

CHAPTER FOUR

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4.0 INTRODUCTION:

Now-a-days, the impact of scientific and technological advancement has a tremendous effect on all aspects of life-economic, political, social and cultural. There is a 'cultural lag' unable to cope with the speed of scientific and technological advancement.

This grave situation is very well discussed in the Education Commission Report (1964). The characteristic of a science based world is that it is no longer a place of slow and gradual change. On the contrary, the pace of change and innovation is terrific. These changes affect not only our material environment but also our cultural and social and consequently spiritual values. Clearly the Education Commission Report (1964) says :

An educational system which does not continuously renovates itself becomes out-of-date and hampers the progress, because it tends to create a lag between its operative purposes and standards and its new imperatives both in quality and quantity.

Besides this generation gap in the educational sphere there are other problems that India is facing-like population, colossal poverty, underemployment or unemployment and social disorganization. Strikes lawlessness disregard for public property and student unrest are on the increase.

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(a) Education - Only Hope :-

All these problems could be tackled if we plan for educational system in a proper way. Education is the only key that can reach all. These revolution can take place inside classrooms. Hence, the classrooms are the places where this foundation of national reconstruction is to be laid.

Let us walk into the classrooms and find out whether an attempt is made for such a reconstruction.

There is a need to change the classroom and method and techniques of teaching for the realization of the goals. So, the investigator felt the need to find out the level of classroom climate and level of different variables of pupils' academic motivation and level of origin climate of the classrooms. Hence, the investigator felt the need of the present study. For this study, the independent variables are classroom, medium, sex and performance. The dependent variables are origin climate and its six categories, classroom climate and its components and academic motivation and its six components.

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4.1 THE PROBLEM :

Hence, the investigator has settled the problem as under :

' A STUDY OF CLASSROOM CLIMATE, PUPILS' MOTIVATION AND ORIGIN PAWN CONCEPT IN THE CLASSES WITH HIGH AND LOW PERFORMANCE'.

Clarification of Terms Used in the Study :-

It is worthwhile to write a clear description of the terms used in the present study.

(a) Classroom Climate:-

It is very difficult to define classroom climate in definite terms since there are many factors which build the classroom climates.

Herbert Thelan (1967) emphasises the fact that each classroom has its distinctive culture and way of life. This way of life is experienced differently and has different outcomes for each person-boy or girl, high or low achiever and for members at different ethnic, social class and tribal groups. The teacher and class may view the way of life similarly or differently;

and their images say differ in important respects from that which they intend or want. The 'overall' culture of the class appears to be a frame of reference for describing individual and sub group differences and for ultimately understanding how to deal with such issues as making diversity a resource rather than a hindrance. Capitalising on different teaching styles, adjudicating appropriate standards of performance in the class.

Thelan further defines climate as ' the fundamental character or spirit of a culture, the underlying sentiment that informs the beliefs, customs or practices of a group or a society, the dominant assumptions of people of a period. The climate variable is :

- (i) measurable, (ii) salient in classroom of different ages, subjects and purposes, (iii) sensitive to different styles and methods of teaching, (iv) related to the whole range of established demographs, performance, process and outcome variables, (v) interpretable by means of well-formulated and adequate theory of education and (vi) consonant with establishing knowledge of society.

In this study, the term 'classroom climate' is taken to mean the overall atmospheres, academic, social

and psychological that prevails in a classroom as an outcome of the behaviours of the teachers and the pupils and their interactions.

(b) Motivation :-

Motivation is an activity by one person designed to stimulate or arouse a state within a second person or group of persons that under appropriate circumstances initiates or regulates activity in relation to goals.

(c) Pupils' Motivation :-

To stimulate in children the desire to learn in academic setting described as Academic Motivation.

In Prymier's (1965) own words : 'Motivation towards school is assumed to represent an internalised state of being which manifested itself outwardly in particular ways of behaviour.'

(d) Academic Achievement (Performance) :-

The term which indicates generally the learning outcomes are the changes observed in the behaviour pattern of pupils as a result of learning, that takes place in schools, through the teaching of school subjects.

The term academic performance is restricted to the level of achievement of pupils in the cognitive areas of various school subjects.

(e) High and Low Academic Performance :-

The investigator will collect the results of total percentage of previous three examinations(Quarterly, half yearly and annually) of Standard VIII of all the sections which are at present IX standard in all the schools selected in urban and rural areas.

The data will be processed and classes will be divided into high academic performance and low academic performance as per following :

- (i) 70% and above : High academic performance classes.
- (ii) 50% and below : Low academic performance classes.

(f) Origin and Pawn Philosophy:-

Richard deCharms in his book 'Enhancing Motivation' gives the idea of the origin and pawns at school.

Pawns refers to a person who is pushed around by others, a person who is used to further the purpose of others.

Origin refers to a person who is not pushed around by others but goes about seeking his own goals. He can be said to originate his own behaviour. When a person is originating his behaviour, we shall say that he is acting as an origin.

There are six categories of origin and Pawn philosophy. Here is a description and conceptual definition of the six categories.

(1) Internal Control (IC) :

This category is intended to operationalise the concept of 'Internal locus of causality'. Here 'internal locus of causality' is a generalized and inclusive concept. It is the individual feeling of being in control of what is happening inside and outside of himself; on the operational level, all thoughts, decisions, activities, perceptions, attempts at problem-solving and their solutions come from within the individual and are internally controlled. The intention, will or decision to behave or not to behave is located within the individual. Examples are :

(a) Type a ; Internal control of situation and of behaviour :

The individual has complete control over the situation and his behaviour is internally controlled. It deals with a decision, goal or desire expressed by the individual, independent of any external factors. The subject creates a situation and deals with it in an independent, internally motivated way.

(b) Type b : Internal Control of Reaction :

An individual can feel in control of himself and of his environment even when he is in an externally controlled situation; he can still feel internally activated and behave accordingly. This is his reaction to an externally controlled or imposed situation can still be totally under internal control. It include actions which are 'in spite of' external blocks. The situation is mostly under internal control from the very beginning, but the attempted control imposed upon the person is strong enough, under such conditions, to place IC under the reactive type.

IC is 'Origin-Thema.' It is the basis Origin-type behaviour. The concept of 'Origin-Thema' means that the Origin aspects are manifested.

As a rule, every-day activities initiated by a physical need (e.g. desire for sleep, hunger, fatigue) or activities compelled by drive states are not included under IC. If, however, the individual reacts to such a state in an internally controlled way, it is equivalent to IC.

(ii) Goal-Setting (GS):-

The decision to behave or act specifically in order to attain a definite goal must be internally caused. The goal-setting is a result of the feeling of being in control of oneself and of one's environment, the result of internal motivation. Examples are :

Type a : The internally caused decision is entirely independent of any external influences; its origin and source are within the individual.

Type b : The internally caused decision is a reaction to an externally controlled situation. Thus, in its origin it is contingent upon some situation. Thus, in its origin it is contingent upon some situation beyond the control of the individual, but the of the decision itself is still totally within the individual.

Goal statements are most often expressed by the use of words like 'want' or 'decide'. But not all statements of 'want' are scorable for GS. If such a statement is accompanied by an indication that the subject perceives it as a goal and pursues it as such, then we do call it GS. The goal must be verbally stated.

(iii) Instrumental Activity(IA):-

We define instrumental activity as any internally caused activity which is instrumental to attainment of a goal (GS stated or inferred) of the major plot.

In order to be scored, instrumental activity.

1. Must have an internal locus of causality.
2. Must be explicitly stated; again, we do not score inferred instrumental activity.
3. Must be stated in the present tense. Past and future instrumental activity are not included under IA (such statements may be manifestations of some other category).

Not all statements of activity are instrumental to goal attainment. IA is not-accepted, if

1. The activity is not personal action to attain a goal.
2. The instrumental activity is in the past, future or conditional.

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3. 'Thinking' is not instrumental to attaining the goal.

(iv) Reality Perception :-

Reality perception is defined as the individual's ability to perceive his position in his environment, his possibilities, strengths and weaknesses. It is the individual's capacity to recognise a problem and to use appropriate means to solve it or to attain a goal. It is often expressed in the ability to recognise 'cause and effects relationships, to perceive environmental problems, the motives of other persons and to adjust appropriately to the situation.

Here, the individual's perceptual environment must be taken into consideration. It is HIS reality against which we have to rate him and not OUR reality.

In the following, we discuss the major manifestations of reality perception. These manifestations from subcategories.

(a) Insight :- The individual has successfully perceived the 'cause and effect' relationships involved in his situation. His planning, his actions, hopes and aspirations appear to be based upon an understanding of himself and of his environment and are consequently

realizable. Insight may be into the possible reactions of the environment; perception of relationships between personal actions, their interdependence and their consequences in the environment, perception of one's own position in the environment and personal possibilities; or an evaluation of one's own performance.

(b) Perception of social interaction:-

The individual is capable of perceiving himself as a part of society. He is also capable of insight in to and understanding of social interactions and the mutuality of sentiments.

(c) Intelligent adjustment :-

Adjustment to the inevitable or the insurmountable. It is not equivalent to submission to external forces in a Pawn-like way; e.g., one cannot stop a storm- one can wait until it is over or one can change his plans. Or, one has to go to school by law: one can adjust to that intelligently or never adjust and be a Pawn to the law. Intelligent adjustment can take many forms.

(d) Compromise :-

Making a compromise is a form of reality perception, closely related to intelligent adjustment but still to be distinguished, since at the same time it is also

a form of using appropriate means for goal attainment. In a compromise outcome the manifestation of RP is stronger than that of Self-Confidence (SC) and thus is scored for RP.

(e) Acceptance of expertness:-

A person who perceives reality will inevitably perceive that there are people who are at the moment superior in one field or another. To ask for advice or support from such experts (or from equals) is differentiated here from expecting help in a dependent, passive, escapelike fashion. This aspect manifests itself in the form of the son asking his father for advice, information or help, or perceiving some other person as an expert.

(f) Obedience :-

We need to distinguish two types of obedience: one, the submissive, passive subordination often connected with resignation (Pawlish obedience); the other, more akin to Schiller's concept of freedom, 'free is a form of adjustment based on sound perception of reality, e.g. 'He will think about what his father said and he probably will obey.'

(g) Perception of blocks:-

An individual may well perceive blocks within

himself or his environment, but find the overcoming of them impossible. Failure to overcome blocks may be due to environmental factors which may be rationally insurmountable, or it may be due to individual weakness.

(h) Perception of punishment or social sanction:-

In this subcategory we see the need to make the distinction between a Pavnish fear of being caught and punished, and the perception of cause-effect relationship in social interaction, which is often accompanied by guilt feelings and consequent activity.

(i) Perception of appropriate means to overcome the block:-

Here we do not refer to the end result of having overcome a block or attain a goal, but rather we rate the ability to perceive, or to discover the appropriate means to overcome a block (internal or external), or to attain a goal.

(j) Planning :-

Foresight, making provisions for furture incidents. These we consider also an essential aspect of reality perception. Manifestations are usually clearly verbalised.

(v) Personal Responsibility:-

Personal responsibility is defined as the individual's willingness to assume responsibility for the consequences of his actions, the attainment of his goals, fulfillment of his desires, solution of problems, etc. It is also the willingness to assume 'social responsibility' (responsibility for others, the group, community, society). The feeling of responsibility is interwoven with the actions, thoughts and feelings. Below we have listed the major forms in which personal responsibility may manifest itself.

(a) Responsibility for actions and consequences:-

The individual displays a willingness to bear the consequence of his actions, to acknowledge mistakes, and to try to repair damage (of any form) he has done. In many cases this form of PR consists of statements of concern, responsibility or guilt, with subsequent activity; in others, it is only expressed in the way the subject reacts to the situation or context as a whole.

(b) Responsibility for goal attainment:-

The person does not expect others to fulfill his wishes or to work to attain his goals, but takes the attainment of his goals upon himself. He does not expect deus ex machine solutions but makes use of his

own resources to get what he wants. Responsibility for goal attainment is also expressed in the decision or desire to assume responsibility for oneself. Persistence in IA and statements of determination are manifestations of responsibility for goal attainment.

(c) Problem-solving and innovations :-

Here goal attainment may appear in the form of a specific problem to be solved or overcome, and may be stated in a way which indicates that the subject perceives goal attainment as the solution of a problem. Or the individual has not set himself a goal to be attained, but is faced with a problem and assumes responsibility to solve that problem. We have included in this subcategory innovation, improvement and invention, since these activities are specific forms of problem solving.

(d) Social responsibility :-

Social responsibility can find expression in many forms. It may be the perception that the individual has responsibilities toward society or vice versa. It may be a feeling or an act of responsibility toward another person, like helping another person. It may also be expressed as respect for others or for the property of others.

(e) Concern for others:-

One aspect of social responsibility is concern for another person. We list this as a separate sub-category because concern is not necessarily contingent upon assuming responsibility for the others. Concern is often expressed in being 'worried' about someone. The mere statement of being worried is not sufficient to be scored PR; it must be supported by either a statement of action concerning the worries, or of the desire or intention to do something about them.

(f) Feeling sorry for or sad for another:-

They contain a much stronger affective component than 'being worried'. For this reason they need no supportive conditions in order to be scorable for PR.

(g) To be friends again :-

The decision or desire to be friends again or to make up for a fight is a combination of assuming responsibility for one's actions and their consequences and of social responsibility.

(h) Guilt feelings:-

An individual who feels personally responsible for his actions and their consequences toward others or society will also have feelings of guilt if he does not live up to his self-imposed standards....167....

Manifestations of guilt feelings are thus scored under the category of personal responsibility.

(vi) Self-confidence:-

Self-confidence is defined as the individual's confidence in his ability to succeed, to effect successful change in his environment; one's confidence in his personal strength and capability. It is not a striving for power or superiority, but rather a striving for self-actualization and faith in succeeding.

Under this category we also include the individual's faith in a positive outcome, in a positive future and a positive conception of the world. Examples are :

(a) Goal attainment:-

The goal the person has set himself is successfully attained. SC can only be scored goal attainment if the person succeeded by his own efforts.

(b) Overcoming of blocks(internal or external):-

Often an individual has not set a specific goal, but is dealing with a problem, an internal or external block. Or there is a block between himself (or within himself) and the goal he has set. The successful overcoming of a block or the solution of a problem is a manifestation of self-confidence.

(c) Positive outcome:-

If the outcome is positive we score for SC.

(d) Confidence in goal attainment or positive outcome:-

Outcomes that are stated in the future tense but clearly imply attainment of the goal aspired to, are scored under SC for confidence in goal attainment. Confidence of positive ending occurs under the same conditions as 'positive outcome', only it is stated in the future tense.

Cases where Self-confidence is NOT accepted.

1. If the outcome is conditional, uncertain, undetermined.
2. If a positive ending is unrelated to the scored plot.
3. If positive outcome is a deus ex machine solution.
4. If the outcome is a mere wish fulfillment.
5. If others attain the goal for the person.
6. If positive outcome is a completely detached, mere state of narrative fact.
7. If the ultimate outcome is negative.

4.2 OBJECTIVES OF THE STUDY:

The investigator intended to have detailed component-wise analysis of classroom climate, academic motivation and origin climate.

Thus the aims given in chapter-I are further analysed into objectives as follows :

1. To measure the level of :
 - (i) Class room climate and its components;
 - (ii) Academic investigation and its components,
 - (iii) Origin Climate and its categories.

2. To study the correlations of:
 - (i) Origin pawn concept with its components.
 - (ii) Class room climate with its components.
 - (iii) Academic motivation with its components.
 - (iv) Academic motivation with the components of class room climate.
 - (v) Academic motivation with components of origin pawn concept.
 - (vi) Origin pawn concept with components of class room climate.
 - (vii) Origin pawn concept with components of academic motivation.
 - (viii) Classroom climate with components of academic motivation.
 - (ix) Class room climate with components of origin pawn concept.

3. To study the significance of difference of the mean score for :

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- (i) Authenticity,
- (ii) Legitimacy,
- (iii) Productivity,
- (iv) Classroom climate,
- (v) Academic motivation,
- (vi) Origin pawn concept.

According to :

- (a) Authenticity group
- (b) Legitimacy group
- (c) Productivity group
- (d) Classroom climate group
- (e) Internal control group
- (f) Goal setting group
- (g) Personal responsibility group
- (h) Self-confidence group
- (i) Instrumental activity group
- (j) Reality perception group
- (k) Origin climate group
- (l) Academic motivation group
- (m) Type of schools group
- (n) Sex group
- (o) Medium of instruction group
- (p) Management group
- (q) Higher/low group

4. To prepare class room profiles showing :

- (i) Classroom climate and its components,
- (ii) Academic motivation,
- (iii) Origin climate and its components,

4.3 PROCEDURE:-

The following procedure has been adopted for the purpose of the present study. The entire procedure has been classified under four major steps. They are :

- (a) Selection of tools
- (b) The Selection of Sample
- (c) System of Data Collection
- (d) The Analysis of Data

(a) Selection of Tools :-

A study of classroom to be done in depth requires the use of several tools. Tools are the means and not the ends but they being the effective media, have their own importance in the researches. After proper care and study the following tools were selected for the purpose:

- (i) Classroom Climate Scale (CCS)
- (ii) JIM Scale(Junior Index of Motivation Scale)

(iii) Origin Climate Questionnaire (OCQ)

(i) The Classroom Climate Scale (CCS) :-

I. Author :

Harbert Thelen (1974) constructed the tool to measure classroom climate. Sister Marie de Sales has adopted this tool for Indian pupils. She has standardized the above tool. The scale of classroom climate is given in APPENDIX-II.

II. Nature :

There are fifty items which have five type responses-Strongly Feel, Very Often Feel, Sometimes Feel, Rarely Feel and Never Feel. The questionnaire is not timed. It will probably take about 30 minutes for all pupils to complete the items.

III. Components :

There are three components in this tool namely, (i) Authenticity (A), (ii) Productivity (P) and (iii) Legitimacy (L).

IV. Style of Testing and Scoring :

There are positive and negative items.

For positive items, the values are :

- '4' For Strongly Feel
- '3' For Very Often Feel
- '2' For Sometimes Feel

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'1' For Rarely Feel

'0' For Never Feel

For negative items the values are reversed in this way :

'0' For Strongly Feel

'1' For Very Often Feel

'2' For Sometimes Feel

'3' For Rarely Feel

'4' For Never Feel

The scores range from 0 to 200.

For Authenticity scores range from 0 to 64.

For Legitimacy and Productivity also the scores range from 0 to 64.

For these three components, there are 48 items, but two more items are general items which are added in order to make them 50 items. While calculating these two general items are also included. Through these scores, we obtain a classroom index for climate.

(ii) Junior Index of Motivation Scale (JIM Scale) :

I. Author :

This tool is developed by Frymier. There is a student questionnaire in the Junior Index of Motivation (JIM) scale for assessing students' motivation towards

their schools. It has been carefully developed from a study of students' responses to their particular items. Desei adopted for Indian pupils.

II. Nature :

There are eight Agree- Disagree items. The questionnaire is time, it will probably take about 30 minutes for all students to complete the items. (The JIM Scale is given in APPENDIX-III). The items which were marked with an asterisk scored and the others are filler items.

III. Components:

JIM Scale contains six major factors.

(The items for each component is given in APPENDIX-IV).

1. Positive-Negative school attitude
2. Belongingness- Alienation
3. Idealism- Pragmatism
4. Personal control-Fatalism
5. Optimism - Pessimism
6. Flexibility- Dogmatism

The initial areas of concern are :

1. Attitude towards school
2. Value for education
3. Feeling for other people
4. Concern for material things
5. Sense of personal determination

6. Attitude towards self.

IV. Style of Testing and Scoring:-

1. Scoring key for total JIM Scale

The investigator tried to score the JIM Scale of the pupils in the sample according to the scoring key of Frymier as follows :

Firstly, prepare a key. Note that only 50 items are scored. (The key is given in APPENDIX-V

Secondly, score each item according to the following scale :-

- | | |
|----|-------------------|
| +1 | Agree |
| +2 | Strongly Agree |
| -1 | Disagree |
| -2 | Strongly Disagree |

Lastly, add each pupil's score for these fifty items algebraically. Then, REVERSE the sign (if it is +17, say, change it to -17. If it is -26, then change it to +26, and then add this raw score value to +100 algebraically. This score is the pupils's converted motivation score. Higher scores indicate higher. motivational level, low scores indicate low motivational level. The score range from 0 to 200.

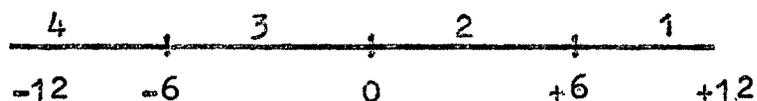
The scores range from -22 to +22.

Note : According to these scales, it can be said in the other way that :

1. is for very high scores,
2. is for high scores,
3. is for low scores, and
4. is for very low scores.

(iv) Optimism- Pessimism Component:-

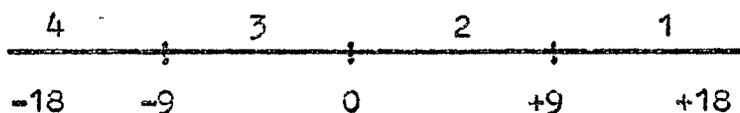
There are six items for this component. Therefore, the scale has been constructed in this way:



The scores range from -12 to +12.

(v) Flexibility-Dogmatism Component :-

There are nine items for this components. The scale has been constructed in this way:



The scores range from -18 to +18.

(vi) Idealism-Pragmztism Component:-

This component also containe nine items. Therefore, the scale used is of the same scale as for the fifth component.

Note that before using these scales, pupils' score for each component, REVERSE the sign of the score according to these scales.

The operation assumption which relate to the nature of instrument and the items which compose the instrument are given below :

- (i) Items were phrased in such a way that they would be at least partially project in nature.
- (ii) Many items were also phrased with a value hierarchy readily apparent. This technique was designed to require the respondent to make a choice between two alternatives. For instance, one such item is 'Being right is more important than being kind'. It was hoped that such phraseology would distill value sentiment to an observable surface.
- (iii) The responses to a particular item in a particular way did not indicate a priority direction of students' motivation or its degree.

(iii) The Origin Climate Questionnaire (OCQ):

This tool was given in Richard deCharms book 'Enhancing Motivation'. The investigator used this tool for study. This tool for study. This tool is used for the first time.

The Origin Climate Questionnaire contains the following six categories :

1. IC - Internal Control
2. GS - Goal Setting
3. IA - Instrumental Activity
4. PR - Personal Responsibility
5. RP - Reality Perception
6. SC - Self Confidence

The questionnaire is given in the Appendix-VI. There are 24 items in all. For each category there are two negative and two positive items, indicated plus(+) and the minus by (-) signs. For positive items 'Always' received a score of '5' 'Often' '4', 'Seldom' '2' and 'Never' '1'. The reverse was true for negative items, i.e., for 'Always' '1', 'Often' '2', 'Seldom' '4' and 'Never' '5'.

These scores could then simply be totalled for scale score.

(b) The Selection of the Sample:-

The present study is confined to a sample of the pupils studying in Std. IX. It is confined to High/Higher secondary schools teaching through English medium and Gujarati medium in rural areas of Gujarat.

When the problem was taken, the investigator had an extremely sensitive and difficult task of going around, eighty High/Higher secondary schools to collect their VIII standard results of all their sections (Now in IX standard). The complete data was then processed to find out schools with high academic performance and low academic performance.

The investigator had to once again go around the schools selected for high academic performance and low academic performance and conduct the filling of questionnaire of all the tools the same day by the new IX standard classes.

Basic Assumptions:-

1. There may not be much variation in the class room climate of missionary schools but there is a variation between Missionary schools and Private Trust Schools.

2. There will be a variation in climate between boy's and Girl's schools.
3. There will be a variation between Gujarati Medium and English Medium Schools.
4. There will be a distant variation between high academic performance classes and low academic performance classes in relation to Pupils' Motivation, Classroom Climate and Origin Climate Questionnaire.

The following table shows the distribution of present sample.

Table-2 : Distribution of the Present Sample according to High/Low Level Group of Schools.

Level	Number of Students
High	345
Low	477
Total.....	822

Table-3 : Distribution of the Present Sample according to Medium Group

Medium	Number of Students
English	377
Gujarati	445
Total... 822182....

Table-4 : Distribution of the Present Sample according to Sex Group

Sex	Number of Students
Boys	439
Girls	383
Total....	822

The list of the schools taken for the data collection is given in Appendix-I

(c) Data Collection:-

The schedule for the collection of data was prepared.

The investigator wrote to the principals of the schools and asked for the dates and time which was convenient. She went to the school and collected the results of VIIIth Standard of classes which were now in IX standard.

After processing the selected data for high academic performance and low academic performance, once again the investigator had to correspond with selected schools and selected classes (Now IX) to establish the test.

First of all, the investigator gave the following general instructions to the pupils :

1. This is not an examination and so you should not worry for the results.
2. These tests are meant for finding out what you think and what you feel about your studies.

It will not be used for any other purpose than that of research.

Therefore, please be FRANK and feel FREE while answering.

The investigator, then read out instructions on each test and whole test was read out. Test Booklets are given in APPENDIX-II, III, IV, VI.

The pupils asked the questions to the investigator, if any.

Thereafter the pupils wrote their responses.

After finishing, the pupils themselves helped the investigator in collecting the answer sheets.

In this way, the investigator gave all the tests within two and half hours in each school. The tools were administered one by one.

(d) Analysis of Data:-

The data was analysed to find out an answer to these questions :

1. What is the mean score of class in academic motivation and origin pawn classroom climate academic.
2. What is the standard deviation of class of academic motivation, origin pawn and classroom climate ?
3. What is the correlation of each variable with others ?

The following calculations will be done with the help of computer :

1. Mean
2. Standard Deviation
3. Correlation
4. t - values

As soon as the scoring of tools was over, a detailed 'Master Chart' showing numerical scores for all the variables under study was prepared.

On the basis of said 'Master Chart', the score cards were then got punched at PRL Computer Centre, Ahmedabad, for above statistical calculations.

The cards were then verified with the printed cards key provided by the computer centre. After that the Fortran IV Computer was filled to calculate required statistics.

From the analysis, the investigator got mean and SD of all variables.

The main purpose of the study was to investigate the level of classroom climate, the level of JIM and origin pawn concept of the pupils and hence means and SDs of all the variables were obtained and t- value for the difference between mean scores were obtained to test the significance between mean scores of different groups. The correlation matrix of all the variables was also obtained.

Analysis of variance was done to study the significance. Over and above these, the frequency distributions, percentage, ranges were also calculated.

An attempt was made to draw a profile of classrooms on the basis of mean scores on various tests. This leads to the suggestions for diagnostic and remedial work in classrooms.

The next chapter deals with the analysis of the data.

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