

CHAPTER IV
PLAN AND PROCEDURE

- 4.1. Selection of the behaviours.
- 4.2. Selection of the sample.
- 4.3. Two contrasted groups.
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The purpose of this chapter is to discuss the entire plan and procedure of the present investigation. Every research programme needs to be well planned so that appropriate procedure can be applied.

The problem of investigation is the study of the pupils' discipline in relation to their attitudes. Thus the problem consists of two concepts viz. (1) Discipline and (2) Attitudes. To study this problem, data related to these two concepts need to be collected. First, it is necessary to select groups of disciplined and undisciplined pupils and secondly to collect data regarding their attitudes.

4.1. SELECTION OF THE BEHAVIOURS

At the outset the question arises ' what should be the basis for the formation of the two contrasted groups ? ' As the problem includes one of the

concepts - discipline - it is necessary here to find out the disciplinary and indisciplinary acts. Pupils behave in a disciplined way or otherwise according to certain standards. So the study of behaviours should be done in the beginning. How do these behaviours or misbehaviours develop ?

Evelyn Dewey¹ says, ' Human Behaviour can be explained as a process of interaction of the environment and a minimum repertoire of neuromuscular reactions which are present at birth. The behaviourists believe that growth in behaviour takes place by the process of conditioning or by the addition of new responses to the primary ones present at birth, that is by a process of association which sets up new connections in the nervous system.'

According to Evelyn Dewey, behaviour develops from the very early age and one cannot expect that all individuals possess good behaviours. Then how should we distinguish between a good and a bad

¹Evelyn Dewey, ' Behaviour Development in Infants.' A Survey of Literature of Pre-natal and Post-natal activity. (New York: Columbia University Press, 1935), p.5.

behaviour ? Students who possess good behaviours, are considered to be disciplined and those who possess misbehaviours, are considered to be indisciplined ones.

The child has to live in the society according to the social pattern. The child has also to follow the traditions of the home. If the child is well adjusted in both the environments, there is no reason for discontent. A normal child is physically intellectually and emotionally active for most of the time. He or she participates in the fields of his or her interest which promote his normality. This does not mean that the child is perfect. A very common thing for all human beings is that ' we are liable to err.' A normal child possess developing personality; there are of course, problems of growth and maturation to be tackled.

On the other hand, a maladjusted child has many difficulties which may later on develop into serious problems. Who are to be considered as behaviour problem children ? Reinehl C.M. and Ayer F.C. state, ' Behaviour problem children are those who stand out

or who differ from others of their group because of certain undesirable habits, personality traits, or behaviour in the home, school or community; whose conduct interferes or is likely to interfere with the individual's (or the groups') fullest development and usefulness socially, educationally or hygienically; and whose behaviour may result in more serious handicaps of one sort or another in later life.'²

Thus it can be said that many children behave normally but there cannot be generally any child whose behaviour is satisfactory to all. A behaviour difficulty may appear sooner or later in any child. Disorders occur at every age level of pupils with every degree of intelligence. Disorders may occur at any time and at any place. They may frequently occur during the unsupervised hours at school or at home. Disorders may occur during the leisure hours when the children do not find any activity of interest. Children may

²C.M.Reinoehl and F.C.Ayer, Classroom Administration Pupil Adjustment. (New York: Appleton Century Crofts, Inc., 1940), p.377.

become quarrelsome with their classmates and they may play mischief with young children just for the sake of killing their time or for the sake of enjoyment.

Thus the pupils possess certain good behaviours such as regularity in their daily work, obedience, politeness towards the elders, truthfulness, boldness in telling facts, non-egonism and sincerity. These pupils would be considered to be disciplined ones. While certain pupils who show irregularity, jealousy, obstinacy, negativism, temper tantrum etc. would be called indisciplined pupils. The investigator has then to collect the information regarding the behaviours and misbehaviours from educational journals, educational books and educational experts. The next step has to be enlisting of all the misbehaviours. The list of misbehaviours is then to be given to a group of headmasters and teachers for rating. The rating of misbehaviours is then to be done on the basis of their frequent occurrence at school or at home. From their ratings, the investigator has next to

select certain misbehaviours which may have a frequent occurrence. The investigator has defined each misbehaviour and has to prepare an explanation form for the raters. The detailed discussion on each misbehaviour (selected) is given in Chapter VI. Those selected misbehaviours would form the basis for the selection of the sample.

4.2. SELECTION OF THE SAMPLE

As it is stated in the problem that this study is concerned with secondary school pupils, the investigator, therefore, decided to select the representative sample of the secondary schools. The study is restricted to Gujarat State only as the problem of discipline would be the same in all the states. Secondly, Education is a state subject and the problems of education may vary from state to state. It would be very interesting if a comparative study of the problem between two or more states would have been made but it would be perhaps beyond the limits of a single Ph.D.Thesis. Thus the study is to be restricted to the secondary schools of Gujarat only.

For having a representative sample of the schools, the types of schools including rural, urban, girls', boys', mixed, multipurpose, public trust and government schools are taken so that the sample may be representative.

Next thing is the selection of the pupils' age. The question is, ' which would be the proper age for understanding the present attitude scales and questionnaires ? ' The pupils below the age of 14 years are likely to show more misbehaviours and thus it would be easy for the investigator to select the pupils from that age group. But it has also to be considered whether this age group would or would not be able to comprehend the scales and questionnaires. It was considered that certain areas such as Education and Educational programme, politics and democratic life of the pupils would not be comprehensible to the pupils of that age group. Secondly with maturation pupils would show less number of misbehaviours than before though they would have shown them previously. Thus the pupils of the age of 15 were considered to be the more appropriate age for the present study. The pupils of this age generally come to X class, and the real misbehaving pupils can be obtained from this group .

for the study. S.S.C. class would have been more suitable for the study but it would be rather difficult for a teacher to find out the misbehaving pupils, as the pupils become studious for the external examination. Thus a group of pupils from the X class would be very appropriate.

4.3. FORMATION OF THE GROUPS

As the study is related to the two concepts, discipline and attitudes, two groups will be required. The difference between the groups - disciplined and indisciplined in relation to their attitudes is the main study of this thesis. Thus the two groups will be formed in due consultation with the teachers.

It was then decided that the investigator would give a list of misbehaviours to the class teacher of X class with an explanation form for rating the pupils of his/her class. The class teacher would then be instructed to find out the misbehaving pupils from his/her class considering the list of misbehaviours. The class teacher would be required to determine the pupils showing misbehaviours and would rate each pupil on a three point scale. The detailed procedure

is given in Chapter VI. These misbehaving pupils would form the indisciplined group. For the formation of the disciplined group, the same class teacher would be asked to find out the pupils who had already shown socially, emotionally and academically normal behaviour. The number of disciplined pupils of that class would be the same as the indisciplined ones. For eliminating subjectivity in rating, the subject teacher of that class would be asked to rate the same listed pupils on a three point scale. Only those pupils would be included in the sample whose rating of the misbehaviours would be more or less the same by both the teachers. It will be like this. If a class teacher shows particular five to six misbehaviours for a particular pupil and the subject teacher does not show those misbehaviours, that pupil is to be rejected. Their degree of rating the grades may be different but both the teachers should agree on a rating scale for that misbehaviour. In the same way the sample will be drawn from different secondary schools of Gujarat. The ratings of both the teachers

will then be compared with the help of statistics. For that, the gradations would be converted into marks and then the reliability of the teachers' opinions would be found out. Thus the two contrasted groups of disciplined and indisciplined pupils would be formed for study.

4.4. THE DATA TO BE COLLECTED

It has already been indicated in the second chapter that the areas for study have been selected for the investigation. Then the selection of the disciplined and the indisciplined pupils and the study of their attitudes towards the selected areas would be conducted.

For the study of the attitudes of disciplined and indisciplined pupils, attitude scales and questionnaires would be developed. Attitude scales towards education and educational programme, school teachers and home would be developed. Attitude questionnaires would be developed for knowing the opinions of the pupils, towards politics and social and democratic life of the pupil in the school. The scales would be developed by applying the most

appropriate technique of attitude scale measurement. Each technique of measurement has advantages and disadvantages. The reason for the selection of the technique are discussed in the Chapter V. Thus, four attitude scales would be developed. The attitude questionnaires would be developed by a simple method of YES-NO response with due consideration of the criteria for framing the questions. The following points would be taken into consideration while framing the questions and statements.

1. Simple and clear terms are to be used;
2. Difficult terms are to be defined,
3. Ambiguity in words or meanings is to be avoided.
4. Each question should contain only one thought.
5. Phraseology has to be used suitable to all the respondents.

The criteria for preparing the scales are given in Chapter V.

The scales and the questionnaires would then be prepared. Reliability of the scales and questionnaires would be found out by using the

statistical procedure whichever would be more appropriate to the technique applied.

The difference between scales and questionnaires is that the scales have a degree of favourableness or unfavourableness represented by each statement and the method of scoring is also objective. Scale statements are given values differing in magnitude as well as direction. The average magnitude endorsed in the scale is its score.

In the case of the Questionnaire; score is simply a summation of the responses in a given direction. As there is no scaling in questionnaires, each response is being weighed. A major difference is, questionnaires require norms for interpretation of the scores where there is no necessity of norms in the scales, because they incorporate such norms by virtue of their procedure used in the construction of scales.

The measures of the questionnaires have certain theoretical disadvantages such as (1) each statement is equally weighed (2) The questionnaires include a variety of items which indicate attitudes towards a great many things, (3) It is assumed that all of them

differentiate between two groups. Thus it is very difficult to interpret specifically what a score on the questionnaire means. As the questionnaire deals with many sub-factors, the attitude object is also vaguely defined.

Still it was felt that the questionnaire approach is valuable whenever we want to assume general overall attitudes. This is especially true where such general attitudes constitute an objective of school instruction.

4.5. ADMINISTRATION OF THE TOOLS

All the six tools would be ready for the administration to the selected pupils. The investigator first of all would make the appointments with the different school authorities and would go there for the administration of the tools. The time of administering the tools would be fixed with the heads of the institutions before hand. The time limit of all the tools would be fixed so as to give the pupils all the six tools at a time. Care will be taken that the pupils will not find any distinction between the two groups. The supervisors are also to be

instructed to treat the pupils psychologically, so that the pupils had no mental disturbance. The instructions will be given for all the tools.

4.6. ANALYSIS OF THE DATA

All the tools will then be analysed and the representative score of each pupil on each scale will be found out. The responses of the questionnaires would be found out by counting the 'YES' or 'NO' responses. Scores of both the contrasted groups would then be compared and the significance of differences between the two groups would be calculated. 't' technique, chi-square technique and analysis of variance technique will be used for the scales.

For the study of organismic variables such as residence, age and sex, all the above shown techniques would be used, alongwith the analysis of variance technique.

Each statement and the question, of the questionnaires would then be analysed according to the key, prepared and their chi-square significance would be calculated. The opinions of both the groups will thus be studied from the analysis of the data

and from the results, interpretations and suggestions will be formulated.

4.7. SUMMARY

This chapter states the entire plan of the present study. Following are the points which have been dealt with in detail.

1. Listing down the misbehaviours of frequent occurrence.
 2. Selection of the high school class from which the sample can be drawn.
 3. Formation of the contrasted groups.
 4. Data to be collected from the areas of study.
 5. Administration of the tools.
 6. Analysis of data.
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CHAPTER IV

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