3.1 Sample

Four different types of schools constituted the sample of the study:

(a) Government single shift schools of urban area.
(b) Government double shift schools of urban area.
(c) Private single shift schools of urban area.
(d) Government single shift schools of rural area.

The researcher prepared four lists of all the schools belonging to the above four types in the Union Territory of Chandigarh. Then three schools from each list and fifty students from each school were randomly selected. Thus the total number of schools taken for the present study was twelve and the total number of students was six hundred. The same sample of (a) Government single shift schools of urban area was picked every time for comparison with (b) Government double shift schools of urban area (c) Private single shift schools of urban area (d) Government single shift schools of rural area. As the data could not be procured from the outgoing and the examinee class (namely Class X) the data was collected from the IX class only.

3.2 Tool

The tool to collect data for the present study was questionnaire. Two different questionnaires were prepared for
the purpose. One for studying the educational environment of
the schools called the 'Educational Environment Questionnaire'
and the second for studying the student morale called the
'School Morale Scale' (S.M.S.).

3.2.1 Educational Environment Questionnaire

The Educational Environment Questionnaire was prepared by
the researcher herself. The researcher studied relevant material
from different books, dissertations, journals and unpublished
sources and consulted educational experts also. The school
environment was hypothetically divided into seven categories —
(1) The school plant and equipment of the building for proper
education, (2) The use of curriculum, (3) Qualifications of
teachers, (4) Evaluation of education, (5) School Policy,
(6) Human relations (i) Teacher-student relation, (ii) student-
student relations, (iii) Principal-teacher relations, (iv)Parent-
teacher relations, (7) General feelings about the school. Twelve
statements were prepared on each category, except the category
of human relations which had sixteen statements. This made a
total of eighty-eight statements (See Appendix I). For standard­
ization the questionnaire was then given to thirty judges,
who were selected on the criteria of teaching and administrative
experience and were working as principals of schools or were
lecturers in the training colleges in the Union Territory. Point
Biserial correlation was calculated for each statement
(See Appendix II). The statements found significantly correlated
with school environment were kept for the final inclusion in
the questionnaire. The rest of them were discarded. Finally, the researcher was left with fifty items on the 'Educational Environment Questionnaire' with seven items falling in first, second, third, fourth, fifth and seventh category each and eight items in the sixth category. It was kept in English for the students of urban area (See Appendix III A) and translated into Punjabi for the students of rural area (See Appendix III B).

3.2.2 School Morale Scale

The school morale scale was used to measure the students' school morale. This was the modified form of Wilton L. Barber's (1977), which he used in a study of "Principals' attitude towards students' rights and student attitude toward school morale and their relation with the organisational climate, Principals' leader behaviour and management style". This scale measured the students school morale related to seven school aspects which are - (1) school plant, (2) Quality of instruction and institutional materials, (3) Administrative personnel rules and regulations, (4) Community support of schools, (5) Relationship with other students, (6) Teacher-student relationships, (7) General Feelings about school morale. This scale is an eighty-four items questionnaire designed by Wrightsman. The present investigator used only fifty statements out of eighty-four which were considered to be applicable in
the Indian situations. It was kept in English for the students of urban area (See Appendix IV A), and translated into Punjabi for the students of rural area (See Appendix IV B).

3.3 Collection of Data

The researcher consulted the school principals to get a convenient date and time suitable for their schools for administering the questionnaires to the students. On getting the suitability of time for the school, questionnaire was personally administered to the subjects. The instructions for the questionnaire were purposely not provided with the questionnaire so that the researcher could personally explain and instruct them how to tick (√) yes or no ( x ) for each item in the questionnaires. They were requested to give their frank opinion on each item. The questionnaire required approximately fifteen minutes to complete. The researcher herself checked every questionnaire after they had been filled out to see if any blanks had been left out for it was essential that all questions in the questionnaires are answered and it is complete in all respects.