

CHAPTER-FIVE

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***** ANALYSIS OF DATA

5.0. Introduction

(A) Overall Analysis of all variables

(1) Authenticity

(2) Legitimacy-Productivity

(3) Classroom Climate

(4) JIM

(5) OCQ (Original Climate Questionnaire)

5.0 INTRODUCTION :

The teachers teach the same syllabus to the pupils with the same speed and same methods of teaching, thereby providing almost the same type of experience to all the pupils. They assign same tasks to perform and evaluate their progress with the same type of question papers.

Several questions arise out of this. They are as follows :

1. Do the pupils of f different (High and Low) level schools and different medium have the same level of pupils' motivation ?
2. Do they have the same level of Authenticity, Legitimacy, Productivity and Classroom Climate ?
3. Do they get same type of experiences in the classroom life.
4. Do the origins and pawns of the classes have same level of pupils motivation and classroom climate ?
5. Do they have the same type of value system ?
6. Is there any relation between pupils' level of classroom climate and their academic performance ?

7. Is there any relation between pupils motivation and the level of origins and pawns.

The following analysis will throw light on the answers to the most of the questions posed above.

The question is from the total sample, what is the mean score of each of the following variables ?

- (1) Authenticity
- (2) Legitimacy
- (3) Productivity
- (4) Classroom Climate
- (5) Pupils' Motivation and its factors
- (6) Origin Climate questionnaire and its components.

The following analysis answers this question. The graph Nos. 1 and 2 showed classwise frequency distribution of the mean scores of classroom climated pupils' motivation and origin climate questionnaire.

Table-5 showed the following :

1. Class No. 14 got the highest mean score for authenticity (47.34), while class No. 16 got the lowest mean score (33.54) for the same.
2. Class No. 14 got the highest mean score for legitimacy (50.67) whereas Class No.19 got

the lowest mean score (38.22) for the same.

3. Class No. 13 got the highest mean score (50.65) for productivity whereas Class No.6 got the lowest mean score (35.78) for the same.
4. Class No. 14 got the highest mean score (155.59) for the classroom climate while class No. 6 got the lowest mean score (120.22) for the same.
5. Class No. 14 got the highest mean score (102.29) the component positive-negative school attitude of the pupils' motivation while Class No.16 got the lowest mean score (95.03).
6. Class No. 14 got the highest mean score (101.67) for the second component of pupils' motivation-Belongingness and Alienation and the Class No. 16 got the lowest mean score (92.23).
7. Class No. 20 got the highest mean score (103.58) for the third component of pupils' motivation-Indealism-Pragmatism.

8. Class No. 12 got the highest mean score (100.86) for the fourth component of pupils' motivation-Personal Control-Patalism. While Class No. 3 got the lowest mean score (97.39) for the same.
9. Class No.11 got the highest mean score (100.09) for the fifth component of pupils' motivation-Optimism-Passimism whereas class No. 2 got the lowest mean score (93.25) for the same.
10. Class No. 11 got the highest mean score for the sixth component of pupils' motivation Flexibility Dogmatism whereas Class No. 4 got the lowest mean score (98.00) for the same.
11. Class No. 17 got the highest mean score (103.96) for Pupils' Motivation whereas the Class No. 16 got the lowest mean score (81.61) for the same.
12. Class No. 12 got the highest mean score (12.59) for Internal Control- the first factor of Origin Climate questionnaire, whereas Class No.7 got the lowest mean score (9.37) for the same.

13. Class No. 21 got the highest mean score (13.18) for goal setting- the second factor of Origin Climate questionnaire and the Class No. 11 got the lowest mean score (10.55) for the same.
14. Class No. 17 got the highest mean score (17.00) for Instrumental Activity- the third factor of Origin Climate questionnaire and the class No. 8 got the lowest mean score (12.63) for the same.
15. Class No. 17 got the highest mean score (15.77) for Personal Responsibility- (the fourth factor of Origin Climate Questionnaire whereas the Class No. 12 got the lowest mean score (12.81) for the same.
16. Class No. 17 got the highest mean score (18.31) for Reality Perception the fifth factor of Origin Climate questionnaire whereas Class No. 6 got the lowest mean score (12.81) for the same.
17. Class No. 2 got the highest mean score (16.59) for Self Confidence- the Sixth factor of Origin Climate questionnaire whereas class No. 12 got the lowest mean score (12.00) for the same.192....

18. Class No. 2 got the highest mean score (94.31) for Origin Climate Questionnaire whereas Class No. 5 got the lowest mean score (74.13) for the same.

This chapter deals with the analysis and interpretation of the data. The investigator tried to compare the results with the various studies done in this area.

(A) Overall Analysis of all Variables :-

Table on the opposite page, include the following:

(1) Authenticity:-

- (a) Girls got the higher mean score (41.84) for authenticity whereas the boys got the mean score (41.23).
- (b) The students of Gujarati medium Schools got the higher mean score (42.13) for authenticity whereas the students of English medium schools got the mean score (40.80).
- (c) The students of low level schools got higher mean score for authenticity (41.97) whereas the students of higher level schools got the mean score (40.89).

(2) Legitimacy:-

- (a) Girls got the higher mean score (45.53) for Legitimacy, than the mean score of the boys (44.59).
- (b) The students of English medium schools got the higher mean score (45.12) than the mean score of Gujarati medium schools (44.95).
- (c) The students of high level schools got higher mean score (45.13) for Legitimacy than the mean score of the students of low level schools (44.96).

(3) Productivity:-

- (a) The girls got higher mean score (44.45) for Productivity than the mean score of boys (42.87).
- (b) The students of English medium schools got higher mean score (45.05) for Productivity than the mean score of the students of Gujarati medium schools (42.38).
- (c) The students of high level schools got higher mean score (45.49) for Productivity than the mean score (42.24) of the students of low

level schools.

(4) Classroom Climate:-

- (a) The girls got higher mean score (138.32) for classroom climate than the mean score (134.95) of the boys.
- (b) The students of English medium schools got higher mean score (137.78) for classroom climate than the mean score (135.45) of the students of Gujarati medium schools.
- (c) The students of high level schools got higher mean score (138.46) for classroom Climate than the mean score (135.12) of the students of low level schools.

(5) JIM :-

- (a) The boys got higher mean score (96.20) for (JIM) than the mean score of girls (95.02).
- (b) The students of English medium schools got higher mean score (97.87) for JIM than the mean score of (93.76) of the students of Gujarati medium schools.
- (c) The students of high level schools got higher mean score (98.32) for JIM ...195..

than the mean score (93.71) of the students of low level schools.

(6) OCQ : Original Climate Questionnaire:-

- (a) The boys got higher mean score(80.91) for Original Climate questionnaire than the mean score of girls (80.13).
- (b) The students of the English medium schools got higher mean score (82.71) for Original Climate Questionnaire than the mean score (78.66) of the students of the Gujarati medium schools.
- (c) The students of high level schools got higher mean score (82.83) for Original Climate Questionnaire than the mean score (78.89) of the students of low level schools.

The table shows that the investigator has taken sample of 822 students of the different schools of Gujarat.

Table:- 6 :- Significance of Difference Between the Mean Scores for Authenticity according to Boys and Girls.

<u>Authenticity</u>				
Sex	No.of Students	Mean	S.D.	t - value
Boys	439	41.23	8.97	0.981 ...196....
Birls	383	41.84	8.85	

The table shows that the significance of difference between the mean scores for Authenticity according to boys and girls.

Girls got higher mean score (41.84) than the mean score of boys (41.83).

There is no significance of difference between the groups.

Table:- 7 :- Significance of Difference Between Mean Scores for Legitimacy according to Boys and Girls

<u>Legitimacy</u>				
Sex	No.of students	Mean	S.D.	t-value
Boys	439	44.59	10.39	1.303
Girls	383	45.53	10.13	

The above table shows that the girls got higher mean score (45.53) for Legitimacy than the mean score (44.59) of the boys.

There is no significance of difference between the groups.

Table:-8:- Significance of Difference between Mean Scores for Productivity according to Boys and Girls

<u>Productivity</u>				
Sex	No.of Students	Mean	S.D.	T-value
Boys	439	42.87	10.99	2.110*
Girls	383	44.45	10.43	

The table shows that the girls got higher mean score (44.45) for Productivity than the mean score of boys (42.87).

There is a significance of difference between the group at .05 level.

Table:-9:- Significance of Difference Between the Mean Scores for Classroom Climate according to Boys and Girls.

Classroom Climate

Sex	No. of Students	Mean	S.D.	t-value
Boys	439	134.95	27.47	1.761
Girls	383	138.32	27.30	

The table shows that the mean score of girls for Classroom Climate(138.22) is higher than the mean score of the boys (134.95).

There is no significance of difference between the two groups.

Table:-10:- Significance of Difference Between the Mean scores for the Component Positive-Negative School Attitude) of JIM according to Boys and Girls.

Positive- Negative School Attitude

Sex	No. of students	Mean	S.D.	t-value
Boys	439	99.25	5.75	1.353
Girls	383	98.68	6.40	..198..

Table:-12 Significance of Difference Between the Mean Scores for the Component F3 (Idealism-Pragmatism) of JIM according to Boys and Girls.

Idealism - Pragmatism

Sex	No.of Students	Mean	S.D.	t-value
Boys	439	98.76	6.54	0.625
Girls	383	99.04	6.56	

The table shows that the girls have higher mean score (99.04) for Idealism and Pragmatism than the mean score (98.76) of the boys.

There is no significance of difference between the groups.

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Table:-23 Significance of Difference Between the Mean Scores of Origin Climate Questionnaire according to Boys and Girls.

Origin Climate Questionnaire- OCQ

Sex	No. of Students	Mean	S.D.	t-value
Boys	439	80.91	25.75	0.562
Girls	383	80.13	3.82	

The table shows that the boys have higher mean score (80.91) for Origin Climate Questionnaire than the mean score of girls (80.13).

There is no significance of difference between the two groups.

Table:-24 Significance of Difference Between the Mean Scores of Authenticity according to Medium of the Schools.

Authenticity

Medium	No. of Students	Mean	S.D.	t-value
English	377	40.80	8.76	2.129*
Gujarati	445	42.13	9.01	

The table shows that the students of Gujarati Medium schools have higher score (42.13) for Authenticity than the scores of the students of English medium schools (40.80).

There is significance of difference between the two groups at .05 level.

Table:- 25 Significance of Difference Between the Mean Scores for Legitimacy according to Medium of the Schools.

<u>Legitimacy</u>				
Medium	No. of Students	Mean	S.D.	t-value
English	377	45.12	10.05	0.236
Gujarati	445	44.35	10.44	

The table shows that the students of English medium schools have higher mean score (45.12) for Legitimacy than the mean score of Gujarati medium schools (44.95).

There is no significance of difference between the two groups.

Table:-26 Significance of Difference Between the Mean Scores for Productivity according to Medium of the Schools.

<u>Productivity</u>				
Medium	No. of Students	Mean	S.D.	t-value
English	377	45.05	10.41	3.565**
Gujarati	445	42.38	10.30	

The table shows that the students of English medium schools have higher mean score (45.05) for Productivity than the mean score of the students of Gujarati medium schools (42.38).

There is significance of difference at .01 level. The difference is highly significant.

Table:-27 Significance of Difference Between the Mean Scores for Classroom Climate according to the Medium of Schools.

<u>Classroom Climate</u>				
Medium	No. of Students	Mean	S.D.	t-value
English	377	137.78	27.02	1.211
Gujarati	445	135.45	27.76	

The table shows that the students of English medium schools have higher mean score (137.78) for Classroom Climate than the mean score of the students of Gujarati medium schools (135.45).

There is no significance of difference between the two groups.

Table:- 28. Significance of Difference Between the Mean Scores for the Component F1 (Positive-Negative Schools attitude) of JIM according to Medium of the Schools.

<u>Positive-Negative Attitude</u>				
Medium	No. of Students	Mean	S.D.	t-value
English	377	98.40	5.74	2.564*
Gujarati	445	99.48	6.28	

The table shows that the students of Gujarati medium have higher mean score (99.48) for Positive-Negative School attitude than the mean score (98.40) of the student of English Medium schools.

The significance of difference is at .05 level between the two groups.208.....

Table:-29 Significance of Difference Between the Mean Scores for the Component F2(Belongingness-Alienation) of JIM according to Medium of the Schools.

Belongingness - Alienation

Medium	No. of Students	Mean	S.D.	t-value
English	377	98.42	6.29	0.383
Gujarati	445	98.23	7.56	

The table shows that the students of English medium schools have higher mean score (98.42) for Belongingness-Alienation than the mean score of the students of Gujarati medium schools(98.23).

There is no significance of difference between the two groups.

Table:-30. Significance of Difference Between the Mean Scores for, the Component F3(Idealism-Pragmatism) of JIM according to Medium of the Schools.

Idealism - Pragmatism

Medium	No. of Students	Mean	S.D.	t-value
English	377	100.51	6.00	6.688**
Gujarati	445	97.52	6.68	

The table shows that the students of English medium schools have higher mean score (100.51) for Idealism-Pragmatism than the mean scores of the students of Gujarati medium schools (97.52).

The significance of difference is at .01 level
The difference is highly significant.

Table:-31. Significance of Difference Between the Mean Scores for the Component F4(Personal Control-Fatalism) of JIM according to the medium of Schools.

<u>Personal Control-Fatalism</u>				
Medium	No. of Students	Mean	S.D.	t- value
English	377	99.13	3.66	1.086
Gujarati	445	98.83	4.09	

The table shows that the students of English medium schools have higher mean score (99.13) for Personal Control-Fatalism than the mean score of the students of Gujarati medium schools. (98.43).

There is no significance of difference between the two groups.

Table:-32. Significance of Difference Between the Mean Score for the Component F5(Optimism-Passimism) of JIM according to the Medium of Schools).

<u>Optimism - Passimism</u>				
Medium	No. of Students	Mean	S.D.	t-value
English	377	97.53	4.93	1.618
Gujarati	445	96.83	7.02	

The table shows that the students of English medium schools have higher mean score(97.53) for optimism and passimism than the students of Gujarati medium schools (96.83).

There is no significant difference between the two groups.

Table:- 33. Significance of Difference Between the Mean Scores for the Component F6 (Flexibility-Dogmatism) of JIM according to the Medium of Schools.

<u>Flexibility - Dogmatism</u>				
Medium	No. of students	Mean	S.D.	t-value
English	377	100.74	4.45	1.106
Gujarati	445	100.30	6.47	

The table shows that the students of English medium schools have higher mean scores (100.74) for Flexibility-Dogmatism than the mean score of the students of Gujarati medium schools (100.30)

There is no significant difference between the groups.

Table:-34. Significance of Difference Between the Mean Scores of JIM (Academic Motivation) according to Medium of Schools.

<u>Academic Motivation</u>				
Medium	No. of Students	Mean	S.D.	t-value
English	377	97.87	15.59	3.504**
Gujarati	445	93.76	17.67	

The table shows that the students of English medium schools have higher mean score (97.87) for JIM-Academic Motivation than the mean score of the students of Gujarati medium schools (93.76).

The significance of difference is at .01 level. The difference is highly significant.

Table:-35 Significance of Difference Between the Mean Scores for Internal Control- a Factor of Origin Climate Questionnaire according to the Medium of Schools.

Origin Climate Questionnaire-Internal Control

Medium ⁴	No. of Students	Mean	S.D.	t- value
English	377	11.40	2.99	4.361
Gujarati	445	10.45	3.23	

The table shows that the students of English medium schools have higher mean score (11.40) for Internal Control than mean score of the students of Gujarati medium schools (10.45).

The significance of difference is at .01 level. The difference is highly significant.

Table:-36 Significance of Difference Between the Mean scores for Goal Setting-A Factor of Origin Climate Questionnaire according to the Medium of Schools.

Goal Setting

Medium	No. of Students	Mean	S.D.	t-value
English	377	12.37	3.04	2.566*
Gujarati	445	11.82	3.09	

The table shows that the students of English medium schools have higher mean score (12.37) for goal supposition than the mean scores of the students of Gujarati medium schools (11.82).

The significance of difference is at .01 level.

The difference is highly significant.

Table:-37 Significance of Difference Between the Mean Scores for Instrumental Activity- A Factor of Origin Climate Questionnaire according to Medium of Schools.

<u>Instrumental Activity</u>				
Medium	No.of Students	Mean	S.D.	t-value
English	377	14.90	3.59	4.979
Gujarati	445	13.67	3.48	

The table shows that the students of English medium schools have higher mean score (14.90) for Instrumental Activity than the mean score of the students of Gujarati medium schools (13.67).

The significance of difference is at .01 level. The difference is highly significant.

Table:- 38 Significance of Difference Between the Mean Scores for Personal Responsibility A Factor of Origin Climate Questionnaire according to Medium of instruction.

<u>Personal Responsibility</u>				
Medium	No. of Students	Mean	S.D.	t-value
English	377	14.11	2.53	0.263
Gujarati	445	14.06	2.71	

The table shows that the students of English Medium schools have higher mean score (14.11) for Personal Responsibility than the mean score of the students of Gujarati medium schools.213....

There is no significance of difference between the groups.

Table:-39 Significance of Difference Between the Mean Scores for Reality Perception-A Factor of Origin Climate Questionnaire according to Medium of Schools.

Reality Perceptipin

Medium	No. of Students	Mean	S.D.	t-value
English	377	16.14	3.24	8.157**
Gujarati	445	14.40	2.87	

The table shows that the students of English medium schools have higher mean score (16.14) for Reality Perception than the mean score of the students of Gujarati medium schools.

The significance of difference is at .01 level. The difference is highly significant.

Table:-40 Significance of Difference Between the Mean Scores for Self-Confidence-A Factor of Origin Climate Questionnaire according to Medium of Schools.

Self-Confidence

Medium	No. of Students	Mean	S.D.	t-value
English	377	14.16	2.82	2.580**
Gujarati	445	13.44	4.74	

The table shows that the students of English medium schools have higher mean score (14.16) for self confidence than the mean score of the students of Cujarati medium schools(13.44).

The significance of difference is at .01 level. The difference is highly significant.

Table:-41 Significance of Difference Between the Mean Scores for Origin Climate Questionnaire according to Medium of Schools.

<u>Origin Climate Questionnaire</u>				
Medium	No. of Students	Mean	S.D.	t-value
English	377	82.77	10.22	2.956**
Gujarati	445	78.66	25.32	

The table shows that the students of English medium schools have higher mean score(82.77) than the mean score of the Gujarati medium schools (78.66).

The significance of difference is at .01 level. The difference is highly significant.

Table:- 42 Significance of Difference Between the Mean Scores for Authenticity according to the level of the Schools.

<u>Authenticity</u>				
Levels	No. of Students	Mean	S.D.	t-value
High	345	40.89	8.63	1.721
Low	477	41.97	9.10	

The table shows that the mean score (41.37) of low level schools for Authenticity is higher than the mean score of high level schools (40.89).

There is no significance of difference between the groups.215.....

Table:-43 Significance of Difference Between the Mean Scores for Legitimacy according to the Level of the Schools.

<u>Legitimacy</u>				
Levels	No. of Students	Mean	S.D.	t-value
High	345	45.13	9.95	0.226
Low	477	44.96	10.51	

The table shows that the mean score of high level schools (45.13) for Legitimacy is higher than the mean score of the low level schools. (44.96).

There is no significant difference between the two groups.

Table:-44 Significance of Difference Between the Mean Scores for Productivity according to the Level of the Schools.

Level	No. of Students	Mean	S.D.	t-value
High	345	45.49	10.15	4.322**
Low	477	42.24	10.99	

The table shows that the mean score of high level schools (45.49) is higher than the mean score of low level schools (42.24).

The significance of difference is .01 level. The difference is highly significant.

Table:-45 Significance of Difference Between the Mean Scores for Classroom Climate according to the Level of Schools.

Classroom Climate

Level	Mean	S.D.	No.of Students	t-value
High	138.46	26.48	345	1.726
Low	135.12	28.04	477	

The table shows that the mean score for classroom climate of high level schools (138.46) is higher than the mean score of low level schools (135.12).

There is no significant difference between the two groups.

Table:-46 Significance of Difference Between the Mean Scores for the Component F1- (Positive-Negative Attitude) of JIM according to the Level of Schools

Positive-Negative Attitude

Level	No. of Students	Mean	S.D.	T-value
High	345	98.45	5.71	2.158*
Low	477	99.37	6.28	

The table shows that the mean score for Positive-Negative attitude of 'low level schools (99.37) is higher than the mean score of high level schools (98.45).

The significance of difference is at .05 level.

Table:-47 Significance of Difference Between the Mean Scores for the Component F2-(Belongingness-Alienment) of JIM according to Level of the Schools.

<u>Belongingness-Alienment</u>				
Level	No. of Students	Mean	S.D.	t-value
High	345	98.33	6.16	0.036
Low	477	98.31	7.56	

The table shows that the mean score for Belongingness-Alienment of high level schools(98.33) is higher than the mean score of low level school (98.31).

There is no significant of difference between the two groups.

Table:-48 Significance of Difference between the Mean Scores for the Component F3-Idealism-Pragmatism) of JIM according to the Level of Schools.

<u>Idealism- Pragmatism</u>				
Level	No. of Students	Mean	S.D.	t-value
High	345	100.68	5.95	6.857**
Low	477	97.59	6.66	

The table shows that the mean score for Idealism-Pragmatism of high level schools (100.68) is higher than the mean score of low level schools (97.59).

The significance of difference is at .01 level.

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The difference is highly significant.

Table:-49 Significance of Difference Between the Mean Scores for the Component F4- (Personal Control-Fatalism) of JIM ACCORDING to the Level of Schools.

Personal Control-Fatalism.

Level	No. of Students	Mean	S.D.	T-value
High	345	99.10	3.66	0.826
Low	477	98.87	4.07	

The table shows that the mean score for personal control-Fatalism of high level schools (99.10) is higher than the mean score of low level schools (98.87).

There is no significance of difference between the groups.

Table:-50 Significance of Difference Between the Mean Scores for the Component F5- (Optimism-Pessimism) of JIM according to the Level of Schools.

Optimism-Pessimism

Level	No. of Students	Mean	S.D.	t-value
High	345	97.58	4.87	1.713
Low	477	96.84	6.93	

The table shows that the mean score of high level school for optimism-Pessimism (97.58) is higher than the mean score of low level schools (96.84).

There is no significant difference between the groups.

Table:- 51 Significance of Difference between the Mean Scores for the Component F6-(Flexibility-Dogmatism) of JIM according to Level of the Schools.

<u>Flexibility- Dogmatism</u>				
Level	No. of Students	Mean	S.D.	t-value
High	345	100.90	4.45	1.746
Low	477	100.21	6.35	

The table shows that the mean score for Flexibility-Dogmatism of high level of schools (100.90) is higher than the mean score of the low level schools (100.21).

There is no significance of difference between the two groups.

Table:-52 Significance of Difference Between the Mean Scores for JIM Academic Motivation according to Level of the Schools.

<u>JIM Academic Motivation</u>				
Level	No. of Students	Mean	S.D.	t-value
High	345	98.32	15.02	3.898**
Low	477	93.71	17.85	

The table shows that the mean score for JIM of the high level of Schools (98.32) is higher than the mean score of the low level schools (93.71).

The significance of difference is at .01 level. The difference is highly significant.

Table:-53 Significance of Difference Between the Mean Scores for Internal Control-A Factor of Origin Climate Questionnaire according to the level of schools.

Internal Control

Level	No. of Students	Mean	S.D.	t-value
High	345	11.44	3.04	4.368**
Low	477	10.48	3.18	

The table shows that the mean score of high level schools for Internal Control (11.44) is higher than the mean score of low level schools (10.48).

The significance of difference is at .01 level. It is highly significant.

Table:54 Significance of Difference Between the Mean Scores for Goal Setting-A Factor of Origin Climate Questionnaire according to the level of Schools.

Goal Setting

Level	No. of Students	Mean	S.D.	t-value
High	345	12.43	3.05	2.802*
Low	477	11.82	3.08	

The table shows that the mean score of high level school for Goal Supposition is higher than the mean score of low level schools.

The significance of difference is at .05 level.

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Table:-55 Significance of Difference Between the Mean Scores of Instrumental Activity- A Factor of Origin Climate Questionnaire according to the Level of Schools.

<u>Instrumental Activity</u>				
Level	No. of School	Mean	S.D.	t-value
High	345	14.87	3.51	4.363**
Low	477	13.77	3.57	

The table shows that the mean score of high level schools for Instrumental Activity (14.87) is higher than the mean score of low level schools(13.77).

The significance of difference is at .01 level. It is highly significant.

Table:-56 Significance of Difference Between the Mean Scores of Personal Responsibility-A Factor of Origin Climate Questionnaire according to the Level of Schools.

<u>Personal Responsibility</u>				
Level	No. of Schools	Mean	S.D.	t-value
High	345	14.09	2.53	0.070
Low	477	14.08	2.70	

The table shows that the mean score of high level schools is (14.09) and that of low level schools is (14.08).

There is no significance of difference between the groups.

Table:-57 Significance of Difference Between the Mean Scores for Reality Perception-A Factor of Origin Climate Questionnaire according to the Level of Schools.

<u>Reality Perception</u>				
Level	Mean	S.D.	No. of Students	t-value
High	16.16	3.26	345	7.680**
Low	19.50	2.90	477	

The table shows that the mean score of high level schools (16.16) for Reality Perception is higher than the mean score of low level of schools (14.50).

The significance of difference is at .01 level. The difference is highly significant.

Table:-58 Significance of Difference Between the Mean Scores for Self-Confidence- A Factor of Origin Climate Questionnaire According to Level of Schools.

<u>Self-Confidence</u>				
Level	No. of Students	Mean	S.D.	t-value
High	345	14.18	2.83	2.513*
Low	477	13.47	4.64	

The table shows that the mean score of high level schools (14.18) for Self Confidence is higher than the mean score of low level schools (13.47).

The significance of difference is at .05 level. The difference is significant.

Table:-59 Significance of Difference Between the Mean Scores for Origin Climate Questionnaire according to the Level of Schools.

Origin Climate Questionnaire

Level	No. of Students	Mean	S.D.	t-value
High	345	82.83	10.26	2.804**
Low	477	78.89	24.60	

The table shows that the mean score of high level schools (82.83) for Origin Climate Questionnaire is higher than the mean score of low level schools (78.89).

The significance of difference is at the .01 level It is highly significant .

Table:-60 Mean and S.D. of the Variable JIM.

Pupil's Academic Motivation

Variable	Mean	S.D.
JIM	95.65	16.86

The above table shows the mean and S.D. of the JIM. The mean score for JIM is 95.65. It means that the pupils in the sample are having average level of motivation to learn.

It will be interesting to see the comparison of this finding with the other findings.

Table:-61 The Comparison of the Mean Score of JIM with Various Studies.

Researcher	Year	JIM Mean
Frymier	1965	120.00
Desai	1970	86.80
Chokshi	1972	92.74
Dave	1973	88.73
Darji	1974	88.51
Shelat	1974	89.7
Puri	1977	102.37
Dholakia : Cl. A :	1978	96.89
Cl. B :		98.30
Mrs. Desai	1979	
Aram	1980	92.38
Present Study	1981	95.65

Chart No. shows the above comparison on the opposite page.

Table:-62 Mean and S.Ds. of the Component of JIM

No.	Component	Mean	S.D.
1-F1	Positive-Negative School attitude	98.98	5.05
2-F2	Belonginess-Alienation	98.32	7.00
3-F3	Idealism-Pragmatism	98.89	6.54
4-F4	Personal Control-Fatalism	98.97	3.90
5-F5	Optimism-Pessimism	97.15	6.15
6-F6	Flexibility-Dogmatism	100.5	5.63

From the table following observations may be made:

1. The score of Flexibility and Dogmatism is the highest score in all. It means the pupils have more ideas about flexibility- dogmatism.
2. The mean scores of other factors are nearly similar.

Table:-63 Intercorrelation Between Components of JIM.

<u>Components</u>			
F1	- Positive-Negative School Attitude		
F2	- Belongingness-Alienation	.503	**
F3	- Idealism-Pragmatism	.295	**
F4	- Personal Control-Fatalism	.414	**
F5	- Optimism - Passivism	.233	**
F6	- Flexibility - Dogmatism	.329	**

** Significant at .01 level.

The table above shows the correlation of all the components of JIM. It can be seen that the components are positively correlated with each other and significant at .01 level.

Table:-64 Correlation of JIM with the Components of Classroom Climate

<u>Variable</u>	<u>Authenticity</u>	<u>Legitimacy</u>	<u>Product-ivity</u>	<u>Class room Climate</u>
JIM	.143 **	.149 **	.165 **	.181 **

** Significant at .01 level.

Above table shows that JIM is positively related with Authenticity, Legitimacy, Productivity and Classroom Climate and is significant at .01 level.

It means that pupils who are high in classroom climate are also high in JIM. It means that these three components of classroom climate are having some effects on JIM. If the classroom provide them or encourage them to learn more in school, they may prefer to come to school, to going out somewhere else. The problems such as truency from school, dropouts, indiscipline, strike etc. will be decreased if the school provide positive classroom climate. Pupils will like to learn more.

Table:-65 Correlation of JIM with Factors of Origin Climate Questionnaire.

Variables	IC	GS	IA	PR	HP	SC	OCQ
JIM	-.062	.016	.103**	.072*	.117**	.013	-.010

The table shows that JIM is positively related with IA and Reality perception and is significant at .01 level whereas JIM is negatively related with IC and is significant at .05 level and it is positively related with P I R. It is significant at .05 level.

It means that I A and R P

have some effect on JIM whereas there is no correlation of JIM with goal satisfaction, and self confidence and self confidence and Origin Climate questionnaire.

Table:-66 Means and S.Ds. of Classroom Climate and Its Components.

Variables	Mean	S.D.
1. Authenticity	41.52	8.91
2. Legitimacy	45.03	10.27
3. Productivity	43.60	10.75
4. Total Classroom Climate	136.52	27.41

It can be seen from the above table that :

1. The mean score of Legitimacy is 45.03 which is the highest among the components of classroom climate.
2. The mean score of Productivity is 43.60. It is higher than the mean score of Authenticity(41.52).
3. The mean score of Total Classroom Climate is 136.52. It is an average score.

It will be interesting to see the comparison of the present finding with the findings of others. The following table shows the comparison of the mean scores of classroom climate and its components in various studies.

Table:-67 Comparison of Mean Score of Classroom Climate and Its Components with Various Studies.

Studies	Mean of Variables			
	Authenti- city	Legiti- city	Produc- tivity	Class- room Climate
1. Dholakia Cl.A (1978)	42.60	47.76	48.57	145.2
2. Desai (1979)				
3. Aram Study	39.64	43.74	43.25	133.07
4. Present Study	41.52	45.03	43.60	136.52

The Chart No. shows the above comparison on the opposite page.

Table:-68 Intercorrelation of the Components of Classroom Climate.

	Authen- tivity	Legiti- macy	Produc- tivity	Classroom Climate
Authenticity	-	.628**	.552**	.800**
Legitimacy	-	-	.660**	.804**
Productivity	-	-	-	.857**

** Significant at .01 level.

The table reveals that classroom climate is positively related with its components. All the components are positively intercorrelated and all are significant at .01 level.

Table:-69

Correlation of Classroom Climate and Its Components with Factors of Origin Climate Questionnaire.

Variables	Internal Commu.	SS	IA	PR	RP	SC	OCQ
Authenti- city	-.120**	.045	.193**	.215**	.298**	.137**	.173**
Legitimacy	-.174	.030	.241	.217	.330**	.123**	.138**
Productivi- ty	-.119**	.005	.215**	.304**	.405**	.152**	.201**
Classroom Climate	-.152**	.021	.270**	.281**	.393**	.163**	.199**

** Significant at .01 level.

Observations

Following observations can be made from the above table :

1. The first factor of Origin Climate Questionnaire- Internal Control is negatively correlated with classroom climate and all its components they are all significant at .01 level.
2. The second factor-Goal S upposition has no relation with classroom climate and its components at all.
3. The other three factors- (1) I A (2) P R (3) Self Confidence- all are positively related with the classroom climate and its components and all are significant at .01 level.
4. Origin Climate Questionnaire is positively related with Classroom Climate and its components.

They are all significant at .01 level.

From the above observations it can be concluded that the classroom climate and its components have some effects on Origin Climate and vice versa. It means if the school provides good classroom climate, there will be more origins (students) than pawns in the class and also if there are more origins in the class, the classroom climate will be much better.

Table:- 70 Mean and S.D. of Origin Climate Questionnaire.

Origin Climate Questionnaire	Mean	S.D.
	80.54	19.96

The above table shows the mean and S.D. of OCQ. The mean score for OCQ is 80.54.

As there is no other study on this it cannot be compared with others. But the investigator had done some work on the same tool. There can be comparison of the investigator's own previous research with the present study.

Table:- 71 The Comparison of Previous and Present Study.

	Previous Research	Present Study
OCQ Mean		80.54

The Chart No. shows the above comparison.

Table:-72 Mean and S.Ds. of the Factors of Origin Climate Questionnaire

	<u>Mean</u>	<u>S.D.</u>
1. Internal Control	10.89	3.15
2. Goal Setting	12.07	3.08
3. Instrumental Activity	14.23	3.58
4. Personal Responsibility	14.09	2.63
5. Reality Perception	15.20	3.16
6. Self Confidence	13.77	3.95

The above table shows that the factor Reality P Perception got the highest mean score (15.20) whereas the factor Internal Control got the lowest mean score (10.89).

The mean score of Instrumental Activity is (14.23). It is higher than the mean score of Personal Responsibility (14.09). The mean score of Self confidence is 13.77. The mean score of Goal Setting is 12.07.

Table:-73 Intercorrelation of the Factors of Origin Climate Questionnaire

	GS	IA	PR	RP	SC	OCQ
IC	.073*	.033	-.0682**	-0.049	-.058**	.064*
GS		.70*	.042	.046	.113**	.288**
IA			.191**	.327**	.073*	.191**
PR				.279**	.286**	.420**
RP					.164**	.331**
SC						.772**
OCQ						

* Significant at .05 level
 ** Significant at .01 level

1. The table shows that Goal Setting is positively correlated with Internal Control. It is significant at .05 level.
2. There is no correlation of Instrumental Activity with Internal Control and Instrumental Activity is positively related with Goal Setting. It is significant at .05 level.
3. Personal Responsibility is negatively correlated with Internal Control. It is significant at .01 level. Personal Responsibility is positively related with Instrumental Activity. It is significant at .01 level.
4. Reality Perception is positively related with Instrumental Activity and Personal Responsibility and it is significant at .01 level.
5. Self Confidence is positively related with Goal Setting, Personal Responsibility and Reality Perception. They all are significant at .01 level. Self confidence has positive relation with Instrumental Activity and it is significant at .05 level.
6. Total Origin Climate Questionnaire is positively correlated with all its factors. Except Internal Control all are significant at .01 level. Internal Control is positively related at .05 level.