

Construction of a Five-Point Likert Scale to Measure the Perception of D.El.Ed. Pupil Teachers About Internship Programme

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Abstract:

Teaching is a continuous process involving the teaching competency of the teacher and the classroom interaction between the teacher and the pupils. Teaching competency leads the pupil teachers to the path of success in the primary school teaching profession. It also leads them to go forward to fulfill their objectives in a proper way for the all-round development. In the present study, five points Likert scale has been developed and standardized for the D.El.Ed. pupil teachers. This scale consists of 56 statements. The simple random sample technique was used for current study. The sample consists of 1170 D.El.Ed. pupil teachers randomly selected from Birbhum, Dakshin Dinajpur and Malda Districts in West Bengal. The “Cronbach’s Alpha” technique was used to regulate the tool and finally out of 56 statements, 51 statements were retained in the final study. The content validity was found out with the help of the six field experts of different reputed universities. The investigators are hopeful that this scale would be much helpful to measure the level of teaching competency of D.El.Ed. pupil teachers of pre and post internship stages. Hence, the constructed teaching competency scale will be very useful for the researcher to measure the effectiveness of teaching skills of D.El.Ed.pupil teachers in their future primary or upper primary school teaching profession. Teacher educators should receive regular in-service teacher education which will allow them to develop themselves as an effective teacher.

Keywords: Teaching Competency, D.El.Ed. Pupil Teachers and Internship programme.

INTRODUCTION:

The quality of primary and upper primary teacher education has been significantly important in recent years. This plays a key role for the professionals who teach in this modern society with ethnically capable, clever, pioneering, resourceful problem-solvers, skilled and critical philosophers. Hence, these skills of the professional teachers help the learners to team up with good decisions, manage their time effectively, respond to one another and decide the right communication strategy at the right time.

Restructuring the teaching profession has been a main public discussion by creating a new change in the educational system. The different reorganization activities which took place in the teacher education system have made it difficult to get standardization in teacher education which will enhance the basic teaching competencies.

Therefore, teachers have a meticulous effort in the classroom and outside as well as frequent interaction with parents and society. For this reason teachers need to be well educated and competent to perform their professions. If teachers acquire teaching competencies with commitment and are enabled to

perform their multiple tasks in the classroom as well as in the community in a genuine professional manner, then high quality learning increases as a result in cognitive, affective and psychomotor areas of human development which will augment the teaching performance through more effectiveness. Thus, teaching competency is an essential factor in solving most educational problems.

Thereby, on understanding the needs of new requirements a teaching competency scale was implemented for the D.El.Ed. pupil teachers in West Bengal during school internship stage.

Definition of important Keywords/ Variables:

1. **Teaching Competency:** Teaching competencies include the acquisition and demonstration of the composite skills required for pupil teaching like establishing a lesson, fluency in questioning, probing questions, amplification, rapidity of lesson, strengthening, sympathetic child psychology, recognizing performances, classroom supervision and generous assignments. Competency development is a continuous process in the teacher education institution.
2. **D.El.Ed. Pupil Teachers:** Pupil teachers refer to those who take teacher education from D.El.Ed. teacher education institute for primary or upper primary teaching jobs .
3. **Internship programme:** It means pupil teachers undergo some responsibilities and learn firsthand experiences in primary schools. Pupil teachers also participate in all the activities of the school and college.

Objective:

- To construct a five-point Likert type scale to measure the perception of D.El.Ed. Pupil teachers about school Internship programme.

Methodology:

- **Research Design:** Descriptive research design is implemented to carry out the research.
- **Variable: Teaching Competency** of pupil teachers during internship programme.
- **Population:** All pupil teachers of D.El.Ed course at three districts in West Bengal.
- **Sample area:** The study area comprises Birbhum, Dakshin Dinajpur, and Malda Districts in West Bengal. These are follows

Birbhum

1. ACC Jain College of Education
2. Arkadyuti College of Education
3. Helal Teachers' Training College
4. Kaleshwar Academy

Dakshin Dinajpur

1. Aminpur College of Education
2. ANP Teachers Teachers Training B.Ed. College
3. Atreyee College of Education
4. Rabindra bhawan Teacher Training Institute

Malda

1. Chanchal Teachers Training College
2. Charaktala D.Ed. College
3. East Malda B.Ed. College
4. Gazole College of Education

- **Sample Size:** No. **1170** pupil-teachers of the session 2021- 2023.
- **Sampling Technique:** Cronbach’s Alpha.
- **Construction of Tool:Teaching Competency Scale** consists of 56 items with five point scales, such as always, often, sometimes, occasionally and never. The statement of the scale consists of factors related to, interest in the profession, classroom behavior, attitude towards Pupils of school and instructional strategy. The tool was validated with the help of 1170 D.El.Ed. Pupil teachers. Each statement has been scored as 5 for always, 4 for often, 3 for sometimes, 2 for occasionally and 1 for never for all the favorable statements. The total scores secured from the sample were calculated by using Cronbach’s alpha method to identify the reliability of the tool. The statements which have a value above 0.3 level were selected for the final study. Thus, out of 56 statements, 51 statements were selected for the final study.
- **Pilot Study:** After taking permission from the Head of the administration of D.El.Ed. Teacher Education colleges, the data are collected through the use of the tool. The developed questionnaires were tried out in 1170 D.El.Ed. Pupil Teachers .The teaching competency scale of 56 statements intended for the pilot study was administered to the sample of 1170 D.El.Ed.pupil teachers are studying in the four Districts.Then,their responses have been scored carefully and the marks secured by all of them have been arranged in the descending order from the highest score to lowest score. Then, they were subjected to the statement analysis.

The final studies of the teaching competency scale of D.El.Ed. Pupil teachers of the pilot study show the selected statements by using Cronbach’s alpha are given in Table 1.

Table 1. Statement Analysis for Teaching Competency Scale of D.El. Ed.Pupil Teachers and Selection of Statements for Final Study

Sl. No.	Statement No.	Item Total Cronbach’s Alpha Correlation	Selected / Not Selected
1.	1	0.457	Selected
2.	2	0.312	Selected
3.	3	0.491	Selected
4.	4	0.254	Not Selected
5.	5	0.361	Selected
6.	6	0.409	Selected
7.	7	0.374	Selected
8.	8	0.306	Selected
9.	9	0.375	Selected
10.	10	0.294	Not Selected
11.	11	0.354	Selected
12.	12	0.379	Selected
13.	13	0.376	Selected

14.	14	0.391	Selected
15.	15	0.269	Not Selected
16.	16	0.466	Selected
17.	17	0.338	Selected
18.	18	0.425	Selected
19.	19	0.509	Selected
20.	20	0.444	Selected
21.	21	0.445	Selected
22.	22	0.377	Selected
23.	23	0.496	Selected
24.	24	0.585	Selected
25.	25	0.459	Selected
26.	26	0.484	Selected
27.	27	0.323	Selected
28.	28	0.418	Selected
29.	29	0.439	Selected
30.	30	0.350	Selected
31.	31	0.457	Selected
32.	32	0.462	Selected
33.	33	0.264	Not Selected
34.	34	0.585	Selected
35.	35	0.448	Selected
36.	36	0.458	Selected
37.	37	0.396	Selected
38.	38	0.401	Selected
39.	39	0.508	Selected
40.	40	0.418	Selected
41.	41	0.381	Selected
42.	42	0.387	Selected
43.	43	0.410	Selected
44.	44	0.316	Selected
45.	45	0.337	Selected
46.	46	0.541	Selected
47.	47	0.518	Selected
48.	48	0.582	Selected
49.	49	0.552	Selected
50.	50	0.519	Selected
51.	51	0.451	Selected
52.	52	0.387	Selected
53.	53	0.409	Selected
54.	54	0.585	Selected
55.	55	0.239	Not Selected

56.	56	0.301	Selected
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Description of the scale:

The teaching competency scale was developed by the researcher and validated by the six experts of reputed universities. The researcher constructed this scale on the basis of the literature review with regard to teaching competencies of the D.El.Ed. Pupil teachers and its dimensions are interest in profession, classroom behavior, attitude towards pupils of school and instructional strategy. Totally 51 statements were finalized on the basis of the dimensions of teaching skills.

Dimensions of scale:

Teaching competency scale for D.El.Ed. pupil teachers consist of four dimensions namely, interest in teaching profession, classroom behavior, attitude towards pupils of school and instructional strategy. The 56 statements were arranged according to the dimensions such as, interest in profession, classroom behavior, attitude towards pupils of school and instructional strategy have 14 statements (Table 2).

Interest in teaching profession:

Interests in the teaching profession are helpful to understand the relation to professional development. Professional interests are different from ability or cleverness. However, the statements from 1-14 determine that the professionals tend to be attracted towards the activities that they enjoy and are interested in, which then affords the opportunity to develop abilities and skills.

Classroom behavior:

Classroom behavior is one of the trickiest issues D.El.Ed pupil teachers are facing nowadays. Disruptive behavior results show loss of time in curriculum and creates a classroom environment that is not always favorable to learning. Therefore, statements 15-28 are the key to nipping behavioral problems in the bloom to promote a positive environment before the problems arise.

Attitude towards pupils of school:

Practice Teaching completely changed their mode of teaching and learning in the current years. Use of computer assisted teaching, audio visual aids; powerpoint presentations, etc., have found their place in every school and college in the world. The attitude of pupil teachers towards teaching learning designs enhances the teaching -learning context. A questionnaire on attitude towards pupils of school was prepared by the researchers from 29-42 in a sample. It was found that teaching through visual aids enabled classrooms to be interesting and motivating for both pupil teachers and learners.

Instructional strategy:

Instructional strategies are techniques where the pupil teachers use to help them to be independent and strategic in learners. These approaches lead from 43-56 statements of learning strategies when pupils of school independently select the appropriate teachers and use them effectively to accomplish responsibilities or congregate to achieve their goals.

Table 2. Dimensions- Wise Distribution of Selected Items in Likert Scale for D.El.Ed. Pupil Teachers

S.I No.	Dimensions	Questionnaires	Total
1.	Interest in teaching profession	1-14	14
2.	Classroom behavior	15-28	14
3.	Attitude towards pupils of school	29-42	14
4.	Instructional strategy	43-56	14
Total			56

• **Validity:**

validity was established by circulating the roughly drafted Likert scale and carrying out all the suggestions specified by the six Professors, Head and Former Head of the Department of Education of different reputed universities in west Bengal and content validity has been maintained properly in the study.

• **Reliability:**

A reliability coefficient measures the accuracy of a test or measuring instrument obtained by measuring the same individuals twice and computing the correlation of the two sets of measures by the Cronbach’s alpha method. Therefore, the reliability value is 0.914.

Scoring Procedure:

The tool consists of 56 statements which reflect the teaching competency of the D.El.Ed. pupil teachers. The respondents were asked to put a tick (√) mark against each statement under one of the five responses such as always, often, sometimes, occasionally and never. Each item is scored as 5 for always, 4 for often, 3 for sometimes, 2 for occasionally and 1 for never for all the favorable statements. The teaching competency scale of D.El.Ed. the pupil teacher’s score of the subject gives the sum total of statement scores of all the 5 sub scales. As a result, the range of scores are high from 1 to 280, showing the higher score of teaching competency of D.El.Ed.pupil teachers.

Conclusion

The researcher is hopeful that this scale would be much helpful to measure the level of teaching competency of D.El.Ed. pupil teachers of pre and post internship stages. Hence, the constructed teaching competency tool will be very useful for the investigator to measure the effectiveness of teaching skills of D.El.Ed.pupil teachers in their future primary or upper primary school teaching profession. Teacher educators should receive regular in-service teacher education which will allow them to develop themselves in teaching skillfully and effectively.

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