DEVELOPMENT AND VALIDATION OF PERCEPTION ABOUT TEACHERS INVENTORY

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ABSTRACT:

This paper presents steps adopted for the development and validation of perception about teachers inventory (PATI). This tool is has thirty eight items to measure the perception about teachers of secondary school students/adolescent population of India. The PATI measures the students' perception in response to their teachers concerns. An attempt was made to cover almost complete perception about teachers of XI standard students principally slow learners. Based on t-values only those items which showed a significant difference between high and low groups at least at 0.05 level was included in the final form of the tool. Reliability has been established by test-retest method and split-half method.

KEYWORDS: *Perception About Teachers Inventory.*

INTRODUCTION

The main components of the education system are the teachers, the students and the curriculum. The most crucial of these is the teacher. They occupy a key position for the success of any educational programme. They have an exclusive role in handling immature children and helping them to become worthy and useful citizens of society. Thus, teacher directly or indirectly brings about change in the behavior of pupils as regards knowledge, attitude and competences.

ROLE OF TEACHER

The teacher has played an instrumental role in providing a safe and orderly climate - a climate in which stress has been reduced and relationships have been nurtured.

According to recent teacher-role appraisals, the teacher was the organizer of optimum learning situations. The teacher determined the classroom climate depending on that teacher's decisions, style, practices, and interaction with students.

PREPARATION FOR CONSTRUCTION OF INVENTORY

The construction of this tool was undertaken to meet the pressing need of assessing the perception about teachers of secondary school students studying XI Standard in schools of Madurai district. As the first step towards the preparation of the perception about teachers inventory, the investigator has gone through books and journals. As no tool was available readily to assess the perception about teachers as one of the debilitating factors of XI standard slow learners, the investigator constructed and validated a tool to assess the same.

PRELIMINARY DRAFT OF THE TOOL

After going through the related literature and tool available to assess the environmental behavior and consultation with experts in the field, the 54 items were written in English. Out of 54 items 14 were positive and

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30 were negative.

Pre-tryout of the tTool

The Preliminary draft containing 54 statements was given to eleven experts for their valuable suggestions. On the basis of opinion of experts' seventeen items were dropped and two new items were added and 5 items were modified. The second draft consisted of 39 items.

Procedure for Scoring

The weightage to be given to responded statements was also planned to be ranging from 2 to 0.For positive statements,2 marks were given to response Always, 1 marks to Sometimes, and 0 to Never. In case of negative statements the order was reversed.

Try out of the Tool

The 39 statements were arranged at random and were administered to fifteen students of class XI studying through English medium and fifteen students of class XI studying through Tamil medium to check for any language change to be made.

Item analysis of the Tool

Finally after modifications, second draft consisting of 39 statements was administered to 150 students. The printed version of try-out tools were collected and scored for each student individually. The weighted scores for each item and for each dimension were summed up.

Discrimination Index/Power

To ascertain the items differentiate between high and low group t- values were worked out between high and low group item wise. High and low groups were formed by arranging the protocols in ascending order based on the total scores obtained by each student. The top 27% (40 protocols) and the bottom 27% (40 protocols) were taken to form the upper and lower criterion groups. Then t-values were computed between the groups item-wise.

Items with significant t-values were retained and items with insignificant t-values were rejected. The t-values between high and low group for each item of the tool for the 39 items have been shown in the Table -1.

Table 1: t-values between High and Low Groups for each Item of the Tool

Item	t-value	Item	t-value
1	3.30	21	1.38
2	4.22	22	5.89
3	2.01	23	2.85
4	3.75	24	3.61
5	4.94	25	6.78
6	4.23	26	5.99
7	5.15	27	5.23
8	2.57	28	9.89
9	5.14	29	11.0
10	8.73	30	7.09
11	4.47	31	2.24
12	6.22	32	3.99
13	4.68	33	6.48
14	6.14	34	6.67
15	5.84	35	3.99

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16	3.44	36	3.99
17	2.10	37	6.53
18	3.78	38	7.14
19	5.64	39	3.30
20	2.75		

Note: Significant t-value at 0.05 level of significance is 1.98
Number of items dropped=01
Number of items retained=38

Final tool: Final tool consists of 38 statements Table-2 shows the distribution of positive and negative items for the final draft of perception about teachers' inventory.

Table 2: Distribution of Positive and Negative Items for the Final Draft of Perception about Teachers Inventory

Statements	Item Number	Total
Positive Items	6, 7, 8, 20, 24, 34, 36, 37 and 38	09
Negative Items	1, 3, 4, 5, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35 and 39	29
Total	**38**	

Reliability

Reliability has been studied by two methods; one which concerns the stability of the measure in terms of the time and the other which involves the internal consistency of the test.

a. The test Retest method

To apply this method, the tool was administered to 100 slow learners from XI standard in schools which is situated in Madurai district. The same tool was administered after an interval of two weeks. The two sets of scores in the two trials were then correlated and the reliability coefficient obtained was 0.832 which is highly reliable one.

b. The Split-Half method

The tool was divided into two equal halves by adopting odd-even procedure. Items with odd numbers formed one half test and items with even numbers formed second half test. The coefficient of correlation between the two halves was computed by Spear-Brown Prophecy formula. It came out to be 0.91 which is highly reliable one.

Validity
Content validity:

The tool possesses content validity because statements were selected based, on 85% unanimity of experts on content accuracy and conceptualization.

Item Validity:

Item validity was established on the basis of thorough item analysis and items with significance of 0.05 level or higher were only retained in the final tool.

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