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CONSTRUCTION AND STANDARDIZATION OF INTEREST IN CURRICULAM DEVELOPMENT SCALE

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Abstract

In the present study, Interest in Curriculum Development scale has been constructed and standardized for School Teachers. This preliminary scale consists of 60 statements. The sample consists of 100 School Teachers are randomly selected from the Cuddalore Districts. The 't' value was used to standardize the tool and finally 38 statements were retained for the final study.

***Keywords**: Interest in Curriculum Development; School Teachers.*

Introduction

Department of Education, Government of India & NCERT establishes content standards and educational benchmarks by class level (National curriculum framework). Based on this every National and State Board prepare their curriculum with local contexts. The most crucial person in curriculum development as well as curriculum implementation process is the teachers with their ground level experiences, subject knowledge and competencies. This knowledge will help the committees to construct and develop the correct and exact curriculum for the students. The goal of a successful educational program and thus effective curriculum development should be to meet the needs and current demands of the culture, the society and the expectations of the population being served.

Operational Definition of the Term

Interest

"Interest may refer to the motivating force the that implies use to attend to a person, a think or an activity"

Curriculum development:

Curriculum development is defined as the process of selecting, organizing, executing and evaluating learning experiences on the basis of needs, abilities and interests of the learners and nature of the society or community.

Interest in Curriculum Development

Interest in Curriculum Development is defined as the teacher perceived interest to participate and create and positive improvement in school curriculum.

Pilot Study

Even though few readymade tools are available in market for interest in curriculum development, in order maintain accuracy of the variable measured. Investigator decided to prepare interest in curriculum development scale for school teachers. So, the investigator has prepared 60 statements of Interest in Curriculum Development scale, with help of the guide and it has three dimensions (Curricular Activities, CO-curricular Activities and Extra Curricular Activities). The investigator decided to construct the scale Yes/No type and prepared large number of statements on the basis of the three components. These statements were scrutinized for eliminating ambiguous and unsuitable items. The initial scrutiny of the statements for Interest in curriculum development scale was done by the investigator with the help of the research guide.

From the prepared statements 60 items were retained. Among them, 20 statements were based on curricular activities; 20 statements were related to co-curricular activities; 20 above extracurricular activities. The prepared items were given to experts. These experts constructively criticized and gave valuable suggestions. The wording of some of the statements was changed and modified and irrelevant statements were removed. Only the items which truly measure interest in curriculum development variable were retained. Thus out of 60 items 12 were rejected and 48 were selected for draft scale; these statements were worded carefully in order to obtain the free expression of the respondents. The respondents were requested to show their acceptance or rejection to each item by indicating any one of the following responses – Yes/No.

Tryout of the Draft Scale

The investigator obtained the preliminary draft of the scale in printed form. The draft scale included 48 statements related to 3 components. It was administered to 100 school teachers.

Scoring Procedure

Score procedures of interest in curriculum development scale

Answer	Score
Yes	1
No	0

Item Analysis

The total score of an individual was calculated by adding the score values of responses of all statements in the scale. Then these scores were arranged in the ascending order. Twenty seven percent of the subjects with highest score and 27% with lowest scores were taken. Thus 27 highest and 27 lowest scoring subjects were selected as criterion groups. Then the mean response score of each statement was calculated separately for each criterion group. The 't' value for each statements was calculated.

The value of 't' is a measure of the extent to which a given statement differentiates between the high group and low group. According to Edward (1957), any 't' value equal to or greater than 1.83 indicates that the average response of the high and low groups to a statement differs significantly, provided that the number of subjects in the high group and low group is 25 or more 't' values of the statements included in the draft scale are given below.

Table - 1

Item Numbers	't' Value	Item selected	Item No. in the final Draft of ICD
1	2.811	S	1
2	4.836	S	2
3	8.032	S	3
4	3.901	S	4
5	3.525	S	5
6	6.228	S	6
7	0.677	NS	-
8	5.243	S	7
9	3.812	S	8
10	3.382	S	9
11	3.938	S	10
12	5.629	S	11
13	2.340	S	12
14	3.357	S	13
15	3.701	S	14
16	3.263	S	15
17	0.056	NS	-
18	0.655	NS	-
19	3.810	S	16
20	5.432	S	17
21	3.216	S	18
22	2.913	S	19
23	-1.157	NS	-
24	2.581	S	20
25	-1.024	NS	-
26	0.731	NS	-
27	3.465	S	21
28	3.221	S	22
29	2.369	S	23
30	3.587	S	24
31	5.234	S	25
32	-1.225	NS	-
33	3.457	S	26
34	2.694	S	27
35	-1.542	NS	-
36	5.457	S	28
37	6.421	S	29
38	4.284	S	30
39	3.721	S	31
40	-1.534	NS	-
41	4.279	S	32
42	3.725	S	33
43	6.624	S	34
44	5.547	S	35
45	3.589	S	36
46	0.561	NS	-
47	5.624	S	37
48	3.527	S	38

S = selected*

NS = Not selected*

Here, the investigator has mentioned 38 selected statements only.

Preparation of the final form of the Interest in Curriculum Development Scale

In the present study, out of 48 statements 38 statements having the highest‘t’ values were selected, for the final scale.

Final form of the Interest in Curriculum Development Scale

The final form of the Interest in Curriculum Development Scale consisted 38 statements, curricular activities 13, Co-curricular activities 12, extracurricular activities 13, related to 3 components. Items related to each variable were given separately, but the variables were not mentioned in the scale.

Table - 2

S.No	Statements	Yes	No
Curricular Activities			
1.	All of the lesson ideas I offer to students will be helpful.		
2.	When I go to the classroom, I will be happy.		
3.	I will study the ideas in my textbook with deep thought.		
4.	I aspire to be the best teacher in the school.		
5.	I get more involved in discussions with students about the lesson.		
6.	I will work with the general greater effort of teaching in the classroom.		
7.	During my teaching I will handle the technical method.		
8.	Before I teach the lesson, I will make a related stimulus.		
9.	I encourage students to take action plans.		
10.	I will try to create goodwill on the minds.		
11.	My students will be excited if I go to my classroom.		
12.	I will adjust myself to the current course arrangement.		
13.	I will teach my lesson in a timely manner.		
Co-curricular Activities			
14.	I encourage students to attend NCC.		
15.	I encourage students to attend NSS.		
16.	I encourage my students to grow trees.		
17.	I encourage my students to attend a debate or individual lecture.		
18.	I will make students interested in Stamp Collection.		
19.	I would encourage students to draw a drawing on the lesson.		
20.	I advise students on craft material and encourage students.		
21.	I will talk about the importance of collecting coins and the importance of it to students.		
22.	I encourage students to take part in festivals related to our nation.		
23.	I will create a passion for students to attend the Red Cross.		

24.	I encourage students to participate in rural arts activities.		
25.	I would be interested in story writing.		
Extra Curricular Activities			
26.	I would be interested in playing badminton.		
27.	I would be interested in playing with similar age believers.		
28.	I am interested in participating in the Debate competition.		
29.	I am interested in community related issues.		
30.	I love racing so much.		
31.	I will take part in religious activities.		
32.	I would love to lead the game.		
33.	I would be interested in typing the computer.		
34.	I would be interested in playing keyboard.		
35.	I would love to see the students participate in the dance.		
36.	I encourage students to take part in swimming.		
37.	I would like to encourage students to participate in music training.		
38.	I would like to attend the entertainment show.		

Validity and Reliability

Investigator established content validity by giving the scale to many senior teacher educators and experienced teachers and thereby making necessary changes. In the present study, the reliability of the Interest in Curriculum Development Scale was established by test-rest method. The scale was administered twice to a sample of 100 school teachers an interval of three weeks between the second administrations. The total scores were found out for each individual, for each administration. Thus two sets of score were obtained. The coefficient of correlation between these two sets of total scores was found to be .75.

Similarly the investigator calculated the reliability of the subscales of Interest in Curriculum Development Scale also. The scores for each of the variables for each individual were found out for each administration. Then the coefficients of correlation corresponding to each variable thus obtained are given in table 3.

Table – 3 Reliability Coefficient of sub scale of Interest in Curriculum Development Scale

	Subscales	Coefficient of Correlation
A	Curricular activities	0.83
B	Co-curricular Activities	0.77
C	Extracurricular Activities	0.75

The high values of the correlation coefficients indicate the high reliability of the measuring tool.

Conclusion

The study was aimed at the development of a valid and reliable instrument for measuring interest in curriculum development among school teachers. The tool has three subscale namely : Curricular Activities, Co-curricular Activities and Extra Curricular Activities. The scale will be useful for policy makers and curriculum developers.

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