

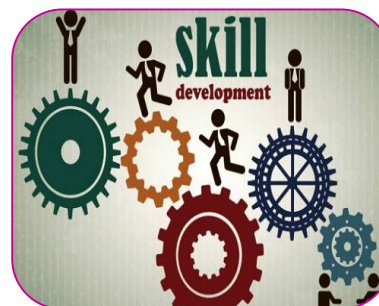


DEVELOPING A RESEARCH TOOL TO MEASURE THE INTERPERSONAL SKILLS OF PRIMARY SCHOOL HEAD MASTERS

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ABSTRACT:

The study has been conducted to investigate the level of interpersonal skills of primary school head masters. The main objective of the present study is to develop a research tool to measure the interpersonal skills. A sample of 100 head masters was selected from various primary schools of Andhra Pradesh. Survey method was used. The researchers had attempted to construct and standardize the interpersonal skills scale to measure the interpersonal skills of primary school head masters.

KEYWORDS : Interpersonal skills , organization , construct and standardize.

INTRODUCTION

Interpersonal skills are the skills used by a person to interact with others properly. In the business domain, the term generally refers to an employee's ability to get along with others while getting the job done. Interpersonal skills include everything from communication and listening skills to attitude and deportment. Good interpersonal skills are a prerequisite for many positions in an organization.

The set of abilities enabling a person to interact positively and work effectively with others. Development of the interpersonal skills of employees is a key goal of training and development initiatives for many companies, and is considered a constructive manner in which to handle office disputes and other personnel issues. These skills include the areas of communication, listening, delegation of tasks and leadership.

Interpersonal skills are capabilities to effectively communicate, socialize, connect, and cooperate with people in life, whether it be an individual or a group. Some people naturally have great interpersonal skills. Others have to learn and practice interpersonal skills in order to master them. One thing's for sure: taking the time and effort to become proficient in this skill set can tremendously benefit your relationships in life and may improve your professional success! There are many different types of interpersonal skills, so let's take a look at some of the most common interpersonal skills and an example for each. Teachers wear many hats every day while in the classroom: the organizer, instructor, speaker, facilitator, entertainer and sometimes dispute resolution specialist.

Teachers not only interface with students, but with other teachers, school administration staff and parents. Strong interpersonal skills, especially communication are the hallmark for a teacher.

Teaching is fifty percent knowledge and fifty percent interpersonal skills. The quality of a teacher's lecture or teaching methods will be enhanced by the quality of their interpersonal skills.

Teachers need to possess a number of skills in the teaching profession and include communication, empathy, positive motivation, effective and positive body language and humor.

The Necessary Skills

- **Communication** is the method used to exchange or share information. Teachers have to communicate with students at the students own level of understanding. That can be difficult if each student has a different level of learning and understanding.
- **Empathy** is the ability of the teacher to express care and concern for a student. Placing yourself in the position of the student and view the problem from their point of view will allow you to develop an understanding of the problem and help to find a solution.
- **Positive motivation** in education typically produces positive learning. Not all students are on board with all subjects and sometimes it takes demonstrating applications of the less liked subjects in areas that interest students. That will provide the motivation the student needs to study that subject.
- Effective and positive body language is **non verbal communications** that will help leave a long lasting impression in the minds of the students. Body language will also draw a student into the discussion. Body language is a powerful tool and will maintain healthy interpersonal skills.
- **Humor** is the one area of skills that allow a teacher to keep the motivational train rolling along. Well placed and appropriate humor will provide additional motivation and the desire to learn. Maintaining the student's attention is critical to the learning process and humor will help keep that attention.

OBJECTIVE

- To develop a research tool to measure the interpersonal skills of primary school head masters.

Interpersonal Skills Scale developed and validated by the investigators

Interpersonal skills scale for primary school head masters has been constructed by the investigator. A lot of literature on interpersonal skills, tool construction procedures was used for the construction of the tool. The interpersonal skills scale was constructed after having discussions with teachers of schools and colleges, psychologists and experts in the field of education. The tool has been prepared on five-point rating scale based on Likert's type. The total number of statement is 135 and initially positive and negative statements were prepared in both Telugu and English.

The scoring procedure for positive statement on the tool is as follows: the option strongly disagree is given 5; disagree is given 4; undecided is given 3; agree is given 2; and strongly agree is given 1. For negative statements it is reversed as Always is given strongly disagree is given 1; disagree is given 2; undecided is given 3; agree is given 4; and strongly agree is given 5. The minimum score for the tool is '135' and maximum score of the tool is 675.

Item Analysis

The model/draft tool prepared by the investigator was administered on a sample of 100 primary school head masters. Primary school head masters were asked to mark their opinion among the given alternatives. Each statement has five alternative responses; namely strongly agree, agree, undecided, disagree strongly disagree. Scoring was done for all the statements.

Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25 % and the bottom 25% of scores alone were taken into account. The difference in means of the high and low groups for each item was tested for significance by computing the t- ratios. Items with 't' value of 1.96 and above were selected for the final tool. Thus, the final tool contains sixty three items; the list of items with the 't' value is presented in Table-1. Split-half method was also used to find out the consistency of the test. It has been given in Table-2.

Table 1: Item Analysis for Interpersonal Skills

Statement Numbers	t-value	Selected/Not Selected
1.	3.524	Selected
2.	4.577	Selected
3.	3.785	Selected
4.	1.792	Not Selected
5.	5.552	Selected
6.	4.847	Selected
7.	3.695	Selected
8.	4.108	Selected
9.	.435	Not Selected
10.	.998	Not Selected
11.	4.935	Selected
12.	.335	Not Selected
13.	3.563	Selected
14.	1.966	Selected
15.	1.293	Not Selected
16.	1.240	Not Selected
17.	3.573	Selected
18.	.061	Not Selected
19.	2.793	Selected
20.	2.529	Selected
21.	.108	Not Selected
22.	5.511	Selected
23.	2.942	Selected
24.	5.165	Selected
25.	.424	Not Selected
26.	.665	Not Selected
27.	1.326	Not Selected
28.	4.196	Selected
29.	.269	Not Selected
30.	3.659	Selected
31.	.352	Not Selected
32.	1.751	Not Selected
33.	6.510	Selected
34.	7.874	Selected
35.	.998	Not Selected
36.	2.195	Selected
37.	.679	Not Selected
38.	.1.325	Not Selected
39.	.645	Not Selected
40.	.342	Not Selected
41.	2.348	Selected
42.	.435	Not Selected
43.	2.588	Selected
44.	1.792	Not Selected
45.	5.376	Selected

46.	.263	Not Selected
47.	.564	Not Selected
48.	3.379	Selected
49.	1.932	Not Selected
50.	3.748	Selected
51.	3.152	Selected
52.	.963	Not Selected
53.	.321	Not Selected
54.	.985	Not Selected
55.	3.563	Selected
56.	.365	Not Selected
57.	.452	Not Selected
58.	.159	Not Selected
59.	3.573	Selected
60.	.753	Not Selected
61.	2.529	Selected
62.	.357	Not Selected
63.	.159	Not Selected
64.	2.080	Selected
65.	5.094	Selected
66.	6.074	Selected
67.	.123	Not Selected
68.	5.754	Selected
69.	.424	Not Selected
70.	.665	Not Selected
71.	1.326	Not Selected
72.	6.266	Selected
73.	.456	Not Selected
74.	3.914	Selected
75.	.789	Not Selected
76.	.147	Not Selected
77.	.258	Not Selected
78.	.369	Not Selected
79.	-3.698	Selected
80.	1.546	Not Selected
81.	.335	Not Selected
82.	1.240	Not Selected
83.	4.431	Selected
84.	1.242	Not Selected
85.	.308	Not Selected
86.	1.26	Not Selected
87.	1.38	Not Selected
88.	4.856	Selected
89.	5.614	Selected
90.	7.985	Selected
91.	1.927	Not Selected
92.	5.082	Selected

93.	.254	Not Selected
94.	.578	Not Selected
95.	5.496	Selected
96.	3.241	Selected
97.	.061	Not Selected
98.	5.670	Selected
99.	4.004	Selected
100.	2.056	Selected
101.	2.422	Selected
102.	1.440	Not Selected
103.	1.680	Not Selected
104.	1.575	Not Selected
105.	1.543	Not Selected
106.	1.166	Not Selected
107.	2.203	Selected
108.	2.066	Selected
109.	.738	Not Selected
110.	.679	Not Selected
111.	1.028	Not Selected
112.	1.598	Not Selected
113.	3.214	Selected
114.	1.251	Not Selected
115.	3.065	Selected
116.	4.410	Selected
117.	1.242	Not Selected
118.	.308	Not Selected
119.	3.524	Selected
120.	4.577	Selected
121.	1.621	Not Selected
122.	1.029	Not Selected
123.	3.785	Selected
124.	5.552	Selected
125.	1.421	Not Selected
126.	4.847	Selected
127.	1.585	Not Selected
128.	1.070	Not Selected
129.	.367	Not Selected
130.	3.695	Selected
131.	.256	Not Selected
132.	4.108	Selected
133.	.349	Not Selected
134.	5.511	Selected
135.	2.942	Selected

Reliability

The reliability of test can be defined as the correlation between two or more sets of scores on equivalent tests from the same group of individuals. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of "true-ability" free from chance error.

Test-retest (repetition) method was used to arrive at the reliability of the tool. Repetition of a test is the simplest method of determining the agreement between the two set of scores; the test is given and repeated on the same group; and correlation was computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores. The value of correlation co-efficient shows that there is high positive degree of correlation between the two tests and are given in Table-2.

Table 2: Reliability Co-efficient of Interpersonal Skills

S.No.	Method of Reliability	Values
1.	Test-retest (Repetition)	0.89
2	Split-Half	0.94

Validity

The appropriateness, meaningfulness and usefulness of the specific inferences made from test scores. In research, if findings are to be appropriate, meaningful and useful, they need to be valid. The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as "the degree to which a test measures what it measures." The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of Interpersonal skills scale is 0.89

Description of the Final Tool

The final tool with 62 positive and negative statements was prepared in both Telugu and English. The final tool has been prepared on a five-point rating scale based on Likert's type. Initially, positive and negative statements were prepared in both Telugu and English.

The scoring procedure for the tool with the option strongly disagree is given 5; disagree is given 4; undecided is given 3; agree is given 2; and strongly agree is given 1. For negative statements it is reversed as Always is given strongly disagree is given 1; disagree is given 2; undecided is given 3; agree is given 4; and strongly agree is given 5. The minimum score for the tool is '62' and maximum score of the tool is 310.

CONCLUSION

This research tool focuses on gathering information about the Interpersonal Skills. Interpersonal Skills 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 Interpersonal Skills administrators, school heads and teachers, which will throw light upon the Interpersonal Skills.

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