future and emerging needs of students and society.

Educational administration is a constellation of functions that is important for the implementation of policies, coordination of efforts, future planning, efficient use of limited resources, organizing to meet new challenges (Knezevich, 1984).

According to Leithwood and Montgomery (1984), “College administrator’s progress through a series of stages of stages as they become more effective . At their highest level of effectiveness, they come to understand that people are normally motivated to engage in behaviors which they believe will contribute to goal achievement. The strength of one’s motivation to act depends on the importance attached to the goal in question and one’s judgment about its achievability. Motivation strength also depends on one’s judgment about how successful a particular behavior will be in moving toward goal achievement’.

Leadership should be shared at all cost to reduce animosity. The advantages of shared leadership responsibilities with the teacher promote better instruction and improve student morale (Weber and James, 1987). This sharing known as teacher empowerment has its roots
in the literature on teacher dissatisfaction, autonomy, professionalization and shared decision-making. It is quite clear, according to Garland and John, (1987). “That personality traits and leader behavior taken together gives leadership style which contributes significantly to the prediction of performance”.

The principal as an instructional leader will seize every opportunity to improve his teachers in the planning, decision-making and implementation processes of the school and college. Good leaders delegate responsibilities which make the load to become much lighter and definitely easier to administer. With this delegation comes the responsibility and accountability of the teacher.

Principal leadership remains key to school and college success. Many factors help make schools and colleges successful: good curriculum, quality teaching and a strong professional culture. But all of these are shaped and developed by good school and college principals (Hart and Breeden, 1996).

The way the principal works with people and sets the stage for human relationships will make the difference in what type of school he directs (Espinosa, 1976). As a staff developer, the principal must possess skills, knowledge, and creativity to set up with the staff high but attainable standards and help them to achieve them (Doggett, 1987).

According to Flanders (1965) studies: “the effort of teacher behavior on pupil behavior and achievement and found superiority in many ways for what he called ‘indirect’ behavior of teachers . Indirect influence means that teachers accept pupil’s feelings, praise them, use pupil’s ideas and ask teaching carries with it great responsibilities.” Teachers want and expect good leadership, leadership that will help them examine, evaluate, change and develop roles and purposes (Weber and Clarence, 1961).
3.2.1 Functions of Educational Administrator

The functions and contributions of administration to educational institutions are:

1. To implement the policies and other decisions of the legislative body. (Usually the board of education or state legislature).
2. To clarify and pursue the predetermined objectives, directions, and priorities of the enterprise.
3. To assemble and ensure the prudent use of resources.
4. To help increase the productivity of all employed personnel.
5. To unify and coordinate human efforts and material resource use.
6. To monitor progress toward the realization of objectives.
7. To create a desirable organizational climate and professional working relationships within the organization.
8. To appraise the quality and effectiveness of strategies and personnel employed to pursue various objectives.
9. To help project the image of the institutions and its personnel as effective, productive and dynamic entities (Knezevich, 1984)

3.2.2. Educational Administrator Roles and Competencies

Educational administration is a complex set of specialized functions performed within some type of organization. Its facets may be described from many different vantage points, some of which have been outlined. There is one other way to indicate what an educational administrator does or contributes. It is the set of perceptions of the specialized roles performed and competencies demanded of those in such positions. Some major administrative roles and the competencies required to fulfill them would include at least the following.
Table 1: Competencies of educational administration

<table>
<thead>
<tr>
<th>S.No</th>
<th>Major Role</th>
<th>Competencies Desired to fulfill the Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leader</td>
<td>This role demands the competency to motivate, stimulate and influence human behavior in the organization. Sensitivity to and skills in-group dynamics are of value, together with knowledge of the nature of leadership in education.</td>
</tr>
<tr>
<td></td>
<td>Planner</td>
<td>Competencies related to this role will enable the administrator to anticipate future challenges, prepare personnel to cope with new demands, as well as computer-based information systems would be desirable.</td>
</tr>
<tr>
<td></td>
<td>Decision Maker</td>
<td>More will be said about this classic set of responsibilities. The decisions that college head make and how they make them have a direct impact on working conditions. Teachers often complain that decisions affecting them are usually made without their knowledge. Head need to involve teachers in making decisions. Head can involve teacher and staff in departmental scheduling, student scheduling and duty assignments.</td>
</tr>
<tr>
<td></td>
<td>Communicator</td>
<td>The more obvious ones are the use of the oral and written</td>
</tr>
</tbody>
</table>

78
language of the profession and the various media available for communication with persons within and outside the organization. Information theory and public relations competencies can be added.

| Supporter | A college head especially principals, in the quest to raise standard, teacher and student achievement. Expectations for college head include the following: provide teachers with the necessary resources and professional development they need to be successful; creative support, conducive environments to doing good work; involve parents and the community at-large in meaningful ways; and be cheerful through it all. To be successful, head need practical training to help them do their jobs more effectively from the start. They need ongoing professional development to keep them on top of innovations in education. Head also need continuous support from other college head, staff and the community. Teachers have expressed the need for support in the form of performance assessments and evaluations. Head should structure formal evaluations around the needs of the teachers. |

Each role is a part of an interrelated set and hence some degree of overlap is to be expected. What makes administration an art is the ability of the administrator to “put it all
Together.” It is not likely that one person will have a high degree of proficiency in all competencies. Leadership should be distributed among the team members.

The various perceptions, dimensions and roles performed in the administration of multipurpose organizations testify to their complexity as well as its importance Administrator work with people with a variety of resources, with values, and with change but always in organizations located within and serving communities (Knezevich, 1984).

Principal leadership remains key to college success (Hart and Bredeson, 1996). Many factors help make college successful: good curriculum, quality teaching and a strong professional culture. But all of these are shaped and developed by good college principals.

A Principal in a variety of fields is necessary to college success. This is not to say that teachers, parents and others do not have crucial roles in success. They do. But it is important to realize that we will not increase the number of successful colleges until we attract and retain a large number of effective school and college leaders. The leadership role of college principals has a wide scope. They are, as are all college principals, responsible for activities that extend beyond the management of teaching and learning in the college to a role that encompasses a broad sphere of administrative duties and a leadership role at the Centre of the college community.

The college principal responsible for manage the day-to-day operation of their college including managing curriculum, personnel, college assets and finances.

3.2.3. POWER OF EDUCATION ADMINISTRATION

Power may be defined as the potential ability to influence behavior, to change the course of events, to overcome resistance and to convince people to do things that they would not do otherwise. Power is the ability to get someone else to do something you want done, or
the ability to make things happen or get things done the way you want (Moorhead and Griffin, 1995).

Nature of power:

Power has been defined in dozens of different ways and not surprisingly, there is no generally accepted definition. Drawing from the common meanings of the term, we define power as the potential ability of a person or group to exercise control over another person or group. Power is distinguish from influence by its reliance on control. Thus, power might be thought of as an extreme form of influence.

Power is the “ability to marshal the human, informational and material resources to get something done.” Power affects organizational members in the following three areas:

Decisions. A packaging engineer decides to take on a difficult new assignment after hearing her boss’s recommendations.

Behavior. A hospital lab technician achieves a month of perfect attendance after receiving a written warning about absenteeism from his supervisor.

Situation. The productivity of a product design group increases dramatically following the purchase of computerized workstations.

Another instructive way of looking at power is to distinguish between “power over” (ability to dominate), “power to” (ability to act freely), and “power from” (ability to resist the demands of others) (Moorhead and Griffin, 1995).

Base of power:

The most widely used and recognized analysis of the bases of power is the framework developed by John R. P. French and Bertram Raven. Essential to the successful use of power in organizations is an understanding of the various basis of power. French and Raven identified five general bases of power in organizational settings: expert, rewards, coercive, legitimate and referent. Power is the ability to exert influence in the organization beyond
authority, which is derived from position. The head personal power could also include job knowledge, personal influence, interpersonal skills, and ability to get results, empathetic ability, persuasive ability and physical strength (Kreitner, 1995).

1. Expert power

Expert power comes from expertise, skill, or knowledge. Expert power is the extent to which a person controls information that is valuable to someone else. Expert power is the ability to control another person’s behavior through the possession of knowledge, experience or judgment that the other person does not have but needs. The more important the information and the fewer the alternative sources for getting it, the greater the power. A head in a school, college or educational institution, they have expert power because of their experience, knowledge and skills (Benfari, 1995).

2. Reward power

Reward power is the expert to which a person controls reward that are valued by another. Reward power results in people doing what is asked because they desire positive benefits or rewards. Rewards can be anything a person values praise, raises, and promotions, pay, or incentive and work assignments can be used to motivate performance. If a head has almost total control over pay his subordinates receive, can make recommendations about promotions and has a high level of reward power. Reward power can extend beyond materials rewards. In order for such rewards to motivate, they must demonstrate that good performance leads to reward, minimize the negative consequences of good performance and demonstrate that other desired reward may be provided for good performance. For instance, some people may be motivated primarily by a desire for recognition and acceptance. To the extent that a head praise and acknowledgement satisfy those needs, that head has an additional form of reward power (Benfari, 1995).
3. Legitimate Power

Legitimate power is a result of the position a person holds in the organization hierarchy. This position power is broader than the ability to reward and punish, as members need to accept the authority of the position. Legitimate power stems from an authority’s legitimate right to require and demand compliance. Legitimate Power, which is essentially authority, is granted by virtue of one’s position in the educational institution. A head has legitimate power over their teachers and so on. The institution specifies that it is legitimate for the designated individual to direct the activities of others. They have legitimate power in the sense that the head is appointed for the leadership of an effective and efficient school or college. The bounds of this legitimacy are defined partly by the formal nature of the position involved and partly by informal norms and traditions. Legitimate power should be strictly defined. Legitimate power not only should the power be defined as to rights, responsibilities, and authority, but should also explain who the person is responsible to (Benfari, 1995).

4. Financial Power

<table>
<thead>
<tr>
<th>Nature of Powers</th>
<th>To Whom Delegated</th>
<th>Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase of scientific equipment and apparatus, furniture instruments and teaching material.</td>
<td>Principal</td>
<td>Rs.6000/- in each case</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>To incur / sanction expenditure for the purchase of stores procured through the district purchase committees.</td>
<td>Principal</td>
<td>Full Power</td>
</tr>
<tr>
<td>Payment of Scholarships</td>
<td>Principal</td>
<td>Full powers, subject to budget provision.</td>
</tr>
<tr>
<td>Award of Scholarships in individuals scholars with in the number sanctions by the administrative department</td>
<td>Principal</td>
<td>Award of primary/ middle Schools</td>
</tr>
<tr>
<td>Description</td>
<td>Authority</td>
<td>Details</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Power to dismant and sell unserviceable building belonging to education department and not born on Public Works Departments</td>
<td>Principal</td>
<td>Up to the value of Rs.3,00,000/- provided, there is a certificate from a competent authority declaring it as unserviceable and not required, by any other department of government.</td>
</tr>
<tr>
<td>Leases of Land pertaining to Government buildings</td>
<td>Principal</td>
<td>Full powers, Subject to leases being openly for a period of one year at a time</td>
</tr>
<tr>
<td>Leases of fruit trees and sale of grass growing on Government land by auction</td>
<td>Principal</td>
<td>Full powers for a period not exceeding one year at a time</td>
</tr>
<tr>
<td>Leases of land belonging to Education Department in forest area and not borne on the books of the forest or the any other department by auction</td>
<td>Principal</td>
<td>Full powers subject to rules and policy laid down</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Department Schemes</td>
<td>Principal</td>
<td>Rs.2,00,000/-</td>
</tr>
<tr>
<td>To give technical sanction to the estimates for expenditure on painting and replacements of grass panes of doors and windows of educational institution other than poly-technical institute.</td>
<td>Principal</td>
<td>Rs.3,000/-</td>
</tr>
</tbody>
</table>
3.3. IMPLICATIONS FOR COLLEGE ADMINISTRATION

Educational administration is a complex set of specialized functions within organized institutions that defies complete understanding by a short explanation through one or only a few sentences. It can be argued that study and reading represents only the initial steps, for more complete comprehension demands immersion in the practice of the art. The college administrator especially the principal has a unique role in fulfilling teacher’s needs as well as organizational goals.

Content theories of motivation indicate that teachers can be motivated when their higher needs (esteem, recognition and self-actualization) are fulfilled. They also indicate that certain factors (recognition, achievement and responsibility) contribute to teacher job satisfaction and certain factors (interpersonal relations, college policy and administration working conditions and supervision) contribute to the dissatisfaction of teachers. These have clear implications for college administrators. Head must be sensitive to the feeling of teachers with respect to higher level needs. Head must accurately identify the most important needs of their staff and match the opportunities to the needs of individual teachers. Head must be on alert that each individual has difference regarding needs and they differ greatly in his importance they attach to various needs satisfaction. Head must strive to provide these factors that contribute to teacher satisfaction and attempt to eliminate the factors that lead to teachers’ job dissatisfaction (Raisani, 1990).

The Maslow need hierarchy and ERG theory Gibson et al., (1985), suggest that heads should be sensitive to the differences and desires among subordinates since every individual has his unique pattern of needs, values and goals. As a result, what motivates one person may have absolutely no effect or even a negative effect on another person. Thus, heads must recognize and take into account individual differences in needs when designing and implementing programs.
For heads, the most important implication of equity theory relates to organizational rewards and reward system. Because “formal” organization rewards (such as pay and task assignments) are most easily observed than are “informal” rewards (such as intrinsic satisfaction and feelings of accomplishment), they often are at the center of a person’s equity perceptions and clearly are a powerful factor in the workplace. Luthans (1995) states: “Equity theory offers heads three messages. First, everyone in the organization needs to understand the basis for rewards. If teachers are to be rewarded more for high quality work than for quantity of work, that fact needs to be clearly communicated to everyone. Second, teachers tend to take a multi faceted view of their rewards; they perceive and experience a variety of rewards, some tangible and others intangible and others intangible. Finally, teachers base their actions on their perceptions of reality.”

According to Moorhead and Griffin (1995) expectancy theory claims that people will not engage in motivated behavior unless they: (1) value the expected rewards, (2) believe their efforts will lead to performance, and (3) believe their performance will result in the desired rewards. Because expectance theory is so complex, it is difficult to apply directly in the work place. A head would need to figure out what rewards each employee wants and how valuable those rewards are to each individual, measure the various expectancies and finally adjust the relationships to create motivation.

The equity theory concerns the worker’s perception of how he/she is being treated. The basic idea is that an employee first considers his input (effort) and then his outcomes (rewards). There are also pitfalls in using management by objectives. Sometimes top managers do not really participate, that is, the goals essentially start in the middle of the organization and may not reflect the real goals of top management and those who do participate may become cynical. That is, they interpret the lack of participation by top management as a sign that the goals are not important and therefore view their own
involvement as a waste of time. Finally, some heads do not really let subordinates participate in goal setting but, instead, assign goals and order subordinates to accept them (Moorhead and Griffin, 1995).

According to Moorhead and Griffin (1995) process theories indicate that teachers will exert effort when they perceive that such effort will lead to valued outcomes (expectancy theory), they are fairly treated (equity theory), involved in goal setting (goal theory), their jobs are enriched and they enjoy authority and responsibility in performing their tasks (Job characteristics model). Thus it implies that the college administrator should encourage teachers to effort and provide reward that must meet the expectations of the individual, encourage teachers in becoming involved in goal setting and encourage teachers to exercise more autonomy and responsibility in developing and implementing teaching programs and must provide continuous feedback to the teacher in order to make them aware of the quality of their work. The administrator, however, must be on the alert that needs, values, motives and expectations all changes with the growth and development of the individual and take these changes into consideration. In short theories of motivation seen to be effective only when college head puts meaning to them.

3.3.1 REVIEW OF RELATED STUDIES

Lindner (2003) conducted research entitled “Understanding Employee Motivation.” The purpose of this study was to describe the importance of certain factors in motivating teachers at the research and extension center and enterprise center. Specifically, the study sought to describe the ranked importance of the following ten motivating factors: (a) job security, (b) sympathetic help with personal problems, (c) personal loyalty to employees, (d) interesting work, (e) good working conditions, (f) tactful discipline, (g) good wages, (h) promotions and growth in the organization, (i) feeling of being in on things, and (j) full appreciation of work done. A secondary purpose of the study was to compare the results of
this study with the study results from other populations. The research design for this study employed a descriptive survey method. The target population of this study included teachers at the research and extension center and enterprise center. The sample size included all 25 teachers of the target population. Twenty-three of the 25 employees participated in the survey for a participation rate of 92%. The major findings of the study indicate that the ranked order of motivating factors were: (a) interesting work, (b) good wages, (c) full appreciation of work done, (d) job security, (e) good working conditions, (f) promotions and growth in the organization, (g) feeling of being in on things, (h) personal loyalty to employees, (i) tactful discipline, and (j) sympathetic help with personal problems.

According to Maslow (1943) Maslow’s need-hierarchy theory provides some interesting insight into employee motivation. The number one ranked motivator, interesting work, is a self-actualizing factor. The number two-ranked motivator, good wages, is a physiological factor. The number three-ranked motivator, he interesting work, is a self-actualizing factor. The number two-ranked motivator, good wages, is a physiological factor. The number three-ranked motivator, full appreciation of work done, is an esteem factor. The number four-ranked motivator, job security, is a safety factor.

Therefore, if managers wish to address the most important motivational factor of center’s employees, interesting work, good wages, safety, social and esteem factors must first be satisfied. If managers wished to address the second most important motivational factor of center’s employees, good pay, increased pay would suffice. Contrary to what Maslow’s theory suggests, the ranges of motivational factors are mixed in this study. Maslow’s conclusions that lower level motivational factors must be met before ascending to the next level were not confirmed by this study. In this study and the two cited above, interesting work ranked as the most important motivational factor. The discrepancies in these research
findings supports the idea that what motivates employees differs given the context in which the employees works.

What is clear, however, is that employees rank interesting work as the most important motivational factor. The suggestions were given by the respondents to knowing what motivates employees and incorporating this knowledge into the reward system will help extension identify, recruit, employee train and retrain a productive workforce. Motivating extension employees requires both managers and employees working together. Extension employees must be willing to let managers know what motivates them and managers must be willing to design reward systems that motivate employees.

Ofoeqbu (2004) conducted the research entitled “Teacher motivation is an essential factor for classroom effectiveness and school improvement”. The purpose of this study is to contribute to knowledge and to find out if teacher motivation would subsequently translate to classroom effectiveness and school improvement.

Hukamded (2004) conducted research on effectiveness of reward and punishment as modifiers of student’s classroom behavior. The population of the study comprised all the teachers and students in government secondary schools of the Punjab. A sample of one thousands teachers as well as students was randomly selected from different of the Punjab in such a way that proportion of rural and urban, boys and girls secondary was equal. In order to collect from sample teachers, a comprehensive questionnaire was developed and personally administered. The data obtained were tabulated, analyzed and interpreted by using appropriate descriptive and inferential tests of significance, such as one-way chi-square and two-way chi-square. The level of significance was 0.05. On the basis of results and discussion it was concluded that a large number of teachers do not apply the appropriate techniques of behavior modification but rather they are totally unaware of these techniques. The entire study of the researcher reveals that our teachers are totally unaware of the modern techniques.
means specific behavior modification techniques like positive reinforcement, negative reinforcement, extinction, punishment, contingency contract, token economy, time out, shaping of classroom management. It is needed to equip them with the latest techniques of classroom management.

There should be a countrywide program to articulate and train teachers according to the demands of the new era. Token system and contingency contract programs should be introduced in our schools.

Lope (2004) conducted research entitled “Improving the teaching profession through understanding educators self motivation. “the major objectives of the study were (a) what are the factors that make teachers “like” teaching as a career or profession,(b) why teachers “do not like” teaching as a career or profession (c) what are the suggestions given by teachers to improve their self motivation. The sample was 221 distance education students, majoring in the teaching of English as a second language. The major finding of the study indicate that teachers have reasons in favoring the teaching profession, such as, teaching being a noble profession, as an opportunity to contribute towards student’s advancement and development, and to fulfill self interest and satisfaction. Another category that emerged from the finding is the perception of teaching as a challenging career.

On the other hand, reasons for not favoring the teaching profession include low salary, lack of promotion opportunities, unsatisfactory leader behavior, and variety of workload, student discipline problems, uncooperative colleagues and un conducive working environment. The suggestions were given by the respondents to improve self- motivation included understanding of personal traits, selection of good school leaders, and review of educational system, salary scale and workload.

Qayyum (2003) conducted the research entitled “Let’s enhance the performance of the teachers: A study of motivational techniques used by school Heads.” The major objective
of the study was to investigate the relationship between the motivational techniques used by the school heads and the performance of the teachers. Twenty elementary school heads and sixty school teachers were selected as sample. The major finding of the study indicate that teachers should be applied because their own feeling of competence will motivate them to do well. Other than these, teachers should be provided by chance of promotion, there should be proper division of work among all the employees. A Head should avoid favoritism. Head should always be available for the guidance of teachers. Head should provide appropriate working conditions and there should be an assurance of job security.

The suggestions were given by the respondents to improve the reward, incentive and working conditions environment programs to the extent that they see the outcomes as satisfying. Head should not apply these techniques blindly. First, head should understand the need of his teachers then in the light of these needs, he should apply various motivational techniques to enhance their performance.

The above studies were mostly conducted in other cultures while a few studies were conducted in Pakistan. These studies focused on employees other than education from motivational point of view. The studies that were undertaken in educational context concluded that teacher did not favour teaching profession due to low salary, lack of promotion opportunities, unsatisfactory leader behavior, variety of workload, student discipline problem, uncooperative colleagues, unconducive environment and facilities for effective classroom management. Although different aspects of motivation were highlighted in each study, no study appears to cover most of the aspects of motivation techniques and their impact on the performance. The present study was designed to remove this deficiency, which might be helpful to suggest some measure to enhance the performance of teachers and students.

There are two conditions for motivated teachers. These are:
They must feel valued.

They must be resourced.

And I suspect that the first is more important than the second. Perhaps the greatest motivational force for teachers is to feel valued and resources of the tasks in hand.

Figure 3.1 illustrates some of the factors which are important here.

```
The job is worth doing
   They are not overworked

Valued
   Pay, promotion are appropriate

   They are trusted to take responsibility

   There is social esteem

A reasonable measure of pupil respect

Paid appropriately
   Adequate equipment and books etc

Resourced
   A building fit for purpose

   They are trained, encouraged cared for

   There is appropriate curriculum guidance
```

Figure 3.2 sources of teacher motivation
3.4 ATTITUDE

DEFINITION AND MEANING OF ATTITUDE

Attitudes are functions of what we think and what we feel. That is, attitudes are the product of related beliefs and values. If one believes that his teacher is consultative, and he values consultation, you might have a favorable attitude towards the teacher. We can represent this relationship in the form of simple syllogism. For example:

If the teacher is consultative, (belief)

And consultation is good, (value)

Then the teacher is good. (Attitude)

Belief + value → attitude → behavior

Parents, peers, media and teachers play a very important role in the development of attitudes. Belief and values are learned from the above-mentioned agents of change. At present, education is not a matter to be solved by experts but we all are involved in it. Parent’s attitude can play much prominent role in the study of their children.

Ansari (1983) states that study problems of the students and their attitudes towards teachers, school and education are important variables needing further investigation. Ansari and Chowdhri (1990) have shown that study habits and attitudes of students are important variables, which are closely related with the success of students in their academic work.

Sarwar (2002) concludes that high academic achievers. Shah (2002) explores that teacher attitude are one of the major factors affecting students learning. Additional teacher training may improve not only teacher attitudes, but also student performance.

The teacher who is real pivot of the whole education system and the success of the whole system directly hinges upon the teaching-learning activities, including the formulation of instructional aims and objectives, identification and rearrangement of the teaching-
learning materials in order to stimulate curiosity to encourage students participation in learning activities and ensuring better learning process (Kaplan, 1983).

Throughout the history of social psychology; attitudes have played central role in the explanation of social behavior. An attitude in usually defined as a disposition to respond favorably or ‘unfavorably to an object, person, institution or event. Allport (1960) states that attitude is a mental and neural state of readiness, organized though experience, exerting a directive influence upon the individual’s response to all objects and situations with which it is related. Attitude towards study has great contribution in academic achievement and good study pattern.

Attitude can be defined as an enduring organization of motivational, emotional, perceptual and cognitive processor with respect to some accepts of individual’s world. It has often been observed that the object of an attitude is frequently perceived as having a good character, which attitudes dynamiting character. For example, a person having an anti-American attitude perceives the American as bad while a pro-American will not perceive him as “bad”. Attitudes are a system, which can either have positive or negative involving emotions and feelings with reference to social objects and issues. Krech and Crutchfield (1948) view that people can hold attitudes for varying degrees of favorability towards themselves, and towards any indiscriminate aspect of their environment. There is wide range of attitude towards relatively abstract goals like courage, freedom, and honesty. Choudhry (1995) states that attitude is a particular cognitive, emotional or behavioral reaction to an object, individual, group, situation or action. Johns (1996) thinks that an attitude is a fairly stable emotional tendency to respond consistently to some specific object, situation, person, or category of people. Attitudes are also much more specific than values, which dictate only broad preferences. Besides, it is so commonly used in daily conversation that probably all of us have a good common sense notion of the term. Attitude serves as an index
of how we think and feel about people, objects and issues in our environment. In addition, they can provide clues to future behavior, predicting how we will act when encounter the objects of our beliefs.

Attitude is a state of readiness that arises from motives. Attitudes are an enduring organization of motivational, perceptual, and cognitive process with respect to some aspect of the individual’s world. Attitude is characterized as a learnt implicit response that varies in intensity and tends to guide an individual’s responses to an object. People have attitude towards all objects and in varying intensity, which may be positive, negative or neutral, attitude is regarded as organization of inter-related beliefs around a common object. Bem (1970) very simply defines “Attitude are simply likes and dislikes”. Oskamp (1977) describes that an attitude is generally seen as dispositive to respond in a favorable or unfavorable manner to given objects.

Eiser (1987) describes that attitude is a subjective experience involving an evaluation of something or somebody. That something or somebody is represented within the experience. From the moment of birth onward, we are exposed to both direct and indirect experiences, which can teach us to hold particular attitudes toward an attitudinal object. Parents, siblings, peers, significant others, media, press, and teachers, all provide attitudinal socialization experience by which people come to learn appropriate attitudes and behavior.

1. Attitude towards self

Gutkin (1990) describes that the study of attitudes has long held a major position in the field of social psychology. Indeed at one time attitude issues virtually defined the field. Although this is no longer the case, attitude research remains a popular topic of study. McGuire (1985) estimated that studies of attitude change have been accumulating at the rate of over 13200 per year, with over 7000 publications appearing in the applied literature in the decade preceding his review.
2. Attitude towards Teacher

An attitude is a person’s point of view. It’s his way of looking at something. But even more important, an attitude is a person’s readiness to react and to react in a predetermined way. A teacher and his student learn from his experience to assume a readiness to react when faced with a situation. A student’s attitude towards lateness determines how conscientiously he tries to get work on time. Ones’ attitude towards lateness will determine how much emphasis he places on tardiness as a measure of performance.

Hamachek (1998) states that a teacher’s expectation of any student’s academic performance can have a powerful affect on how students feel about themselves and how they perform academically. The academic reputation of older siblings gets passed on to their younger brothers and sisters and becomes a good predictor the younger sibling’s performance. Teachers unwittingly tend to interact more positively and favourably with children they perceive to be “bright”. Students, who receive positive expectation massages, tend to live up to these expectations and perform well. The reverse is also true. Teachers can develop positive expectations by creating a warm, inviting classroom climate and given all students more positive feedback and opportunities to respond to questions, while at the same time teaching more.

A student just has many teachers. His own parents, his peers, his institutions teachers, his union representatives have always been teaching him how to react to things for a long time. These other peoples may have shown him hundreds of times that he could get away with anything just by giving lip service to what the teacher says. So he keeps on doing what he pleases. If that is the case, as it often is, you’ll have to try to hard to build up new different experiences with these students. You’ll have to ‘show him that his old attitude won’t be a good one in his relationship with you (Borich, 1977).
3.4 Attitude towards pupils

Teacher’s attitude toward the pupil is also important in determining classroom atmosphere. The feeling is readily apparent. Does the teacher feel we are competent? Does she or he expect use to do well? Do we feel that the teacher really wants us to be successful?

4. Institutions and Student Study Attitudes

Student attitudes are shaped to some extent by the structures (facilities) through which they are mediated. In fact, building conditions can directly affect the attitudes of students or the attitudes of teachers and parents which in turn affect student attitudes.

Proshansky (1875) referred to physical settings and attitudes as follows: Physical settings simple or complex- evoke complex human responses in the form of feelings, attitudes, values, expectancies, and desires, and it is in this sense as well as their known physical properties that their relationships to human experiences and behavior must be understood.

Stokard and Mayberry (1992) found that the quality of a physical environment is related to attitudes toward school. These outcomes may eventually relate to higher academic achievement. Christopher (1998) concluded that human nature makes people feel better about them when their surroundings are pleasant. Students who have better attitudes usually learn more and work harder.

Christopher (1998) studied student attitudes in “ugly, neutral and beautiful” rooms finding significant differences corresponding to room quality in the responses. These researchers revealed that the mean rating given by the subjects in the beautiful room was in the range defined as “energy” and “well-being” while the mean of the ratings given by subjects in both the average and ugly rooms was in the range defined as “fatigued” and “displeased.” Furthermore, the students placed in the beautiful room expressed feeling of
“comfort, pleasure, enjoyment, importance, energy and a desire to continue their activity”.

Thus, if children have positive attitudes and look forward to attending institution, it stands to reason they will do better in their classes.

5. Self-esteem in Students Development

Talib (2003) says that self-esteem plays a major role in lying a solid foundation for student’s development. Self-esteem is a good opinion, self-importance, and conception of oneself.

It can also be expressed as

- How we see ourselves.
- How we feel ourselves.
- How we value ourselves.
- How we assert ourselves.
- How we adjust ourselves.

Student’s need acceptance to develop positive attitude toward self, which is positive self-esteem.

3.5 ACADEMIC ACHIEVEMENT

Academic achievement has been variously defined: as level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of obtained by students in examinations (kohli, 1975). Research have shown that besides being the criteria of promotion into the next class, academic achievement is an index of all future success in life. Superior achievement in the academic world generally tend to maintain their level, of achievement in the occupational field also. Moreover, Reis et al. (1984) reported that academic achievement also has a significant effect
on self evaluation of learners. To reach the goal of excellence in the academic sphere, and to optimize academic achievement to a maximum, a review of correlates of academic achievement and its implications for educationists and policy makers would be meaningful.

A formal beginning to explore the determinants of academic achievement as made with Binet’s attempts to predict children’s academic achievement from their intelligence scores. There is an overwhelming evidence establishing intelligence as the most significant predictor of academic achievement (Karnes et al, 1984). Thorndike (1963) pointed out, an exact correspondence between intelligence and achievement.

Some studies have been done to relate cognitive style with academic achievement. Field independent subject were found to be higher on achievement, than field dependent subjects (Holper and Helen, 1986).

Generalized expectancies developed by student also play a crucial role in their achievement. Internality (belief in Internal Control) is positively related with academic achievement (Tesiny et al, 1980).

The teacher’s personality and style of interaction with the student has been reported to be a very crucial variable in student’s achievement: Pupils like non-authoritarian teacher better, feel in expressing their difficulties with them, and achieve higher results in their classes. Hsu (1983) found similar results. Teachers who are successful in creating a climate of warmth and support can extract greater pupil achievement. Adjustment in school, at home and with peers generates greater classroom trust.

Murray and Staebler (1974) reported that teachers score on Locus of control was directly related with student achievements. Stake and Norman (1985) reported that teacher attraction was positively associated with academic growth, confidence and motivation. But this was true only for students with same sex teacher models. Among student with opposite sex models, teacher attraction was not related to student growth. Marshall and Weinstein
(1986) reported that teacher’s communication patterns, and his differential treatment to student to students as perceived by students was very important determines of student’s achievement.

Review of personality characteristics with academic success reveals that, there is not simple straightforward relationship between personality and achievement as there are other relevant intervening variables like teaching strategies, age, sex and arousal level of the learner etc. When teachers, and researchers wanted to discover the reasons for the superior achievement of introverts, a few facts emerged which can be useful in enhancing the academic achievement of extroverts also. It was felt that the low achievement of extroverts could be due to their low arousal, which makes it difficult for them to maintain concentration for long periods required for successful academic study. Campbell and Hawley (1982) carried out a study among students in the university library, with extroverts taking more breaks than introverts, and more concerned about selecting a study location that offered greater socializing opportunities. This need of the extroverts for social stimulation may clash with the need to spend time on studies and thus may being to disrupt their academic pursuits after adolescence. This may be a reason why introversion is associated positively with achievement after 13 years or so only.

Teaching strategy has also been found to be very important in determining the achievement of extroverts It was found that extroverts benefit more from informal, unstructured teaching methods, while introverts learn better in a structured learning environment with traditional teaching approach. When extroverts were taught by the method they preferred, they were higher in achievement than introverts, again which was evident even a month later (Leith, 1974 and Shadbolt, 1978).

Until recently our educational system has been highly structured and formal therefore the reported academic superiority of introverts may be due to the fact that our educational
system in geared to the needs of introverts rather than extroverts, who require a different
teaching strategy, one which stresses individuality, personal interaction, flexibility and
spontaneity in teaching. Teachers may be keen on knowing about certain intervention
strategies which can improve the achievement of students. In this context, findings of several
researches are very relevant.

Gauthier et al.(1984) reported that academic achievement was enhanced that most by
use three socializing agents viz peers, teachers and parents to by use of three socializing
agents viz peer, teachers and parents to reinforce academic behavior. Reinforcement using all
three agents was the most effective way to improve achievement.

3.5.1 Academic Self Concept

It is the student’s perception of their own positive in academics. This fact of self-
concept has been called academic self-concept. It is considered as a function of the student’s
attitudes and feelings with regards to their abilities and academic potential. In the present
study, academic self-concept of the university student has been measured with the help of
modified version of Academic Self-concept Scale (ASCS) originally developed by Ahmed
(1986)

3.5.2. Academic Self Concept and Achievement

In education, the importance of non-cognitive variable to achievement has been well
documented (Bloom, 1976). Self-concept whether used as an outcome or as a mediating
variable that helps explain achievement outcome is a critical factor in education and
educational research. A growth body of literature indicates that academic self-concept and
that academic self-concept is more highly correlated with academic achievement than is
general self-concept. The relationship between self-concept and achievement has been well-
documented and measures of academic self-concept are more relevant to the academic setting than the measures of general self-concept (Marsh, 1992).

Academic self-concept is one of the facets of general self-concept. It is the students’ attitude with regards to their abilities and academic potential (Ahmed, 1986).

Achievement has been defined in Spence (1983) as “a task oriented behavior that allows the individual’s performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others, or that otherwise involves some standard of excellence”. Academic achievement is measured in different ways, e.g. with the help of achievement test, teacher’s ratings, and grade point averages. The idea that there is a relationship between academic self-concept and academic performance is not a new one.

Lecky (1945) was one of the early theories who pointed out that low academic achievement might be related to a student’s self – perception of being unable to learn academic material. Lecky’s pioneering research although simplistic and uncontrolled by today’s standards opened the door to a mind – boggling possibility; How students feel about their ability may, for better or worse, consciously or unconsciously, after their academic performance. Thus, the idea was suggested that academic achievement may not be simply an expression of students’ intelligence, but of students’ perception of their intelligence, which when positive helps them feel confident and able, but when negative makes them feel hesitant and uncertain. Once a student’s self-concept of ability has evolved in a certain direction, the tendency seems to be to make choices that work to reinforce the validity of that self-concept.

There is also available some evidence showing that doing well academically is preceded by a high self – concept for school students.

Ahmad (1986) worked upon the initial development and validation of Academic Self-concept Scale (ASCS) to explore this area of research in Pakistan. He found out that there is
moderate positive relationship between academic self-concept and academic achievement. Anis–up-Hap and Khan (1998) conducted a study using ASCS to investigate age, gender, and achievement effects on academic self-concept and to provide additional evidence concerning the reliability and validity of the scale. The results indicated that there was a strong positive relationship between achievement and academic self-concept. The findings also indicated a promising evidence for validity and reliability of the scale. Aziz (1991) has used modified version of ASCS in her study with university students and has found it to be a reliable and valid measure of academic self-concept of students.

3.5.3 Academic Performance

Student’s performance in institution is a topic of great practical concern to teachers and parents, and of great theoretical concern to researchers. Achievement outcomes have been regarded as a function of two characteristics, “skill” and “will” and these must be considered separately because possessing the will alone may not insure success if the skill is lacking (McCombs and Marzano, 1990).

3.5.4 Self Image and Achievement

Self-image is an individual’s self-concept. It is both a belief in self and a respect for self. In children, self-image is formed largely by how they link significant adults in their lives perceive them. Individuals need a high self-image to cope effectively with the demands of life. Embedded in each child’s self-image is our hope for the future (1974).

Praise and acceptance strengthen self-image, while criticism and disapproval lower it. Although older children and teenagers base their self-image primarily on the perceptions of their peers, they often do so because peer groups substitute for a perceived lack of adult affection. Students who feel good about themselves and who score high on self-esteem are
also the highest achievers. Thus, the development of a child’s self-image is perhaps the most important barometer of future success.

3.5.5. Attitude of Self Efficiency and Achievement

The attitude that is often used to achieve self-efficiency, or how capable people judge themselves to be a perform a task successfully. Bandura (1997) provides extensive evidence and documentation for the conclusion that self-efficacy is a key factor in the extent to which people can bring about significant outcomes in their lives. Specifically, there is considerable evidence to support the contention that self-efficacy beliefs contribute to academic achievement by enhancing the motivation to achieve.

3.6. ACADEMIC FAILURE

Academic failure is relative concept. According to Good (1973), “failure pupil implies lack of success on the part of pupil in accomplishment of schoolwork”. Naturally, it differs as the schoolwork varies; curricula change and the standards of assessment stand apart. The meaning of academic failure varies in various countries, stages, media and institutions. A system of ungraded schools is also in vogue where there cannot be any academic failure in its popular sense. So, failures do not form a homogeneous group conceptually.

Many factors contribute to academic failure and under-achievement, the major ones being intelligence, personality including motivation and adjustment, home background and school background. One of the most obvious findings of the Plowden (1967) who reported that home environment is more influential, as a determinant of attainment, than school. In the home background, socio-economic status, parent–child relations number of siblings, order of birth, home adjustment and encouragement by the parents are the variables which are most
frequently studied. Academic achievement and its correlates is a popular field of research. Numerous western as well as Indian psychologists have worked on many of its correlates.