

## Classroom morale of adolescent students in relation to their creativity and socio-economic-status

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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 creativity and socio-economic-status. 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 low creative adolescent students have higher classroom morale score than high creative adolescent students. There is significant difference in the level of classroom morale of low creative and high creative adolescent students. 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 socio-economic status.

**Keywords:** Classroom Morale, Creativity, Socio-Economic-Status, Adolescents

### 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 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. An ideal situation, that 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.

### 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 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 contribute in the development of classroom morale like Locus of Control, Creativity of the students, Personality, 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 will provide the knowledge to know interaction effects of creativity and socio-economic-status of adolescent students on development of their classroom morale.

### Objectives of the Study

1. To study and compare the level of classroom morale of high and low creative adolescent students.
2. To study and compare the level of classroom morale of adolescent students belonging to low and high socio-economic status.

### Hypotheses of the Study

1. There is no significant difference in the level of classroom morale of high and low creative adolescent students.
2. There is no significant difference in the level of classroom morale of adolescent students belonging to low and high socio-economic status.

### Procedure and Design of the Study

In the execution of the present study, Descriptive Survey Method will be 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 Classroom Morale with all independent variables of the study, i.e., creativity and socio-economic-status.

### Variables of the Study

**Dependent Variable** - Classroom Morale

**Independent Variables** - Socio-Economic Status- High & Low SES, Creativity (High and Low Creative adolescent Students)

### 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 will be collected with the help of following tools, namely

- Test of Morale (TOM) by Bhatnagar (1977) <sup>[4]</sup>.
- Verbal Test of Creative Thinking by Baquer Mehdi (1989).
- Socio Economic Status Scale (SESS) by Singh, Radhey Shyam and Kumar (2007).

### Statistical Analysis

Descriptive statistics such as mean and S.D worked out on the score of Classroom Morale of adolescent students and 't' test

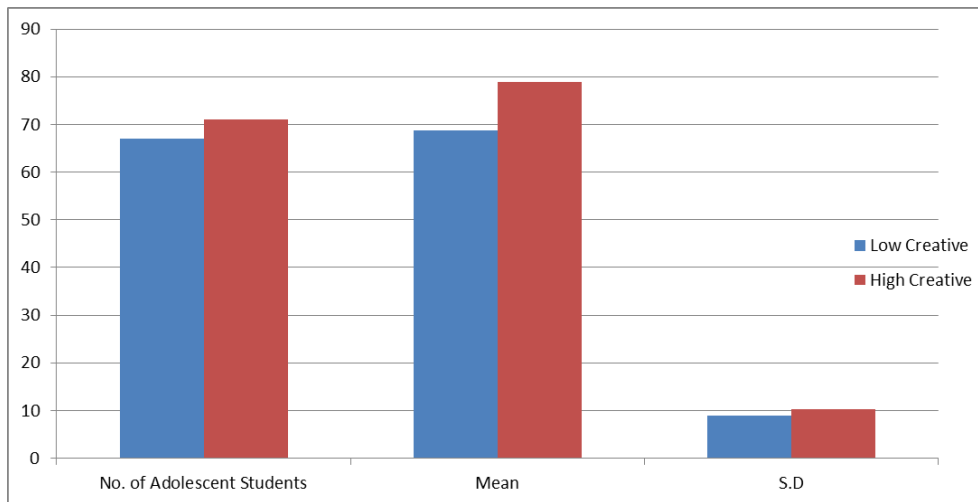
was employed for testing the significance of difference between the means.

**Results and Discussion**

**Concerned Null Hypothesis (H<sub>0</sub>1)** There is no significant difference in the level of classroom morale of low and high creative adolescent students.

**Table 1:** Mean, S.D and t – value of level of Classroom Morale of low and high creative adolescent students

Groups	N	Mean	S.D	t-value	Level of Significance
Low Creative	67	175.22	11.41	6.577	Significant
High Creative	71	162.25	11.73		



**Graph 1**

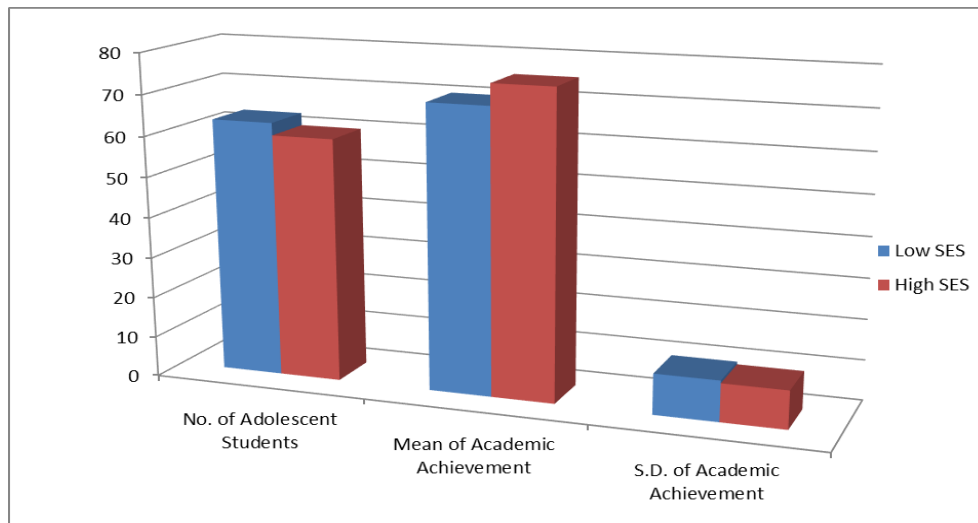
From Table – 1, when results are compared in the context of the mean scores, it is found that mean scores of low creative adolescent students (Mean=175.22) is higher than the mean scores of high creative adolescent students (Mean=162.25). It means that the low creative adolescent students have higher classroom morale score than high creative adolescent students, whereas t-value 6.577 for difference in the mean scores in the adolescent students’ classroom morale of low creative and high creative is significant at .01 levels of significance. It shows that there is significant difference in the level of classroom morale of low creative and high creative adolescent students. Thus, the null Hypothesis H<sub>0</sub>1 i.e. there is no significant difference in the level of

classroom morale of low creative and high creative adolescent students, is Rejected.

**Concerned Null Hypothesis (H<sub>0</sub>2)** There is no significant difference in the level of classroom morale of adolescent students belonging to low and high socio-economic status.

**Table 2:** Mean, S.D and t – value of level of Classroom Morale of adolescent students belonging to low and high socio-economic status.

Groups	N	Mean	S.D	t-value	Significant
Low SES	63	175.05	11.36	4.758	Significant
High SES	60	164.97	12.13		



**Graph 2**

Table - 2 shows that when results are compared in the context of the mean scores, it is found that mean scores of adolescent students belonging to Low SES (Mean=175.05) is higher than the mean scores of adolescent students belonging to High SES (Mean=164.97), it means that the adolescent students belonging to Low SES have higher classroom morale score than adolescent students belonging to High SES, whereas t-value 4.758 for difference in the mean scores of classroom morale of adolescent students belonging to low and high socio-economic status is not significant at .05 levels of significance. It shows that there is significant difference in the level of classroom morale of adolescent students belonging to low and high socio-economic status. Thus, the null Hypothesis  $H_0$  i.e. there is no significant difference in the level of classroom morale of adolescent students belonging to low and high socio-economic status, is Rejected.

### Conclusions

- Low creative adolescent students have higher classroom morale score than high creative adolescent students. There is significant difference in the level of classroom morale of low creative and high creative adolescent students.
- 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 socio-economic status.

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