

Vol 6 Issue 8 May 2017

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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DEVELOPMENT AND STANDARDIZATION ON TEACHER'S TEACHING COMPETENCY SCALE (TTCS)

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ABSTRACT:

In the present study Teachers Teaching Competency Scale (TTCS) has been constructed and standardized for high school teachers which consist of 66 statements. A sample of 100 high school teachers randomly selected from Chennai, Kancheepuram and Thiruvallur Districts. The t-value was used to standardize the tool and finally 55 statements were retained for the final study.

KEYWORD: Teaching Competency, Skills, Knowledge, Attitude, Abilities.

INTRODUCTION

The term competency as explained earlier is used when we discuss about any profession that reveals one's quality of being competent and expresses the person's knowledge, skills, qualification and capacity. Earlier, a person who possessed tremendous knowledge was considered as a teacher. Today teacher competencies refer to functional abilities that teachers show in their teaching activities. It can be considered as an overall assessment of teachers' performance in classroom situations based on subject matter knowledge, strategies and techniques of teaching, teachers' personality, child centered practices, evaluation strategies used, classroom management, and clarity of

objectives. A competent teacher should ensure maximum participation of pupils and this can largely be achieved by activity based teaching.

Despite many tool available on teaching competency, the researcher wants to update the tool to get appropriate results according to the recent development. The Likert type scale is a five-point scale of "Strongly disagree", "Disagree", "Undecided", "Agree and "Strongly agree". In this scale, 66 items have been collected from the various

sources like experts in this profession, Books, web sources and so on.

PILOT STUDY

This scale with 66 items has been administered to the sample of 100 high school teachers working in different schools in Chennai, Kancheepuram and Thiruvallur Districts of Tamil Nadu State in order to carry out the pilot study. Then their responses have been scored carefully and their marks secured by all the samples have been arranged in the



descending order from the highest scorer to the lowest scorer. Then they were subjected to item analysis.

ITEM ANALYSIS

The next step in the standardization of on teachers' professional competency scale after pilot study is to find out the t-value of each item, which forms the basis for item selection in order to build up the final scale. The Likert type scale calls for a graded response to each item on a five-point scale ranging from "Strongly disagree", to "Strongly agree". The individual score for all the 100 teachers were ranked from the highest to the lowest score. Then 25% of the subjects with the highest total scores and 25% of the subjects with the lowest total scores were sorted out for the purpose of item selection. The high and low groups, were selected, formed the criterion groups and each group was made up of 50 teachers (Edward L. Allen, 1957).

Table I: Item Selected For TTCS

Item Number	t-value	Item Selected
1	2.07	Selected
2	1.89	Not selected
3	1.62	Not selected
4	1.75	Not selected
5	3.25	Selected
6	1.68	Not selected
7	3.85	Selected
8	3.63	Selected
9	4.05	Selected
10	0.35	Not selected
11	1.19	Not selected
12	3.14	Selected
13	2.90	Selected
14	5.39	Selected
15	5.31	Selected
16	3.31	Selected
17	1.98	Selected
18	3.48	Selected
19	3.70	Selected
20	2.11	Selected
21	2.79	Selected
22	5.03	Selected
23	4.17	Selected
24	1.32	Not selected
25	3.73	Selected
26	3.74	Selected
27	1.47	Not selected
28	4.20	Selected
29	2.74	Selected
30	3.64	Selected
31	4.03	Selected
32	3.50	Selected
33	4.02	Selected
34	2.08	Selected
35	1.96	Selected
36	2.89	Selected
37	3.57	Selected
38	3.31	Selected
39	1.60	Not selected
40	2.62	Selected
41	2.97	Selected
42	4.69	Selected
43	4.29	Selected
44	4.36	Selected
45	4.22	Selected
46	2.82	Selected
47	3.49	Selected
48	4.06	Selected
49	2.27	Selected
50	4.88	Selected
51	2.78	Selected
52	3.51	Selected
53	3.27	Selected
54	4.51	Selected
55	3.74	Selected

56	2.83	Selected
57	2.41	Selected
58	1.36	Not selected
59	1.00	Not selected
60	4.45	Selected
61	2.67	Selected
62	3.47	Selected
63	3.90	Selected
64	2.51	Selected
65	2.60	Selected
66	4.84	Selected

It may be recalled that each item is followed by five different responses of "Strongly disagree", "Disagree", "Undecided", "Agree" and "Strongly agree" in the Teaching competency scale. Then each item was taken individually and the number of teachers who responded "Strongly disagree", "Disagree", "Undecided", "Agree" and "Strongly agree" was found out both the high and low groups separately. Thus for all the 50 items, the number of teachers coming under each category was found out separately for both the high and low groups and the t-values for all the 50 items have been calculated with the formula suggested by Allen Edwards (1957) (vide: Table-I). Then this final scale has been administered to 100 teachers working in different high schools of Chennai, Kancheepuram and Thiruvallur Districts of Tamil Nadu State in order to establish the scoring procedure, validity and reliability of this scale.

SCORING PROCEDURE

The Teaching competency scale has 66 items, All items are positively worded .An individual score is the sum of the scores of all the 66 items. The scores range from 66 to 330. Higher score indicates the high Teaching competency and the details of scoring are given in the following table. The scoring to the response given by the respondents should be like the following.

Table-2

Response	Scores
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

Reliability

Reliability refers to the consistency with which a test measures, whatever it measures. The concept of reliability suggests both stability and consistency of measurement. The investigator calculated the reliability analysis. The reliability of teaching competency scale was found to be 0.85. Hence, teaching competency scale was considered as reliable.

Validity

The face validity was established by circulating the roughly drafted tool and carrying out all the suggestions given by the teachers working in the Department of Education.

CONCLUSION

The role of teacher is to concentrate on the facilitation of learning and development of all students to the practical abilities of the teacher. They should have deep understanding of the students, the subject they teach, the nature of learning and the world around them. Teacher's main aim is to make students learn effectively and efficiently. For doing so, a teacher has to do several activities such as plan properly, provide effective instruction and evaluate the learning activities using appropriate methods and techniques. That means that a teacher has to perform a host of activities inside and outside the classroom. Hence, this Teachers Teaching competency scale contributes much to measure the competency level of teachers anywhere in India.

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