CHAPTER IV

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ANALYSIS AND INTERPRETATION OF THE DATA

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4.1 Introduction

This chapter is devoted to the results and interpretation of the data. Analysis of the data has been carried out keeping in view the objectives of the study. For the sake of convenience, the presentation of the analysis has been divided into three phrases.

In the first phase, mean and SDs of Self-concept, teacher's perception for pupils and Junior Index Motivation are presented and computed. Also, the level of each independent variable and its relationship with its components have been analysed.

In the second phase, (A) correlation matrix of the psychic independent variable have been analysed, and correlation matrix of psychic versus pupils actual performance, pupils academic and non-academic performance evaluated by the teacher are also presented and discussed. (B) The results of regression analysis are presented and discussed.

In the third phase, the investigator has presented the Mean, SDs and SE Means of the variables schoolwise.

4.2 Phase I

4.2.1 Table 4 indicates mean score of pupils' self-concept on the component of motivation positive is greater i.e. (28.89) than the mean score of teachers' perception for the pupils i.e. (26.85). The mean scores of pupils task orientation positive

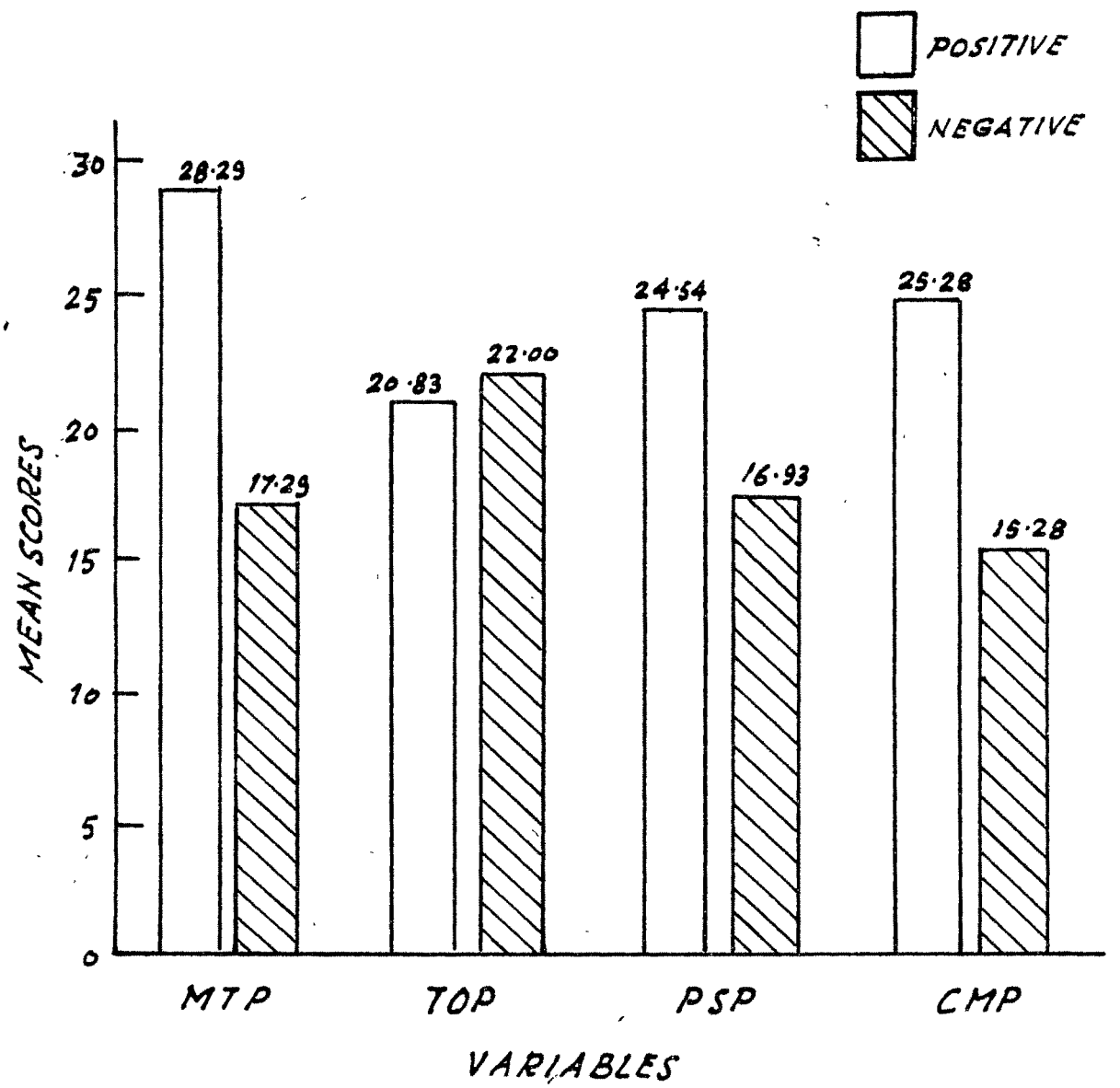
Table 4 : Means and SDs of Pupils' Self-Concept and Teachers' Perception for Pupils

N = 200

Sr. No.	Variables	Pupils' Self-Concept		Teacher Perception for Pupils	
		Means	SDs	Means	SDs
1.	Motivation Positive	28.89	3.38	26.85	4.25
2.	Motivation Negative	17.29	4.30	16.08	5.15
3.	Task Orientation Positive	20.83	2.87	18.66	3.65
4.	Task Orientation Negative	22.00	5.54	26.44	6.19
5.	Problem Solving Positive	24.54	4.28	24.52	4.98
6.	Problem Solving Negative	16.93	4.36	18.45	6.29
7.	Class-membership Positive	25.28	3.90	28.00	5.11
8.	Class-membership Negative	15.28	3.36	18.16	5.54
9.	Total scores of Self-Concept Positive	99.47	10.24	102.1	63.14
10.	Total scores of Self-Concept Negative	71.04	13.92	81.87	49.75

is also higher (20.83) than teachers' perception for the pupils i.e. (18.66). The mean scores of problem solving positive is nearly equal on both i.e. pupils' self-concept (24.54) and teachers perception for pupils (24.52) respectively. The mean scores of teachers' perception for pupils on class-membership positive is higher i.e. (28.03) than pupils' self-concept i.e. (25.28). (Refer Graph I).

It also shows that the means scores of the teachers' perception for the pupils on the negative components i.e. task orientation, problem solving and class-membership is greater than



GRAPH 1 - A GRAPHIC REPRESENTATION OF THE COMPONENTS OF PUPILS' SELF CONCEPT OF THE SAMPLE. (POSITIVE - NEGATIVE) N = 200

pupils' self-concept i.e. (26.44), (18.45) and (18.16) respectively.

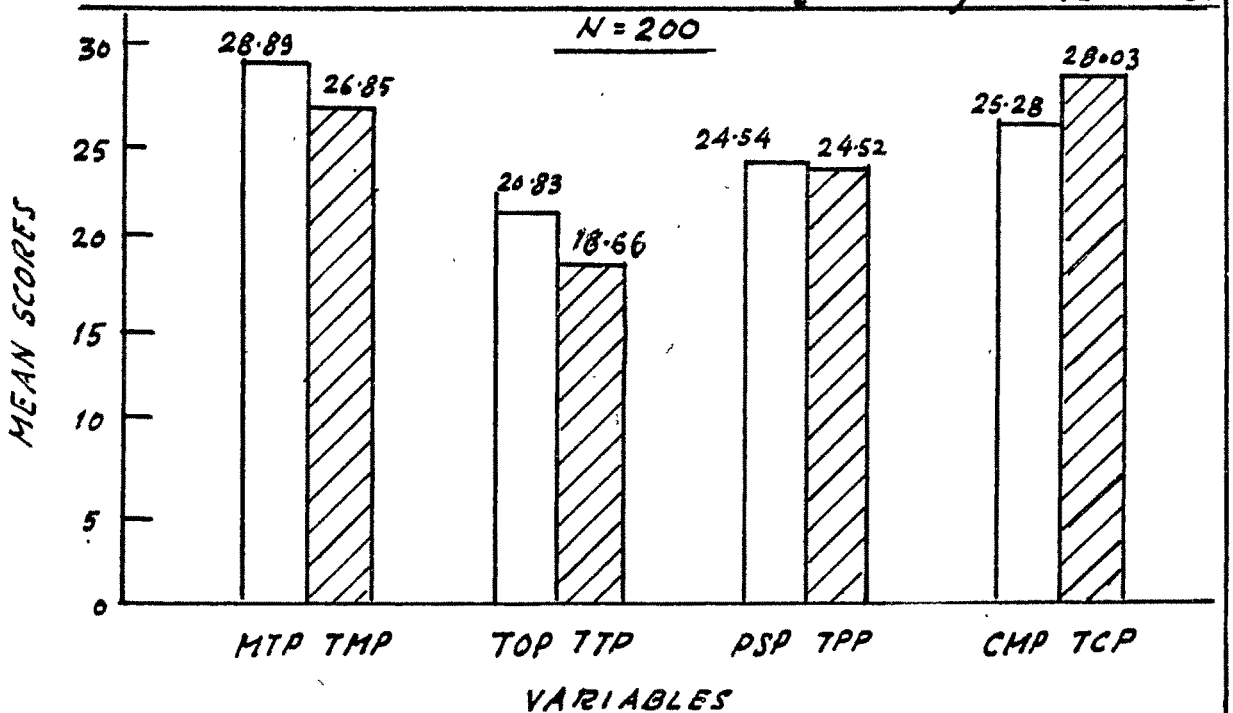
The highest mean scores of the pupils' self-concept on the component of motivation positive is (28.89), on the other hand, the teacher's perception for pupils is higher on class membership i.e. (28.03). The lowest mean scores of the pupils' self-concept on the component of class-membership negative is (15.28), and the lowest mean scores on teachers' perception for the pupils is on the component of Motivation Negative i.e. (16.08).

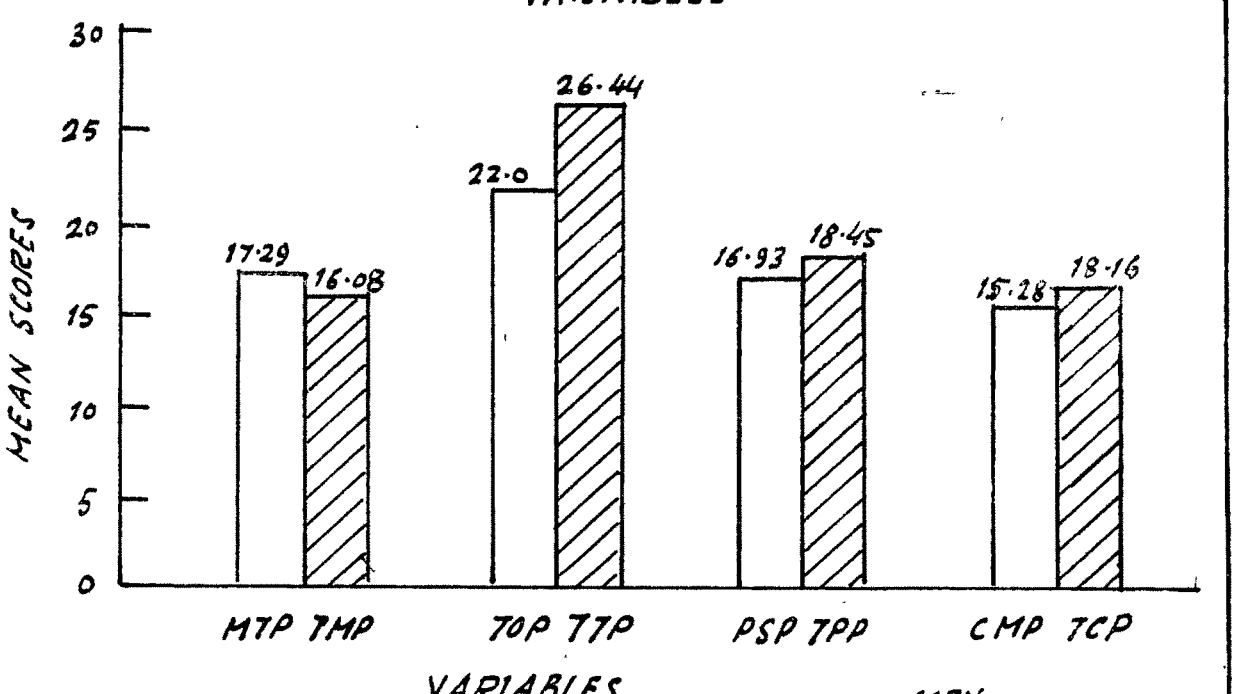
It further indicates that the total mean scores of the pupils over positive self-concept is greater than negative self-concept i.e. (99.47), (71.04), respectively. While the total score of teachers perception for the pupils 'self' has shown greater mean score than the pupils' real self-concept i.e. (102.1), (99.47) respectively. It also shows that the teacher total negative mean scores for the pupils self is (81.87) greater than the total negative mean scores of the pupils i.e. (71.04).

This shows that the pupils are higher on their own positive 'self' but the teachers' positive as well as negative perception for the pupils is highest. It further reveals that the teachers have shown positive negative perception for the 'ideal self' of the pupils in school. (Refer Graphs 2 and 3).

GRAPH 2 - A COMPARATIVE GRAPHIC PRESENTATION OF THE COMPONENTS OF PUPILS' SELF-CONCEPT AND THE TEACHERS' PERCEPTION FOR PUPILS (POSITIVE) OF THE SAMPLE

N = 200





KEY
PUPILS' SELF CONCEPT
TEACHERS PERCEPTION FOR PUPILS

GRAPH 3 - A COMPARATIVE GRAPHIC PRESENTATION OF THE COMPONENTS OF PUPILS' SELF CONCEPT & TEACHERS' PERCEPTION FOR THE PUPILS (NEGATIVE) OF THE SAMPLE. N = 200

Table 5 : Means and SDs of the Components of Academic Motivation (JIM)

N = 200

		Positive (JIM)		Negative (JIM)		
		Means	SDs	Means	SDs	
F_1	BL	9.16	3.31	6.46	3.66	AL
F_2	PA	8.97	3.68	7.15	2.79	NA
F_3	PS	7.09	3.40	6.89	2.62	FT
F_4	OP	5.31	3.19	2.49	1.49	PS
F_5	FB	8.00	4.45	4.57	3.80	DP
F_6	ID	6.46	5.78	6.03	5.93	PT
	P					N
Total Score		43.82	11.45	32.51	9.52	
Total Score of (JIM) =		87.47		15.58		

4.2.2. It can be seen from Table 5 that the mean scores of the vafiables of JIM on the component of belongingness to school is greater i.e. (9.16) on all the positive components of JIM. The second highef score follows by positive school attitude i.e. (8.97) and the lowest is optimism i.e. (5.31), whereas, the negative component of JIM indicates the mean scores on negative school attitude is greater i.e. (7.15) and the lowest is pessimism i.e. (2.49).

The table above also reveals that, the positive mean score of all the component of JIM is greater than the negative mean scores of the same. Therefore, the total positive mean scores is (43.82) and the total negative mean scores is (32.51) respectively. Thus, the pupils are more positively inclined

towards school for learning.

Total score of JIM is (87.47) falls on average group on academic motivation. (Refer Graph No.4)

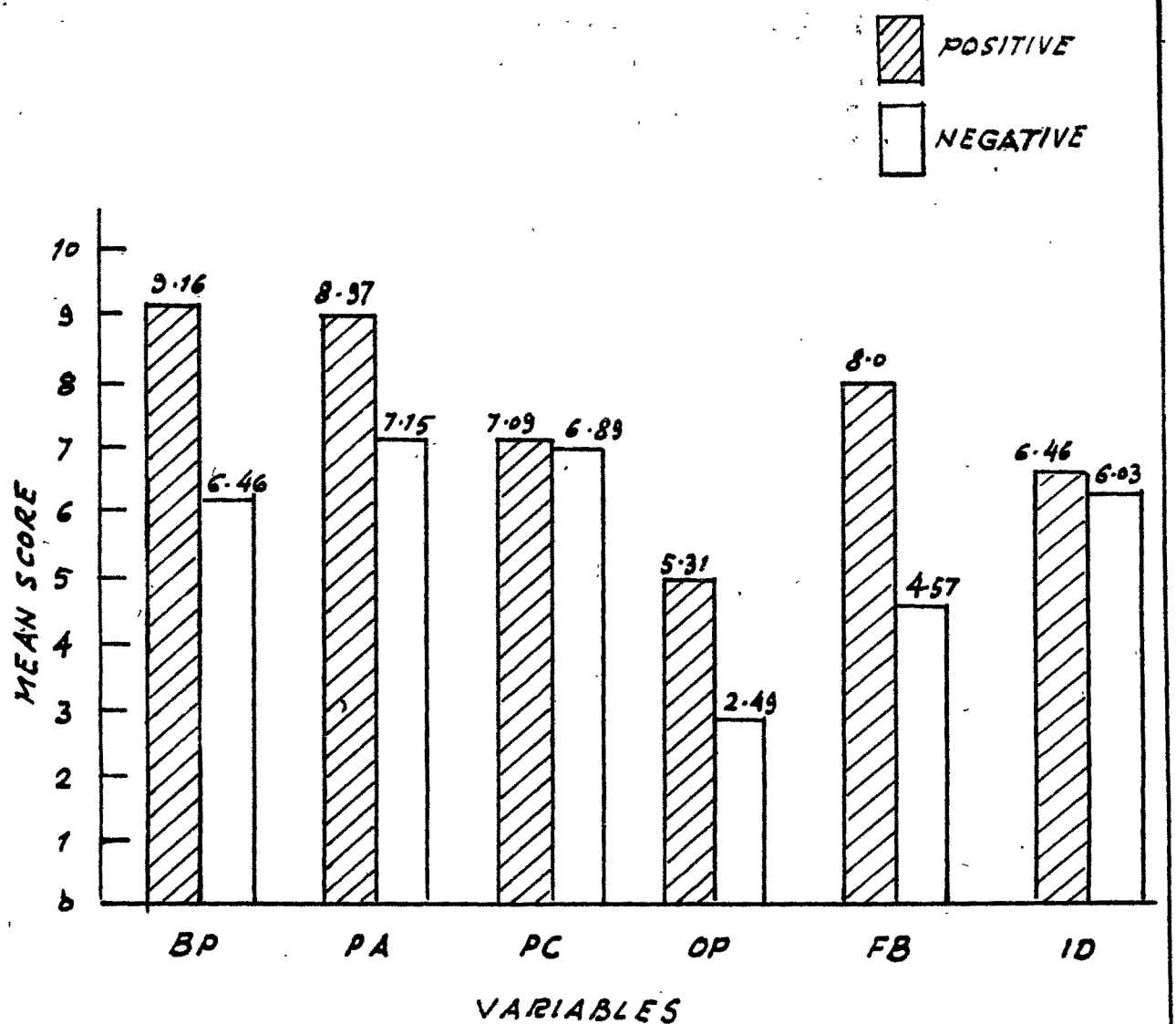
Summarising again on all the results above, it can be concluded that pupils are having more positive ideas about the school and they are positively motivated to learn well in school. This also indicates that the mean scores on positive components is higher than the negative components of JIM. This is a good indication of pupils positive mind for learning and to come to school. This finding is accepting the hypothesis No.1.

Table 6 : Means and SDs of the Major Variables under Study

N = 200

Variables	Means	SDs
Self-concept Positive	99.47	10.24
Self-concept Negative	71.04	13.92
Teacher's perception for pupils Positive	102.1	63.14
Teacher's perception for pupils Negative	81.87	49.75
Academic Motivation (JIM) Positive	43.82	11.45
Academic Motivation (JIM) Negative	32.51	9.52
Total scores of JIM	87.47	15.58
Who am I ?	6.71	1.28
Academic Performance	2.38	1.15
Non-academic Performance	3.11	1.33

4.2.3 Table 6 sets out the mean scores of the major variables for the present study. It indicates that the total mean scores



GRAPH 4 - A GRAPHIC REPRESENTATION OF THE COMPONENTS OF JUNIOR INDEX MOTIVATION (JIM) OF THE SAMPLE (POSITIVE - NEGATIVE)

N = 200

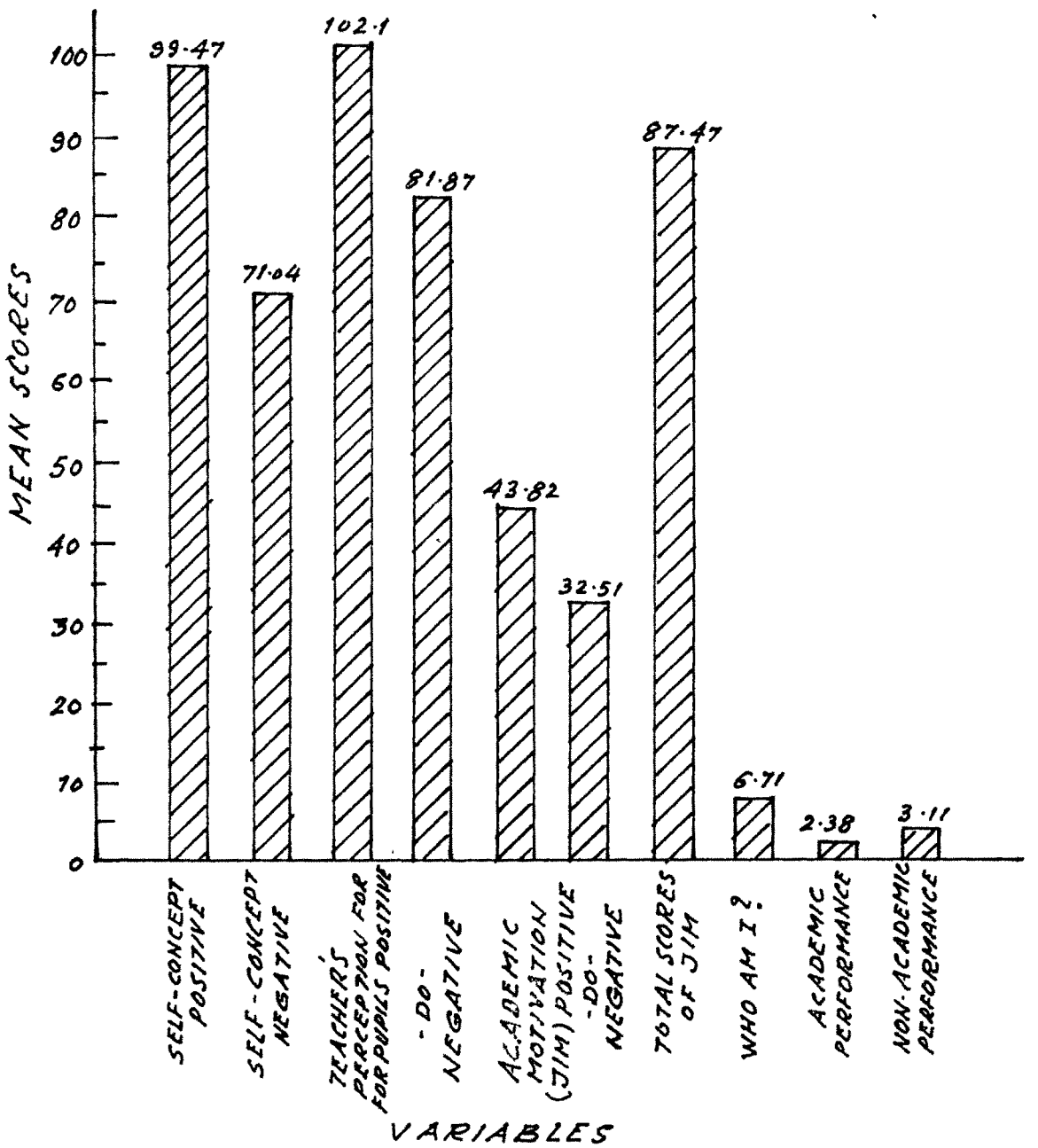
of the pupils 'real-self' positive is greater i.e. (99.47) than the pupils 'real-self' negative i.e. (71.04), respectively.

The mean scores of teacher perception for the pupils on positive component is greater (102.1) than the negative mean scores i.e. (81.87). It further shows that the mean scores of academic motivation (JIM) positive is also greater (43.82) than the negative mean scores i.e. (32.51).

The total mean scores of JIM is (87.47), whereas, the total mean scores of Who am I ? is (6.71). The mean scores of academic and non-academic performance evaluated by the teacher for the pupils is (2.38), (3.11), respectively. (Refer Graph 5).

However, it can be observed that, so far as the component of the pupil 'real self' and teacher's perception for the pupils are concerned, the results indicate that the pupils are positively motivated towards school to learn well and shows their interest in studies. But it further reveals that the teacher perception for the pupils is highest.

Also, pupils self-concept for work is higher than academic motivation towards school. This indicates that they can still work well in school, to do well on academic task and its related activities. It is further strengthened by the teachers positive ideas for pupils. But comparing it with the pupils academic performance it is very less. Therefore, it can be summarised that



GRAPH 5 A COMPARATIVE GRAPIC REPRESENTATION OF THE MAJOR VARIABLES UNDER STUDY N=200

on all the mean scores - the teacher's perception for pupils on academic and non-academic performance is found very low. Hence Hy^2 is accepted whereas HY^4 is rejected.

4.2.4 Table 7 shows the correlation of the components of self-concept of the pupils.

It can be interpreted that the component of motivation positive as well as negative have negative significant relationship at .05 level i.e. (-0.164). While task orientation positive as well as negative have shown both positive - negative relationship with each other i.e. (0.378), (-0.845), significant at .01 level. This shows the relationship between the two. That is, pupils in the classroom are either on positive or negative in task orientation, work and learning activities. Again, task orientation positive have shown positive significant relationship with pupils motivation positive at .01 level i.e. (0.378). This indicates that positive motivation lead pupils to the positive in any task in the classrooms. The task orientation negative as well as negative motivation of pupils have shown high positive significant relationship with each other i.e. (0.416) significant at .01 level. This indicates that if the pupils do not like the task or work then naturally they would show negative motivation for the work. Also, task orientation positive as well as negative have shown negative relationship at .01 level i.e. (-0.190). That is, pupils' work

Table 7 : Correlation Matrix of the Components of Pupils' Self-concept

	MTP	MTN	TOP	TON	PSP	PSN	CMP	CMN	SCP	SCN
MTP		-0.164*	0.378**	-0.845**	0.278**	-0.154*	0.329**	0.306**	0.655**	-0.111
MTN			-0.120	0.416**	-0.995**	0.306**	-0.466**	0.272**	-0.154*	0.639**
TOP				-0.190**	0.380**	-0.111	0.222**	0.119	0.641**	-0.774**
TON					0.159*	0.532**	0.116	0.400**	0.219**	0.803**
PSP						-0.366**	0.385**	-0.868**	0.116	-0.540**
PSN							0.526**	0.315**	-0.790**	0.654**
CMP								0.124	0.701**	0.388**
CMN									0.263**	0.614**
SCP										-0.816**
SCN										

Significant at .05 level *

Significant at .01 level **

in the classroom is either positively or negatively related for work situations.

The problem-solving positive as well as negative have shown positive-negative relationship with the component of pupils motivation positive i.e. (0.278), (-0.154), significant at .01 level and .05 level respectively. This shows that pupils in the classroom, are motivated either positively or negatively to solve the problem in the class. It further indicates that, problem-solving problem positive-negative have shown negative positive relationship with the component of pupils motivation negative i.e. (-0.995), (0.306), significant at .01 level. This shows, that pupils are negative or positive to solve the problem in the class, also one can infer that sometimes pupils like problem-solving task or not. Again the component of task orientation positive have high positive relationship with problem-solving positive, i.e. (0.380), significant at .01 levels This shows that pupils like to solve the problem that occur in the classroom or in any work situations. The component of task orientation negative have positive relationship with problem-solving i.e. (0.159), (0.532), significant at .05 level and .01 level respectively. This indicates that pupils in the same ways do not like task or work in the classroom, but still they solve the problem either positively or negatively. It

follows, problem solving positive as well as negative have shown high negative relationship with each other, i.e. (-0.366), significant at .01 level. This reveals that pupils in the classroom solve the problems with either positive or negative involvement.

It can be seen that class membership positive as well as negative have shown high positive relationship with each other i.e. (0.329), (0.306), significant at .01 level. This indicates the relationship between the two and it further shows that pupils in class do have positive and negative ideas towards the group in the class, but inspite of difference of ideas it has shown positive relationship with the component of pupils motivation positive. This shows that pupils in the class as a group are highly motivated either in a positive or negative way. It also reveals that class membership positive as well as negative have shown negative positive relationship with the component of pupils' motivation negative i.e. (-0.466), (0.272), significant at .01 level. This shows that eventhough pupils are negatively motivated, but they are related amongst the member of the class. It also sets out that class membership positive have shown positive relationship with the component of task orientation positive, i.e. (0.222), significant at .01 level. This shows that pupils like to work being in a group. Class membership negative have shown high positive relationship with the component of task orientation negative, i.e. (0.400), significant at .01 level. This shows that eventhough pupils are negative towards the classroom task or as a member of

the class, still the results reveals the relationship between the two. The component of problem-solving positive have shown high positive negative relationship with class membership positive negative i.e. (0.385), (-0.868), respectively, significant at .01 level. This reveals that within a group, pupils have positive negative ideas, but collectively they like to solve problems. This further reveals that they are not only being aware of the member of the class, but they are optimistic regarding their problem solving in class-rooms. The class membership positive as well as negative have shown positive relationship with the component of problem solving negative, i.e. (0.526), (0.315) respectively significant at .01 level. This indicates that pupils do not like to solve the problem, but the result shows that it does not affect the group as a whole.

However, total scores of pupils' self-concept positive have shown positive relationship with the component of pupils motivation positive i.e. (0.655), significant at .01 level. Whereas, pupils motivation negative have shown negative positive relationship with the total scores of the pupils self-concept positive negative i.e. (-0.154), (0.639), significant at .05 as well as .01 level respectively. It also shows task orientation positive have shown high positive negative relationship with the total scores of pupils self-concept positive negative i.e. (0.641), (-0.774), significant at .01 level. Again, the component of task orientation negative have shown positive relationship with the total scores of pupils

self-concept positive-negative i.e. (0.219), (0.803) respectively, significant at .01 level. The component of problem solving positive have shown negative relationship with negative total scores of pupils self-concept i.e. (-0.540), significant at .01 level. Problem-solving negative have shown high negative positive relationship with total scores of pupils self-concept positive-negative i.e. (-0.790), (0.654) significant at .01 level. The total scores of pupils self-concept positive-negative have shown high positive relati@n-ship with the component of class membership positive i.e. (0.701), (0.388) respectively significant at .01 level. The component of class membership negative have shown high positive relationship with the total scores of pupils self-concept positive as well as negative i.e. (0.263), (0.614), significant at .01 level. Finally, the total scores of pupils self-concept negative have shown high negative relationship with the total scores of pupils self-concept positive i.e. (-0.816), significant at .01 level.

Thus, all the components are either positively or negatively related with the positive-negative scores of pupils self-concept but it differs in various work situations in classroom. It also emphasizes that self-concept positive-negative relates with likes and dislikes of the task and the pupils ideal-self is reflected with more towards learning well and to do good inside classrooms. It means that they like and

love to be with the class as a group.

4.2.5 Table 8 shows the correlation of the components of the teacher's perception for the pupils. It can be seen that component of motivation positive on teachers' perception for the pupils as well as negative have shown negative significant relationship with each other i.e. (-0.404), significant at .01 level. While teacher's perception for the pupils on task orientation positive negative have shown both positive-negative relationship with each other i.e. (0.653), (-0.284), significant at .01 level. This indicates that teacher's perception for the pupils in the classroom is either positive or negative regarding their task and learning activities. Furthermore, teacher's perception for the pupils on task orientation positive have shown positive significant relationship with teacher's perception for the pupils on the component of motivation positive i.e. (0.653), significant at .01 level. This shows that teacher perceives the pupils like, classroom task and their motivation to learning. Again, teacher's perception for the pupils on task orientation negative as well as teacher's motivation negative for the pupils have shown high positive relationship with each other i.e. (0.625), significant at .01 level. It can be obviously seen from the results that teacher perceives that pupils sometimes do not like to work and show less motivation for any classroom task. It also indicates that, teacher's perception for the pupils on the component of task orientation positive negative

Table 8 : Correlation Matrix for the Components of Teacher's Perception for the Pupils

	TMP	TMN	TTP	TTN	TPP	TPN	TCP	TCN	TSP	TSN
TMP		-0.404**	0.653**	-0.284**	0.560**	-0.296**	0.372**	0.110	0.129	-0.141*
TMN			-0.134	0.625**	-0.318**	0.560**	-0.320**	-0.925**	-0.870**	0.239**
TTP				0.199**	0.596**	-0.776**	0.332**	0.198**	0.235**	0.203**
TTN					-0.995**	0.687**	-0.837**	0.183**	0.156*	0.328**
TPP						0.721**	0.539**	0.367**	0.408**	0.185**
TPN							0.242**	0.519**	0.553**	0.796**
TCP								0.698**	0.704**	0.525**
TCN									0.942**	0.877**
TSP										0.919**
TSN										

Significant at .05 level *

Significant at .01 level **

have shown negative relationship i.e. (-0.199), significant at .01 level. That is, teacher perceives that pupils in the classroom are either positive or negative for work or task.

However, with respect to teacher's perception for the pupil's on problem solving positive as well as negative have shown positive-negative relationship with the component of teacher's perception for the pupils on motivation positive i.e. (0.560), (-0.296), respectively, significant at .01 level. This indicates that teacher's perception for pupils regarding problem solving is high, and also teacher perceives that pupils can solve and involved in classrooms and problem solution either positively or negatively. It further shows that, teacher's perception for the pupils on motivation negative have shown negative-positive relationship with teachers perception for pupils on problem solving positive negative i.e. (-0.318), (0.560) respectively, significant at .01 level. This reveals that teacher perceives that eventhough pupils have less motivation, still they can solve the problem either in positive or negative way. It can also be seen that teacher's perception for the pupils on the component of task orientation positive have shown high positive-negative relationship with problem-solving positive-negative i.e. (0.590), (-0.776), significant at .01 level. From the results, it can be easily concluded that teacher perceives that pupils like to work and ready in solving classroom problems either positively or negatively. It also sets out that teacher's

perception for the pupils on the component of task orientation negative have shown negative-positive relationship with problem solving positive-negative i.e. (-0.995), (0.687) respectively, significant at .01 level. This shows that teacher perceives that the pupils sometimes do not like to work, but concerning problem-solving they do solve teither positively or negatively. The component of problem solving positive as well as negative perceived by the teacher for the pupils have high positive relationship with each other i.e. (0.721), significant at .01 level. It can be summarised that teacher perceive pupils like to solve the problems.

It can also be observed that teacher's perception for pupils on class - membership positive - negative that teacher's perception for pupils on class-membership positive and the component of motivation positive have shown high positive relationship with each other i.e. (0.372), significant at .01 level. This reveals that teacher perceives pupils like to learn in class and they are positively motivated to work in a group. It further shows, that teacher's perception for the pupils on class membership positive - negative have shown negative relationship with the component of motivation negative i.e. (-0.320), (-0.925), respectively, significant at .01 level. This indicates that, pupils do not like to learn in the class. It further shows that teacher's perception for pupils on class-membership positive-negative have shown positive relationship

with the component of task orientation positive i.e. (0.332), (0.198), significant at .01 level. This reveals that teacher perceives pupils like to work and like to be the member of the class. Teacher's perception for pupils on class-membership have negative-positive relationship with the component of task orientation negative i.e. (-0.837), significant at .01 level. This shows the teacher perceives that pupils do not like any task or work to be solved only by the class-member in the class. It also sets out that, teacher perception for the pupils on class membership positive-negative have shown high positive relationship with the component of problem solving positive (0.539), (0.367) respectively significant at .01 level. This indicates that teacher perceives that the pupils like to solve their problem collectively. It also reveals that teacher's perception for the pupils on the component problem solving negative have shown high positive relationship with class - membership positive - negative i.e. (0.242), (0.519), significant at .01 level. This shows that eventhough teacher perceives pupils do not like to solve the problem in the class, but as a member of the class, the results sets out positive relationship with each other. Again, teacher's perception for the pupils on the component of class - membership positive as well as negative have indicated positive relationship with each other i.e. (0.698), significant at .01 level. Hence, the teacher perceives that pupils have shown positive - negative ideas towards being the

members in the class.

It can be seen further that total negative scores of teacher's perception for the pupils is negatively related with the component of motivation positive i.e. (-0.141), significant at .01 level. Also, positive-negative total scores of the pupils perceived by the teacher have shown negative-positive relationship with the component of motivation negative i.e. (-0.870), (0.239), respectively, significant at .01 level. Teacher's perception for the pupils on the component of task - orientation positive have shown positive relationship with the total scores positive - negative of teacher perception for the pupils i.e. (0.235), (0.203), significant at .01 level. It further indicates that teacher's perception for the pupils on task-orientation negative have shown positive relationship with the total scores positive - negative of teacher's perception for the pupils i.e. (0.156), (0.328), significant at .05 and .01 level respectively. The positive - negative total scores of teacher's perception for the pupils have shown positive relationship with the component of problem solving positive i.e. (0.408), (0.185), significantly at .01 level. Teacher's perception for the pupils on the component of problem - solving negative have shown high positive relationship with the component of problem solving positive i.e. (0.408), (0.185), significantly at .01 level. Teacher's perception for the pupils on the component of problem solving

negative have shown high positive relationship with positive-negative total scores of teacher's perception for the pupils i.e. (0.553), (0.796), significant at .01 level. It further indicates that teacher's perception for the pupils on the component of class membership positive have shown positive relationship with positive - negative total scores of teacher's perception for the pupils i.e. (0.704), (0.525), significant at .01 level. Also, positive - negative total scores of teacher's perception for the pupils have shown high positive relationship with the component of class - membership negative i.e. (0.942), (0.877), significant at .01 level. Finally, positive - negative total scores of teacher's perception for the pupils have shown high positive relationship with each other i.e. (0.919), significant at .01 level.

It can be seen from the teacher's perception for the pupils 'ideal self' that pupils are task oriented in class - rooms. But sometimes they all show likes and dislikes for learning task or any activity. They also have preferred to learn by problem - solving approach. This is also dependent on their selection of their problem - solving activities. Again, it is seen that pupils like to come to school and learn to be with the group as being a member of the class.

4.2.6 Table 9 indicates the correlation of the components of Junior Index of Motivation (JIM) of the pupils. It can be interpreted that Factor I belongingness have shown negative

Table 9 : Correlation Matrix of the Components of Junior Index of Motivation (JIM)

	BP	AL	PA	NA	PC	FT	OP	PS	FB	DO	ID	PT	TP	TN
BP		-0.277**	0.547**	-0.269**	0.547**	-0.206**	0.427**	-0.186**	0.497**	0.787**	0.251**	0.191**	0.783**	-0.409**
AL			0.267**	0.200**	0.168**	0.327**	0.486**	0.134**	0.447**	0.725**	0.302**	0.696**	-0.290**	0.421**
PA				-0.528**	0.679**	-0.192**	0.665**	-0.208**	0.741**	0.419**	0.504**	0.548**	-0.590**	-0.414**
NA					-0.370**	0.485**	-0.211**	0.338**	-0.243**	0.113**	-0.180*	-0.354**	-0.347**	0.805**
PC						-0.573**	0.633**	-0.339**	0.624**	0.326**	0.370**	0.433**	0.671**	-0.468**
FT							-0.373**	0.408**	-0.608**	0.240**	-0.244**	0.179*	-0.416**	0.658**
OP								-0.414**	0.814**	0.672**	0.505**	0.774**	0.347**	-0.264**
PS									-0.164*	0.488**	0.694**	-0.431**	-0.304**	0.534**
FB										0.555**	0.536**	0.769**	0.412**	-0.299**
DO											0.392**	0.829**	-0.175*	0.222**
ID												0.377**	0.260**	-0.236**
PT													-0.674**	0.638**
TP														-0.478**
TN														

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

relationship with alienation i.e. (-0.277) significant at .01 level. Whereas, positive - negative school attitude have shown both positive - negative relationship with belongingness i.e. (0.547), (-0.269), significant at .01 level. This shows that pupils in school have a sense of security being the member of the class and value education, but sometimes they feel of being removed from the prevelent goals. Again, positive - negative school attitude have shown positive relationship with alienation i.e. (0.267), (0.200), respectively, significant at .01 level. This reveals that eventhough pupils are different in their attitude towards school, still, results show positive significant relationship. It also sets out that, positive as well as negative school attitude have shown negative relationship with each other, i.e. (-0.528), significant at .01 level. This indicates pupils have positive - negative feeling towards school.

Factor III i.e. personal control - fatalism have shown positive - negative relationship with belongingness i.e. (0.547), (-0.206), respectively significant at .01 level. This indicates that pupils in school value education and are concerned for material things. Again, personal control - fatalism, have shown positive relationship with alienation i.e. (0.168), (0.327), significant at .05 and .01 level respectively. This reveals that pupils develop sometimes negation for school. It also sets out that personal control as well as fatalism have shown positive - negative relationship with positive school attitude i.e (0.679), (-0.192), significant at .01 level. This indicates that pupils like to come to school and like to learn well. Whereas, negative

school attitude have shown negative - positive relationship with personal control and fatalism i.e. (-0.370), (0.485), significant at .01 level. This reveals that pupils sometimes do not like school and also show negative as well as positive feelings for material things in the school. It further indicates that personal control - fatalism have shown negative relationship with each other i.e. (-0.573), significant at .01 level. This shows that pupils beliefs in all events or occurance in school situations is the result of fate, therefore, it can be concluded that pupils do not value learning much.

Factor IV i.e. Optimism - pessimism have shown positive - negative relationship with each other as well as with belongingness i.e. (0.427), (0.186), significant at .01 level. This indicates that pupils value education and shows their personal determination to achieve better knowledge. Again, optimism have shown positive relationship with alienation i.e. (0.486), significant at .01 level. This shows that pupils never loose hope to learn, eventhough sometimes they feel as being removed from the class or school. It further sets out that positive school attitude have shown positive - negative relationship with optimism as well as pessimism i.e. (0.665), (-0.208), significant at .01 level. This reveals that pupils like school and like to learn well, but they look on more favourable side of happenings and anticipate for most favourable results. Negative school attitude have shown negative - positive relationship with optimism

as well as pessimism i.e. (-0.211),(0.338), significant at .01 level. This indicates that pupils have negative attitude towards their studies, they take things or work as impossible on their part. It can be seen further that optimism - pessimism have shown positive - negative relationship with personal control i.e. (0.633), (-0.339), significant at .01 level. This reveals that pupils are more concerned for material things and anticipate that they can do well for the most favourable results. It also indicates optimism - pessimism have shown negative - positive relationship with fatalism i.e. (-0.373), (0.408), significant at .01 level. This shows pupils belief that all events in school situations is predetermined by fate and are not confident enough for good results. Again, optimism as well as pessimism have shown negative relationship with each other i.e. (-0.414), significant at .01 level. This reveals that pupils are not sure of their success in school and loose hope for learning well.

Factor V i.e. flexibility - dogmatism have shown high positive relationship with each other i.e. (0.497), (0.787), significant at .01 level. It can be further seen that both components of Factor V have shown positive relationship with belongingness. This obviously reveals that pupils, feel secured being the member of the class and are able to change school work according to the changed needs and situations. Therefore, they are motivated to learn well and value education. It also

sets out that, flexibility as well as dogmatism have shown high positive relationship with alienation i.e. (0.447), (0.725) significant at .01 level. This shows pupils beliefs in certain fixed goals, and those goals can be changed according to the needs and situations, but do not value much education. Positive school attitude have shown high positive relationship with flexibility as well as dogmatism i.e. (0.741), (0.419), respectively, significant at .01 level. This indicates that pupils like school and like to learn well. It also sets out that negative school attitude have shown negative relationship with flexibility i.e. (-0.243), significant at .01 level. This reveals that pupils are less motivated towards school to learn well and are flexible to accept changes in school situations. Flexibility as well as dogmatism have shown high positive relationship with personal control i.e. (0.624), (0.326), significant at .01 level. It can be concluded that pupils are more concerned for material things and beliefs that the individual is the best judge of all things. It can also be seen that flexibility - dogmatism have shown negative - positive relationship with fatalism i.e. (-0.608), (0.240), significant at .01 level. It reveals that pupils beliefs in whatever things happened in class or work situation is just a matter of sheer luck only. Again, flexibility - dogmatism have shown high positive relationship with optimism i.e. (0.814), (0.672) respectively, significant at .01 level. This shows that pupils have confidence

in learning well and belief that whatever occurs in school is for their individual benefit, whether it is sooner or later. It also indicates that pessimism have shown negative - positive relationship with flexibility as well as dogmatism i.e. (-0.164), (0.488), significant at .05 level and .01 level respectively. This reveals that pupils always anticipate for disadvantageous future conditions or actions. They take things as it is and they are less motivated to learn well. Flexibility - dogmatism have shown high positive relationship with each other i.e. (0.555), significant at .01 level. This indicates that pupils are ready to adopt the changed needs or situations prevailing in school.

Factor VI, i.e. Idealism - pragmatism have shown positive relationship with belongingness i.e. (0.251), (0.191) significant at .01 level. This shows that pupils value education and beliefs that true education has its meaning even in the future life of an individual. In their thought process, it is seen that they like ideas for better life. It further reveals that idealism - pragmatism have shown high positive relationship with alienation i.e. (0.302), (0.696) significant at .01 level. This shows that pupils in the class keep away from learning or activities of the school. Again, idealism as well as pragmatism have shown high positive relationship with positive school attitude i.e. (0.504), (0.548), significant at .01 level. This shows that pupils feel that other class-members also have positive feeling for the

school andw want to learn well. It can be further seen, that which follows is just the reverse from the above i.e. negative school attitude have shown negative relationship, with idealism - pragmatism i.e. (-0.180), (-0.354), significant at .05 and .01 level respectively. It can be concluded that pupils do not like school and feel that the other members also do not like to learn in school. Idealism - pragmatism have shown high positive relationship with personal control i.e. (0.370),(0.433), significant at .01 level. This indicates that pupils think that the other members of the class also are concerned for the material things. The results sets out that idealism - pragmatism have negative - positive relationship with fatalism i.e. (-0.244), (0.179), significant at .01 level as well as .05 level respectively. Again, optimism have shown high positive relationship with idealism - pragmatism i.e. (0.505), (0.774) significant at .01 level. It can be seen further that pessimism have shown high positive - negative relationship with idealism - pragmatism i.el (0.694), (-0.431), significant at .01 level. It also indicates that flexibility is significantly related with idealism - pragmatism (0.536), (0.769), significant at .01 level. The results set out that dogmatism is positively related with idealism-pragmatism i.e. (0.392), (0.829), significant at .01 level. Lastly, idealism as well as pragmatism have shown positive relationship with each other i.e. (0.377), significant at .01 level.

However, total scores of pupils motivation positive - negative have shown positive - negative relationship with belongingness i.e. (0.783), (-0.409), significant at .01 level. It also sets out that total scores of pupils motivation positive - negative, have shown negative - positive relationship with alienation i.e. (-0.290), (0.421), significant at .01 level. It can be further seen that total scores of pupils motivation positive - negative have shown negative relation_ship with positive school attitude i.e. (-0.590), (-0.414), significant at .01 level. It can be seen further that total scores of pupils motivation positive - negative have shown negative - positive relationship with negative school attitude i.e. (-0.347),(0.805) respectively, significant at .01 level. Personal control is positively as well as negatively related with the total scores positive - negative of pupils motivation i.e. (0.671), (-0.468) significant at .01 level.

Fatalism have shown negative - positive relationship with total scores positive - negative of pupils motivation i.e. (-0.416), (0.658), significant at .01 level. Total scores positive - negative of pupils motivation have shown positive - negative i.e. (0.347), (-0.264) relationship with optimism, significant at .01 level. It also sets out that pessimism have shown negative - positive relationship with total scores of pupils motivation positive - negative i.e. (-0.304), (0.534), respectively significant at .01 level.

It can be further seen that total scores positive - negative of pupils motivation have shown positive - negative relationship with flexibility i.e. (0.412), (-0.299), significant at .01 level. Again, total scores of pupils motivation positive - negative have shown negative - positive relationship with dogmatism i.el (-0.175), (0.222), significant at .05 as well as .01 level respectively.

Idealism is positively and negatively related with the total scores of positive - negative pupils' motivation i.e. (0.260), (-0.236), significant at .01 level. It can be seen further that total scores positive - negative of pupils' motivation have shown negative - positive relationship with pragmatism i.e. (-0.674), (0.638), significant at .01 level. It also reveals that total scores of pupils' motivation positive - negative have shown high negative relationship with each other i.e. (-0.478), significant at .01 level.

Thus, it is revealed that, on all the factors of academic motivation there is a positive - negative relation. It indicates that either individual or group regarding task or activity are shifting for either on positive - negative academic motivation.

4.3 Phase II (a)

Table 10 : Correlation Matrix of the Independent Psychic Variables

	SCP	SCN	WI	TSP	TSN	TP	TN	TJ
SCP		0.152*	0.228**	-0.151*	0.476**	-0.238**	0.156*	0.223**
SCN			-0.140*	-0.185**	-0.135	0.349**	-0.214**	-0.816**
WI				-0.102	0.104	0.710**	-0.819**	-0.128
TSP					0.235**	-0.276**	0.364**	0.393**
TSN						-0.159	0.989**	0.221**
TP							0.843**	0.479**
TN								0.277**
TJ								

4.3.1 Table 10 shows the relationship of the independent psychic variables. It indicates that pupil's self-concept positive have shown positive relationship with pupils self-concept negative i.e. (0.152), significant at .05 level. It further reveals that the 'Who am I ?' test sets out positive relationship with pupil's self-concept positive i.e. (0.228), significant at .01 level. However, it can be concluded that, whatever test measured to find out pupils' 'real-self', the result shows that pupils perceived themselves in positive way. The 'Who am I ?' test reveals negative relationship with pupil's self-concept negative, i.e. (-0.140), significant at .05 level.

Teacher's perception for pupils positive have shown negative relationship with pupil's self-concept positive - negative i.e.

(-0.151), (-0.185), significant at .05 and .01 level respectively. Again, teacher perception for pupils negative have shown high positive relationship with pupil's self-concept positive and teacher's perception for pupils positive i.e. (0.476), (0.235), significant at .01 level. This reveals that on the whole, the teacher perceives the pupils in a negative way, but still the results show significant positive relationship.

The Junior Index of Motivation (JIM) positive have shown positive relationship with pupil's self-concept negative as well as 'Who am I?' test i.e. (0.349), (0.710) respectively, significant at .01 level. Whereas, Junior Index of Motivation (JIM) positive have shown negative relationship with pupil's self-concept positive, teacher perception for pupils positive and teacher perception for pupils negative, i.e. (-0.238), (-0.276), significant at .01 level and (-0.159), significant at .05 level. It further indicates that Junior Index of Motivation (JIM) negative have shown positive relationship with pupils' self-concept positive i.e. (0.156), significant at .05 level. But high positive significant could be found in teacher perception for pupils positive, teacher perception for pupils negative and positive of JIM i.e. (0.364), (0.989) and (0.843) respectively, significant at .01 level.

Finally, almost all the total scores of JIM have shown high positive relationship with pupil's self-concept positive, teacher perception for the pupils positive - negative and Junior Index

of Motivation positive as well as negative i.e. (0.223), (0.393), (0.221), (0.479) and (0.277), significant at .01 level. Except pupil's self-concept negative have indicated high negative relationship with total scores of JIM i.e. (-0.813), significant at .01 level.

It is very interesting to conclude that the psychic variables under study, have shown significant relationship with each other either positively or negatively.

Thus, it can be derived that, pupil's positive self-concept and academic motivation of pupils have shown relationship with each other. Even teacher's have perceived pupils self-concept and their motivation positively, which is in consonance with each other.

Table 11 : Correlation Matrix of the Dependent Variable i.e. (Actual Performance of the Pupils) Versus Psychic Independent Variables

	SCP	SCN	WI	TSP	TSN	TP	TN	TJ
AAC	0.666**	-0.220**	0.779**	0.263**	0.682**	0.125	0.170*	0.709**

4.3.2 Table 11 indicates that the psychic independent variables have shown high positive - negative relationship with the actual performance of the pupils. The pupil's self-concept positive, 'Who am I ?' test and teacher perception for pupils positive - negative have revealed high positive relationship with the actual

academic performance of the pupils, i.e. (0.666), (0.779), (0.263) and (0.682), significant at .01 level, whereas, the result of Junior Index of Motivation have shown positive relationship at .05 level, i.e. (0.170). However, pupils self-concept negative as well as total score of JIM have shown negative relationship with the actual performance of the pupils i.e. (-0.220), (-0.709) respectively, significant at .01 level.

It can be concluded that most of the psychic - variables are significantly related with the pupils' actual performance. It can further be analysed that the performance of the pupils depends on how the individual perceives oneself and their own academic motivation.

Table 12 : Correlation Matrix of the Dependent Variable (Pupil Academic Performance evaluated by the Teacher), Versus Psychic - Independent Variables

	SCP	SCN	WI	TSP	TSN	TP	TN	TJ
AC	-0.592**	-0.130	0.306**	0.961**	0.119	0.114	0.361**	-0.568**

4.3.3 Table 12 sets out the results of relationship between pupil's academic performance evaluated by the teacher and psychic independent variables. It is found that 'Who am I ?' test, teacher perception for pupils positive and Junior Index Motivation negative have shown high positive relationship with pupil's academic performance evaluated by teacher i.e. (0.306), (0.961) and (0.361), significant at .01 level, whereas self-concept positive and total score of JIM shows, high negative significant i.e. (-0.592),(-0.568)

at .01 level. Further analysis of the psychic variables, indicates high positive - negative relationship with dependent variable, i.e. pupil's academic performance evaluated by the teacher. It can be concluded that, teachers have perceived either positively or negatively to pupils academic performance.

Table 13 : Correlation Matrix of the Dependent Variable (Pupils Non-academic Performance evaluated by the Teacher) Versus Psychic Independent Variables

	SCP	SCN	WI	TSP	TSN	TP	TN	TJ
NP	-0.570**	0.898**	-0.454**	0.705**	0.615**	0.166*	-0.376**	0.496**

4.3.4 Table 13 Correlation matrix of pupils non-academic performance evaluated by teacher reveals that on the whole, there is positive negative relationship with the independent psychic variables. The pupil's self-concept negative, teacher's perception for pupils positive - negative and total score of JIM indicates high positive relationship with pupil's academic performance evaluated by the teacher i.e. (0.898), (0.705),(0.615) and (0.496), significant at .01 level. Similarly Junior Index Motivation positive have set out the results i.e. (0.166), positively significant at .05 level. Further, it indicates that pupils' self-concept, 'Who am I ?' and Junior Index Motivation negative have shown high negative relationship with pupil's non-academic performance evaluated by teacher i.e. (-0.570),(-0.454)

and (-0.376), significant at .01 level.

It is also observed from the non-academic performance perceived by the teacher's that pupils are participative in more non-academic activities and are also motivated towards task.

Comparing the Tables 12 and 13 it is found that, teacher perceives that pupils perform well in co-curricular activities than their school task. It can also be seen that the mean score of academic performance is (2.38) whereas, mean score of non-academic performance evaluated by the teacher is (3.11).

Table 14 indicates the comparative result of the mean scores of other studies. The mean scores of academic motivation ranges from 79.3 to 119.4 in all the studies. The various researchers have studied the academic motivation in terms of total score of JIM and some have studied along with its components. The present study integrate the variable of self-concept leading the pupils towards consonance / dissonance, teacher perception for the pupils, academic motivation in relation to performance. To perform well is an independent motive. In the educational as well as instructional process, the effort of the teacher's teaching and pupil's learning is evaluated in term of performance. Very few studies have integrated these psychic variables along with academic

Table 14 : Comparative Results of Other Studies with the Present Study (MEANS)

Sr. No.	Researchers	Self-Concept	ACADEMIC MOTIVATION						Total JIM
			$\overline{F}_1$	F_2	F_3	F_4	F_5	F_6	
1.	Desai (1970)	-	-	-	-	-	-	-	86.80
2.	Choksi (1972)	-	2.30	0.25	1.23	0.88	4.33	0.24	92.84
3.	Dave (1973)	-	-	-	-	-	-	-	88.73
4.	Darji (1975)	-	-	-	-	-	-	-	88.51
5.	Shelat (1975) :								
	LSC	-	-	-	-	-	-	-	89.7
	SSC	-	-	-	-	-	-	-	86.4
6.	Puri (1977) :								
	PHS	-	102.43	102.23	102.06	101.63	98.06	102.29	104.50
	NBH	-	102.47	100.68	99.47	100.92	97.31	101.37	99.22
	NGH	-	100.37	102.84	100.68	101.53	96.25	102.57	103.66
	VIII	-	101.62	101.71	100.72	101.77	97.83	102.26	103.96
	IX	-	101.64	100.50	99.31	101.25	96.55	102.19	100.28
	X	-	101.40	102.00	101.33	101.04	97.46	101.73	102.95
	Boys	-	102.27	101.42	100.09	101.51	98.96	101.92	102.27
	Girls	-	100.63	102.12	100.84	101.19	96.34	102.27	107.95
7.	Dholakia (1978) :								
	Std.IX A Ex-1	-	-	-	-	-	-	-	96.78
	Ex-2	-	-	-	-	-	-	-	86.88
	Ex-Boys (1)	-	-	-	-	-	-	-	102.21
	Ex-Girls(1)	-	-	-	-	-	-	-	89.71
	Ex-Boys (2)	-	-	-	-	-	-	-	99.66
	Ex-Girls(2)	-	-	-	-	-	-	-	84.05
8.	Merh (1978) :								

(Table 14 continued..)

Sr. No.	Researchers	Self-Concept	ACADEMIC MOTIVATION						Total JIM
			F_1	F_2	F_3	F_4	F_5	F_6	
11.	Varnami (1982):								
	S_1	-	-	-	-	-	-	-	112,79
	S_2	-	-	-	-	-	-	-	117.25
	S_3	-	-	-	-	-	-	-	112.09
	S_4	-	-	-	-	-	-	-	116.95
	S_5	-	-	-	-	-	-	-	117.00
	S_6	-	-	-	-	-	-	-	111.40
	S_7	-	-	-	-	-	-	-	117.00
12.	Christian (1982)								
	Exptl. XI Com.	-	-	-	-	-	-	-	84.00
	" XI Sci.	-	-	-	-	-	-	-	89.90
	" XII Com.	-	-	-	-	-	-	-	78.38
	" XII Sci.	-	-	-	-	-	-	-	86.43
	AKV XI Com	-	-	-	-	-	-	-	77.60
	XII Com.	-	-	-	-	-	-	-	71.60
	VIII - Pre-test	-	-	-	-	-	-	-	56.82
	VIII - Post-test	-	-	-	-	-	-	-	85.89
13.	LYNGDOH : (1985)								
	Positive :	99.47		Positive	43.82	JIM	-	-	87.47
	Negative :	71.4		Negative	32.51	JIM	-	-	

performance. Dholakia (1978) indicates that boys (X - 1, M = 102.21, X - 2 M = 99.66) and girls (X - 1, M = 89.71, X - 2, M = 84.5), are motivated towards school and for classroom learning, but they have less academic and non-academic performance i.e. boys (X - 1 M = 26.66, X - 2 M = 35.83), girls (X - 1, M = 53.52, X - 2, M = 41.86) non-academic performance boys (X - 1 M = 44.54, X - 2 M = 42.56) and girls (X - 1 M =53.80, X - 2 M = 34.10). Desai (1979) studied the general factors of academic motivation along with the total scores of JIM. This study found pupils academic motivation score boys (97.42), girls (93.45) and less academic and non - academic performance i.e. boys (4.45), (2.29), whereas girls (4.43) and (3.17). Aram (1980) found that self concept of the pupils is very low (5.60) whereas the mean score of JIM is above the average (92.38). The present study (1984) of the pupils of Shillong found JIM mean score on the average i.e. (87.47) whereas performance (2.38) and non-academic performance (3.11). In general it can be inferred that to study well and to do well is dependent on each pupil's capacity. It can be concluded that neither consonance nor dissonance affect pupils' performance.

4.3. (b) Multiple Regression

For this section the impact of all the 8 independent variables on pupil's performance are examined with the help of the multivariate regression analysis and multiple coefficient.

The multiple correlation is an extension of the theory of simple linear correlation. When there are three or more variables under study, the correlation between two variables is sometimes misleading and erroneous too, if there is little or no correlation between them taken two at a time. But the co-efficient of multiple 'R' indicates the strength of relationship between one variable and all other remaining variables taken together. The 'R' is not merely the sum of the correlates of the dependent variables and the various independent variables taken separately, but it is also related to the inter correlations of the independent variables as well as their correlations with their dependent variables. Another interpretation of 'R' is that it is the correlation between the predicted value of the dependent variable which is predicted by using several other independent variables, and its observed values.

In the present study the multiple regression equation is adopted to examine the impact of 8 independent variables under study on the performance of the pupils as follows.

Before going to estimate the multiple regression function, a simple correlation matrix of 38 sub-variables was worked out and examined. The correlation matrix is shown in appendix - 11 . This shows that there is no problem of multiple regression.

The values of the constant and partial regression co-efficient of the function were estimated with the help of a computer. The empirical results of this multiple regression functions are presented below.

4.3.5 In the regression estimate of Table 15, the 't' value shows that almost all the partial regression co-efficients are insignificant at .05 and .01 level. Except self-concept negative have shown relationship with the dependent variable i.e. pupil's actual performance. It is significant at .01 level i.e. (2.91481) and the pupils actual performance is (3.21871).

This is a very interesting finding. Eventhough negative self-concept for some reasons, but the pupils academic performance is less influenced by any inner motive of the pupils for any task.

Impact of Independent variables on the score of Actual Performance Of the Pupils

Variables which show the positive impact on the scores of actual academic performance	Variables which show the negative impact on the score of actual academic performance
1. Pupils Self-concept positive	7. Pupils academic motivation negative
2. Pupils Self-concept negative	
3. Who am I ?	
4. Teacher's perception for pupils positive	
5. Teacher's perception for pupils negative	
6. Academic motivation positive	
8. Total of JIM (Academic Motivation score).	

Table 15 : Regression Estimates of Independent versus Dependent Variables i.e. B_1 .... to B_8 + B_0 i.e. Psychic (Independent) Versus Actual Academic Performance of the Pupils (Dependent Variable)

Sr.No.		Variables	Estimate	Std.Error	t-Statistics
1.	B_1	Pupil's Self-concept Positive	0.105095D-01	0.56562D-01	0.185804
2.	B_2	Pupil's Self-concept Negative	0.144702	0.49644D-01	2.91481 **
3.	B_3	Who am I ?	0.121756D-01	0.47895	0.254215D-01
4.	B_4	Teacher's perception for pupils Positive	0.104099D-02	0.89718D-02	0.116029
5.	B_5	Teacher's perception for pupils Negative	0.747689D-01	0.46682D-01	1.60168
6.	B_6	Pupils' academic motivation Positive	0.548668D-01	0.91413D-01	0.6002205
7.	B_7	Pupils' academic motivation Negative	-0.481894D-01	0.86991D-01	-0.553961
8.	B_8	Total JIM	0.524554D-01	0.84393D-01	0.621564
9.	B_0	Actual academic performance of the Pupils	53.5730	16.644	3.21871 **

R_2	R value	Ft	df_1	df_2
0.120516	0.347155	2.58989	8	192

Here,

R_2 = Coefficient of multiple correlation square or co-efficient of multiple determination

R = Co-efficient of multiple correlation

df_1 = No. of significant independent variable

df_2 = $(N - df_1 - 1)$

N = No. of observations

N = 200

In the present study out of 8 independent variables seven variables have positive impact on the score of actual academic performance of the pupils but only one is negative. (Partial regression co-efficient associated with independent variables, seven have positive significant).

This explains that the remaining only one variable have shown negative impact on the score of pupil's actual academic performance. However, self-concept and academic motivation, either positive or negative have less contribution for the pupils who want to learn and perform well in school.

4.3.6 In the regression estimate of Table 16, the 't' value shows that all the partial regression co-efficients are insignificant either at .05 or .01 level. Thus, it can be concluded that all the 8 independent variables have no significant influence on the pupils' academic performance evaluated by the teacher. Even the academic performance of the pupils have positive score but it is lesser and not significant than the actual performance of the pupils.

Impact of the Independent variables on the score of Pupil's Academic Performance evaluated by Teacher

Variables which show the Positive impact on the score of pupils academic performance evaluated by teacher	Variables which show the negative impact on the score of pupil's academic performance evaluated by teacher
1. Pupil's self-concept Positive	3. Who am I ?
2. Pupil's self-concept Negative	5. Teacher's perception for pupil negative
4. Teacher's perception for pupils positive	7. Pupils academic motivation negative
6. Pupils academic motivation positive	
8. Total of JIM (academic motivation score).	

Table 16 : Regression Estimates of Independent Versus Dependent Variables i.e. B_1 ... to B_8+B_0 i.e. Psychic (Independent) Versus Pupil's Academic Performances evaluated by Teacher (Dependent Variable).

Sr.No.		Variables	Estimate	STD.Error	t-Statistics
1.	B_1	Pupil's self-concept Positive	0.239012D-02	0.79811D-02	0.299471
2.	B_2	Pupil's self-concept Negative	0.706688D-02	0.70049D-02	1.00885
3.	B_3	'Who am I ?'	-0.249263D-01	0.67581D-01	-0.368836
4.	B_4	Teacher's perception for pupils Positive	0.183515D-02	0.12660D-02	1.44962
5.	B_5	Teacher's perception for pupils Negative	-0.169254D-03	0.65869D-02	-0.25695D-01
6.	B_6	Pupils academic motivation Positive	0.554994D-02	0.12899D-01	0.430270
7.	B_7	Pupils academic motivation Negative	-0.162395D-01	0.12275D-01	-1.32301
8.	B_8	Total JIM	0.165537D-01	0.11908D-01	1.39013
9.	B_0	Pupil's academic performance evaluted by teacher	3.46358	2.3486	1.47477

R_2	R-value	Ft	df_1	df_2
0.585871D-01	0.242048	1.17621	8	192

Here,

R_2 = Co-efficient of multiple correlation square or co-efficient multiple determination

R = Co-efficient of multiple correlation

df_1 = No. of significant independent variables

df_2 = $(N - df_1 - 1)$

N = No. of observations

N = 200

As shown above, out of 5 independent variables have positive impact on the score of pupil's academic motivation evaluated by the teacher, but are not significant. (Partial regression co-efficient associated with independent variable only, these five have positive significant).

This reveals that the remaining three variables show negative impact on the score on pupils academic performance evaluated by the teacher. Hence, from the result it can be concluded that the variables 1, 2, 4, 6 and 8 have positive influence on the score of pupils academic performance evaluated by the teacher and others have negative influence i.e. How the performance in any task depends in each individual's hand.

4.3.7 In the regression estimate of Table 17 the 't' value shows that all the partial regression co-efficients are insignificant at either .05 or .01 level. Thus, it be concluded that all the 8 independent variables have no significant influence on the pupil's non-academic performance as perceived by the teacher.

Impact of Independent Variable on the Score of Pupil's Non-academic Performance as evaluated by the Teacher

Variables which show the positive impact on the score of pupil's non-academic performance evaluated by teacher.	Variables which show the negative impact on the score of pupil's non-academic performanc evaluated by teacher
2. Pupil's Self-concept Negative	1. Pupil's Self-concept Positiv
3. Who am I ?	7. Pupil's academic motivation Negative
4. Teacher's perception for pupils Positive	
5. Teacher's perception for pupils Negative	
6. Pupils academic motivation Positive	
8. Total score of JIM (Academic Motivation)	

Table 17 : Regression Estimates of Independent Versus Dependent Variables i.e. B_1 ... B_8 + B_0 i.e. Psychic (Independent) Versus Pupils Non-academic Performance evaluated by Teacher (Dependent Variables)

Sr.No.		Variables	Estimate	STD Error	t-Statistics
1.	B_1	Pupil's self-concept Positive	-0.615685D-02	0.94114D-02	-0.654191
2.	B_2	Pupil's self-concept Negative	0.881486D-02	0.82602D-02	1.06715
3.	B_3	Who am I ?	0.846232D-01	0.79692D-01	1.06188
4.	B_4	Teacher's perception for pupils Positive	0.130232D-02	0.14928D-02	0.872388D-01
5.	B_5	Teacher's perception for pupils Negative	0.419177D-02	0.77673D-02	0.539668
6.	B_6	Pupils academic motivation Positive	0.110078D-01	0.15210D-01	0.723708
7.	B_7	Pupils academic motivation Negative	-0.193378D-02	0.14474D-01	-0.133601
8.	B_8	Total JIM	0.179651D-02	0.14042D-01	0.127938
9.	B_0	Pupils' non-academic performance evaluated by teacher	-0.252435	2.7694	-0.911506D-01

R_2	R-value	Ft	df_1	df_2
0.302604D-01	0.173955	0.589769	8	192

Here,

R_2 = Co-efficient of multiple correlation square or co-efficient multiple determination

R = Co-efficient of multiple correlation

df_1 = No. of significant independent variables

df_2 = $(N - df_1 - 1)$

N = No. of observations

N = 200

The Table above shows that out of 8 independent variables, six variables have positive impact on the score of pupils non-academic motivation as evaluated by the teacher but are not significant. (Partial regression co-efficient associated with independent variables only, six have positive significant).

This reveals that the remaining two variables show negative impact on the score of pupils non-academic performance evaluated by teacher. Hence, from the results it can be concluded that the variables 2, 3, 4, 5, 6 and 8 have positive influence on the scores of pupils non-academic performance evaluated by the teacher and the other have negative influence.

It can be inferred that most of the psychic variables have shown relationship with each other in their contribution, but regretting the effect of these variables. The result shows that academic performance is in itself independent and 'to perform well' is mostly dependent on each pupil's work in class-room, whether teacher's perceive them in either positive or negative way.

Conclusion :

Ultimately, the inner psychic component in the mind process does help the pupils for task performance, but in many ways the pupil is either on positive or negative dimension of the mind processes. It is found that the pupil has more negative attitude toward school, classroom, work situation and even for their

ownself. It is interesting to note that pupil academic performance depend not on the psychic process like consonance / dissonance but on theirm own willingness to do well. There is the maxim - that to make a destiny is in each individual's hand.

4.4 Phase III

Table 18 : Difference Between Mean, SDs and SE Mean amongst the Variables of School 1.
(Co-education)

N = 14

Sr.No.	Variables	Mean	SD	SE Mean
1.	Pupil's self-concept Positive	100.13	13.42	2.37
2.	Pupil's self-concept Negative	61.03	11.93	2.11
3.	Who am I ?	6.38	1.18	0.21
4.	Teacher's perception for pupils Positive	96.34	8.10	1.43
5.	Teacher's perception for pupils Negative	82.66	7.01	1.24
6.	Academic motivation Positive	43.41	9.13	1.61
7.	Academic motivation Negative	28.97	7.41	1.31
8.	Total JIM	85.16	12.84	2.27
9.	Actual academic performance of pupils	43.22	5.80	1.03
10.	Academic performance as perceived by teacher	2.03	0.86	0.15
11.	Non-academic performance as perceived by teacher	2.97	1.09	0.19

4.4.1 Table 18 above indicates the difference between the means & SDs and SE (means) of school 1, (co-educational school) of class X, Shillong. It can be inferred that means

difference amongst the variables varies from each other.

It reveals that mean score of pupils self-concept positive is different from the mean score of pupils self-concept negative i.e. (100.13), (61.03) but there is less difference found in SE (means) between the two. Similarly, teacher's perception, positive is different from teacher's perception for pupils negative i.e. (96.34), (82.66) and there is not much of difference on SE (means) between the two. It further can be seen that mean scores of pupils academic motivation positive is different from pupil's academic motivation negative i.e. (43.41), (28.97) respectively. Also it can be found that there is not much difference on SE (means) between the two i.e. (1.61) (1.31).

It sets out from the results that the positive components of the pupil's self-concept, teacher perception for pupils as well as pupil's academic motivation have higher mean scores comparing to the negative components of the same variables.

The mean score of 'Who am I' academic as well as non-academic performance of the pupils as evaluated by the teacher is (6.38), (2.03) and (2.97) which is very less respectively. The SE (means) of these three variables are similar with each other i.e. (0.21), (0.15) and (0.19).

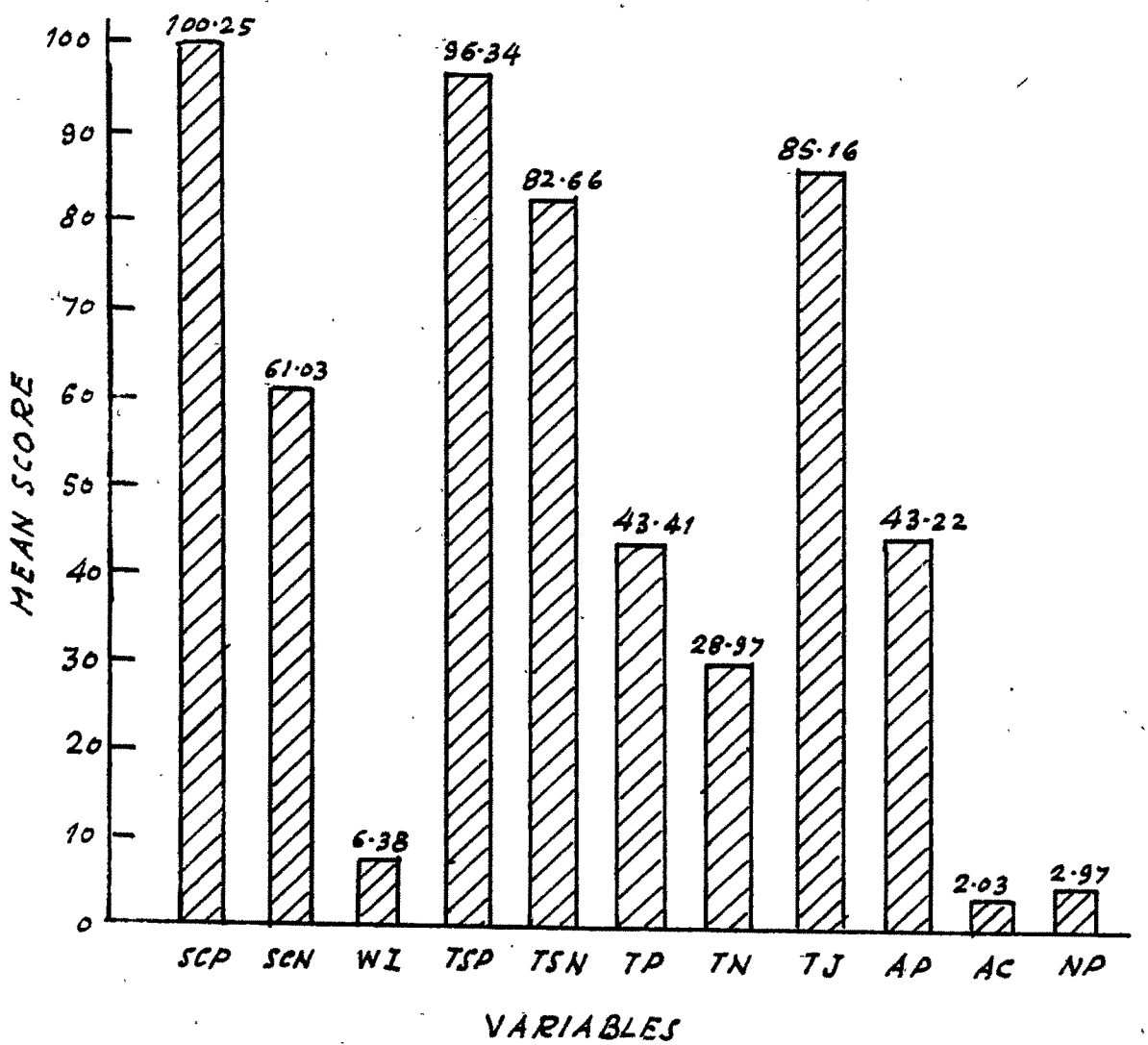
The total mean scores of JIM falls under the average category that is (85.16) and pupil's actual performance is (43.22), SE (means) between the two is different from each other.

It can be further interpreted that the highest mean score of all the variables falls under the component of pupils self-concept positive, followed by teacher's perception for pupils positive and academic motivation. Whereas, the lowest means scores falls under the components of pupil's academic as well as non-academic performance as evaluated by the teacher.

In school 1, the pupils positive self and teacher's perception for them are in consonance with each other, the dissonance in perception is lesser than consonance. Looking to the perceptual consonance the pupils academic motivation positive is moderate. Eventhough, they are highly academically motivated to learn well in school, on the other hand the pupils academic performance is average. Also , teachers observed and perceived evaluation of pupils academic as well as non-academic performance is minimal. Thus, pupils consonance - dissonance and their academic motivation does not help them for better performance. That is to do well in their own individual task. (Refer Graph 6).

4.4.2 Table 19 reveals the difference between the mean, SDs and SE (means) of school 2, class X, (Boys' school). The results set out that means difference of the variables do not differ much with each other.

It can be observed that there is less difference between the mean scores of pupils self-concept positive as well as negative i.e. (99.73), (76.71), whereas, there is less difference on



GRAPH 6- A GRAPHIC REPRESENTATION OF DIFFERENCE BETWEEN MEANS AMONGST THE VARIABLES OF SCHOOL-1 (CO-EDUCATION)
N = 14

Table 19 : Difference Between Mean, SDs and SE Mean amongst the Variables of School - 2 (Boys' School)

N = 30

Sr.No.	Variables	Mean	SD	SE Mean
1.	Pupil's self-concept Positive	99.73	8.75	1.21
2.	Pupil's self-concept Negative	76.71	12.06	1.67
3.	Who am I ?	7.04	1.14	0.16
4.	Teachers perception for pupils Positive	88.35	9.93	1.24
5.	Teacher's perception for pupils Negative	86.54	7.67	1.06
6.	Academic motivation Positive	39.33	7.83	1.09
7.	Academic motivation Negative	32.50	8.05	1.12
8.	Total JIM	92.96	10.33	1.43
9.	Actual academic performance of pupils	54.13	8.88	1.23
10.	Academic performance of pupils as perceived by teachers	2.48	1.06	0.15
11.	Non-academic performance of pupils as perceived by teachers	2.94	1.24	0.17

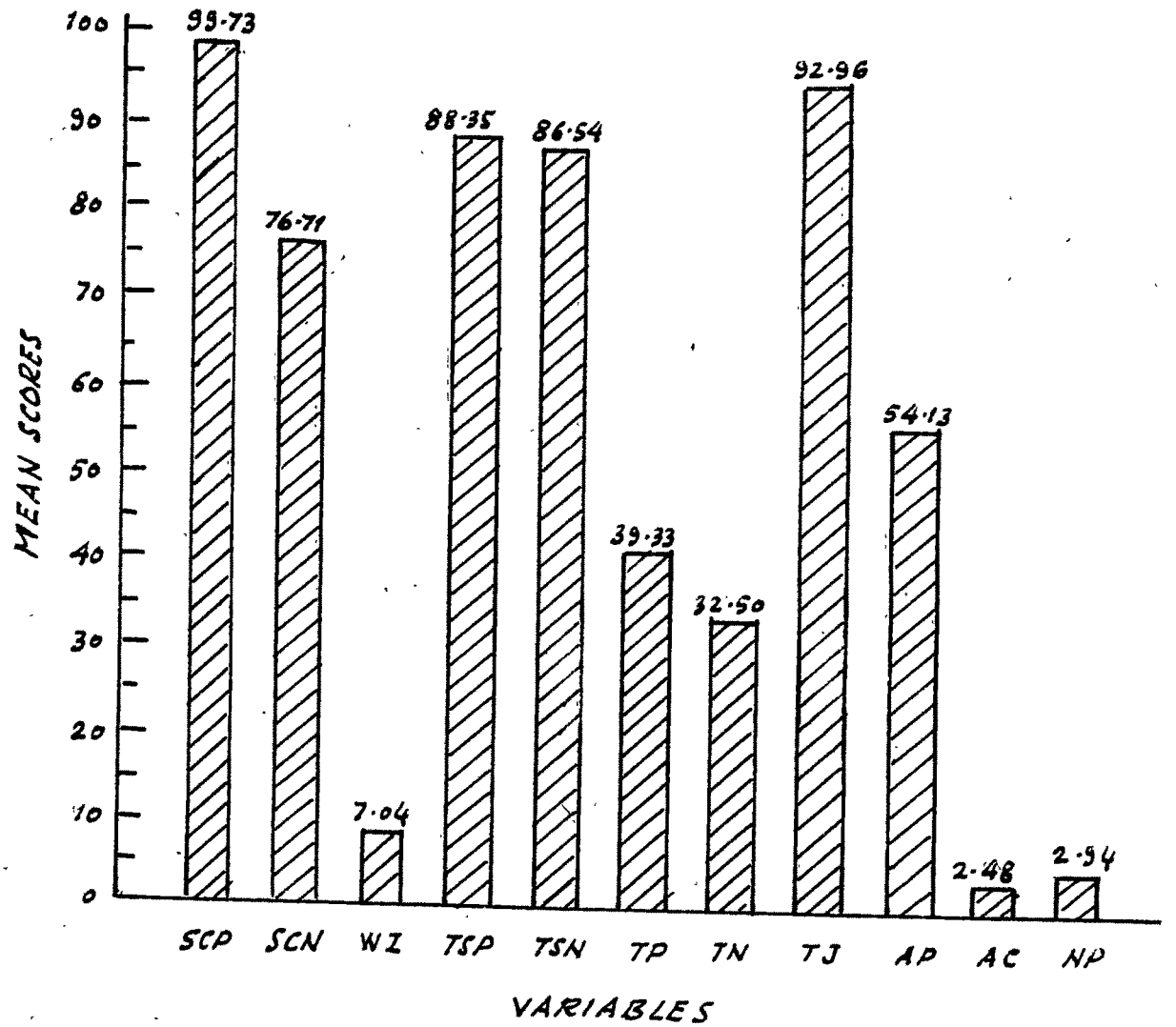
SE (means) between the two. Also, there is less difference between the mean scores of the teacher's perception for the pupils positive - negative i.e. (88.35), (86.54) respectively, and there is not much of difference on SE (means) between the two. The mean scores of pupils academic motivation positive have not shown much difference from negative i.e. (39.33), (32.50), and there is slight difference on SE (means) between the two.

It further can be inferred from the results that the positive components of pupils self-concept. Teacher's perception for pupils as well as pupils' academic motivation have shown the higher mean scores than the negative component of the same variables.

The mean scores of 'Who am I ' , pupils acfual performance and pupils academic as well as non-academic performance evaluated by the teacher is (7.04), (2.48) and (2.94) rewpectively, whereas there is not much difference on SE (means) amongst these three variables. The total mean score of JIM is (92.96), and the actual performance of the pupils is (54.13). It can be seen that even the high score on academic motivation has not helped pupils to score high on their academic performance. (Refer Graph 7).

It can be concluded that the highest mean scores of all the variables falls under the component of pupils self-concept positive followed by the total scores of JIM whereas, the lowest mean scores falls under pupil's academic and non-academic and non-academic performance as evaluated by the teacher.

It can be observed that the pupil's positive self and teacher's perception for them are in consonance with each other. The dissonance in perception is lesser than consonance. Comparing to the perceptual consonance the pupils in academic motivation is less than moderate. It infers that the pupils are not



GRAPH 7- A GRAPHIC REPRESENTATION OF DIFFERENCE BETWEEN MEANS AMONGST THE VARIABLES OF SCHOOL-2 (BOYS' SCHOOL)
N = 30

academically motivated to learn well in school. On the other hand, the pupil's academic performance is average. Also, teachers observed and perceived evaluation of pupils academic and non-academic performance is minimal. Thus, pupils perceptual consonance - dissonance and their academic motivation does not help them much for better performance - that is to do well in their own learning activities.

Table 20 : Difference Between Mean, SDs and SE Mean Amongst the Variables of School - 3 (Girls' School)

N = 52

Sr.No.	Variables	Mean	SD	SE Mean
1.	Pupils self-concept Positive	97.84	8.33	1.35
2.	Pupil's self-concept Negative	77.97	7.05	1.14
3.	Who am I ?	7.82	0.65	0.11
4.	Teacher's perception for pupils Positive	118.82	14.93	2.51
5.	Teacher's perception for pupils Negative	75.76	5.20	0.84
6.	Academic Motivation Positive	41.32	10.25	1.66
7.	Academic Motivation Negative	39.00	8.66	1.40
8.	Total JIM	94.03	10.20	1.60
9.	Actual academic performance of pupils	47.13	7.38	1.20
10.	Academic performance of pupils as perceived by teacher	2.21	1.19	0.19
11.	Non-academic performance of pupils as perceived by teacher	3.03	1.59	0.26

4.4.3 Table 20 above shows the difference between means, SDs and SE (means) of school - 3 of Class X (Girls' school). It can

be inferred that all the variables do not differ with each other except the variable of teacher perception for the pupils positive.

It can be seen that the mean score of pupil's self-concept positive is higher than the mean score of pupils self-concept negative i.e. (97.84), (77.97) respectively. There is not much difference on the SE (means) of the two variables. But the teacher's perception for pupils positive have shown the highest mean scores than the negative components i.e. (118.42), (75.76) and there is a difference on SE (means) between the two. Comparing school 1 and 2 it could be seen that teacher's perception for pupils differ from time to time. Meanwhile, there is not much difference on mean scores on pupils academic motivation positive - negative i.e. (41.32), (39.00), and there is less difference on SE (means) between the two.

It can be inferred that the positive components of the pupils self-concept, teacher perception for pupils as well as pupils academic motivation have shown higher mean scores as compared to the negative components of the same variables, but the actual academic performance of the pupils is on the average.

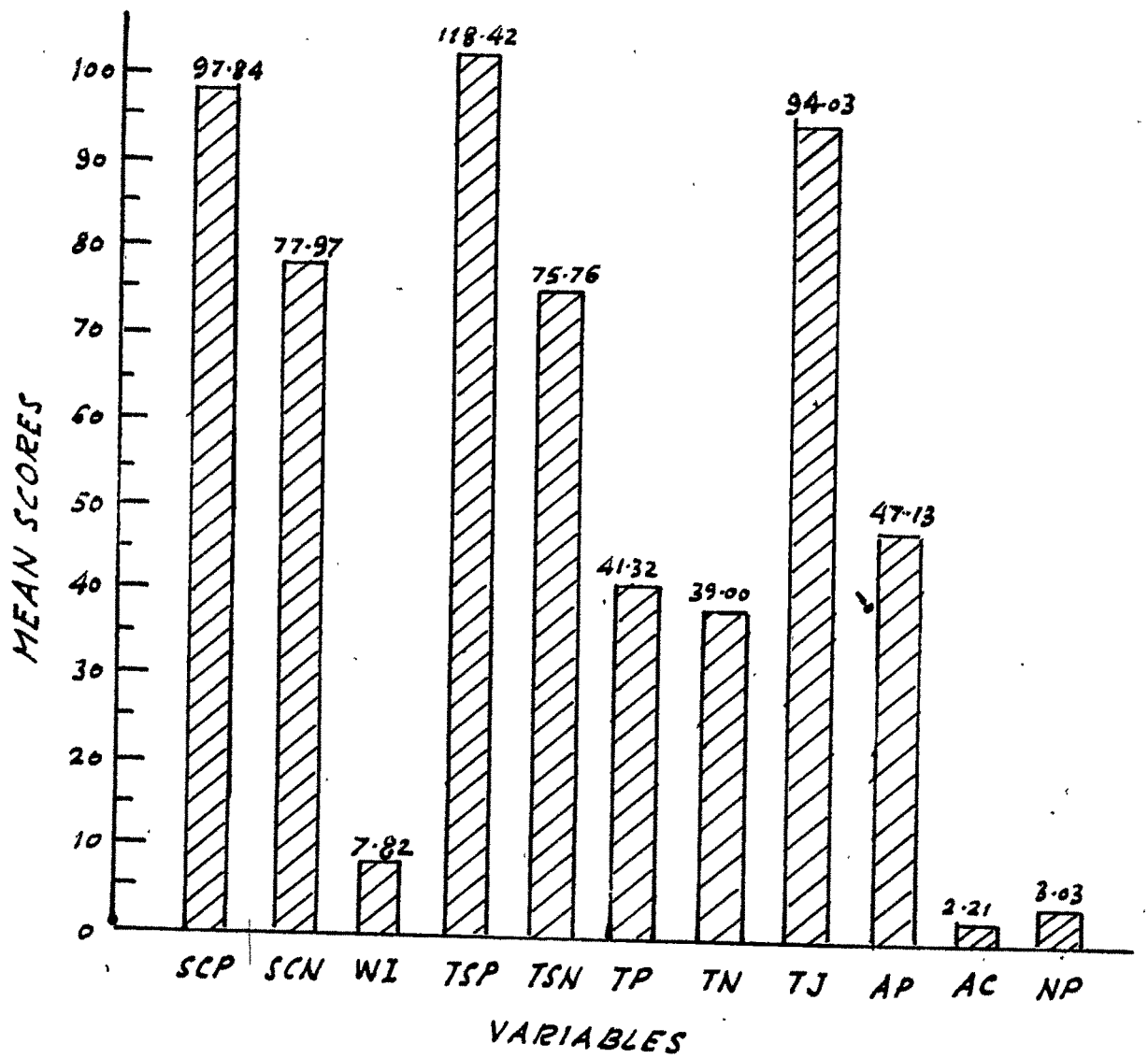
The mean scores of 'Who am I', pupil's academic and non-academic performance as evaluated by the teacher have shown very less mean scores i.e. (7.82), (2.24), and (3.03) respectively,

The SE (means) of the same shows less difference from each other. The total mean scores of JIM (94.03) and pupil's actual performance is (47.13), there is less difference on ϕ SE(means).

Summarising the results, it can be concluded that the teacher's perception for pupils positive have shown the highest mean score which is in consonance with each other followed by pupil's self-concept positive. In contrast, the lowest mean scores have been shown by the pupil's academic and non-academic performance as evaluated by the teacher. (Refer Graph - 8).

In School 3 pupil's self-concept and teacher perception for them are in consonance with each other, but the dissonance in perception is lesser than the consonance. Looking to the perceptual consonance of the pupil's performance motivation positive is moderate, it means that they are motivated to learn well. Similarly, pupil's academic performance is average. But pupil's academic as well as non-academic performance as evaluated by teacher is very poor. Therefore, pupil's consonance-dissonance and their academic motivation does not help the pupils to perform well in school.

4.4.4 Table 21 sets out the difference between the means, SDs and SE (means) of school - 4 (co-educational school) of class X. The results indicate that the difference amongst the variables differ from each other.



GRAPH 8 - A GRAPHIC REPRESENTATION OF DIFFERENCE BETWEEN MEANS AMONGS THE VARIABLES OF SCHOOL - 3 (GIRLS' SCHOOL)
N = 52

Table 21 : Difference Between Mean, SDs and SE Mean amongst the Variables of School - 4 (Co-education)

N = 38

Sr.No.	Variables	Mean	SD	SE Mean
1.	Pupil's self-concept Positive	99.38	10.19	1.75
2.	Pupil's self-concept Negative	66.50	11.48	1.97
3.	Who am I ?	6.15	1.16	0.20
4.	Teacher's perception for pupils Positive	116.29	14.74	2.53
5.	Teacher's perception for pupils Negative	57.38	11.29	2.97
6.	Academic motivation Positive	52.32	12.30	2.11
7.	Academic motivation Negative	28.50	8.92	1.53
8.	Total JIM	76.32	16.81	2.88
9.	Actual academic performance of Pupils	46.59	8.61	1.48
10.	Academic performance of pupils as perceived by teacher	3.12	1.27	0.22
11.	Non-academic performance of pupils as perceived by teacher	3.59	0.92	0.16

The results indicate that pupils self-concept positive have shown higher mean score than the pupil's self-concept negative i.e. (99.38), (66.50), whereas, there is less different on SE (means) i.e. (1.75), (1.97). Similarly, there is great difference of the mean scores of teacher's perception for pupil's positive from the mean scores of teacher's perception for pupils negative i.e. (116.29), (57.38) respectively, but there is less difference on SE (means) between

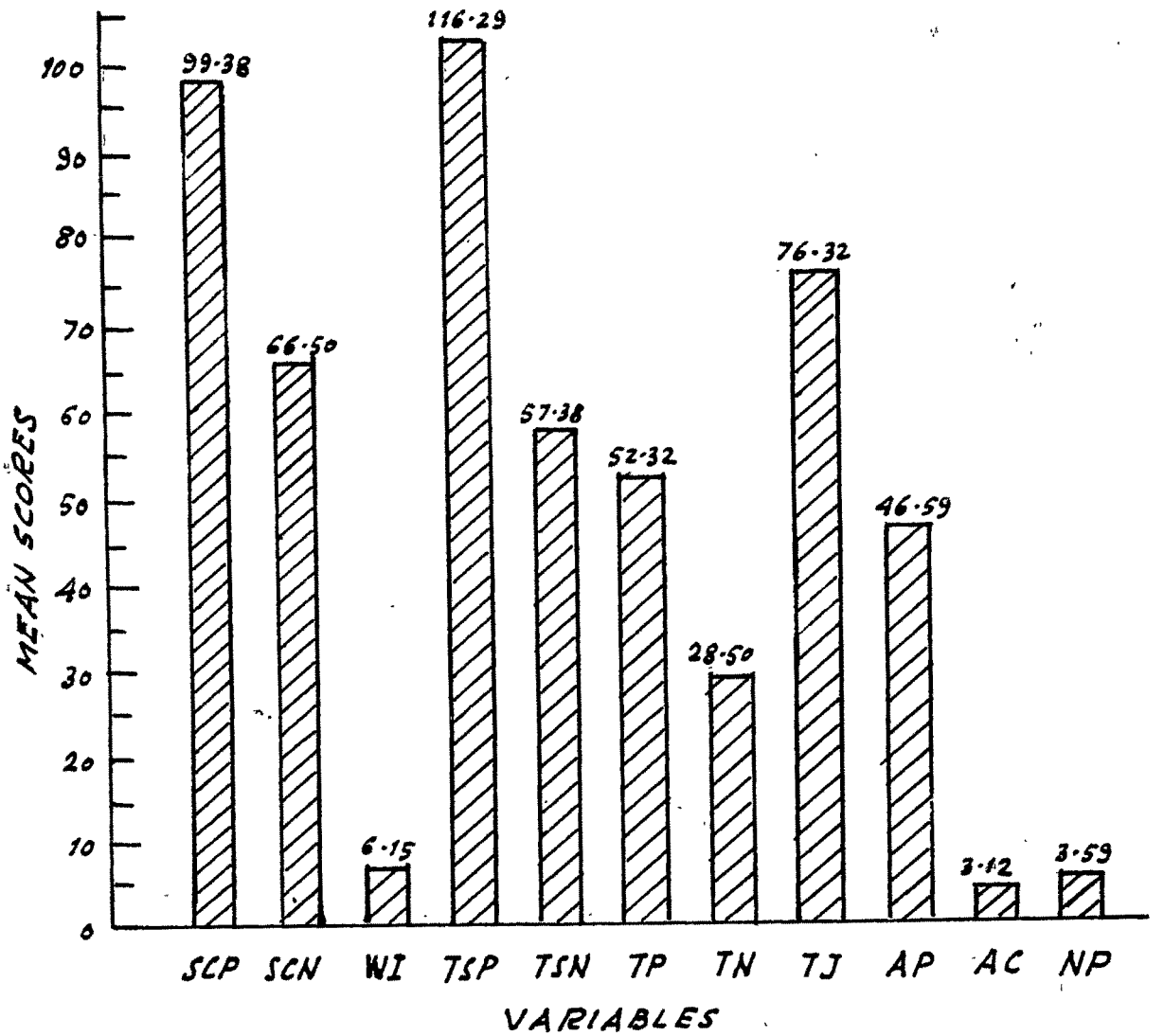
the two. The mean scores of pupils academic motivation positive is higher than pupils academic motivation negative i.e. (52.22), (28.50), and SE (means) amongst the two differs i.e. (2.11), (1.53), respectively.

However, it could be seen that the positive components of the pupil's self-concept, teacher's perception for pupil positive and academic motivation of the pupils have shown the higher mean scores that the negative mean scores of the same variables.

The very less mean scores have shown on the variables of 'Who am I', pupil's academic and non-academic performance as evaluated by the teacher i.e. (6.15), (3.12) and (3.59), there is less difference on the SE (means) amongst these variables.The total mean score of JIM (76.32), whereas, pupils actual academic performance is (46.59) respectively. The SE (means) of these variables differs from each other. (Refer Graph 9).

It can be further analysed that the highest mean scores have shown on the teacher's perception for pupils positive, followed by pupil's self-concept positive, and the lowest mean scores have shown by the pupils academic performance as evaluated by the teacher.

In school - 4, pupil's self-concept and teacher perception for them are in consonance with each other, but the dissonance in perception is lesser than consonance. However, the perceptual



GRAPH 9 - A GRAPHIC REPRESENTATION OF DIFFERENCE BETWEEN MEANS AMONGST THE VARIABLES OF SCHOOL-4 (CO-EDUCATION) N = 38

consonance of pupil's academic motivation is moderate, meaning that they are motivated to learn well. Again, pupil's academic performance is average. But pupil's academic as well as non-academic performance as perceived and evaluated by teacher is very less. Thus, pupil's consonance - dissonance and their academic motivation does not affect the individual's task i.e. to learn and perform well in school task or learning activities.

Table 22 : Difference Between Mean, SDs and SE mean amongst the Variables of School - 5
(Boys' School)

N = 34

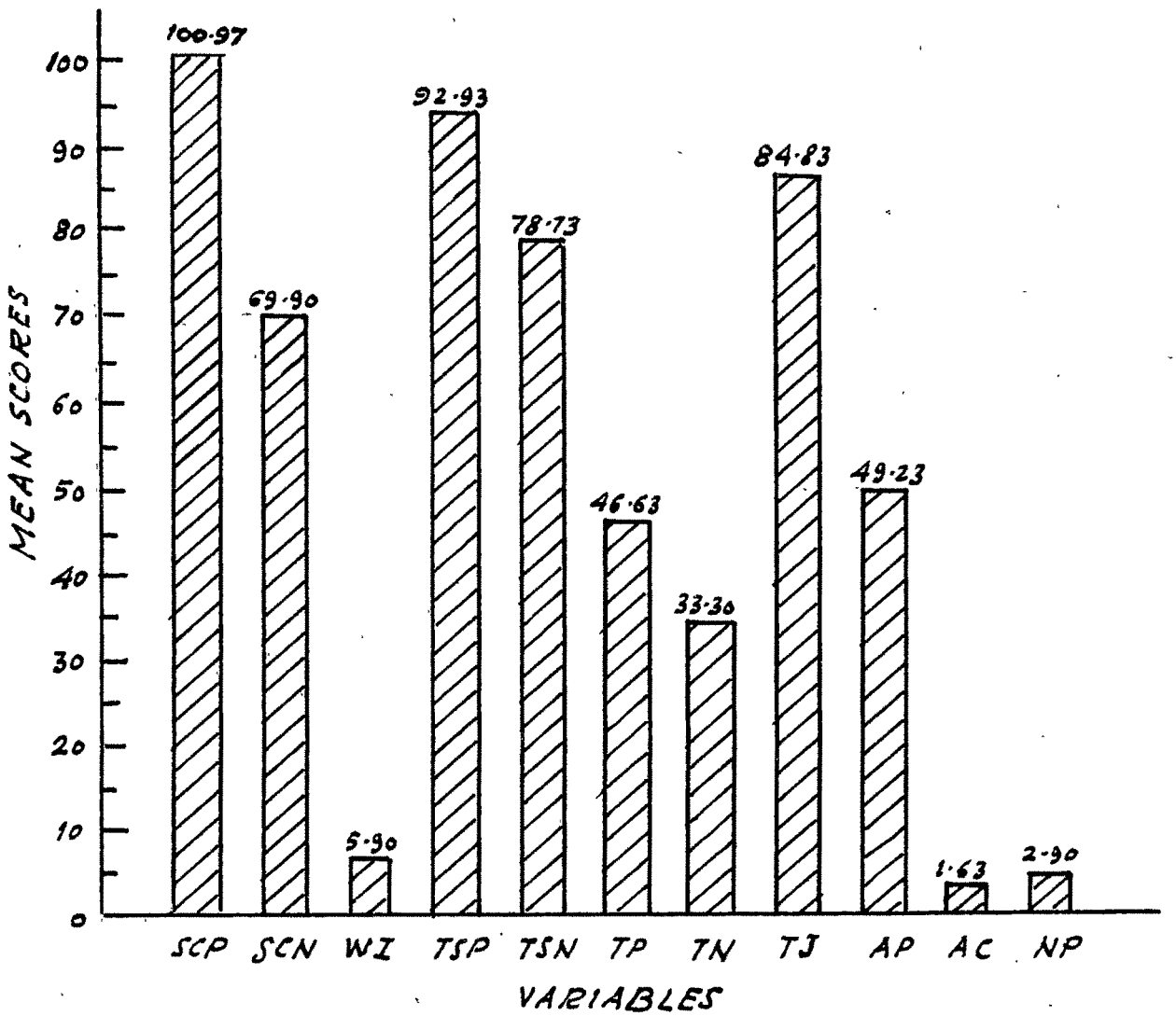
Sr.No.	Variables	Mean	SD	SE Mean
1.	Pupil's self-concept Positive	100.97	12.24	2.23
2.	Pupil's self-concept Negative	67.90	12.87	2.35
3.	Who am I ?	5.90	1.21	0.22
4.	Teacher's perception for pupils Positive	92.93	9.88	1.80
5.	Teacher's perception for pupils Negative	78.73	9.00	1.64
6.	Academic motivation Positive	46.63	14.22	2.60
7.	Academic motivation Negative	33.30	11.86	2.17
8.	Total JIM	84.43	20.27	3.70
9.	Actual academic performance of Pupils	49.23	5.08	0.93
10.	Academic performance of pupils as perceived by teacher	1.63	0.81	1.15
11.	Non-academic performance of pupils as perceived by teacher	2.90	1.58	0.29

4.4.5 Table 22 indicates the difference between means, SDs and SE (means) of school - 5 (Boys' school) Class X. The difference amongst the variables varies from each other to a large extent.

It could be observed that pupil's self-concept positive have shown higher mean score than pupil's self-concept negative i.e. (100.97), (67.90), respectively, but the SE (means) between the two reveals less difference, i.e. (2.23), (2.35). The mean score of teacher's perception for pupils positive have shown higher mean score than the teacher's perception for pupils negative i.e. (92.93), (78.73), but there is less difference on the SE (means) between the two. Pupil's academic motivation positive have indicated higher mean scores than the negative i.e. (46.63), (33.30). Also the difference on SE (means) does not infer much difference.

It can be seen from the results that the pupils self-concept positive, teacher's perception for the pupils positive as well as pupils academic motivation positive have shown higher mean scores compared to the negative components of the same variables.

The mean score of 'Who am I' academic and non-academic performance evaluated by the teacher shows very less mean scores i.e. (5.90), (1.63) and (2.90), there is less difference on SE (means) between the two. The total score of JIM is (84.43) and actual performance of the pupils (49.23). (Refer Graph 10).



GRAPH 10 - A GRAPHIC REPRESENTATION OF DIFFERENCE BETWEEN MEANS AMONGST THE VARIABLES OF SCHOOL-5 (BOYS' SCHOOL)

N = 34

However, it can be further analysed that the pupil's self-concept positive have indicated the highest mean score, followed by the teacher's perception for the pupils positive. Whereas, the lowest mean scores is being shown on academic and non-academic performance as evaluated by the teacher and 'Who am I' test.

In school - 5 pupil's self-concept and teacher perception for them are in consonance with each other, the dissonance in perception is lesser than consonance. Again, the perceptual consonance of pupil's academic motivation is moderate i.e. they like to come to school to learn well. This can be supported by the score of actual performance obtained by them. But teacher's perceived evaluation of pupil's academic as well as non-academic performance is very poor. Therefore, it can be concluded that pupils consonance - dissonance and their academic motivation does not contribute for the better performance of the pupils in their learning activities.

4.4.6 Table 23 reveals the difference between the means, SDs and SE (means) of school - 6, (Girls' school) of Class X. It can be seen that the mean difference amongst the variables differs with each other.

The results set out that mean score of pupils self-concept positive have shown the highest mean scores than negative i.e. (98.08), (78.23), but the SE (means) of pupils self-concept

Table 23 : Difference Between Mean, SDs and SE Mean Amongst the Variables of School - 6

(Girls' School)

N = 32

Sr.No.	Variables	Mean	SD	SE Mean
1.	Pupil's self-concept Positive	98.08	8.23	2.28
2.	Pupil's self-concept Negative	78.23	12.22	3.40
3.	Who am I ?	6.62	0.04	0.29
4.	Teacher's perception for pupils Positive	108.38	5.85	1.62
5.	Teacher's perception for pupils Negative	98.23	5.36	1.49
6.	Academic motivation Positive	38.54	8.70	2.41
7.	Academic motivation Negative	34.77	7.77	2.15
8.	Total JIM	96.08	13.41	3.72
9.	Actual academic performance of pupils	43.60	4.72	1.31
10.	Academic performance of pupils as perceived by teacher	2.92	0.64	0.18
11.	Non-academic performance of pupils as perceived by teacher	4.00	1.00	0.28

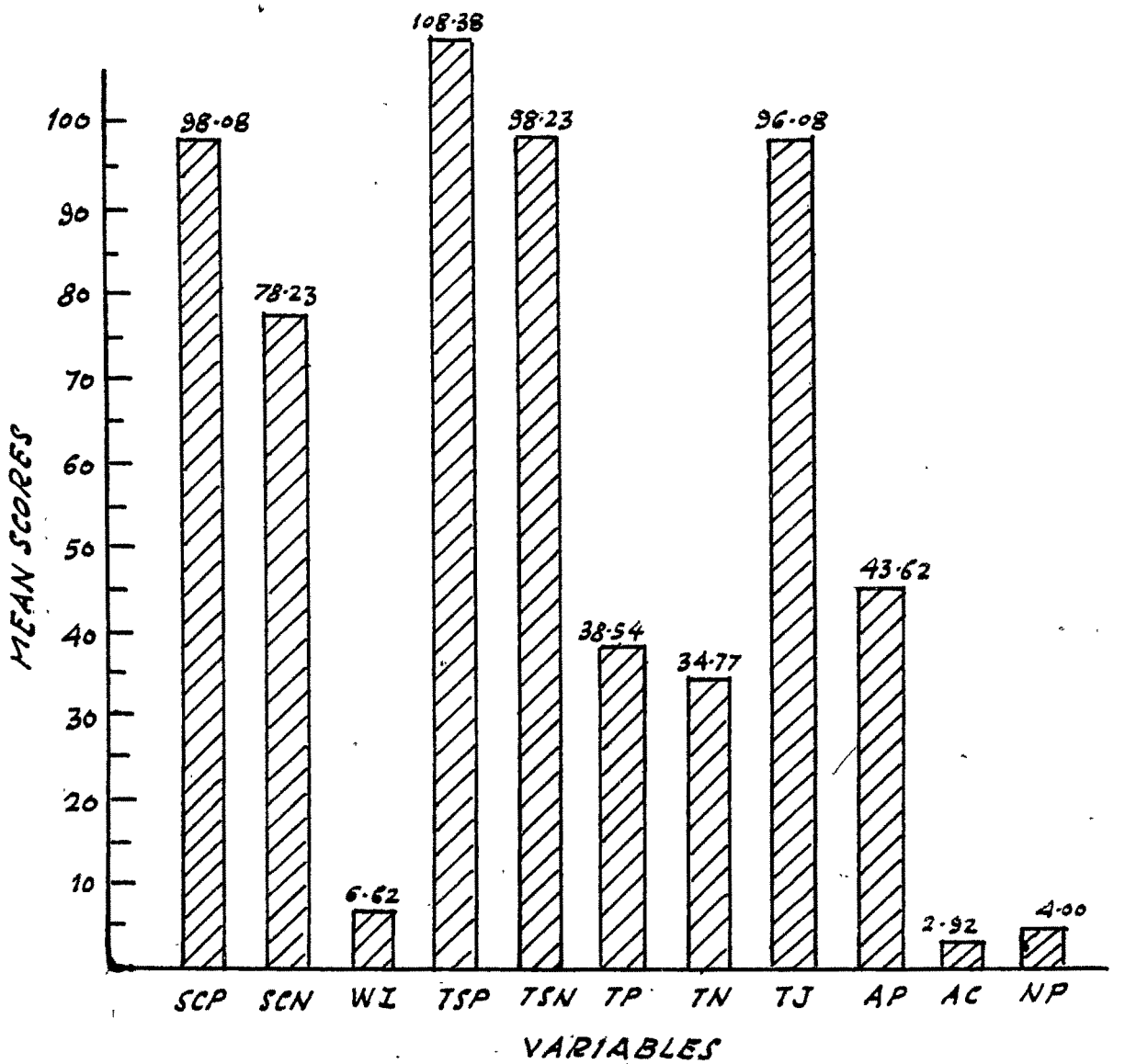
negative is higher than positive. Again, the mean score of teacher's perception for pupils positive have revealed the highest mean score than the teacher's perception for pupils negative i.e. (108.38), (98.23), whereas, there is not much difference or the SE (means) between the two. Also, there is not much difference between the mean scores of positive and negative academic motivation of the pupils i.e. (38.54), (34.77), respectively. There is less difference on (SE means) between the two.

Therefore, it can be inferred that pupil's self-concept positive, teacher's perception for pupils positive as well as pupil's academic motivation positive have shown the higher mean scores as compared to the negative components of the same variables.

The mean scores of 'Who am I' pupil's academic as well as non-academic performance as evaluated by the teacher have shown very less mean scores i.e. (6.62), (2.92) and (4.00) and SE(means) shows less difference amongst each other. The total score of JIM is (96.08) and pupil actual performance is (43.62) which is an average score.

It can be further interpreted that the higher mean scores falls under the component of teacher perception positive as well as negative, whereas, the lowest mean scores as shown by pupils on academic and non-academic performance as evaluated by the teacher. Similarly, the total scores of JIM have shown the higher SE (means), whereas, pupil's academic and non-academic performance as evaluated by the teacher have shown the lowest mean scores with lesser difference. (Refer Graph 11).

In School - 6, the pupils self-concept and teacher's perception for them are in consonance with each other, the dissonance in perception are lesser as the first five school than consonance. Again, comparing the perceptual consonance of the pupil's academic motivation positive is moderate, eventhough, they are academically motivated to learn well in school. Similarly, the



GRAPH 11 - A GRAPHIC REPRESENTATION OF DIFFERENCE BETWEEN MEANS AMONGST THE VARIABLES OF SCHOOL - 6 (GIRLS' SCHOOL)

N = 32

pupil's academic performance is average. Pupil's academic and non-academic performance as perceived and evaluated by the teacher is minimal. Thus, pupil's consonance - dissonance and their academic motivation does not help them for better performance, that is, to do well in their school task.

The results of the variables under study are discussed in the present chapter, the preceding chapter deals with content analysis of the sixteen case studies.
