ATTACHMENT 2

Preparation of Instrument: *School based intervention Survey*

To formulate a questionnaire to assess student's attitudes and character development, teachers had to brainstorm and write down statements which translated the school mission to actions and expectations of student performance. Fifteen teachers met twice within a span of two weeks to brainstorm the statements.

 A survey instrument of forty statements was prepared   through an iterative process and finally summarized to provide evidence of values based outcome. Teachers of year 1 up to year 6 discussed of how they were to measure each of the statements. A Likert Scale type of measurement that indicated a scale from 1-9 points (below average), 10-15 (average) and 16-20 (good) was prepared. This was disseminated to all teachers and teachers used this instrument to measure student attitudes and behaviors' for two months. The sample consisted of 164 students and fifteen teachers who observed their attitudes and behaviors'.

At the end of two months three teachers for each of the grades met up to summarize their scores from 1-5 for each student. This was done to avoid bias and to explore how each student was perceived by teachers. At the end of one and a half month teachers of one class grouped their scores and took an average of the score for each student. This was tabled again ranging from 1-20 after calculating and average for each score.

Data collection

A pretest was conducted in April. The first survey required teachers to observe students attitudes and behaviors' and teachers were required to score from 1-5 points for each statement for a one and a half month period from April to May 15th 2014. After this period, teachers teaching in one class (for example Primary one teachers) combined their scores and evaluated them out of twenty points. A range of 1-9 was considered below average, 10-15 as average and 16-20 as good. Students who scored below average needed extra input from teachers while those who fell between scores starting from 10 to 15 were regarded as needing guidance and improvement. Students who scored points between 16-20 had scored to teachers expectations of how they felt that students ought to behave in line with the school mission.

Analysis

Data of the *School Intervention Survey* questionnaire on student attitudes and behaviors' from teachers' perspectives was analyzed to identify outcome measures for the intervention process. Findings from the analysis revealed that there was none who scored less than 9 (below average). The lowest score was eleven. However, there was no student who ranged below 9 and only fourteen students had a score from 10-15. This revealed that teachers generally perceived that students were aligned with the school

mission and their attitudes and behaviors' were average or good. On the whole 150 students scored more than 10 and the highest score was 19.

Intervention

Teachers were informed to mentor students who scored below fifteen and provide extra care and attention in order that they improve in their attitudes and behaviors. Types of intervention strategies used were whole school intervention, mentoring, cooperative learning and human values- based teaching strategies. Teachers stated that students who had problems were treated with more love and care. Teachers also met students personally and spoke to them on personal issues. One of the important interventions was to speak to students through quieter and loving ways rather than shouting at students. Few of the statements included "be more loving"; "more passionate and dedicated to my teaching"; "do more counselling". There were challenges during teachers teaching as they found that "different levels of students in the same class. It's difficult to balance in teaching". Another teacher stated that one of the difficult tasks was to control students who constantly misbehaved. It was generally observed that students behaved differently with different teachers.

Again a survey was provided to teachers to grade points for students ranging from 1-5 for students who scored less than fifteen after observing them for two weeks and with

 Posttest analysis after the intervention revealed that teachers perceived that student transformation was mostly moderate and few of them were slow. Two weeks was a short period to evaluate the transformation of students. It was interesting to note that teachers generally perceived that the students who scored less than fifteen did not get a score of less than   3 points after the intervention.

Instrument II: Parents survey of school climate

The survey instrument used for Parents to evaluate the school climate was previously used to survey the Sathya Sai school in Thailand. Twenty statements were repeated in this survey without changing the variables as the school mission and the aims of Sathya Sai education was similar (Appendix attached).

The school climate survey was distributed by the administrative staff at SRSS to all Parents of the students who studied from Year 2013-2014 between December- Januarys. The ex-Principal had retired her service between December – January 2013-2014. Collection of data was completed by February, 2014 for the School Climate survey. The findings are discussed .