

CONSTRUCTION AND VALIDATION OF ATTITUDE TOWARDS LEARNING SCALE (ATLS) FOR HIGH SCHOOL STUDENTS

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ABSTRACT

The purpose of the paper is to construct and validate of attitude towards learning scale (ATLS) for high schools students. This scale consists of 40 statements posing questions which are five point scale and coming under the following four dimensions, namely educational usage aspects, economic aspects, social aspects, and philosophical aspects. The sample consists of 117 high school students randomly selected from the Ariyalur District, Tamil Nadu.

Keywords: Attitude towards learning, high school students.

INTRODUCTION

Learning occupies a very important place in human life. It is a lifelong process. Learning is said to be equivalent to change, modification, development, improvement and adjustment. It is not confined to school learning, cycling, reading, writing or typing but it is comprehensive term which leaves a permanent effect of impression on the individual. Learning plays a very important role in determining behaviour of an individual. It is the basis of success in life. Learning occupies very important role in the field of education.

“Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behaviour, weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behaviour will have a positive attitude toward the behaviour. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behaviour will have a negative attitude”. Hence the attitude towards learning become essential for high school students and this tool attempts to measure it.

The investigator decided to construct and validate a scale to measure the attitude towards learning of high school students. In order to construct the scale at the preliminary stage the investigator consulted the experts in psychology, referred psychology books, journals, related studies, Ph. D, works, visited web sites

and gathered a variety of information regarding attitude towards learning. Further with the expert advice from the guide, the investigator constructed the tool. The pilot study was conducted in five high schools located in Ariyalur District, Tamilnadu. The total number of samples used for the pilot study was 117.

NEED AND IMPORTANCE OF THE STUDY

Education is the powerful tool which helps to modify the behaviour of the child according to the needs and expectancy of the society. Student's attitude is an integral part of the learning and that it should, therefore become an essential component of learning. Attitude towards learning are believed to influence behaviours such as selecting and reading books, speaking in a language etc. Especially in Education, if the students have positive attitude towards any subject, they can achieve many things in that specific area.

OBJECTIVE

To develop a scale to measure the attitude towards learning of high school students

METHODOLOGY

The normative survey method was used for the present study to found the attitude towards learning of high school students. For the construction of the attitude towards learning scale, Likert's method has been followed. The scale used for the pilot study, consists of 40 items. These 40 items consists of five point rating scale, namely Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. If the statement positive means scores are given in the order of 5, 4, 3, 2, and 1. If the statement negative means scores are given in the reverse order like 1, 2, 3, 4, and 5. The maximum mark for an item is 5 and the minimum mark is 1. Therefore one can get a maximum score of 200 and the minimum score is 40.

ITEM ANALYSIS

Item analysis is an important step in the validation of any tool. A pilot study is to find out the items which form the basis for item selection in order to build up the final study. A reliability coefficient such as Cronbach's alpha (Cronbach, 1951, 2004) demonstrates whether the test designer was correct in expecting a certain collection of items to yield interpretable statements about individual differences (Kelley, 1942).

Cronbach (2004) no longer regards the alpha formula as the most appropriate way to examine most data. Over the years, with associates he developed the complex generalizability theory (Cronbach, Rajaratnam and Gleser, 1963; Cronbach et al., 1972; see also Brennan, 2001; Shavelson and Webb, 1991), which can be simplified to deal specifically with a simple two-way matrix and produce coefficient alpha.

As a rule of thumb,

TABLE - 1

CRONBACH'S ALPHA	INTERNAL CONSISTENCY
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

TABLE - 2
ITEM ANALYSIS FOR ATTITUDE TOWARDS LEARNING

ITEM-TOTAL STATISTICS						
ITEMS	SCALE MEAN IF ITEM DELETED	SCALE VARIANCE IF ITEM DELETED	CORRECTED ITEM-TOTAL CORRELATION	SQUARED MULTIPLE CORRELATION	CRONBACH'S ALPHA IF ITEM DELETED	NATURE OF SELECTION
S1	157.55	226.009	0.452	0.531	0.824	Selected
S2	157.88	223.899	0.324	0.492	0.824	Selected
S3	158.01	225.181	0.302	0.311	0.825	Selected
S4	158.40	215.225	0.439	0.553	0.820	Selected
S5	157.68	222.204	0.411	0.621	0.822	Selected

S6	159.32	222.977	0.236	0.454	0.827	Selected
S7	157.83	221.471	0.410	0.605	0.822	Selected
S8	157.92	224.296	0.302	0.431	0.825	Selected
S9	157.68	228.738	0.188	0.530	0.827	Selected
S10	158.26	223.675	0.287	0.502	0.825	Selected
S11	158.76	222.425	0.223	0.441	0.828	Selected
S12	158.14	217.998	0.380	0.643	0.822	Selected
S13	157.94	221.746	0.432	0.572	0.822	Selected
S14	157.78	226.726	0.208	0.588	0.827	Selected
S15	158.97	223.180	0.210	0.517	0.828	Selected
S16	157.94	218.195	0.534	0.598	0.819	Selected
S17	157.67	221.500	0.413	0.657	0.822	Selected
S18	157.78	222.898	0.391	0.510	0.823	Selected
S19	159.13	225.733	0.171	0.467	0.829	Selected
S20	157.74	226.123	0.271	0.567	0.826	Selected
S21	158.32	229.632	0.093	0.377	0.831	Not Selected
S22	157.72	220.808	0.444	0.611	0.821	Selected
S23	157.65	226.350	0.247	0.634	0.826	Selected

S24	158.74	217.192	0.368	0.585	0.823	Selected
S25	157.90	220.541	0.409	0.485	0.822	Selected
S26	158.97	213.180	0.429	0.611	0.820	Selected
S27	158.32	231.477	0.039	0.459	0.832	Not Selected
S28	159.19	221.033	0.309	0.490	0.825	Selected
S29	158.74	223.369	0.197	0.571	0.829	Selected
S30	157.67	226.310	0.304	0.523	0.825	Selected
S31	157.60	225.898	0.351	0.481	0.824	Selected
S32	158.61	220.534	0.304	0.539	0.825	Selected
S33	157.93	228.530	0.121	0.391	0.830	Not Selected
S34	157.99	222.905	0.250	0.460	0.827	Selected
S35	158.47	226.562	0.154	0.435	0.830	Not Selected
S36	157.95	216.015	0.575	0.657	0.818	Selected
S37	157.87	222.871	0.366	0.547	0.823	Selected
S38	157.69	222.042	0.453	0.503	0.822	Selected
S39	158.42	224.246	0.238	0.514	0.827	Selected
S40	157.57	226.902	0.282	0.475	0.826	Selected

**RELIABILITY AND VALIDITY
 TABLE - 3**

RELIABILITY STATISTICS		
CRONBACH'S ALPHA	CRONBACH'S ALPHA BASED ON STANDARDIZED ITEMS	NO. OF ITEMS
0.829	0.844	40

Table –3 shows the Cronbach’s Alpha reliability statistics of attitude towards learning scale. It is the most common statistic used to describe the internal consistency reliability of a set of items. Its intrinsic validity was found to be 0.844 and the reliability of this tool was found to be 0.829 by using Cronbach’s Alpha. Here the acceptable reliability, $\alpha = 0.829$. In Table- 2 most of the items in the last column “Cronbach’s Alpha if Item Deleted” comes under $\alpha = 0.829$, so they are all selected items. Notice that items S21, S27, S33, and S35 is troublesome. It has a low item-total correlation and alpha would increase if we were to remove those items (S21, S27, S33, and S35) from the scale. Now the final study consists of only 36 statements. The deleted items (S21, S27, S33, and S35) are indicated in bolded mark in Table –2.

CONCLUSION

The investigator is hopeful that this scale would be helpful to measure the attitude towards learning of high school students. Attitude towards learning is one of the important psychological factors. This research tool will be of immense use for the researcher who would like to study the attitude towards learning of high school students.

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