

How to Cite:

Jeevanantham, V., & Muthuchamy, I. (2022). Construction and validation of attitude towards teaching scale (ATTS). *International Journal of Health Sciences*, 6(S5), 2309–2315.
<https://doi.org/10.53730/ijhs.v6nS5.9144>

Construction and validation of attitude towards teaching scale (ATTS)

Mr. V. Jeevanantham

Ph.D Scholar, Dept.of Educational Technology, Bharathidasan University
Tiruchirappalli, Tamilnadu
Mobile: +919790487749
Email: drvjanantham@gmail.com

Dr. I. Muthuchamy

Professor & Head, Dept.of Educational Technology, Bharathidasan University,
Tiruchirappalli, Tamilnadu

Abstract--The study's primary objective was to construct and validate an attitude scale for student instructors toward the teaching profession, which was then tested in the field. The participants were chosen via the use of a simple random selection approach. There was a descriptive study design as well as a quantitative survey approach utilised. There were a total of 50 first-year student teachers from the Tiruchirappalli district who took part in the event. When conducting the current experiment, the investigator used a Likert type scale in order to assess student teachers' attitudes about teaching. Each item on the Likert-type scale is assessed on a five-point scale ranging from "Strongly agree" to "Strongly disagree," with the highest mark being "Strongly disagree." In most cases, the points are expressed by the terms "Strongly Agree (SA)", "Agree (A)", "Undecided (UD)", "Disagree (DA)" and "Strongly Disagree (SDA). At the time of the pilot research, there were 48 statements on the scale that related to the teaching attitude. The statements on the scale correspond to the significance of the item under investigation. By using the internal consistency approach, it was possible to calculate the reliability coefficient of Cronbach's alpha (.829). It was also determined that the content was legitimate. This resulted in the development and validation of the attitude toward teaching (ATTS).

Keywords---Attitude, Construction, Validation, Attitude Scale, Student Teachers.

Introduction

A person's attitude toward a certain career might be considered as the most important predictor of success in the profession toward which the attitude is established (Win and Hnin,2020). The teacher's behaviour, attitude, and interest all contribute to the development of the student's personality (Rakesh & Kiran,2016). The attitude of teachers toward their work has a significant impact on the learning of pupils. It also impacts their level of happiness with their current job (Babu,2020). Attitude refers to an individual's predominant inclination to react favourably or unfavourably to an item, person, group of people, institution, or event, among other things. It may be positive or negative (Baurah and Gogoi,2017). Attitude develops over a period of time and manifests itself in a variety of forms (Shaheen et.al,2016). When teachers are in the process of becoming teachers, they develop their attitudes in a variety of settings such as their schools, colleges, universities, and, most importantly, teacher training institutes (Patchaivaziamman and Krishnamurthy,2010). The effectiveness of an educational system cannot be judged in isolation from the teacher who conceptualises and implements the system on a daily basis (Unlu,2020). Furthermore, since a teacher spends a significant amount of time with their kids at school throughout the day, he or she is subjected to a variety of behavioural limitations. Teachers have different traits, and students learn according to those characteristics (Dhara and Barik,2021).

Two approaches of determining an individual's attitude are available, asking for their views and monitoring their actions and behaviour. Getting other people's views is a popular and extensively utilised method of gauging someone's attitude. It may be done by asking direct questions or by using various attitude measures to gauge different attitudes (Renthlei and Malsawmi,2015). Identifying some of the elements that influence trainees' decision to pursue teaching as a career, as well as the degree of their positive or negative attitudes, can help to identify the most effective teacher education programmes (Win and Hnin,2020).

Literature Review

When it comes to the seriousness of the issue, a great deal relies on how it is tied to the current circumstances of fast social change (Rakesh & Kiran,2016). Teachers' beliefs, points of view, and attitudes have an impact on their teaching and interactions with pupils (Trivedi,2012). Teachers are expected to maintain a good attitude regarding their own teaching career, and this is really the case (Renthlei and Malsawmi,2015). The attitude of pre-service teachers toward the teaching profession is being shaped by teacher training institutions as well (Shaheen et.al,2016). In every activity, having a positive attitude toward the task at hand helps to increase efficiency, effectiveness, knowledge, competence, and so on (Dhara and Barik,2021). Individual and interpersonal attitudes may be assessed, as can attitudes toward a range of different activities, organisations, and circumstances. An attitude scale is a basic measuring instrument that consists of a set of assertions to which the responder must indicate his or her level of agreement or disagreement with the items in question (Win and Hnin,2020). The use of a teaching attitude scale is one of the most extensively utilised strategies for assessing teaching attitude (Babu,2020). When measuring

someone's attitude, it is necessary to get a sample of his stated opinion as a response to certain comments (Patchaivaziamman and Krishnamurthy,2010). Given the significance of attitudinal qualities in education, it is critical to establish scales that are accurate in evaluating these characteristics in students (Salih, Altun and Yilmaz,2017).

Objectives Of The Study

- To construct an attitude towards teaching scale for student teachers
- To standardize attitude towards teaching scale for student teachers
- To establish norms for attitude towards teaching scale for student teachers

Research Design

The researcher aimed to investigate the attitudes of teaching held by student teachers in the Tiruchirappalli area. The population of the study is made up of all of the student teachers in the Tiruchirappalli district. Stratified random sample was used in the present research, which divided the instructors into two groups: student teachers in rural teacher education colleges and student teachers in urban teacher education colleges, respectively. The sample is then selected at random by the researcher. The instrument was delivered to 50 student instructors who were selected at random from a pool of applicants. It was necessary to seek agreement from the instructors, and the study ethics were followed at all phases of the tool administration.

Development of the Instrument

In their investigation, the researchers looked at several pieces of literature and attitude measures. The components and dimensions were scrutinized in accordance with the scales produced by different researchers. After that, the objects were grouped together and classified according to the following parameters. Each dimension of the attitude scale included five dimensions, including a broad view of education and its importance, professional development for teachers in their field, values in relation to education, including social and moral values, motivation in relation to education, and personal attachment to teaching. Initially, a total of 48 items were generated with the intention of being pilot tested and validated. All of the things were expressed in a good manner. There were no negative things utilised. They were written in plain English, and if a translation of the tool into a regional language was required, it was made available.

Administration of the Tool

A pilot test was conducted after the investigator travelled to the teacher education institutes in the Tiruchirappalli district that had been randomly chosen and got permission from the administrators to conduct the test. The purpose of collecting data was explained to the student instructors, and they were also given the opportunity to agree to taking part in the research. There was no obligation on the part of the student instructors to participate in the research, and they were free to withdraw at any point throughout the data gathering procedure. The instructors

were told that the information gathered would be utilised purely for research purposes and that the information would be kept strictly secret. The instructors were required to mark the relevant box with a check mark. A total of 50 student teachers participated in the research.

Scoring Procedure

In the tool, respondents may choose from a range of likert-type answers such as strongly agree, agree, undecided, disagree, disagree strongly, disagree, disagree and strongly disagree. The answer must be marked by the sample. The following are the results of the evaluations: 5 points for strongly agreeing, 4 points for agreeing, 3 points for undecided, 2 points for disagreeing, and 1 point for strongly disagreeing.

Reliability and Validity

By using the internal consistency approach, it was possible to calculate the reliability coefficient of Cronbach's alpha (.829). The instrument was presented to a committee of specialists that included members from the fields of education, psychology, teacher education, and student teaching. The instrument was evaluated for its suitability in terms of the elements that represent the study's purpose, its comprehension, its ambiguity, and its convenience of use. The time required to answer the tool was also verified with the experts, and plans were made in accordance with this information throughout the administration of the tool. As a result, the legitimacy of the material was confirmed.

Validation of the Tool

In order to validate the tool a correlation coefficient was calculated for each item. Based on the score obtained, items with Correlation Coefficient Score 0.5 and more were taken for the final draft of the Attitude towards Teaching Scale. The results are presented below

S.No	“r” (Correlation Coefficient)	Remarks
1	0.49	Removed
2	0.54	Selected
3	0.55	Selected
4	0.63	Selected
5	0.63	Selected
6	0.49	Removed
7	0.73	Selected
8	0.50	Selected
9	0.46	Removed
10	0.55	Selected
11	0.31	Removed
12	0.54	Selected
13	0.62	Selected
14	0.53	Selected

15	0.36	Removed
16	0.58	Selected
17	0.59	Selected
18	0.46	Removed
19	0.59	Selected
20	0.63	Selected
21	0.41	Removed
22	0.76	Selected
23	0.30	Removed
24	0.42	Removed
25	0.53	Selected
26	0.47	Removed
27	0.50	Selected
28	0.79	Selected
29	0.53	Selected
30	0.37	Removed
31	0.69	Selected
32	0.55	Selected
33	0.71	Selected
34	0.55	Selected
35	0.52	Selected
36	0.48	Removed
37	0.65	Selected
38	0.69	Selected
39	0.38	Removed
40	0.64	Selected
41	0.35	Removed
42	0.42	Removed
43	0.32	Removed
44	0.56	Selected
45	0.54	Selected
46	0.62	Selected
47	0.53	Selected
48	0.72	Selected

From the table it can be seen that 16 items were removed and the final draft of the tool consists of 32 items.

Conclusion

This study was done to construct and standardized an attitude scale for student teachers to find out their attitude towards Teaching. This scale ATTS has been found to be very reliable and valid in terms of reliability and content validity. Moreover norms have been established which serves as frame of reference for interpreting the obtained scores. Therefore ATTS is reliable and valid and can be used by Teacher Education Institutions, Teacher Educators or individuals who are interested in finding out the attitude of student teachers towards Teaching.

References

- Awan, S. A. (2015). Development of Attitude Towards Teaching Among Prospective Teachers of Punjab, Pakistan. *International Journal of Current Research and Academic Review*, 3(1), 101–108. Retrieved from <http://www.ijcrar.com/vol-3-1/Shehzad Ahmad Awan.pdf>
- Babu, R. (2020). Construction and Validation of Teaching Attitude Scale (TAS), IX(V), 4454–4463. Retrieved from <http://shabdbooks.com/gallery/479-may2020.pdf>
- Baruah, P., & Gogoi, M. (2017). Attitude Towards Teaching Profession in Relation to Adjustment Among Senior Secondary School Teachers. *International Journal of Humanities & Social Science Studies (IJHSSS) A Peer-Reviewed Bi-Monthly Bi-Lingual Research Journal*, III(IV), 166–177. Retrieved from <https://www.ijsr.net/archive/v4i4/SUB153131.pdf>
- Chavan, S., & Warke, P. (2018). A Validity and Reliability Study of Teachers Attitude Scale. *Ankara Medical Journal*, 5(2), 1103–1105. <https://doi.org/10.17098/amj.461661>
- Dhara, R., Barik, A., Das, A., & Banerjee, N. (2021). Attitude Towards Teaching Profession of Graduate Levels Students in the State of West. *European Journal of Molecular & Clinical Medicine*, 08(03), 83–98. Retrieved from https://ejmcm.com/article_8324_640de29355bf481f26dc456cda73458a.pdf
- Jyothi, V., & Vijayabhinandana, B. (2021). A Scale to Measure the Attitude of Students Towards Online Learning, 37–42. Retrieved from <https://seea.org.in/uploads/pdf/2021-66-37-42.pdf>
- Kuçukozyigit, M. S., Konez, N. A., & Yilmaz, B. (2017). Developing an Attitude Scale Towards Special Education as a Teaching Profession: A Test Study. *Journal of the International Society for Teacher Education*, 21(2), 27–40. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1176956.pdf>
- Lyngdoh, S., & Sungoh, S. . (2017). Construction and Standardisation of Teacher's Attitude Scale Towards Constructivist Approach in Teaching (TASCAT). *Educational Quest- An International Journal of Education and Applied Social Sciences*, 8, 305–308. <https://doi.org/10.5958/2230-7311.2017.00068.x>
- Malsawmkimi, & Lalrinzuali, F. (2020). Attitude of Teacher Educators of Institute of Advanced Study in Education (IASE), Aizawl Towards Teaching Profession. *InterNational Journal for Innovative Research in MultiDisciplinary Field*, 6(4), 14–18. Retrieved from <https://www.ijirmf.com/wp-content/uploads/IJIRMF202004003.pdf>
- Meitei, N. N., & Singh, R. S. (2018). Review of Some Empirical Studies on Attitude Towards Teaching Profession, 6(3), 6–23. Retrieved from <http://www.researchdirections.org/Management/articleupload/q1Y18axaYv.pdf>
- Patchaivaziamman, J., & Krishnamurthy, S. (2010). Development and Standardisation of a Scale Measuring Attitude Towards Teaching. *International Journal of Recent Scientific Research*, 3, 84–87. Retrieved from https://recentscientific.com/sites/default/files/Download_42.pdf
- Rakesh, S. P., & Kiran, B. R. (2016). Attitude Towards Teaching Profession Among Pre-Service Teachers in Shivamogga City. *International Journal of Multidisciplinary Research and Modern Education*, II(II), 120–126. Retrieved from <http://rdmodernresearch.org/wp-content/uploads/2016/09/252.pdf>

- Rani, R. (2016). Attitude Towards Teaching Profession of Prospective Teachers in Relation To Certain Demographic Variables. *Bhartiyam International Journal Of Education & Research A Quarterly Peer Reviewed International Journal of Research & Education*, 6(I), 7–16. Retrieved from http://www.gangainstituteofeducation.com/NewDocs/dec-2016/Ms_Rekha_Rani_ATTITUDE_Towards_Teaching_Profession_Of_Prospective_Teachers_In_Relation_To_Certain_Demographic_Variables.pdf
- Rinartha, K., Suryasa, W., & Kartika, L. G. S. (2018). Comparative Analysis of String Similarity on Dynamic Query Suggestions. In *2018 Electrical Power, Electronics, Communications, Controls and Informatics Seminar (EECCIS)* (pp. 399-404). IEEE.
- Sangwan, A., & Punia, P. (2021). Development and Validation of an Attitude Scale Towards Online Teaching and Learning for Higher Education Teachers, 187–195. <https://doi.org/10.1007/s11528-020-00561-w>
- Shaheen, F., Kashif, M. F., Daud, H., & Tariq, M. (2016). Exploring the Attitude of Prospective Teachers Towards Teaching Profession. *The Sindh University Journal of Education*, 45(2), 29–43. Retrieved from <https://sujo-old.usindh.edu.pk/index.php/SUJE/article/viewFile/2914/2244>
- Suryasa, I. W., Rodriguez-Gámez, M., & Koldoris, T. (2022). Post-pandemic health and its sustainability: Educational situation. *International Journal of Health Sciences*, 6(1), i-v. <https://doi.org/10.53730/ijhs.v6n1.5949>
- Trivedi, R. (2012). A Study of Attitude of Teachers towards Teaching Profession Teaching at Different Level. *International Multidisciplinary E-Journal*, 1(V), 24–30. Retrieved from http://shreepublishing.com/Documents/20126154238677.5.Rohini_P.Trivedi.pdf
- Unlu a, H. (2011). Developing an Attitude Scale for the Profession of Physical Education Teaching (ASPPET). *Educational Sciences: Theory & Practice*, 11(4), 2014–2020. Retrieved from <http://files.eric.ed.gov/fulltext/EJ962686.pdf>
- Win, O., & Nwe, K. H. (2020). Attitude Scale for Student Teachers Towards Teaching Profession, XVIII(9B). Retrieved from <http://www.maas.edu.mm/Research/Admin/pdf/37>. Daw Ohnmar Win (501-512).pdf