



A Study on Developing an Attitude Scale to Measure the Attitude of Secondary School Teachers towards Teaching-Learning Process

KEYWORDS

Attitude, Attitude Scale, Teaching-Learning process.

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ABSTRACT This paper shows the procedure of development and standardization of an attitude scale to measure the secondary school teachers' attitude towards teaching-learning process. The research was carried out with 380 in-service teachers in which 199 were male teachers and 181 were female teachers at Purulia district in West Bengal. This five point likert type scale was developed through different steps like literature review, identification of dimension, collection of statements, selection of statements, preparation of the preliminary form of the tool, try out, item analysis, preparation of the final form of the tool, administration of the tool, determination of reliability and determination of validity. After critically study the related literature of teaching-learning process five dimensions namely teacher, learner, methodology, motivation and curriculum were selected for developing the scale. Finally 31 items were retained in the final form of the scale after try out which is related to all the five dimensions. The newly constructed scale was administered on the selected sample to determine the reliability and validity of the scale. It was found that the scale would be reliable and valid to measure the attitude of the secondary school teachers towards teaching-learning process.

INTRODUCTION

Education, whatever be its goals and objective, involves learning. But this learning depends on how far it is effective. An effective teaching-learning situation, we know, is one that involves a good deal of interaction between the teacher and the learner and also among the learners. By way interaction a learner's attention, interest, curiosity, power of thinking, power of imagination grows. But interaction depends on various dimensions of teaching and learning. These dimensions are teacher, learner, methodology, motivation and curriculum. The attitude of teachers towards these dimensions of teaching and learning indicate how effectively a teacher would be able to rouse interaction in a class. The duty of the teacher is to direct the learners thinking, reasoning and power of expression along the right path and enable him to come to the conclusion. Hence, as a teacher educator, we must be careful to know the attitude of the teacher towards teaching-learning process at secondary stage.

It was observed that the effectiveness of the teaching-learning process is dependent on the attitude of the teacher. Here, is an effort to know the teachers attitude towards teaching-learning process. The questionnaire which has been designed for this purpose is a 5 point scale and these points depending upon the component of the dimension under assessment. The scale is comprehensive in nature and does not discriminate between rural/ urban and male/female teachers.

OBJECTIVE

The purpose of the study was to develop a standardized attitude scale for measuring the attitude of learners towards teaching-learning process.

METHODOLOGY

Survey methodology has been used to develop the attitude scale of teachers towards teaching-learning process. The study was conducted on 380 in-service teachers, both male and female, who were selected from 20 secondary schools of Purulia district.

DEVELOPMENT PROCESS OF SCALE

The Attitude Measure Scale of teachers towards teaching-learning process has been constructed according to the following steps:

Identification of Dimensions

The teaching and learning situation was conceived as consisting of five different dimensions which have great significance in teaching-learning process. The test constructor identified

five dimensions from academic literature and his experience as a teacher. These were - Learner, Teacher, Methodology, Motivation and Curriculum. Without these dimensions teaching-learning process would not be effective, may even not be possible.

Collection of Statements

The test constructor collected relevant statements that are appropriate to express the idea in each direction. Statements are collected from different sources - books, friends, teacher etc. Thus 62 statements pertaining to five dimensions were collected. The five dimensions, as mentioned above are Learner, Teacher, Methodology, Motivation and curriculum.

Selection of Statements

The stage of statement selection was concerned to construct the attitude scale for measurement of teachers' attitude towards teaching-learning process. After collecting the statements these were subjected to expert judgment where every item was required to be passed on its relevance to the content and criterion of teaching-learning process. On the basis of their opinion and comments 13 items had to be reframed and 16 items were deleted for overall ambiguity.

Preparation of the Preliminary Form of the Scale

Considering the above criteria a total number of 46 statements were retained in the preliminary form of the tool. These statements were arranged haphazardly against each dimension.

Try Out

The preliminary form of the scale was administered on a try out sample of 126 secondary school teachers. Administered tools were collected and scored according to scoring key. For the measurement of attitude of teachers the statements provide to them were of two natures - (1) positive (2) negative. For the positive statements the score will be 4 to 0 from strongly agree to strongly disagree respectively and for the negative statements score will be vice-versa i.e. 0 to 4 from strongly agree to strongly disagree respectively.

Item Analysis

Difficulty index and Discriminating index had been calculated for item analysis. It was observed that Difficulty index and Discriminating index of 31 statements out of 46 statements were between 0.3 to 0.8. Therefore only these 31 statements were retained for final form. Other 15 statements were rejected because their D.I. and Dr.I. were not significant for this purpose.

Preparation of the Final Form of the Tool

After rejecting the unsuitable statements, through item analysis, only 31 statements (including 21 positively and 10 negatively worded) were retained for the final form. Out of 46 statements in the preliminary form 15 statements were rejected because the Difficulty value and Discriminating index were not significant. These statements were distributed in each dimension. There were five different dimensions and six statements for each dimension (Learner 6 item, Teacher 6 item, Methodology 7 item, Motivation 6 item and curriculum 6 item). Five alternative responses were made against each statement, these were- (a) strongly agree (b) agree (c) undecided (d) disagree and (e) strongly disagree. Some instructions have been given to give their responses in the appropriate manner. Thus, the attitude scale for the teachers has been constructed.

Administration of the Final Form

The final form of the tool which was designed finding out the attitude of the teachers toward teaching- learning process consisted of 31 statements belonging to five dimensions. The final form of the tool was administered on a sample of 254 teachers both male and female belonging to 15 secondary schools of Purulia district.

Determination of Reliability

After scoring the administered tools reliability coefficient had been computed by two method viz. Rational Equivalence method and Test Retest Method and reliability coefficients are shown in the following table:

Table No. 1
Dimension wise value of Reliability coefficient

Dimension	Reliability coefficient by Rational Equivalence method	Reliability coefficient by Test Retest method
Learner	0.87	0.94
Teacher	0.82	0.90
Methodology	0.85	0.92
Motivation	0.75	0.85
Curriculum	0.84	0.91
Total	0.73	0.84

Determination of Validity

To determine the validity of the Attitude Measure Scale validity coefficient had been calculated from reliability coefficient and validity coefficients are shown in following table:

Table No: 2
Dimension-wise value of validity coefficient

Dimension	Reliability Coefficient	Validity Coefficient
Learner	0.87	0.93
Teacher	0.82	0.90
Methodology	0.85	0.92
Motivation	0.75	0.87
Curriculum	0.84	0.92
Total	0.73	0.85

The scale also possesses content validity when each item was judged by experts.

CONCLUSION

The attitude scale to measure the attitude of teachers towards teaching-learning process has been developed and standardized by the author. It can be used to study the attitude, positive or negative, of the secondary school teachers towards teaching-learning process. In this attitude scale only five dimensions have been taken into consideration, but exhausting dimensions which are, of course, more than five in number – can be considered.

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