

## Construction and Standardization of Teaching Style Scale of School teachers

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### ABSTRACT

The present purpose of study Teaching Style scale has been constructed and standardized for the school teachers.To measure the Teaching style scale of the School teachers , the investigator adopted standardized Teaching style scale developed by Sapna Sharma and Divya Saran (1971). To ensure the suitability, the tool was re-constructed and standardized by the investigator and research supervisor. This scale consists of Sixty statements. This scale consists of Sixty statements, items under the five dimensions of Expert, Formal Authority, Demonstration, Facilitator and Delegator. The Normative survey method. The assessment of reliability of the survey was performed using test- retest methodology used for this study. The sample consists of 100 schoolteachers randomly selected from the kanchipuram district. The final form of the Teaching Style scale consists twenty six statements. The investigator believes that the 26 statements scale are meaningful and reflect the teaching style scale towards school teachers.The researcher concluded that because of the mismatched/ not aligned of the teaching styles to the learning styles, the teachers must prepare variety of teaching styles and the students must develop and utilize their learning styles that will allow effective accommodation and adaptation with the classroom and program requirements.

**KEY WORDS:**Teaching Style, school teachers. dimension challenges.

### INTRODUCTION

The teachers also vary greatly in their knowledge and skills before they enter preparation. Some come steeped in their content area, but unfamiliar with children, curriculum, and schools. Others, while knowledgeable about child development, are ignorant about particular areas of content or instruction or classroom management. Teachers have a significant part to play in the lives of their students inside the classrooms. Their job is not just to teach, but their teaching style is a reflection of the actions and environment they set in the classrooms. The students' success does not depend solely on the grades being achieved, but how the grades were achieved-whether students took interest or it was learnt just for the sake of it. Hence, the psychological sense of being with others in a comfortable environment is equally vital in the classroom. Teaching styles are significant environmental and social factors in satisfying the need of belongingness in classroom, which consequently influences motivation and performance (Gillet, Vallerand, Amoura, & Baldes, 2010). Skinner and Belmont (1993) found that a child's perceptions of teachers' involvement can predict the successive engagement in class to a point that when children experience teachers as warm and affectionate, children feel happier and more enthusiastic in classes. Furthermore, relatedness with teachers positively can predict students' self-reported motivation in schools even after taking into account their control beliefs and prior motivation (Wentzel & Caldwell, 1997).

#### **Rationale for constructing the scale**

There are several research instruments available to measure the Teaching Style scale towards schoolteachers. But, no specific scale is available to measure the Teaching Style towards schoolteachers. Hence, there is a need to re-construct and validate a scale to measure the Teaching Style towards schoolteachers.

#### **Item pooling**

At the beginning, the investigator referred many books, journals, websites and frequent discussion with the principals, teachers and experts in the field of education and psychology. Based on these, the investigator framed a draft scale consisting of 60 statements. For the purpose of scoring, numerical values were assigned to each of five categories of responses, i.e., '5' for strongly agree, '4' for agree, '3' for neutral, '2' for disagree and '1' for strongly disagree.

### Pilot study

A pilot study was conducted on a random sample of 100 school teachers working in five schools located in Kanchipuram District of Tamil Nadu state. While administering the scale, the purpose of the study was explained to the students and sufficient time was given to them and they were assured that their responses would be kept confidential and it will be used only for the research purpose.

### Item Selection

The pilot scale consists of 60 statements. The maximum score for each statement is 5 and minimum score is 1. In this way one can get a maximum score of 300, and a minimum score of 60. For the purpose of determining the degree to which each item is effective in discriminating high and low an item analysis of the data obtained from the above sample has been undertaken by two extreme of higher and lower groups. All the 60 responses of 100 subjects were scored and total scores were arranged in an order from highest to lowest. The assessment of reliability of the survey was performed using test retest methodology used for this study of the total responses were taken into consideration for measuring significance of difference of means to know the item validity followed by scoring, the responses were subjected to critical ratio analysis of 'test re-test' value.

### Teaching Style Scale (TSS)

To measure the Teaching style scale of the School teachers, the investigator adopted standardized Teaching style scale developed by Sapna Sharma and Divya Saran (1971). To ensure the suitability, the tool was restandardized by the investigator and research supervisor.

**Table:1**  
**Details of Dimensions and Items of Teaching Style Scale**

S.No	Areas	Nature of Items	No. of Items	Total No. of Items	Total
1.	Expert	Positive	1,2,3,4,5,6,7,9,10,13,15	11	15
		Negative	8,11,12,14	04	
2.	Formal Authority	Positive	16,17,18,19,20,21,25,26,30	09	15
		Negative	22,23,24,27,28,29	06	
3.	Demonstration	Positive	31,32,33,36,37,38,40	07	10
		Negative	34,35,39	03	
4.	Facilitator	Positive	43,44,45,46,47,48,49,50	08	10
		Negative	41,42	02	
5.	Delegator	Positive	52,53,54,55,56,57,58,59,60	9	10
		Negative	51	01	
<b>Positive Items</b>	<b>44</b>	<b>Negative Items=16</b>	<b>Total Number of Items</b>		<b>60</b>

### Scoring Procedure:

Each of the items in this scale was responded on a five point scale. The options were Strongly agree-5, Agree-4, Neutral-3, Disagree-2 and strongly disagree-1. In the present study, only such of those items having the satisfied level of test re-test value were selected. It may be remembered that the scale used in the pilot study has 60 statements in total out of these 60 statements, only 26 statements were selected and are presented in Table 2. These 26 statements were taken for the final form of the Teaching Style Scale. The maximum score is 130 and minimum score is 26.

**Item Analysis :**

**Table:2**  
**Item Vs Total Correlation of Teaching Style Scale**

<b>S.No</b>	<b>Correlation coefficient</b>	<b>Item selected/Not selected</b>
<b>1.</b>	<b>0.534</b>	<b>Selected</b>
<b>2*</b>	<b>0..199*</b>	<b>Not Selected</b>
<b>3*</b>	<b>0.170*</b>	<b>Not Selected</b>
<b>4*</b>	<b>0.180*</b>	<b>Not selected</b>
<b>5.*</b>	<b>0.198*</b>	<b>Not selected</b>
<b>6.</b>	<b>0.576</b>	<b>Selected</b>
<b>7.*</b>	<b>0.192*</b>	<b>Not selected</b>
<b>8.</b>	<b>0.527</b>	<b>Selected</b>
<b>9.*</b>	<b>0.165*</b>	<b>Not Selected</b>
<b>10.*</b>	<b>0.164*</b>	<b>Not Selected</b>
<b>11.*</b>	<b>0.192*</b>	<b>Not selected</b>
<b>12*</b>	<b>0.178*</b>	<b>Not selected</b>
<b>13</b>	<b>0.601</b>	<b>Selected</b>
<b>14.</b>	<b>0.594</b>	<b>Selected</b>
<b>15.*</b>	<b>0.162*</b>	<b>Not selected</b>
<b>16.*</b>	<b>0.110*</b>	<b>Not Selected</b>
<b>17.*</b>	<b>0.185*</b>	<b>Not selected</b>
<b>18.*</b>	<b>0.189*</b>	<b>Not Selected</b>
<b>19.*</b>	<b>0.160*</b>	<b>Not Selected</b>
<b>20.</b>	<b>0.607</b>	<b>Selected</b>
<b>21.</b>	<b>0.594</b>	<b>Selected</b>
<b>22.</b>	<b>0.626</b>	<b>Selected</b>
<b>23.</b>	<b>0.527</b>	<b>Selected</b>
<b>24.*</b>	<b>0.106*</b>	<b>Not selected</b>
<b>25.*</b>	<b>0.164*</b>	<b>Not Selected</b>
<b>26.*</b>	<b>0.166*</b>	<b>Not selected</b>
<b>27.*</b>	<b>0.123*</b>	<b>Not selected</b>
<b>28.*</b>	<b>0.167*</b>	<b>Not selected</b>
<b>29.*</b>	<b>0.143*</b>	<b>Not selected</b>
<b>30.</b>	<b>0.688</b>	<b>Selected</b>

31.	0.642	Selected
32.*	0.123*	Not selected
33.	0.522	Selected
34.	0.529	Selected
35.*	0.182*	Not selected
36.*	0.126*	Not Selected
37.	0.584	Selected
38.	0.801	Selected
39.*	0.174*	Not Selected
40.	0.505	Selected
41.*	0.146*	Not selected
42.	0.643	Selected
43*	0.152*	Not Selected
44*	0.132*	Not Selected
45.	0.522	Selected
46.	0.560	Selected
47.*	0.132*	Not Selected
48.*	0.142*	Not selected
49.*	0.154*	Not Selected
50.	0.594	Selected
51.	0.678	Selected
52.	0.698	Selected
53.*	0.689	Selected
54.*	0.138*	Not selected
55.	0.142*	Not Selected
56.	0.576	Selected
57.	0.666	Selected
58.*	0.132*	Not Selected
59.	0.158*	Not selected
60.	0.522	Selected

Table value =0.200

The items marks marks with \* are deleted

The correlation Co-efficient was obtained to be 0.724 . The validity of the scale is equal to the square root of reliability is 0.85

#### **Reliability**

Reliability refers to the accuracy of measurement by the test. Testing for reliability is important

as it refers to the consistency across the parts of a measuring instrument (Huck,2007).In this study, co-efficient of internal consistency has been found to be 0.724 by the re-test method and followed by the use of Spear's Man-Brown Formula. The intrinsic validity was established by calculating the square root of reliability co-efficient i.e.  $0.72 = 0.85$ . The calculated co-efficient indicates that the constructed scale possess the reliability at significant level.

### **Validity**

Validity is defined as the extent to which an instrument measured what it claimed to measure (Donald Ary, et al,2010).Validity explains how well the collected data covers the actual area of investigation (Ghauri and Gronhaug, 2005). Validity means the measure what is intended to be measured (field, 2005). Face validity refers to researchers' subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be relevant, reasonable, unambiguous and clear (Oluwatayo,2012). The Teaching style scale was given to 10 experts in order to ascertain its face validity. All the experts opined that the statements in the scale are relevant. Therefore, the scale has face validity.

### **Conclusion**

The final form of the Teaching Style scale consists 26 statements. The investigator believes that the twenty six statements scale are meaningful and reflect the Teaching Style towards school teachers.

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