

CONSTRUCTION OF A TOOL TO MEASURE INSTRUCTIONAL ROLE PERCEPTION OF TEACHER EDUCATORS

K.Johnsy Rani, Dr.V.Balakrishnan 2

¹*Research Scholar, Dept. of curriculum Planning and Evaluation, Tamilnadu Teachers Education University, Chennai-97*

²*Professor and Head, Dept. of curriculum Planning and Evaluation, Tamilnadu Teachers Education University, Chennai-97*

Abstract

The quality and standards of an education system are largely depends on the quality, characteristics and commitment of teacher educators to their profession. Teacher education needs to be adequately strengthened and upgrade to accommodate the changing role of the teacher educators and so that teacher educators can effectively address contemporary issues regarding education. Current study was taken up to find out the status of teacher educators professional development activities, teacher training programmes, research activities and self-reflective practices at the secondary level for professional development. This study investigates of Education College teachers' instructional perceptions of their role and practices regarding classroom management in technology-rich classrooms. The data was collected through individual and focus group interviews, observation and a survey at colleges where implementation of digital technologies has been a high priority over several years. The study identifies complexity and contemporary elements in teachers' perceived instructional role and practices, as the rapid evolution of ICT requires teachers to constantly keep up-to-date, gain new competencies and evaluate their practices to be able to facilitate learning in physical classrooms that have expanded to the digital space. In this process, the role of leadership, collegial collaboration, good teacher-pupil relationships and teachers' ability to adapt and take up a role of a learner have been found pivotal. The instructional role perception of teacher educator's scale has been constructed and standardized by investigator and research supervisor. eight dimensionsthis scale. This scale consists of 72 statements. The simple random sample technique was used for this study. The sample consists of 72 teacher educator's randomly selected from the Chennai, Chengalpet, Thiruvallur and Kanchipuram Districts. The statistical technique used Mean, SD, 't'-test. The 't' value was used to standardize the tool and finally 68 statements were retained and deleted for the final study.

Key words: Education College, Pedagogy, Instructional role, Perception, Teacher educators.

Introduction

Teacher education has changed in the last 15 years and with it the role of faculty members at teacher education colleges (Loughran, 2014; Swennen, Volman, & Essen, 2008). The range of activities required of teacher educators has expanded, from teaching a discipline and its related pedagogy and supervising the student trainee's practicum, to encompassing additional tasks, such as conducting research, participating in conferences, designing curricula, and participating in academic committees. To date, faculty members in colleges of education do not have a comprehensive and clear role definition. There are no clear instructions that define which of the additional tasks are obligatory and which if any are optional or subject to the discretion of the individual teacher educator. Nor does the preparatory formal training address the entire scope of the teacher educator's job (Cochran- Smith, Feiman-Nemser, & McIntyre, 2008; Kosnick, Cleovouloua, Fletchera, HARRISA, McGlynn-Stewart, & Becka, 2011; White, 2013). There are very few instances in which teacher educators can clearly

define their role as either teachers or researchers. In most cases, the boundaries are blurred (Buchberger, Campos, Kallos, & Stephenson, 2000; Cochran-Smith, 2003; Lunenberg & Hamilton 2008). As Cochran-Smith (2003) noted, there is a striking disparity between the numerous and diverse demands made on teacher educators on the one hand, and the absence of a training program or a defined policy that could guide them throughout their professional life on the other hand. A comprehensive program should define what teacher educators need to know and do in order to meet the complex demands of teacher education in the 21st century. Despite the fact that faculty members in teacher education institutions are required to uphold high professional and intellectual standards, there is no formal role definition on which they can rely (Dworkin, 1996; Gee, 2000-2001).

We have comfortable and respectable lives thanks to education. It is in charge of the overall development of the person and of society. Education entails bringing forth a child's hidden abilities. It is an activity that aids pupils in gaining the knowledge, skills, attitudes, and perception they require (Mirunalini and Anandan, 2012). The nation's development based on its education. The teacher educators train competent educators who raise student learning levels and the quality of education in schools. Through the instructional role perception of teacher educators are prepared. This indicates that the quality of teacher educators depends on the B.Ed. degree. Even in the worst system, a good teacher may undoubtedly produce the best results (Parvez, 2010). The teacher educators of Tamilnadu have positive attitude towards perception role (Sudha, 2017), Singh and Tayeng (2019) made a study to access the attitude of teacher educators and student teachers towards perception role. They reported that the teacher educators' attitude towards perception role is more favourable than the attitude of student teachers. In Karnataka the instructional role perception has been going on as per the NCTE guidelines and in this context, Vijaylaxmi and Menon (2017) made a study to know the teacher educators teaching competencies for instructional role perception. They reported that the teacher educators' competencies were very high, while their perspective towards instructional role perception teachers is moderate. while the teacher educators of Faridabad district of Haryana have moderate attitude towards NCTE Regulations 2014 (Khanna and Pandey, 2014). The objective of the present investigation is to develop a tool to measure the instructional role perception of teacher educators. As there is no suitable tool available for the purpose, the investigator has constructed and validated one in order to realize her objectives.

The instructional role perception of teacher educators scale (IRPTE) is a five point scale of "Strongly Agree", "Agree", "Undecided", "Disagree", and "Strongly Disagree". Seventytwo statements have been collected from the teacher educator's.

Definitions of Instructional Role Perception of Teacher Educators

According to role theory, a role is a "standard model of behavior required of any person who participates in given functional relations" (Katz & Kahn 1978). The role describes the goals toward which the individual should strive, the tasks that must be performed, and the specific actions that should be undertaken. Lunenberg, Dengerink, and Korthagen (2014) defined the concept "professional role" as "a personal interpretation of a position, based on expectations from the environment and grounded in a systematically organized and transferable knowledge base." Role definition is organizational and formal, and helps clarify what is required of workers, both for their own sake and for the benefit of those in their surroundings, by specifying the series of actions or the type of performance that can lead to meaningful outcomes or products. Most people have prior expectations regarding tasks that must be performed in different roles. Role perception is a range of viewpoints, attitudes, understandings, approaches, or expectations that are related to the status and the position of a person or a group of people within the organization. Role perception and its actualization are a combined expression of the individual's psychological dimension and the social-organizational dimension in which he or she acts (Levinson, 1977). Role definition is formal, whereas role perception is subjective. Thus, two workers with an identical role definition can have two completely different perceptions of that role. Role perception is influenced by many factors, such as formal education, training for the role, childhood experiences, and personality. As Levinson notes, role performance is influenced by a combination of internal and external factors, which create a great deal of variance in the performance of an identical role by different people.

Pilot Study

This scale consists of 72 statements intended for the pilot study was administered to the sample, hundred teacher educators teaching in the Chennai, Chengalpet, Thiruvallur, Kanchipuram and Vellore Districts. eight dimensions of instructional role perception in information provider and coach/learning area/subject/discipline/phase specialist, facilitator and mentor/learning mediator/monitoring students progress, assessor and diagnostician/feedback on teaching and learning, curriculum developer/implementer/interpreter/designer of learning/programmes and materials, role model as a teacher/practitioner community citizenship pastoral role /maximize instructional time, manager and leader administrator/maintain visible, scholar and researcher/life long learner and academic professional/develop. Then their responses have been scored carefully and the marks secured by all the teacher educators have been arranged in the descending order from the highest score to lowest score. Then, they were subjected to item analysis.

Item Analysis

The next step in the construct and standardization of instructional role perception of teacher educators scale after pilot study is to find out the 't' value of each statement 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 statement on a five-point scale ranging from "Strongly Agree (SA)", "Agree (A)", "Undecided (UD)", "Disagree (DA)" and "Strongly Disagree (SDA)". The different points on the scale are assigned arbitrary weights, for example 5, 4, 3, 2 and 1 in the order of response for the positive statements (68 items). The scoring scheme is reversed for the negative statements (4 items). The scoring key given in below Table-1.

Table - 1
Scoring key of the instructional role perception scale according to the nature of items

Nature of the Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive :1,2,3,4,5,6,7,8,9, 10,11,13,14,15, 16, 17, 18,19,21,23, 24, 25, 26,28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 62, 63, 64, 65, 66, 68, 69, 70, 71, 72	5	4	3	2	1
Negative :12, 20,22,27	1	2	3	4	5

Items Selection

To select the items to form the final draft of the instructional role perception of teacher educators scale, the difficulty index of the each item was analyzed. According to H.E. Garrett (1973), the value of 't' is a measure of the extent to which a given item differentiates between the upper and lower groups. If the 't' value is equal to or greater than 1.96, it indicates that the average response of the high and low groups to a statement differs significantly, provided there are 27 or more subjects in the upper group and also in the lower group".

The 't' value for all the 72 items of the instructional role perception of teacher educators were obtained to select the items for the final draft. Out of 72 items, 68 items were found to be selected as having 't' value more than 1.96. They are given in table-2.

Table - 2
Items selected for the final draft of the instructional role perception of teacher educators based on their 't' value between upper and lower groups

Item No.	UPPER LOWER	N	Mean	SD	't' Value	Remarks
1	Upper	27	3.4000	1.72615	2.167	Retained
	Lower	27	2.7347	1.30345		
2	Upper	27	4.2800	.45356	0.574	Deleted
	Lower	27	4.2041	.81598		
3	Upper	27	4.4400	.81215	3.513	Retained
	Lower	27	3.8163	.95030		
4	Upper	27	4.4200	.78480	4.188	Retained
	Lower	27	3.4898	1.35589		
5	Upper	27	4.7000	.46291	7.946	Retained
	Lower	27	3.3469	1.10964		
6	Upper	27	4.4600	.64555	3.575	Retained
	Lower	27	3.7143	1.32288		
7	Upper	27	4.3000	.95298	5.336	Retained
	Lower	27	3.1020	1.26235		
8	Upper	27	4.4200	.81039	4.284	Retained
	Lower	27	3.5714	1.13652		
9	Upper	27	4.6000	.60609	6.345	Retained
	Lower	27	3.3878	1.20444		
10	Upper	27	4.5200	.64650	3.862	Retained
	Lower	27	3.7143	1.32288		
11	Upper	27	4.2000	.80812	1.511	Deleted
	Lower	27	3.8776	1.26874		
12	Upper	27	4.1400	1.03036	4.285	Selected

	Lower	27	3.1633	1.23063		
13	Upper	27	3.5000	1.63195	1.685	Deleted
	Lower	27	2.9796	1.43599		
14	Upper	27	3.9200	1.24278	1.882	Deleted
	Lower	27	3.4694	1.13838		
15	Upper	27	4.5600	.57711	4.693	Retained
	Lower	27	3.5918	1.33726		
16	Upper	27	4.5600	.76024	5.289	Retained
	Lower	27	3.5102	1.17478		
17	Upper	27	4.6600	.51942	4.434	Retained
	Lower	27	3.7959	1.27442		
18	Upper	27	4.6600	.65807	5.484	Retained
	Lower	27	3.5918	1.20621		
19	Upper	27	4.7400	.52722	4.521	Retained
	Lower	27	3.9184	1.16970		
20	Upper	27	4.5600	1.05289	2.870	Retained
	Lower	27	3.9184	1.16970		
21	Upper	27	4.3000	1.11117	5.081	Retained
	Lower	27	3.1429	1.15470		
22	Upper	27	4.2800	1.17872	4.362	Retained
	Lower	27	3.2041	1.27442		
23	Upper	27	4.2000	1.21218	3.462	Retained
	Lower	27	3.3265	1.29724		
24	Upper	27	4.4000	.75593	3.413	Retained
	Lower	27	3.6735	1.29724		
25	Upper	27	4.5600	.64397	5.582	Retained
	Lower	27	3.5510	1.10040		
26	Upper	27	4.5000	.81441	5.941	Retained
	Lower	27	3.3878	1.03715		

CONSTRUCTION OF A TOOL TO MEASURE INSTRUCTIONAL ROLE PERCEPTION OF TEACHER EDUCATORS

27	Upper	27	4.2400	1.22157	3.669	Retained
	Lower	27	3.3061	1.31028		
28	Upper	27	3.9600	1.24474	2.310	Retained
	Lower	27	3.3469	1.39270		
29	Upper	27	4.4000	.72843	3.964	Retained
	Lower	27	3.5510	1.32384		
30	Upper	27	4.4200	.67279	5.111	Retained
	Lower	27	3.5714	.95743		
31	Upper	27	4.5800	.57463	8.042	Retained
	Lower	27	3.2857	.97895		
32	Upper	27	4.3000	.93131	4.321	Retained
	Lower	27	3.4694	.98111		
33	Upper	27	4.5200	.64650	4.683	Retained
	Lower	27	3.5918	1.24027		
34	Upper	27	4.7400	.48697	7.450	Retained
	Lower	27	3.4694	1.10117		
35	Upper	27	4.6800	.55107	7.863	Retained
	Lower	27	3.3061	1.10310		
36	Upper	27	4.5800	.60911	5.845	Retained
	Lower	27	3.5102	1.13876		
37	Upper	27	4.6000	.63888	4.584	Retained
	Lower	27	3.7347	1.16861		
38	Upper	27	4.5000	.86307	4.631	Retained
	Lower	27	3.5918	1.07855		
39	Upper	27	4.6000	.67006	6.346	Retained
	Lower	27	3.4694	1.06266		
40	Upper	27	4.7000	.50508	6.196	Retained
	Lower	27	3.4694	1.30866		
41	Upper	27	4.5800	.75835	4.776	Retained

CONSTRUCTION OF A TOOL TO MEASURE INSTRUCTIONAL ROLE PERCEPTION OF TEACHER EDUCATORS

	Lower	27	3.5102	1.38628		
42	Upper	27	4.7600	.51745	7.923	Retained
	Lower	27	3.2857	1.20761		
43	Upper	27	4.7200	.57286	6.564	Retained
	Lower	27	3.4898	1.19238		
44	Upper	27	4.7200	.53605	6.317	Retained
	Lower	27	3.5510	1.19131		
45	Upper	27	4.6800	.71257	4.365	Retained
	Lower	27	3.8367	1.16094		
46	Upper	27	4.7000	.54398	3.991	Retained
	Lower	27	3.9388	1.23167		
47	Upper	27	4.6400	.56279	6.238	Retained
	Lower	27	3.6122	1.01686		
48	Upper	27	4.7400	.48697	6.197	Retained
	Lower	27	3.7755	.98457		
49	Upper	27	4.7143	.54006	7.947	Retained
	Lower	27	3.2857	1.13652		
50	Upper	27	4.8000	.45175	6.758	Retained
	Lower	27	3.4082	1.38321		
51	Upper	27	4.7000	.54398	7.717	Retained
	Lower	27	3.1633	1.29658		
52	Upper	27	4.4800	.64650	6.092	Retained
	Lower	27	3.4082	1.05906		
53	Upper	27	4.6600	.55733	7.595	Retained
	Lower	27	3.2245	1.21218		
54	Upper	27	4.6000	.53452	4.990	Retained
	Lower	27	3.6735	1.19701		
55	Upper	27	4.5800	.88271	6.008	Retained
	Lower	27	3.4286	1.02062		

CONSTRUCTION OF A TOOL TO MEASURE INSTRUCTIONAL ROLE PERCEPTION OF TEACHER EDUCATORS

56	Upper	27	4.8200	.43753	4.103	Retained
	Lower	27	4.1429	1.08012		
57	Upper	27	4.6800	.58693	6.722	Retained
	Lower	27	3.6327	.92857		
58	Upper	27	4.7800	.41845	7.680	Retained
	Lower	27	3.6531	.94761		
59	Upper	27	4.6600	.59281	8.500	Retained
	Lower	27	3.1020	1.14100		
60	Upper	27	4.7600	.47638	6.569	Retained
	Lower	27	3.3878	1.39667		
61	Upper	27	4.5400	.70595	7.042	Retained
	Lower	27	3.2041	1.13614		
62	Upper	27	4.7000	.70711	6.083	Retained
	Lower	27	3.5306	1.15654		
63	Upper	27	4.4600	1.03431	5.608	Retained
	Lower	27	3.2041	1.18988		
64	Upper	27	4.8000	.40406	5.858	Retained
	Lower	27	3.6735	1.29724		
65	Upper	27	4.6400	.59796	5.086	Retained
	Lower	27	3.7143	1.13652		
66	Upper	27	4.6800	.55107	3.706	Retained
	Lower	27	3.9592	1.25763		
67	Upper	27	4.4200	.88271	6.060	Retained
	Lower	27	3.3469	.87918		
68	Upper	27	4.1800	.89648	4.921	Retained
	Lower	27	3.2653	.95253		
69	Upper	27	4.3000	1.07381	3.706	Retained
	Lower	27	3.4898	1.10156		
70	Upper	27	4.4600	.73429	5.018	Retained

	Lower	27	3.3673	1.34929		
71	Upper	27	4.6400	.59796	6.025	Retained
	Lower	27	3.5714	1.09924		
72	Upper	27	4.7000	.50508	7.234	Retained
	Lower	27	3.5918	.95565		

This place selected tool,pls don't forget.

Reliability

In order to establish the reliability of the instructional role perception of teacher educators scale, the Split - Half method was used. The reliability of the instructional role perception of teacher educators scale was found to be 0.89. Hence, the instructional role perception of teacher educators scale was considered as reliable.

Validity

The index of validity which is the square root of the reliability was found to be 0.89. Hence, the instructional role perception of teacher educators scale selected for the study was considered to be highly valid.

Conclusion

The investigator is hopeful that this scale would be helpful to measure the level of the instructional role perception of teacher educator's scale. Hence this tool will be very useful for the investigator and research supervisor to measure to what extent the level of the instructional role perception of teacher educators in education college teachers.

References

1. Garrett, H.E. (1973) Statistics in Psychology and Education. Bombay: Vakils, Pfeffer and Simons Pvt.Ltd..
2. Guilford J.P. and Benjamin Fruchter (1973) Fundamental Statistics in psychology and Education. New York: Mc Graw Hill Book Company.
3. Kothari, C. R. (2000): Research Methodology; Methods and Practice Techniques, Wishwa Publication, New Delhi.
4. Minas, C. (Feb 2000) Stress at Work: a Sociological Perspective: The Canadian Review of Sociology and Anthropology. 37(1), 119.
5. Pascarella, E. T., & Terenzini. P. T. (1980). Predicting freshman persistence and voluntary dropout decisions from a theoretical model. Journal of Higher Education. 51(1). 60-75.
6. United Nations Development of Economic and Social Affairs, Division for Social Policy and Development. (2005)
7. Adhikary (2017). A study on the perception of the teacher trainees towards Two-Years B.Ed. Programme implemented in the teacher education institutions in Assam. International Journal of Scientific and Research Publications, 7(9), 385, ISSN 2250-3153.
8. Gorain, R. (2021). Views of Teacher educators towards Two-Year B.Ed. Programme of West Bengal. International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS), 2017, 4 (2), 95-98.

9. Khanna, S., & Pandey, S. (2014). A comparative study of attitude of teacher educators and stakeholders towards NCTE regulations 2014. *International Journal of Academic Research and Development*, 3(4), 29-34.
10. Mirunalini, M., & Anandan, K. (2012). Teacher Professional Perception of B.Ed. Student Teachers, *Journal of Community Guidance and Research*, 29 (3), 473-480.
11. Mondal, A. (2020). Attitude of Teacher-Educators and Pupil-Teachers Towards the Two-Year B.Ed. Programme: A Review-Based Evaluation. *Issues and Ideas in Education*, 8(2), 39-49.
12. Parvez, M. (2010). *School Administration*, Aligarh, Kitab Ghar, pp.58-59.
13. Singh, V., & Tayeng, G. (2019). Attitude of Teacher-Educators and B.Ed. Students towards Two-Year B.Ed. Programme in Arunachal Pradesh. *Voices of Teachers and Teacher Educators*, 7(2), 119-125
14. Sudha, S. (2017). Attitude of Student Teachers and Teacher Educators towards Two Years B.Ed. Course. *PARIPEX - Indian Journal of Research*, 6(1), 212-114.
<https://www.doi.org/10.36106/paripex>.
15. Sushma, R. (2016). Attitude of teacher educators towards two years B.Ed. programme. *Sch Res J Hum Sci Eng Language*, 3, 3365-70.
16. Vijayalakshmi, M.K., & Menon, R.B. (2017). The Perspective of Teacher Educators and Teaching Competencies for Imparting Two-Year B.Ed. Programme Suggested by NCTE in Karnataka. *IOSR Journal of Business and Management (IOSR-JBM)*, (Issue - April 2017), 51-54.
17. Loughran, J. (2014). Professionally developing as a teacher educator, *Journal of Teacher Education*, 65(4), 271-283. <http://dx.doi.org/10.1177/0022487114533386>
18. Levinson, D. J. (1977). The mid-life transition: A period in adult psychosocial development. *Psychiatry*, 40(2), 99-112.
19. Buchberger, F., Campos, B. P., Kallos, D., & Stephenson, J. (2000). *Green paper on teacher education in Europe: High quality teacher education for high quality education and training*. Umea: Thematic Network on Teacher Education in Europe.
20. Cochran-Smith, M. (2003). Learning and unlearning: The education of teacher educators. *Teaching and Teacher Education*, 19, 5-28. [http://dx.doi.org/10.1016/S0742-051X\(02\)00091-4](http://dx.doi.org/10.1016/S0742-051X(02)00091-4)
21. Dengerink, J., Koster, B., Korthagen, F., & Lunenberg, M. (2008). Teacher educators working on their own professional development: Goals, activities and outcomes of a project for the professional development of teacher educators. *Teachers and Teaching: Theory and Practice*, 14(5-6), 567-587.
<http://dx.doi.org/10.1080/13540600802571411>