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Classroom morale of adolescent students in relation to their gender, locality and type of school

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Abstract
The purpose of present study was to see whether there is a relationship between Classroom Morale of adolescent students in relation to their sex, locality and type of school. The sample of the study consisted of 400 adolescent students of which 200 girls and 200 boys. All the students were taken from randomly selected High Schools from two districts of Haryana. Descriptive statistics such as mean and S.D worked out on the score of Classroom Morale of adolescent students and 't' test was employed for testing the significance of difference between the means. It was found that female adolescent students have higher classroom morale score than male adolescent students. There is significant difference in the level of classroom morale of male and female adolescent students. Rural adolescent students have higher classroom morale score than urban adolescent students. There is no significant difference in the level of classroom morale of rural and urban adolescent students. 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.

Keywords: Classroom Morale, Adolescents, Gender, Locality

Introduction
In the present age of maximizing the application of science and technology, it has increasingly been realized that age old traditional classroom techniques are to be updated and gradually modified to suit the contemporary requirements of teaching and learning. Research studies bear testimony to the fact that persistent efforts to improve classroom learning process, simply by upgrading teaching standards have proved futile. In order to optimize the output of classroom learning process, a set of collective behaviors of the learners need to be understood. Recent researches in the field of education have shown that students enjoy while working together to attain a common goal. Teachers are there to ensure that learning activities are executed effectively. Classroom group dynamics is the most effective in the life of a child. The personality traits of the child are shaped considerably according to his classroom activities. The environment of the school and its surrounding are also a contributory factor. The trio of the pupil, teacher and school administrator should be in tune with one another in such a manner that the principal of an independent entity of each individual is well maintained. Thus, one of the most important groups in the life of a child is the classroom group. The child's dominant personality needs are satisfied largely by the class group and its activities. The art of classroom management requires that the teachers think in terms of individual pupils, the class group, the school organization and all other relationships. Although they are related to each other yet each of them is part of a total system and is also estimated as a separate entity

The Concept of Morale
Morale is 'group persistence' in the pursuit of the collective purposes. Evanescent enthusiasm is no evidence of morale, although enthusiasm may strengthen it. Tenacity in the face of adversity is the most unequivocal index of high morale. Since, morale depends upon subordinating the plurality of individual possibilities to the unity of collective purposes; all that aids in identifying the person with the group symbols is pertinent to the understanding

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and the management of morale. Group symbols include terms which name the group, indicate its goals and methods and sustain its hope of victory.

Morale is a term usually applied to civilian population and armies during wartime. The term may casually be applied to athletic teams, industry as well as to the field of education. Morale is a byproduct of the group and often can be generated by small segments of the group. Allport (1952) defined morale as individual attitude in a group endeavour. This statement implies that both personal and social features are involved in the mental conditions. Morale can be high in certain fields and low in certain others.

Blum (1968) summarized the determinants of morale and pointed out that it can be understood in terms of four determinants:

Feeling of togetherness or group cohesiveness
Employees in a normal work situation rarely function as totally isolated individuals. The workers are likely to form a group or a number of sub-groups. The ideal situation, which makes for the most morale, is one in which there is a single group that includes all employees, the representative of the employees and the employer.

Need for a goal
Promoting group cooperation is easier if the group has a goal to achieve. Advancement, security, increased earnings and individual welfare can all be goals, provided management encourages them and employees have the evidence that they are real and attainable.

Progress towards goals
In addition to goal, it must be possible for employee to make observable progress towards it.

Meaningful Tasks
The last of the four determinants of morale involves specific meaningful task for the individual in the group to perform, the sense of participating in the groups work towards the goal.

High and low morale
High morale exists when an individual perceives himself as a member of group and perceives a high probability of achieving both individual and group goals through a course of action. He continuously seeks to achieve the goals of the group because they are important to him and provide a pathway to his own personal goals which are not related to the group. According to, Katz (1952) morale involves two factors, the presence of common goal among the group members and the acceptance of socially recognized pathways towards that goal. In the studies of adjustment of the American soldiers, Stouffer, Luchanan (1949) used morale as a group concept and refers to the relationship that exists in a group of individuals.

Morale is defined variously in relation to the respective groups where it belongs such as Employee morale, Student morale, Military morale and the like.

Student Morale
Stodgill (1969) defines morale as the degree of freedom from restraints in action towards a goal. Morale in a classroom group can be described as the extent to which group members experience satisfaction stemming from the total school situation and the extent to which members are co-operative and enthusiastic. It is also a condition under which the group generates a feeling of mutual trust including shared perceptions of events. Morale is lower in a classroom group when individuals singly have no clues or previous experiences as to how others perceive a new situation and when interaction is curtailed leaving no way to find out the reactions of others.

Morale is difficult to define because it exists at different levels at different times. The dictionary definition of morale is the "prevailing mood and spirit conducive to willing and dependable performance." It can be thought of as relating to the problems that affect the feelings and emotions that arise as members in the classroom organization interact with one another with the teachers and with parents in the schools or at home. The emotions and feelings, of course, are experienced by individuals but they can have a combined effect that can be properly distributed to the group.

Significance 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 in relation to their sex, locality and type of school. 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 contribute in the development of classroom morale like Sex, Locality, Type of School, Locus of Control, Parental Encouragement, Creativity, Personality, and Intelligence, various aspects of Socio-Economic-Status e.g. 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 recent and challengeable for any investigator because this is a new area of study. The findings of the study will be valuable for educational administrators, planners, social reformers, teachers and the parents in development of classroom morale of adolescent students. The proposed study provides the knowledge to know the level of Classroom Morale of adolescent students in relation to their sex, locality and type of school.

Objectives of the Study
1. To study and compare the level of classroom morale of male and female adolescent students.
2. To study and compare the level of classroom morale of rural and urban adolescent students.
3. To study and compare the level of classroom morale of Govt. and private school adolescent students.

Hypotheses of the Study
1. There is no significant difference in the level of classroom morale of male and female adolescent students.
2. There is no significant difference in the level of classroom morale of rural and urban adolescent students.
3. There is no significant difference in the level of classroom morale of Govt. and private school adolescent students.

Procedure and Design of the Study
In the execution of the present study, Descriptive Survey Method was employed. Descriptive studies are designed to

obtain pertinent and precise information concerning current status of phenomena and to draw valid general conclusions from the facts discovered. They involve measurement, classification, analysis, comparison and interpretation. The present study is designed to acknowledge the current status of relationship of level of Classroom Morale with all independent variables of the study, i.e., type of school, gender and locality.

Variables of the Study
Dependent Variable - Classroom Morale

Independent Variables - Gender - Male and Female, Locality -Rural and Urban & Types of School- Govt. and Pvt. Schools

Sample
The sample of the study consisted of 400 adolescent students of which 200 girls and 200 boys. All the students were taken from randomly selected High Schools from two districts of Haryana.

Tools of the Study
The data was collected with the help of following tool, namely

- **Test of Morale (TOM)** by **Bhatnagar (1977).**

Statistical Analysis
Descriptive statistics such as mean and S.D worked out on the score of Classroom Morale of adolescent students and 't' test was employed for testing the significance of difference between the means.

Discussion of Results

Concerned Null Hypothesis (H_01) There is no significant difference in the level of classroom morale of male and female adolescent students.

Table 1: Mean, S.D and t – value of level of Classroom Morale of male and female adolescent students

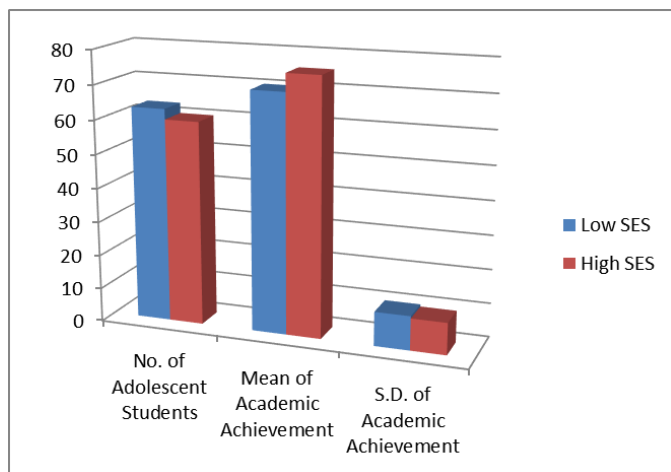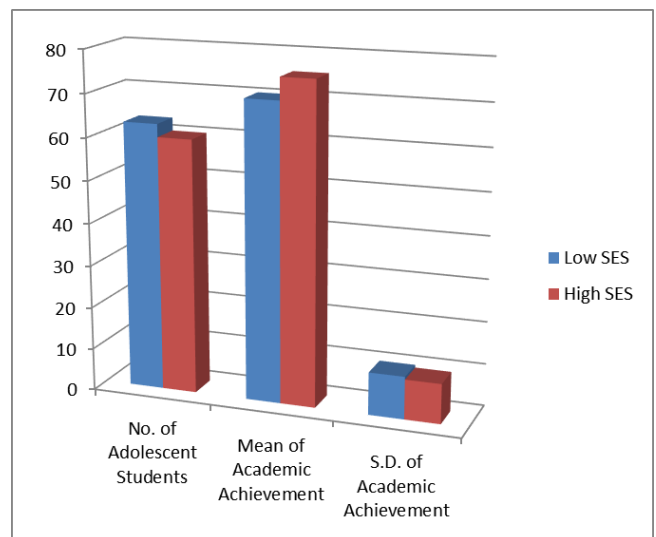| Groups	N	Mean	S.D	t- value	Level of Significance
Male	200	168.39	12.13	3.054	Significant
Female	200	172.01	11.57		

Chart – 1
Table - 1 When results are compared in the context of the mean scores, it is found that mean scores of female adolescent

students (Mean=172.01) is higher than the mean scores of male adolescent students (Mean=168.39). It means that the female adolescent students have higher classroom morale score than male adolescent students, whereas t-value 3.054 for difference in the mean scores in the adolescent students' classroom morale of male and female is significant at .01 levels of significance. It shows that there is significant difference in the level of classroom morale of male and female adolescent students. Thus, the null Hypothesis H_01 i.e. there is no significant difference in the level of classroom morale of male and female adolescent students, is rejected.

Concerned Null Hypothesis (H_02) There is no significant difference in the level of classroom morale of rural and urban adolescent students.

Table 2: Mean, S.D and t – value of level of Classroom Morale of rural and urban adolescent students

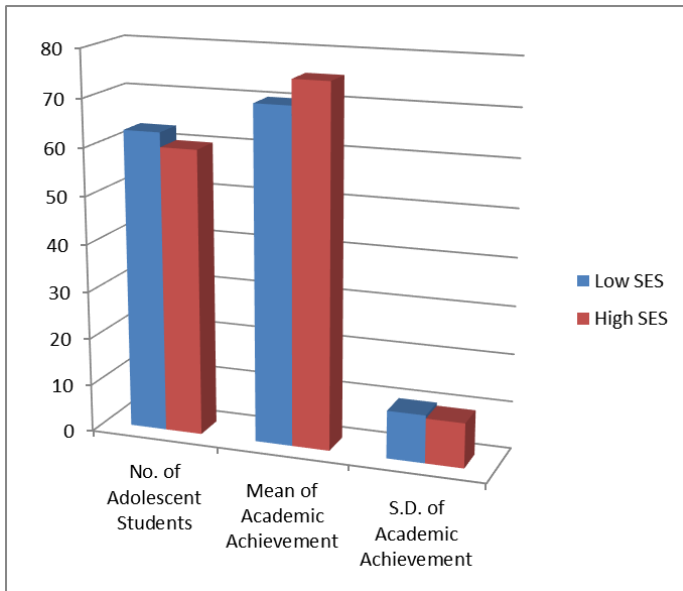| Groups	N	Mean	S.D	t- value	Significant
Rural	200	171.19	11.49	1.657	Not Significant
Urban	200	169.21	12.39		

Graph – 2
Table - 2 shows that when results are compared in the context of the mean scores, it is found that mean scores of rural adolescent students (Mean=171.19) is slightly higher than the mean scores of urban adolescent students (Mean=169.21), it means that the rural adolescent students have higher classroom morale score than urban adolescent students, whereas t-value 1.657 for difference in the mean scores of rural and urban adolescent students' classroom morale is not significant at .05 levels of significance. It shows that there is no significant difference in the level of classroom morale of rural and urban adolescent students. Thus, the null Hypothesis H_02 i.e. there is no significant difference in the level of classroom morale of rural and urban adolescent students, is retained.

Concerned Null Hypothesis (H_03) There is no significant difference in the level of classroom morale of Govt. and private school adolescent students.

Table 3: Mean, S.D and t – value of level of Classroom Morale of Govt. school and private school adolescent students.

Groups	N	Mean	S.D	t- value	Significant
Govt.	200	170.67	11.98	1.210	Not Significant
Private	200	169.20	12.32		

Graph – 3

Table - 3 shows that when results are compared in the context of the mean scores, it is found that mean scores of Govt. school adolescent students (Mean=170.67) is slightly higher than the mean scores of private school adolescent students (Mean=169.20), it means that the Govt. school adolescent students have higher classroom morale score than private school adolescent students, whereas t-value 1.657 for difference in the mean scores of Govt. school and private school adolescent students' classroom morale is not significant at .05 levels of significance. It shows that there is no significant difference in the level of classroom morale of Govt. and private school adolescent students. Thus, the null Hypothesis H_03 i.e. there is no significant difference in the level of classroom morale of Govt. and private school adolescent students, is retained.

Conclusions
- Female adolescent students have higher classroom morale score than male adolescent students. There is significant difference in the level of classroom morale of male and female adolescent students.
- Rural adolescent students have higher classroom morale score than urban adolescent students. There is no significant difference in the level of classroom morale of rural and urban adolescent students.
- 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.

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