

A Scale to Measure Student Teachers Satisfaction about Academic Management of Colleges of Education

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Abstract

Today the need of society is qualitative and competent teachers, to prepare that kind of teachers is the responsibility of the teacher education institutions, the quality of teacher depends on the quality of pre-service teacher education and its academic management, as it facilitates effective teaching, training and learning. The student teachers satisfaction depends with academic management and it functioning, because the student teachers are the teachers of tomorrow. As there is no suitable tool available to study the student teachers satisfaction about pre-service teacher education academic management, the investigators have decided to develop and standardize a scale to measure the student teachers satisfaction about academic management in pre-service teacher education institutions. This Likert type scale is a five- point scale of “strongly agree”, “agree”, “uncertain”, “disagree” and “strongly disagree”. As many as 62 items have been collected from the various sources like experts in the field of teacher education, teacher educators, books, journals, and internet so on, finally 50 items were accepted of which 28 favorable items and 22 unfavorable items.

KEYWORDS: Student Teachers Satisfaction Scale, Pre-service Teachers Training and Academic Management

Introduction

Teaching being a dynamic activity requires a favorable attitude and certain specific competencies from its practitioners. Teachers’ proficiency depends on the attitude she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. Attitude being a social construct is influenced by many factors like gender social strata, age, stream of education and previous experience.

Student-Teachers satisfaction is an attitude which results from a balanced summation of many positive and negative experiences in connection with the training. Student-Teachers liking for teachers and teachers for students are positively related with the satisfaction of teachers is the result of various attitudes of a students towards his role performing. These attitudes are related with specific factors such as teaching, learning, service conditions, advancement opportunities and other benefits.

Student satisfaction of a teacher is also important as the ultimate desire of any person is the most favorable results from the activities he is doing .Satisfaction from doing anything related to his job will give extra energy and inspiration to a teacher to love his job more. Student satisfaction depends on the individual expectation, needs and values of an individual. If a person is satisfied with his job, his mental health is intact, he delivers quality inputs and there are various other advantages. So student satisfaction is an important component for teacher effectiveness.

For the betterment of society and development of a nation, it is necessary to see all round development of its children which is an outcome of the work of effective teachers. So we have to increase their satisfaction so that their effectiveness can add glory of the future. Satisfaction is the attitude of teachers toward the student. Student satisfaction is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow and teachers have to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is not satisfied in his job, not only mars the present of the child but also the future. More over with the implementation of free and compulsory primary education there is tremendous increase in the number and variety of educational institutions. India being a democratic country provides constitutional right to every minority to open up educational institutions according to their requirements. This has increased the variety among schools. On one hand with the result there is diversity in working conditions, scholarships, fellowships, structure, location, equipment etc. whereas on the other hand we have the same age old stereotyped teacher training programs for each and every student who aspires to be teacher, this has lead to dissatisfaction among student teachers.

Pilot Study

This scale with 62 items has been administered to the sample of 100 student teachers studying in the colleges of education (B.Ed) in Kalaburgi city of Karnataka, in order to carry out the pilot study. Then their responses have been scored carefully and their marks secured by all the students have been arranged in the descending order from the highest scorer to the lowest scorer. Then they were subjected to item analysis.

Item Analysis

The next step in the standardization of a scale to measure student teachers satisfaction about academic management of colleges of education after pilot study is to find out the t-value of each item, which forms the basis for item selection in order to build up the final scale. The Likert type scale calls for a graded response to each item on a five-point scale ranging from “Strongly Agree”, to “Strongly Disagree” through “Uncertain”. The individual score for all the 100 B.Ed. students were ranked from the highest to the lowest score. Then 25% of the subjects with the highest total scores and 25% of the subjects with the lowest total scores were sorted out for the purpose of item selection. The high and low groups, were selected, formed the criterion groups and each group was made up of 62 students (Edward. L. Allen, 1957).

It may be recalled that each item is followed by five different responses of ‘SA’, ‘A’, ‘U’, ‘DA’ and ‘SDA’ in the scale of student teachers satisfaction about academic management of colleges of education. Then each item was taken individually and the number of B.Ed. students who responded ‘SA’, ‘A’, ‘U’, ‘DA’ and ‘SDA’ was found out both the high and low groups separately. Thus for all the 62 items, the number of B.Ed. students coming under each category was found out separately for both the high and low groups and the t-values for all the 62 items have been calculated with the formula suggested by Allen Edwards (1957). As many as 50 items having the t-value greater than or equal to 1.75 (Edward. L. Allen, 1957) have been chosen in order to form the final scale (Table-1). Then this final scale has been administered to 100 B.Ed. students studying in the colleges of education in Kalaburgi city of Karnataka, in order to establish the scoring procedure, validity and reliability of this scale. Based on the normal probability theory, the scores got from all the 100

B.Ed students have been categorized in to five groups and based on this the final scoring procedure has been evolved and is given in table-3.

Table-1: Items selected for a scale to measure student teachers satisfaction about academic management of colleges of education.

Item No.	t-value	Retained/ Rejected Item	Favorable / Unfavorable Items
1	2.86	Retained	1*
2	3.47	Retained	2
3	3.08	Retained	3
4	4.72	Retained	4
5	6.32	Retained	5
6	0.57	Rejected	
7	1.16	Rejected	
8	4.50	Retained	6*
9	5.40	Retained	7*
10	3.42	Retained	8*
11	4.10	Retained	9
12	0.00	Rejected	
13	6.42	Retained	10*
14	1.88	Retained	11
15	-0.73	Rejected	
16	7.22	Retained	12
17	4.55	Retained	13
18	2.42	Retained	14*
19	1.18	Rejected	
20	8.55	Retained	15
21	-0.29	Rejected	
22	3.91	Retained	16
23	1.56	Rejected	
24	4.16	Retained	17
25	2.98	Retained	18*
26	3.82	Retained	19*
27	5.14	Retained	20
28	5.80	Retained	21*
29	3.43	Retained	22*
30	3.80	Retained	23
31	7.30	Retained	24*
32	1.14	Rejected	
33	6.67	Retained	25
34	4.12	Retained	26
35	10.31	Retained	27*
36	5.33	Retained	28
37	0.82	Rejected	
38	5.89	Retained	29*
39	6.47	Retained	30*
40	2.45	Retained	31*
41	3.12	Retained	32*
42	6.94	Retained	33*

43	5.45	Retained	34*
44	2.43	Retained	35*
45	2.00	Retained	36*
46	4.36	Retained	37
47	5.50	Retained	38
48	2.24	Retained	39
49	5.90	Retained	40
50	2.56	Retained	41*
51	2.42	Retained	42*
52	4.96	Retained	43
53	0.90	Rejected	
54	4.47	Retained	44
55	7.65	Retained	45
56	3.87	Retained	46
57	1.19	Rejected	
58	4.50	Retained	47
59	5.40	Retained	48
60	3.42	Retained	49
61	4.10	Retained	50
62	0.46	Rejected	

* Unfavorable Items

Distribution of favorable and unfavorable statements has been presented in table 2 below:

Table-2: Distribution of Favorable and Unfavorable Items

Item Type	Item No.
Favorable Items	2, 3, 4, 5, 9, 11, 12, 13, 15, 16, 17, 20, 23, 25, 26, 28, 37, 38, 39, 40, 43, 44, 45, 46, 47, 48, 49 & 50.
Unfavorable Items	1, 6, 7, 8, 10, 14, 18, 19, 21, 22, 24, 27, 29, 30, 31, 32, 33, 34, 35, 36, 41 & 42.
Total	50

Scoring Procedure

The student teachers satisfaction scale about academic management of colleges of education has 50 items, out of which 28 items are favorably worded and the remaining 22 items are unfavorably worded. For favorable statements, the strongly agree response will be given a weight of 5, the agree response a weight of 4, the uncertain response a weight of 3, the disagree response a weight of 2, and the strongly disagree response a weight of 1. For unfavorable statements, the scoring system is reversed, with the strongly disagree response being given the 5 weight and the strongly agree response the 1 weight (Edwards, 1957). An individual score is the sum of the scores of all the 50 items. The scores range from 50 to 250. Higher score indicates the favorable student teachers satisfaction about academic management of colleges of education and the details of scoring are given in the following table-3.

Table-3: Scoring Procedure

Scores	Results
226-250	Strongly Agree
176-225	Agree
126-175	Uncertain
76-125	Disagree
50-75	Strongly Disagree

Validity

The scale has the Content Validity, as it has the “Universe of Content” (Edward. L. Allen, 1957). It has Construct Validity as the items selected were having the t-values greater than or equal to 1.75 (Edward. L. Allen, 1957). The Intrinsic Validity of the scale was found to be 0.97.

Reliability

The reliability of this scale was found to be 0.94 by using split-half technique followed by the use of Spearman-Brown Prophecy formula.

Norms

The percentile norms and t-scores and z-scores have been calculated and are given in the following tables 4 & 5.

Table-4: The Percentile Norms of the Entire Sample

Percentiles	Scores
P 10	115.00
P 20	118.20
P 30	131.00
P 40	138.40
P 50	149.00
P 60	164.60
P 70	177.00
P 80	183.00
P 90	196.00

Table-5: The Z - scores and T- scores of the student teachers satisfaction about academic management of colleges of education.

Raw Scores	Z-Scores	T-Sores
53	-5.078	-0.785
54	-5.012	-0.125
57	-4.814	1.854
58	-4.748	2.514
61	-4.550	4.495
64	-4.352	6.475
68	-4.088	9.115
69	-4.022	9.775
70	-3.956	10.435
73	-3.758	12.415
75	-3.626	13.735
77	-3.494	15.056
83	-3.098	19.016
84	-3.032	19.676
89	-2.702	22.976
93	-2.438	25.617
94	-2.372	26.277
95	-2.306	26.937
103	-1.778	32.217
107	-1.514	34.858
108	-1.448	35.518
112	-1.184	38.158

114	-1.052	39.478
117	-0.854	41.458
124	-0.392	46.079
129	-0.062	49.379
134	0.267	52.679
138	0.532	55.320
139	0.598	55.980
145	0.994	59.940
148	1.192	61.920
155	1.654	66.541
157	1.786	67.861
158	1.852	68.521
163	2.182	71.821
169	2.578	75.782
170	2.644	76.442
173	2.842	78.422
174	2.908	79.082
176	3.040	80.402
184	3.568	85.683
188	3.897	86.703
192	4.087	87.506
197	4.125	87.721
202	4.208	87.963
208	4.863	88.042
210	4.974	88.134
221	5.235	88.352
226	5.347	88.572
234	5.417	88.954

Conclusion

The investigators believe that this scale would be a contribution to the field of student support service system that is student teachers' satisfaction in the field of teacher education and those who want to measure the student teachers satisfaction about academic management of colleges of education, anywhere in this country will find this scale very useful.

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