

## CONSTRUCTION AND VALIDATION OF A SCALE MEASURING THE TEACHER EFFECTIVENESS

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### **ABSTRACT**

*The main aim of this study is to construct and validate a tool for measuring the Teacher Effectiveness. Simple random sampling technique has been used to select the sample of this study. Among the Colleges as many as 100 D.El.Ed., Teachers, Ananthpuramu District of Andhrapradesh have been randomly selected and used as subjects of this study. 70 statements pertaining to the Teacher Effectiveness in seven dimensions were prepared for the pilot study. On the basis of the calculated 't'- test value, the items which are above 1.75 have been selected and these formed the tool for the final study. Totally 56 items were included in the final study.*

**KEYWORDS:** *Validation, Scale, Teacher Effectiveness*

### **INTRODUCTION**

The main aim of this study is to construct and validate a tool for measuring the Teacher Effectiveness. The first step in the construction of Teacher Effectiveness scale is the collection of a large number of statements, both favorable and unfavorable to objects under study. According to Allen L. Edwards (1957), the following types of statements are avoided in an attitude scale:

- Statements that refer to the past rather than the present.
- Statements that are either true or can be construed as true.
- Statements that can be taken in a number of different ways.
- Statements that are related to the psychological item being studied.
- Statements that are likely to be backed by practically everyone or none at all.
- Statements with double negatives and statements that are excessively long.
- While framing the statements, the above guidelines strictly followed.

### **PILOT STUDY**

For the purpose of this study, Simple random sampling technique has been used to select the sample of this study. Among the Colleges as many as 100 D.El.Ed., Teachers, Ananthpuramu district of Andhrapradesh have been randomly selected and used as subjects of this study.

For this purpose the researcher referred journals and related literature and prepared as many as 70 statements pertaining to the Teacher Effectiveness in seven dimensions.

On the basis of the calculated 't'- test value, the items which are above 1.75 have been selected and these formed the tool for the final study. Totally 56 items were included in the final study. This tool has been used for the data collection of the study.

## ITEMS ANALYSIS AND SELECTION OF THE ITEMS

The Scale used for Pilot study consists of 70 statements with options as A- Always, B- Sometimes, C-Rarely, D- Never. The scoring is 3, 2, 1, and 0 for positive statements and reverse for the Negative statements.

**Table 1: Items Analysis and Selection of the Items**

S. No.	Statements	't' Value	Remarks
<b>I. Teaching Competency</b>			
1.	<i>My students used to say that I speak some unrelated concepts during classes.</i>	1.87	Selected
2.	I use possible Teaching aids.	0.55	<b>Deleted</b>
3.	I used to initiate and establish interaction in the class among all the students.	2.18	Selected
4.	If I start a topic, I used to complete it without any discontinuity.	2.06	Selected
5.	<i>I am having a habit of speaking more and more beyond the need for the class.</i>	2.54	Selected
6.	During classes I used to encourage students to think beyond the content.	1.85	Selected
7.	My teaching stimulates interest towards the subject.	4.23	Selected
8.	My teaching is having proper changes in modulation in speech.	1.12	<b>Deleted</b>
9.	I follow schedule properly.	2.83	Selected
10.	<i>I have issues in English language usage.</i>	1.95	Selected
<b>II. Students' Relationship</b>			
11.	<i>Sometimes I hurt the students.</i>	0.44	<b>Deleted</b>
12.	I don't judge students in haste on issues.	1.84	Selected
13.	<i>Sometimes I used to comment about individual students.</i>	2.97	Selected
14.	I used to keep proper distance with the students.	1.99	Selected
15.	I treat my students as friends.	3.44	Selected
16.	I have got familiarised with all the students.	1.89	Selected
17.	I don't show any kind of partiality at students.	2.20	Selected
18.	<i>Students have fear about me.</i>	1.89	Selected
19.	I treat each student with humanity.	1.87	Selected
20.	Students used to meet me frequently.	1.67	<b>Deleted</b>
<b>III. Content Knowledge</b>			
21.	I used to add additional information along with subject content.	3.09	Selected
22.	While teaching I used to keep, books or notes of lessons.	0.80	<b>Deleted</b>
23.	Before going to class I used to prepare completely.	3.94	Selected
24.	I am having complete reference material for all my handling subjects.	2.13	Selected
25.	I have prior experience on the subject taken for Teaching.	3.11	Selected
26.	Immediately I can give answers for doubts raised by students.	2.26	Selected
27.	I have undergone special courses on the subject handling.	2.39	Selected
28.	I used to teach all the content which have planned for a class.	2.27	Selected
29.	I am having a complete plan of content distribution for each classes for a teach courses.	1.36	<b>Deleted</b>
30.	<i>I need more time to prepare for a class.</i>	1.84	Selected
<b>IV. Students' Satisfaction</b>			
31.	If I am on leave students used to be happy.	2.91	Selected
32.	Keeping happiness for the whole period is one of my prime objective.	2.00	Selected
33.	<i>My attention is not covering all the corners.</i>	0.62	<b>Deleted</b>
34.	My students used to say that whenever I enter into the class there is a positive vibration.	2.29	Selected
35.	I extend attention towards each of the students.	2.84	Selected

Table 1: Contd.,

36.	During my teaching students don't feel drowsy.	1.98	Selected
37.	My teaching used to be in accordance with the mental state of the students.	2.27	Selected
38.	<i>Few students used to be absence in my class even while being in the class.</i>	0.62	<b>Deleted</b>
39.	I find happiness of understanding a concept in the students' face.	2.42	Selected
40.	Students' feedback is not having any dissatisfaction about me.	2.31	Selected
<b>V. Administrative Participation</b>			
41.	I have been allotted various assignments by the institution.	2.24	Selected
42.	During special days I used to carry out specific works.	2.32	Selected
43.	<i>I used to keep myself absent during special occasions to avoid overload of works.</i>	1.88	Selected
44.	<i>I don't like to commit for any of the administrative works.</i>	3.13	Selected
45.	I used to give suggestions to the Heads.	1.14	<b>Deleted</b>
46.	<i>During extension activities, I don't like to lead the students.</i>	2.24	Selected
47.	<i>I can't work with groups.</i>	1.83	Selected
48.	I don't hesitate to work at any level when there is an urgent need.	1.27	<b>Deleted</b>
49.	I used to take part in the conduct of Examinations.	2.24	Selected
50.	I am member of various committees of the institution.	2.13	Selected
<b>VI. Using special Techniques and having Commitment to Teaching</b>			
51.	I used to teach through short stories.	1.86	Selected
52.	I am having practice of using blackboard while teaching.	2.52	Selected
53.	I used to teach a content part by part, instead of teaching in single shot.	3.45	Selected
54.	I am using smart boards or PPTs for my classes.	1.82	Selected
55.	I am familiar with technological gadgets for Teaching.	1.63	<b>Deleted</b>
56.	I used to return the valued answer papers in time with comments for improvement.	2.62	Selected
57.	I have purchased certain Teaching-learning Materials of my own.	1.97	Selected
58.	If needed, I used to extend my classes beyond the schedule.	2.35	Selected
59.	For slow learners, I have prepared special content and method for Teaching.	3.85	Selected
60.	I use my Mobile Phone as a tool for Teaching and Learning sometimes.	1.06	<b>Deleted</b>
<b>VII. Professional Ethics</b>			
61.	I used to be punctual for classes.	2.83	Selected
62.	I don't express my personal feelings at my students.	2.61	Selected
63.	<i>I don't like to recognise the views of other Teachers.</i>	2.70	Selected
64.	I used to be very much democratic in classes.	1.95	Selected
65.	<i>I don't have the habit of collecting money from students for any purpose.</i>	1.69	<b>Deleted</b>
66.	I used to treat all the students without any discrimination.	2.41	Selected
67.	I used to keep administrative secrets.	3.10	Selected
68.	I used to obey dress code of Teachers.	3.21	Selected
69.	<i>I used to take leave whenever I like to be free.</i>	1.58	<b>Deleted</b>
70.	<i>I have formed a group in my institution with likeminded people.</i>	1.89	Selected

\*Negative Items are in *Italic*

## SCORING PROCEDURE

The final version of the Teacher Effectiveness Scale has been prepared with 56 valid items. A score below 56 indicates less Teacher effectiveness, 57-112-indicates moderate level of Teacher effectiveness, Above 112 indicates high level of Teacher effectiveness.

## RELIABILITY AND VALIDITY OF THE TOOL

The Reliability of the Teacher Effectiveness Scale was determined by Split-Half method. The scale was divided into two halves and each half was treated as a separate test. The reliability of the test by Split-half technique (consistency) followed by the use of Spearman-Brown Prophecy formula is found to be 0.89.

The validity has been established by a panel of experts, faculty members from the Department of Education and College Teachers. The Intrinsic validity has been calculated and the validity co-efficient was found to be 0.81. The Intrinsic validity of the Scale was found to be high.

## **CONCLUSION**

Teacher Effectiveness Scale to Measure the effectiveness of Teacher educators developed with 56 statements. Teacher Educators from, Ananthpuramu district of Andhrapradesh, India have been randomly selected and used as subjects of this study. This scale will be useful to assess the Teacher educators' effectiveness.

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