



DEVELOPMENT OF ATTITUDE SCALE TOWARDS HUMAN RIGHTS

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Abstract

The purpose of this study was to develop a valid attitude scale which measures the attitude of secondary school teachers towards human rights. For items writing of scale, criteria given by Thurstone and Chave (1929), Likert (1932), Bird (1940) and Edward & Kilpatrick (1948) was used. The first draft of test containing 52 items was administered on a sample of 208 secondary school teachers selected from government senior secondary schools. The 't' was computed as recommended by Edwards (1957). Thurston (1961) suggested that 't' value equal to or greater than 1.75 may be considered significant. So, the top 44 statements with the largest 't' values (greater than 1.75) was retained as final draft of the scale. The correlation between the scores of the two halves of the attitude scale was computed by product-moment method. The reliability of scale was 0.92 and content validity of the attitude scale was determined while considering the items in the scale in preliminary draft and getting the language of each item checked by language expert.

Keywords: Human rights, Validity, Reliability, Item analysis & Experience.



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Introduction

The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct. Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses: a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) conative or behavioral component, which is the action taken towards the object. We understand that in most situations the three components appear parallel to shape teachers' classroom postures, through a direct and indirect interaction between society, school and teachers. How do these

beliefs influence teachers' views and behavior in school? Attitude Scale is a set statements rating psychological objects and these statements are selected on a psychological continuum from least to the most favourable. These statements are then presented in some random order to individual with instruction to indicate whether they agree or disagree with each one. It is assumed that these agree and disagree responses are a function of degree of affect associated with the psychological object, by the subject. As defined by the Oxford Dictionary of English (2010), attitude is: "A settled way of thinking or feeling about something." An attitude scale, to measure the attitude of secondary school teachers towards human rights was developed and standardized by using the Likert's (1932) Method. The procedure adopted in the development of attitude scale is as under.

Methodology - Development Process of Attitude Scale

Selection of Statements for Preliminary Draft: The criteria for writing statements suggested by Wang (1932), Thurstone and Chave (1929), Likert (1932), Bird (1940) and Edward and Kilpatrick (1948) was used. According to this criterion, 52 items were constructed for preliminary draft of the scale. The statements were discussed with the different experts working in State Human Rights Commission, Shimla, as well as prominent social activist for their valuable suggestions. After their approval the preliminary draft of scale was developed by arranging the items in random order. After this exercise 52 items were retained for the first draft. Every item was rated on five-point scale as suggested by Likert i.e. Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), Strongly Disagree (SD). Each of the five points were given numerical values ranging from 1 to 5 all positive statements were to be evaluated in such a way that strongly agree carried the value of 5 and strongly disagree the value of 1 and three points has proportionate value i.e. 4,3, and 2. The process is reversed in case of negative items. The total score on the scale for each respondent was obtained by adding the scores of individual items in the scale. The first draft of test containing 52 items was then administered on a sample of 208 secondary school teachers selected from Government Senior Secondary Schools. After scoring the test booklets were arranged in descending order of score for item analysis.

Item Analysis: After scoring the responses of 208 secondary school teachers, the answer-books were arranged in order by keeping highest scores at the top and lowest at the bottom. Then teachers with 25 percent top and 25 percent bottom scores were taken for item analysis. The middle answer-books were weeded out and not taken for future analysis. Then 't'-ratio for the difference in the mean of high and low groups was computed for each statement. The 't' was computed by the formula recommended by Edwards (1957). The 't' value for all 52

statements were computed and arranged in descending order. Thurston (1961) suggested that 't' value equal to or greater than 1.75 may be considered significant. So only those items having 't' values equal to or greater than 1.75 were selected for the final draft. After arranging the statements in descending order according to their 't' values the investigators selected 44 top statements with the largest 't' values. The 44 selected statements were put in the final draft of the scale as **Annexure-I**.

Reliability and Validity of the Attitude Scale: The reliability of the attitude scale was obtained by split half method. The correlation between the scores of the two halves of the attitude scale was computed by product-moment method. The coefficient of correlation came out to be 0.82. This gives the reliability of the half scale. The reliability of full scale was computed with the help of Spearman-Brown Prophecy formula. The reliability co-efficient of full scale come out to be 0.90 which is considered to be quite satisfactory. The content validity of the attitude scale was determined while considering the items in the scale in preliminary draft and getting the language of each item checked by language expert. For the selection of items for the final draft the item analysis was performed on the extreme groups. Thus 44 items selected for the final draft were those, which differentiate between high and low scoring groups. The differentiation was taken as evidence for the validity of the scale.

Conclusion

The attitude scale developed to access the attitude of teachers towards human rights is a valid and reliable scale. The reliability of scale is satisfactory. The 44 selected statements were put in the final draft of the scale as Annexure-I. It is recommended that this scale is to be used in other studies and tested with individuals in different groups, with large sample.

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Annexure - I

Human Rights Attitude Scale

Name of Teacher:.....Stream: Arts/Science

Name of School:..... Gender: Male/Female

Locality: Rural/ Urban

District:

Note: This scale asks for your opinions about human rights. We all know that every person is entitled to certain rights – simply by the fact that they are a human being. It is necessary to recognize human rights for development of human dignity and personality. Your free and frank opinions are required. The data collected will be used only for research purpose i.e. UGC sponsored Minor Research Project. First impressions are usually best. Read each sentence, decide if you agree or disagree and how much you agree or disagree and then circle the appropriate number. If you feel that the numbers do not reflect your opinion adequately, circle the number closest to the way you feel. You are requested to respond to the statement given below by putting a tick (√) at appropriate Options.

SA- Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD- Strongly Disagree

S r.	Items	Options				
		S	A	U	D	S
1.	All citizens must have equal rights irrespective of caste, creed and sex.	A	A	U	D	S
2.	I think that citizens should be allowed to voice their opinions if they disagree with their government.	A	A	U	D	S
3.	Everyone as a member of society has the right to social security.	A	A	U	D	S
4.	I think we can compel any one to join a particular religion.	A	A	U	D	S
5.	I believe that we can join trade union for protection of our interest.	A	A	U	D	S
6.	The parents have the right to choose the kind of education for their children.	A	A	U	D	S
7.	Everyone has right to equal pay for equal work.	A	A	U	D	S
8.	I think Human Rights Education should not be made a part of curriculum.	A	A	U	D	S
9.	I enjoy in participating human welfare activities in school & society.	A	A	U	D	S
10.	I like to purchase books on human rights.	A	A	U	D	S
11.	Everyone has the right to freedom of peaceful assembly and association.	A	A	U	D	S
12.	Only children of rich should be educated.	A	A	U	D	S
13.	Welfare assistance should be limited to those who are really needy.	A	A	U	D	S
14.	Criminals should be punished.	A	A	U	D	S

1 5.	People's social, political and economic preferences should be respected.	S A	A	U	D	S D
1 6.	Freedom of speech should be a basic human right.	S A	A	U	D	S D
1 7.	Students should be allowed to receive medical treatment without parental consent.	S A	A	U	D	S D
1 8.	Our nation should work toward liberty and justice for all.	S A	A	U	D	S D
1 9.	All people should have food, clothing, and shelter.	S A	A	U	D	S D
2 0.	I think only educated people should vote.	S A	A	U	D	S D
2 1.	It is fair to punish a person, who has wilfully harm others.	S A	A	U	D	S D
2 2.	In a democratic country, the press should be free from government censorship.	S A	A	U	D	S D
2 3.	If unemployed people cannot find work, he should be supported by the government.	S A	A	U	D	S D
2 4.	Publishers of school books, should use inclusive language like person or people, and avoid man or men when appropriate.	S A	A	U	D	S D
2 5.	Birth control information should be made available to the public at large.	S A	A	U	D	S D
2 6.	People should have freedom of religion (worship as they choose).	S A	A	U	D	S D
2 7.	Giving and taking of dowry is not the violation of human rights.	S A	A	U	D	S D
2 8.	Everyone has the right to recognition everywhere as a person.	S A	A	U	D	S D
2 9.	Everyone has right to interfere in others privacy, family and home.	S A	A	U	D	S D
3 0.	State and Union Ministers are free to violate the law anytime and anywhere.	S A	A	U	D	S D
3 1.	Loyal citizens should be given full constitutional rights but disloyal citizens should not.	S A	A	U	D	S D
3 2.	It is legitimate for authorities to curtail the activities of groups protesting a governmental policy or action.	S A	A	U	D	S D
3 3.	People should be able to have a voice in how they deal with their own physical well-being, with their health and their illnesses.	S A	A	U	D	S D
3 4.	I believe that police operation in national interest came in the range of Human Rights.	S A	A	U	D	S D
3 5.	I think administrative corruption is an example of Human Rights violation.	S A	A	U	D	S D
3 6.	Students should have the right to express their ideas and opinions.	S A	A	U	D	S D
3 7.	Even if teachers are extremely busy, they should always make themselves available to talk with their students to solve their problems.	S A	A	U	D	S D

3 8.	Students should have the right to decide which recreational activities they will participate in.	S A	A	U	D	S D
3 9.	Parents should be required to take their children for counselling when they are having emotional problems at school.	S A	A	U	D	S D
4 0.	I think child labour is not a violation of Human Rights in India.	S A	A	U	D	S D
4 1.	The government can deny to any person equality before the law.	S A	A	U	D	S D
4 2.	Universal Declaration of Human Rights is a legal document for all nations.	S A	A	U	D	S D
4 3.	Women exploitation does not come under the preview of Human Rights.	S A	A	U	D	S D
4 4.	It is not the duty of the state to promote the interests of weaker section.	S A	A	U	D	S D