CHAPTER : V

DATA ANALYSES

5.0 Introduction :

As stated in chapter IV an intervention programme based on Reality Therapy had been developed and tried out on 30 students of class IX of Baroda city during 1993-94 academic session. The difference in the performance of students on the dependent variable measured before and after the intervention was the criterion for judging the effectiveness of the Reality Therapy approach adopted. However, the effectiveness of the intervention programme had been studied both quantitatively and qualitatively. Data were collected on each of the variables using the tools and the procedures outlined in Chapter III. The collected data were analyzed separately for each variable. Detailed description of the analysis of data and the inferences drawn in respect of the stated objectives of the study are presented in the sections to follow.

5.1 Assertiveness :

It refers to the ability to stand for one-self, one's right and constructively communicate one's need as well as to take care of one's need. It is a state when one does not feel being a victim nor does one victimize others.

Here, students' assertiveness had been measured through Tasneem Naqvi's Assertiveness Scale. The Means, standard deviations of the Assertiveness Scale on the six observations were presented in Table (1), Table (2) and Table (3) respectively.

However, the arrangement of the quantitative data of the three schools were as follows :

a) Baroda High School
b) M. G.M. School
c) Rosary School.

Table No.1

Baroda High School

Means, standard deviations of Assertiveness Scale
on the six observations

Observation	Mean	Standard deviation
01	3.6	1.11
02	3.6	1.11
03	3.6	1.20
Intervention		
04	5.3	0.90
05	5.4	1.02
06	5.8	1.17

Table No.2

M.G.M. School

Means, standard deviations of Assertiveness Scale
on the six observations

Observation	Mean	Standard Deviation
01	3.0	0.89
02	2.8	0.60
03	2.9	0.54
Intervention		
04	4.6	0.66
05	4.6	0.66
06	4.6	0.49

Table No.3

Rosary School

Means, standard deviations of Assertiveness Scale
on the six observations

Observation	Mean	Standard Deviation
01	2.8	0.75
02	3.1	0.54
03	2.9	0.70
Intervention		
04	3.7	0.64
05	3.8	0.75
06	4.1	1.14

From Table No.1,2 and 3 it was clear that the mean scores steadily increased in all the three schools in the post-intervention phase while there was a mild difference among means in the pre-intervention phase. This might indicate that the students' sense of assertiveness was affected positively by the intervention though there was difference in degree of improvement among the schools.

The data were further subjected to 't' test analyses to determine the level of the significance of the differences between means of the six observations of the three schools. Presented in table (4) (5) and (6) were the calculated 't' values between the various possible pairs of observations. Table (4) (5) and (6) showed that the means of the pre-intervention observations differed significantly with the means of the post-intervention observations.

Table No.4

Baroda High School

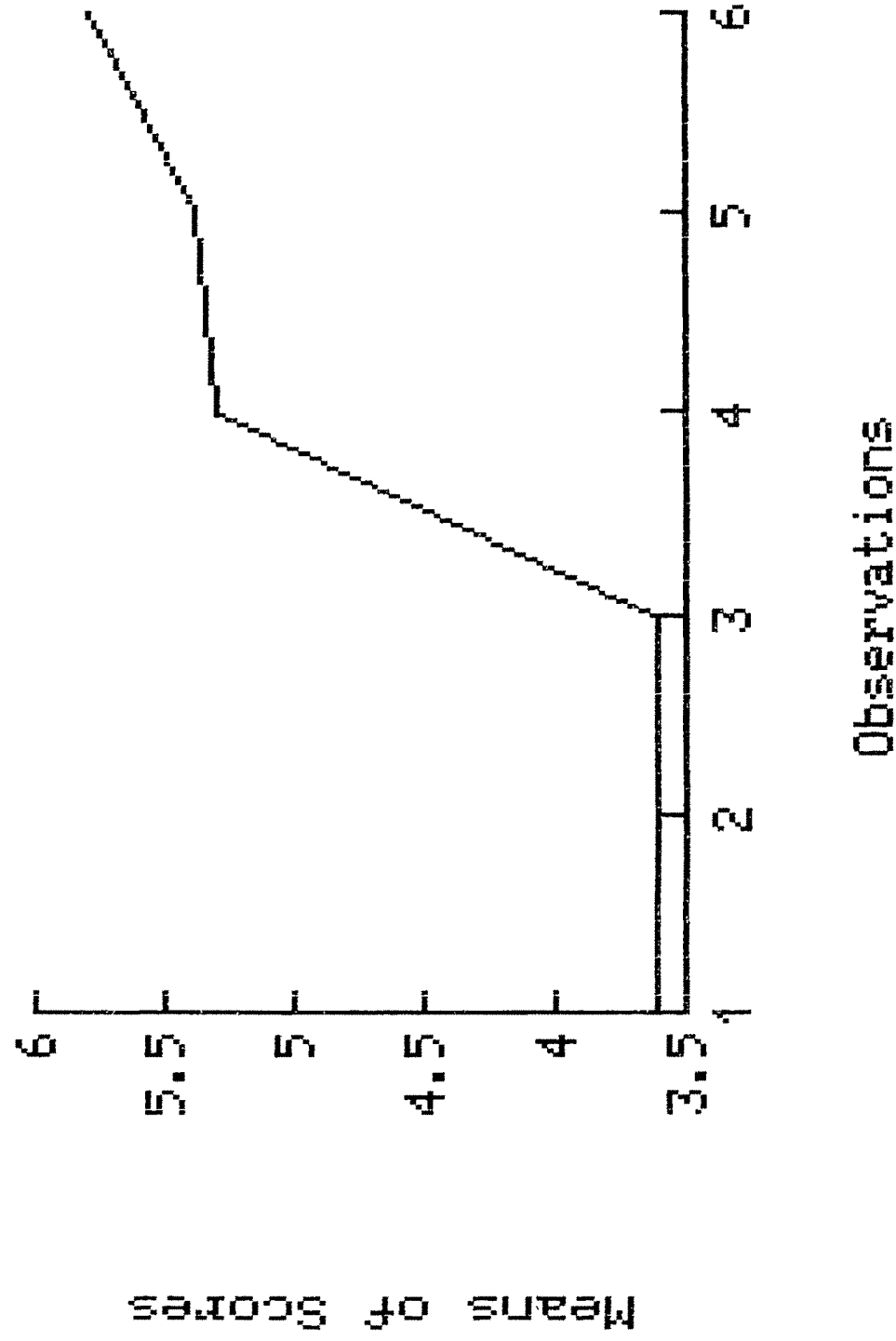|	't' values of means of scores on Assertiveness Scale on various possible pairs of observatins					
Observation	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	-	-	-	-	-	-
III	-	-	-	-	-	-
IV	6.53**	7.08**	4.27**	-	-	-
V	6.92**	6.92**	4.54**	2.56	-	-
VI	7.33**	10.00**	4.00**	2.00	2.00	-

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

Means of scores of Assertiveness plotted against the six observations

Observations

Means of Scores

Means of scores of Assertiveness
plotted against the six observations

Observations

Means of Scores

Means of scores of Assertiveness
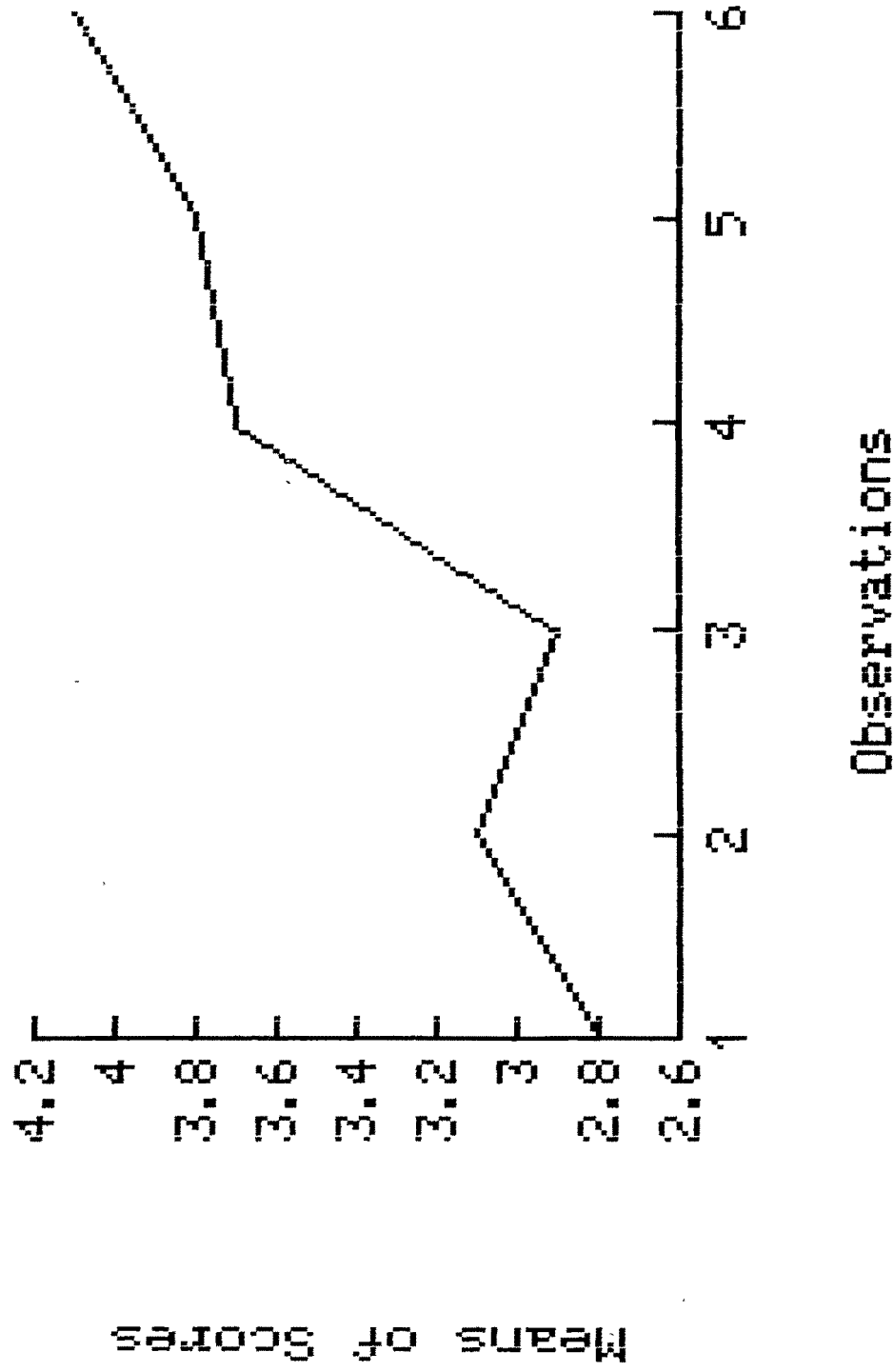plotted against the six observations
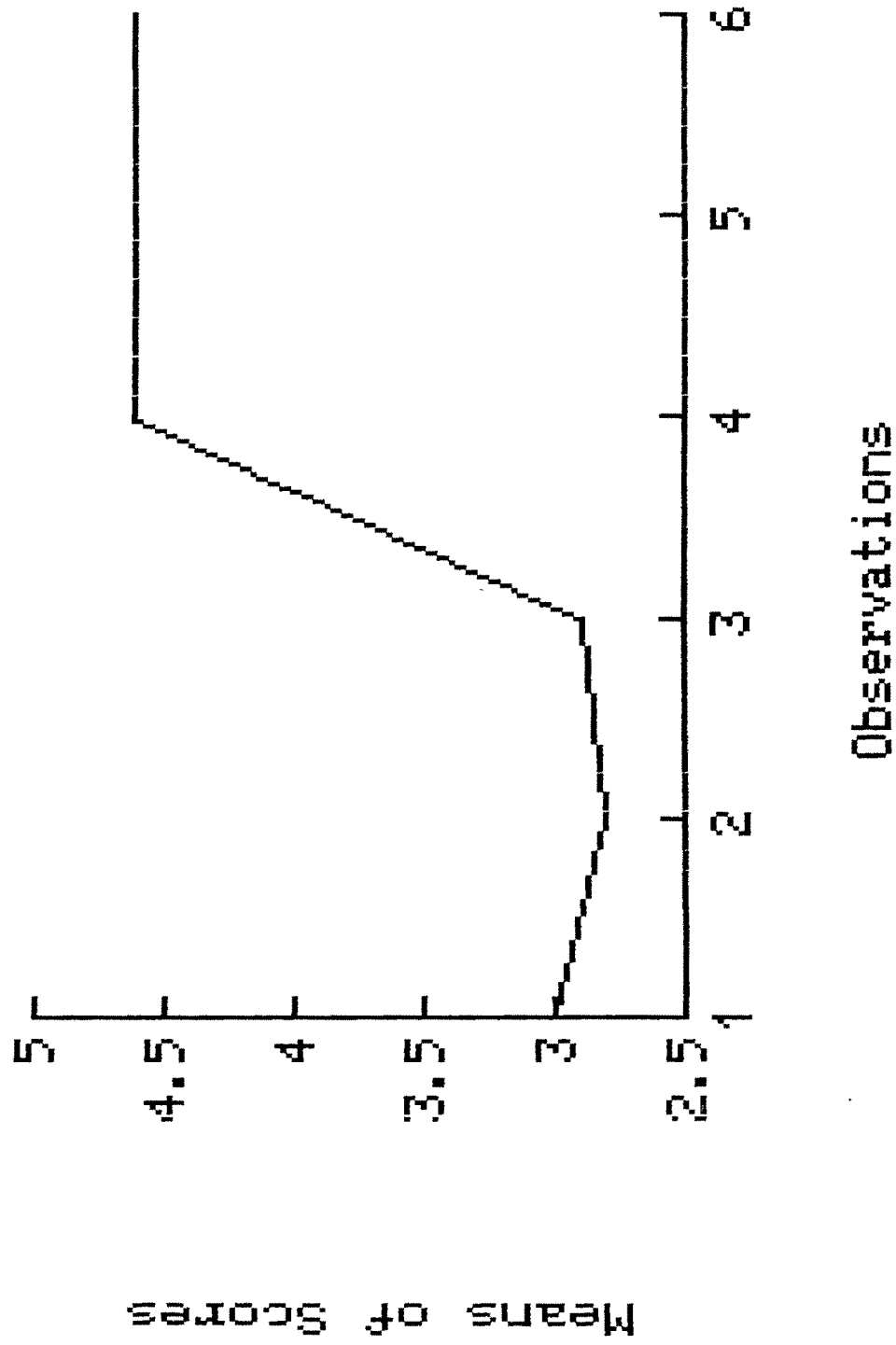
Means of Scores

Observations

Table No.5

M.G.M. School

't' values of means of scores on Assertiveness Scale on
various possible pairs of observations

Observations	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	0.57	-	-	-	-	-
III	0.26	0.43	-	-	-	-
IV	0.71**	7.05**	6.53**	-	-	-
V	5.71**	6.42**	7.08**	-	-	-
VI	10.05**	7.05**	8.00**	-	-	-

df = 9

* = significant at 0.05 level
** = significant at 0.01 level

Table No.6

Rosary School

't' values of means of scores on Assertiveness Scale on
various possible pairs of observations.

Observation	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	2.05	-	-	-	-	-
III	0.37	0.34	-	-	-	-
IV	2.64**	2.05	2.68**	-	-	-
V	0.125	2.59	1.12	-	-	-
VI	2.07	2.56**	2.92**	0.12	0.13	-

df = 9

* = significant at 0.05 level
* = significant at 0.01 level

The results could be better appreciated if one took a look at the graphical representation Plotted on Graph (1)(2) and (3) were the means of the percentages of the Assertiveness scores on the six observations. One could easily observe that the rate of increase was greater in the post-intervention phase. This indicated that Reality Therapy did affect positively the sense of assertiveness of the students.

5.2 Responsibility :

Responsibility is the ability to fulfill one's needs. A responsible person also does that which gives him a feeling of self-worth and a feeling that he is worthwhile to others. Students' sense of responsibility had been measured through a Responsibility Scale prepared by the investigator.

The Means and the standard Deviations of the Responsibility Scale on the six observations were presented in table (7) (8) and (9).

From the tables it appeared that there was a considerable increase in the Mean Scores in the post-intervention phase. The data were further subjected to 't' tests to determine the level of significance of the difference between Means of the six observations of the sample students of the three schools. The 't' test analyses were presented in Table (10) (11) and (12) which showed that there was significant difference between means of the pre-intervention phase and the means of the post intervention phase on Responsibility dimension.

Table No.7   Baroda High School

Means, standard Deviations of the Responsibility
    Scale on the six observations

Observation	Mean	Standard Deviation
01	-	-
02	2.6	0.49
03	2.6	0.65
Intervention		
04	7.4	1.69
05	7.6	1.43
06	7.7	1.55

Table No.8   M.G.M. School

Means, standard Deviations of the Responsibility
    Scale on the six observations.

Observation	Mean	Standard Deviation
01	3.7	-
02	3.7	0.78
03	3.6	0.80
Intervention		
04	6.1	1.70
05	6.5	1.36
06	6.6	1.63

Table No.9   Rosary School

Means, standard Deviations of the Responsibility Scale on the six observations

Observation	Mean	Standard Deviation
01	-	-
02	2.5	0.50
03	2.8	0.60
Intervention		
04	5.3	1.10
05	5.8	0.98
06	6.1	1.04

Table No.10

Baroda High School

t-values of means of scores on the sense of responsibility scale on the various possible pairs of observations
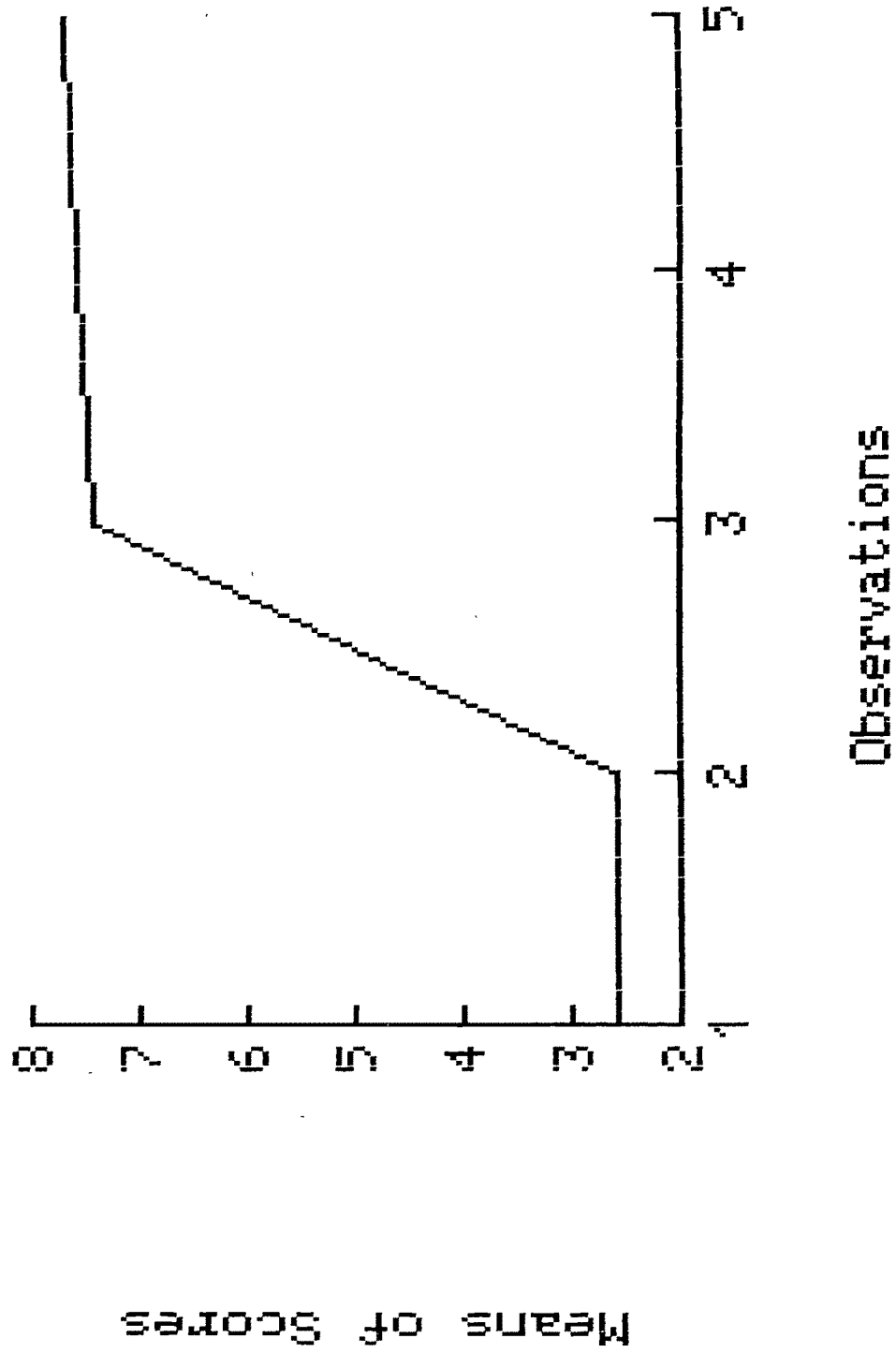
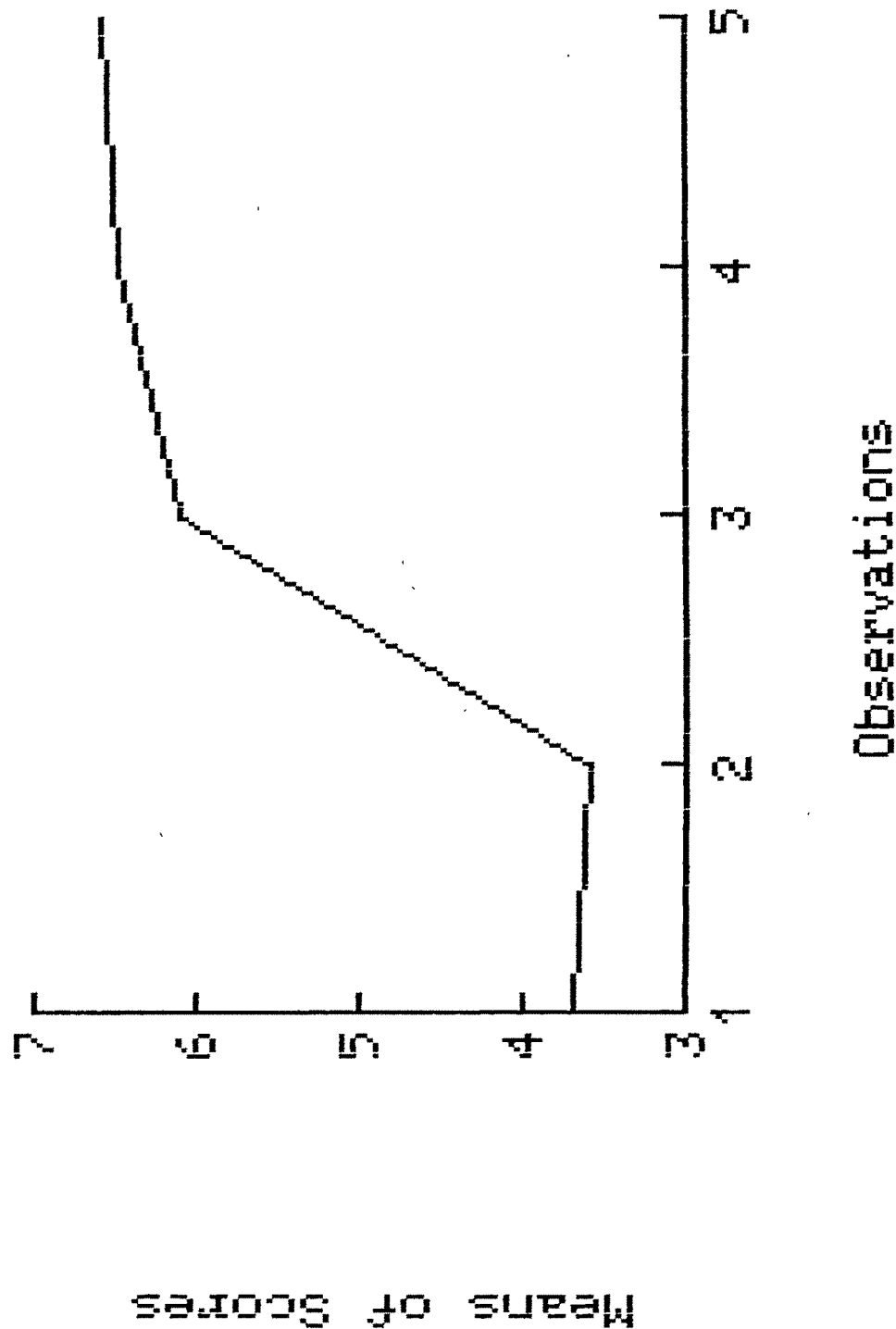| Observations	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	-	-	-	-	-	-
III	-	-	-	-	⌐	-
IV	-	8.13**	8.13**	-	-	-
V	-	9.80**	8.78**	-	-	-
VI	-	10.02**	9.10**	-	-	-

df = 9

* = significant at 0.05 level

** = significant at 0.01 level.

Means of scores of sense-responsibility
plotted against the five observations

Observations

Means of Scores

Means of scores of sense-responsibility
plotted against the five observations

Observations

Means of Scores

Means of scores of sense-responsibility
plotted against the five observations
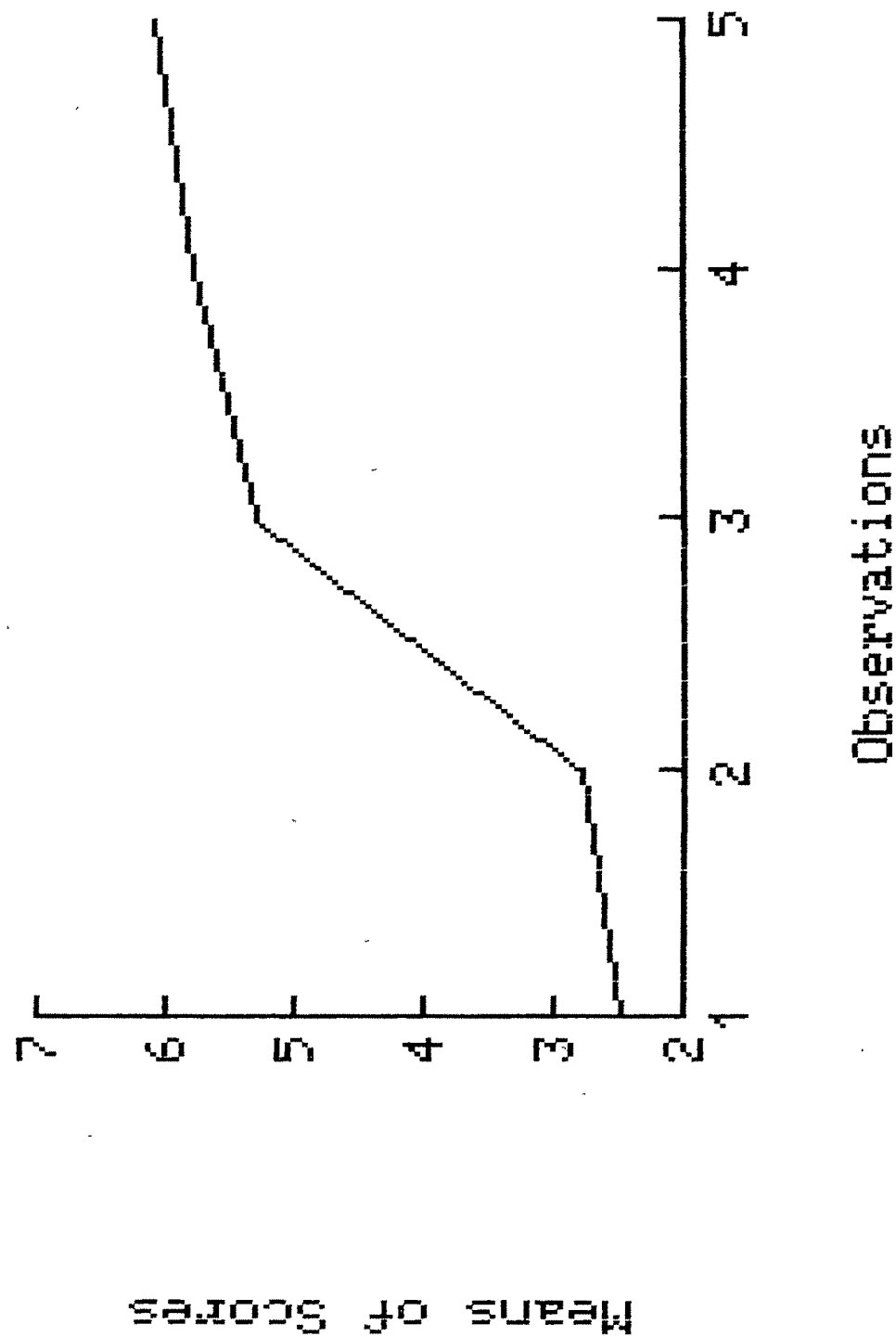

Observations

Means of Scores

Table No.11

M.G.M. School

t-values of means of scores on sense of responsibility scale
on various possible pairs of observations

Observation	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	-	-	-	-	-	-
III	-	-	-	-	-.	-
IV	-	4.08**	4.05**	-	-	-
V	-	6.08**	5.17**	-	-	-
VI	-	4.83**	5.08**	-	-	-

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

Table No.12

Rosary School

t-values of means of scores on Responsibility scale on
various possible pairs of observations.

Observation	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	-	-	-	-	-	-
III	-	1.03	-	-	-	-
IV	-	7.14**	5.31**	-	-	-
V	-	7.05**	6.38**	-	-	-
VI	-	9.00**	7.02**	1.77	0.11	-

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

The result could be better appreciated if one took a look at the Graphical Representations. Plotted on Graph (4) (5) and (6) were the means of the percentages of the Responsibility Scores on the six observations. From the graphs one could easily observe that the rate of increase was greater in the post-intervention phase.

From all the above mentioned analyses it appread that the programme of Reality Therapy helped to increase the sense of Responsibility of the students though it differed in degree from school to school due to some unavoidable circumstances.

5.3 Attitude toward School :

The attitude toward school refers the way the students had come to feel about their total school experience - how hard they wanted to work in school, how highly they value school and how much they wanted to pursue further schooling.

Students' attitude toward school was measured through school Attitude Measure Inventor of Lawrence J. Dolan & Marci More Enos. Table No. (13) (14) and (15) shows the Means standard Deviations of school Attitude Measure Scale on the six observations and Table No.(16) (17) and (18) shows the 't' values between the means of various possible pairs of observations. Graphs (7) (8) and (9) are the graphical representation of the mean values of each variable of each school.

Table No.13

Baroda High School

Means, standard Deviations of Attitude toward school
scale on the six observations

Observation	Mean	Standard Deviation
01	28.4	5.73
02	28.8	3.40
03	28.0	2.28
Intervention		
04	64.2	5.29
05	65.6	5.13
06	66.6	4.18

Table No.14

M. G. M. School

Means, standard Deviations of Attitude toward school
scale on the six observations

Observation	Mean	Standard Deviation
01	27.1	4.08
02	26.4	3.96
03	25.9	3.18
Intervention		
04	51.4	8.18
05	52.0	7.86
06	49.5	8.24

Table No. 15

Rosary School

Means, Standard Deviations of Attitude toward school
Scale on the six observations

Observation	Mean	Standard Deviation
01	29.2	3.99
02	30.4	3.72
03	30.5	4.48
Intervention		
04	41.3	4.98
05	43.2	2.82
06	45.4	2.58

Table No. 16

Baroda High School

t values of means of scores of Attitude toward school scale
on various possible pairs of observations

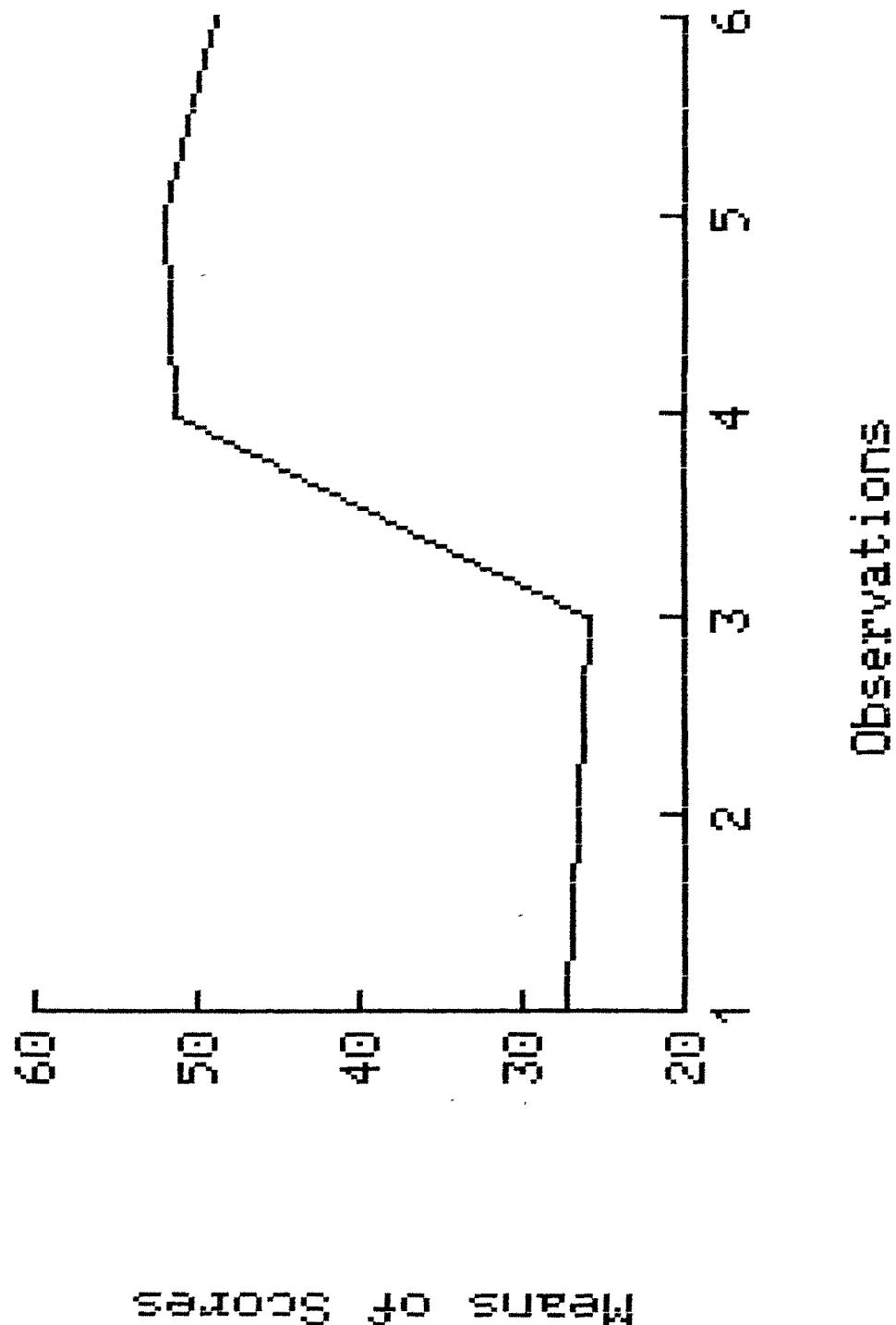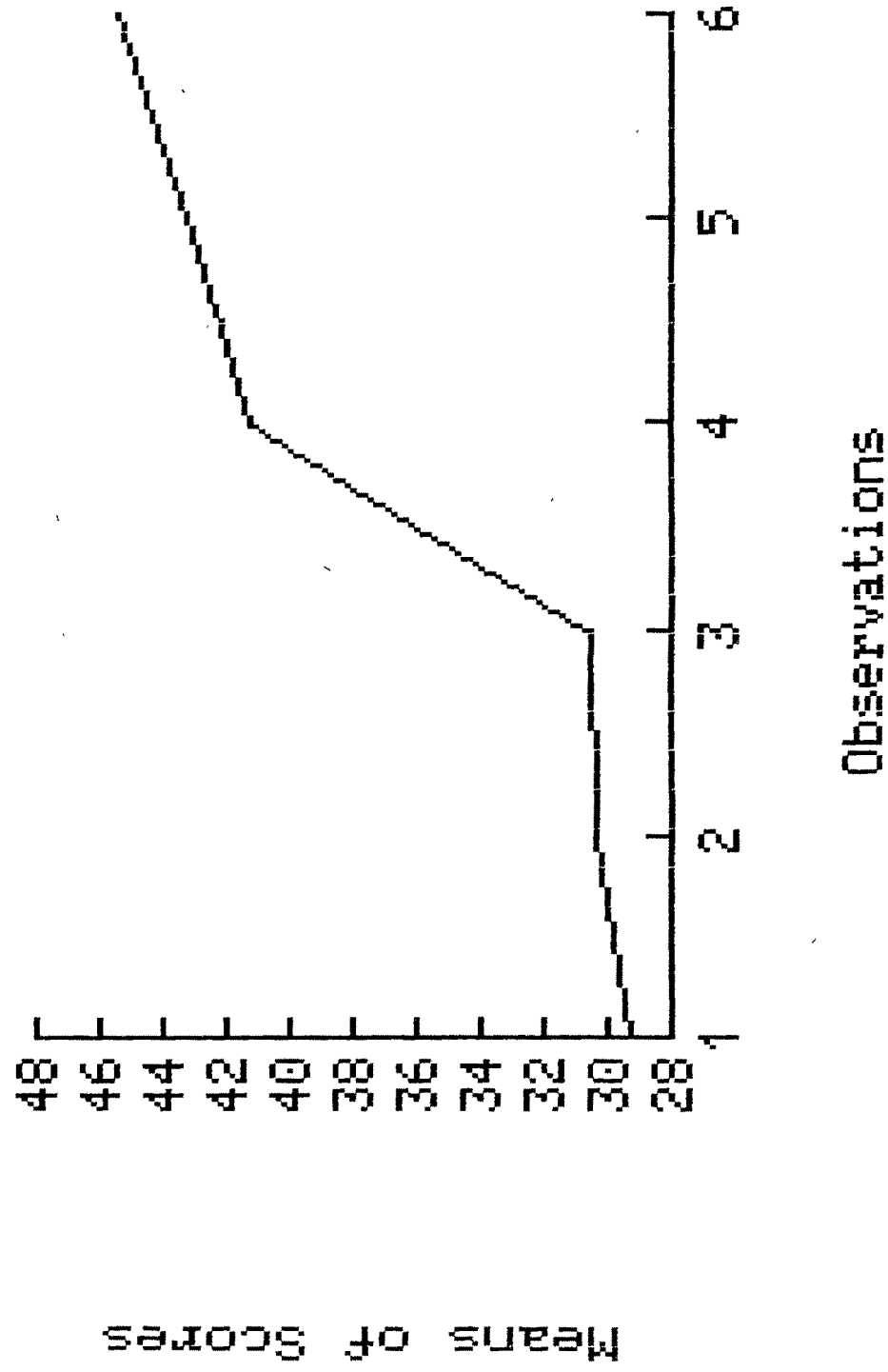| Observation	I	II	III	IV	V	VI
I.	-	-	-	-	-	-
II.	0.04	-	-	-	-	-
III.	-	-	-	-	-	-
IV.	18.17**	18.67**	19.05**	-	-	-
V.	17.06**	20.02**	22.06**	-	-	-
VI.	17.03**	20.00**	22.05**	-	-	-

df = 9

* = significant at 0.05 level

** = significant at 0.01 level

Means of scores of Attitude to School
plotted against the six observations

Observations

Means of Scores

M.G.M. SCHOOL

Means of scores of Attitude to School plotted against the six observations
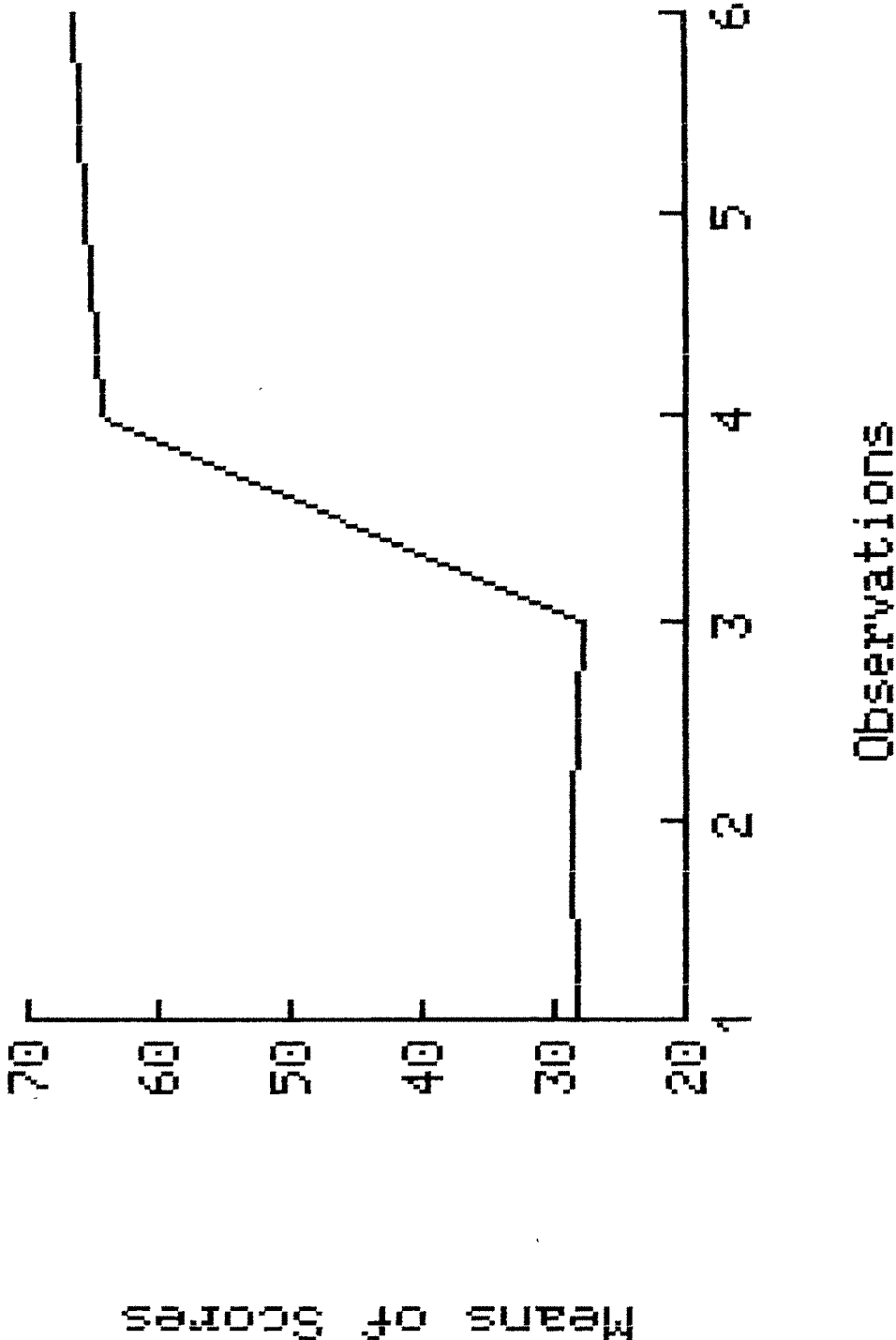
Means of Scores

Observations

ROSARY SCHOOL

Means of scores of Attitude to School
plotted against the six observations

Means of Scores

Observations

Table No.17

M.G.M. School

t values of means of scores of Attitude toward school scale
on various possible pairs of observations

Observation	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	-	-	-	-	-	-
III	-	-	-	-	-	-
IV	12.85**	14.36**	12.81**	-	-	-
V	11.08**	14.06**	13.45**	-	-	-
VI	10.56**	12.48**	11.07**	-	-	-

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

Table No.18

Rosary school

t values of means of scores of Attitude toward school scale
on various possible pairs of observations

Observations	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	1.92	-	-	-	-	-
III	1.27	-	-	-	-	-
IV	5.84**	6.60**	7.02**	-	-	-
V	9.21**	8.64**	6.64**	-	-	-
VI	12.02**	10.48**	11.48**	-	-	-

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

However from the post-intervention scores it appear that the scores are towards the higher end of the range indicating that the students have developed right attitude toward school. Looking at the table of means it can be said that in the baseline phase the mean scores hardly differ. But there a clear jump from the pre-intervention phase to the post-intervention phase. From all the 't' tables it can be noticed that the post intervention means are significantly different from the pre-intervention means.

Graphs represent the data in the visual form. The data path shows steady increase in the direction of the hypothesis. It may be concluded from the finding that the significant difference in the means of pre and post-intervention phase may have been due to the effect of the intervention.

5.4 Educational Aspiration :

Educational Aspiration is the educational level which an individual wishes to reach. Its role is important in the field of education, as an individual's achievement can't be viewed as successful or unsuccessful unless a statement of his level of aspiration is obtained. Students educational aspiration was measured through Nageswara Rao's Educational Aspiration Scale.

Means, standard Deviations were calculated from the obtained raw scores on the six observations. Table No.19, 20 and 21 summarises the results. One can easily see from tables that there are consistent increase in the means of

scores in the post-intervention phase. Table Nos.(22) (23) and (24) presents the calculated 't' values between the means of all possible pairs of the six observations. Graphs (10) (11) and (12) gives a visual representation of the results. The data path shows that the post-intervention data steadily increases. All those data however show that the intervention may have had influence on the educational aspiration of the students.

Table No. 19

Baroda High School

Means, standard deviations of Educational Aspiration Scale on the six observations

Observation	Mean	Standard Deviation
01	2.8	0.75
02	3.1	0.70
03	3.1	0.70
Intervention . . . .
04	5.3	0.90
05	5.6	0.92
06	6.3	0.90

Table No.20

M.G.M. School

Means, standard Deviations of Educational Aspiration
Scale on the six observations

Observation	Mean	Standard Deviations
01	2.8	0.60
02	2.8	0.60
03	3.0	0.89
Intervention		
04	4.2	0.75
05	4.6	0.80
06	4.7	0.64

Table No.21

Rosary School

Means, standard Deviations of the Educational
Aspiration Scale on the six observations

Observation	Mean	Standard Deviation
01	2.7	0.64
02	2.7	0.64
03	3.1	0.54
Intervention		
04	4.1	0.54
05	4.3	0.78
06	4.4	0.66

Table No.24

Rosary School

't' values of means of scores on Educational Aspiration Scale
on various possible pairs of observations

Observation	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	-	-	-	-	-	-
III	1.37	2.00	-	-	-	-
IV	6.36**	6.75**	7.00**	-	-	-
V	5.51**	5.27**	3.15**	-	-	-
VI	5.60**	5.66**	5.90**	-	-	-

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

Looking at the data, increasing at a constant rate after the
intervention, it is not difficult to say with certainty that
the intervention and the Reality Therapy approach in the class
impacted students' scores on educational aspiration. The 't'
values also show significant difference between each pair of
observations between the pre-intervention and post-intervention
phases of the study. Graphs also show a steeprise showing
that the baseline and post-intervention data steadily increases.
Significant differences among baseline and post-intervention
data steadily increases. Significant differences among base-
line observations and the increase in baseline data in the
expected direction of the post intervention scores make it
impossible to conclude anything against the impact of the
intervention. From all the available data one can easily
conclude that the intervention positively influenced the edu-
cational aspiration scores of the sample of students.

Table No. 22

Baroda High School

't' values of means of scores on Educational Aspiration
scale on the various possible pairs of observations

Observations	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	1.03	-	-	-	-	-
III	3.05	-	-	-	-	-
IV	6.75**	7.09**	4.78**	-	-	-
V	10.00**	7.35**	5.71**	3.33**	-	-
VI	9.45**	10.00**	6.53**	-	-	-

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

Table No. 23

M. G. M. School

t values of means of scores of Educational Aspiration Scale
on various possible pairs of observations.

| Observation	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	-	-	-	-	-	-
III	0.25	1.05	-	-	-	-
IV	5.38**	5.18**	8.00**	-	-	-
V	6.00**	8.01**	6.04**	-	-	-
VI	6.01**	8.26**	9.44**	-	-	-

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

Means of scores of Edu. Aspiration
plotted against the six observations

Means of Scores

Observations

Means of scores of Edu. Aspiration
plotted against the six observations

Observations

Means of Scores

ROSARY SCHOOL
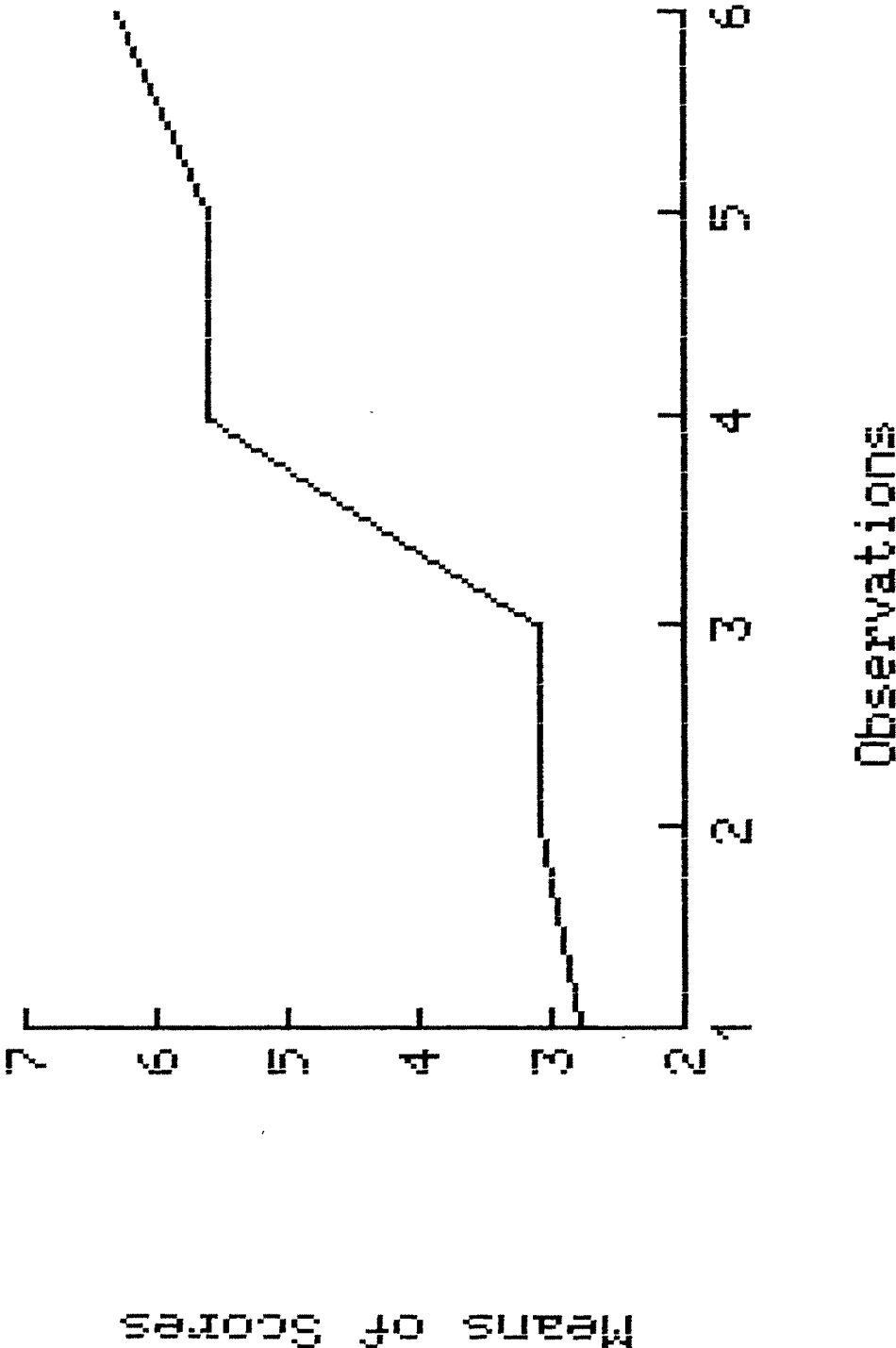
Means of scores of Edu. Aspiration
plotted against the six observations
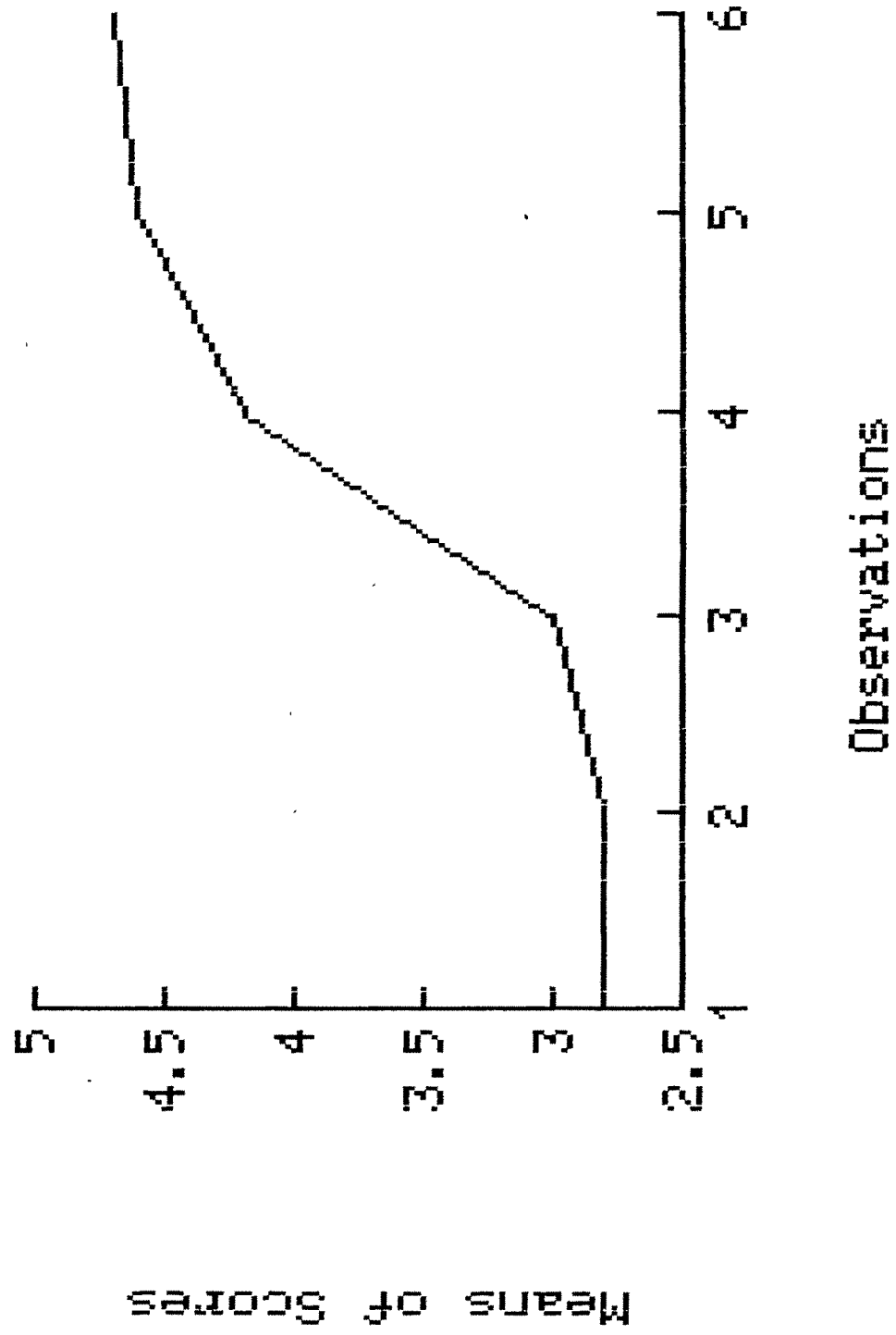
Means of Scores

Observations
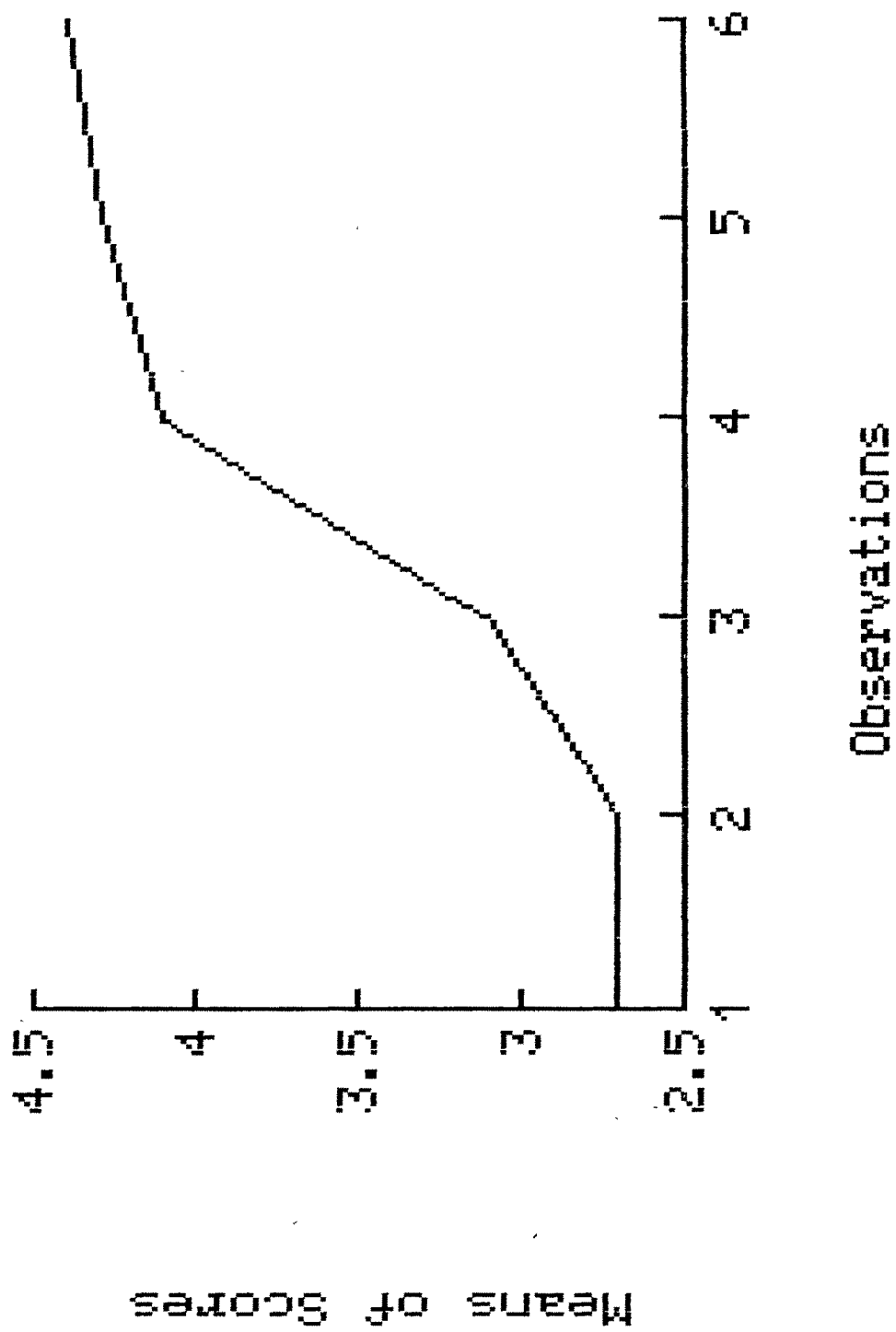
5.5   Academic Achievement :

By Academic Achievement is meant how will students were doing in their subjects of study as are required by the syllabus. The percentages of students' aggregate grade points averages on the different tests before and after the intervention were considered as indicators of academic performance. The Means, standard Deviations of the six tests three before and three after the intervention were   presented in Table No. (25) (26) and (27). The means of scores on pre- and post-intervention observation clearly showed two distinct level of magnitude. From this finding one may conclude that the Intervention and the Reality Therapy Approach has had some effect on the selected groups of students given in the tables No. (28) (29) and (30) are the calculated 't' values of the various possible pairs of observations. The tables show that the post intervention observations significantly differed from those of pre-intervention measures. Thus it may be concluded that the significant departure of post-intervention means from the means of the baseline series of observations may be due to the impact of the intervention.

Graphs (13) (14) and (15) present the results visually The steep slope in the line graphs was indicative of the two distinct levels of magnitude in the pre and post intervention means. The data paths take a jump in the post-intervention phase and maintain a higher magnitude. It may be concluded from the finding that the intervention and the Reality Therapy approach have had a positive effect on the students' academic. performance.

Table No.25

Baroda High School

Means, standard Deviations of the Academic Achievement
Scale on the six observations.

Observation	Mean	Standard Deviation
01	38.1	6.50
02	39.7	6.28
03	39.8	4.73
Intervention		
04	55.4	5.99
05	56.0	5.92
06	57.0	6.50

Table No.26

M.G.M. School

Means, standard deviations of Academic Achievement
Scale on the six observations

Observation	Mean	Standard Deviation
01	27.6	4.06
02	26.5	4.08
03	27.2	4.04
Intervention		
04	42.3	3.35
05	44.7	4.00
06	46.3	2.57

Table No.27

Rosary School

Means, standard Deviations of the Academic Achievement
Scale on the six Observations

Observation	Mean	Standard Deviation
01	24.6	4.11
02	29.1	6.17
03	30.9	6.43
Intervention		
04	38.1	2.59
05	41.8	1.53
06	41.9	2.55

Table No.28

Baroda High School

't' values of means of scores on Academic Achievement Scale
on various possible pairs of observations

Observation	I	II	III	IV	V	V
I	-	-	-	-	-	-
II	2.96	-	-	-	-	-
III	1.66	0.01	-	-	-	-
IV	10.01**	8.48**	10.06**	-	-	-
V	9.83**	7.39**	8.43**	-	-	-
VI	8.59**	6.62**	7.28**	-	-	-

df = 9

* = significant at 0.05 level
** = significant at 0.01 level

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Table No.29

M.G.M. School

't' values of means of scores on Academic Achievement Scale
on various possible pairs of observations

Observation	I	II	III	IV	V	VI
I	-	-	-	-	-	-
II	-	-	-	-	-	-
III	-	-	-	-	-	-
IV	10.06**	11.44**	10.86**	-	-	-
V	15.01**	13.01**	13.56**	-	-	-
VI	18.01**	18.00**	17.00**	-	-	-

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

Table No.30

Rosary School

't' values of means of scores of Academic Achievement Scale
various possible pairs of observations

Observations	I	II	III	IV	V	VI
I.	-	-	-	-	-	-
II.	3.87*	-	-	-	-	-
III.	4.34**	4.59**	-	-	-	-
IV.	11.08**	5.42**	5.07**	-	-	-
V.	8.68**	6.28**	4.49**	-	-	-
VI.	10.00*	6.15**	5.00**	-	-	-

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

Means of scores of Academic Achievement
plotted against the six observations

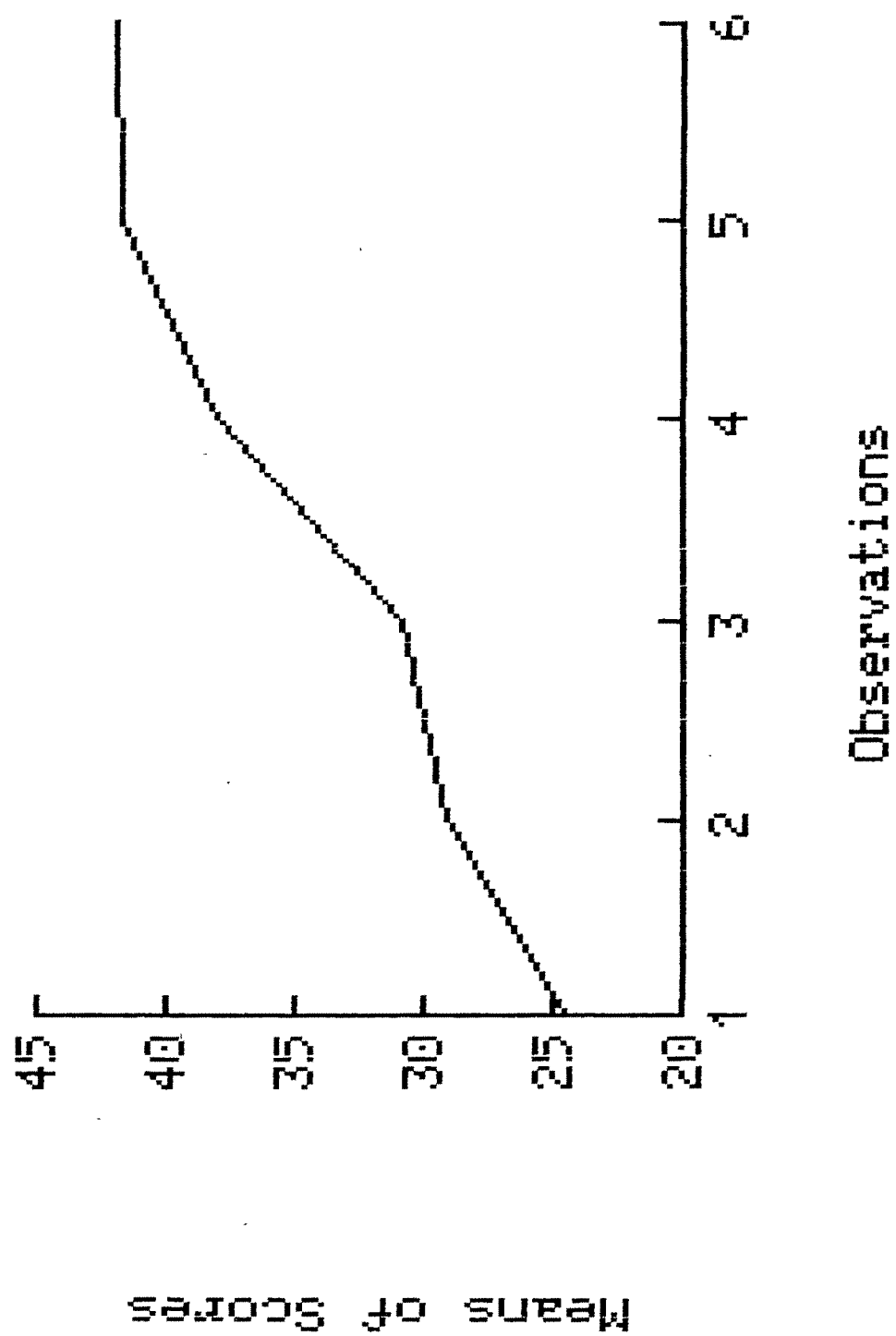Observations

Means of Scores

M.G.M. SCHOOL

Means of scores of Academic Achievement plotted against the six observations
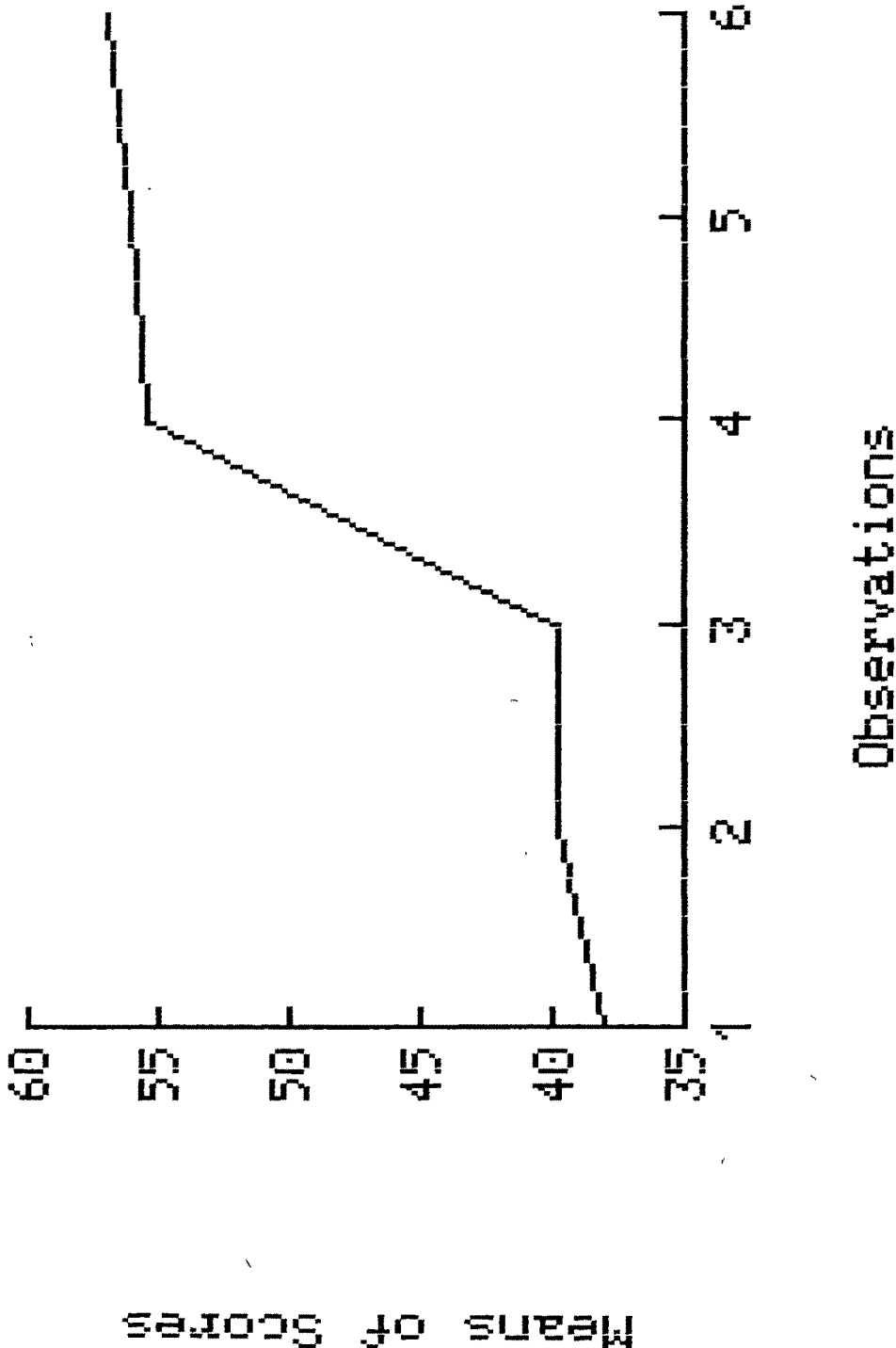
Means of scores of Academic Achievement
plotted against the six observations
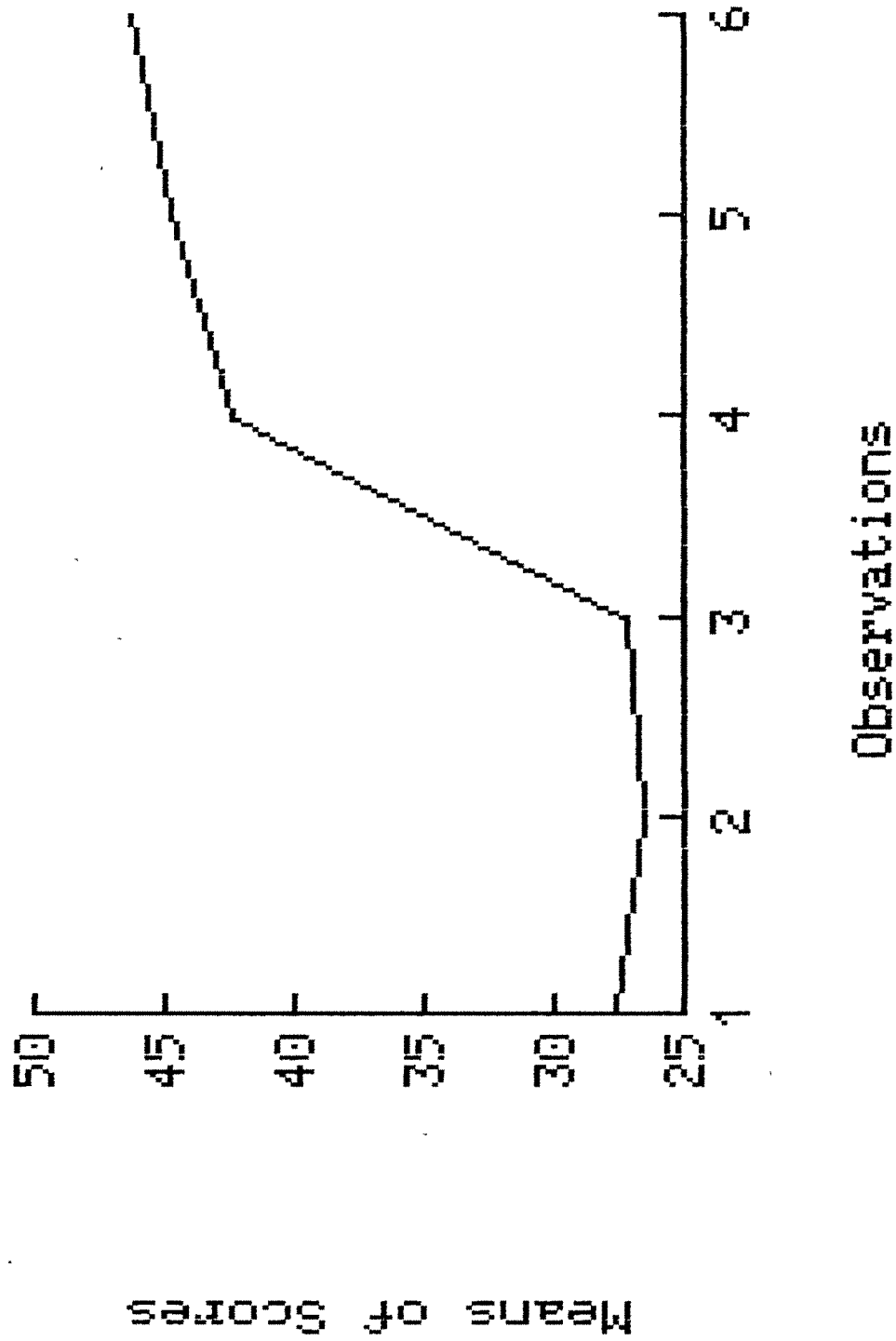
Means of Scores

Observations

5.6 Self-concept :

It refers to students' subjective feeling about what they are and what they consider their personal abilities and performance are. Here the students' self-concept was measured through Rosenberg's Society and Adolescent Self-Image Scale.

From the Data analyses it can be seen (Table No.31, 32 and 33) that there is sudden rise in the mean values immediately after the intervention. The 't' values also show that the pre and post-intervention means differ significantly from each other. The trend of change in the pre and post intervention series of observations was in the opposite direction. Those findings may tell of the possible impact of the intervention in raising the self-concept of the students. The different magnitudes of pre and post intervention means become even more vivid in graphical representations Plotted in graphs (16) (17) and (18) are the means of the six observations. The slope of the line graph is indicative of increase in the post-intervention scores one could note an increase in the post-intervention level from that of the pre-intervention as calculated from the means of both pre and post-intervention observations. This shows that the intervention programme affect the self-concept of the students positively.

Table No.31

Baroda High School

Means, standard Deviations of Self-concept Scale on
the Six Observations

Observation	Mean	Standard Deviations
01	2.4	0.49
02	2.6	0.49
03	3.0	0.63
Intervention		
04	5.6	0.92
05	6.1	0.70
06	5.7	1.10

Table No.32

M.G.M. School

Means, standard deviations of Self-concept Scale on
the Six observations.

Observation	Mean	Standard deviation
01	2.9	0.94
02	3.3	0.90
03	3.4	0.80
Intervention		
04	4.7	0.46
05	4.9	0.70
06	5.1	0.70

Table No.33

Rosary   School

Means, standard deviations of the self-concept Scale
on the six observations

Observation	Mean	Standard Deviation
01	2.7	0.64
02	2.7	0.64
03	2.9	0.70
Intervention . . . .
04	4.4	0.20
05	3.9	0.94
06	3.2	0.75

Table No.34

Baroda High School

't' values of means of scores on self-concept scale on the
various possible pairs of observations

Observation	I	II	III	IV	V	VI
I.	-	-	-	-	-	-
II.	1.5	-	-	-	-	-
III.	1.87	1.66	-	-	-	-
IV.	11.0**	9.09**	7.02**			
V.	11.2**	10.2**	10.0**	1.47	-	-
VI.	7.85**	9.01**	10.0**	-	-	-

df   =   9

*   =   significant at 0.05 level

**   =   significant at 0.01 level

Table No.35

M. G. M. School

't' values of means of scores on self-concept scale on various
possible pairs of observations.

Observation	I	II	III	IV	V	VI
I	–	–	–	–	–	–
II	–	–	–	–	–	–
III	0.57	0.71	–	–	–	–
IV	8.18**	7.75**	7.64**	–	–	–
V	5.56**	5.16**	7.14**	–	–	–
VI	9.16**	11.62**	6.53**	–	–	–

df = 9
* = significant at 0.08 level
** = significant at 0.01 level

Table No.36

Rosary School

't' values of means of scores on Self-concept Scale on
various possible pairs of observations

Observation	I	II.	III	IV	V	VI
I	–	–	–	–	–	–
II	–	–	–	–	–	–
III	0.57	0.71	–	–	–	–
IV	5.50**	5.66**	5.84**	–	–	–
V	4.08**	3.52**	4.66**	–	–	–
VI	1.42	1.56	2.59**	–	–	–

df = 9
* = significant at 0.05 level
** = significant at 0.01 level

Means of scores of self esteem
plotted against the six observations

Observations

Means of Scores

M.S.M. SCHOOL

Means of scores of self esteem
plotted against the six observations

Observations

Means of Scores

ROSARY SCHOOL
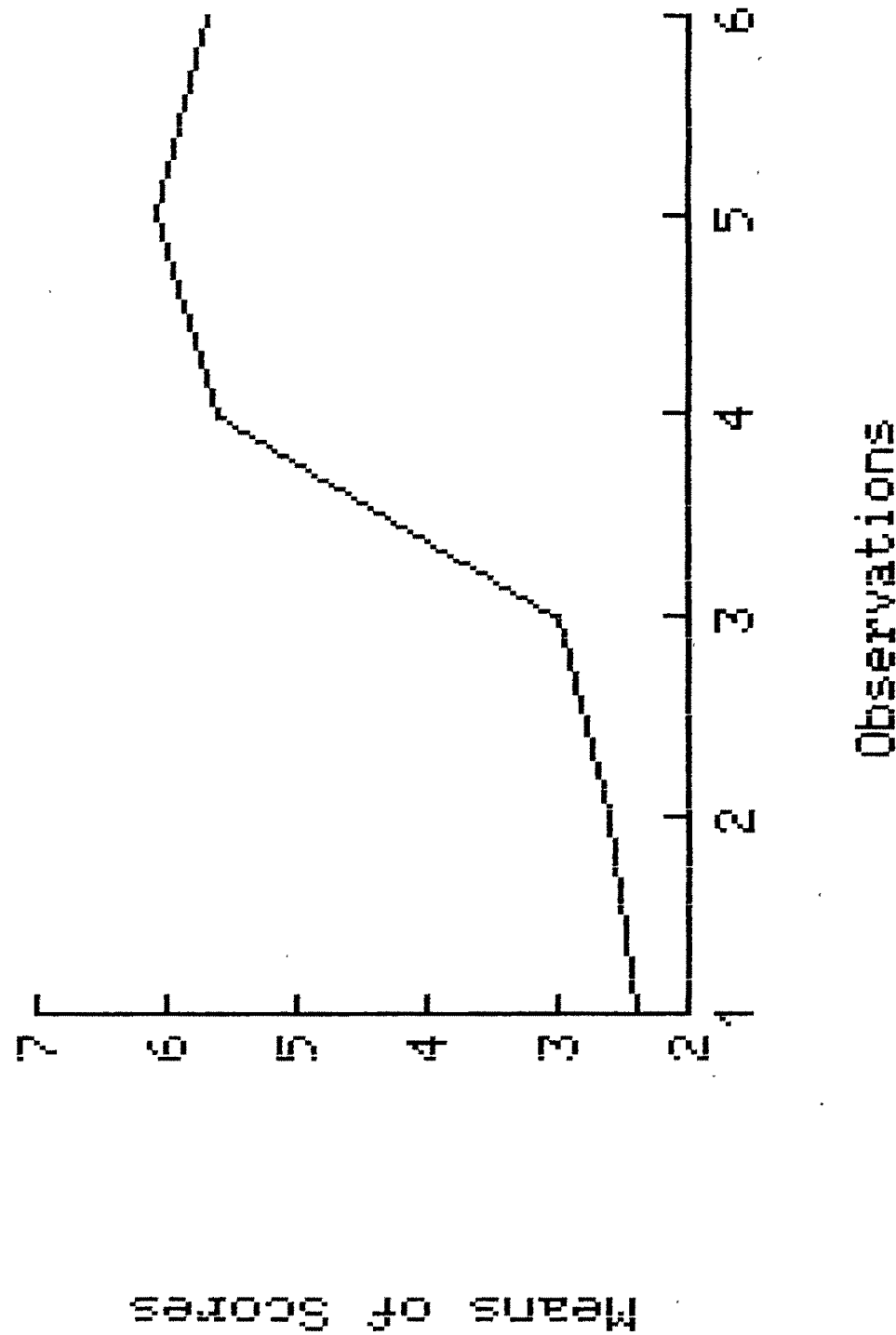
Means of scores of self esteem plotted against the six observations
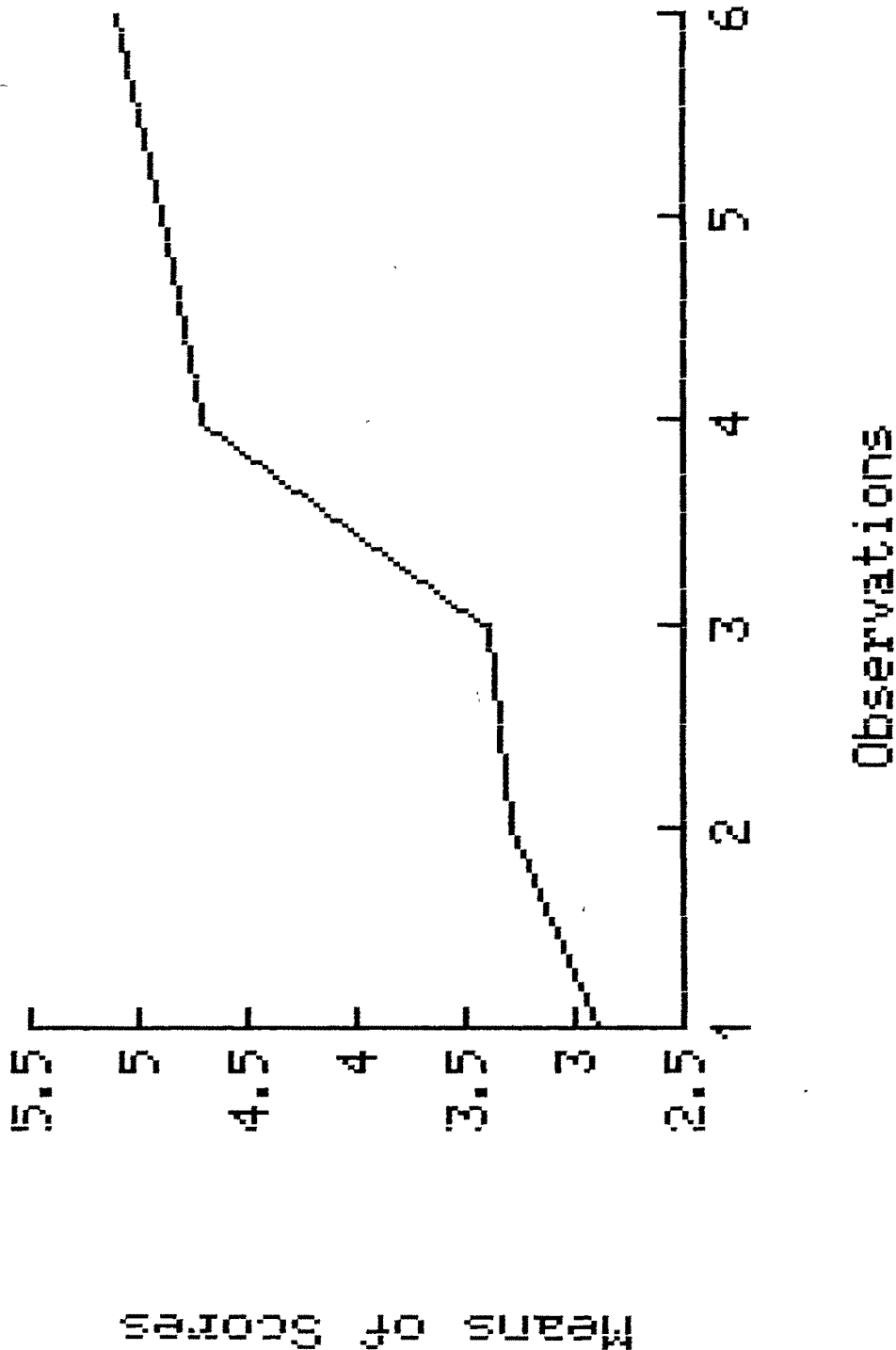
Means of Scores

Observations
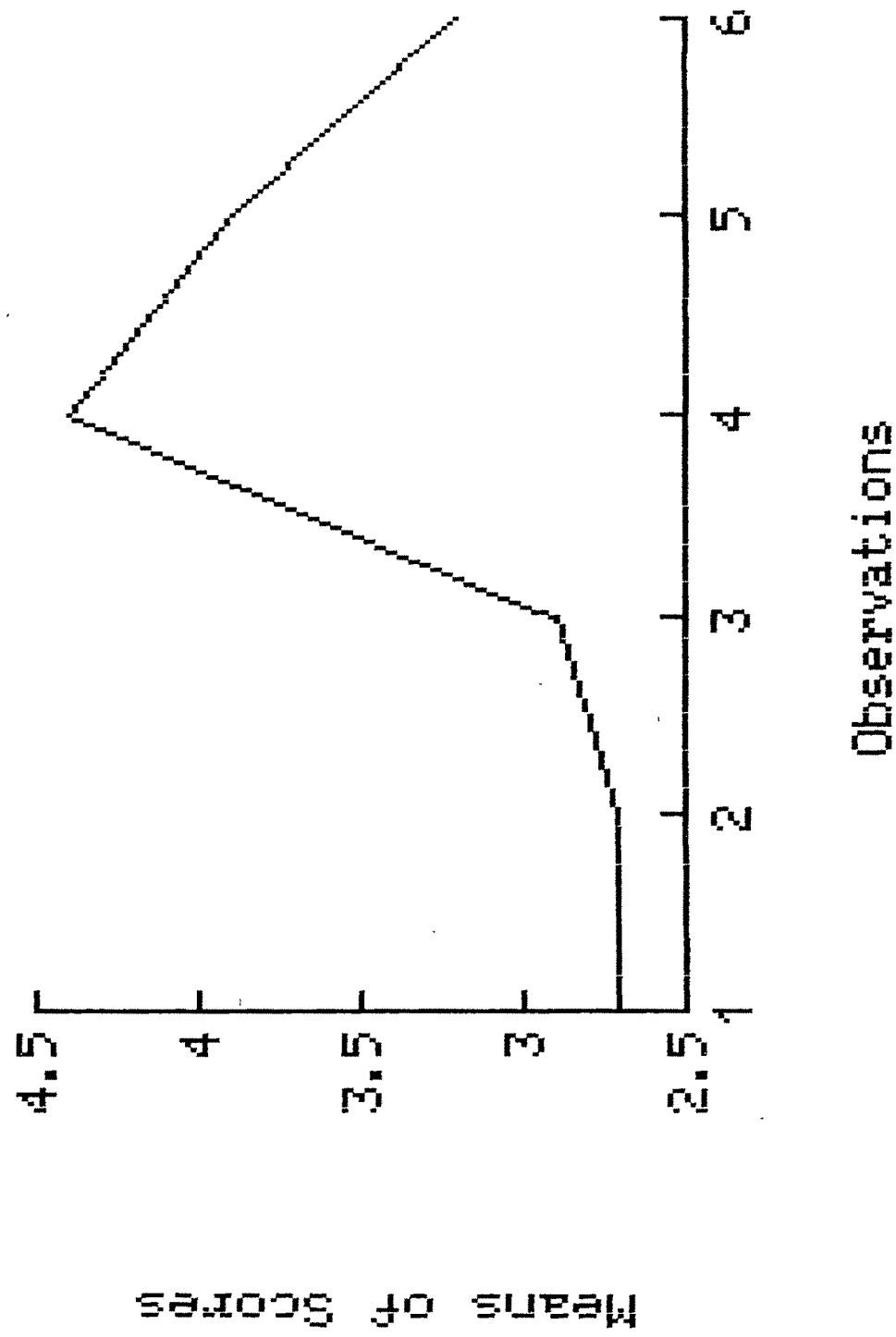
5.7 Case Studies :

In order to discover in depth how the intervention progra-
mme based on Reality Therapy has made effect on the individual
students, six case studies, three representing students who
showed much gain, and three students who has not shown such
gain in the slected criterion variables were conducted. The
investigator had to prepare the case study report, depending on
the information acquired from class-room observation, anecdotal
record and from the personal interviews which were conducted
with the students and their parents. However the items of the
student interviews schedule and the the Parents' Interview
schedule were used as lead questions (Both of the Interview
schedules could be find in the Appendix).

Basing on all those informations, a brief case report of
the above mentioned six students were prepared and is presen-
ted below. However, the six subjects, one high achiever and
one low achiever had been taken from each of the three groups
as representative of the whole group.

5.8 Case study -1

Student No. - One Age - 12 years 9 months

The student joined this present school in standard V. He
had studied in another school in another city where his
father was doing business previously.

He has an younger brother and he has come from an affluent
business family. His father is a graduate and businessman and
his mother is a housewife who has studied unto Class IX., she
is a full time housewife.

The boy is quite intelligent and an observer would not
immediately notice the boy as a deviant. It was only after
spending three or four days in the class-room the investigator
started noticing that the boy is not fitting into the class-
room norms. The student at first glance is like any other boy
in the class, slightly naughty but nothing particularly
unusual. However, as time went by, the investigator could
hear the boy's name from all sides.

The boy is constantly on the move in the classroom,
generally always teasing other students, whereas his own work
remains unfinished. As soon as the investigator assigned to
group some written works the student started his prowling
around. The pattern of events are invariably the same. After
writing a line or two he would feel like going to the toilet,
or sharpening his pencil or erasing something he has written
or suddenly he would feel that his pencil is small and without
any hesitation will grale someone's pencil. His lack of
concentration on the school tasks and his constant teasing of
other students made him unable to settle either with the
group tasks of adjust the peer group. Repeated efforts in
making him participate in the group works did not prove to be
very fruitful. The student would just look up at the investi-
gator with a slight smile, swinging his feet all the while.
His attitude toward school also was not very positive, and it
seemed that he had no respect for the school teachers. On one
occassion it came out from him that teachers in his school
were concerned about money only and they did not have any

concern for the students. Consequently the student admitted
that only one or two hours are not enough for the study and
he felt that he himself is responsible for that, because he
gets all the amenities at home.. He also felt somewhat
responsible for his low academic achievement in school.

In the pre-intervention phase the student got considerable
low score in Attitude toward school, Educational Aspiration and
in Self-esteem. But in the Post-intervention phase he showed
marked progress in the above three variables and he was quite
happy with his progress. The improvement in those three
variables put a distinct mark on his achievement in school
subjects - and which brought parental satisfaction with their
ward immediately.

The intervention programme brought about changes in the
positive direction in his thinking acting and nearly every
aspect of life at school. He has more friends now, more
cooperative, has definite goals to be achieved and his grades
in the school showed marked improvement. During the interviews
with the investigator he expressed the fact that he himself
could observe the change in his thinking and behavior towards
others after the intervention programme, which has helped him
a lot with more self-confidence, self-esteem and optimism.
He is now a willing and active participant in several programmes
of the school. He has become more mature in his behavior. In
a word his whole attitude showed a significant change for the
better.

5.9 Case study - two

Student No.	:	Two
Age	:	13 years 3 months

The student of the case study is a plump boyish looking
girl with large eyes. For a long time almost one month after
the school had reopened one would find her sitting by herself
in a corner bench. Talking about the girl, the class-teacher,
strongly felt that she should not have been promoted to class-
IX at all. As the girl refused to talk or move from her bench
she did not have a single friend in the school. Comlaints to
parents about her were of no use. They did not even bother to
meet the class-teacher.

The girl's low score of attitude toward school was very
much indicative of her inability to come to terms with the
school tasks or the peer groups. Even when the investigator
asked about her personal things as to where she stayed, how
many brothers and sisters she had or where she got her pretty
ribbon, the girl would simply refuse to respond. She just
looked up at the investigator looking scared. However the
student is studying in this school from the beginning. In
fact before the actual administration of the scales, the
investigator had to be friend the girl during the recess hours
Since she sat alone during the recess hours without moving
around, getting her to listen to something was not difficult.
Only after many sessions, the girl started responding with a
slight smile and in small sentences. However, her resoonse
to the questions posed by the investigator were soft murmurs.

The girl and her family stayed in one room plus kitchen appartment. The house was situated on the third floor of an old building. She had younger brother and two younger sisters. She was the eldest among her brothers and sisters.

Her father was thirty-nine years old. He had studied only upto class Seven and was working as a truck driver. His working hours were quite long and his job left him tired and irritable. He did not have any free time to spare for his family or his wife. He was extremely short tempered and beat his wife and aughters frequently. The girl's mothers was thirty-two years old and had studied upto class five. She contributed to the family income by stitching Sari falls. Although she did not have to go out to work, she remained busy throughout the day. The household work was mainly done by daughters. They managed the cooking, cleaning and washing every day a l ongwith their school studies.

The family interactions as such appeared to be minimal, and it was generally restricted to the functional tasks alone. For her visits to the zoo, garden, cinema etc. were extremely rare. Toys or books were never part of her life.

However, in school, she considered herself a failure. She had failed in her school annual tests three times and according her opinion, as she was not at all a good student, so that nobody wanted to make friendship with her and the teachers often insulted her without any sufficient reason.

She usually studied two hours approximately every day, though she felt that she should give more effort to her study. But as she had to do a lots of housework she simply could not afford more time. She also was not well adjusted in her family.

Instead of all her disadvantages, she wanted to appear as
a good student in the eyes of her teachers, as well as her
class-mates. She was also much eager to have good relation
with her family members.

The girl's educational aspiration was not very high and
the investigator felt that it was mostly due to her low socio-
economic status. She wanted to be a professional fashion
designer or an efficient tailor just after passing school
leaving examination.

The pre-intervention tests showed that the girl has low
self-esteem, less assertive behavior and lacked high educational
aspiration.

But the post intervention tests showed that she became
more assertive and her sense of self esteem improved a great
deal. After the intervention programme the student's social
behavior revealed marked changes in the positive direction.
She has become more cheerful and is a better performer than
before. She become a good mixer and came out of her shell of
isolation. Her grades in studies showed marked improvement.
She gained self confidence and showed a confidant attitude
towards school work and her teachers. Her behaviour towards
her friends became more cordial and pleasant. Her attitude
towards life in general became more positive and she actively
started participating in school programme willingly and with
genuine interest.

5.10 Case study - Three :

student No.	:	Three
Age	:	13 years

The student joined the present school in standard II. He had come from a middle class educated family.

The father was 42 years old. He had a graduate degree in commerce and he was the Regional Transport Officer. His office hours were from 9.30 a.m. to 5.30 p.m. In the evening he was back at home at about 6 o'clock. He generally spent the evening hours with his friends, outside the house, playing carom or chit-chating with them.

The mother was 37 years old and had done her nursing course from England. But at present she was not working anywhere, just looking after the family.

The boy stated in a concrete roofed three roomed apartment with his father, mother, younger brothers parental grand parents, parental aunt and a parental uncle.

The investigator had close rapport with the student and it gradually came out through conversations that the family members did not devote much time to him. They not only didnot talk to him much but also didnot listen to what he had to say.

The student's academic performance was just average and he had mixed attitude toward school positive as well as negative.

At school, he was lonely had not many friends and also felt distance from the teachers. He lacked self-confidence and often mummbled while giving answer in the class.

However at home too he had few friends of his own age group. The home being in a predominantly Muslim locality and on the main road where there was heavy flow of traffic, the boy was not allowed to go and play outside. Therefore his participation in physcial activities and his interaction with his peers was extremely limited. He studied 3 to 4 hours everyday on average and thought it was enough for preparing school works, though he was not at all satisfied with his school results and wanted to get much higher marks than what he was getting at present.

During the group sessions the investigator made the student aware of the fact that only nursing ambition was not enough. Ambition without hard work brought only frustration. The investigator also discovered some of his personal qualities during the sessions and helped him to develop them.

The pre-intervention tests showed that the student got low score in self-esteem, assertiveness and in the sense of responsibility. But after the intervention programme the student developed more confidence and a sense of belongingness to the school. His social behavior changed for the better and his academic grades showed significant improvement. He started taking a willing and very active share in the school activities. He gradually became much more helpful and responsible. What perhaps the student learnt to relate to others in general had its impact in the classroom and also at home. During the personal interviews he opined that he liked

the group sessions very well. He reported a that it helped
him to discover his qualities understand himself better
improve communication and relationship with others. He remarked
that knowing his qualities made him to think good about him.
He also said that the intervention programme helped him to make
more friends. It was evident that his self-confidence incre-
ased. He also experienced life to be more happy and thus have
more energy for study and other activities at home and at
school.

5.11 Case Study - Four :

Student No.	:	Four
Age	:	13 years 5 months

The student is in the school from the nursery class and
she has come from a middle class family. She has one elder
sister and she is the youngest daughter in the family and
much pampered by the family members. Her father is graduate
and working in a responsible position and her mother is a
house-wife who had passed only school leaving examination.

The student was good in studies in the early days of her
school but for the last four five years she is showing a
marked deterioration, though her attitude toward school is
quite positive. She admitted that she has some problems in
the school often she had problems in understanding subjects
or in explaining things while giving answers either oral or
written.

The investigator observed that the girl is of average intelligence but her deterioration in studies only made her back benchers. The girl works for her school subjects two hours daily on average. However she felt that this is not enough for making progress.

The parents as well as the teachers thought that the girl is lazy and often the parents had to be after her to make her study more.

The pre-intervention tests showed that the student scored low in sense of responsibility, educational aspiration as well as in self-esteem. She is also not confident about her abilities. The intervention programme do not produce any noticeable changes in her performance.

She is still lagging behind in studies, managing to get through the sybjects. In the school she hardly participated in class or school activities. She does not answer correctly to most of the questions put to her in the class. She has no stable relationship with any class mates and she is one of the least accepted in the class. The student confessed that she did not take the group sessions seriously and she did not really attempted to do anything about her difficulties and continued to be victimized by others.

Though endowed with ability to pursue academic studies successfully, she does not show sufficient interest in any of the school activities. She never expresees herself freely or cheerfully in any of the conversation with her school mates. She is not convinced about the value of her participation in the intervention programme. She expressed the view that the programme has not effected any positive change in her thinking and activities.

5.12 Case study - Five :

Student No.	:	Five
Age	:	13 years 2 months

He is a thin boy usually quiet and timid in the class. He does not mingle much with the other students. During the intervention session the student was not one of the active outgoing one rarely raised his hand or answered the investigator's queries enthusiastically. The boys father workes as a worker in one of the local industries. He had passed his intermediate. He does not have any particular hobby or interest and his interactions with the children are extremely limited. The boy's mother is an young lady who had her scholling till class seven. She is a full time housewife. In general, the family atmosphere seemed to be tense and there is not much harmony or cohesion amongst the family members. Lack of finance, limited parental education and limited interest in the family made the interaction within it very restrictive. The family is unconcerned about the boy's participation intervention programme and the parental interest was confined merely to the progress card brought home.

However in the post-intervention phase no perceptible desirable change in the behavior has been observed. His educational performance does not show any improvement as a result of the intervention programme. For him there is no clear educational goal. For the student himself study is not so important. He does not have any regular study hours either and which he skips at the sligh-test of excuse. His self-esteem score is also poor. In short the intervention programme

has not made any difference to him as a person and as a student in his studies.

5.13 Case study - Six :

Student No.	:	Six
Age	:	13 years 4 months

He is a good looking boy with lovely sparkling eyes. He is like a butterfly fluttering around in the classroom. Even when the rest of the class is engaged in one task or the other, the boy would be find moving around in the classroom by disturbing other students. During the initial days of the intervention the investigator tried to make him participate in the class-room activity but there is no improvement. The boy follows no school or classroom norms and hardly ever does the home assignment. His low score in attitude toward school is very much indicative of his inability to settle down with the school routine. His academic score is also very low. He is simply not interested in school and moreover he is not afraid of anything. Hence no amount of suggestions and persuasions worked with him. The investigator felt that his home is responsible for his absolute indifference to school.

His father is a 35 years old businessman. He had comple-ted his secondary schooling and remains very busy with his work. His involvement in the household matter is very limited.

The mother is a young housewife. The boy is her first child. She had studied upto class IX. Both of the parents did not have any interest in books or magazines. The boy is given a lot of freedom by the parents. He is hardly ever restricted in what he did. As such he does exactly what he wants during the day. At home neither of the parents supervised his home work. Wherever he requires anything he just had to ask for money. The parents did not have to bother about anything at all.

In the post intervention phase the student informed to the investigator that he had very little faith in the effect of the programme. His social behavior does not reveal change in the positive direction. He failed to develop a more positive attitude towards his classmates, teachers and works at school. The programme has very little effect on his attitude or behavior. After the intervention programme he did not show significant improvement in any of the criterion variables perhaps a more intemsive programme of this nature may be required for such students.

5.14 An overview of the case studies :

The first three case studies given above represent students who did well in the selected criterion variables, and the last three case studies are of students who did not do so well in them. While giving description of the six homes a more or less clear pattern emerged. A discussion of these six cases showed that complete negligence of the child's needs by parents due to whatever reason, stood out to be the single most important factor that affected the child both in academic achievement as well as in personality characteristics. This was clearly observed in all the six cases. Parental negligence

and parental preoccupation showed their effects in different aspects and spheres of home life. The tensions at home and lack of a conducive and caring home breed a certain negative characteristics in the child and he thus was unable to adjust to school demands or peer groups. This in turn made them more withdrawn and lonely. They were unable to perform well in the school tests which in turn upsets them as well as the parents. Thus the whole turn of events continued to deteriorate.

Again, in the present study caution essentially should be exercised in highlighting the importance of school adjustment. In fact the teaching learning processes, as well as the evaluation procedures adopted by the schools were much against the desirable learning strategies advocated by psychologists and educationists for the present age group. If one could indulge in a bit of subjective observations, one could say that these six children were mere puppets at school. They seldom showed normal curiosity, exuberance and creativity which theoretically the twelve or thirteen years old were supposed to exhibit.

A popular write up on Indian education in a daily newspaper by a leading Indian educationist sarcastically sums up the scenario of the Indian education. According to him "Indian school is a recipe for intellectual genocide centered in textbooks, its deadly burden and indifference to children's personality gets combined with insensitive teaching in ill equipped classrooms." (Krishna kumar 1990).

Therefore, any interpretation made of the academic achievement or adjustment to school should essentially be made, keeping in consideration to the prevailing classroom conditions.

However, this unsuitable and negative family and school situation could be greatly redeemed if an anchor of some sort is there, for the child. Probably a therapeutic counsellor could help these children a great deal and this had been proved to be true in the case of three high achievers who in spite of their difficulties at home and in school improved a great deal.

The investigator, however did not consider the low achievers as lost cases. May be their problems were more deep seated and only more close associations with them, by using the techniques of Reality Therapy could help them in the long run.

5.15 Discussion :

The quantitative analyses have revealed that the Reality Therapy Intervention programme has effected significant improvement in the selected criterion variables. Results showed that there has been marked gains in assertiveness, educational aspiration, sense of responsibility, self-esteem, attitude toward school and academic achievement.

The qualitative analysis attempted here is done with a view to interpret and find meaning to the changes brought about in the external behavior of the individual student and the development or effect within the individual person.

The present discussion avoids making any one to one correspondence between the observed student gains on the specified criterion variables and their cause. The investigator considers reality to be a matrix of the inter-relationships between several forces that are at work within the

individual student. Therefore what is observed it is assumed
is the combined impact of the facilitative dimensions provided
by the investigator and the students enhanced awareness of
their own abilities.

The findings of the study showed that the growth of all
the variables mentioned about in the post-intervention phase
of the study was significant either at 0.05 or 0.01 level.
This was corroborated by the analysis of data gathered from
the interviews with the students. There was an overall
increase of hours in the amount of time spent on personal study
Twenty seven students out of the total thirty, have positive
liking for the school and in the opinion of the students they
are feeling more confident, optimist about future and asser-
tive in their day to day dealing with others. Similarly the
intervention has a significant impact on enhancing students
sense of responsibility (viz. table of responsibility) The
post-intervention observation showed better attitude toward
school than before (viz. table of attitude toward school).
Therefore one can easily conclude to the positive contribution
of the Reality Therapy programme from the findings observed,
although there is difference in the scores from school to
school. Baroda High School scored highest in all the variables,
M.G.M. school has somewhat low scores than the previous one,
while keeping the Rosary School in the last position. The observed
findings may have been the effect of the difference in the
climate created by the school authority. Though according to
the students' own rating nearly all the participants improved
themselves in all the variables in the post-intervention phase.
The statistical tables and graphs confirmed more or less the
above findings

Following Carl Roger's we can say that the basic nature of
the human being when functioning freely is constructive and
trustworthy   that is, when we are able to free the individual
from defensiveness he is open to the wide range of his own
needs as well as the wide range of environmental and social
demands, his reactions may be trusted to be positive forward
moving and constructive. (Rogers, 1980).

The same observations were made by the investigator in
the process of growth that had taken place in the intervention
period among the students with whom she had the facility to
work closely. It was not merely an opportunity of having to
work hand in hand with them for an external use - indeed it
was far beyond that. It was an opportunity to see life open
up, blossom and grow. Especially through the opportunity of
having been with the three groups of school youths, following
them up through a developmental course for a full academic
session and beyond that, closely following their internal
frame of mind, entering into the underlying tone of their
spontaneous responses, personal sharing, the investigator has
come to realize how much the youth had a need today of having
caring teachers who will be their friend and facilitators in
bringing about a transformation of hope and confidence in the
lives of the youths, causing the youths to rise and aim at
meaningful goals for life.

The rapport or warmth and unconditional respect toward
each individual student which the investigator tried to
communicate created a reciprocal response from the participants.
It was a continuous experience of the investigator in the three
groups that the students accepted her as one of their friends.
They were uninhibited by her presence in the group when it
came to personal sharing and opening up. The integrative

atmosphere in the classroom provided opportunity to pupils to
feel free and to participate actively in the class. Free and
spontaneous actions were clearly perceived on the part of the
pupils who never used to speak in the class. Communication had
improved as they were confident enough to voice their thoughts.
They were able to convince and dealt with people, learnt to k
identify and more importantly admitted their mistakes. The
students became more curious and a urge was developed in them
to know more than the routine information about the topic of
learning. Some students were assigned the responsibility of
helping other pupils which they found challenging as they got
more chance to exhibit their talents and abilities.

Students markedly exhibited closer relationships with
their peer, teachers and showed more positive behaviors and
liking towards their schools. Most of the students reduced
fear and were more free to express their ideas and feelings.
There was a noticeable positive change in the students especi-
ally those with problem behaviors. Those pupils happened to
get not only accepted but they themselves got more involved
in the classroom activities. Before the intervention progr-
amme most of the pupils did not have clear perception about
their abilities and attitudes. But the intervention programme
increased their confidence and indirectly the programme helped
to improve their performance. Pupils liked the period for
group work. It created awareness about their own interests
and abilities. It was found that even the isolated pupils
involved themselves in the programme and worked enthusiasti-
cally. Pupils began to suggest their own plans for new
activities. About the goal setting behavior, it was observed
that the gap was more between goal supposition and goal obtained.
Within the intervention programme a definitely positive change

was perceived in their behavior. The students began setting
more realistic goals according to their self expectation and
worked harder to achieve the goal supposed, considering it as
a commitment on their part to do so. The participants had
special thrill in doing the exercises which brought out the
prescribed message. One of the reasons for this was that it
was a group exercise. Since the larger group of the class was
turned into smaller group during the intervention programme,
the participants experienced a greater freedom, closeness,
trust and a sense of excitement and healthy competitibn which
induced them to bring out the best in them. Some of the
participants have reported that their experiential learning
had been very powerful through the presentation of exercises
during the intervention programme. The students who had gone
through the course had reported that they had been rejuvenated
with a new life because of the experiences they have had.

The investigator felt the thrill of it even more exqui-
sitely. Such an experience of being with the youth and watch-
ing the process of an onward growth in them had enriched her
own life. The investigator to some extent had tried to
resonate with the aspirations, disappointments and even
moments of frustration expressed by the students.

It was not easy to assess the impact of a programme such
as this. Teachers of the school responded positively and the
general atmosphere had been supportive of the programme's
development. Parents also seemed to be aware of the purpose
and nature of the programm.

However throughout the programme the investigator gath-
ered lots of information from the students to help in the
programme's development. The information which the investiga-
tor collected only proved that the students supported the
basic concepts of Reality Therapy.

The students admitted repeatedly that it was very hard
for them to establish goals and to develop proper learning
activity or to get rid of bad habits because of their inexpe-
rience in doing such work but this was the first time that
they had ever been able to reach beyond a certain point, no
matter how hard they had tried in the past. The students also
emphasised that it was unfortunate that they had not this kind
of opportunity until their senior year.

But note of disharmony was not wanting. All the students
who underwent the Reality Therapy Intervention programme did
not show the same desirable positive change in behavior.
Perhaps an intensive programme of this nature may be required
for such students.

However all the problems appeared to have a reasonable
solution and it went without saying that the basic concepts
of Reality Therapy proved to be an excellent way to introduce
much needed innovation in traditional system without sacrifi-
cing quality or quantity of the school's existing educational
system.