CHAPTER IV

EFFECTIVENESS OF THE EDUCATIONAL PROGRAMME ON HUMAN RIGHTS IN TERMS OF ATTITUDE

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4.0 INTRODUCTION

Attitude Scales determine what an individual believes, perceives or feels about self, others, and a variety of activities, institutions and situations. There are five basic types of scales used to measure attitudes: Likert scales, Sematic differential scales, Rating scales, Thurstone Scales and Guttman scales. The first three are the most often used.

A Likert scale asks participants to respond to a series of statements by indicating whether they strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with each statement. Each response is associated with a point value, and an individual's score is determined by summing the point values of each statement.

Attitudes have been defined in a number of ways. The simplest definition is that it is a feeling for or against something.

In this research work to measure the attitude of the teachers towards the Human Rights, a Likert type five-point attitude scale was constructed by the investigator and given to the experts in the field of education.

4.1 OBJECTIVE

To study the effectiveness of the Educational Program in terms of attitude of in-service teachers and pre-service teachers towards Human Rights.

4.2 HYPOTHESES

1. There will be no significant difference in the attitude of in-service teachers towards the human rights pre-intervention and post-intervention.
2. There will be no significant difference in the attitude of pre-service teachers towards the human rights pre-intervention and post-intervention.

4.3 POPULATION FOR THE STUDY

All the in-service and pre-service teachers at secondary level of 2009-2010 of Gujarat State constituted the population for the study.

4.4 SAMPLE FOR THE STUDY

For carrying out research in-service teachers of four schools following GSEB syllabus and pre-service teachers of two B.Ed college, year 2009-10 were selected as the sample for the study.

In-service teachers of Amarjyoti Vidyavihar, Ahmedabad and Diwan Balloo Madhyamik Shala, Ahmedabad were selected as experimental group and teachers of B.V.D High school, Ahmedabad and Shri Gurukul Vidyamandir, Ahmedabad were selected as control group.

Pre-service teachers of S.U.G. College of Education, Ahmedabad were selected as experimental group, whereas, pre-service teachers of R.B.Sagar college of Educaton, Ahmedabad were selected as control group.

Schools and Colleges were selected as it was feasible for investigator to experiment. The Principals of Schools and Colleges were cooperative. It was decided to select the samples on the basis of convenient sampling.

Experimental group consisted of 21 in-service teachers and control group consisted of 23 in-service teachers. Total 44 in-service teachers were selected as the sample for the present study. Experimental group of pre-service teachers consisted of 79 student teachers, whereas, the control group consisted of 82 student teachers.

4.5 TOOLS

An attitude scale was constructed by the investigator.

4.6 PROCEDURE FOR CONSTRUCTION OF ATTITUDE SCALE

The investigator constructed 70 statements/situations on the articles of Human Rights. These were validated by the language experts and field experts. After that the attitude scale was ready with 66 items for pilot study.

The investigator administered it on student-teachers of eight of the B.Ed Colleges of Gujarat University, Ahmedabad. These Colleges were selected as there was readiness of the Principals of Colleges to provide co-operation. Table 4.1 present the list of Colleges.

Total 405 student-teachers were selected for pilot study for attitude scale on Human Rights.

Table-4.1: List of colleges and total no. of student-teachers where pilot study for attitude scale was conducted

Name of Colleges	Administered on Date	No. of Student-Teachers
Sahajanand College of Educadtion	30/09/09(noon)	80
D.S.Patel College of Education	30/09/09(Evening)	18
Takshshila B.Ed. College	01/10/09(8.00 a.m.)	75
Shri Umiya College of Education	01/10/09(11.00a.m.)	48
Shri Gayatri College of Education	01/10/09(4.00 p.m.)	61
Aakar Adhyapan Mandir	02/10/09 (10.00 a.m.)	66
Tejendraprasad B.Ed. College	03/10/09 (9.00 a.m.)	50
Smt. D.A. Shukla College of Education	03/10/09 (1.00 p.m.)	07

In the attitude scale there were 30 +ve statements, whereas, 36 –ve. Item wise analysis was done by investigator using t-test. 405 respondents filled the attitude scale. The investigator collected the data personally. Then the scoring was done.

The scores obtained by all the 405 respondents on the entire attitude scale were arranged in descending order. Out of these the top 100 and bottom 100 student teachers were identified. Then the investigator calculated statementwise t-value and got 66 t-values. Out of these three t-values were not found to be significant, 1 at 0.05 level and 2 at 0.01 level. Thus, 63 statements were retained in the final attitude scale. The statements were of both +ve polarity and –ve polarity related to each article.

The investigator used this final attitude scale on, both, the experimental and control groups of in-service and pre-service teachers during the intervention prograamme. The invesstigator administered it before the programme and after completion of programme to check effectiveness of programme on Human Rights.

To begin with the attitude scale was administered pre-intervention on the sample teachers. The investigator administered the attitude scale personally in all the selected schools and colleges. Then after implementing the programme the investigator administered the attitude scale on both the groups post-intervention.

4.7 DATA ANALYSIS

To determine the effectiveness of the developed Educational Programme on Human Rights in terms of attitude development, scores of both the groups were calculated and then t-value was computed for studying objective 3.

As attitude scale was prepared as per the summated rating method by Likert(1932), so the scoring procedure was used as suggested by Likert. The scoring procedure is described in table- 4.2

In final attitude scale out of 63 statements 30 were +ve, whereas, remaining 33 were –ve statements related to Human Rights.

Table-4.2: Scoring Procedure for the Attitude scale

Response Category	Score for +ve statement	Score for –ve Statement
Strongly agree (SA)	5	1
Agree (A)	4	2
Undecided (UD)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

Data collected through attitude scale were analyzed using mean, SD, SEm and t-test. The entire analysis procedure has been presented below in tabular form; objective-wise:

Table-4.3: Data analysis to determine the effectiveness of developed programme (t-test)

Grooup	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Controp group	Administration of Attitude-Scale to begin with	No intervention	Administration of Attitude-Scale at end	Total Score	Mean Gain Score	t-test
Experimental Group	Pre-intervention Administration of Attitude-Scale	Implementation of developed programme	Post-intervention Administration of Attitude-Scale	Total Score	Mean Gain Score	

This section deals with the analysis of data collected with reference to the objective 3. i.e. to study the effectiveness of the Educational Program in terms of attitude of pre-service teachers and in-service teachers towards Human Rights.

In order to study the effectiveness of programme, the investigator has formulated null hypotheses as mentioned in the beginning of the chapter. The data collected by the investigator from the results of pre-attitude and post-attitude were considered for testing the hypothesis. The achievement scores were calculated. The data were analyzed using inferential statistics. In order to determine the significance of difference between the Mean gain scores of the control group and the experimental group the t-value was calculated.

4.7.1 Effectiveness of the Educational Programme on Human Rights for developing attitude of the in-service teachers towards Human Rights

The values are presented in table-4.4.

Table-4.4: Mean, SD, SEm, df and t-values in the context of the Attitude of In-Service Teachers towards Human Rights Education

Group	No. of teachers	Mean Scores	SD	SEm	df	t- value & significant level
Experimental	21	20.48	23.46	5.12	42	4.15 & 0.01
Control	23	-0.87	2.28	0.48		

It is evident from table 4.4 that the t-value of 4.15 against 42 degrees of freedom is significant at 0.01 level. So the null hypothesis #3 that there will be no significant difference in the attitude of in-service teachers towards the human rights in pre-intervention and post-intervention is rejected in favour of Educatioal Programme on Human Rights. So the in-service teachers have been found to develop favourable attitude towards Human Rights.

4.7.2 Effectiveness of the Educational Programme on Human Rights for developing attitude of the pre-service teachers towards Human Rights

The values are presented in table-4.5.

Table-4.5: Mean, SD, SEm, df and t-values in the context of the Attitude of Pre-Service Teachers towards Human Rights Education

Group	No. of teachers	Mean Scores	SD	SEm	df	t- value & significant level
Experimental	79	30.08	28.23	3.16	159	7.30 & 0.01
Control	82	3.65	16.21	1.78		

It is evident from table 4.5 that the t-value of 7.30 against 159 degrees of freedom is significant at 0.01 level. So the null hypothesis #4 that there will be no significant difference in the attitude of pre-service teachers towards the human rights in pre-intervention and post-intervention is rejected in favour of the Educatioal Programme on Human Rights. So the pre-service teachers have been found to develop favourable attitude towards Human Rights.

4.8 CONCLUSION

The Educational Programme on Human Rights was found to be effective in developing the favourable attitude of both the Pre-Service and In-Service Teachers towards Human Rights.