CHAPTER 1

Introduction and Conceptual Frame Work
CHAPTER I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

SCHOLASTIC PERFORMANCE

Scholastic performance of X standard students indicates the ability, aptitude, interest of the students, in involving cognitive self-management in, teaching-learning process and their reasonable goal-setting, in building up their self-confidence and self-image, towards high achievement. It indicates further the implication of our schooling system, teaching-learning process and examination system, in our global picture of education.

The scholastic performance evaluates the factual knowledge of the students, what they have learned or acquired and experienced in the classroom as well as outside the school. The traditional examination system was a necessary evil that was based on rote memorization of factual knowledge. Students had no confidence in the examination systems that had no reliability and objectivity. The new system of continuous evaluation, in terms of grade, will reinforce the behaviour of the students to do better in their studies. It will eliminate examination phobia and tension from the minds of the students. It will improve the mental health of the students.

THE NEED FOR SCHOLASTIC PERFORMANCE IN EDUCATION

The scholastic performance includes cognitive thinking, intelligence, creativity, interest, acquisition of knowledge, skills and habits of an individual in, bringing up a well-balanced adjustment, in his behavioural responsibility, in creating a better society, towards developing the nation creatively rich. This X standard education or the secondary education is essential for training our young pupils, to be effective member of the society. The individual potentialities developed and shaped at this stage are: his abilities, aptitudes, attitudes, interests and characters. After secondary education, he enters life, knowledgeably and mentally alert. As in the words of Dewey: "Education is the development of all those capabilities in the individual which will enable him to control his environment and fulfill his responsibilities." This is supported by James. He says, "Education is the organization of acquired habit of such actions, such will, fit for the individual to his physical and social environments" (Tanaja, 1965).
OBJECTIVES OF SECONDARY EDUCATION

Educators study the objectives of education. Their concern has led to the classification of all educational objectives into three areas:

i) the psychomotor or loco-motor area:

"The psychomotor area includes the development of a person's muscular or mechanical skills."

ii) the cognitive area:

"The cognitive area aims at increasing a person's knowledge and intellectual skills. It deals with the ability to think and to reason effectively." and

iii) the affective area:

"The affective area deals with feelings, values and appreciations. It aims at helping an individual develop moral and spiritual values, healthy attitudes and emotional adjustment."

According to Kothari (1966), "The destiny of India is now being shaped in her classroom, this we believe, is no more rhetoric, in a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people."

One of the great debates of antiquity was between the relative merits of rhetoric and philosophy. One school, with Isocrates as a major proponent, laid claim that rhetoric was the highest art because of its usefulness in public life while the other, advanced by Plato, contended that philosophy, being the only path to true knowledge, was the proper education for the young. Today we are continuing the same debate with almost similar counters.

Education either functions as an instrument to facilitate the integration of the younger generations system or it becomes the means, by which, men and women deal critically and creatively with reality in order to participate in the transformation of their world, through the practice of freedom: in other words, education can be a tool of enslavement just as well as it can
be an instrument of liberation. Thus there is pedagogy = paid + agoge, 'the leading of the child /
slave' - or there is education - the 'drawing out' of the talents of an individual to create fulfilled
personality (TIMES OF INDIA, 9th November 1999).

To Gandhiji, the objective of education was the harmonious development of the
individual, drawing out the best in him. To him, the body is the means of earning a living while
the soul is a place for building character. The learner needs to understand the importance of
education for both physical well-being as well as the building of character.

Children rarely learn anything substantial about their own environment, flora,
fauna, social and cultural contexts, local resources skills, traditions, festivals and economics.
Had we realized the significance of acquiring children with the indigenous techniques of water
resources management, traditional methods of preparing fertilizers, preserving food grains, utilising
herbs and ensuring cleanliness and developing a sense of attachment and responsibility towards
other individuals and the community, the scenario would have been very different. We would
not have water shortages, wastages of food grains and non-availability of health support system
for the majority of people in the country (TIMES OF INDIA, August 2000).

THE SCHOOL EDUCATION IN INDIA AND IN TAMIL NADU

Equality of educational opportunity has assumed different connotations. It can be
taken as the application of the principle of distributive justice in respect of good education. At
the primary level, it means provision of free and compulsory education, of adequate duration and
content to all, without any discrimination. At the secondary level, it implies provision of
diversified curricula to suit the differing needs and interests of individuals. At the higher
education level, it can only mean, provision of opportunities to all those who have the required
ability to profit from such education. The government has been launching various schemes, to
motivate the SC, ST, MBC, BC & OC students, to use education as the lever for improvement.
There are programmes of the central and state governments to extend financial assistance for
obtaining education, right from the primary to university stage. Special programmes for the
tribals provide free supply of school uniforms, slates, books and notebooks, to primary school
students; midday-meal; payment of term and other fees to secondary students; reservation of seats in institutions of higher and technical education. Despite all, their enrolment in educational institutions, at different levels is not satisfactory (Thiagarajan, 1983). Even among those who have been enrolled in institutions, their academic attainment is not encouraging.

With literacy rate of only 52 percent, India harbours the largest illiterate population in the 15 - plus age group (291 million) in the world, about 38 percent of the boys and 62 percent of the girls are illiterate. The global literacy figure is 77 percent. The problem of illiteracy has to be tackled both at the level of school education and adult education. Among the total Tamil Nadu population 62110839, only 46204398 are literate as per the recent census. The rest 15906441 are illiterate.

School education provides the most glaring example of socio-education disparities in India. Children of the rich and well to do go to what are euphemistically called Public Schools, imbibing expensive, superior education and acquiring a high competitive ability which give them a head start in life. But with regarding to the mass of Indian children, the state has largely failed in her duty, to provide them with even nominal education, leave alone superior education.

Since Independence, the number of schools in the country, has gone up from 2.30 lakh to 7.44 lakh, the number of teachers from 6.24 lakh to 28.36 lakh and school children from 1.92 crore to 14.94 crore. But what has been achieved is inadequate not only in terms of quantity but also quality, showing a regrettable lack of seriousness and political will, on the part of the country's leadership. Here are two examples in order to reduce the dropout rate as well as nutritional deficiency in government schools, the Centre taking a cue from the experiment, launched by MGR government in Tamil Nadu in 1982, announced on August 15, 1995 that a sum of Rs. 612 crore would be allotted for a mid-day meal scheme, to be run by the state governments, which were supposed to undertake a matching expenditure. At the end of 1995 - 96, an amount of only Rs. 442 crore was utilized. And now the off-take of the central grant for the states has more or less dried up, because of a lackadaisical attitude towards the scheme.
Nearly one-lakh schools have no building. Operation Blackboard launched with much fanfare in 1987, has as yet achieved only 50 percent of its target of providing a two-room all-weather building for each primary school. Further, in many states, there is a huge backlog of unspent funds for teaching and learning materials. The Ministry of Human Resource Development has prepared a Rs.50,000 crore plan to achieve universal education in the country by 2002. Envisaging investment on such a gigantic scale presumes that the national priorities would be reordered in favour of education. In spite of all the investment, and the government launching education-for-all, both at primary level from 6 to 14 years of age, secondary level and the adult education program to make India literate (that is the minimum knowledge to read and to write) the rate of illiteracy and drop outs are increasing periodically (HINDUSTAN TIMES, 22nd Oct 1999).

THE SCHOLASTIC PERFORMANCE OF X STANDARD STUDENTS IN OUR SCHOOLING SYSTEM

"Through schools and colleges we are expected to mug and cram," said a teenager. "We spent the whole year gearing up for spent of HSC, which is such a mechanical examination. Now suddenly they expect us to think and apply knowledge." Politicians hurried into the debate raising doubts into the ethics of specific coaching classes, but never thought to question an educational system, which produces toppers as though they are broiler chicken. Schools make students memorise perfect answers to probable questions, without bothering to explain germination and geometric progression. The entire year is literally spent answering question papers. While a number of these "Made in Latur" toppers get into medical and engineering colleges, their subsequent performance is poor and their fundamentals virtually nonexistent (TIMES OF INDIA, 21st July 2002).

Certain private urban schools are overcrowded leading to a teacher - student ratio of 1:70 or 1:80. This problem has cropped up because of the loss of the efficacy of corporation in Zillah Parishad schools, which used to attract the lower middle classes, who cannot afford to send their children to the exclusive school system. This upsetting of the ideal teacher-student ratio of 1:30 has adverse implications for the children - it leads to the compression of their cognitive map or keeps this map empty. In most of the cases, the second is the most likely
possibility. The teachers either have no time or perhaps have no motivation to reach out to each and every student and are reduced to somehow holding the students together for the time slot. Thus, the schooling system, which is supposed to kindle the creative energies of the students, has virtually become an institution for "baby-sitting" in as much as it denies the students the right to instant but mutually complimentary interaction with the teachers (THE HINDU, 27th May 2000).

Active learning involves real skills. One thinks that they know how to do it, but in reality they don't. It takes a lot of hard work to practice and get the hang of it. There is a lot more effort put into learning by doing than that meets the eye, plus the skill and knowledge needed to accomplish goals.

The real skills of the students are neither developed nor explored but are neglected. This neglect of fundamental learning skills continues in high school. Many do not complete high school, spending dreary years in classrooms without purpose and enjoyment dimly comprehending a fraction of what is taught. Consequently, it should not be too surprising that about half of our students fail in the secondary school board examinations. Those joining colleges find, in addition to their extremely inadequate linguistic skills in the regional language, that they are further handicapped by their weaker knowledge of English. Most of our students failed by our schools and colleges are predominantly from the poorer strata of Indian society. Their parents' limited educational backgrounds and incomes cannot substitute or compensate, for the educational system's gross neglect of their children.

The cumulative educational experience of the minority of middle and upper class students are entirely different. They begin with a significant educational head start, well before they join school. There are many deficiencies in the private regional and English medium schools they attend. But in terms of teaching the skills required for external examinations, they do a far better job than their government counterparts. Any deficiency in their examination-oriented learning at any stage of school and college education, invites the immediate attention of parents, tutors and coacheh. They are not concerned about merely getting pass marks in the examinations. They and their parents are fraught with anxiety whether they will perform brilliantly.
The examination performance of our middle class students should not obscure the fact that our gargantuan educational system is still equipped to meet the challenges of the 21st century. The continuing liberalizations and globalization of the Indian economy will result in far greater competitiveness in the agricultural, industrial and service sectors. Consequently, producing, applying, accessing and communicating knowledge will become critical.

The creativity must be encouraged. It points to at least three important principles for us in educational practice, the capacity for acceptance, trust in oneself and openness to experience. The kind of openness to experience calls for rich opportunities for individuals to explore and test themselves. Such openness comes from opportunities to permit oneself to get involved in events. Like learning to swim, one needs sufficient help to be sure he does not get drowned. On the other hand, one can never learn to swim if he never goes near the water. Such openness to experience comes about as a consequence of being sufficiently secure where one is that he is able to branch out into new events and to courageous determinations. This is the road to creativity, so needed in this generation.

One cannot be creative, however, without opportunities to get into difficulties. Indeed, it has been said that the characteristics of genius is the enjoyment of getting into difficulties for the sheer pleasure of getting out of them. Creativity calls for breaking away with tradition, going out in the blue trying one's wings breaking, out of the established ruts. Creativity is bound to be accompanied with a high amount of disorder.

Dropouts and discontinuances occur due to these reasons at the secondary school level. One has to analyse the remedial possibilities to reconstruct our educational system. First and foremost a better pedagogy is needed to understand the interaction of the X standard students with their teachers and their educational system.

THE UNDERSTANDING OF X STANDARD STUDENTS

The X standard students are of 15 years and more of above. They are in their adolescent period of transition and change. It is a deeply sensitive time of life and the person. Such children seek out for help, to those with whom they have a continuing contact and they
usually mean a teacher, not a specialist.

Adolescence is a period, which starts at the age of 13 and goes up to 18. Dandekar (1981) describes the period as "the period of transition from childhood to adulthood." It is a period of great stress and strain, storm and strive. Rai (1976) writes, "During this period the establishment of the childhood goes away and a revolutionary process of the change starts." It is the crucial stage, where the young person acquires the physical maturity of an adult. Dandekar (1981) opines, "adolescence need not be a period of bitter struggle. Much bitterness is caused by parents and teachers who fail to understand the adolescents."

The word "teenager" is practically a cuss word in our society. We simply do not like teenagers. They are permitted no real worthwhile place. We have built a world where there is little or no opportunity for them to have any feeling that they belong or are part of the larger society in which they live. They have little or no voice in what happens to them. They long for a feeling of importance and meeting, something to commit themselves to.

However, the usual adult approach to these young people, is to build them a new play ground or Teen-Town, where they are told to "go and play" some more. The plain fact of the matter is they are often an embarrassment to us. Consequently, we treat them as outsiders. It should not surprise us and them if they build their own society - with their own languages, their own customs, traditions, codes of values, even their own music, ways of dressing, and symbols of status and prestige. They have done this because we have made no real place for them in our society.

This kind of separation of young people from their culture has the potentiality for great danger. They are people who do not feel they belong, do not feel under any necessity to pay their dues or look out for the members. Those who are cast out from it do not feel membership in a society. Feelings of belongingness and responsibility come about only as a consequence of feeling a part of and being given responsibility for other people (Clark E. Moustakas, 1956).
1. It is a transitional period the X standard students must adjust to move to matured status and make mature level of behaviour. This is a period of transition from childhood to adulthood.

2. It is a period of "change". During this period a X standard student undergoes a lot of changes both physically and mentally. His attitudes, behaviour and interests change. He is very much different from what he was in his childhood. This period is characterised by more rapid physical growth.

3. Adolescence is a dreaded age: During this period an individual is unreliable, irresponsible and inclined towards destructiveness, perversion and antisocial behaviour, so that he must be supervised. Adolescence is an emotional period.

4. Adolescence is a time of unrealism: An adolescent has unrealistically high aspirations and heightened emotions. The more unrealistic his aspirations, the more energy is hurt and disappointed. He is with the lot of disillusionment and disappointments.

5. Adolescence is the threshold of adulthood: When an individual grows into adolescence he is anxious to create the impression that he is no longer a teenager. Dressing and acting like an adult he concentrates on behaviour that is associated with the adult status like, smoking, drinking and engaging in sex.

Crow and Crow (1991) rightly say, "Adolescents are great imitators. They imitate very often without being aware that they are doing so. In addition, they are filled with natural urges to which they seek to give expression." According to Crow and Crow (1991) "Attitudes the affective by products of an individual's experience, have their bases in his inner urges, acquired habits and the environmental influences by which he is surrounded." The critical period in attitude formation is from twelve to thirty years of age. During adolescence the attitudes are shaped. The adolescents' attitude patterns are negativism, non-conformity, questioning, ignoring etc. Negative attitude about education is an important aspect of adolescent period. Teasing and
bulllying is also general attitude of young people in the school as well as outside the school. The adolescents' attitude could be listed here below.

2. Desires more independence (personal rejection).
3. Feelings of being dominated and rejected may result in feelings of hostility.
4. Intimate interpersonal relationship and interest in friendly (early maturing boys).
5. Nurturance.
6. Achievement of high goals.
7. Face problems of personal adjustments.

**Learning and Self-concept**

The Freudians explain the origin of the ego-ideal as due to identification with people whom the child loves, admires or fears. Through the process of identification the child comes to imitate the values and attitudes of other people. The parents are the first and most important objects of identification. It is not stated clearly by the Freudians how important the later objects of identification are - such as teachers, youth group leaders, heroes of adventure and romance and attractive age-mates. However, these writers generally attribute some importance to the people, who follow the parents as objects of identification, believing that the ego-ideal of the adult is a composite of all the identification made, with the figures of the parents still holding the most prominent place. The ideal-self commences in childhood as an identification with a parental figure, moves during middle childhood and early adolescence, through a stage of romanticism and glamour and culminates in late adolescence, as a composite if desirable characteristics which may be symbolized by an attractive, visible young adult, or may be simply an imaginary figure. The social psychologists think of the ideal self as a name of the integrated set of roles and aspirations which direct the individuals from parents, and from a variety of others such as siblings, play mates, teachers, preachers, and other with prestige, and historical and fictional heroes, and worked over into his own thought and action.
The child's self-concept arises and develops in interpersonal settings. Feelings about the self are established early in life and are modified by subsequent experience. Among the significant people believed to affect the child's feelings about himself are first, his parents, and, later his teachers. The individual self-picture is a learned structure. It grows mainly through training identification with individuals and peer groups, the comments of the other children and people, the acquisition of social roles and the influence drawn from his experience, although it may appear from these comments the self is unitary. In fact we have a number of social selves. Strong distinguishes the basic self-concept or the concept of a person he thinks he is the transitory perception of the self the individual holds of himself at a particular instant; influenced perhaps by passing mood; the social self or the self as a person thinks others see it and the ideal self or the self the person would like to be.

Philips and Vernon have reviewed the studies dealing with the self-concept's in children, adolescents and adults and there is no doubt that such concepts are now thought to be a great importance in motivating behaviour, in maintaining mental health and in influencing in the learning situation. A discrepancy between a child's picture of his ideal self and actual self, may have an unfavorable effect on school work and personality development (Thinking denotes a connected flow of ideas directed towards some definite purpose or end). Self-concept is developed through interaction with significant others, which in turn, influences one's behaviour. When applied to the specific school-learning situation, a relevant aspect of self-concept is the person's conception of his own ability to learn the accepted types of academic behaviour, performance in terms of school achievement is the relevant behaviour influenced. The student role is composed of several sub roles, including one involving academic achievement, the student self-concept similarly is a complex of several segments, including self-concept of ability. Dealing with the self-concept in children, adolescents and adults is of great importance in motivating behaviour, in maintaining mental health and in influencing learning situation.
The Psychological Adjustment of X Standard Students

Adult maturity cannot be achieved without some relatively serious conflict during adolescence. Cameron remarks: "The basis of much frustration and many conflicts is in this universal circumstance, that no man ever fuses all his self reactions together into a single, unambiguous, coherent whole". Rogers (1951) states, "It would appear that when all of the ways in which the individual perceives himself - all perceptions of the qualities, abilities, impulses, and attitudes of the person, and all perceptions of himself in relation to others are accepted into the organized conscious concept of the self, then this achievement is accompanied by feelings of comfort and freedom from tension, which are experienced as psychological adjustment."

The Physiological Revolution of X Standard Students

The physiological revolution comes with puberty-rapid body. The long period of sexual latency before puberty is the age, when the child wants to learn how to do and make things with others. In learning to accept instruction and to win recognition by producing "things", he opens the way for the capacity of work enjoyment. The danger in this period is the development of a sense of inadequacy and inferiority in a child, who does not receive recognition for his efforts. The physiological growth and sexual maturity - forces the young person to question "all sameness and continuities relied on earlier" and to "re-fight many of the earlier battles". The development task is to integrate childhood identifications "with the basic biological drives, native endowment, and the opportunities offered in social roles". The danger is that identity diffusion, temporarily unavoidable in this period of physical and psychological upheaval, may result in a permanent inability to "take hold" or, because of youth's tendency to total commitment, in the fixation in the young person of a negative identity, a devoted attempt to become what parents, class or community do not want him to be.

The Personal and Social Adjustment

All behaviour is dependent upon the needs of the individual and that learning depends upon whether the individual needs are satisfied and tension there by reduced. The personal and social adjustment during adolescence may be profoundly influenced by rate of physical
maturation; there is a scarcity of systematic adolescent's physical status and his underlying motivations, self-conceptions and interpersonal attitudes.

In view of their obvious physical retardation, relatively unfavourable reputations and disadvantageous competitive position in many activities, the late-maturing boys are more likely to have feelings of inadequacy and are likely to have negative self-conception. The adolescent in our culture generally desires more independence and adult status. This may be the source of a major problem for the late maturer, however, since he is often regarded and treated as a small boy by adults and peers and is not likely to be granted independence as early as physically accelerated boys. Therefore, it may be anticipated that later-than early maturers regard adults, particularly their parents, as dominating, forcing them to do things they don't want to or preventing them from doing things they want to do. Moreover, the parental treatment that these boys experience and parental refusal to grant them independent status may be interpreted as personal rejection.

These feelings of being dominated and rejected may result in attitudes of rebellion against the family and in the feelings of hostility. The late-maturers revealed strong aggressive needs and desires to escape from, or to defy, the family. The slow-maturers showed a great deal of social interest, and the early-maturers revealed strong interests in friendly, intimate interpersonal relationships.

Assuming that, as Jones and Bayley (1950) suggest, the social initiative and attention-getting devices of the late-maturers are of a compensatory nature, basically dependent and to have strong needs from others. The early maturer, being regarded and treated as more adult, is more likely to become self-confident and to acquire high status goals. The physically accelerated would give evidence of high achievement goals and concern with personal recognition.

Late-maturing boys in our culture probably face more problems of personal adjustment than their early-maturing peers. As a result of this, they may become more aware of their problems, and as the high degree of flexibility of young adults who had been retarded in
maturing suggests, more insightful. They would be more willing and able than early maturers to face their feelings and emotions.

**The General Adjustment of X Standard Students**

Individuality must be encouraged, not stifled. Only what is true and therefore of value to society can emerge from individual interests, that is, expression of one's true nature. All children may need love, safety, belongingness, acceptance and respect as basic conditions to their growth and when these conditions are provided by the human environment, growth will occur naturally through the person's potential. Adults may offer resources, make opportunities available and give information and help when it is meaningful to the child, but to force standards, social values and concepts on the child, is to stifle his potential creativity and difference.

If praise or blame has differential effects on children with different personality characteristics, teachers should be cognizant of the fact. It seems altogether possible that indiscriminate praise may be as detrimental to a pupil's school achievement and personality development as indiscriminate blame. It also seems possible that the blame, as well as praise, to foster the child's general adjustment.

**The Formation of Cognitive Learning**

Jean Piaget (1896-1980) a "genetic epistemologist" was mainly interested in the biological influences on "how we come to know". He believed that what distinguishes human beings from other animals is, our ability to do "abstract symbolic reasoning". Piaget's views are often compared with those of Lev Vygotsky (1896-1934), who looked more to social interaction as the primary source of cognition and behaviour. This is somewhat similar to the distinctions made between Freud and Erikson, in terms of the development of personality. The writings of Piaget (e.g., 1972, 1990; see Piaget, Gruber, & Voneche) and Vygotsky (e.g. Vygotsky, 1986; Vygotsky & Vygotsky, 1980), along with the work of John Dewey (e.g., Dewey, 1997 a, 1997 b), Jerome Bruner (e.g., 1966, 1974) and Ulrick Neisser (1967) form the basis of the constructivist theory of learning and instruction. There are two major aspects to this theory: the process of coming to know and the stages we move through as we gradually acquire this ability.
PROCESS OF COGNITIVE STRUCTURE

As a biologist, Piaget was interested in how an organism adapts to its environment (Piaget described as intelligence). Behaviour (adaptation to the environment) is controlled through mental organizations called schemes that the individual uses to represent the world and designate action. This adaptation is driven by a biological drive to obtain balance between schemes and the environment (equilibrium).

Piaget described two processes used by the individual in its attempt to adapt assimilation and accommodation. Both of these processes are used throughout life as the person increasingly adapts to the environment, in a more complex manner. Assimilation is the process of using or transforming the environment, so that it can be placed in pre-existing cognitive structures. Accommodation is the process of changing cognitive structures, in order to accept something from the environment. Both processes are used simultaneously and alternately throughout life.

THE COGNITIVE DEVELOPMENT OF LEARNING AT X STANDARD LEVEL

Piaget identified Formal operational stage (Adolescence and adulthood) in cognitive development at X standard level. In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. Early in the period, there is a return to egocentric thought. Only 35% of high school students in industrialized countries obtain formal operations and many people do not think formally, during adulthood. Discovery learning and supporting the developing interests of the child, are two primary instructional techniques. It is recommended that parents and teachers challenge the child's abilities, but NOT present material or information that is too far beyond the child's level. It is also recommended that teachers use a wide variety of concrete experiences to help the child learn (e.g., use of manipulative skills, working in groups to get experience seeing from another's perspective, field trips, etc.).

Piaget believed that biological development drives the movement from one cognitive stage to the next. Data from cross-sectional studies of children in a variety of western cultures, seem to support this assertion for the stages of sensorimotor, preoperational, and concrete operations. However, data from similar cross-sectional studies of adolescents do not
support the assertion that all individuals will automatically move to the next cognitive stage as they biologically mature. For formal operations, it appears that maturation establishes the basis, but a special environment is required for most adolescents and adults to attain this stage.

**LEARNING AS A COGNITIVE PROCESS**

During the dynamic years from age one to five, children develop a sense of themselves in relation to family and community; they are exploring the world through play and seemingly endless questions, which require caregivers' validating responses; and they are ready to learn a healthy life-style from the powerful adult role models with whom they identify strongly. The quality of nurturing and stimulation that a child receives in the first few years of life can have effects on development that lasts a lifetime. Early childhood experiences have powerful effects on the development of children's physical and emotional abilities and influence their intellectual development in many areas.

The brain develops according to the quantity and quality of the stimuli it receives. There are eight neural pathways; touch, sight, sound, taste, smell, temperature, pain and positioning. Daily exercise increases nerve connections in the brain. This makes it easier for children to learn. The brain develops most strongly when all pathways are being stimulated. A child read to on her / his parent's lap, learns more than languages she / he is developing emotional responses, such as the ability to trust and a sense of safety.

There are periods of time known as "windows of opportunity" in the child's brain development when it is especially open to certain kinds of learning; up to 18 months of age for the capacity to establish a secure attachment; from the latter part of the first year to the end of the second year, for the capacity to inhibit and regulate intense feelings and up to the end of the forth year, for optimal vocabulary will grow. Toddlers taught simple mathematical ideas, like bigger or smaller, and more or less, do better in mathematics when they are older. An early exposure to music helps develop skills, which improves a child's ability to think things through and make decisions. Patterns of behaviour and emotional response set in the early years are very difficult
to change or make up for with later intervention, even though the brain continues to develop and mature in many areas.

Children's physical development includes learning large muscle skills like jumping, running, throwing and small muscle skills like cutting, pasting and drawing. Cognitive development, involves children's increasing ability to think and solve problems, using such toys as puzzles, number and matching games and blocks. Social / emotional development is about learning to experience, identify, express and control feelings; and about how to relate to others through dramatic play, co-operative games and helping.

For many years, educational practice has been influenced by psychology research. Behaviourism, modelled after the work of Watson and later B. F. Skinner, rose in prominence during the sixties and seventies. Today social learning theories are closely interwoven with a cognitive perspective of learning. Long (1990) is just one of many educators who has suggested that learning is predominantly a cognitive process; such learning, he believes, is influenced by a number of factors, including the state of the learner, existing or prior knowledge and the attitudes and beliefs held by the learner toward the source, content, topic and mode of presentation. The understanding that learning involves the activation of specific cognitive processes, has led practitioners and researchers, to explore the concept of cognitive engagement. It has been suggested that students can develop facilitative or debilitating styles of engagement (Marx and Walsh, 1988). Self-regulated learning is, by definition, a facilitative style of cognitive engagement.

**The concept of cognitive management style**

It has a number of important implications for learning and teaching and these ideas are considered within the context of co-operative learning. Co-operative task and incentive structures are examined as two aspects of co-operative learning, which impact on the cognitive processes that students might employ during learning. The concepts of cognitive modifiability and self-efficacy are then discussed in relation to concepts of motivation, academic achievement and their influence on the use of self-regulated learning strategies. Although much of the research on self-regulated learning has been conducted with children, the literature on adult education is cited to provide evidence, which would support the idea that the self-regulated
learning, which represents the highest form of cognitive engagement, is epitomized by the task appropriate use of information acquisition and transformation skills, but meta-cognitive control processes are also important components of this concept (Corno and Mandinach, 1983; Corno, 1986). The acquisition processes can be seen as meta-cognitive to the extent that they regulate the transformation processes. The transformation processes also have both meta-cognitive and cognitive aspects, for they can call forth other cognitive schemata that may be relevant to the task.

**META-COGNITIVE CONTROL PROCESSES**

Como (1986) asserts that a number of volitional strategies described by Kuhl (1983, 1985), correspond to the control or meta-cognitive components of self-regulated learning. She suggests that, the successful learners invoke volitional or self-imposed processes to protect themselves from internal and /or external distractions in the learning environment, thus maximizing the likelihood of goal accomplishment. According to Corno, Kuhl's theory suggests that these volitional strategies are subject to the influence of two motivational factors: first, is the perception of the task as one that is difficult to complete, this perception can be influenced by competing interests, social and peer pressure and state orientation; second, motivation is influenced by the perception that task accomplishment is within the ability range of the learner. Como describes the volitional or meta-cognitive strategies, as defined by Kuhl, to include the following:

1. **Attention and encoding control**: the ability to maintain task focus despite competing distractions; 2. **Selective encoding**: attending to the important features of the task; 3. **Information processing control**: the ability to allocate appropriate amount of time and mental energy to the pertinent aspects of a task; 4. **Motivation control**: these strategies involve "self-reinforcement and self-imposed penance" (Como, 1986) behaviour that are linked to the anticipation of potential consequences regarding task outcome; 5. **Emotion control**: self-talk strategies aimed at controlling performance anxiety; and 6. **Environmental control**: self-help strategies that are invoked for the purpose of assuring successful task completion. A complete definition of self-regulated learning therefore includes not only the information acquisition and transformational processes; it must also encompass these volitional or meta-cognitive processes.
**TASK FOCUSED LEARNING**

Task focused learning, exemplified by the successful implementation of test-taking skills and problem solving strategies, involves the predominant use of transformational, rather than information acquisition cognitive processes (Corno and Mandinach, 1983). Linn and Corno (1983), suggest that particular cognitive transformations such as careful attention to specific detail, comparative analysis of prominent characteristics and the ability to isolate relevant from irrelevant information, are typical strategies used by task-focused learners. Corno has suggested some methods of instructional delivery and Mandinach was promoting a task-focused approach to learning. Such approaches are characterized by guided practice, the use of analogies, models and taxonomies as systems for organizing information. Corno and Mandinach found that the task-focus approach to learning, was used more frequently by males than females, when solving spatial and technical problems; this they have hypothesized as one explanation for gender-related differences in performance on spatial, mathematical and scientific problem solving tasks.

**TRAINING IN PROBLEM SOLVING SKILLS**

A. Problem solving skills related to social adjustment in children and adolescents

a) Alternative solution thinking (generate alternatives)

b) Means-end thinking (plan intermediate steps)

c) Consequential thinking (identify likely consequences of choosing a particular course of action)

d) Causal thinking (linking an event to the next over time and understand why one led to other)

e) Sensitivity to interpersonal problems (perceives existence of problem and accurately identifies interpersonal issues involved)
B. General problem solving model:

a) Identify problem: If multiple parties, two sub stages
   i) Each party identifies problem as he or she sees it.
   ii) Agree on description of problem to be solved.

b) Brain Storm.
   i) generate as many solutions as possible.
   ii) do not evaluate solutions at this point, just generate as many as possible, good, bad, silly, pro-social and antisocial.

c) Discuss positive and negative consequences of each possible solution.

d) Select a solution to try.

e) Decide how to determine if solution has succeeded.

f) Specify next step if solution does not work.

Cognitive Modiability in Self-Regulated Learning

For many years, student's ability, motivation and quality of instructions have been investigated as important variables, related to student's achievement. More recently, there has been a growing interest in self-regulated learning, as an important variable that interacts with achievement (Zimmerman, 1986). A study by Zimmerman and Pons indicated that the use of meta-cognitive strategies was highly correlated with academic achievement. As well, motivational issues have been linked to self-regulated learning and academic achievement. The effective use of self-regulation strategies is theorized to enhance perceptions of self-control, and these self-perceptions are assumed to be the motivational basis for self-regulation during learning. (Zimmerman, 1986)

Corno (1986) reports, that according to Gage (1977) many classroom researchers believe that motivation is a more readily influenced variable than general academic ability. Such views may reflect the notion that intelligence is a rather stable mental trait. The work of Feuerstein (1980) and others such as Schunk (1990) would suggest that cognitive abilities could be enhanced through learning.
Schunk's (1988) definition of self-regulated learning includes cognitive processes such as attending to instruction, processing and integrating knowledge and rehearsing information, as well as the beliefs that learners hold with respect to their capabilities for learning (self-efficacy). It is Schunk's view that self-efficacy, as a predictor of motivation and skill acquisition, can help to explain students' self-regulated learning efforts. He has suggested that self-efficacy can influence students' choices about approaches to learning new or unfamiliar task, the intensity of effort that is applied to a task and the degree of persistence that is directed toward a task. The role of self-efficacy in influencing motivation is an important feature of self-regulated learning.

Cognitive Self-management and Scholastic Performance of X Standard Students

It is a cognitive process of learning how to apply strategies to increase learning. The ultimate goal is for the student to eventually reach a point where these strategies are self-generated. The purpose of self-management training is to provide students a tool, with which to participate with non-disabled peers. These can be affective and academic strategies for success within the school or community settings. Self-management or self-regulation has been referred to by a number of terms including mnemonic training, meta-cognition, cognitive strategy and strategy instruction (Danoff, Harris, & Graham, 1993; Graham, Harris, & Sawyer, 1987; Hallenbeck, 1996; Peterson & Swing, 1882; Scanlon, Deshler, & Schumaker, 1996).

By incorporating self-management training into instruction, the teacher focuses on cognitive processes of students rather than ability levels (Swanson, 1989). Based on research (Miller & Weis, 1981; Bjorklund, 1990), teachers can teach children, meta-cognitive skills that show them how to analyse tasks and plan their activities, so they will know what to do in a logical order. Strategy instruction actively involves the student in the instructional process and is more educationally relevant to them, because ideally it is taught within the content areas (Swanson, 1989). Possible ways in which, cognitive strategy instruction can be adapted is, by administering training in small groups, administering training to the whole class and administering training to individual students, through the use of computers or other materials (Peterson & Swing, 1982). Teachers should incorporate strategies as part of their classroom curriculum, as in Writers
Workshop (Danoff, Harris & Graham, 1993). In addition, teachers should help students build a repertoire of appropriate strategies. During instruction, teachers must consider the age, the ability level and student's prior knowledge as well as meta-cognitive proficiency (Peterson and Swain, 1982). The cognitive self-management includes behaviour management, classroom management and time management.

**Behaviour management**

Positive reinforcement is the contingent presentation of a stimulus immediately following a response, which increases the future rate and/or probability of a response (Alberto & Troutman, 1986). This technique is commonly used to decrease seat movement and increase on-task behaviour and work completion (Gelfand, Jenson & Drew, 1988). Tokens and praise are examples of possible reinforcers. Cognitive-behaviour modification strategies teach self-control, problem solving and self-reinforcement for appropriate behaviours.

**Classroom management**

1. Willingness of the teacher to accept responsibility for classroom control.


3. Check to see if symptomatic behaviour is caused by underlying personal problems (impulsivity, lack of awareness, home problems, etc.).

_Brophy's orientations to classroom management_

1. Self-concept/personal adjustment - the teacher encourages discouraged students, builds self-esteem by arranging for and calling attention to success, improving peer relationships, etc.

2. Insight (cognitive) - spend time with problematic students individually, attempting to instruct and inform them, getting to know them personally.

3. Behaviouristic - offer incentives, negotiate contracts, call attention to and reinforce desirable behaviour.
TIME MANAGEMENT

The individual administers the time budget, equally distributes, to his regular activities, not affecting or overlapping the other activity. A regular interval of paucity is to be given with the regular morning exercises. A planned activity with a proper time schedule will bring success. The individual's ability to control one's time schedule and the management of it will bring his task to a successful completion and a growth to his future behaviour.

PERSPECTIVE OF COGNITIVE SELF - MANAGEMENT

Knowing how to learn is more important than acquiring a lot of knowledge. In our present society where knowledge is changing rapidly, is shared by many educators from a cognitive perspective. Self-evaluation is the only meaningful evaluation of a student's work. The emphasis here is on internal development and self-regulation. Most educators would likely agree with this emphasis, but would also advocate a need to develop a student's ability to meet external expectations. There are few steps to guide the self-management. They are as follows:

1. Allow the student to have a choice in the selection of tasks and activities whenever possible.

2. Help students learn to set realistic goals.

3. Have students participate in group-work, especially co-operative learning, in order to develop social and affective skills.

4. Act as a facilitator for group discussions when appropriate.

5. Be a role model for the attitudes, beliefs and habits you wish to foster. Constantly work on becoming a better person and then share yourself with your students.

The understanding of teaching is not to be found in methods but in the teacher. The teacher is first and foremost a person, a self. He is not a library, a machine, or a disseminator of knowledge. He is a human being interacting with other human being in a very human process. Learning to teach is not a question of learning to do something; it is a matter of learning to be
something. Teachers are unique human beings. Like the children they teach, teachers too, are individuals. No good teacher is like any other. The good teacher is not a carbon copy. He is an individual who has learned to use his particular self in effective and efficient ways. Since every self is different, what is more, every good teacher will necessarily behave in ways that are individual and unique. The teaching of the school, especially if it is aimed at inculcating ideals through teaching about the lives of great people, certainly influence the child's report concerning his ideal self. The high susceptibility of the child's response about his ideal self to rather short-term and superficial teaching influences raises some doubts about the validity of our method of securing information. Kanfer explains this as self-control, as an ability of an individual to control oneself in systematic problem solving, in perceiving the problem in an optimistic way. Stephanie Rude (1980) designed to tap the feelings of effectiveness when approaching new tasks or new situations whether the self-talk or self-examination one does prior to approaching a new situation or task is supportive or disparaging. The on-going observation of one's behaviour and of events relevant to assessing that behaviour is called self-monitoring. The next stage of self-control is self-evaluation. The comparisons of one's behaviour with internally or externally derived goals or standards. The third stage is the self-reinforcement or self-blame. The delivery of tangible or covert consequences (rewarding or punishing), contingent upon the results of self-evaluation. Cognitive self-management is explained in five stages.

1. The positive focus: Way of perceiving problems in an optimistic way. Person who believes other people are friendly (behaviour-greetings, conversation) which results in environmental consequences (e.g. attention, praise, other social reinforcement) which in turn influences both future behaviour and cognitions and beliefs.

2. Systematic problem solving: It is a planned action and a systematic approach to everything. Here comes the time management, effort management and volitional monitoring management. Problem solving skills related to social adjustment in children and adolescents. i) alternative solution thinking
(generate alternatives), ii) means-end thinking (plan intermediate steps), iii) consequential thinking (identify likely consequences of choosing a particular course of action), iv) casual thinking (thinking on event to the next over time and understand why one led to another) and v) sensitivity to interpersonal problems (perceive existence of problem and accurately identify interpersonal issues involved).

3. Task-efficacy: Task focused learning exemplified by the successful implementation of test-taking skills and problem solving strategies, involves the predominant use of transformational, rather than information acquisition: i) careful attention to specific details, ii) comparative analysis of prominent characteristics and iii) ability to isolate relevant from irrelevant are the typical strategies of task-efficacy.

4. Self-blame: Self-reward or Self-blame reinforces the individual to control and to maintain behaviour in the absence of external contingents. The delivery of tangible or covert consequences, contingent upon the results of self-evaluation. Setting unrealistically high goals and to be over self-punishing, and to use insufficient self-reward, may tend to maintain depressive behaviour and mood. If punishment is going to be effective, one should see some effect immediately - if not, may not be helpful to continue the aversive contingency. Although punishment is effective for rapid suppression, behaviours often return quickly to baseline once contingency is withdrawn.

5. Reasonable goal-setting: A growing body of evidence suggests that when students are intrinsically motivated they tend to employ strategies that demand more effort and that enable them to process information more deeply. Both by past experience and insight they set up a real goal with intrinsic motivation. Teachers can help motivate students to learn by maintaining a caring, supportive classroom climate. Tasks should be challenging but achievable and
defined in terms of specific, short-term goals. School level policies and practices should stress learning, task mastery and effort rather than relative performance and competition.

**INTRINSIC MOTIVATION AND SCHOLASTIC PERFORMANCE OF X STANDARD STUDENTS**

Learning takes place when there is a change in behaviour, is not enough; such a change must persist. Learning occurs in many different situations, for example: in connection with memorization, the acquisition of physical or intellectual skills, solving problems, learning by trail and error, rather sudden or 'insightful learning'; the establishment of attitudes, interest and character traits and the acquisition of the mannerism and the gestures. Learning takes place through the establishment or strengthening of bonds between the stimulating condition and response, but for this to happen, the stimulus and the response and the reinforcement must take place together in time. Field theorists believe that all behaviour is purposive or goal directed.

Learning to solve problems is a matter of great interest to everyone connected with the education. The observation of relations, reasoning and generalization is insight. The active learner attempts to give meaning to his experiences and the insight that he is able to display is as good as it can be in the circumstances. There is an emphasis on drill work and the need for motivating the learner. Each school has something to contribute to learning and teaching in the classroom where the children are mainly engaged in cognitive activities. It is possible for almost all children to have some degree of insight. The task of the teacher is to start from whatever insight his pupils possess and to direct them to new situation of the appropriate complexity, which they can solve by insight. Essentially the new situation must be so arranged that the children are stimulated to ask themselves the right question and to find for themselves the correct answers. They themselves tend to look upon themselves as organizers of their own environment and gain self-confidence. This helps the children to think well of them and acts as a source of motivation.

Drill often helps to reduce the complexity of the overall situation and thereupon a succession of partial insights. One gets complete insight, in short, one places together a number
of small cues. Once there has been some understanding of the situation or some achievement in solving the problem, repetition does away with conscious attention to the repeated act and leaves the child to turn his attention to more complex issues. Many physiologists like Duncker, Wertheimer have stressed that the most effective thinking occurs when use is made of insightful learning and the teachers should carefully note their suggestion. Thus learning depends upon adequate motivation.

The most important factors influencing the learning process (of solving the problems) in children are:

a) Intelligence: Bright children are superior to dull children. In trial and error learning and their superiority is even greater in insightful learning

b) Age: Mental age increases with chronological age up to about 15 to 16 years. Thus learning takes place with increasing facility up to the school leaving age provided motivation is maintained (in some instances mental age increases after 16 years).

c) Relevant experiences: The greater relevant experience in some field, the easier in general will be the learning process of fresh material in that particular field or in one of closely allied to it.

d) Motivation: The extent to which a child is motivated determines the energy he will put into the learning process.

e) Observation: Noting the characteristic features of learning situation or spotting the exact nature of the stimuli is essential. Observation of the results is important, since these results act on a reinforcement and serve as a guide, towards a better performance.

f) Reinforcement: Reward plays a great part in determining, which activities will be learned. The learned behaviour that is rewarded by a teacher with prize or a star will tend to reoccur and learned behaviour that brings blame will tend to
disappear. The desire for recognition is a particularly strong motive in most children, especially in early school years.

g) Repetition: The learning of very simple activities may be accomplished on the first occasion, when they are attempted. But with more complex activities, repetition suitably spaced, help the learning process considerably.

h) Concern: There is evidence that pupil’s concern for the outcome of his study brings about conditions that help learning. There can be little reinforcement. The concern or tension must of course relived, after making the correct response.

As described by Gage and Berliner (1991) there are five basic objectives:

1. Promote positive self-direction and independence (development of the regulatory system),

2. Develop the ability to take responsibility for what is learned (regulatory and affective systems).

3. Develop creativity (divergent thinking aspect of cognition).

4. Curiosity (exploratory behaviour, a function of imbalance or dissonance in any of the systems) and

5. An interest in the arts (primarily to develop the affective / emotional system).

Students will learn best when they want and need to know. That is, when they have developed the skills of analysing, what is important to them and why as well as the skills of directing their behaviour towards those wants and needs, they will learn more easily and quickly. It would seem then, that open education, broadly defined in the terms used by Giaconia and Hedges, has not met the objectives and principles normally used, to define humanistic education. While it has not been detrimental to basic skills achievement, per se, it has not had the impact on self-concept and locus of control as expected by its originators. In addition, the decline in achievement motivation is especially troublesome, in the light of the theories of motivation.
MOTIVATION AS AN INTERNAL DISPOSITION OF MANAGEMENT

Theories of motivation are shifting from thinking about motivation as an internal disposition that differentiates individuals to thinking of motivation in context, with an increasing recognition of the role of purpose in determining how and whether a person invests in a task. Ability goal stresses tend to enhance the negative effects. The principle is that as one puts the focus on self, including one's ethnic and cultural identity, bad things may happen, but putting the focus on the task tends to reduce the role that perceptions of self, over which the teacher has little control, may play in the learning process. The operative advice that emerges is to put the focus on the culture of the school and not the culture of the child. Changing focus on self to focus on task needs and deserves cross-cultural testing, but it seems promising for creating optimum school cultures for children of diverse socio-cultural backgrounds. It helps teachers understand and appraise the negative attitudes that are all too common today and it identifies positive alternative attitudes.

The best way, and in many cases, the only way, to change attitudes is through discovery / problem-based learning that entails identifying harmful attitudes and directing students to apply strategies for analysing beliefs, before discussing and debating their findings in class. The book has four main divisions. 1. "Fundamental Concerns", traces the problem of attitudes to the impact of mass culture and presents an overall strategy for changing harmful attitudes. The other three divisions examine particular attitudes and explain how they can be changed. 2. Addresses "Unhealthy Attitudes toward Self", 3. Considers "Unhealthy Attitudes toward Thinking and Feeling." and 4. "Unhealthy Attitudes toward Learning", is of particular interest to teachers. As instructors bring exercises into the classroom that utilizes students' creative abilities, the likelihood is that their writings will become autotelic or intrinsically motivated. They will no longer venture into a rhetorical purpose solely because the instructor tells them to do so, or because they want a good grade, they will instead, dive into a writing task because it is exciting, challenging or even fun. The more writers are able to utilize their creative capacities in producing texts, the more they will simply enjoy the task in and of itself. The more teachers encourage creative and affective approaches to writing, the more they will increase the autotelic factor in
students' writing processes. A better understanding of motivation and achievement in schools can be developed if social goals are examined along with task and ability goals. "Intrinsic Motivation" refers to being engaged in an activity for itself and for the pleasure and satisfaction derived from participation; "extrinsic motivation" pertains to behaviour in which the goals of actions extend beyond those inherent to the activity itself. Primary school teachers felt that "pupil involvement" and "tuning in" were most frequently successful in motivating pupils to learn. Among secondary school teachers, "teacher being prepared", "topic relevance" and "teacher concern / awareness of needs" were contributing factors. At the primary level, commonly cited reasons for motivation failure were "teacher doing the usual" and "no tuning in". At the secondary level, the most frequently reported cause was "teacher being unprepared". Being able to motivate learning was felt to result from "knowledge of concern and love for children"; "teacher attributes"; "effort and preparation"; "lively lessons"; and "teacher awareness of learning needs".

When students are intrinsically motivated they tend to employ strategies that demand more effort and that enable them to process information more deeply. Teachers can help motivated students to learn by maintaining a caring and supportive classroom climate. Tasks should be challenging but achievable and defined in terms of specific, short-term goals. School-level policies and practices should stress learning, task mastery and effort rather than relative performance and competition. To help unmotivated students a process called "attribution retraining" involves modelling, socialization and practice exercises.

In considering what determines motivation and personal investment in educational pursuits, the following factors are discussed: i) individual personality; ii) teacher expectations; iii) dimensions of academic tasks; iv) socio-cultural expectancies; and v) family background and aspirations. Recent research on motivation and achievement provides discussion on the increasing emphasis, being placed on judgments that the individual makes in relationship to perceived situations. The components of motivation are self-identity, perceived autonomy and responsibility, sense of direction and sense of competence.
Techniques to motivate students intrinsically might include the use of learning teams, in which small groups of students, immerse themselves in a topic. Classes can be restructured to become student-centered, self-paced and individualized by means of monthly contracts. A workshop approach can lead students, to find greater satisfaction in long-term, cognitively complex tasks, over which they can have control. Parents can play a major part in motivating their children in school and can become models, for their children by being self-motivated. When parents and teachers acknowledge their responsibility for setting an example of self-motivation, more motivation will be seen in the students themselves.

**GENERAL AWARENESS AND SCHOLASTIC PERFORMANCE**

General awareness would recognize that how one studies any particular piece of material, depends on what one wants to learn from the material to two separate but related processes or cluster of activities. One should be aware of his cognizance, realization, recognition and familiarity with his knowledge about his own cognitive resources and the compatibility between the person as a learner and the learning situation. Self-regulation of cognitive activities refers to the ability of the student not only to be aware of his/her abilities and learning process, but also to monitor his study activities during the learning process and make appropriate adjustments.

Self-management is a cognitive process of learning, how to apply strategies to increase learning. The ultimate goal is for the student to eventually reach a point, where these strategies are self-generated. The purpose of self-management training, is to provide students a tool, with which, to participate with non-disabled peers. These can be affective and academic strategies for success, within the school or community settings. Generalization: Generalizing requires us to apply learned information wholly new factual situations. If one wants to develop generalizing performance capabilities, one must practice examination questions and short answer questions, which will allow one to apply one's learned information to new factual situation. Cognitive monitoring involves, continually assessing the need for and adequacy of different kinds of cognitive monitoring. It is the most important because it is thinking about thinking. General awareness of what is going on around him and how to solve problem in a helpless
environment and how could a plan full approach lead to a goal setting. These are all the guidelines to encourage and to mould an individual with greater motivation, to realize his potentialities in the educational environment.

**SIGNIFICANCE OF THE STUDY**

The main purpose of the study is to mould the individuals, with right type of traits and with awareness of social, economical and political context. Many of the students are not aware of the resources and benefits of government amenities and pool of scholarships and other meritorious fund rewards. Some being aware of all the resources their performance in education is not up to the mark or incompetent. Many get discouraged, depressed and even drop themselves from daily activities and even further they feel they are useless to the society. Being a teacher for about more than 18 years made the investigator to reconstruct a remedial good setting for the discouraged potentialities. Cognitive self-management and academic intrinsic motivations are some internal factors that would revitalize their self-evaluations to start from the beginning the activation of reality. The academic environmental factors like free books, free meals and free scholarship may enhance the learning atmosphere. In the tree of globalization of knowledge the students should be aware of the happenings, in and around them.

**STATEMENT OF THE PROBLEM**

**INFLUENCE OF COGNITIVE SELF-MANAGEMENT, ACADEMIC INTRINSIC MOTIVATION AND GENERAL AWARENESS ON SCHOLASTIC PERFORMANCE OF X STANDARD STUDENTS**

**OPERATIONAL DEFINITIONS**

**Influence**: The term influence refers to the significant effect of something on another. The investigator means here the significant effect of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance.

**Cognitive Self-Management**: It is an ability to think in abstract terms. It is the highest stage of intellectual functioning. It is the way of controlling one's self or the ability of
individual to control one's self in a systematic problem solving. It includes different dimensions like

(a) Positive Focus: It means a way of perceiving problem in an optimistic way in self-monitoring.

(b) Systematic Problem Solving: It is a planned approach in solving a problem.

(c) Task-efficacy: It refers to carry out the able task with greater motivation whether one could complete it effectively.

(d) Self-Blame: It is a sort of introspective reward to be overtly self punishing, it covert's consequences - a self reinforcement.

(e) Reasonable Goal Setting: By removing the depressive ideas and feelings with intrinsic motivation to set up a real goal, both by past experience and by insight learning.

**Academic intrinsic motivation**

It is a state of an individual to do the academic task for getting pleasure out of it. But not forgetting any external reward. The investigator means by academic intrinsic motivation the pleasure inherent in learning the school subjects; Tamil, English, Mathematics, Social Science and Science with interest in novelty, persistence in difficult task and competence for mastery.

**Dimensions of academic intrinsic motivation**

Intrinsic motivation in Tamil:
This dimension measures the students' attitude towards learning language skills of reading and writing and the measurement of their positive attitude towards writing task as more exciting, challenging and with a fun.

Intrinsic motivation in English:
This dimension deals with the language ability of English and a right attitude towards learning
Intrinsic motivation in Mathematics: This dimension develops the healthy attitude towards problem based learning. Further it develops the skill of solution-seeking to a problem and feeling of accomplishment as a reward.

Intrinsic motivation in Social Science: This dimension motivates the students' attitude towards learning the skills in arts and creates interests and curiosity in learning facts and events of history.

Intrinsic motivation in Science: This intrinsic motivation deals with the healthy attitudes toward systematic approaches of learning science. Through discovery and task-based approach the students are motivated intrinsically, to develop their interests and curiosity of learning.

General awareness

Awareness: According to Oxford Dictionary the word "Awareness" is defined as "Knowledge or Realisation of something of phenomenon". Readers Digest Family Word Finder defines awareness as "Realisation, recognition, cognizance, familiarity, sensitivity, understanding, mindfulness, appraisal, acquaintance alertness, knowledge, consciousness, perception and information". B S. Bloom describes the term awareness, as "Lowest level of cognitive domain to be aware of something or someone may be also to know of it". 
The investigator by general awareness means the knowledge about universal fact. In this investigation the investigator has used the term general awareness to mean the sum of total of awareness in History, Administration, Geography, Science, Abbreviations, Sports and Games and Awards and Titles at X standard level. The investigator has pooled the questions from abbreviations, sports and games and awards and titles into one group and named it as fifth dimension of general awareness namely General knowledge.

**Dimensions of general awareness**

The dimensions are as follows:

- **Awareness in History:** This dimension deals with historical dates, monuments, names of leaders and wars.
- **Awareness in Administration:** This dimension includes Heads of various organizations, Members of Parliament, Currencies of different Countries, States and Union Territories.
- **Awareness in Geography:** This dimension deals with geographical location of places, rivers and capitals.
- **Awareness in Science:** This dimension includes scientific truths, inventions and inventors, scientific laws, functions of the body and diseases.
- **Awareness in General Knowledge:** This dimension consists of abbreviated forms of words or Abbreviations, Sports and Games and awards, titles conferred on various people and alternate names.

**Scholastic Performance**

The main purpose of measuring performance of X standard students is to ascertain the degree to which, the educational objectives are being realised. The investigator by scholastic performance means the academic achievements of the students in all the school subjects. Generally,
teachers use marks to record their judgement, about the student's level of their performance in Tamil, English, Mathematics, Science and Social Science. The marks represent the proficiency possessed by the students in school subjects.

It is operationally defined as the accomplishment of proficiency of performance as a given skill or a body of knowledge and the percentage of marks obtained by the X standard students, in their SSLC Public Examination, conducted by the individual schools in the year 2001-2002.

The scholastic performance refers to the achievement of the students in Tamil, English, Mathematics, Science and Social Science. Further, comprehensive academic achievement score is the summation of the score, in all the above said five subjects.

Dimensions of scholastic performance

Performance in Tamil: This dimension deals with the language ability and the skills development, in reading and writing and the fluency of speaking ability.

Performance in English: This dimension deals with the language ability in English, which is considered as no more a foreign language but it is considered as "The Human Language" (Elangovan, 2003) Kongu Arts & Science College, Erode district in Tamil Nadu. This dimension also develops the aural and oral skills of the students and the ability to communicate through multimedia means.

Performance in Mathematics: This dimension develops the cognitive ability of problem solving skills and quickness in comprehending the concepts in Arithmetic, Algebra and Geometry.
Performance in Science: This dimension deals with the systematic study of knowledge. It develops the fact-finding skill, solution seeking skill, discovery skill of learning and a logical coherence in creative thinking.

Performance in Social Science: This dimension deals with the knowledge of facts finding skills and the cognitive ability of memorizing and excavating new things. It also creates interest and curiosity in exploration learning of historical facts and events and the appreciation of flora and fauna of geographical locations and settings of the landscape and the life of the people.

X Standard Students

The investigator by X standard students means the pupils who are of 15 to 16 years of age group, who study in high and higher secondary schools particularly pertaining to X standard.

The Area of the Study

The Nilgiris (Udhagamandalam)

The Nilgiris (Udhagamandalam) or the blue mountain is referred to as Queen of Hills. It includes the plateau, the jungle clad, slopes of uplands, lakes, pods, ditches, rivers and waterfalls. The Nilgiris is perhaps one of the most intensively studied parts of rural Asia (P. Hawkings 1978). The District is one of the well-known summer resorts in India.
The Nilgiris or the Blue Mountain is the meeting ground of three-mountain ranges viz, the Western Ghats, the Eastern Ghats and the Southern Ghats. The Nilgiris plateau is situated in the central part, the Sigur plateau lying at the foot hills on the northern side of the former and the Nilgiris Wynaad lying on the western side of the above two plateaus and the other slope facing the plains.

The Nilgiris hills, which lie in the tropic, have a varied climate, owing to their altitude ranging from 700 to 2633 m. The lower hills are tropical, middle hills are sub tropical, while the higher hills are temperate. Because of the varied climate it is mostly equable and temperate.

The Geographical position of Udhagamandalam

Udhagamandalam has been described as lying in basin, the Southeast and North stands the sentinel height as Elk-hill (2427 m), Doddabetta (2623 m) and Club hill (2409 m). However, we also find the general hilliness in the interior of the basin. The basin altogether loses its mountain rim, to the west where the town is open.

Udhagamandalam located at an altitude of 2240 m above MSL, is the head quarters of the Nilgiris district. The area covered by the town is 30.67 sq. km, is situated North of Mysore, and East of Coimbatore and lies between 11° 24', North and 76° 44' East. The second highest peak in south India with an altitude of 2240 m is the crest of the plateau (Frederick Price, 1908).

OBJECTIVES OF THE STUDY

The study was conducted with the following objectives:

GENERAL OBJECTIVES

1. To find out the level of cognitive self-management of X standard students.
2. To find out the level of academic intrinsic motivation of X standard students.
3. To find out the level of general awareness of X standard students.
4. To find out the level of scholastic performance of X standard students.
5. To find out the influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard students.

**Specific Objectives**

1.1. To find out whether there is any significant difference between male and female X standard students, in their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.2. To find out whether there is any significant difference between rural and urban X standard students in their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.3. To find out whether there is any significant difference between government and private school X standard students in their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.4. To find out whether there is any significant difference among ST, SC, MBC, BC and OC X standard students in positive focus, systematic problem solving, task-efficacy, self-blame and reasonable goal setting and cognitive self-management.

1.5. To find out whether there is any significant difference among boys, girls and co-education school X standard students in their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.6. To find out whether there is any significant association between fathers' education of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.
1.7. To find out whether there is any significant association between mothers' education of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.8. To find out whether there is any significant association between fathers' occupation of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.9. To find out whether there is any significant association between rank in the family of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.10. To find out whether there is any significant association between size of the family of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

Academic intrinsic motivation of X standard students

2.1. To find out whether there is any significant difference between male and female X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.2. To find out whether there is any significant difference between rural and urban X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.3. To find out whether there is any significant difference between government and private school X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.
2.4. To find out whether there is any significant difference among ST, SC, MBC, BC and OC X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.5. To find out whether there is any significant difference among boys, girls and co-education school X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.6. To find out whether there is any significant association between fathers' education of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.7. To find out whether there is any significant association between mothers' education of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.8. To find out whether there is any significant association between fathers' occupation of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.9. To find out whether there is any significant association between rank in the family of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.10. To find out whether there is any significant association between size of the family of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

General awareness of X standard students

3.1. To find out whether there is any significant difference between male and female X standard students in their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.
3.2. To find out whether there is any significant difference between rural and urban X standard students in their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.3. To find out whether there is any significant difference between government and private school X standard students in their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.4. To find out whether there is any significant difference among ST, SC, MBC, BC and OC X standard students in their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.5. To find out whether there is any significant difference among boys, girls and co-education school X standard students in their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.6. To find out whether there is any significant association between fathers’ education of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.7. To find out whether there is any significant association between mothers’ education of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.8. To find out whether there is any significant association between fathers' occupation of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.
3.9. To find out whether there is any significant association between rank in the family of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.10. To find out whether there is any significant association between size of the family of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

**Scholastic performance of X standard students**

4.1. To find out whether there is any significant difference between male and female X standard students in their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.2. To find out whether there is any significant difference between rural and urban X standard students in their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.3. To find out whether there is any significant difference between government and private school X standard students in their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.4. To find out whether there is any significant difference among ST, SC, MBC, BC and OC X standard students in their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.5. To find out whether there is any significant difference among boys, girls and co-education school X standard students in their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.6. To find out whether there is any significant association between fathers' education of X standard students and their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.
4.7. To find out whether there is any significant association between mothers' education of X standard students and their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.8. To find out whether there is any significant association between fathers' occupation of X standard students and their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.9. To find out whether there is any significant association between rank in the family of X standard students and their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.10. To find out whether there is any significant association between size of the family of X standard students and their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

INFLUENCE OF COGNITIVE SELF-MANAGEMENT, ACADEMIC INTRINSIC MOTIVATION AND GENERAL AWARENESS ON SCHOLASTIC PERFORMANCE OF X STANDARD STUDENTS

5.1. To find out whether there is any significant relationship between scholastic performance of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

5.2. To find out whether there is any significant relationship between scholastic performance of X standard male students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

5.3. To find out whether there is any significant relationship between scholastic performance of X standard female students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.
5.4. To find out whether there is any significant relationship between scholastic performance of X standard rural students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

5.5. To find out whether there is any significant relationship between scholastic performance of X standard urban students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

5.6. To find out whether there is any significant relationship between scholastic performance of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.7. To find out whether there is any significant relationship between scholastic performance of X standard male students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.8. To find out whether there is any significant relationship between scholastic performance of X standard female students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.9. To find out whether there is any significant relationship between scholastic performance of X standard rural students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.10. To find out whether there is any significant relationship between scholastic performance of X standard urban students and their intrinsic motivation in Tamil,
English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.11. To find out whether there is any significant relationship between scholastic performance of X standard students and their awareness in History, Administration, Geography, Science, General knowledge and general awareness.

5.12. To find out whether there is any significant relationship between scholastic performance of X standard male students and their awareness in History, Administration, Geography, Science, General knowledge and general awareness.

5.13. To find out whether there is any significant relationship between scholastic performance of X standard female students and their awareness in History, Administration, Geography, Science, General knowledge and general awareness.

5.14. To find out whether there is any significant relationship between scholastic performance of X standard rural students and their awareness in History, Administration, Geography, Science, General knowledge and general awareness.

5.15. To find out whether there is any significant relationship between scholastic performance of X standard urban students and their awareness in History, Administration, Geography, Science, General knowledge and general awareness.

5.16. To find out whether there is any significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard students.
5.17. To find out whether there is any significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard male students.

5.18. To find out whether there is any significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard female students.

5.19. To find out whether there is any significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard rural students.

5.20. To find out whether there is any significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard urban students.

NULL HYPOTHESES

COGNITIVE SELF-MANAGEMENT OF X STANDARD STUDENTS

1.1. There is no significant difference between male and female X standard students in their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.2. There is no significant difference between rural and urban X standard students in their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.3. There is no significant difference between government and private school X standard students in their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.4. There is no significant difference among ST, SC, MBC, BC and OC X standard students in positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.
1.5. There is no significant difference among boys, girls and co-education school X standard students in their positive focus, systematic problem solving, task efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.6. There is no significant association between fathers' education of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.7. There is no significant association between mothers' education of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.8. There is no significant association between fathers' occupation of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.9. There is no significant association between rank in the family of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

1.10. There is no significant association between size of the family of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

**ACADEMIC INTRINSIC MOTIVATION OF X STANDARD STUDENTS**

2.1. There is no significant difference between male and female X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.2. There is no significant difference between rural and urban X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.
2.3. There is no significant difference between government and private school X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.4. There is no significant difference among ST, SC, MBC, BC and OC X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.5. There is no significant difference among boys, girls and co-education school X standard students in their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.6. There is no significant association between fathers' education of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.7. There is no significant association between mothers' education of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.8. There is no significant association between fathers' occupation of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

2.9. There is no significant association between rank in the family and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation of X standard students.

2.10. There is no significant association between size of the family and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation of X standard students.
GENERAL AWARENESS OF X STANDARD STUDENTS

3.1. There is no significant difference between male and female X standard students in their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.2. There is no significant difference between rural and urban X standard students in their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.3. There is no significant difference between government and private school X standard students in their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.4. There is no significant difference among ST, SC, MBC, BC and OC X standard students in their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.5. There is no significant difference among boys, girls and co-education school X standard students in their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.6. There is no significant association between fathers' education of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.7. There is no significant association between mothers' education of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.8. There is no significant association between fathers' occupation of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.
3.9. There is no significant association between rank in the family of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

3.10. There is no significant association between size of the family of X standard students and their awareness in History, Administration, Geography, Science, General Knowledge and general awareness.

**Scholastic Performance of X Standard Students**

4.1. There is no significant difference between male and female X standard students in their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.2. There is no significant difference between rural and urban X standard students in their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.3. There is no significant difference between government and private school X standard students in their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.4. There is no significant difference among ST, SC, MBC, BC and OC X standard students in their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.5. There is no significant difference among boys, girls and co-education school X standard students in their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.6. There is no significant association between fathers' education of X standard students and their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.
4.7. There is no significant association between mothers' education of X standard students and their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.8. There is no significant association between fathers' occupation of X standard students and their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.9. There is no significant association between rank in the family of X standard students and their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

4.10. There is no significant association between size of the family of X standard students and their achievement in Tamil, English, Mathematics, Science, Social Science and scholastic performance.

INFLUENCE OF COGNITIVE SELF-MANAGEMENT, ACADEMIC INTRINSIC MOTIVATION AND GENERAL AWARENESS ON SCHOLASTIC PERFORMANCE OF X STANDARD STUDENTS

5.1. There is no significant relationship between scholastic performance of X standard students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

5.2. There is no significant relationship between scholastic performance of X standard male students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

5.3. There is no significant relationship between scholastic performance of X standard female students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.
5.4. There is no significant relationship between scholastic performance of X standard rural students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

5.5. There is no significant relationship between scholastic performance of X standard urban students and their positive focus, systematic problem solving, task-efficacy, self-blame, reasonable goal setting and cognitive self-management.

5.6. There is no significant relationship between scholastic performance of X standard students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.7. There is no significant relationship between scholastic performance of X standard male students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.8. There is no significant relationship between scholastic performance of X standard female students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.9. There is no significant relationship between scholastic performance of X standard rural students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.10. There is no significant relationship between scholastic performance of X standard urban students and their intrinsic motivation in Tamil, English, Mathematics, Social Science, Science and academic intrinsic motivation.

5.11. There is no significant relationship between scholastic performance of X standard students and their awareness in History, Administration, Geography, Science, General knowledge and general awareness.
5.12. There is no significant relationship between scholastic performance of X standard male students and their awareness in History, Administration, Geography, Science, General knowledge and general awareness.

5.13. There is no significant relationship between scholastic performance of X standard female students and their awareness in History, Administration, Geography, Science, General knowledge and general awareness.

5.14. There is no significant relationship between scholastic performance of X standard rural students and their awareness in History, Administration, Geography, Science, General knowledge and general awareness.

5.15. There is no significant relationship between scholastic performance of X standard urban students and their awareness in History, Administration, Geography, Science, General knowledge and general awareness.

5.16. There is no significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard students.

5.17. There is no significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard male students.

5.18. There is no significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard female students.

5.19. There is no significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard rural students.

5.20. There is no significant influence of cognitive self-management, academic intrinsic motivation and general awareness on scholastic performance of X standard urban students.
LIMITATIONS

1. The scholastic performance is measured in terms of SSLC public examination marks, obtained by the students in the school year 2001 - 2002.

2. The general awareness of the X standard students is measured, in terms of their performance in the dimensions: i) history, ii) administration, iii) geography, iv) science and v) general knowledge.

3. The X standard students are selected only in Nilgiris District in Tamil Nadu.

4. Both government and private schools are taken for the study.

5. Major higher secondary schools are selected from each head quarters of four taluks of Nilgiris (Gudalur and Pandalur, Kotagiri, Coonoor and Ooty known as Udhagamandalam).