APPENDIX A

Research Diary
(Not a Protocol)

Notes of Observations, Dialogues, Cross-references and

Entrepreneurial Behaviour Scoring

Prefatory Note

The Pilot Study

To ascertain the feasibility of the study;
To familiarize with the study area and the rural community; and
To grasp knowledge particularly about the entrepreneurial traits of agriculturists.


Five villages as listed below

<table>
<thead>
<tr>
<th>Name of the Block Development Area</th>
<th>Name of the Village</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jolarpet Panchayat Union</td>
<td>1. Mallapalli</td>
</tr>
<tr>
<td></td>
<td>2. Jayapuram</td>
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<tr>
<td>Tirupattur Panchayat Union</td>
<td>1. Tirupattur village</td>
</tr>
<tr>
<td></td>
<td>2. Borigami mitta</td>
</tr>
<tr>
<td></td>
<td>3. Kadarai Mangalam</td>
</tr>
</tbody>
</table>

The Research Team:

Two research assistants
Two retired Panchayat Union school teachers
The Main Study

Development of an Entrepreneurial Behaviour Scale:

Ascertaining the relevant components of the proposed Entrepreneurial Behaviour Scale – views of 80 Judges.

Ranking the relative importance of the components of the Entrepreneurial Behaviour Scale – 50 – member experts panel

Computing the composite Entrepreneurial Behaviour Index

Study of the Entrepreneurial Behaviour of the Typical and Atypical Cases Agriculturists.

The Study Period:

From December, 1999 to December, 2001

The Study Area:

20 villages as listed below

<table>
<thead>
<tr>
<th>Name of the Block Development Area</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>3. Ammankoil</td>
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<td></td>
<td>4. Pudupettai</td>
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<td></td>
<td>5. Puthagaram</td>
</tr>
<tr>
<td></td>
<td>6. Kethandappatti</td>
</tr>
</tbody>
</table>
7. Kaveripattu
8. Jolarpet
9. Rediyar
10. Kothandkuppam

Tirupattur Panchayat Union
1. Tirupattur village
2. BorigamaniMitta
3. Kadarimangalam
4. Vengalapuram
5. Perampattu
6. Krishnapuram
7. Kurusilapattu
8. Bommikuppam
9. Mittu
10. Andiappanur

The Research Team

Two research assistants
(to record and transcribe information being gathered)
A 5-member team of research associates
(to content-analyse, classify and score the entrepreneurial behaviour)

The Investigation

Identifying the serious and less serious, dormant participants in extension service programmes from the records of the Agriculture Extension Office concerned. Selection of 160 of cases of each category who satisfy specified external criteria.
Living with the select case-respondents – Gentle, informal discussions with the case-respondents, their family members and referent others.

The following order of inquiry is not a rigid protocol – To deviate, reassess, cross-check, depending on the need/situation. An outline of the probe follows:

The Case-respondents

Identify the chief decision-maker on farm-related and other family matters.

Family history – grandfather - life style – education - number of children - inherited land and other properties – type of family - size of family - family disputes – litigations - social status

Parents – Father, mother(s) - age - Education - Number of children - life style - extramarital family - inherited land and other properties - Liabilities - Type family - size of family - family disputes - litigation - social status.

The case-respondent’s age - education - subjects interested, break in studies – extra-curricular activities - educational
attainments – birth order among siblings - relationship with others in the family - extra-marital establishment – land and other properties – inherited - acquired - over 10 years. Liabilities: inherited, over to the past 10 years - now - type of family – size of family, family disputes - litigation in courts - impact on family welfare - Life style - how the day is spent - supervising farming operation - team of workforce - reading habits - listening to TV/radio programmes for farmers - using extension services. Social status - going on tours - visiting agricultural fairs, exhibition, seminars, workshop, demonstrations - consulting experts in agriculture and allied activities - Using extension services offered by the Agricultural Extension Officer-Relationship with the extension staff-opinion about the extension staff.

Land development projects undertaken

During the last 5 years - Consolidation of fragmented land holdings - improvements in landscape - land leveling - Bunding - soil - conservation in fencing - terracing - digging well - deepening well – borewells.
Crop husbandry programmes

During the last 5 years, use of hybrid seeds/saplings - intensive cultivation - extensive cultivation – inter-cropping – multiple cropping - new farming practices in preparation of soil - ploughing - use of manures, fertilizers, transplanting, weeding out, pest control.

Diversification of agricultural activities

During the last 5 years, diversification from cultivation of traditional crops – horticulture – coconut, mango and other fruit groves – floriculture – sericulture – mushroom – nursery farming, agro-based business like rice-mill, oil-mill, fertilizer shop.

Animal husbandry activities

During last 5 years, interest in cattle development, milch animals, diary farming, fish culture, piggery, poult – augmenting sources of income – fuller utilisation of family man-power.
Mechanisation of family activities

During the last 5 years, interest shown in mechanizing farm activities—by hiring or acquiring machines and equipments - power tillers, tractors for ploughing, bunding, land surface leveling, use of sprayers, thrashers, harvesting machines, lifting water by electric motor pumpsets, sprinkle irrigation, drip irrigation, pipe-line irrigation, bio-gas plant, trailer, mini-van/lorry for transportation of inputs & outputs.

Scoring of Entrepreneurial Behaviour

(Weightage to be given to the respondents)

Innovativeness

For each ‘firstness’ of adoption of any new farming operations - one point (with a maximum of 10 points)

Risk Taking ability

Risk-involving situation in any farming activity... uncertain monsoon / failure of monsoon, marketing risk, dilemma in crop
choice etc., 2 points for each of 5 instances of risk assumed - 10 points

**Decision-making**

Alternatives causing dilemma - decision of on crop variety – to borrow/hire/purchase an equipment – to avail an incentive/subsidy scheme – to switch over to a new crop - for five problems requiring smart and quick decisions: 10 points (indecision: 0; slow decision, after consultations: 1 point; quick and independent decision: 2 points)

**Achievement - orientation**

For participation in contests: score 1, for winning recognition of good performances: score 2, for winning medals/awards at stake/national level: score 5 (with a maximum of 10)

**Knowledgeability**

Correct answer to 10 out of 15 questions to be given 10 points (Question relates to monsoon pattern, new crop varieties introduced by the Tamil Nadu Agricultural University, new
pesticide to control pest in coconut/mango trees, names of private agricultural agency operating in the district, disease-resistant variety of ‘golden rice’, eco-friendly manures)

Information-seeking

Reading habits - magazines subscribed - frequency of consulting leading farmers, agricultural scientists, extension staff - the scoring pattern were: 0 for ‘never’ 1-5 for less frequent, 6-10 for more frequent (more than 6) consultancies.

Team-building

Managerial function of coordinating the resources (both human and non-human) like the labour force, supervision, agricultural inputs, finance - ‘poor’ coordination earned 0-2 points: fair coordination 3-6 points and ‘good’ coordination earned 7-10 points.

Using Extension Services

Low availing of extension service benefits:(1-5 programmes) Score: 0-3 points
Medium availing of extension service benefits

(6-10 programmes) Score: 4-6 points

And, high availing of extension service benefit

(11-15 programmes) Scores 7-10 points.

**Internal Locus of Control**

During discussions some respondent may be attributing the success/failures to someone other than his own ability/effort, would blame ‘fate’ or ‘curse’, someone else. Such attributions are to be graded low or high with scores 0-5; and 6-10 respectively. (Subjective judgement based on respondent’s belief system.)

**Cosmopoliteness**

Thinking about himself and others beyond narrow boundaries of caste, religion and nationality. Participation in entrepreneurship development programmes, socialization with extension workers, co-farmers, and labourers – keeping 10 as the maximum score – judge ‘low’ cosmopolitaness with score 0-5 and ‘high’ cosmopolitaness with 6-10 points.
Wealth Generated

An indicator of success land purchased during the last 10 years - fixed investments - farm yards - godown - new borewells/well - residential building.

Future Vision

Attitude to farming - ambition - future goal - what he would like his siblings' major career/occupation should be.

Value-orientation

Traditionalism - liberalism - progressiveness - judge on the basis of beliefs, attitudes, values view on fatalism caste hierarchy, economic inequalities, luxurious life, service-orientation.
APPENDIX - B
APPENDIX  B

Post Graduate & Research Department of Commerce
Islamiah College, Vaniyambadi – 635 752.

S. Govindarajalu, Ph. D.
Research Supervisor
E-mail: sgcomvn@rediffmail.com
Fax: 0091 - 4179 - 221063
Phone: 04174 - 235024

Dear Sir

Sub : Request to be a judge to select relevant components of
an entrepreneurial behaviour scale.

Greetings!

This is to introduce Mr S.M. Krishnan, a full-time research student working under my guidance and supervision. He is interested in a study on agricultural entrepreneurship. In this regard, he wants to develop a scale to measure the entrepreneurial behaviour of agriculturists in Tirupattur and Jolarpet Block Development Area of Tirupattur Taluk, Vellore District in Tamil Nadu.

Taking cue from a review of literature relating to entrepreneurial characteristics and from the researcher’s personal grasp of knowledge during a pilot study, 12 most prominent items were selected as the
would-be components of the Entrepreneurial Behaviour Scale to be developed for this study.

These items pertained to different contexts in earlier studies. We are now trying to get the selection of items for our study validated by experts in the field like your goodself. Considering your long association with rural community as an agricultural scientist with research works in the Department of Psychology/Management Research Studies, we are sure your opinion will guide us in finalising the components of entrepreneurial behaviour scale. We, therefore, request you to be a member of a panel of judges for framing the Entrepreneurial Behaviour Scale.

What we require is your specific judgement on each of the item in the list enclosed. If you think that an item is relevant for the study, please make a tick mark against the item under the column ‘YES’. If you consider an item irrelevant for the study, please make a tick mark against that item under the column ‘NO’.

Please feel free to add any other behavioural characteristics which you think would be relevant for our study.

Thank you.

Yours sincerely

(S. GOVINDARAJALU)

Enclosures: List of components of entrepreneurial behaviour for use in a study on agricultural entrepreneurship.
IDENTIFICATION OF RELEVANT COMPONENTS OF ENTRPRENEURIAL BEHAVIOUR IN AN AGRICULTURAL SETTING

Details of sub-component to be measured are given in a separate sheet enclosed herewith.

INDICATE YOUR OPINION BY A TICK MARK IN THE RELEVANT COLUMN

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<td>3.</td>
<td>Decision-making</td>
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<td>4.</td>
<td>Integrity and reliability</td>
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<td>5.</td>
<td>Achievement-orientation</td>
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<td>6.</td>
<td>Knowledgeability</td>
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<td>7.</td>
<td>Information-seeking</td>
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<tr>
<td>8.</td>
<td>Using extension services</td>
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<td>9.</td>
<td>Internal locus of control</td>
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<td>10.</td>
<td>Cosmopolitaness</td>
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<td>11.</td>
<td>Team-building</td>
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<td>12.</td>
<td>High energy level</td>
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</tr>
<tr>
<td>13.</td>
<td>Any others: Please specify</td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU

FROM: [Name]
TO: Mr S.M. Krishnan
Full-time Research Scholar
PG & Research Dept. of Commerce
Islamiah College
Vaniyambadi – 635 752
ENCLOSURE TO THE FORMAT TO IDENTIFY RELEVANT COMPONENTS OF ENTREPRENEURIAL BEHAVIOUR IN AN AGRICULTURAL SETTING

An Overview of Sub-components to Define the Scope of Each Behavioural Component

1. Innovativeness
   ‘Firstness’ – being a pioneer- Adoption of something new-adaptation/modification of some prevailing practice--breaking the tradition.
   (Relate to land development improving soil fertility, new/hybrid crop, cropping pattern, irrigation facilities, processing storing and marketing of farm produce)

2. Risk-taking Ability
   Uninsurable and uncertain factors are risks. They appeal to challenging people. They would offer supra profits, while severe loss is more often a certainty.
   (Relate to adopting some radically new practice, critical situations like monsoon failure, natural calamities, glut in market etc.)

3. Decision-making
   A managerial function--Dilemma in choosing the one best among different alternatives - involves allocation of scarce resources – has implications for reducing cost/improving profitability.
   (Relate to choice of methods in farming operations - use of country - plough us, new model - hiring/borrowing vs buying an
equipment - Availing or losing an opportunity of subsidy/incentive - switchover to a new crop/cropping pattern, etc.)

4. Integrity and Reliability

This trait binds successful personnel and occupation relationship-creditors, customers value this attribute-helps to build trust and confidence.

5. Achievement-orientation

Desire to do well, to attain an inner feeling of personal accomplishment - measured by a comparison of one’s aspiration with accomplishment.

(Spirit of competition - contest in competition - winning recognition, appreciation, rewards, etc.)

6. Knowledgeability

Knowing the intricacies of agricultural operations - latest developments in science and technology as applied to agriculture.

(Relate to knowledge about latest seed/plant versions, pesticides, technical know-how, institutions engaged in agricultural research)

7. Information-seeking

Efforts to seek economic information, economic opportunities, sources of finance, technical know-how, market opportunities, support services and the like)

(Relate to consulting journals, government publications, and attending seminars and workshops organized by the government/Agricultural Universiies)

8. Using Extension Services

Extension services are offered by the Department of Agriculture
which is supported by the Agricultural Universities and the Government of India. (Private extension services are also gaining popularity). At village level, Agricultural Extension Officer extends the services with the help of the Panchayat Union officials.

(Relate to taking keen interest in the extension services-participation - benefitting by the services)

9. Internal Locus of Control

Belief that success/failure is the outcome of one’s own efforts and zeal. One should make things happen and should not take things as they happen. Ascribing the success or failure to chance/luck, fate/curse - anything external is to be shun.

(Relate to one’s beliefs, perception, attitudes and values – relating to success/failures)

10. Cosmopoliteness

It refers to the degree to which an individual is oriented to outside his social system. Otherwise, he is to be called a ‘localite’ or a ‘rooted’ individual

11. Team-building

Refers to the function of coordinating the manpower and various farm inputs at the right time. This would ensure proper combination of inputs and would mean efficiency and effectiveness.

(Relate to ability to lead direct and motivate manpower and plan procure and allocate finance and other inputs at the right time)

12. High Energy Level

High workload and stress demand high energy. Entrepreneurs have to fine-tune their energy levels by monitoring their work routine, food habits, physical and mental relaxation techniques
APPENDIX - C
Dear Sir

Sub: Request to be a judge to rank the components of entrepreneurial behaviour.

Greetings!

I am happy to introduce Mr S.M. Krishnan, a full-time research student working under my guidance and supervision. His study is related to an understanding of entrepreneurship in an agricultural setting. In this regard, he has identified 10 components of entrepreneurial behaviour, preceded by a consultative process involving a panel of judges.
Now, an entrepreneurial behaviour scale is developed to measure the entrepreneurial behaviour of select agriculturists in 20 villages of Tirupattur & Jolarpet Block Development Area in Tirupattur Taluk, Vellore District, Tamil Nadu. The scale items and the sub-components being measured are enclosed for your kind perusal.

Considering your vast experience in the field of agricultural extension education and training and your association with research studies relating to entrepreneurship, we request you to be a judge to rank the components of entrepreneurial behaviour, indicating their relative importance in our study on agricultural entrepreneurship.

I, therefore, request you to kindly spare your valuable time and assist the research work by sending the ranking format enclosed herewith duly filled up.

Thank you.

Yours sincerely

(S. GOVINDARAJALU)

Enclosures:

1. Entrepreneurial Behaviour Scale: Ranking Format.
2. Self-addressed reply-paid envelope
RANKING THE RELATIVE IMPORTANCE OF ENTREPRENEURIAL BEHAVIOUR COMPONENTS

Details of sub-component to be measured are given in a separate sheet enclosed herewith.

PLEASE RANK ALL THE ITEMS IN ARABIC NUMBERS

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>Components of Entrepreneurial Behaviour</th>
<th>Rank Order</th>
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<tr>
<td>1.</td>
<td>Innovativeness</td>
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<td>2.</td>
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<td>Information seeking</td>
<td></td>
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<td>Decision-making</td>
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THANK YOU
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(Relate to one’s beliefs, perception, attitudes and values – relating to success/failures)

10. Cosmopolitanism

It refers to the degree to which an individual is oriented to outside his social system. Otherwise, he is to be called a ‘localite’ or a ‘rooted’ individual
APPENDIX - D
APPENDIX D

Scorer Reliability Test

Coefficient of Correlation between Scorer ‘x’ and scorer ‘y’

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<td>4.33</td>
<td>1.59</td>
<td>2.62</td>
</tr>
<tr>
<td>20</td>
<td>60.98</td>
<td>63.78</td>
<td>+7.73</td>
<td>+11.44</td>
<td>59.75</td>
<td>130.87</td>
<td>88.43</td>
</tr>
</tbody>
</table>

Sums 1065.01  1046.87  -  - Σx² 2139.26  Σy² 1986.11
Means 53.25     52.35  Σ xy = 2027.81

\[
rx=y = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}
\]

Where

- \( rxy \) = Pearson product moment coefficient of correlation
- \( ry \) = Correlation between x and y
- \( x \) = Deviation of an x from the mean of x scores
- \( y \) = Deviation of an y from the mean of y scores
- \( xy \) = Sum of all the products of deviation each x deviation times its correspondingly y deviation
APPENDIX E.1

Validity Test 1

Coefficient of Correlation between Entrepreneurial Behaviour Index and Scores Based on Wealth Generated by the Respondents.

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>E.B. Index Score x</th>
<th>Scores Based on Wealth Generated y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55.83</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>44.23</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>48.87</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>57.72</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>56.99</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>66.64</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>49.52</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>49.58</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>69.88</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>57.53</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>60.98</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>55.58</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>67.39</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>64.74</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>63.03</td>
<td>6</td>
</tr>
<tr>
<td>16</td>
<td>52.24</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>55.24</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>49.06</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>43.89</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>45.33</td>
<td>1</td>
</tr>
</tbody>
</table>

\[
r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}} = 0.769
\]
APPENDIX   E.2

Validity Test 2

Point Biserial Correlation Between E.B.1 Scores and Scores Given for Vision of Future

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>E.B.1 Scores</th>
<th>Scores Given for the Positive Vision of Future</th>
<th>Sl. No</th>
<th>E.B.1 Scores</th>
<th>Scores Given for the Negative Vision of Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55.83</td>
<td>5</td>
<td>21</td>
<td>38.55</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>69.08</td>
<td>5</td>
<td>22</td>
<td>29.96</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>62.15</td>
<td>5</td>
<td>23</td>
<td>58.21</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>60.98</td>
<td>5</td>
<td>24</td>
<td>43.89</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>51.44</td>
<td>5</td>
<td>25</td>
<td>48.20</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>55.32</td>
<td>5</td>
<td>26</td>
<td>44.81</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>52.24</td>
<td>5</td>
<td>27</td>
<td>49.08</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>63.30</td>
<td>5</td>
<td>28</td>
<td>52.18</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>56.99</td>
<td>5</td>
<td>29</td>
<td>56.79</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>54.47</td>
<td>5</td>
<td>30</td>
<td>59.63</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>67.39</td>
<td>5</td>
<td>31</td>
<td>55.08</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>55.59</td>
<td>5</td>
<td>32</td>
<td>55.99</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>51.52</td>
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<td>33</td>
<td>51.33</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>45.20</td>
<td>5</td>
<td>34</td>
<td>55.83</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>59.49</td>
<td>5</td>
<td>35</td>
<td>44.23</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>47.70</td>
<td>5</td>
<td>36</td>
<td>48.87</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>53.08</td>
<td>5</td>
<td>37</td>
<td>55.70</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>55.32</td>
<td>5</td>
<td>38</td>
<td>50.96</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>63.64</td>
<td>5</td>
<td>39</td>
<td>57.72</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>65.00</td>
<td>5</td>
<td>40</td>
<td>27.07</td>
<td>1</td>
</tr>
</tbody>
</table>

Points biserial coefficient of correlation = 0.485
rbis = \frac{M_r - M_q}{\sqrt{pq}}

where \( M_r - M_q \) = are the means of two categories

\( p \) = Proportion of the sample in the first group

\( q \) = Proportion of the sample in the second group

\( \sigma \) = Standard deviation of the entire sample

\( df \) = (N-2)

In the present example

Mean of the group who had positive vision of future\( (M_r) = 57.76 \)

Mean of the group who had negative vision of future\( (M_q) = 49.20 \)

\( SD = 8.81 \)

\( N = 40 \)

\( p = .5 \)

\( q = .5 \)

\[
rbis = \frac{57.76 - 49.20}{8.81} \times \sqrt{.5 \times .5}
\]

\( rpbis = 0.485 \)
APPENDIX - F
APPENDIX F

Values of Critical Difference

Values of critical difference for comparison of mean indices in the Tables 6.10, 6.11, 6.14 and 6.17 are computed for each pair separately. Values of critical difference marked “*” are at 5 per cent level.

TABLE 6.10
(Mean E.B. Index and Caste)

<table>
<thead>
<tr>
<th>Caste of Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Scheduled Caste &amp;</td>
</tr>
<tr>
<td>Scheduled Tribes Vs.</td>
</tr>
<tr>
<td>Most Backward Caste &amp;</td>
</tr>
</tbody>
</table>
|   Backward Caste                        | 4.31*  
| b) Most Backward Caste &                |
|   Backward Caste Vs.                    |
|   Forward Caste                         | 2.15*  
| c) Scheduled Caste &                    |
|   Scheduled Tribes Vs.                  |
|   Forward Caste                         | 4.31*  

TABLE 6.11
(Mean E.B. Index and Education level)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Symbol</th>
</tr>
</thead>
</table>
| No formal education                       | $E_0$  
| Primary education                         | $E_1$  
| Middle education                          | $E_2$  
| High School education and above           | $E_3$  

<table>
<thead>
<tr>
<th>Education level</th>
<th>Critical difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) $E_0$ Vs. $E_1$</td>
<td>4.07</td>
</tr>
<tr>
<td>b) $E_0$ Vs. $E_2$</td>
<td>2.87</td>
</tr>
<tr>
<td>c) $E_0$ Vs. $E_3$</td>
<td>3.72</td>
</tr>
<tr>
<td>d) $E_1$ Vs. $E_2$</td>
<td>4.41</td>
</tr>
<tr>
<td>e) $E_1$ Vs. $E_3$</td>
<td>5.00</td>
</tr>
<tr>
<td>f) $E_2$ Vs. $E_3$</td>
<td>4.07</td>
</tr>
</tbody>
</table>

**TABLE 6.14**
(Mean E.B. Index and Type of Family)

Extended Family = $P_1$
II Generation Nucleus Family = $P_2$
I Generation Nucleus Family = $P_3$

**Type of Family**

a) $P_1$ Vs. $P_3$ = 2.75*  
b) $P_2$ Vs. $P_3$ = 4.81*  
c) $P_1$ Vs. $P_3$ = 4.31*

**TABLE 6.17**
(Mean E.B. Index and Value-orientation)

**Value-orientation**

a) Conservative Vs. Liberal  2.95  
b) Liberal Vs. Progressive  3.40  
c) Conservative Vs. Progressive  2.95*