INTRODUCTION

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INTRODUCTION

The human destiny depends on children who should be nursed and brought up with love, affection and care. The potentialities of the child are to be brought out to the maximum and his innate qualities of hand, head and heart need be properly nourished and developed through education. Education is universally recognized as an important investment in human capital. It contributes to socio-economic development by endowing individuals with the means to improving their health, skills, knowledge and capability for productive work.

There has been a national concern for the India's educational position and rank when compared to other powerful countries in the world. Concern for our Nation's drop-out rate and the prevalence of standardised testing in public and private schools as well as suggestions and considerations for a longer school year all demonstrate the reality of this situation. A child cannot learn until he is ready to learn. Interest is the basic motive force which motivate and activate all the learning processes. The concept of competence in motivation is important for student education, because motivation produces behaviour that leads to learning, and learning leads to growth and change. Gottfried (1990) stated that the impact of motivation on children's education certainly could not be more critical as professionals and the public are concerned about declining test scores and escalating drop-out rates.

It is acknowledged by all teachers that one of the most important single variable which affects schooling is the quality of behaviour called intelligence. Intelligence is not the only determinant of academic achievement. High motivation and engagement in learning have consistently been linked to reduced drop-out rates and increased levels of student success.
(Kushman, Seiber, and Harold, 2000). Development of academic intrinsic motivation in young children is an important goal for educators because of its inherent importance for future motivation, as well as for children's effective school functioning (Gottfried, 1990).

White (1959); Harter (1981); Deci and Ryan (1985) have stipulated that while physiological drives play a role, the bulk of behaviour initiation rests up on the need to feel effective and master the environment (Weist et al., 1998). White (1959) proposed that people are innately motivated to gain mastery over their environment and gain what he termed feeling of effectance. 'Effectance', is defined as one which impels the organism toward competence and is satisfied by a feeling of efficacy or capability (Harter, 1978).

Recent research has provided strong support for the multidimensionality of self-concepts in various areas (Byrne and Gavin, 1996). In particular, the relations of self-concept with educational outcomes and psychological constructs have been found to be very domain specific (Marsh and Yeung, 1996). Even within a curriculum domain recent research has suggested that the multidimensionality is so strong that students are able to distinguish between their self-concepts in different artistic areas.

An environment that nurtures educational motivation can be cultivated in the home, in the classroom, or throughout an entire school system. Much of the recent research on student motivation has rightly centered on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge.

The home environment is also characterized by the attitudinal dimension involving the objectives, attitudes, and expectations held by the principal actors at home. The parenting behaviours that foster optimal development of child's academic achievement and achievement related
variables have been extensively recorded in the literature (Baumrind, 1978; Maccoby and Martin, 1983; Gecas and Schwalbe, 1986; Astone and McLanahan, 1991; Keith et. al., 1993; Taylor et. al., 1995; Pettit et. al., 1997; Menaghan et. al., 1997). Parents in general and mothers in particular are the important sources for providing the child with tangible, emotional and informational support in this age of momentous change and unhealthy competition. Moreover, the scholastic motivation level of individuals is affected by factors like child rearing practices, socio-economic status of the family, family acceptance of education and family acceptance of the child.

1.1. NEED AND SIGNIFICANCE OF THE STUDY

In any school setting, whether it be elementary, secondary or higher education, a student's motivation for learning is generally regarded as one of the most critical determinants, if not the premier determinant, of the success and quality of any learning outcome (Mitchell, 1992). The construct of intrinsic motivation in elementary school children is significant and important, because it may have profound implications for initial and future school success (Gottfried, 1990). Students who are more intrinsically than extrinsically motivated fare better, and students who are not motivated to engage in learning are unlikely to succeed (Gottfried, 1990). Higher academic standards make it even more important to motivate even the disengaged and discouraged learners (Brewster and Fager, 2000).

Motivational patterns in older children were already associated with motivational patterns as early as first grade (Gottfried, 1990). Thus, intrinsic motivation may be a key factor both in determining achievement behaviour and in maintaining a healthy self-regard (Goldberg, 1994).

Many young children begin school with a thirst for learning. They enthusiastically and curiously seek novel or challenging tasks (Goldberg,
It can be concluded that young children begin their school intrinsically motivated. When studying motivation, it is useful to distinguish between two basic orientations: Intrinsic (or mastery) versus Extrinsic (or performance) orientation toward learning (Goldberg, 1994). Intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning, and the belief that effort increases one's ability and control (Fincham and Cain, 1986). An extrinsic orientation toward learning is characterized by a concern with external reasons for working, such as the judgement of others regarding one's performance, grades, or some anticipated reward (Goldberg, 1994).

Academic competence, is defined in terms of the students' expectancy and ability beliefs (Wigfield and Eccles, 2000). Research often shows that students' perceptions of academic competency decline as they advance in school (Eccles, et. al., 1998). Schunk and Pajares (2002) attribute this decline to various factors, including greater competition, less teacher attention to individual student progress, and stresses associated with school transition.

The present study is an attempt to reveal the relationship between the selected correlates with scholastic motivation. Scholastic motivation is not a unitary variable. The development of which is closely allied with number of personal and societal factors. Kundu (1989) is of the opinion that scholastic motivation is mostly developed from the social customs rather than inborn. This motivation and its related factors directly influence academic performance (Mc Clelland, 1961); Sivappa (1980); Zargar (1980); Rajeeva (1982); Gupta (1978) and Ahluwalia (1985) had revealed a positive relationship between scholastic motivation and academic performance.

As learners are the principal actors in learning activities, it is quite natural that their psychological characteristics have important consequences with respect to academic performance. The individual differences in
children's cognition about ability and achievement are related to their motivational responses throughout the school years (Kathleen and Carol, 1995). The role of intelligence in predicting scholastic motivation has long been known to educational and psychological researches. Chauhan (1984) found that the academic motivation of students differed significantly at different levels of intelligence, high, middle and low.

A study conducted by Jain (1983) found that high-intelligence - high achievement motivation group was significantly better in concept formation ability than low-intelligence - low achievement motivation group. But intelligence was found to be a better predictor of concept formation ability than achievement motivation. This has inspired the investigator to select intelligence as one of the independent variable for the present study.

There is a great deal of research which shows that the self-concept is, perhaps the basis for all motivational behaviour. It is the self-concept that give rise to possible selves that create the motivation for behaviour (Franken, 1994). The academic self-concept is related to school performance and learning. The studies of Brookover et. al. (1964); Parkey (1970); Mwaniki (1973); Marsh (1992); and Hamachek (1995) had all demonstrated the relationship between self-concept and academic motivation. Hence the researcher selected self-concept as one of the independent variable for the present study.

Psychological perceptions of classroom environments have important influence on student learning. Research on learning in India and abroad indicate that effective learning depends on four types of variables such as personal variables of learners, content variables, situation variables of learning and strategy variables of teaching. Situation variables have a significant influence on learner behaviour and class room interaction which in turn results in effective motivation.
Once children start school, they begin forming beliefs about their school-related success and failures. The sources to which children attribute their successes (commonly effort, ability, luck or level of task difficulty) and failures (often lack of ability or lack of effort) have important implications for how they approach and cope with learning situations.

The beliefs teachers themselves have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence (James, 1993). To a very large degree, students expect to learn if their teachers expect them to learn (Deborah, 1988). Creation of desirable classroom climate largely depend on teacher's ability to sustain the pupils learning to motivate them and to build up positive attitudes towards new learning. Quality of teacher-pupil relationship in class is a major aspect of class room climate. The role of class room climate is crucial for learning process.

Several authors have identified the need for research which clearly specifies classroom and school-wide processes and practices which may enhance student's academic motivation and performance (Urdan and Maehr, 1995). Theoretical studies of student motivation (particularly those utilising social-cognitive perspectives have begun to identify components of learning environments which may influence the quality of student's motivation. These components include the nature of academic tasks assigned to students, the characteristics of authority structures within classes and schools, and the ways in which students' academic work is recognised and evaluated (Carole, 1992). Despite recognising these components, however, there has been, little systematic research substantiating the effects of these (and other) components on students' motivation. One plausible reason for this phenomenon may be a lack of sufficient exploratory research, especially in 'real life' classroom and school settings. Such studies may sensitise researchers to a range of salient
components of learning environments impacting upon student's academic motivation, cognition and achievement. Moreover, exploratory studies may begin to implicate specific processes by which identified components of learning environments may influence students' motivation and achievement.

Qualitative research is considered particularly appropriate for such exploratory studies. Moreover, one particular approach to qualitative research, phenomenography, has been widely used in educational research in general and specifically, with respect to factors influencing students' motivation, cognition and achievement. The phenomenographic approach to qualitative research, studies learning from the learner's perspective, rather than from the teachers perspective alone. This is important as in some situations at least, student's perceptions and interpretations of events may shape their academic behaviour even more than the events themselves (Eccles, et al., 1983). Blumenfeld (1992) confirms that research incorporating qualitative approaches, will make a useful contribution to 'thickening' the descriptions of students motivational process and how they operate in 'real life' class room and school settings to facilitate students' cognitive engagement in learning and their subsequent academic achievement. Moreover, Christine and Van (2000) remarked that academic climate can discourage non motivated students. Hence the researcher selected classroom climate as one of the independent variable for the present study.

Research has shown that one of the ways to increase student's academic performance is to involve their families (Chaukin, 1993; Henderson and Berla, 1994). Establishing partnership with families has many benefits for schools and families, but to Epstein (1995), "the main reason to create such partnership is to help all youngsters succeed in school". Few countries have already established policies and procedures for improving home school
collaborations, at national level. As a result, the nature and scope of such co-operation tend to vary widely between and within schools.

In relation to family processes and relationships it would appear that a family environment conducive to the development of competence would be one in which child's mastery attempts are encouraged, the child is given responsive and realistic feedback, and the emotional environment is one of relative warmth and support. Empirical evidences indicate that high competence family environments are those in which parents talk frequently with the child (White, 1979; Barton and Coley, 1992; Bloir, 1997), parents have a close and supportive relationship with the child (Rollins and Thomas, 1979; Smith, 1985; Steinberg et al., 1992; Lamp, 1997), parents have high educational aspirations and expectations for the child (Henderson, 1981; Fehrmann et al., 1987; Singh et al., 1995; Catsambis, 1998), parents use induction techniques and point out the consequences of behaviour to the child (Rollins and Thomas, 1979; Hota, 1986; Baumrind, 1991), parents use authoritative style of parenting (Steinberg et al., 1989; Baumrind, 1991; Paulson, 1994), and family life is relatively free of overt conflict between members (Rutter, 1971; Emery, 1982; Davies and Cummings, 1994; Graham et al., 1997).

When parents are involved in their children's education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework and demonstrate more positive attitudes and behaviours (Becher, 1984; Henderson and Berla, 1994). Several studies have demonstrated the positive effects of parent involvement in children's schooling across a wide range of populations and ages (Fehrmann et al., 1987; Henderson, 1987; Reynolds and Herbert, 1992; Clarke, 1990; Keith et al., 1993; Epstein, 1995; Taylor et al., 1995; Johnson et al., 1998; Williams, 1998).
Recent research approaching the effects of parent involvement from the framework of self-determination theory suggests that the relationship between parent involvement and student achievement is mediated by motivational processes (Grolnick et al., 1991; Grolnick and Slowiaczek, 1994). Scholastic motivation is a fundamental requisite for effective learning and its positive correlation with academic achievement has been highlighted by a multitude of research (Atkinson and Raynor, 1974; Pathak, 1974; Desai, 1979; Fatmi, 1986; Lewis, 1991; Jegede, 1994; Kumari, 1994). Family is found to be the most important socio-cultural unit that affects adolescent's scholastic motivation (Castnell, 1984; Wlodkowski and Jaynes, 1990; Epstein, 1992; Leon, 1994; Sui-chu and Willms, 1996). Higher scholastic motivation has been reported in children of working mothers by several researchers (Jones and McBride, 1980; Bal, 1988; Goldberg et al., 1996). But studies by Naftchi, 1995; and Rath and Sexena, 1995; found no significant relationship between parental involvement and academic achievement. Sojourner and Kushner (1997) found a negative, though very low relation between parental involvement and academic performance. In India, Srivastava (1995) found that different aspects of 'parent-child relationship have varying effects on academic achievement. Sufficient research has not been carried out to permit identification of factors that might account for findings from developing countries (Kellaghan, 1994). Further research is needed for examining the effectiveness of substantial parental involvement activities to determine what type of activities have a positive impact on student learning (Yang and Boykin, 1994). Hence the investigator included parental involvement as a variable for the study.

Family has an impact on motivation at early stage of development, lasting through secondary school and beyond, healthy, effective families processes positive attitudes and behaviours toward their children which help them to succeed in school life (Wlodkowski and Jaynes, 1990). Familial
variables such as mother's occupation, income, family acceptance of education, home learning facility etc. significantly affect academic performance of the child (Kelu, 1989; Nair, 1999; Wlodkowski and Jaynes, 1990). These research evidences inspired the investigator to select socio-economic status as one of the independent variable for the present study.

Even though studies on motivation and other factors were conducted largely among students, the investigator cannot locate adequate studies dealing with intelligence, self-concept, classroom climate, parental involvement and socio-economic status and their influence on scholastic motivation independently and in combination. This made the investigator to carry out the research work on the relation of Intelligence, Self-Concept, Classroom Climate, Parental Involvement and Socio-Economic Status on Scholastic Motivation of pupils. The present study attempts to find out the relation, and effect of each independent variable on dependent variable, and to evolve a multiple regression equation to predict Scholastic Motivation in terms of intelligence, self-concept, classroom climate, parental involvement and socio-economic status.

1.2. STATEMENT OF THE PROBLEM

The present study is entitled as "SCHOLASTIC MOTIVATION OF SECONDARY SCHOOL PUPILS IN RELATION TO INTELLIGENCE, SELF-CONCEPT, CLASSROOM CLIMATE AND PARENTAL INVOLVEMENT".

1.3. DEFINITION OF KEY TERMS

1.3.1. Scholastic Motivation

Scholastic Motivation is the meaningfulness, value, and benefits of academic tasks to the learner-regardless of whether or not they are intrinsically interesting (Hermine, 1987).
For the present study, Scholastic Motivation refers to the consistent striving of an individual to achieve certain level of marks and a general educational objective with reference to certain standards of excellence in competing conditions.

1.3.2. Secondary school pupils

The term refers to students studying in standards VIII, IX, and X of the recognised schools in Kerala.

1.3.3. Intelligence

Intelligence is the application of cognitive skills and knowledge to learn, solve problems, and obtain ends that are valued by an individual or culture (Gardner, 1985).

As used in the study intelligence is to judge well, comprehend and to reason well.

1.3.4. Self-Concept

Self-Concept refers to the enduring system of attitudes we hold about ourselves, and has been shown to be vitally important in the achievement of goals and the development of relationships, both among children and adults (Burns, 1979).

1.3.5. Classroom Climate

Classroom Climate is defined as the atmosphere and general environment in classroom that may help or hinder the learning process (Hawes and Hawes, 1982).
1.3.6. Parental Involvement

Parental Involvement is defined as a type of parental behaviour, attachment and relationship with child that serves to improve child's competence in every field (Chowdhury and Samal, 1997).

In the present investigation, Parental Involvement denotes the extent to which parental resources are dedicated to the fostering of optimal child development so that it would lead to his academic competence.

1.4. VARIABLES OF THE STUDY

The variables selected for the study are categorised as Independent and Dependent Variables and are presented below.

1.4.1. Independent Variables

The Independent Variables selected for the present study are:

(i) Intelligence
(ii) Self-Concept
(iii) Classroom Climate
(iv) Parental Involvement and
(v) Socio-Economic status

1.4.2. Dependent Variable

'Scholastic Motivation' is treated as the Dependent Variable for the present study.

1.5 OBJECTIVES OF THE STUDY

The present study was designed with the following objectives.
1. To compare the mean scores of the independent and dependent variables for the sub-samples formed on the basis of Sex, Locale and School Management.

2. To identify the independent variables which influence Scholastic Motivation in terms of their ability to discriminate between Low, Average and High groups when taken in pairs.

3. To estimate the relationship between each of the independent variables and Scholastic Motivation for the Total sample and sub-samples based on Sex, Locale and School Management.

4. To find out best predictor of Scholastic Motivation from the set of five independent variables viz., Intelligence, Self-Concept, Classroom Climate, Parental Involvement and Socio-Economic Status.

5. To develop a prediction equation for Scholastic Motivation in terms of independent variables.

6. To determine the effect of each of the independent variables on dependent variable for the Total sample.

7. To find out the group differences (High, Average, Low) in Scholastic Motivation for the Total sample.

1.6. HYPOTHESES

1. There will be significant difference in the mean scores of independent and dependent variables for the sub-samples formed on the basis of Sex, Locale and School Management.

2. There will be significant difference between Low, Average and High Scholastic Motivation groups (taken in pairs) with respect to the mean scores of independent variables.
3. There will be significant positive relation between each of the independent variables and Scholastic Motivation for Total sample and sub-samples based on Sex, Locale and School Management.

4. Scholastic Motivation can be predicted using the set of five independent variables viz., Intelligence, Self-Concept, Classroom Climate, Parental Involvement and Socio-Economic Status.

5. The effect of each of the independent variables on Scholastic Motivation will be significant for the Total sample.

6. There will be significant group difference in Scholastic Motivation for the Total sample.

1.7. METHODOLOGY

1.7.1. Sample

The study was conducted on a representative sample of 970 standard IX pupils of secondary schools from Kannur, Kozhikode, Malappuram, Trissur, and Palakkad districts of Kerala. The sample was selected using stratified random sampling technique with due representation to factors like sex, locale, and management category of schools.

1.7.2. Tools

For the present investigation, the dependent variable 'Scholastic Motivation' was measured by the tool developed by the investigator. Readily available standardised tools were used for measuring the independent variable 'Intelligence', 'Self-Concept', 'Classroom Climate', 'Parental Involvement', and 'Socio-Economic Status'. The investigator used the following tools for the present study.

i) Standard Progressive Matrices (Raven, 1958)
1.7.3. Statisticai Techniques Used

The following statistical techniques were used for the analysis of data in the present study.

i) Preliminary Analysis

ii) Test of Significance of Mean Difference for Large Independent Samples (Guilford, 1966).

iii) Pearson's Product Moment Coefficient of Correlation.

iv) Step wise Regression Analysis (ANOVA approach)

v) One-way Analysis of Variance

vi) Scheffe's Test of Multiple Comparison (Ferguson, 1976).

1.8. SCOPE AND LIMITATIONS OF THE STUDY

The main purpose of the present investigation was to examine the Scholastic Motivation of secondary school pupils in relation to Intelligence, Self-Concept, Classroom Climate, Parental Involvement and Socio-Economic Status for the total sample and the sub-samples based on sex, locale and type of management. The independent variables were selected in such a way as they are all related to the achievement of secondary school pupils.

Though considerable effort has been made to make the study generalisable and precise, the investigator could identify the following limitations also.
1. There may be many factors affecting Scholastic Motivation of pupils. The present study was confined to two personal variables viz., Intelligence and Self-Concept, one environment variable i.e., Classroom Climate and two familial variables i.e., Parental Involvement and Socio-Economic Status. The effect of other factors on Scholastic Motivation was not included for the present study.

2. The population for the study was limited to standard IX students of the secondary schools.

3. Selection of schools was not state wide, but was confined to five revenue districts of Kerala.

4. The study of each of the independent variables on dependent variable was explored using only five major techniques viz., Test of Significance of the Difference between Means of Large Independent Samples, Pearson's Product Moment Coefficient of Correlation, Stepwise Regression Analysis, One-way ANOVA and Scheffe's Test of Multiple Comparison.

5. The selection of the dependent variable has been restricted to 'Scholastic Motivation' of secondary school pupils.

6. Due to practical difficulties component wise analysis of the independent variables and correlational analysis were not attempted.

The generalisability of the study may be limited to the extent of the nature of the tools and the sample selected. The findings will be valid to the extent the sample, tools and methods are valid. All possible precautions were taken to attain the highest degree of accuracy in respect of these factors.
1.9. ORGANISATION OF THE REPORT

The report has been presented in five chapters as follows:

Chapter 1  An introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, variables of the study, objectives and hypotheses, a brief methodology, scope and limitations of the study and organisation of the report.

Chapter 2  A theoretical overview of dependent and independent variables along with a detailed review of related studies.

Chapter 3  Methodology in detail with description of the variables, tools, sample, classification techniques and statistical techniques used for the study.

Chapter 4  Details of analysis of the data along with conclusions and interpretations of the results.

Chapter 5  A summary of the study along with major findings, tenability of hypotheses, suggestions for improving educational practice and suggestions for further research in the area concerned.