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CHAPTER IV

PREPARATION OF TOOLS

In order to get some insight into the character traits of diffe$ent types of students, persons close to them such as teachers and parents were thought of as resource persons. It was also felt essential to know what the students think of themselves with regard to the character traits built in them. To collect the necessary information, some tools were prepared.

As the crux of the problem is related to school life, the teachers were approached first.

TOOLS FOR COLLECTING INFORMATION FROM TEACHERS

To collect information about the differentiating character traits built in the dull/students, a Character
backward
Trait Rating Scale (CTRS) for teachers' use was prepared. The preparation of the CTRS may be described into two parts, viz.,

(a) Selection of differentiating character traits.

(b) Preparation of CTRS.

SELECTION OF TRAITS

The material for preparing CTRS was collected from teachers working in the secondary schools from which the sample is to be selected and from literature, research and otherwise already reviewed in the previous chapter.

As the present study is closely related to school work, the teachers' understanding of the pupils is of vital importance. It is the teacher who is expected to give the judgment about the pupils' achievements, his behaviour, his moral values etc., sometimes even subjectively. As a part of this type of work, a teacher has to remain alert to the pupils' general bearing. This, consequently, is likely to lead closer observations of pupils from time to time. Such observations obviously will lead the teacher to have better insight into the character traits of different types of pupils. It was felt worthwhile to get a differentiating list of traits for failing and normal students from the teachers.

Sixteen secondary schools,including nine sample schools, situated in the rural area of Broach and Surat districts were visited. In each school, a meeting with the experienced and/or trained teachers, including the Headmasters in some cases, was held. In all, 35 teachers including 6

Headmasters were consulted. Every one was asked to give
the following information on a piece of paper:

    (a) Names of students, in their class, whom they
        consider to be dull.

    (b) What are their grounds for such a judgment about
        the pupils ?

    (c) What are the common character traits of these dull
        students ?

    The following observations were made by critically
studying the answers :

    (a) The teachers tend to consider students dull or
        otherwise purely on the basis of their school
        achievements.

    (b) The character traits mentioned by the teachers
        were ambiguous and confusing.

    The character traits mentioned by the teachers and
which were felt to be clear for rating were listed. After
discussing this list with some experts[*], some more traits
were added from 'Haggerty - Olson - Wickman Behaviour
Rating Schedules[1], New York. The following is the list of

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[*]The investigator is very much grateful to his guiding
Professor Dr.(Mrs.)P.Phatak and Dr.Robert S.Fox, the Visiting
Professor during 1964-65 from the Michigan University,U.S.A.,
for their Valuable guidance and suggestions in preparing
the list of traits and in illustrating the traits in terms of
behaviours.

[1]M.E.Haggerty et al,Haggerty-Olson-Wickman Behaviour
Rating Schedules(New York:Harcourt,Brace & World,Inc.,1930),p.6.

character traits, arranged alphabetically :

1. Ambitious

13. Popular

2. Bluffing

14. Selfcontrolled

3. Bullying

15. Social

4. Careless

16. Stealing

5. Cheating

17. Talkative(class room discussions)

6. Defiance to discipline

18. Talkative(Social Communications)

7. Dependent

19. Tardy

8. Honest

20. Temper Outbursts

9. Interested in school Activities

21. Truant

10. Lying

22. Unclean

11. Nervous

23. Unpunctual

12. Persistance

24. Unselfish

With this list, the same teachers were approached again. This time more specified instructions were given. The teachers were helped to get the understanding of the concept of dullness in Indian context, as explained on Page 46 . This might help them checking the character traits of dull students with proper understanding.

Each was asked to put a mark against those character traits which they thought to be built in predominantly in dull students and which are manifested in their everyday behaviour. The teachers were emphatically advised not to

mark the trait, if they are not sure of its predominancy and manifestation in their everyday behaviour.

The lists, duly marked, were collected and frequency of each trait was counted as follows :

Traits	Frequency
1.Talkative (classroom discussions)	25
2.Talkative (Social communications)	23
3.Unpunctual	21
4.Truant	20
5.Bullying	20
6.Temper Outbursts	19
7.Tardy	18
8.Careless	16
9.Defiance to Discipline	16
10.Interested in School Activities	16
11.Unclean	15
12.Dependent	10
13.Persistant	9
14.Social	9
15.Nervous	6
16.Popular	5
17.Ambitious	4
18.Bluffing	4

Trait	Frequency
19. Unselfish	3
20. Self Controlled	1
21. Honest	0
22. Stealing	0
23. Cheating	0
24. Lying	0

A critical look at the frequencies, evidently points out that there is a considerable gap between the first eleven traits and the remaining ones. So, it was decided to take up the first eleven traits for critical study.

PREPARATION OF THE CTRS

The underlying objective of preparing the rating scale was to gather information about the frequency of the trait behaviours of the students under study.

Each trait, therefore, was carefully illustrated in terms of behaviours, manifested in different aspects of everyday school-life. The illustrative behaviours under each trait were discussed with experts and then finalised for further use. The list of character traits with the illustrative behaviours was first prepared in English. The list is given below. The finalised list in English was translated into Gujarati so as to facilitate communication

with the teachers, the parents and the pupils. The items were reorganised for data collection.

CHARACTER TRAITS WITH ILLUSTRATIVE BEHAVIOURS

1. Talkative (Class discussions)

   Behaviours :

   (1) Answers the questions from the study rightly or wrongly asked by the teachers.

   (2) Inquires of the teacher about the curricular matters not properly understood.

   (3) Remains ready to answer the questions from the study asked by the students.

   (4) Inquires of the classmates about the curricular matters not properly comprehended.

   (5) Takes part in the curricular talks held in the class.

II. Talkative (Social Communication)

   Behaviours :

   (1) Takes part in the class debates.

   (2) Inquires of the teacher about extra-curricular matters.

   (3) Takes part in the school debates.

   (4) Inquires of the classmates about extra-curricular matters.

   (5) Answers teacher's questions not related to study.

(6) Answers the questions not related to study if asked by his classmates.

(7) Takes part in the discussion of the composition work in the class.

III. Unpunctual

Behaviours :

(1) Fails to bring the assignments of the subjects already done at home.

(2) Fails to bring the composition note-books in time.

(3) Brings through mistake the books of an unwanted for subjects

(4) Brings through mistake the books of the time table allotted for another day.

IV. Truant

Behaviours :

(1) Runs away unpermitted from the school and reaches home at the expected time.

(2) Remains absent in the school without knowledge of the guardians.

V. Bullying

Behaviours :

(1) Picks up quarrels with his younger classmates outside or inside the class.

(2) Threatens his classmates for the seat he desires to occupy.

(3) Threatens his neighbouring examinees if they refuse to help him.

(4) Gets his own way by force in games.

VI. Temper Outbursts

Behaviours :

(1) Cries when he is teased.

(2) Speaks out an abusive language when he is joked at.

(3) Fights when he is mocked at.

(4) Tears-off the question-paper if it seems hard, after examination.

(5) Quarrels up in the games.

(6) Stamps out of the classroom in anger when ordered to leave the class.

VI. Tardy

Behaviours :

(1) Comes late in the school.

(2) Reaches late on the play ground.

(3) Delays reporting to class following recess.

(4) Delays reporting to mass-prayer.

VII. Careless

Behaviours:

(1) Flings or breaks the science apparatus while experimenting.

(2) Forgets books, compass box, pencils etc. in the
   class.

(3) Fails to return the things borrowed from the
   classmates.

(4) The books or note-books are worn out quite from
   the beginning of the year.

(5) The books and note-books are torn out or stained.

IX. <u>Defiance to Discipline</u>

Behaviours :

(1) Intentionally comes late to the school or class.

(2) Enters into or goes out of the class without
   permission.

(3) Brings guide-books in the school.

(4) Plays mischief or makes noise when the class is
   going on.

(5) Comes without school uniform.

(6) Disobeys the teacher during games and play.

X. <u>Interested in School Activities</u>

Behaviours :

(1) Contributes in class cleanliness or decoration.

(2) Co-operates in magazine activities.

(3) Volunteers science (Mathematics etc.) club.

(4) Takes part in the activities of the school exhibition.

(5) Participates in the celebration of festivals or
   in the anniversaries of great people.

XI. <u>Unclean</u>

Behaviours :

    (1) Comes in the school wearing dirty clothes.

    (2) Spits or snivels in the class.

    (3) Attends the school with unkempt hair.

    (4) Comes to school unclean.

    (5) Requires instructions for teeth-cleaning.

    (6) Throws rubbish like fragments of paper,skins

        of fruits inside the class or in the compound.

FORM OF CTRS

As shown above, each trait was explained with illustrative behaviours. In framing the Rating Scale, each illustrative behaviour was considered as an item, and put on a four-point scale on the basis of frequency of occurance. All the illustrations under eleven categories, thus,were treated as individual items in the scale. In all, they were 54. The following is an illustrative item from the Rating Scale.

<u>For example</u>:

	Frequency of Occurance			
2.Comes late in the school :	Never	Rarely	Sometimes	Often
	:	:	:	:
	:	:	:	:

The scoring scale was decided by having increasing weighted values in terms of increasing frequencies. Thus, response 'never' was scored as 0, 'rarely' as 1,'sometimes' as 2 and 'often' as 3.

The 54 items covered in describing eleven Character Traits were presented in a mixed order, so as to avoid the effect of set. A copy of the Rating Scale in Gujarati version is given in the Appendix C, page 302.

THE RELIABILITY OF THE TOOL

A glance at the Rating Scale will indicate the face validity and content validity. As regards the statistical validity and reliability of the tool, the highly technical procedure was not followed. However, the following precautions were taken so as to make the tool as valid and reliable as possible.

1. Only such traits which are predominantly discriminating as they are manifested in every day behaviour are included in the scale.

2. In order to ensure accurate judgments by the teachers each trait was carefully illustrated in terms of behaviours in a variety of situations.

3. Halo effect was reduced by randomly mixing up the items.

4. The raters were explained about halo effect and thus they were made conscious of the phenomena. This was done with the thought that it might be helpful in keeping the halo effect to its minimum.

5. Only those teachers who have had good opportunity
   to observe the students for about $2\frac{1}{2}$ months were
   selected as raters.

TOOLS FOR COLLECTING INFORMATION FROM PARENTS

Although the problem is mainly confined to the schools,
the behaviours manifesting the typical character traits of
dull and normal students at home cannot be easily ignored.
The information about the character traits of the students
under study according to parents was necessary. This was
done with a slightly different approach than with teachers.

In the rural area in our country the majority of
parents hardly have education beyond standard Fourth. Most
of them, in addition, are mainly engrossed in agricultural
work and have practically given up reading and writing. Under
the circumstances it is not proper to expect them to read
a long questionnaire and respond to it in writing. It was
decided, therefore, to collect the information from the
parents by personal approach and with interview schedule.

The interview schedule consisted of two sections: viz.,
(a) A Record Sheet and (b) An Interview Guide. This Record
Sheet was framed by listing all the eleven traits used for
CTRS for teachers. The basic differentiating traits used
in CTRS for teachers were kept the same but with reference
to home situation, e.g., the trait 'Interested in School

Activities' was replaced by 'Interested in Home Activities.'
Again, the illustrative items were not used as a part of
the Record Sheet.

A specimen copy of the Record Sheet is attached in
the Appendix.

Instead of behaviour items for rating, illustrative
behaviours in the home situation, for each trait were
written out. They were used in explaining the parents the
manifestations of the various traits so as to facilitate
their rating for each trait. This was done orally as a
part of the interview. A Specimen copy of the Interview
Guide is given in the Appendix C, page 307 . On the basis
of the information provided by the parents, the investigator
rated each trait on the Record Sheet.

TOOLS FOR COLLECTING INFORMATION FROM STUDENTS

The CTRS prepared for teachers was also given to the
students selected for study for their self rating.

Besides the CTRS scoring from the students, it was
thought worthwhile to collect information about home and
homelife of the students. This was planned to be done by
interviewing the students. A Case Record Form (Part I) covering
the following areas was prepared :

I Living Conditions:

(A) Locality of Residence
(B) Residential Condition :

(i) Type of House

(ii) Ventilation

(iii) Comforts and conveniences

(iv) Occupants per room.

II. Family Background :

(A) Type of the Family

(B) Family composition

(C) Economic condition

(D) Family control

(E) Social control

III. Personal Life Background :

(A) The Routine Life

(B) Status in the Family and Neighbourhood.

(C) Health

(D) Interest and Hobbies.

It was planned to use the Case Record Form as an interview guide also. A specimen copy of the Case Record Form is given in the Appendix C , Page 304 .

Besides collecting information about students' home-life and personal life, it was also planned to collect information about his school life. A 'Case Record Form' (Part II) was prepared. It consists of the following areas :

(A) General Information regarding name, age, birth-date etc.

(B) Students' Mental Age and I.Q.

(C) Information regarding school life such as his attendance, educational institutions attended, academic achievement, vocational choice etc.

It was planned to collect information included in the form from various sources e.g. school records, teachers, students (while interviewing), parents (while interviewing) etc.

A copy of the 'Case Record Form (Part II)' is attached in the Appendix C, page 306 .

SUMMARY

To study the differentiating character traits of the students under study, three types of tools were prepaped:

(a) Tool for collecting information from teachers.

(b) Tools for collecting information from parents.

(c) Tools for collecting information from students.

In the preparation of CTRS (for teachers' use), experienced teachers were consulted to select the differentiating character traits to be studied. The following eleven Character Traits were selected to study:

1. Talkative (Classroom discussions).

2. Talkative (Social Communications).

3. Unpunctual

4. Truant

5. Bullying

6. Temper Outbursts

7. Tardy

8. Careless

9. Defiance to Discipline

10. Interested in School Activities.

11. Unclean

Each trait was carefully illustrated in terms of behaviours in a variety of situations. Each illustrative behaviour was considered as an item in the Rating Scale. All possible precautions were taken to maximise the reliability and validity of the Rating Scale.

It was decided to collect the information regarding character traits of the students under study, from the parents by personal approach and with interview schedule. For this purpose, a Record Sheet and An Interview Guide. were prepared.

A Case Record Form (Part I) covering the following areas was prepared:

I   Living Conditions

II   Family Background

III   Personal Life Background

A Case Record Form (Part II) was also prepared. It consists the matters regarding the school life of the students.

With the preparation of these tools, the data collection was started. The next chapter is devoted to describe at length, the procedure for collecting data.

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