



DEVELOPMENT AND STANDARDIZATION OF TEACHING COMPETENCY SCALE FOR PRE-SERVICE STUDENTS

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ABSTRACT

The present study is designed to construct the teaching competency scale for pre-service teachers. The teaching competency scale was developed and standardized by administering it on 30 randomly selected pre-service teachers of Madurai district and conducting item analysis to eliminate the inconsistent items in a tool. The final form of teaching competency scale consists of 40 items classified into 6 sections namely Personal, professional and society related skills, Classroom Management skill, Skill of writing lesson plan and motivation, Skill of using TLM, Skill of Stimulus Variation and Ending statement, Skill of Questioning and Evaluation. All the items of teaching competency scale are Likert type with five point rating.

KEYWORDS

Tool construction, Standardization, teaching competency, teacher trainees

INTRODUCTION

In the field of education, teachers have a pivotal role at all levels with the shift from knowledge to competencies as backdrop; a corresponding change is evident in the roles of teachers to enable the teachers to respond effectively to changing demands and the institutions of teacher education have major responsibilities to perform. One is to equip their products –pre-service students with the skills, competencies and necessary training needed to effective teachers in the changing context.

Teacher competence and teacher quality are concepts that are often referred to and frequently applied in different educational contexts. The task of each teacher is to bring changes in students, so that they become productive citizens in the society. Quality, Competency and Character of the teacher are the most significant factors, which influence the quality of education. The competence areas are defined and education has been imparted to empower the teachers to perform their responsibilities in a professional way with insight and confidence. The quality of education that occurs in an institution largely depends on the competency of the teachers. The teacher education programs are expected to be experience-based and the pre service teachers are supposed to acquire the knowledge, skills and attitude to become competent teachers.

OBJECTIVES

- To construct the teaching competency scale for Pre-service teachers.
- To standardize the teaching competency scale for Pre-service teachers.

The teaching competency scale was constructed to measure the skill of teaching competence of Pre-service teachers. The steps followed for its construction and standardization are as follows:

1. Planning
2. Preparation of Preliminary form
3. Pre-tryout
4. Editing
5. Pilot study
6. Item Analysis
7. Preparation of final form

Planning

During planning it was decided to prepare the statements with reference to Personal, professional and society related skills, Classroom Management skill, Skill of writing lesson plan and

motivation, Skill of using TLM, Skill of Stimulus Variation and Ending statement, Skill of Questioning and Evaluation.

Preparation of Preliminary form

The investigator developed the preliminary form of teaching competency scale for pre-service teachers with 77 simple, clear and concise statements for better understanding. Care was taken to avoid ambiguity and repetition in the statements. At the end of each statement, five graded options were given namely. "Strongly agree", "Agree", "Undecided", "Disagree" and "Strongly disagree" having scores 5,4,3,2 and 1 for positive statements and 1,2,3,4 and 5 for negative statements. The investigator classified the statements of preliminary form of teaching competency scale under different sections namely Personal, professional and society related skills, Classroom Management skill, Skill of writing lesson plan and motivation, Skill of using TLM, Skill of Stimulus Variation and Ending statement, Skill of Questioning and Evaluation.

Pre-tryout

The Preliminary form of teaching competency scale for pre-service teachers was given to 10 teacher educators for their observation and criticism regarding the clarity of statements, appropriateness of the language and the pattern against each statement. Based on their suggestions, the developed research tools were further edited.

Editing

Soliciting the responses of the teacher educators approached at the pre-tryout stage, the editing of the developed research tool was completed. On the basis of criticisms and suggestions of the experts involved, 23 statements were rejected and 54 statements were retained.

Pilot study

For the standardization of the constructed tool, the investigator conducted a pilot study. The constructed tool was administered on 30 randomly selected pre-service teachers studying in DIET, Madurai district. The pre-service teachers were instructed to mark their responses for all the statements of teaching competency scale. Further, they were given assurances that their responses would be used only for research purpose. They were also convinced that their responses would be kept confidential. There was no time limit, but the pre-service teachers took 40 to 50 minutes for giving responses to all the statements of the tool. The responses of pre-service teachers were scored according to the positive or negative nature of statements.

Item Analysis

The investigator used item whole correlation to find out 'r' values. The item having 'r' values between 0.46 and 0.87 were retained and the other items were rejected. In the final teaching competency scale, 40 items were retained with positive (30) and negative (10) items.

Table - 1: Item whole correlation for Teaching Competency scale			
Item. No.	r' Value	Remarks	Item number in Teaching Competency scale
1	0.491918831	Retained	1
2	0.329257876	Rejected	
3	0.517062608	Retained	2
4	0.555979132	Retained	3
5	0.707686356	Retained	4
6	0.381661598	Rejected	
7	0.406463171	Rejected	
8	0.695919126	Retained	5
9	0.625382004	Retained	6
10	0.439920131	Rejected	
11	0.65629884	Retained	7
12	0.52242268	Retained	8
13	0.75987179	Retained	9
14	0.491674919	Retained	10
15	0.697425106	Retained	11
16	0.443217255	Rejected	
17	0.563663002	Retained	12
18	0.332981516	Rejected	
19	0.727264138	Retained	13
20	0.87423643	Retained	14
21	0.639084342	Retained	15
22	0.688332024	Retained	16
23	0.270891086	Rejected	
24	0.398972898	Rejected	
25	0.67657949	Retained	17
26	0.516813508	Retained	18
27	0.645535841	Retained	19
28	0.402225971	Rejected	
29	0.483629161	Retained	20
30	0.541951087	Retained	21
31	0.68388377	Retained	22
32	0.511812371	Retained	23
33	0.443676255	Rejected	
34	0.567837987	Retained	24
35	0.487802408	Retained	25
36	0.130323472	Rejected	
37	0.676694695	Retained	26
38	0.501067659	Retained	27
39	0.576881598	Retained	28
40	0.418050619	Rejected	
41	0.512831327	Retained	29
42	0.567835617	Retained	30
43	0.516813508	Retained	31
44	0.547249298	Retained	32
45	0.407276927	Rejected	

46	0.658888637	Retained	33
47	0.613951812	Retained	34
48	0.36621687	Rejected	
49	0.683210931	Retained	35
50	0.535831012	Retained	36
51	0.561623928	Retained	37
52	0.73708925	Retained	38
53	0.591182697	Retained	39
54	0.614382084	Retained	40

Table-2: Section-wise Distribution of Items of Teaching Competency Scale

Sl. No.	Dimensions	Item number in teaching competency scale	Positive items	Negative items	Total number of items
1.	Personal, professional and society related skills	1-16	1,3,4,5,7,10,11,12,13,14,15,16	2,6,8,9	16
2.	Classroom Management skill	17-22	17,20,21,22	18,19	6
3	Skill of writing lesson plan and motivation	23-25	23,24	25	3
4.	Skill of using TLM	26-30	26,28,29,30	27	5
5.	Skill of Stimulus Variation and Ending statement	31-35	31,33,34,35	32	5
6.	Skill of Questioning and Evaluation	36-40	36,38,39,40	37	5

Preparation of the final form

After item analysis the final form of teaching competency scale for pre-service teachers was prepared with 40 retained items. Reliability and validity of the tool Split-half reliability coefficient of teaching competency scale was determined on the basis of scores of 30 randomly selected pre-service teachers. In the split-half method, the tool was divided into two equivalent halves and for these two halves half-test reliability coefficient was found using Karl Pearson's coefficient correlation formula. From the half-test reliability coefficient, whole-test reliability coefficient was estimated by using Spearman Brown Prophecy formula.

The half-test, whole-test reliability coefficients and Guttman Split-Half Coefficient of teaching competency scale for pre-service teachers were 0.88, 0.956 and 0.911 respectively. Hence the developed tool was highly reliable.

On the basis of opinions of experts the items of teaching competency scale were structured. Hence the developed tool has face validity and content validity.

CONCLUSION

The education of the students largely depends on their teachers. It is important that pre-service teachers who are the future teachers of the country must possess the skill of teaching competency. This will inculcate the pre-service teachers to be efficient. The great teacher should be necessarily equipped with skills and

competencies. The teacher should be properly enlightened, educated through proper training and develop sense of responsibility and love towards his profession and with rapid expansion of primary education both in number and extent, the teacher must come out of teacher educational institutions with great perfection in teaching competencies and allied aspects (Bhaskra Roa, D. and Sambasiva Roa, K.R.S. 1996).

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