

A SCALE TO MEASURE STUDENT TEACHERS ATTITUDE TOWARDS ACADEMIC MANAGEMENT OF COLLEGES OF EDUCATION

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Abstract: This article describes the process of the development and standardization of a scale from a survey designed to measure student teachers' attitude towards academic management of colleges of education. The scale was administered to 100 student teachers of B.Ed colleges in Kalaburgi city Karnataka. The 90-items student teachers' attitude scale was developed; it covers all aspects of secondary school teacher pre-service training that is academic management of colleges of education..

Keywords: Student Teachers, Attitude Scale, Pre-service Teachers Training and Academic Management.

Introduction

A student teacher can never be an effective teacher in the future if s/he does not have a positive attitude towards teacher education. The student teachers role and responsibilities have found extension outside the classroom. The implementation of educational policies, transaction of curricula and spreading awareness are the main areas which keep student teacher in the forefront. Changing times have added new dimension to this profession of teacher education, which requires specified competencies and right attitude. Behaviour, attitude and interest of teacher help in shaping the personality of the student.

Attitude is a tendency to react in a particular manner towards the stimuli. It is a dynamic entity which is subject to change. It is a deciding factor of the student teachers performance. Attitude is defined as a state of readiness shaped through the experience and influences the response of individual towards the stimuli. It is precursor of the behaviour and varies from strongly agree to strongly disagree through Uncertain. Attitude is made up of three components affective, behavioural and cognitive hence acts as a yardstick of the individual behaviour. Factors which bear influence on the attitude of the student teacher are the domestic environment, family background, socioeconomic background, beliefs and educational institutes etc. Teacher education institution status, infrastructure, safety conditions in the institution, social and professional status all these factors are vital in casting impression on the student teachers attitude(Barros & Ela 2008). Another factor which casts influence on the attitude is the experience .This holds true for teaching profession also. Teaching experience of the teacher contributes significantly in forming attitude. The teachers' attitude towards the subject and student is significant in creating desire to learn in the students. Development of positive attitude towards profession helps in developing creative thinking and motivating students. The different learning environment, instructional materials and strategies adopted in initial teacher training programme are also responsible for difference in attitude of student teachers towards teacher education institution. The type of attitude possessed

by the student teacher influence the quality of the work accomplished and teaching. In this backdrop the investigators have decided to develop and standardize the scale to measure student teachers' attitude towards academic management of colleges of education.

Method of Developing the Scale

The series of steps followed in the development of the scale to assess student teachers' attitude were as follows:

Step I: Developing Preliminary Draft of the Scale

In the first step, items for the preliminary draft of the scale were developed after reviewing available literature on student teachers in pre-service teacher education and consultation with the two experts from the colleges of education and two experts from English language. After preliminary screening editing of the statements and their pre-try-out and modification, the preliminary form of the scale comprised 103 items on a five point rating scale. The scoring was based on a five point Likert type scale.

For favorable statements, the strongly agree response will be given a weight of 4, the agree response a weight of 3, the uncertain response a weight of 2, the disagree response a weight of 1, and the strongly disagree response a weight of 0. For unfavorable statements, the scoring system is reversed, with the strongly disagree response being given the 4 weight and the strongly agree response the 0 weight (Edwards, 1957).

The preliminary draft of the scale has been placed in table following:

Table -1: Preliminary Draft of the Scale of Student Teachers Attitude

I. No.	Statements
	Teachers are not responsible to find out the learning disabilities of the students.*
	Usually teachers never encourage others to become a teacher.*
	Teachers need not communicate the results of assessments to parents.*
	Teachers can't care the leadership capacities of the learners.*
	Terminal examinations are not conducted on time.
	Teachers should identify pupils who need help to develop a relevant competency.
	Teachers have nothing to do with parents in the development of the child.
	Teachers of the college conduct unit tests as a part of continuous evaluation.
	Teachers should not try to identify the special skills of the students.*
0	Teachers need not discuss the problems of the child with parents. *
1	The knowledge of continuous and comprehensive evaluation methods is necessary for teachers.
2	Teachers must have an understanding about their role in universalisation of education.
3	It is not necessary to become aware of the techniques of managing the overcrowded classrooms. *
4	Sufficient opportunities are not provided for self-expression of students.
5	It is not necessary to identify the weaknesses of students in learning. *
6	Teaching profession never provide career path.*

7	Teachers must understand students individually to provide personal attention in their learning process.
8	Teachers must develop a wholesome teacher learner relationship.
9	Teachers should know different types of tests of evaluation.
0	The SUPW programmes are not effective.
1	Teachers are not obliged to organize learning situations for the students with learning disabilities.*
2	Teachers are not sincere in their duties.
3	Teachers must make teaching innovative.
4	Teachers must aware of the psychological principles of learning.
5	Teachers should not differentiate between evaluation and examination.*
6	Teachers must be familiar with various types of enrichment programmes in education.
7	Teachers should not prepare instructional modules for teaching.*
8	Teachers are responsible to organize study tours.
9	Teachers should give individual attention to the needs of students.
0	Teachers should not consider the difference between formative and summative evaluation. *
1	Teachers should update content area with new information.
2	Teachers should be familiar with perform and result sheets for recording students' performance.
3	Teachers should familiar with group dynamics techniques.
4	The class timings are inconvenient for the student teachers.
5	Teachers are not responsible to generate interest among students in all educational related activities. *
6	Teachers must always show a strong commitment to teaching profession.
7	The class timings are inconvenient for the students.
8	It is not necessary to acquire mastery over various methods of teaching. *
9	Teachers have no role in developing a sense of sharing responsibility among learners for effective learning.
0	Teachers have no role in establishing relationship between school and community.
1	The primary duty of the teacher is developing motivation in the learner.
2	Teachers should stimulate the curiosity of students during the class.
3	Teachers should be familiar with various check lists of evaluation.
4	Teachers must make pleasant gestures to make classroom interaction meaningful.
5	Teachers must impose strict silence in the class.
6	Teachers should not help students to connect existing knowledge with new.*

7	Generally teachers never follow professional ethics.*
8	Teachers should aware of the methods of preparing the lesson plans.
9	Teachers should help students to connect classroom learning with their life experiences.
0	The educational resources of community can be utilized for overall school improvement.
1	Teachers should develop a positive attitude towards profession.
2	The college time-table is imbalanced.
3	Preparation of plans of lessons is not necessary in teaching. *
4	Teachers should diagnose the weaknesses of the students to devise remedial teaching.
5	Teachers should not take interest in their professional development.*
6	Teachers should not provide variety learning experiences in the classroom.*
7	Teachers should not use variety of strategies in teaching learning processes.*
8	Teachers should visit institutes of excellence for professional development.
9	Teachers are not responsible to budget time of learning process.*
0	Arrangements for the practice teaching in schools were inconvenient to the students.
1	Teachers should choose strategies that make complex subject matter understandable to all.
2	Teachers should not be more objective in evaluating the students.*
3	Teachers should not encourage the pupils in conducting social welfare activities in the schools.*
4	Teachers should use a variety of techniques to determine the nature of students.
5	Use of audio visual technology will not enhance student learning.*
6	Teachers should ask questions to clarify students' thinking.
7	Teachers should possess a scientific attitude towards the profession.
8	Teachers should not organize school activities out side the classroom.*
9	Teaches should not use the classroom environment for independent learning.
0	Teaches should possess all worthy qualities.
1	Use of suitable learning materials can do nothing in a heterogeneous class.
2	Teachers should promote positive interactions between all students.
3	The teachers do not complete their portions in time.
4	Teachers should possess ideal conduct, and character.
5	Teachers should be able to budget the lessons in terms of unit plan.
6	Teachers should not support student autonomy during learning.

7	Teachers should actively participate in prevention of child labour.
8	Teachers should help students to manage time and materials during learning activities.
9	Standardized tests are not necessary to understand student progress.*
0	Library has no sufficient books, which are related to the topics of study.
1	Teaches should organize the subject matter in agreement with the course objectives.
2	Diagnostic tools are not necessary for educational evaluation.*
3	Teachers should plan the lesson based on the techniques tested and found suitable.
4	Teachers should not help students to analyze content being learned.*
5	Teachers should actively participate in literacy programmes.
6	Teachers should help students to draw valid conclusions on content they learned.
7	Teachers are not responsible to make students conscious about social evils.*
8	Developing a daily schedule is not the responsibility of the teachers.*
9	Teachers should not join with community in preventing environmental degradation. *
0	Teachers should encourage students to learn from the work of their peers.
1	Teachers are responsible to develop democratic citizenship.
2	Co-curricular activities have no much importance in the total education.
3	Practical records are issued in time.
4	Teachers should not make the classroom environment accessible to all students.
5	Teachers should pace and adjust instructional time to make all students engaged.
6	Teachers should not make assessment, integral to the learning process.*
7	Teachers should not create opportunities for all students work with one another.*
8	Teachers should not provide model assessment strategies for all students.*
9	Teaches should provide opportunities for all students to develop leadership skills.
00	Sufficient demonstration classes are not provided.
01	Teaches should extent cooperation for collective works in school and society.
02	Teachers should use various materials, and technologies to organize the teaching.
03	Persons from poor socio-economic background only choose teaching as a profession.

* Negative statement

Distribution of positive and negative statements has been presented in table below:

Table-2: Distribution of Positive and Negative Items

Item Type	Item No.
Positive Items	5, 6, 9, 10, 14, 15, 16, 18, 19, 21, 23, 24, 26, 27, 28, 30, 32, 33, 34, 35, 36, 37, 38, 41, 42, 43, 44, 46, 50, 52, 55, 57, 58, 60, 61, 62, 63, 64, 65, 66, 67, 68, 70, 72, 74, 75, 79, 80, 81, 82, 83, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102 & 103.
Negative Items	1, 2, 3, 4, 7, 8, 11, 12, 13, 17, 20, 22, 25, 29, 31, 39, 40, 45, 47, 48, 49, 51, 53, 54, 56, 59, 69, 71, 73, 76, 77, 78, 84, 85 & 86.
Total	103

Step II: Try-Out of the Scale

The scale consisting of 103 items was employed on a sample of 100 student teachers of colleges of education, scoring was done according to specifications given in step I.

Step III: Item Analysis

By SPSS Software Ver. 21, the total scores for the student teachers of colleges of education were arranged in a descending order. 25% of the high scores and 25% of low scores were identified and then, by doing "Pair T Test" for each of the 103 items, t-ratio was computed for the higher and the lower groups to find out discriminating power of each item. On the basis of the value of t-ratio, 13 items were rejected as they did not discriminate even at 0.05 level of confidence. The t-ratio and level of significance of the items have been placed in table following:

Table -3: Remarks and t-ratios for items of first draft of the scale of Student Teachers Attitude

I. No.	Statements	t-ratio	Remarks
	Teachers are not responsible to find out the learning disabilities of the students.	3.21*	Retained
	Usually teachers never encourage others to become a teacher.	3.50*	etained R
	Teachers need not communicate the results of assessments to parents.	2.06*	etained R
	Teachers can't care the leadership capacities of the learners.	2.94*	etained R
	Terminal examinations are not conducted on time.	.95	ejected R
	Teachers should identify pupils who need help to develop a relevant competency.	2.64*	etained R
	Teachers have nothing to do with parents in the development of the child.	.23*	etained R
	Teachers of the college conduct unit tests as a part of continuous evaluation.	.58	ejected R
	Teachers should not try to identify the special skills of the students.	.45*	etained R
0	Teachers need not discuss the problems of the child with parents.	2.51*	etained R
1	The knowledge of continuous and comprehensive evaluation methods is necessary for teachers.	.52*	etained R
2	Teachers must have an understanding about their role in universalisation of education.	.24*	etained R

3	It is not necessary to become aware of the techniques of managing the overcrowded classrooms.	.24*	etained	R
4	Sufficient opportunities are not provided for self-expression of students.	.22	ejected	R
5	It is not necessary to identify the weaknesses of students in learning.	.68*	etained	R
6	Teaching profession never provide career path.	.86*	etained	R
7	Teachers must understand students individually to provide personal attention in their learning process.	.42*	etained	R
8	Teachers must develop a wholesome teacher learner relationship.	.48*	etained	R
9	Teachers should know different types of tests of evaluation.	.18*	etained	R
0	The SUPW programmes are not effective.	95	ejected	R
1	Teachers are not obliged to organize learning situations for the students with learning disabilities.	.12*	etained	R
2	Teachers are not sincere in their duties.	.84	ejected	R
3	Teachers must make teaching innovative.	.68*	etained	R
4	Teachers must aware of the psychological principles of learning.	.62*	etained	R
5	Teachers should not differentiate between evaluation and examination.	.62*	etained	R
6	Teachers must be familiar with various types of enrichment programmes in education.	.56*	etained	R
7	Teachers should not prepare instructional modules for teaching.	.08*	etained	R
8	Teachers are responsible to organize study tours.	.84*	etained	R
9	Teachers should give individual attention to the needs of students.	.47*	etained	R
0	Teachers should not consider the difference between formative and summative evaluation.	.64*	etained	R
1	Teachers should update content area with new information.	.68*	etained	R
2	Teachers should be familiar with perform and result sheets for recording students' performance.	.20*	etained	R
3	Teachers should familiar with group dynamics techniques.	.63*	etained	R
4	The class timings are inconvenient for the student teachers.	.45	ejected	R
5	Teachers are not responsible to generate interest among students in all educational related activities.	.48*	etained	R
6	Teachers must always show a strong commitment to teaching profession.	.22*	etained	R
7	The class timings are inconvenient for the students.	85	ejected	R
8	It is not necessary to acquire mastery over various methods of teaching.	.62*	etained	R
9	Teachers have no role in developing a sense of sharing responsibility among learners for effective learning.	.62*	etained	R
0	Teachers have no role in establishing relationship between school and community.	.46*	etained	R
1	The primary duty of the teacher is developing motivation in the learner.	.68*	etained	R
	Teachers should stimulate the curiosity of students during the class.			R

2		.46*	etained	
3	Teachers should be familiar with various check lists of evaluation.	.86*	etained	R
4	Teachers must make pleasant gestures to make classroom interaction meaningful.	.68*	etained	R
5	Teachers must impose strict silence in the class.	.22*	etained	R
6	Teachers should not help students to connect existing knowledge with new.	.22*	etained	R
7	Generally teachers never follow professional ethics.	.86*	etained	R
8	Teachers should aware of the methods of preparing the lesson plans.	.24*	etained	R
9	Teachers should help students to connect classroom learning with their life experiences.	.56*	etained	R
0	The educational resources of community can be utilized for overall school improvement.	.48*	etained	R
1	Teachers should develop a positive attitude towards profession.	.22*	etained	R
2	The college time-table is imbalanced.	.84	ejected	R
3	Preparation of plans of lessons is not necessary in teaching.	.86*	etained	R
4	Teachers should diagnose the weaknesses of the students to devise remedial teaching.	.60*	etained	R
5	Teachers should not take interest in their professional development.	.12*	etained	R
6	Teachers should not provide variety learning experiences in the classroom.	.32*	etained	R
7	Teachers should not use variety of strategies in teaching learning processes.	.48*	etained	R
8	Teachers should visit institutes of excellence for professional development.	.86*	etained	R
9	Teachers are not responsible to budget time of learning process.	.60*	etained	R
0	Arrangements for the practice teaching in schools were inconvenient to the students.	.86	ejected	R
1	Teachers should choose strategies that make complex subject matter understandable to all.	.36*	etained	R
2	Teachers should not be more objective in evaluating the students.	.36*	etained	R
3	Teachers should not encourage the pupils in conducting social welfare activities in the schools.	.68*	etained	R
4	Teachers should use a variety of techniques to determine the nature of students.	.65*	etained	R
5	Use of audio visual technology will not enhance student learning.	.78*	etained	R
6	Teachers should ask questions to clarify students' thinking.	.82*	etained	R
7	Teachers should possess a scientific attitude towards the profession.	.63*	etained	R
8	Teachers should not organize school activities out side the classroom.	.68*	etained	R
9	Teaches should not use the classroom environment for independent learning.	.46*	etained	R
0	Teaches should possess all worthy qualities.	.20*	etained	R
1	Use of suitable learning materials can do nothing in a heterogeneous class.	.68*	etained	R
	Teachers should promote positive interactions between all students.			R

2		.67*	etained
3	The teachers do not complete their portions in time.	71	ejected R
4	Teachers should possess ideal conduct, and character.	.36*	etained R
5	Teachers should be able to budget the lessons in terms of unit plan.	.68*	etained R
6	Teachers should not support student autonomy during learning.	.56*	etained R
7	Teachers should actively participate in prevention of child labour.	.48*	etained R
8	Teachers should help students to manage time and materials during learning activities.	.36*	etained R
9	Standardized tests are not necessary to understand student progress.	.16*	etained R
0	Library has no sufficient books, which are related to the topics of study.	84	ejected R
1	Teaches should organize the subject matter in agreement with the course objectives.	.20*	etained R
2	Diagnostic tools are not necessary for educational evaluation.	.84*	etained R
3	Teachers should plan the lesson based on the techniques tested and found suitable.	.36*	etained R
4	Teachers should not help students to analyze content being learned.	.26*	etained R
5	Teachers should actively participate in literacy programmes.	.52*	etained R
6	Teachers should help students to draw valid conclusions on content they learned.	.21*	etained R
7	Teachers are not responsible to make students conscious about social evils.	.65*	etained R
8	Developing a daily schedule is not the responsibility of the teachers.	.02*	etained R
9	Teachers should not join with community in preventing environmental degradation.	.68*	etained R
0	Teachers should encourage students to learn from the work of their peers.	.64*	etained R
1	Teachers are responsible to develop democratic citizenship.	.54*	etained R
2	Co-curricular activities have no much importance in the total education.	.08*	etained R
3	Practical records are issued in time.	.12	ejected R
4	Teachers should not make the classroom environment accessible to all students.	.24*	etained R
5	Teachers should pace and adjust instructional time to make all students engaged.	.68*	etained R
6	Teachers should not make assessment, integral to the learning process.	.26*	etained R
7	Teachers should not create opportunities for all students work with one another.	.67*	etained R
8	Teachers should not provide model assessment strategies for all students.	.08*	etained R
9	Teaches should provide opportunities for all students to develop leadership skills.	.12*	etained R
00	Sufficient demonstration classes are not provided.	.28	ejected R
01	Teaches should extent cooperation for collective works in school and society.	.06*	etained R
	Teachers should use various materials, and technologies to organize the		R

02	teaching.	.68*	etained
03	Persons from poor socio-economic background only choose teaching as a profession.	.38*	R etained

*Significance at 0.05 level of confidence.

The final draft of the scale comprised 90 items and the distribution of positive and negative items has been in the below table.

Table-4: Distribution of positive and negative items in final draft

Type of Item	Number of Item
Positive Items	55
Negative Items	35
Total	90

Scoring Procedure

The student teachers' attitude measuring scale has 90 items, out of which 55 items are favorably worded and the remaining 35 items are unfavorably worded. An individual score is the sum of the scores of all the 90 items. The scores range from 0 to 360. Higher score indicates the favorable student teachers' attitude and the details of scoring are given in the following table.

Table-4: Scoring Procedure

Scores	Results
301 – 360	Highly Favorable
201– 300	Favorable
151 – 200	Neutral
121 -150	Unfavorable
0 – 120	Highly Unfavorable

Step IV: Validity and Reliability of the Scale

In this study, face validity and content validity of the scale was ensured through consultation with faculty members from different colleges of education, English language experts and method master from the first draft up to the last draft of the scale of student teachers' attitude.

The reliability of the scale student teachers' attitude by split-half technique (consistency) followed by the use of Spearman-Brown prophecy formula is found to be 0.604.

Step V: Norms

The percentile norms and Z-scores and T-scores have been calculated and are given in the following tables:

Table-5: The Percentile Norms of the Entire Sample

Percentiles	Scores
P 10	142
P 20	158
P 30	173
P 40	189
P 50	198
P 60	207
P 70	218
P 80	230
P 90	258

Table-6: The Z - Scores and T- Scores of the student teachers' attitude scale.

Raw Scores	Z-Scores	T-Scores
103	-3.499	15.006
108	-3.012	16.262
109	-2.967	16.564
114	-2.546	17.347
117	-2.368	18.448
122	-2.124	21.486
123	-1.986	22.683
126	-1.887	25.346
127	-1.824	26.648
129	-1.784	28.443
132	-1.696	29.742
136	-1.626	30.730
144	-1.567	34.325
146	-1.477	35.223
147	-1.432	35.672
154	-1.118	38.817
155	-1.073	39.267
156	-1.028	39.716
157	- 0.983	40.165
159	- 0.893	41.064
160	- 0.848	41.513
161	- 0.803	41.962
162	-0.768	41.314
163	- 0.713	42.861
165	- 0.624	43.760
167	- 0.534	44.658
168	- 0.489	45.107

169	- 0.444	45.557
170	- 0.399	46.006
171	- 0.309	46.455
172	- 0.309	46.904
174	- 0.219	47.803
176	-0.084	49.151
178	- 0.039	49.600
179	0.004	50.049
181	0.094	50.948
183	0.184	51.847
185	0.274	52.745
186	0.319	53.194
187	0.364	53.644
189	0.545	54.452
190	0.499	54.991
193	0.633	56.339
195	0.723	57.238
199	0.903	59.035
200	0.948	59.484
202	1.038	60.383
203	1.056	60.486
205	1.088	60.784
206	1.124	61.236
207	1.268	61.548
209	1.461	61.986
211	1.687	62.147
212	1.836	62.375
215	1.972	62.586
216	1.998	62.982

217	2.162	63.254
218	2.241	63.645
220	2.342	64.247
222	2.362	64.674
225	2.383	65.024
227	2.626	65.458
228	2.754	66.127
230	2.868	66.784
232	2.963	67.147
233	3.014	67.689
234	3.184	68.265
236	3.226	68.956
239	3.261	69.867
241	3.326	70.452
242	3.416	71.127
244	3.428	72.204
245	3.624	72.684
247	3.784	73.246
249	3.920	74.026
252	4.104	74.678
254	4.146	75.124
258	4.245	76.482
261	4.268	76.968
263	4.375	77.462
264	4.381	77.876
267	4.561	78.245

Conclusion

The goals of this research were to develop a tool that would yield data to facilitate a better understanding of how student teachers' attitude are or how they respond in teacher education institution and to conduct initial examinations to establish the validity of scores obtained from the tool. The scale of student teachers' attitude was developed and its scores validated through the study. The results provide evidence this scale would be a contribution to the field of teacher education and it may be useful for educational researchers.

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