

DEVELOPMENT AND STANDARDIZATION OF SELF AWARENESS SCALE (SAS)

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Abstract: Many things can help teachers to make discriminating decisions and boost their efficacy in positively inspiring their students. Learn to be self-aware is not a easy procedure, but responsibility so can develop one's guidance skills and lead to a more kind of training and learning traditions. Hence the investigators resolute to construct and validate a tool namely Self Awareness Scale (SAS) exclusively for the higher secondary school teachers.

Keywords: self-awareness.

INTRODUCTION:

Teachers-in-training are possible to internalize the procedural theory and perform that tends to resound with their specialized attitude and values. It seems that only input becomes ingestion that harmonizes with the teaching models developed by each of us as a result of our before learning experiences. The teachers teach and expend long time in school by observing the teaching process contributed in shaping their ideas in the process of teaching and learning. The teachers' previous experiences as language learners have resulted in internalizing many teaching behaviors they were uncovered to, to the extent that teachers acquire the knowledge from their own experiences as students and those knowledge were their assets. The influence of the teacher's own experience as a student impacts his/her teaching philosophy and practice. Therefore teachers appear to be summative products of their previous learning experiences, throughout their professional development they will likely internalize information that is compatible with their already existing professional knowledge and assumptions derived from their past learning experiences.

NEED AND IMPORTANCE:

For possessing a strong character the self-awareness plays a vital role by generating the ability to lead with determination, trust, legitimacy, and sincerity. Self-awareness provides the clean picture of procurement the successes and failures. The self-awareness gives a clear understanding of (i) who we are and (ii) what we need. It also stretches teachers the occasion to identify the holes they have in their organization skills, and discloses the areas in which they are effective and where they need concentrate. Knowing these things assists the teachers' to take appropriate decisions to improve affective teaching process. To be a self-aware teacher is not simple but being a self-aware teacher improves leadership skills. One's leadership skills and lead to a more supportive teaching and learning culture. Hence the study has the need an importance.

DEVELOPMENT OF THE SCALE:

The investigator has decided to develop and validate a scale to measure the teachers' self-awareness. As the first step the investigators collected varieties of information from various sources like website, Journals, Books, experts in colleges and in universities. They develop as many as 64 statements. The statements were categorized with the expert's opinion. Each statement is set against a three point scale by three different responses of AGREE - 'A', UNDECIDED - 'UD' and DISAGREE - 'DA' having the arbitrary weights of 3, 2 and 1 respectively. The scores in this scale range from 64 to 172.

PILOT STUDY OF THE SCALE:

The construct scale was subjected to the pilot study. The scale was administered to the sample of 100 higher secondary school teachers. Their responses was collected, scored and 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 authentication of the self-awareness scale is to find out the 't' value of each declaration, which procedures the basis for item collection in order to shape up the final scale from the agreed tools, 25% of the subjects (High) with the highest total scores and 25% of the subjects (low) with the lowest total scores were sorted out for the purpose of item selection. The high and the low groups, thus selected, formed the criterion groups and each group was made up of 25 higher secondary students (Edward.L.Allen., 1957). It may be recalled that each statement is followed by three different responses of AGREE - 'A', UNDECIDED - 'UD' and DISAGREE - 'DA' in the self-awareness scale. As already indicated weights are given for the response category in respect of each statement. Then each statement was taken individually and the number of students who responded AGREE - 'A', UNDECIDED - 'UD' and DISAGREE - 'DA' was found out in both the high and low groups separately. Thus for all the 64 statements, the number of higher secondary school teachers coming under each category was found out separately for

both the high and the low group. The value of 't' is a measure of the extent to which a given statement differentiates between the high and low group. If the 't' value is equal to or greater than 1.75 it indicates that the average response of the high and low groups to a statement differs significantly, provided there are 25 or more subjects in the high group and also in the low group (Edward.L.Allen., 1957). In the present study there are 25 subjects each in the high and low groups, the total number of subjects involved in the pilot study being 100. As many as 29 statements having the highest 't' value have been chosen in order to form the final scale (Table-1).

TABLE 1**DETAILS OF THE ITEM ANALYSIS OF THE SELF AWARENESS SCALE**

S.NO	't' VALUE	SELECTED / NOT SELECTED
1.	0.548	NOT SELECTED
2.	5.790	SELECTED
3.	0.190	NOT SELECTED
4	4.386	SELECTED
5	0.386	NOT SELECTED
6	3.009	SELECTED
7	0.426	NOT SELECTED
8	3.601	SELECTED
9	0.593	NOT SELECTED
10	5.037	SELECTED
11	0.182	NOT SELECTED
12	1.564	NOT SELECTED
13	1.295	NOT SELECTED
14	5.480	SELECTED
15	4.163	SELECTED
16	0.000	NOT SELECTED
17	2.371	SELECTED
18	2.121	SELECTED
19	0.205	NOT SELECTED
20	1.072	NOT SELECTED
21	0.212	NOT SELECTED
22	1.835	NOT SELECTED
23	1.688	NOT SELECTED
24	2.426	SELECTED
25	2.383	SELECTED
26	5.416	SELECTED
27	0.354	NOT SELECTED
28	2.255	SELECTED
29	1.578	NOT SELECTED
30	1.679	NOT SELECTED
31	1.689	NOT SELECTED
32	0.981	NOT SELECTED
33	5.894	SELECTED
34	2.371	SELECTED
35	2.707	SELECTED
36	0.765	NOT SELECTED
37	1.537	NOT SELECTED
38	1.445	NOT SELECTED
39	1.533	NOT SELECTED
40	0.182	NOT SELECTED

41	1.732	NOT SELECTED
42	3.989	SELECTED
43	0.994	NOT SELECTED
44	4.266	SELECTED
45	0.994	NOT SELECTED
46	3.455	SELECTED
47	0.000	NOT SELECTED
48	0.602	NOT SELECTED
49	1.906	NOT SELECTED
50	6.629	SELECTED
51	0.177	NOT SELECTED
52	2.843	SELECTED
53	1.395	NOT SELECTED
54	3.644	SELECTED
55	0.000	NOT SELECTED
56	5.336	SELECTED
57	1.990	SELECTED
58	4.929	SELECTED
59	2.738	SELECTED
60	4.929	SELECTED
61	1.659	NOT SELECTED
62	1.198	NOT SELECTED
63	3.335	SELECTED
64	2.009	SELECTED

In the final form the self-awareness scale which possess 29 statements have the range of the score from 29 to 87. The maximum score that one can get in this is 87. The self-awareness level has been furnished below.

Level	Range of scores
Low level of self awareness	Upto 44
Average level of self awareness	Above 44 up to 73
High level of self awareness	Above 73

VALIDITY:

Self-awareness scale possess the construct validity and also the intrinsic validity was found to be 0.94 which clearly states that the scale is valid.

RELIABILITY:

The reliability of this scale found using the test-retest method was found to be 0.88 and hence the scale is reliable.

CONCLUSION:

Thus the investigators constructed and validated a Self Awareness Scale (SAS) and contributed it to the field of education.

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