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DEVELOPING A RESEARCH TOOL TO MEASURE THE TEACHER SUPPORT SCALE AMONG HIGHER SECONDARY STUDENTS

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ABSTRACT:

The purpose of this paper is to determine the extent to which the higher secondary students especially in higher secondary schools are having the Teacher support. A well structure questionnaire was administered among the higher secondary. Initially the tool was constructed with 68

statements posing questions which cover the topic in various dimensions. To standardize the tool the researcher used item analysis test and finally retained 40 statements for the final study. This paper discusses about the development of the tool to measure Teacher support among the higher secondary students.

KEYWORDS: *Teacher Support Scale, Higher Secondary Students.*

OBJECTIVE OF THE STUDY

To develop a research tool to measure the teacher support of the higher secondary students in studying in the higher secondary schools.

METHODOLOGY

In order to develop the tool at the preliminary stage the researcher consulted the experts, who are very much familiar with teacher support, referred literatures on teacher support and also visited web sites and gathered information with this background as many as 68 statements were developed. The response of the

tool was of 5-point likert scale with the responses Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The responses were given the weightage of 5, 4, 3, 2, and 1 for positive statements and 1, 2, 3, 4, and 5 for negative statements. The tool was administered to 150 higher secondary students randomly selected from 5 higher secondary schools in Thiruvannamalai district. The higher secondary schools were selected on the basic of facilities of teachers support available. All the 150 samples were scored carefully based on the scores and tools were arranged in the descending order from the highest to the lowest. The higher 27% and lower 27% of the respondent were taken for item

analysis. Accordingly 75 cases from the higher group and 75 cases from the lower groups were considered.

In order to select the reliable items the researcher has used three statistical measures namely (1) t-test, (2) Cronbach's Alpha test and (3) Correlation. In order to select the items the research tools collected from 150 students were arranged on the basis of the scores in decreasing order of magnitude. The higher 27% and lower 27% of the respondent were identified. It amount if 75 from the higher group and 75 from lower group. Totally 150 samples were taken into consideration for the analysis then for the higher group and the lower group the individual test item scores were computed.

Then using Cranach's Alpha value was calculated for the two set of scores for each statement. The item with the Cronbach's Alpha value greater than 0.5 were retained and less than 0.5 were not considered.

In research a tool will be deemed reliable if it gives the same measurement for the same object if repeated measurements are taken in a similar way and the test scores allotted to each and every statement must be the same, if repeated measurements are taken in a similar way and the test scores allotted to each and every statement must be the same, if the test is repeated for the same individual or applied to two or more number of individuals. Therefore if the scores allotted by a set of individuals for a single statement is correlated with the scores allotted by any another set of individuals for the same statement then the statement is reliable. For this purpose the Pearson correlation co-efficient is computed and if it is high and significant it can be retained as reliable. The statements with the 'R' value greater than 0.5 were considered reliable and such of those statements were retained. The 'R' values are given table 1.

Further to establish the significance of the test items t-value were calculated. The t-value greater than the table value at 0.05 level has been taken into consideration. Based on the above mentioned statistical treatments out of 68 statements 40 statements found to be valid. The final version of the tool entitled "Teacher Support among Higher Secondary Students" consists of 40 statements. Out of the 40 statements 28 were positive statements and 12 were negative statements. The tool consists of five point scale with maximum score of 200 and a minimum score of 40.

Table 1: Item Analysis for Teacher Support

Question No.	t-value	Cronbach's Alpha	Correlation	Selected/Not Selected
1	2.575	.476	.280	Selected
2	3.002	.477	.189	Selected
3	4.455	.456	.424	Selected
4	2.983	.476	.227	Selected
5	0.479	.503	.105	Not Selected
6	2.015	.523	.249	Selected
7	0.484	.518	.147	Not Selected
8	1.166	.470	.397	Not Selected
9	2.387	.489	.061	Selected
10	1.417	.505	.064	Not Selected
11	0.704	.502	.062	Not Selected
12	0.965	.490	.041	Not Selected
13	6.317	.455	.580	Selected
14	4.937	.462	.504	Selected
15	0.256	.505	.074	Not Selected
16	0.659	.494	.027	Not Selected
17	3.260	.498	.017	Selected
18	4.750	.468	.348	Selected
19	1.959	.471	.285	Selected
20	4.780	.466	.435	Selected
21	0.252	.492	.030	Not Selected
22	3.561	.529	.551	Selected
23	4.719	.459	.371	Selected
24	5.354	.468	.290	Selected
25	3.101	.488	.080	Selected
26	0.185	.486	.101	Not Selected
27	3.657	.499	.003	Selected
28	0.362	.474	.218	Not Selected
29	1.246	.492	.000	Not Selected

30	0.471	.489	.058	Not Selected
31	0.563	.498	.032	Not Selected
32	0.378	.496	.025	Not Selected
33	5.240	.481	.144	Selected
34	0.221	.480	.179	Not Selected
35	0.602	.488	.082	Not Selected
36	4.244	.459	.389	Selected
37	7.908	.455	.436	Selected
38	5.305	.453	.429	Selected
39	1.940	.494	.021	Selected
40	1.410	.514	.151	Not Selected
41	0.848	.507	.077	Not Selected
42	1.218	.492	.024	Not Selected
43	1.787	.504	.099	Not Selected
44	3.192	.475	.217	Selected
45	4.532	.482	.148	Selected
46	0.457	.507	.081	Not Selected
47	2.401	.512	.170	Selected
48	1.622	.528	.358	Not Selected
49	1.005	.492	.048	Not Selected
50	4.118	.465	.274	Selected
51	3.260	.498	.017	Selected
52	4.750	.468	.348	Selected
53	1.959	.471	.285	Selected
54	4.780	.466	.435	Selected
55	0.252	.492	.030	Not Selected
56	3.561	.529	.551	Selected
57	4.719	.459	.371	Selected
58	5.354	.468	.290	Selected
59	3.101	.488	.080	Selected
60	0.185	.486	.101	Not Selected
61	3.657	.499	.003	Selected
62	0.362	.474	.218	Not Selected
63	6.246	.592	.326	Selected
64	3.471	.489	.358	Selected
65	2.563	.498	.232	Selected
66	4.378	.496	.225	Selected
67	5.240	.481	.144	Selected
68	0.221	.480	.179	Not Selected

VALIDITY

In the beginning of the process of tool construction the selected statements were given to experts on educational psychology and testing for their approval. They judged the appropriateness of the statements. The statements were modified with their suggestions prior to administration and thereby the content validity was ensured.

RELIABILITY

The reliability coefficient of the tool was ascertained by using the split half method, which was found to be 0.84.

CONCLUSION

This research tool focuses on gathering information about the teachers support among higher secondary students. Teacher support plays a vital role in effecting a change or otherwise it becomes an indicator for effecting a change. This research tool will be of immense use for the high school students, higher secondary school students and college students which will throw light upon the teachers support.

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