

## Abstracts

### **Storytelling: A Way for Developing Child's Personality**

*Key Words : storytelling, personality, juvenile delinquents, socially deprived children*

#### **Abstract**

Informal Education like story telling also plays a supplementary role, and contributes the socio-emotional and moral development of children along with an entertainment. Here Researcher's interest was in studying in what way and to what extent, storytelling can or does help in the development of child's personality and whether problems presented in the story help the children to solve its own problems and get more adjusted with environment. Experimenter intended to study the impact of storytelling on school going children of preadolescent age.

The research has done with pilot study and further divided into Part1 and Part 2.

#### **Pilot Study**

##### **A) Pilot Project**

In the pilot study objectives were, 1) how the storytelling programme could be designed for inculcation of specific virtues. 2) Assessment of the effect of storytelling on children.

Pilot Survey : Through pilot survey, researcher was interested to identify 1) the present situations in the schools with respect to the storytelling, 2) The experience and the view of teachers about purposeful storytelling & its impact on story listening children. Sample consisted of 8 girls & 7 boys of age group 9 to 12 years and studying in Grade IV to V (N=15). It was also done with students in studying in Pre-primary (n=19), Primary (n=40), secondary (n=71), total sample (N=130). Tools used were Personal Data Questionnaire (PDQ-I), Questionnaire for Observation by Parents (QOP), Questionnaire : Teachers and Storytelling (QTS). The teachers took keen interest in preparing for story narration. Most of them positively believe in the worth of storytelling for personality development of children & especially for the inculcation of virtues and character building.

Pilot storytelling programme : Pilot project consisted of eight story sessions; in each story session of one hour day 10 stories were narrated.

From the Pilot project, researcher came to know about the behavior characteristics of pre-adolescents and how the storytelling programme could be designed for them. Observations from pilot project were analyzed quantitatively and qualitatively but no statistical analysis was made.

The results indicated, an effective rapport developed between storytellers and story listeners, children were able to understand the prominent virtues and values emphasized in storytelling, and a possibility of acquiring new behavior patterns and changing the old ones through story listening by pre-adolescents was suggested. Thus, the purpose of the pilot project was served.

#### **Long term project no.1**

To verify the corrective role of storytelling, a program was conducted for institutionalized juvenile delinquents children, study further administered as Long Term Project No.1

Objective was to know more about the role of storytelling in correcting behavior problems of juvenile delinquents.

Sample consisted of Juvenile Delinquent boys of age range-9 to 15, from Grades II to VIII (N=50). Storytelling programme was conducted for first three months, there was one story session of one hour duration. After a spontaneous demand from the subjects, the frequency of story session was doubled and for remaining five months i.e. two sessions of one hour duration in every week were taken. Tools used were Personal Data Questionnaire-II (PDQ-II), Adjustment and Personality Inventory (API), Tests for assessing Comprehension of Stories II (TCS-II)

Pre-test and post test design was used. 'API' was administered before and after the training. After studying the problem of the subjects, appropriate stories were selected and a detailed storytelling programme was chalked out and implemented. TCS-II was administered periodically.

### **Results indicated that**

- 1) It is a general experience of the storytellers that children do enjoy listening to stories. But the researchers had a different kind of experience with Juvenile Delinquents. He had to make conscious efforts to develop a habit of listening to stories as these boys have not such experience in the past. But after that boys started showing real interest & got involved in the stories. The project has provided these boys with a new entertainment, rather a healthy entertainment.
- 2) The boys started opening out & looked upon the researcher as a place where they could have a free expression for their past misdeeds, grievances, future life plans etc. During dialogue the researcher always favorably encouraged them.
- 3) The real achievement of the project was change outlook of the boys brought about by the virtues emphasized in the stories narrated. This was elaborately demonstrated in the three fold analysis of the scores on 'API' & by the analysis of specific statements showed positive change.
- 4) During this project, a noticeable change was observed in the overt behavior of Juvenile Delinquents i.e. home adjustment, school adjustment, general behavior and also in general mental health. It means that the project helped them to correct their behavior problems. However, equally significant change in their personality traits such as confidence, sociability, self-reliance etc. was not noticed.

### **Project No.2**

With an intention of knowing more about the role of storytelling in developing cognitive and non cognitive aspects of personalities of normal children, administration was done.

Sample consisted of boys of VII grade, selected from private & municipal schools in Pune city (N=115).

In the Experimental Group (N=67) boys from Private school (n=45) and Municipal school (n=22) was selected. In Control Group sample from same school was selected i.e. Boys (N=48), from Private school (n=34) and Municipal school (n=14).

There was one story session of thirty five minutes duration once in a week for nine months, i.e. full academic year.

Tools used were,

- a) Personal Data Questionnaire II
- b) Raven's Standard Progressive Matrices (RSPM)
- c) Bernreuter's Personality Inventory adapted in Marathi (BPI-M)

- d) Incomplete Sentence Blank - a Projective Test (ISB)
- e) Palsane's Study Habits Inventory (PSHI)
- f) Reading and Listening Comprehension test g) Language Achievement Test (LAT)
- h) Tests for assessing Comprehension of Stories (TCS III)

Two experimental and two control groups were selected as described in sample. Pre- test and post-test design was used and different tests were administered before and after the training. TCS-III was administered periodically. After selecting appropriate stories, the programme was carried out.

**Results indicated that,**

- 1) It is seen that both the experimental group have shown significant improvements in the 'LAT' & 'RCT' with neither of the control groups show.
- 2) Storytelling helps to develop reading interests among the children. The results of the project on 'RCT' confirm this truth.
- 3) In case of 'LCT' & 'PSHI', results did not present a clear picture. It is clear that E2 group could register highly significant improvement, but E1 group could not do so. Similarly none of the control groups could register significant improvement on any of these tests.
- 4) Results of BPI-M was concerned, the picture is not very clear. Although experimental groups have shown significant improvement, but 4 traits show some inconsistencies which could not be explained.
- 5) Results of 'ISB' were quite encouraging & unambiguously showed that the storytelling has helped to develop a strongly positive outlook amongst the boys from both the experimental groups.
- 6) Co-relational analysis showed that the improvement in the different tests was almost independent of each other which mean that the improvement in one of tests has not significantly affected the improvement in other tests.
- 7) It was observed that E2 group which was comparatively deprived group culturally has shown more significant improvement than E1 group due to their more improvement in the story programme. Storytelling is two way process. The effect of storytelling is a result of involvement whole heartedly responded by E2 group and hence this group could register more significant improvements.
- 8) It could be said that the project has helped to improve some of the cognitive & non cognitive aspects of child's personality.

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**Year :** 1988

**Child and Youth Development Programme (CYDP)**

*Key Words : ability building, child-youth development training, skill development- physical, emotional, spiritual, intellectual, social development, stress management*

**Abstract**

The Child and Youth Development Programme aimed at building abilities of children and youth for higher achievement and managing stress. The major objectives of this project were - i) to design the

curriculum to achieve the aim mentioned above and to implement it, and ii) to verify the effect of the whole programme on the participants.

The programme was proposed for school and college students and so was divided into two parts - (a) Child Development Programme (CDP) and (b) Youth Development Programme (YDP). These programmes were initially spaced over a longer period of time - two years for CDP (N = 89) and one and half years for YDP (N = 63). Because of the practical difficulties realized while implementing YDP, whole plan was revised. Instead of a single programme spaced over a longer period two short intensive programmes (stage I and II) were planned. The group of youth was divided into two levels Junior (Xth and XIIth) and Senior levels (XIIth onwards). The first stage programme in the new revised plan was implemented for both Junior (N = 39) and Senior (N = 10) groups.

The training programme consisted of a variety of activities appropriate for development in five domains - physical, intellectual, social, emotional and spiritual. For conducting this programme, we tried to use natural learning settings as far as possible. We also made a point not to use highly sophisticated gadgets for learning. Inputs from human resource - role models, experts, resource persons, facilitators etc. and psychosocial environment congenial for learning were emphasized.

To assess the effect of training programme in five domains, a variety of standardized and non-standardized tools were used. For measurement of physical and intellectual development, standardized tools were used and the findings were subjected to rigorous analysis using descriptive and inferential statistics. For judging the changes in social, emotional and spiritual domains, teacher-made tests and observational checklists were used and data were subjected to simple quantitative and qualitative analysis. For the holistic view, a few individual cases were studied independently.

As a result of the programme, there was a positive change in all groups irrespective of age of students and duration of programme. However, the change was more in spaced programme than in short intensive programme. In CDP, duration of the programme and maturation of children were two additional supportive factors. In YDP spaced programme, the effect of maturation was probably less and effect of spaced training was more. Parents' feedbacks show that change in behavior of students from spaced programme is more impressive than that in the behavior of students from intensive programme. This should not underestimate the improvement shown by students from intensive programme. The statistical analysis as well as qualitative analysis of individual observations of the New Junior YDP, demonstrated the strong effect of the programme. We find that as an effect of training, abilities in all domains were elevated. However, all types of changes were not equally reflected in observable behaviour. Interpersonal, social-emotional behavioural traits readily emerged under rubric of observation while more individual, intellectual traits were ignored or given less importance. Students' self-perceptions also depend to some extent on observation and response by others. So, in responses to all observational checklists social-emotional domain was reflected more.

Our overall findings showed that the core abilities as decision-making, creative thinking, problem solving, communication skills, working in a group, adjustment, social awareness, inward looking, relaxation, looking at life from broader perspective etc. have been enhanced. It will help the students to undertake responsibility of self-development. Inputs from various activities resulting in more understanding of oneself and others along with yoga and relaxation techniques will help the students to come closer to their inner self to manage their stress.

Thus we can conclude that the CYDP can help the children and youth to improve their abilities and also learn to manage the stress. The spaced programme is more beneficial and can be run for school

children with less obstacles. But for college youth it may be divided into two stages having ten to twelve days of intensive programme for each stage, with spontaneous follow-ups in between.

### **Suggestions and Implications**

A programme like CYDP can be adopted by schools and child-youth organizations to supplement the formal education. It can be divided and spaced over a period of an year appropriately. From the content of the present programme, eclectic modules as per the needs of the group can be offered. The first and foremost implication would be a proper orientation and training for conducting such programme. Of course, for training, we need special purpose training films and manuals.

We have seen the overall effect of training but research may be undertaken to evaluate specific effects of certain exercises. In depth investigation is essential to evaluate the effect in relation to age, basic level of ability, and contents of the programme.

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## **A Critical Analysis of the Psychometric Properties of a Computerized Test Battery**

*Key Words : aptitude test, psychometric properties, computer-based test, written test*

### **Abstract**

**Significance of the Study:** Computers have permeated in all aspects of modern life. One major impact is the use of computer for psychological assessment. There are two types of computerized psychological tests - Computer-Based Tests (CBTs) and Computer- Adaptive Tests (CATs). The CBT is physically identical to the written test. On the other hand, the CAT administers items based on an estimate of the individual's ability.

Previous research has been concentrated only in developed countries and mainly on CATs and only a few researches have concentrated on CBTs. Previous studies note mixed findings on comparison of performance across mode of presentation. Pre-existing written versions usually yield higher performance measures. CATs often yield significantly higher scores than written versions, while CBTs show poorer performance. Some of the factors yielding inequivalent test performance across mode include speededness of tests, tests with graphics and reading passages, and the scores on written test counted towards course grades while the scores on the computer test did not.

**Purpose of the Present Study:** A number of variables are involved in the assessment situation which can affect performance on the test as well as the psychometric properties. Some of these are related to the student, some to the tool in question and others are related to the test setting. In a standardized test procedure, these variables are kept under control through certain measures. For a standardized tool, even a slight variation in the procedure can affect the psychometric properties of the tool as well as performance.

Change in the mode of presentation may change the cognitive process behind the method of answering, as well as test-taking strategies, affecting the performance. With the increasing popularity of computerised testing, an important research area is that of the impact of change in technology on the performance of students as well as on the psychometric properties of a psychological test.

Computerized testing is relatively new in India and the impact of technology in the Indian setting needs to be studied. The test battery under study - 'I-AM - Intelligence and Aptitude Measurement' - is the first fully computerised aptitude test battery developed in India. The current study aims at exploring the impact of technology on test performance as well as on the psychometric properties of the battery.

Sample: An incidental sample of 10th Standard English medium students was selected for the main study. The number of students solving the Computer Form (CF) was 183, and those solving the Written Form (WF) was 187. These students were matched on one subtest score, sex and age yielding 119 pairs. For the Reliability study, 46 students were administered the WF and 41 were administered the CF. For the study of Predictive validity, 21 students who had completed the first year of graduation were selected.

Tools Used: 1. 'I AM' Test Battery : 'I-AM' - Intelligence and Aptitude Measurement - is a battery of tests used for 10th to 12th Standard students. Except for mode of presentation, all other treatments are exactly the same for both CF & WF. The test battery consists of 17 tests based on Guilford's Structure of Intellect (SOI) model. These tests are combined to yield the scores for eight Abilities. The test battery also consists of two questionnaires, measuring six Orientations.

2. Personal Data Sheet: Information regarding academic choice and current performance for study of predictive validity.

### **Major Findings :**

1. The difficulty level is higher for the computer form for 12 of the 17 Tests and all of the eight Abilities.
2. No clear-cut trend emerged through which it could be concluded that performance on a particular Content or Operation category of the SOI model was facilitated by the mode of presentation.
3. The distribution of the 'index of intra-individual variation' for the Ability scores was equivalent across mode of presentation. This indicates that taken as a whole, the Abilities do not differ across mode.
4. The overall orientation scores being equivalent across mode of presentation indicate less effect of mode of presentation.
5. Mixed results have been obtained for reliability. There is no clear-cut trend seen which could indicate whether a particular Operation Category/ Content Category is more reliable in one mode of presentation.
6. Mixed results are also seen for construct validity as seen through Factor Analysis.
  - a. Of the initial four-factor solutions across mode of presentation, two components had a highly similar composition while two had a less similar position across mode.
  - b. When 'mode of presentation' was added, the picture of factor composition was more or less similar. However, the influence of mode of presentation on certain abilities was more clearly revealed.
  - c. For the eight-factor solution, each ability emerged as a separate component. But the order in which they emerged was not the same for two versions and components were not factor-pure.

7. The predictive validity of the battery was sufficient. It was noted that performance in the First year of graduate study was more correlated with the Abilities rather than 12th Standard performance. When both variables were taken together, the predictive power was even higher as seen through the multiple correlation coefficient.

These mixed results seem to indicate that in a test-taking situation, over and above the intellectual factors, the factors related to the task - external and/or internal - induce variation. The computer and written form do not present exactly similar tasks.

**Implications :**

- ◆ Since mixed results are obtained regarding equivalence of psychometric properties as well as performance of students, establishing separate norms for the Written and Computer form would be more beneficial.
- ◆ Establishment of predictive validity of the test battery supports the use of the battery for selection of educational stream.

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