

CLASSROOM MORALE AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS CREATIVITY AND SOCIO- ECONOMIC-STATUS

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ABSTRACT

The purpose of present study is to see whether there is a relationship between Classroom Morale of adolescent Students, their Academic Achievement, their Creativity and Socio-Economic Status. The adolescent period is the most important in the life of a student. This is the period in which the students get physical, emotional and mental maturity. Group behavior affects each and every aspect of students' behavior. At this level classroom is the most important group in his life. So many factors may contribute in the development of classroom morale like Academic Achievement, Locus of Control, Creativity, Personality, Intelligence and various levels of Socio-Economic-Status e.g. High, Average and Low Socio-Economic-Status and Parental Income, Parental Education and Parental Occupation etc. Insufficient review of related literature indicates that a very few studies have been conducted in this direction. The study is new and challengeable for any investigator because this is an unexplored area of research. The outcomes of the study will be valuable for educational administrators, planners, social reformers, teachers and the parents in development of classroom morale at high school level. Keeping in mind the findings, we can confidently say that the present study provides evidence on the nature and relationship among independent variables and demographic variables that impact classroom morale of adolescent students. The study explains the importance of creativity, academic achievement and socio-economic status as factors affecting classroom morale and the relationship among these variables. The outcomes are valuable not only from classroom morale point of view, but also from research point of view too, in the largely unexplored field of classroom morale, the factors responsible for the development of positive classroom morale and how best utilizing it for the student adjustment and in turn all round development of the learner.

RATIONALE OF THE STUDY

The justification of a research project lies in its contribution to a social purpose or to society for its welfare. The purpose of present study is to see whether there is a relationship between Classroom Morale of adolescent Students, their Academic Achievement, their Creativity and Socio-Economic Status. The adolescent period is the most important in the life of a student. This is the period in which the students get physical, emotional and mental maturity. Group behavior affects each and every aspect of students' behavior. At this level classroom is the most important group in his life. So many factors may contribute in the development of classroom morale like Academic Achievement, Locus of Control, Creativity,

Personality, Intelligence and various levels of Socio-Economic-Status e.g. High, Average and Low Socio-Economic-Status and Parental Income, Parental Education and Parental Occupation etc. Insufficient review of related literature indicates that a very few studies have been conducted in this direction. The study is new and challengeable for any investigator because this is an unexplored area of research. The outcomes of the study will be valuable for educational administrators, planners, social reformers, teachers and the parents in development of classroom morale at high school level. The proposed study will provide the knowledge to know effects of academic achievement, creativity and socio-economic-status of adolescent students on their classroom morale. The novelty and validity of the proposed problem for study justify with time to study and explore the unknown, so that the progress of adolescent students as well as of the nation can be accelerated. It will be helpful in knowing the behavior of adolescent students and ultimately help in improving their adjustment in the classroom and progress.

STATEMENT OF THE PROBLEM

CLASSROOM MORALE AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS CREATIVITY AND SOCIO-ECONOMIC-STATUS

OBJECTIVES OF THE STUDY

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

A. Objectives Related to Classroom Morale

1. To study and compare the level of classroom morale of low and creative high adolescent students.
2. To study and compare the level of classroom morale of male and female adolescent students. 3. To study and compare the level of classroom morale of rural and urban adolescent students.
4. To study and compare the level of classroom morale of Govt. and private school adolescent students.
5. To study and compare the level of classroom morale of adolescent students belonging to low and high socio-economic status.

B. Objectives Related to Academic Achievement

6. To study and compare the level of Academic Achievement of low and high creative adolescent students.
7. To study and compare the Academic Achievement of male and female adolescent students.
8. To study and compare the Academic Achievement of rural and urban adolescent students.
9. To study and compare the Academic Achievement of Govt. and private school adolescent students.
10. To study and compare the Academic Achievement of adolescent students belonging to Low and High SES.

C. Objectives Related to Relationship between level of Classroom Morale and Academic Achievement, Creativity and levels of Socio-Economic Status.

11. To study the relationship between level of Classroom Morale and Creativity of adolescent students.
12. To study the relationship between Academic Achievement and creativity of adolescent students.

OPERATIONAL DEFINITIONS OF THE TERMS USED

Classroom Morale In the present study, “classroom morale refers to a student’s sense of belongingness and loyalty to the class and his/her satisfaction with the class environment”.

Academic Achievement “An academic achievement is something you do or achieve at school, college, university, in class, in a laboratory, library or fieldwork. It does not include sports or music”.

Creativity “Creativity is a process which results in novel work that is acceptable as tenable to useful or satisfying to a group of people at some point in time”.

Socio-Economic Status Socio-Economic Status is considered as an indicator of one’s economic and social position. Socio comes from the word social and refers to people and the way they fit into the community in which they live. It reflects how well they are educated, have the kind of jobs they are in etc. Economic refers to the financial position of people within society and includes how much they regularly earn, whether own a house and the assets owned, etc. Socio-economic status is also judged by the institutions in which the individual or his or her wards study, whether they live in rural or urban area, the kind of occupation they are engaged in, etc.

HYPOTHESES OF THE STUDY

A. Hypotheses Related to Classroom Morale

1. There is no significant difference in the level of classroom morale of low and high creative adolescent students.
2. There is no significant difference in the level of classroom morale of male and female adolescent students.
3. There is no significant difference in the level of classroom morale of rural and urban adolescent students.
4. There is no significant difference in the level of classroom morale of Govt. and private school adolescent students.
5. There is no significant difference in the level of classroom morale of adolescent students belonging to low and high socio-economic status.

B. Hypotheses Related to Academic Achievement

6. There is no significant difference in the Academic Achievement of low and high creative adolescent students.
7. There is no significant difference in the Academic Achievement of male and female adolescent students.
8. There is no significant difference in the Academic Achievement of rural and urban adolescent students.
9. There is no significant difference in the Academic Achievement of Govt. and private school adolescent students.
10. There is no significant difference in the Academic Achievement of adolescent students belonging to Low and High SES.

C. Hypotheses Related to Relationship between level of Classroom Morale and Academic Achievement, Creativity and levels of Socio-Economic Status.

11. There is no significant difference in the relationship between level of Classroom Morale and Creativity of adolescent students.

12. There is no significant difference in the relationship between Academic Achievement and creativity of adolescent students.

RESEARCH DESIGN

In order to find out the level of Classroom Morale and Academic Achievement of adolescent Students in relation to their Creativity and Socio-Economic-Status, t-test has been employed in the study. Research design is a broad term that includes the research methodology, variables, population of the study, sample & Tools used in the study are described below.

Method of the Study The present study is designed in such a way as to recognize the present position of relationship of Classroom Morale and Academic Achievement with all independent variables of the study i.e. gender, type of school, locality, creativity and socio-economic status. Hence the *Normative Survey method* was followed by the investigator in the present study.

VARIABLES OF THE STUDY

Dependent Variable

Classroom Morale ,
Academic Achievement

Independent Variables

Gender – Male and Female

Locality – Rural and Urban

Types of School- Govt. and Pvt. Schools

Socio-Economic-Status – Low SES and High SES

Creativity - Low Creative and High Creative

POPULATION

Research is invariably conducted by means of a sample drawn from the target population so that generalizations can be drawn on this and made applicable to the entire population, because it is impossible to study the whole population. In the present research, adolescent students of class VIII of different high schools (Govt. and Pvt.) of ODISHA state constituted the population. Subjects were selected from the population using the multi-stage random sampling technique in this research. As the ODISHA state consists of 21 districts, out of these 22 districts, 2 districts were selected by the use of lottery technique. So these two districts formed the sample of this research study. The list of schools of these two districts was taken from the official website of education department, ODISHA and a total of 6 schools were selected at random from each district means twelve schools were selected.

SAMPLING

To collect the data, the researcher used four tools namely Personal Data sheet, Test of Morale by A.B. Bhatnagar, Verbal Test of Creative Thinking by Baquer Mehdi and Socio-Economic-Status Scale by Rajbir Singh, Radhey Shyam and Satish Kumar. To meet the requirement of t – test, the sample was selected by the researcher with the help of multi stage random sampling. In the beginning 520 class VIII students studying in the ODISHA state were chosen. From this initial data of 520, the responses of only 400 students were taken for analysis, because only two levels of independent variables were taken into consideration.

TOOLS USED

To collect information for the research, the investigator used certain tools. The following tools which were considered suitable for the requirements of the present research study, and the authors of these tools have already tested these tools on the touchstone of various test requirements of reliability, validity etc., so the use of these tools was preferred for collection of the data for the study.

- a) General data sheet for demographic variables and Achievement Scores (developed by the Investigator)
- b) Test of Morale by A.B. Bhatnagar (1977).
- c) Verbal Test of Creative Thinking by Baquer Mehdi. d) Socio Economic Status Scale by Rajbir Singh and Radhey Shyam.

General Data sheet for Demographic Variables

The demographic characteristics of the students were known with the help of general data sheet which included the following aspects of the adolescent students;

Name of the Student

Marks Obtained in VII Class Annual Exams

Name of the School

Gender - Male and Female

Locality - Rural and Urban Type of School - Govt. School and Private School

COLLECTION OF DATA

Data was collected by administering research tools to 650 adolescent students. 80 different sr. sec. schools from two districts of ODISHA state were selected randomly and the investigator himself visited these schools and after getting permissions from the respective principals and administered the tool

STATISTICAL TOOLS

In the present research the collected data were consolidated coded, scored and entered into electronic spreadsheet for statistical analysis, using software packages MSEXCEL and SPSS. Standard statistical procedures of the descriptive and inferential statistics were employed to analyze the collected data.

Descriptive Statistics

(i) **Mean:** “The mean of a distribution is commonly understood as the arithmetic average. The term grade-point average is a mean value. It is computed by dividing the sum of all the scores by the number of scores”.

(ii) **Standard Error:** “The standard deviation of the distribution of a statistic is known as its *Standard Error*, abbreviated as S.E. The magnitude of the standard error gives an index of the precision of the estimate of the parameter. The reciprocal of the standard error is taken as the measure of reliability or precision of the sample”.

(iii) **Standard Deviation (S.D.):** “It is a measure of spread or dispersion of scores in a distribution. It is also known as the square root of the variance”.

(iv) **Pearson product-moment coefficient of correlation** “Correlation is the relationship between two or more paired variables or two or more sets of data. The degree of relationship is measured and represented by the coefficient of correlation. Positive correlation specifies that for every unit increase/decrease in one variable there is a proportional unit increase/decrease in the other. When a large amount of one variable is associated with a small amount of the other that is for every unit increase/decrease in one variable there is a proportional unit decrease/increase in the other, it is negative correlation. When the relationship between two sets of variables is a pure chance relationship, there is no correlation (Best & Kahn, 2005, p. 364)”. collected the data. After the permission and before the distribution of tool the students were made aware regarding the objectives of the study. Investigator personally made interaction with the learners and answered their doubts if any. The responses of the students were collected using different tools used in the study and scoring was done as per the directions given for scoring in the manual of the tools.

(v) **t-test Statistics** “The test of the significance of the difference between two means is known as *t-test*. *t-test* is based on *t* - distribution and is considered an appropriate test for judging the significance of a sample mean or for judging the significance of difference between the means of two samples in case of small sample(s) when population variance is not known (in which case variance of the sample as an estimate of the population variance is used. (Best & Kahn, 2004, p. 328)”. “In case two samples are related, paired *t-test* or difference test is used for judging the significance of the mean of difference between the two related samples (Kothari, 2008, p.196)”. “*t-test* is used for testing the significance of the difference between means by taking two means at a time (Mangal, 2007, p. 319)”.

Findings Related to Classroom Morale of adolescent students

A. The low creative adolescent students have higher classroom morale score than high creative adolescent students. There exists a significant difference in the level of classroom morale of low creative and high creative adolescent students.

B. The female adolescent students have higher classroom morale score than male adolescent students. There exists significant difference in the level of classroom morale of male and female adolescent students.

C. The rural adolescent students have higher classroom morale score than urban adolescent students. There exists no significant difference in the level of classroom morale of rural and urban adolescent students.

D. The Govt. school adolescent students have higher classroom morale score than private school adolescent students. There is no significant difference in the level of classroom morale of Govt. and private school adolescent students.

E. The adolescent students belonging to Low SES have higher classroom morale score than adolescent students belonging to High SES. There is significant difference in the level of classroom morale of adolescent students belonging to low and high socioeconomic status.

Findings Related to Academic Achievement of adolescent students

A. The high creative adolescent students have higher academic achievement score than low creative adolescent students. There exists a significant difference in the level of academic achievement of low creative and high creative adolescent students.

B. The female adolescent students have higher academic achievement score than male adolescent students. There exists no significant difference in the level of academic achievement of male and female adolescent students.

C. The urban adolescent students have higher Academic Achievement score than rural adolescent students. There exists significant difference in the level of Academic Achievement of rural and urban adolescent students.

D. The Private school adolescent students have higher Academic Achievement score than Govt. school adolescent students. There exists significant difference in the Academic Achievement of Govt. and private school adolescent students.

E. The adolescent students belonging to High SES have higher Academic Achievement score than adolescent students belonging to Low SES. There exists significant difference in the Academic Achievement of adolescent students belonging to low and high socioeconomic status.

Findings Related to Relationship between level of Classroom Morale and Creativity

Classroom Morale and Creativity are negatively correlated with each other, means increase of one will result in the decrease of the other one. There exists a significant difference in the relationship between level of Classroom Morale and Creativity of adolescent students

Findings Related to Relationship between Academic Achievement and Creativity

Academic Achievement and Creativity of adolescent students are positively correlated with each other, means increase of one will result in the increase of the other one. There exists a significant difference in the relationship between Academic Achievement and Creativity of adolescent students.

Discussion of Results

This investigation, mainly, focused at studying Classroom Morale and Academic Achievement of adolescent students in relation to Creativity, Socio-Economic Status and some Demographical Variables like Type of School, Sex and Locality. The aim was to see whether there is any relationship between Classroom Morale and Creativity, Academic Achievement and Creativity and the effect of Demographic Variables (Type of School, Sex and Locality) on Classroom Morale and Academic Achievement of adolescent Students, so also, the impact of two aspects of socio-economic-status (Low SES and High SES) and Creativity (low creativity and high creativity). The principal findings may be discussed as follows:

Findings Related to Classroom Morale of adolescent students

A. The low creative adolescent students have higher classroom morale score than high creative adolescent students. There exists a significant difference in the level of classroom morale of low creative and high creative adolescent students. **Joshi (1992)** also found that low creative girls have higher classroom morale as compared to high creative girls. Several of the studies have highlighted the importance of methods and institutional functioning style.

B. The female adolescent students have higher classroom morale score than male adolescent students. There exists significant difference in the level of classroom morale of male and female adolescent students. Similar results have been reported by **Chhabra (1975)** that female teachers show high morale as compared to male teachers and **Chishty (1992)**, **Gaur (2012)** that girls and boys differ significantly as regards their morale level, girl's morale was higher than the boys. The reason for this could be their co-operative and enthusiastic nature as reported by **Stodgill (1959)**.

C. The rural adolescent students have higher classroom morale score than urban adolescent students. There exists no significant difference in the level of classroom morale of rural and urban adolescent students. The reason for high morale of rural students may be their positive attitude, commonality of the goals and their adaptability to the changing environment (**Maier, 1970**). **Thapliyal (1981)** and **Gaur (2012)** have also identified a highly significant difference in classroom morale between the rural and urban students.

D. The Govt. school adolescent students have higher classroom morale score than private school adolescent students. There is no significant difference in the level of classroom morale of Govt. and private school adolescent students. **Thapliyal (1981)** in his study classroom morale in relation to students' Academic Achievements found a highly significant difference between the rural colleges and urban colleges in classroom morale. **Gaur (2012)** also found that rural students were found to have higher classroom morale as compared to urban students.

E. The adolescent students belonging to Low SES have higher classroom morale score than adolescent students belonging to High SES. There is significant difference in the level of classroom morale of adolescent students belonging to low and high socioeconomic status. **Chishty (1989)** found that senior secondary school students having low parental education have higher mean classroom morale than senior secondary school students having high parental education. The reason for could be teacher-student dependence, their interpersonal relationship, satisfaction, goal direction, adequacy of communication, teaching learning skills of the teachers, learning facilities and students' confidence in school management. May be highly educated parents develop a kind of competitive feeling in their child which develops in the child a feeling to be left behind all other students of the class. This develops the feeling of jealousy and pessimism which results in low classroom morale (**Maier, 1970**).

Findings Related to Academic Achievement of adolescent students

A. The high creative adolescent students have higher academic achievement score than low creative adolescent students. There exists a significant difference in the level of academic achievement of low creative and high creative adolescent students.

B. The female adolescent students have higher academic achievement score than male adolescent students. There exists no significant difference in the level of academic achievement of male and female adolescent students.

C. The urban adolescent students have higher Academic Achievement score than rural adolescent students. There exists significant difference in the level of Academic Achievement of rural and urban adolescent students.

D. The Private school adolescent students have higher Academic Achievement score than Govt. school adolescent students. There exists significant difference in the Academic Achievement of Govt. and private school adolescent students.

E. The adolescent students belonging to High SES have higher Academic Achievement score than adolescent students belonging to Low SES. There exists significant difference in the Academic Achievement of adolescent students belonging to low and high socioeconomic status.

Findings Related to Relationship between level of Classroom Morale and Creativity

Classroom Morale and Creativity are negatively correlated with each other, mean increase of one will result in the decrease of the other one. There exists a significant difference in the relationship between level of Classroom Morale and Creativity of adolescent students

Findings Related to Relationship between Academic Achievement and Creativity

Academic Achievement and Creativity of adolescent students are positively correlated with each other, means increase of one will result in the increase of the other one. There exists a significant difference in the relationship between Academic Achievement and Creativity of adolescent students. **Conclusions** Keeping in mind the above findings, we can confidently say that the present study provides evidence on the nature and relationship among independent variables and demographic variables that impact classroom morale of adolescent students. The study explains the importance of creativity, academic achievement and socio-economic status as factors affecting classroom morale and the relationship among these variables. The outcomes are valuable not only from classroom morale point of view, but also from research point of view too, in the largely unexplored field of classroom morale, the factors responsible for the development of positive classroom morale and how best utilizing it for the student adjustment and in turn all round development of the learner.

SUGGESTIONS FOR FURTHER STUDY

The present study has been directed towards studying classroom morale of adolescent students in relation to locus of control, socio-economic-status and intelligence. It has been conducted under some limitations of time, sample etc. Below are given some suggestions for further research:

- (1) A similar kind of research may be repeated with a larger sample and in different geographical regions so as to have a deep understanding of classroom morale.
- (2) The present study was conducted on adolescent students only. For generalizations of the findings, the study could be extended to students of other educational levels- primary, secondary, senior secondary and university education.
- (3) The study may be conducted using other methodology, population and settings.
- (4) Some other demographic variables like intelligence, emotional intelligence, anxiety, locus of control and personality of the students could also be taken.
- (5) Comparative studies can be taken up between residential and day-boarding schools. (6) Similar studies may be undertaken by taking other variables like Teaching competency, Job Satisfaction, Teaching Attitude, Self-concept etc.
- (7) Different school systems are characterized by different standards of excellence in student morale. It will be a useful research Endeavour to compare different school systems such as Model Sanskriti, Navodaya & Central, Residential, Day-boarding, and Public and Traditional schools in respect of the variables used in this study.

The investigator has completed the study with the hope that the outcomes would help in improving the better understanding of classroom morale of adolescent students. The investigator is hopeful that the studies suggested here would be carried out by the future researchers

EDUCATIONAL IMPLICATIONS

The present study makes an initial effort on Classroom Morale of adolescent students in relation to their Academic Achievement, Socio-Economic-Status and Creativity. Despite its limitations it has significant implications for some important areas of education. The findings may be particularly useful for educational planners, thinkers, demographers, teachers, psychologists, administrators, policy makers, teacher educators and parents as stakeholders in the betterment of the education system. The key stone in the educational edifice is doubtless the student. The progress and prosperity of the nation depends a lot on the progress of the child. The role of classroom group is thus very important. In the present study, we have seen that girls' adolescent students are having higher classroom morale as compared to boys. The reason for low morale of boys can be in their upbringing or the more importance they get in their families as compared to girls. It can be because of the competitive life boys face as compared to girls. Another finding of the study was that the rural students were having high morale as compared to urban students and low SES students were having higher morale as compared to high SES students. Rural students live in an environment where cooperation is more as compared to cities. If we talk about adolescent students, this is the period of all kinds of development in them. This is the period when they are full of youthful energy. This is the time when different qualities like leadership, patriotism, team spirit etc. can be imbibed in them. The peer group is the only group they confide in. This is the time when characters are formed and personalities are developed. The programmes planned at this stage will decide the future of the youths and so of the society and nation. This is the period of development of their morale. All kinds of complexes and hesitations can be removed by enhancing their morale. So, we conclude that by developing the morale of the students we can get rid of a thousand of problems. How students perceive each other and interact with one another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials (i.e., textbooks, curriculum, and programmes) and some time is spent on how teachers should interact with students, but how students should interact with one another is relatively ignored. How teachers structure studentstudent interaction patterns has a lot to say about how they feel about each other, and how much self-esteem they have. It can be done by enriching teacher training programmes with the techniques and skills of classroom morale development. The teacher trainers of all the training programmes (D.Ed., B.Ed. and M.Ed.) should be trained in the skill of morale development. The concept of morale should be included in the curriculum of teacher training programmes. Pupil teachers should be involved more and more in group activities. Workshops, seminars and extension lectures on morale development should be arranged for the future teachers. Co-operative learning can be an alternative. When teachers will acquire the concept, the skill and techniques of morale development, then they will be in a position to develop the morale of the students. The heads of the schools should arrange different co-curricular activities throughout the year for the students. The teachers should encourage them and motivate them, so that, hundred percent participation in co-curricular activities can be insured. While working in groups, the roles, responsibilities and accountability of the students, towards self, institution and society should be fixed by the teacher. Those values that can enhance morale should be developed in the learners. It is because of the group activities in public schools that has made them very popular in urban areas these days. The results obtained in the present study provide valuable evidence regarding the influence of variables namely, types of school, sex, locality, socio-economic-status and creativity in relation to the classroom morale of adolescent students. The results also provide a convincing evidence of classroom morale development.

CONCLUSIONS

Keeping in mind the above findings, we can confidently say that the present study provides evidence on the nature and relationship among independent variables and demographic variables that impact classroom morale of adolescent students. The study explains the importance of creativity, academic achievement and socio-economic status as factors affecting classroom morale and the relationship among these variables. The outcomes are valuable not only from classroom morale point of view, but also from research point of view too, in the largely unexplored field of classroom morale, the factors responsible for the development of positive classroom morale and how best utilizing it for the student adjustment and in turn all round development of the learner.

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