

Development Of The Scale “Classroom Performance Of School Teachers” [CPST]

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Abstract: Investigator says in the present study classroom performance of school teachers scale has been development and standardized for the school teachers. This scale consists of 62 statements. This simple random sample technique was used for this study. The sample consists of 100 school teachers randomly selected from the Trichirappalli District. The analysis of “Cronbach’s Alpha” method was used to standardized the tool and finally 43 statements were selected for the final study.

Keywords: Planning, Teaching Skills, Assessment, and Achievement.

I. INTRODUCTION

Students have a fundamental right to a classroom learning environment that allows them to see anything presented visually, to hear any audible presentation free from noises and distortions, and to be physically comfortable (air flow, temperature, furniture, etc.) regardless of the method of instruction used. Any classroom design plan should first meet these requirements before meeting other needs.

There are three categories of classrooms, viz. (1) general – purpose classrooms, designed to house 75 or fewer students and typically have at least 350 square feet and a minimum capacity of 20 students (2) seminar rooms, which are smaller in capacity and area, and often have a table and chairs arrangement (3) lecture halls, designed for larger classes and typically have fixed seating. Separate guidelines have been prepared for each type of classroom, however, it is important to remember that the lines between them are not absolute and require some interpretation based on individual facilities and applications.

Classroom design encompasses an enormous number of variables and adaptations must fit the specific institutional needs, mission, and culture as well as comply with applicable state and local codes.

Well – designed classrooms do not occur by chance. An attitude must be fostered among teachers, students and administrators that reinforce the idea that classrooms are the responsibility of everyone. While offices, conference rooms, laboratories, and other spaces typically have their own advocacy group or responsible department, general classrooms are institutional resources that belong to everyone. They include teachers, technology support, personal, facilities, staff, scheduling, office staff, and administrators who are concerned about the quality of instructional space on campus.

II. DEFINITIONS OF CLASSROOM PERFORMANCE

Martin and Yin (1997), Classroom performance: A broader, umbrella term describing teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction, and student behaviour. Within this study, classroom performance was defined as a multi – faced construct that includes three broad dimensions – instructional management, people management, and behaviour performance as measured by inventory.

Martin *et al* (1998), Instructional management: Monitoring seatwork, structuring daily routines, and allocating materials. And, People management: what teachers believe

about students as people and what teachers do to development the teachers – student relationship. And, Behaviour management: preplanned means of preventing misbehavior rather than the teacher’s reaction to it.

Interventionist style: An interventionist teacher emphasizes what the outer environment does to the human organism to cause it to develop in its particular way. These teachers are most controlling. In this study styles to the classroom performance dimensions were measured inventory.

Non – interventionist style: A non – interventionist teacher presupposes the child has an inner drive that needs to find its expression in the real world. The non – interventionist is the least directive and controlling.

III. REVIEWS OF RELATED LITERATURE

Kalra, (2010) conducted a study on effect of gender and adjustment on teaching effectiveness of higher secondary teachers with the objective to find out the level of teaching effectiveness of higher secondary school teachers in relation to gender. The sample comprised of 60 subjects (30 male and 30 female). The findings were that there exists no significant difference between male and female teachers in relation to their teaching effectiveness.

Madhusudhana, & Manai, (2010) conducted a study on self evaluation of teaching by student trainees with the objectives to compare the teaching efficiency of male and female student trainees and to compare the teaching efficiency of arts and science student trainees. The sample consisted of 28 male and 37 female studying final year diploma in teacher education at DIET Vellore District. The findings were there was no significant difference between male and female and arts and science student trainees.

Saxena, & Singh, (2008) conducted a study on teaching competency of different level teachers with the objective to compare the teaching competency of male and female teachers. A sample of 200 teachers was selected. The result showed that teaching competency of male and female is equal.

Sharma & Malik (2006) conducted a study with the objective to study the level of classroom performance of senior secondary school teachers and to compare the level of classroom performance of senior secondary school teachers with respect to age, gender and experience. The result showed that showed that gender and experience had no significant effect on the performance of the teachers but their age had significant effect showing younger teachers perform better.

IV. CONSTRUCTION OF CLASSROOM PERFORMANCE OF SCHOOL TEACHERS SCALE

The investigator constructed the classroom performance of school teacher’s scale. The scale used for the pilot study, consists of 62 items. All the 64 items were with five point scale (1) Always (2) Frequently (3) Some Times (4) Rare (5) Never type answers. The items of the scale consist of factors related to Planning, Teaching Skills, Assessment, and Achievement. In order to validate the tool the investigator conducted the pilot study was conducted in 10 schools. The total number of sample used for the pilot study was 100,

[Primary school teachers – 34, High school teachers – 36, and Higher secondary school teachers – 30]. The investigator scored the test by giving (5 - 1) to the positive response and (1 - 5) to the negative response. The total number of marks secured by each sample was calculated by the investigator. Based on the total marks secured by the sample item total Cronbach’s Alpha was used to identify the reliability of the tool. The items with 0.3 level value above items was selected for the final study.

Thus out of 62 items, 43 items were selected for the final study. The item total Cronbach’s Alpha and the selection of items for the final study are given in Table 1. The total quality management of school teachers scale used for the pilot study is given in Appendix B.

Item Analysis for Classroom Performance of School Teachers Scale and Selection of Items for Final Study

Sl. No.	Item No.	Item Total Cronbach’s Alpha	Cronbach’s Alpha if Item Deleted
1	1	.323	Selected
2	2	.241	Not Selected
3	3	.629	Selected
4	4	.291	Not Selected
5	5	.495	Selected
6	6	-.129	Not Selected
7	7	.576	Selected
8	8	.533	Selected
9	9	.600	Selected
10	10	.526	Selected
11	11	.198	Not Selected
12	12	.093	Not Selected
13	13	.608	Selected
14	14	.532	Selected
15	15	-.047	Not Selected
16	16	.614	Selected
17	17	-.165	Not Selected
18	18	.493	Selected
19	19	.441	Selected
20	20	.611	Selected
21	21	.106	Not Selected
22	22	.158	Not Selected
23	23	.074	Not Selected
24	24	.585	Selected
25	25	.474	Selected
26	26	.332	Selected
27	27	.373	Selected
28	28	.141	Not Selected
29	29	.580	Selected
30	30	.361	Selected
31	31	.220	Not Selected
32	32	.530	Selected
33	33	.276	Not Selected
34	34	.277	Not Selected
35	35	.449	Selected
36	36	.417	Selected
37	37	.706	Selected
38	38	.197	Not Selected
39	39	.451	Selected

40	40	.594	Selected
41	41	.678	Selected
42	42	.502	Selected
43	43	.510	Selected
44	44	.598	Selected
45	45	.374	Selected
46	46	.321	Selected
47	47	.375	Selected
48	48	.246	Not Selected
49	49	.414	Selected
50	50	.445	Selected
51	51	.495	Selected
52	52	.590	Selected
53	53	-.002	Not Selected
54	54	.704	Selected
55	55	.299	Not Selected
56	56	.662	Selected
57	57	.259	Not Selected
58	58	.647	Selected
59	59	.472	Selected
60	60	.394	Selected
61	61	.473	Selected
62	62	.385	Selected

Table 1

V. DESCRIPTION OF THE CLASSROOM PERFORMANCE OF SCHOOL TEACHERS SCALE

The total quality management of school teachers' scale was constructed and validated by the investigator. The scale contains 43 items. Each item was given five point scales (1) Always (2) Frequently (3) Some Times (4) Rare (5) Never type answers. The items of the scale consist of factors related to Planning, Teaching Skills, Assessment, and Achievement. Responses were obtained on the answer booklets. There is no time limit but 30 minutes have been found sufficient for responding it. Instructions for administration are also given on the booklet.

VI. DIMENSIONS OF THE CLASSROOM PERFORMANCE OF SCHOOL TEACHERS

Classroom performance of school teacher's scale consists of five dimensions namely,

- ✓ Planning
- ✓ Teaching Skills
- ✓ Assessment
- ✓ Achievement

The planning has 16 items, the teaching skills have 16 items, the assessment has 14 items, and achievement has 16 items.

PLANNING

Planning is a teacher detailed description of the course of instruction or learning trajectory for a lesson. A daily planning is developed by a teacher to guide classroom learning. Details

will be depending are preference of the teacher subject being covered and the needs of the students. The item number is 1 to 16 in the scale, which is a teachers related to planning.

TEACHING SKILLS

Teaching is an essential part of education. Its special function is to important knowledge, developed understanding and skills. It is usually associated with the imparting of reading, writing, and arithmetic. The teachers play a vital role in imparting knowledge to the learners. The item number is 17 to 32 in the scale, which is a teachers related to teaching skills.

ASSESSMENT

The term of assessment refers to the wide verity of methods or tools that educators use to evaluate measure and document the academic readiness, learning progress, skill acquisition or educators needs of students. The item number is 33 to 46 in the scale, which is a teachers related to commitment.

ACHIEVEMENT

They are students current level of achievement is at a standard above their group, which means that special consideration needs to be given to their learning needs in order to provide them with sufficient challenge to continue their accelerated rate of profession into the future. The item number is 47 to 62 in the scale, which is a teachers related to commitment.

Serial Number of Items under each Dimensions of the Classroom Performance of School Teachers:

Sl. No.	Dimension	Serial Number of Items	Total no of Items
1	Planning	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16	16
2	Teaching Skills	17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32	16
3	Leadership	33,34,35,36,37,38,39,40,41,42,43,44,45,46	14
4	Communication	47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62	16

Table 2

VII. RELIABILITY

The investigator calculated the test – retest reliability by calculating the Cronbach's Alpha of scores from two administration of the same test after a gap of one month. The reliability value was 0.918.

VIII. 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.

IX. SCORING PROCEDURE

The tool for the present is in English and Tamil version consisting of 43 items. Based on the item analysis 43 items were selected for the final study for 62 items used in the pilot study Table 1. The tool for final study consists of 43 items 37 are possible and 6 items are negative statements. The scale contains 51 items. Each item provides alternative is assigned a weight age from 5 (never) to 1 (always) for favorable items. In the case of unfavorable items the range of weight age is reversed i.e. from 1 (always) to 5 (never). The classroom performance of school teacher's scale score of the subject is the sum total of item scores of all the 5 sub scale. The range of scores is from 1 to 215 with the higher score indicating the high classroom performance of school teachers. There is no time limit to complete the questionnaire the nature of items and scoring pattern of the classroom performance of school teachers was been presented below. The classroom performance of school teachers scale used for the final study is given in appendix – C.

Sl. No.	Nature of Items	Item Numbers	N	R	ST	F	A
1	Positive Statements	1,2,3,4,5,6,7,8,10,11,12,13,14,15,17,18,20,21,22,23,24,25,26,29,30,31,32,33,34,35,36,37,38,39,41,42,43,	5	4	3	2	1

2	Negative Statements	9, 16, 19, 27, 28, 40	1	2	3	4	5
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Table 3: Nature of Items and Scoring Pattern of Classroom Performance of School Teachers

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