CHAPTER I

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The school is one of the most important formal agencies of education. The amalgamation of its two dimensions — educational environment and student morale is perhaps instrumental in rendering the school as the most successful social institution adding to its educational productivity.

In ancient times, family or the ashram of a Rishi was the place where education was imparted. In ancient Greece, children particularly the children of the ruling class and those who were responsible for managing the society gathered at one place to learn the art of individual development and social welfare. With the industrialisation and growth of complexity in social life, specialization has become the order of the day. The task of imparting education has now been exclusively given to the school. Today no society is considered to be complete without a school. It is here that the development of the personality of the child is brought about by imparting instruction in certain subjects and also training him in other walks of life. It is the school which is the place and institution for the younger generation to be trained into certain types of activities that form part of the society. School develops in each individual the knowledge, interests, ideals, attitudes, habits, skills and powers whereby he may find his right place in the social order and use that position to shape himself and the society both
towards higher and nobler ends. It plays a major role in moulding the ideas, habits and attitudes of the children with a view to producing well-balanced personalities; physically strong, mentally alert, emotionally stable, culturally sound and socially efficient. The attainment of such objectives hinges upon proper educational environment. A simplified balanced and creative environment can contribute much in bestowing and providing prestige to the school.

School is an institution which rests not only on formal arrangements but even more on attitudes, enthusiasm, devotion, virtues, talent, job satisfaction and team spirit, essential for the smooth co-ordination and performance of many individuals in a single organisation. This may be named the school environment. The educational environment has a major role in influencing the morale of the students. The morale of the teacher and students, who are co-partners for spearheading such a crusade, is sine-qua-non of such a scheme. The success or failure of a school would naturally depend upon its educational environment and morale of students.

1.1 Emergence of the Problem

Every difference of environment means a difference in one's habits and one's way of living in so far as they differ and create a different environment, a different selection within it, a different accommodation to it. A dynamic equilibrium of life is maintained through a process of constant selection and
constant adaptation. The environment is not the world about man but only that world which is directly related to the life. The more complex the life, the more complex must the environment be.

Education in a controlled environment is essential for human development. School is a special environment where a certain quality of life and certain type of activity and occupation are provided with the job of securing child's development on desirable lines. The conduct of any individual at any one time depends in large measure on what objects are in his environment to which he has to respond. Within certain limits the child's behaviour can be directed and controlled by setting the stage, as it were. And over a period of time he will tend to develop habits of responding in accustomed ways to the kinds of things he is used to, even seeking them out if they are not immediately present. If a poor environment is responsible for mental retardation and if effects are reversible, then any improvement in the child's environment must lead him to a higher performance in academic tests.

The environment, therefore, even apart from verbal directions and regulations, is an important aspect of education and contributes to the satisfaction of the pupil's needs, the development of his attitudes and to the nature of the learning that takes place. The present study takes a position without apology that the educational environment of an educational institution is of serious importance to the student who live and grow in that atmosphere as well as to the authorities who
are responsible for their administration and the teaching staff who is to maintain the atmosphere. So there is a need to find out if there is any correlation between student morale and educational environment. Hence the problem emerged to study the two variables; one is educational environment and the second is the student morale.

1.2 Statement of the Problem

The problem under investigation is "Student Morale as a Correlate of Educational Environment in the School".

1.3 Operational Definition of the terms used

**Educational Environment**

Carter V. Good (1959) defined it as 'the sum of all physical, social, emotional and mental factors that contribute to the total teaching-learning situations. J. Donald (1959) described the classroom environment on several dimensions. One such dimension is the method of behaviour control typically used in the classroom. A 'democratic' classroom, for instance, may be described as one in which there is a large degree of permissiveness in the teacher-pupil relationship; pupils are allowed selection of the work-projects, and they participate in decisions about the learning activities; they are not closely supervised but are allowed to work independently. In contrast an autocratic classroom may be described as one which is dominated by the teacher; the teacher decides on the attempts and imposes the goals of learning activities, the pupils do not participate in either the selection of learning activities or
the goals of these activities.

Educational agencies are the great institutions for public enlightenment and entertainment. Of all these educational agencies, school is the most important place where the new generation is trained into certain types of activities that form part of society. It is very important to a school to maintain itself as an institution sensitive to the realities of its school surroundings. The children of the community are influenced by the environment in which they grow up and in which they are taught. There are many constituents of environment like the school plant, rules and regulations, teacher-student relationship, quality and qualifications of teachers and other feelings about the school. School is a vital life giving environment to the extent that it brings into the life of its students an abiding love and appreciation for all that is best and most significant in national and human life.

For the purpose of the present study the term 'educational environment' has been taken to mean a sum total of number of factors which include type, space and equipment of the building, curriculum, qualities and qualifications of teachers, evaluation of education, school policy, human relation and other general feelings about the school.

**Student Morale**

Carter V. Good defined morale as "courage, faith and personal integration maintained in the face of adversity. In general, morale is used to describe as an overall 'tone'
or 'climate', vaguely sensed among members of a group, society or association. If they appear to feel good, happy optimistic and friendly, many would describe them as having good or high morale. If they are quarrelsome, irritated, cranky and restless their condition might be described as involving 'poor' or 'low' morale. Low morale is thus related to unrest.

It is the emotional and mental reaction of a person to his job. It may be high or low. It can be seen or isolated. It is intangible. But it is possible to determine the quality of morale by careful observation of the ways people act.

The term 'morale' is used in a multitude of ways and situations. The situation may be the morale of worker in manufacturing plants, or the morale of players or an athletic team, or of the morale of the men in the armed services. The word has significance in every life activity where people work in cooperation with others. In the class-room the word is synonymous with good school spirit. It has something to do with building up an attitude of confidence in one's self and one's coworkers. It is closely allied to cooperation. It has to do with sublimating personal desires and personal ambition to the desires and wishes of the group, so that a greater good for the greater number may come about. Morale is high in the classroom when there is the desire and the ability to overcome difficulties. When morale is poor or low, school unity is always lacking and behaviour problems multiply.

Two fairly distinct conceptions of morale may be identified within the meanings attached to the term. From one view point
morale is regarded as essentially an individual matter. It is the 'sum of satisfactions' experienced by an employee on account of his job and as a member of a work-team. This idea relates morale to the needs of the individual and to his need satisfaction. It gauges the individual's morale in terms of his 'adjustment' to his job or his role in the organization.

A second conception of morale is essentially 'social' or group-oriented. It emphasizes the feelings of the team as a whole. It is something described as a 'group attitude' such as persistence, determination and cohesiveness. It reflects the general acceptance of group goals by group member and their agreement on the necessity of continuing the drive towards these goals. They may also share a feeling of agreement on their long term success. Watson describes group morale as including a positive goal, a sense of 'togetherness' among team members, an awareness of danger, and a sureness of improvement and progress.

For the purpose of the present study the term 'student morale' has been taken to mean students' satisfaction regarding expectation towards various aspects of the school milieu, namely administrative personnel, guidance personnel; rules and regulations; teacher student relationship and other general feelings about attending school which can be measured by school morale scale.
1.4 Objectives of the Present Study

The objectives of the present study were as follows:

(1) To find out correlation between educational environment and student morale of the different types of high schools of Chandigarh.

(2) To identify the educational environment of government single shift schools of urban area, government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area.

(3) To identify the students' morale of the government single shift schools of urban area, government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area.

1.5 Hypotheses of the Study

(1) The student morale significantly correlates with the educational environment of a school.

(2) There are significant differences in the educational environment of government single shift schools of urban area, government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area in the Union Territory of Chandigarh.
There are significant differences in the student morale of government single shift schools of urban area, government double shift schools of urban area, private single shift schools of urban area and government single shift schools of rural area in the Union Territory of Chandigarh.