



# A TOOL CONSTRUCTION AND STANDARDIZATION OF CLASS ROOM TEACHING COMPETENCY FOR SECONDARY SCHOOL TEACHER

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**Abstract:** In the present study, class room competency scale has been constructed and standardized of the secondary school teachers This scale consists of 65 statements. The purposive technique was used for this study. The sample used by the developer of the scale was a BEd trained teacher working in a school in Madhya Pradesh.130 gave their feedback.

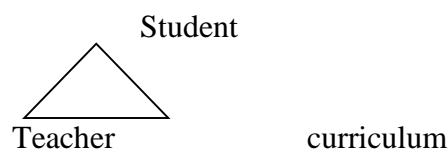
**Index Terms** – competency

## I. INTRODUCTION

Education is most power full tool to improve a quality of nation and give to support to stand between developed countries. We know country or nation said to be well develop if the education system was established and well qualitative. Nation should be progressive if the education gives qualitative product to society and world. When we talk about history of India we remember it was GOLD'S BIRD if when we said about the phrase GOLD'S BIRD in education is also proved because the very well-known university Nlanda, Takshshila , and different Gurukul were popular their dignity and their education. Indian education system was popular for their qualitative education system it show that our culture. When we study about your culture show you have to seen their higher moral and ethical value like RAM RAJYA, and GITTA sandesh were the most powerful epic to show rich culture in Indian education system and their moral values. The great leader Gandhi, Lokmanay, Neharuji, Vivakanand, and Ravendranaath Tagore, Arvindo were they well educated in western education but the believe in the quality of education of Indian education which is based on our higher ethics. Without Indian education we could not be free. Because its believe on Indian education system AHINSA PARAMO DHARMA, and SATAYAGRAH Gandhi had given present to an India as freedom. So we cannot say its power of one person or some leaders it is the power of education which they have got from their parents and the system. But after freedom the education system were fall down because it's totally based

on western culture like makale, hunter, and woods. So this system destroyed our heritage and education system & qualitative were low. Then lots of committee was establishing after independent and they were doing the work for education. University committee, secondary education, education commission and they have given valuable advisees and the advisees used by the Indian government but because population growth and the modernity we are lack behind but government do their work to start Abhiyan, Yojonay to enhance the quality of education.

“According to Manoj Jhalani Commissionor Rajya shiksha Kendra Bhopal –Quality education depends on structure planning, clear long- and short-term education and the commitment of teachers”. When we say about structure planning first, we remember/ think the curriculum because the education is tri polar presses according to duwy-



Without qualitative curriculum we can't imagine quality education. So, when we talk about the structure planning, we must be aware of quality of curriculum and how they implement. Curriculum depend of duration of term its long term or short term because in that period its responsibility of education system to give qualitative product to the nation so that kind of planning we should remember and which type of curriculum are structured and the last but most important point of teacher commitment its most crucial on those days. Committed teacher is depends on the how to they get proper teacher education. Basically, teacher's commitments depend on two factor 1. Teacher's innate qualities, 2. Teacher's competence.

When we talk about Teachers innate qualities, which is depend on birth, other words we can say its aptitude towards teacher profession. If aptitude it's strong its attitude always positive towards profession. Now the question arise once again quality and competence two different aspect or same teacher quality depend wary person to person, we always say about the it's depended on aptitude towards profession. But when we talk about teacher competence, we can be developed by using teacher training because it's not possible everyone is born teacher so we need some kind of special training so teaching competency we can enhance to special kind of teachers training.

### **Definition of teaching competency**

According to Ahmad (2016)- Teaching competency is the function a set of variables such as intelligence, socio-economic status, gender differences, personality characteristics social acceptance, academic performance, self-control, empathy, sociability, teaching aptitude, emotional intelligence and adjustment etc.

### **Teaching competencies scale Available in education**

**B. K. Passi and M. S. Lalitha. General Teaching Competence Scale (GTCS–PBLM) Hindi/English.** (There are 21 items related to 21 teaching skill. They are related to five major aspect of classroom teaching namely — I. Planning, II. Presentation, III. Closing, IV. Evaluation and V. Managerial. It was standardized on secondary school teachers.)

**General Teaching competence Scale is a classroom observation schedule** which has been constructed by Passi & Lalitha. There are 21 items related to 21 teaching skills which encompass the entire teaching- learning process in the classroom. It is a 7-Point rating scale measuring the use of the skill by the teacher in the classroom corresponding to each item ranging from '1' for "Not at all" to '7' for "Very Much". The sum of the ratings against all 21 items constitutes the score on General Teaching competence (GTC score) of the teacher being observed. The maximum score possible is 147 and the minimum is 21. This scale has been used for doctoral research and the reported inter-observer reliability coefficients range from 0.85 to 0.91. (

**The multicultural teaching competency scale development and initial validation.** developed by SPANIERMAN ET.AL. According to spanierman and their researcher team, the three dimensions of multicultural teaching competency: awareness, knowledge, skills. Teaching awareness as consisting of three dynamic and continuous processes reflecting teachers' awareness of a) self and other as culture beings) their attitudes and biases, and c) the need to create culturally sensitive learning environments for all students. Teaching knowledge as denoting teachers' knowledge of culturally responsive pedagogy and instructional strategies related to diverse population, major socio historical and current sociopolitical realities, and cultural dynamics (e.g. ethnic identity, gender socialization etc.) that may affect between and within –group differences. We defined multicultural teaching skills as teachers' ability to a) actively select, develop, implementation, and evaluate strategies that facilitate the academic achievement and personal development of all students. B) Select and implementation culturally sensitive behavioral management strategies and interventions and c) participate in ongoing review and evaluation of school policies procedures, and practices with regard to cultural responsiveness.

Few competencies scale

1. Teaching competency evaluation form.
2. International Baccalaureate School Research Project Department of Educational Administration Faculty of Education & Psychology the M.S. University of Baroda Vadodara.
3. OECD Teaching and Learning International Survey (TALIS) Teacher Questionnaire.

## II RATIONALE

Most of the scales fulfill the criteria of teaching competency but it's too lengthy and not fulfill the requirement of teaching competency of Inservice teaching competency. So the demand of present research is prescribe form of teaching competency, Researcher's main motive is only to check their competency after any in-service educational teacher training and second Reasons all 5 Competency scales in English language and the area covered by researcher is malwa. It's pure Hindi language region so it's most difficult to use teaching competency scale in English language.

The requirement of present research to assess teaching competency in following point:

1. Teaching aptitude after any in-service teacher training
2. Professional development 1. Self-assessment. 2. Curriculum knowledge 3. Awareness of technology.
3. Class room behavior

## 4. Class room environment.

**III OBJECTIVES OF THE STUDY**

The objective of the present investigation to develop a tool to measure the class room competency of secondary school students As there is no suitable tool available for the purpose the investigator has constructed and validated one in order to realize her objectives

**IV TOOL DESCRIPTION**

Classroom scale has been created with the objective of knowing the changes in classroom teaching after in-service training/vocational training. After in-service training / vocational training, it has been created for the purpose of knowing whether teachers are satisfied or dissatisfied with their classroom teaching. • The initial draft of the rating scale (5 point), to see the effect of in-service teacher training provided by RMSA. Initially there were 154 Statements/items. After meeting with experts several times the initial draft was revised and the final draft of the rating scale (5 point) for teachers was prepared which consisted of 65 statements/items. The statements were based on different aspects of the teaching competency (Class discipline, Teaching Learning content, Reinforcement in class, presentation, and technology) etc. All the 65 statements were positive in nature. The following table shows the description of Teaching Competency Scale:

**Table 1: Teaching Competency Scale**

Aspect no	Aspect name	No of questions	Positive items	Negative items
1	Previous Knowledge of the Students	02	02	0
2	Presentation in the classroom	03	03	0
3	Presentation of the Topic in the Class	04	04	0
4	Use of A-V aids in the classroom	06	06	0
5	Satisfying the students Curiosity in the classroom	04	04	0
6	Class Discipline	05	05	0
7	Classroom Evaluation Process	04	04	0
8	Developing Consciousness towards the attentiveness of Teachers and Students	03	03	0
9	Status of subject knowledge in the class	04	04	0
10	Inclusion of useful examples related to daily life in lesson presentation	06	06	0
11	Homework and Class work	07	07	0
12	Reinforcement status in the classroom	05	05	0
13	Special efforts in class for Special Child	07	07	0

14	Class work Observation Process	03	03	0
15	Special Efforts to get students to solve the problems in the classroom	02	02	0
	Total	65	65	0

## V SAMPLING

The sample used by the developer of the scale was a BEd trained teacher working in a school in Madhya Pradesh. 125 gave their feedback

**Table 2**

Qualification			Gender			Age-Group		
PG +BED	G+BED	Other	FEMALE	MALE	Not answered	21-30	31-40	41-50
85	39	06	107	20	03	53	59	18

## VI SCORING

Scoring of the tool as given

**Table 3**

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
5	4	3	2	1

## VII Result as following

- **Overall result**

**Table 4**

Aspect no	Aspect name	No of questions	Score	Percentage
1	Previous Knowledge of the Students	02	1109	85.30
2	Presentation in the classroom	03	1637	83.94
3	Presentation of the Topic in the Class	04	2169	83.42
4	Use of A-V aids in the classroom	06	3547	90.94
5	Satisfying the students Curiosity in the classroom	04	2087	80.26
6	Class Discipline	05	2485	76.47

7	Classroom Evaluation Process	04	2062	79.30
8	Developing Consciousness towards the attentiveness of Teachers and Students	03	1574	80.71
9	Status of subject knowledge in the class	04	2123	81.65
10	Inclusion of useful examples related to daily life in lesson presentation	06	3151	80.79
11	Homework and Class work	07	3623	79.69
12	Reinforcement status in the classroom	05	2607	80.21
13	Special efforts in class for Special Child	07	3669	80.63
14	Class work Observation Process	03	1571	80.56
15	Special Efforts to get students to solve the problems in the classroom	02	1077	82.84
	<b>Total</b>	<b>65</b>	<b>34491</b>	<b>81.63</b>

- Qualification wise**

Table 5

Aspect no	Aspect name	No of questions	Scores Graduate	Percentage	Score PG	Percentage
1	Previous Knowledge of the Students	02	338	86.6	730	85.88
2	Presentation in the classroom	03	462	78.97	1106	86.74
3	Presentation of the Topic in the Class	04	626	80.25	1460	85.88
4	Use of A-V aids in the classroom	06	930	79.48	2115	82.95
5	Satisfying the students Curiosity in the classroom	04	572	73.3	1370	80.58
6	Class Discipline	05	697	71.48	1641	77.22
7	Classroom Evaluation Process	04	607	77.82	1367	80.41
8	Developing Consciousness towards the attentiveness of Teachers and Students	03	461	78.80	1031	80.86

9	Status of subject knowledge in the class	04	607	77.82	1423	83.70
10	Inclusion of useful examples related to daily life in lesson presentation	06	912	77.94	2113	82.86
11	Homework and Class work	07	1058	77.50	2415	81.17
12	Reinforcement status in the classroom	05	767	78.66	1734	81.6
13	Special efforts in class for Special Child	07	1063	77.87	2446	82.21
14	Class work Observation Process	03	459	78.46	1045	81.96
15	Special Efforts to get students to solve the problems in the classroom	02	313	80.25	719	84.58
	<b>Total</b>	<b>65</b>	<b>9872</b>	<b>77.88</b>	<b>22715</b>	<b>82.22</b>

- **Gender wise**

Table 6

Aspect no	Aspect name	No of questions	Scores		Percentage	Score	Percentage
			Male	Female			
1	Previous Knowledge of the Students	02	167	926	83.5	926	86.5
2	Presentation in the classroom	03	243	1368	81.	1368	85.2
3	Presentation of the Topic in the Class	04	336	1798	84	1798	84.01
4	Use of A-V aids in the classroom	06	500	2996	83.3	2996	93.3
5	Satisfying the students Curiosity in the classroom	04	310	1744	77.5	1744	81.4
6	Class Discipline	05	375	2071	75	2071	77.4

7	Classroom Evaluation Process	04	307	76.75	1721	80.7
8	Developing Consciousness towards the attentiveness of Teachers and Students	03	229	76.3	1319	82.1
9	Status of subject knowledge in the class	04	302	75.5	1786	83.4
10	Inclusion of useful examples related to daily life in lesson presentation	06	430	71.6	2672	83.2
11	Homework and Class work	07	519	74.1	3041	81.2
12	Reinforcement status in the classroom	05	379	75.6	2184	81.6
13	Special efforts in class for Special Child	07	527	75.2	3084	82.1
14	Class work Observation Process	03	232	77.3	1314	81.8
15	Special Efforts to get students to solve the problems in the classroom	02	158	79	902	84,2
	<b>Total</b>	<b>65</b>	<b>5014</b>	<b>77.13</b>	<b>28926</b>	<b>82.64</b>

- Age wise

Table 7

Aspect no	Aspect name	No of questions	Scores 21-30	Percent age	Score 31-40	Percent age	Score 41-50	Percentage
1	Previous Knowledge of the Students	02	464	87.5	506	85.7	147	81.66
2	Presentation in the classroom	03	671	84.4	742	83.8	239	88.5
3	Presentation of the Topic in the Class	04	891	84.05	999	84.6	296	82.22



4	Use of A-V aids in the classroom	06	1284	80.7	1461	82.5	448	82.96
5	Satisfying the students Curiosity in the classroom	04	837	78.9	925	78.3	295	81.9
6	Class Discipline	05	1018	76.8	1133	76.8	348	77.33
7	Classroom Evaluation Process	04	841	79.3	943	79.91	304	84.44
8	Developing Consciousness towards the attentiveness of Teachers and Students	03	631	79.3	730	82.4	217	80.3
9	Status of subject knowledge in the class	04	849	80.09	974	82.5	301	83.6
10	Inclusion of useful examples related to daily life in lesson presentation	06	1294	81.3	1440	81.4	457	83.5
11	Homework and Class work	07	1515	81.6	1651	79.9	521	82.6
12	Reinforcement status in the classroom	05	1076	81.2	1181	80.06	387	86
13	Special efforts in class for Special Child	07	1497	80.7	1671	80.9	526	83.4
14	Class work Observation Process	03	625	78.6	729	82.3	229	84.1

15	Special Efforts to get students to solve the problems in the classroom	02	434	81.8	499	84.5	153	85
	<b>Total</b>	<b>65</b>	<b>13927</b>	<b>80.85</b>	<b>15584</b>	<b>81.27</b>	<b>4868</b>	<b>83.21</b>

## VII INTERPRETATION

Table 8

<u>Sr no</u>	<u>Overall result</u>	<u>graduate</u>	<u>Post graduate</u>	<u>Male</u>	<u>Female</u>	<u>21-30</u>	<u>31-40</u>	<u>41-40</u>
<u>1</u>	81.63	78.88	82.22	77.13	82.64	80.85	81.27	83.21

Its clear that the percentage of the overall and all the categories are very high and all the statement is positive so result is showing appropriateness of the tool.

## IX RELIABILITY

Reliability derived from the spill half method and Cronbach's Alpha by SPSS

Table 9

Reliability statistics			
Cronbach' Alpha		No of items	
0.956		65	
Cronbach' Alpha	Part 1	Value	0.897
		No of items	33
	Part 2	Value	0.941
		No of items	32
	Total N of items		65
Correlation Between Forms			0.823
Spearman-Brown Coefficient	Equal length		0.903
	Unequal length		0.903
Guttman split - half coefficient			0.899

aThe items are: Q1,Q2,Q3,Q4,Q5,Q6,Q7,Q8,Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21, Q22, Q23, Q24, Q25, Q26, Q27, Q28, Q29, Q30, Q31, Q32, Q33	b. The items are: Q33, Q34, Q35, Q36, Q37, Q38, Q39, Q40, Q41, Q42, Q43, Q44, Q45, Q46, Q47, Q48, Q49, Q50, Q51, Q52, Q53, Q54, Q55, Q56, Q57, Q58, Q59, Q60, Q61, Q62, Q63, Q64, Q65.
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In order to establish the reliability of class room competency, the split – Half method was used. The reliability of class room competency was found to be 0.956. Hence, class room competency was considered as reliable.

## X VALIDITY

The validity of each question has been ascertained by SPSS.

**Table 10**

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
<b>Total</b>	<b>Pearson Correlation</b>	<b>.391**</b>	<b>.471**</b>	<b>.346**</b>	<b>.460**</b>	<b>.513**</b>	<b>.529**</b>	<b>.446**</b>	<b>.443**</b>	<b>.610**</b>	<b>.624**</b>
	<b>Sig. (2-tailed)</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>
	<b>N</b>	<b>123</b>	<b>124</b>	<b>122</b>	<b>124</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>122</b>	<b>123</b>	<b>122</b>
		Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
<b>Total</b>	<b>Pearson Correlation</b>	<b>0.035</b>	<b>-0.050</b>	<b>.422**</b>	<b>.292**</b>	<b>.525**</b>	<b>.263**</b>	<b>.521**</b>	<b>.552**</b>	<b>.633**</b>	<b>.583**</b>
	<b>Sig. (2-tailed)</b>	<b>0.703</b>	<b>0.586</b>	<b>0.000</b>	<b>0.001</b>	<b>0.000</b>	<b>0.003</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>
	<b>N</b>	<b>123</b>	<b>122</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>122</b>
		Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
<b>Total</b>	<b>Pearson Correlation</b>	<b>0.092</b>	<b>.457**</b>	<b>.353**</b>	<b>.431**</b>	<b>.554**</b>	<b>.558**</b>	<b>.448**</b>	<b>.624**</b>	<b>.539**</b>	<b>.544**</b>
	<b>Sig. (2-tailed)</b>	<b>0.313</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>
	<b>N</b>	<b>123</b>	<b>122</b>	<b>124</b>	<b>124</b>	<b>123</b>	<b>123</b>	<b>123</b>	<b>124</b>	<b>124</b>	<b>124</b>
		Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40
<b>Total</b>	<b>Pearson Correlation</b>	<b>.616**</b>	<b>.522**</b>	<b>.423**</b>	<b>.544**</b>	<b>.627**</b>	<b>.444**</b>	<b>.528**</b>	<b>.593**</b>	<b>.478**</b>	<b>.623**</b>
	<b>Sig. (2-tailed)</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>

	N	123	122	124	124	122	122	123	124	124	123
		Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50
<b>Total</b>	<b>Pearson Correlation</b>	<b>.613**</b>	<b>.475**</b>	<b>.619**</b>	<b>.601**</b>	<b>.629**</b>	<b>.297**</b>	<b>.589**</b>	<b>.298**</b>	<b>.542**</b>	<b>.515**</b>
	<b>Sig. (2-tailed)</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.001</b>	<b>0.000</b>	<b>0.001</b>	<b>0.000</b>	<b>0.000</b>
	N	124	124	124	123	124	124	124	123	123	124
		Q51	Q52	Q53	Q54	Q55	Q56	Q57	Q58	Q59	Q60
<b>Total</b>	<b>Pearson Correlation</b>	<b>.628**</b>	<b>.430**</b>	<b>.528**</b>	<b>.602**</b>	<b>.613**</b>	<b>.529**</b>	<b>.519**</b>	<b>.559**</b>	<b>.460**</b>	<b>.479**</b>
	<b>Sig. (2-tailed)</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>
	N	123	124	123	123	124	123	124	123	124	122
		Q61	Q62	Q63	Q64	Q65					
<b>Total</b>	<b>Pearson Correlation</b>	<b>.537**</b>	<b>.590**</b>	<b>.660**</b>	<b>.521**</b>	<b>1</b>					
	<b>Sig. (2-tailed)</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>						
	N	123	123	124	123	125					

Each question on this scale has a significance level less than 0.05, with a Pearson Table value of 0.05 (.19) at the level being the higher of all questions. Hence the scale is valid.

## XI CONCLUSION

The investigator is hopeful that this classroom teaching competency would be helpful to measure the level of competency of Inservice school students Hence, this tool will be very useful for the investigator to measure to what extent the level of class room competency scale of Inservice secondary teachers and it may be utilized and extended in the same for the future researchers.

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