



## DEVELOPMENT AND VALIDATION OF TEACHER EFFECTIVENESS SCALE (TES) FOR STUDENT-TEACHERS

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### ABSTRACT

*The purpose of the paper is to determine the effectiveness of student-teachers. A well structured questionnaire was administered to the student-teachers. Initially the tool was constructed with 40 statements posing questions which are Yes or No type. To standardize the tool the researcher used t-test. Based on the t-value finally 34 statements were retained for the final study. This paper discusses about the development of the scale to measure the teacher effectiveness among student-teachers.*

**KEYWORDS:** Teacher Effectiveness, Student Teachers.

### INTRODUCTION

Teacher plays a pivotal role in educational administration; therefore a teacher must be philosophically, sociologically and psychologically sound so that students imbibe these qualities. Effectiveness of teacher stems from a combination of knowledge skill and personal characters (Katz, 1993). The characteristics which are correlated with effectiveness are: good knowledge of subject matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations (Gupta & Jain, 2007) and personal characteristics that is enthusiasm, effective communication, adaptable to change, competent, a lifelong learner, accepting of others, patient, willingness to take risk, flexibility, creativity, hardworking and sense of humor. An effective teacher helps the students in the development of basic skills, understanding, proper work habits and desirable attitude, value judgments and adequate personal adjustment. Hence teacher effectiveness plays an important role in carving personality development of the adolescent and moreover teacher trainees are the future teacher who shapes the students characters as desirable one to the family as well as the society. Hence the teacher effectiveness become essential for Student teachers and this tool attempts to measure it.

The investigators decided to construct and validate a scale to measure the teacher effectiveness of Student teachers. In order to develop the scale at the preliminary stage the investigators consulted the experts in psychology, referred psychology books, journals related to teacher effectiveness and also visited websites and gathered a variety of information regarding teacher effectiveness. Based on that, as many as 40 statements were selected for the pilot study.

### NEED OF THE STUDY

The usefulness and effectiveness of the education system largely depends upon active, resourceful, competent and effective teacher's competence, capability and effectiveness make school good or bad, flourishing or determining. Sexuality of teachers depends upon the efficiency of the teachers .one can say that teacher's effectiveness is the capability of teachers to teach in such a manner that he gets success to

bring the desirable change in the student's behavior. It is assessed not only from the academic pursuits and classroom teaching of the teacher but from the sum total influences exerted by the teacher upon the students. It is well known that the effective teaching resulting results into positive outcomes. Unfortunately before a teacher is recruited no effort is made to judge how effective the teachers will be and how effectively he will convey his abilities. It has been recognized that the personality of the teachers and healthy attitude toward his work contribute to effective and efficient teaching. The effectiveness of a teacher lies not only in the presentation of his subject matter in a n effective way but to make the whole environment of the classroom conducive for learning ensuring the all round development of a child.

Hence the teacher effectiveness become essential for student teachers and this tool attempts to measure it. The investigators decided to construct and validate a scale to measure the teacher effectiveness of distance education of student teachers. In order to develop the scale at the preliminary stage the investigators consulted the experts in psychology, referred psychology books, journals related to teacher effectiveness of distance education and also visited websites and gathered a variety of information regarding teacher effectiveness of distance education. Based on that, 40 statements were selected for the pilot study.

### METHODOLOGY

Item analysis is an important step in the validation of any tool. The constructed scale is five point scales namely strongly agree, Agree, Undecided, Disagree, Strongly disagree. Scores are given in the order of 5, 4, 3, 2, 1. The maximum mark for an item is 5 and the minimum mark is 1. Therefore one can get a maximum score of '200' and the minimum score is 40.

The Teacher effectiveness scale intended for pilot study contains as many as 40 5-point scale items for a total of 200 marks.

The scale was given to as many as 100 student-teachers studying in B.Ed. colleges in Krishnagiri District, Tamil Nadu. For all the 100 subjects were arranged in the descending order from the to-most scorer to the bottom-most scorers. Then they were subjected to item analysis. For pilot study, the investigator selected a sample of 100 students and administered the scale. The papers were valued and scored. After scoring the scale in the pilot study, according to the total score values, individuals are placed in order, from high to low. Top 25% constitutes the high achievers and the bottom 25% constitutes the low achievers in the group. The t-values are computed for each items of the scale and are given in Table-1.

**Table 1: Item Analysis for Teacher Effectiveness (t-values of the Statements in TES)**

Item Number	t-value	Selected/Not Selected
1	3.234	Selected
2	3.935	Selected
3	3.376	Selected
4	3.127	Selected
5	3.463	Selected
6	3.129	Selected
7	3.192	Selected
8	3.143	Selected
9	3.387	Selected
10	2.906	Selected
11	2.789	Selected
12	1.612	Not Selected
13	2.221	Selected
14	2.875	Selected
15	3.887	Selected

16	3.075	Selected
17	1.435	Not Selected
18	3.275	Selected
19	3.126	Selected
20	2.448	Selected
21	2.465	Selected
22	2.564	Selected
23	3.453	Selected
24	3.231	Selected
25	1.145	Not Selected
26	3.321	Selected
27	3.134	Selected
28	3.232	Selected
29	3.223	Selected
30	3.377	Selected
31	3.435	Selected
32	3.123	Selected
33	1.126	Not Selected
34	3.165	Selected
35	1.465	Selected
36	3.564	Selected
37	2.453	Selected
38	1.743	Not Selected
39	3.564	Selected
40	1.412	Not Selected

After finding out the t-value of 40 statements it is also arranged from higher to lower and the investigator selected 34 statements, t-values above 1.96 and ends with 4.81. The tool for the final scale consists of 34 statements and the minimum score is 34, maximum score is 170.

### RELIABILITY & VALIDITY

The investigator felt that the available tool may not be appropriate for the present situation. So the investigator prepared the teacher effectiveness scale and it was scrutinized by the guide the expert's in the field of education and professors of educational psychology. They carefully scrutinized the statements in the scale and modified the statements. At present there were 34 statements. Thus, the teacher effectiveness scale was constructed.

The formula to be used to determine the intrinsic validity is the square root to its reliability. Thus the validity of this scale is

$$V = \sqrt{Rr} \quad V = \sqrt{0.900} \quad V = 0.948$$

The reliability of the scale by split-half technique (consistency) followed by the use of Spearman-Brown Prophecy Formula and it is found to be 0.948.

### Norms of Teacher Effectiveness Scale

Norms of the entire sample were computed for the teacher effectiveness scale is based on the normal probability curves; (M+/-SD) low level, and average level, high level fixed.

## CONCLUSION

This tool will be very much useful to measure the teacher effectiveness among student-teachers. Teacher effectiveness is one of the important psycho-sociological factors which are closely related to the emotional and sociological factors of every individual. Under such circumstances this tool will be immense use for the researcher who would like to study the teacher effectiveness of student-teachers.

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