
THE STANDARDIZATION OF THE TEACHER'S EVALUATION OF STUDENT'S CONDUCT QUESTIONNAIRE IN HYDERABAD PAKISTAN

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ABSTRACT

This research was conducted to examine the standardization of Urdu Version Teacher's evaluation of the student's conduct questionnaire. It was designed by Steward in 1985, and Rohner revised it in 2005 with the goal of examining students' behaviour in the classroom. The research sample composed of 360 students 8th to 10th grades students and age range 11 to 17 M=14.29, SD = 1.174) was evaluated by 16 teachers. In this study, student and teacher demographic data were gathered using the Teacher's Evaluation of Student Conduct Questionnaire (TESCQ) and Personal Information Form, and validity and reliability analyses were completed. There are 18 items on the scale, each with 5 Likert alternatives. The finding of this study revealed Teacher evaluation of students (TESC) questionnaire had excellent internal consistency ($\alpha=.962$). Moreover, the KMO value of .950 and Bartlett's Test of sphericity =6183.124 which meets the criteria for running exploratory factor analysis EFA. Therefore, this study's findings showed that using the TESC in Urdu with children to assessing their behaviour and conduct as reported by their teachers is a highly reliable questionnaire of behaviour analysis. In conclusion, the standardization of TESCQ, Urdu version Rohmer, may enhance research on behaviour conduct concerns related to schools in Pakistan in line with the acceptance-rejection acceptance theory (2004, 2020). This scale provides a useful tool for education professionals to assess behaviour conduct in line with perceived teacher acceptance rejection.

KEYWORDS

Teacher's Evaluations, Students' Conduct, Reliability, Urdu Version

INTRODUCTION

Teachers play a fundamental role in encouraging students to develop the capacity to innovate, adapt to change, and deal with adversity in addition to knowledge and skills. Human nature necessitates encouragement for the continuation of any endeavor. With teachers' adequate positive feedback, students can achieve wonders. A person may feel powerful and influential when he gets genuine acceptance from another (Noori & Siddique, 2023). Therefore, the absence of conduct issues has a major impact on young children's future academic achievement and interpersonal adjustment. Despite the challenges that connections with children who have behavioral disorders bring, some teachers are successful in building and maintaining close, warm relationships with them (Kellam, 1998; Howard & Cavell, 1999). However, a variety of factors, such as personality traits and environmental conditions, might contribute to conduct problems (American Psychiatric Association, 2013). Despite a growing body of research from Pakistan on the supportive teacher student relationship in school, research on the measurement of student conduct in our country is limited. We examined the psychometric properties of the teacher's evaluation of student's conduct (TESC). Rohner students' conduct refers to teacher perception of student misconduct might include overtly disruptive actions like fighting or verbally abusing other students; disrespecting instructors' authority; and covertly disruptive actions like lying, cheating, and stealing (Rohner, 2005, 2022). A recent study by Shoaib and colleagues (2021) claims that effective teacher-student interactions are frequently recognized as a necessary element of a high-quality education. Further research suggests that even after taking into account differences in cognitive abilities and family resources, emotional control, social competence, the absence of conduct issues, and teacher involvement are independent and significant predictors of future academic success. Regrettably, the likelihood that children may be exposed to various challenges, such as parent and teacher rejection, emotional dysregulation, a lack of social skills, a lack of teacher/parent interaction, and an increase in behavior problems occur (Stratton, 1998; Deater-Deckard et al. 2011; Barber & Xia, 2013; Parra & Oliva, 2007). Study by Murdock and Miller, (2003) reports that students' assessments of their perceptions and relationships with teacher play a significant role in predicting students' psychological and behavioral adjustment and commitment to education. Furthermore, measuring student conduct in term of perceive teacher acceptance- rejection is important because of the interpersonal relationship between student and teacher. This needs a reliable and valid questionnaire to assess behavior conduct of school children.

The purpose of the current study is to look into the standardization of the teacher's evaluation of the student conduct questionnaire's Urdu translation. To best our

knowledge, present study is the first study for a reliable and valid questionnaire of student conduct in term of student teacher relationship in school setting. The TESCQ has not been widely available until recently. As a result, little information is available about its reliability and validity.

RESEARCH OBJECTIVES

1. To determine the reliability of the Teacher's Evaluation of Student's Conduct Questionnaire (TESCQ).
2. To determine the (Validity) factor analysis of Teacher's Evaluation of Student's Conduct Questionnaire (TESCQ).

RESEARCH QUESTIONS

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RESEARCH METHODOLOGY

Sample

The sample (n=360) of the present study was comprised of (n=180) boys and (n=180) girls' students. Sample was collected from high Schools of Hyderabad city. The school selected using a convenience sampling technique, but the sample was drawn at random from students in the 8 to 10 grades. Respondent ranged in age from 12 to 17 years (M=14.29, SD = 1.174). The Teachers participates (n = 16) (13 Females and 3Males were from 24 to 45 years, (M =32.63, SD =6.217).

Research Design

This study is quantitative- research. The survey method was conducted through Teacher's evaluation of student's conduct (TECS) questionnaire.

Measures

Following measures was administered on the participants to collect the data.

Personal Information Form (PIF)

The PIF was designed to collect demographic Information of the students' participants about to gender, age, class, grades, mother tongue, parental education and occupation and teacher participants about age, gender, qualification, professional qualification, subject, class, job experience, class strength.

Teacher's Evaluation of Student's conduct (TESC)

The Teacher's Evaluation of Student's Conduct (TESC) is an 18-item questionnaire

that assesses student conduct issues based on teacher reports (Steward, 1985). The behaviors include more covertly disruptive ones like lying, cheating, stealing, and discreetly causing difficulty. In 1986, items for the TESC were created using a number of then-available sources. Items for the TESC were formulated in 1986 from a variety of sources available at that time. These include the American Psychiatric Association (1980), Chamberlain and Patterson (1985), Floyd (1985), and Steward (1985). The alpha coefficient 0.93 (Rohner et, al 2010). The TESC are scored on a five point Likert-like scale, from (5) Very often to (3) sometimes but not often, to (1) almost never. A score of 4 is intermediate between 3 and 5, and a score of 2 is intermediate between 1 and 3. The total score is created by summing responses to all items. Total scores spread from 18 (no or minor conduct issues) to 90 (maximum/serious conduct issues). Significant conduct issues are present when scores are at or above the TESC midpoint of 54 (Rohner 1987, 1995, & 2004).

Procedure

As part of the ethical procedure, permission was obtained from the school's principals whose s teacher participated in the research. Before the research began, participants were also informed of the study's purpose and that participation was entirely optional. Additionally, students were told that the information they provided would be handled in confidence and that the research report would not confidentiality either them personally or their institutions. The teacher's evaluation of student behaviour (TESC) in Urdu was administered by the researcher to the class teachers along with a personal information form.

Statistical Analysis

To generate descriptive statistics and internal consistency, or Cronbach alpha values, data was analyzed using SPSS 21.0. exploratory factor analysis using Bartlett's test, the KMO, and scatter plots.

FINDINGS

Table 1: *Demographic profile of student's participants regarding Gender*

	Frequency	Percent
Girls	180	50%
Boys	180	50%

Table 2: *Demographic profile of student's participants regarding Age of the students*

11-13 years	86	24%
14-16 years	263	73%
17-18 years	11	1%

Table 3: Demographic profile of student's participants regarding Class/grade of the students

10 th	88	24.5%
9 th	85	23.6%
8 th	187	51.9 %

Table 1 to 3 showing demographic information taken from all the 360 participants for total 18-items TESCQ questionnaire.

Table 4: Descriptive statistic of demographic of student participants N (360)

	Classes	Age
Mean	8.736	14.294
Median	8.000	14.000
Std. Deviation	.8735	1.1740
Minimum	8.0	11.0
Maximum	14.0	18.0
Percentile 25	8.000	14.000
Percentile 50	8.000	14.000
Percentile 75	9.000	15.000

Table 4 showing descriptive statistics of student's participants with mean values, standard deviation, variance & percentile at 25, 50 and 75.

Table 5: Descriptive statistic on the Teacher Evaluations of student conducts Questionnaire (TESCQ) Total 18 item

N	360
Mean	27.42
Median	21.00
Mode	18
Std. Deviation	13.708
Minimum	18
Maximum	80

Table 5 showing descriptive statistics of (18-items) the teacher evaluations of student conducts Questionnaire (TESCQ) with mean values, standard deviation, variance & percentile at 25, 50 and 75.

Table 6: Reliability of Alpha Coefficient for score of Participants on Teacher Evaluations of student conducts Questionnaire (TESC) (N=360)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.962	.963	18

As shown in Table 6 Cronbach's alpha values of the (TESC) reliability were found ($\alpha=.962$) which indicates highly reliable status of scale.

Table 7: Descriptive Statistics of 18- Items – Teacher Evaluations of student conducts Questionnaire (TESCQ).

Items	Mean	Std. Deviation	Analysis n
TESC1	1.575	1.0842	360
TESC2	1.550	1.0194	360
TESC3	1.672	1.1507	360
TESC4	1.572	1.0818	360
TESC5	1.589	1.0908	360
TESC6	1.539	1.0416	360
TESC7	1.550	1.0085	360
TESC8	1.353	.8643	360
TESC9	1.467	.9582	360
TESC10	1.392	.8859	360
TESC11	1.589	.9575	360
TESC12	1.358	.8588	360
TESC13	1.397	.8415	360
TESC14	1.506	.9172	360
TESC15	1.547	.9891	360
TESC16	1.953	1.0264	360
TESC17	1.425	.8894	360
TESC18	1.386	.8915	360

Table 7 showing descriptive statistics of Total (18-items) of Teacher Evaluations of student conducts Questionnaire (TESCQ).

Table 8: KMO and Bartlett's Test for EFA Total 18 items Teacher evaluation of Student conduct questionnaire (TESCQ)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.950
Bartlett's Test of Sphericity	Approx. Chi-Square
	Df
	Sig.

N=360

Table 8 showing KMO & Bartlett's Test values of the Total Teacher evaluation of Student conduct questionnaire (TESCQ). The calculated value is of KMO is .950 and p value is 0.00 which shows that the data meets the criteria for exploratory factor analysis.

Table 9: Eigen values of 18-items of the 18 items Teacher evaluation of Student conduct questionnaire (TESCQ)

Component	Eigenvalues	Component	Eigenvalues
1	11.140	10	.296

2	1.626	11	.256
3	.839	12	.220
4	.642	13	.215
5	.508	14	.169
6	.446	15	.163
7	.390	16	.151
8	.360	17	.139
9	.327	18	.113

N=360

Table 9 shows extraction method for Exploratory Factor Analysis with principle component analysis where cutoff Eigenvalues were set at 1 for 18 items Teacher evaluation of Student conduct questionnaire (TESCQ).

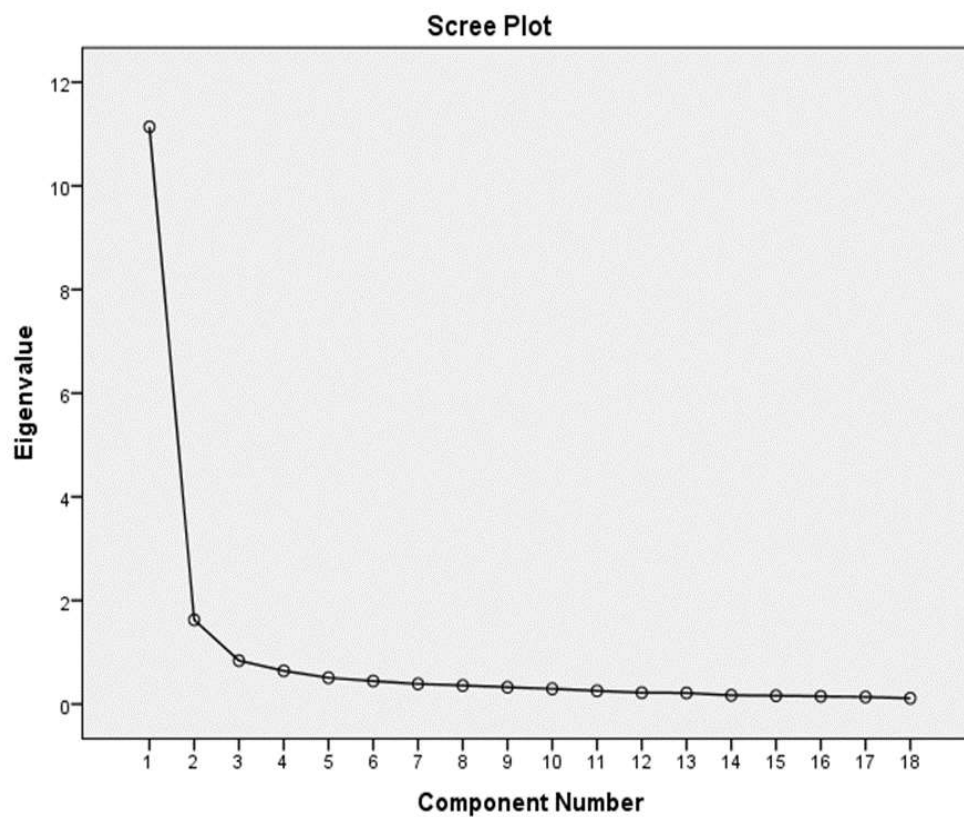


Fig. 1: Showing Eigen values of the 18 items Teacher evaluation of Student conduct questionnaire (TESCQ)

Table 10: Exploratory Factor Analysis of 18-items Teacher evaluation of Student conduct questionnaire (TESCQ)

Items	Factor Loading
Disrupts classroom routine	0.265
Is disobedient	0.276
Is unruly in school	0.367
Is disrespectful	0.362
Is impudent	0.295
Creates troubles in school	0.265
Shoves and hits other people	0.664
Is rebellious or defiant of teacher's wishes	0.759
Is cruel and makes fun of others	0.488
Shouts at or insults adults	0.115
Takes revenge on other children	0.097
Is quarrelsome	0.096
Refuses to do school work	0.293
Lies to get out of trouble	0.269
Destroys property of others	0.096
Is abusive to younger or smaller children	0.086
Cheats	0.106
Steals	0.104

Table10 shows factor loading of Total 18-items of the Teacher evaluation of Student conduct questionnaire (TESCQ).

DISCUSSION

The present research objective was to determine the standrization of the Urdu version teacher evaluations of student conducts questionnaire. The demographic distribution of the 360 participants who participated in this study was 50% girl's students and 50% boys students, with 73% of the participants in the age range of 14-16 years, 24% 11-13 years and only 1% in the age range 17-18 years. Out of the 360 participants 51.9 % were students of 8th grades and 24.5% were 10th 23.6% 9th grades; The student school grades ($M= 8.736$, $SD=8735$) and age ($M=4.294$, $SD=17.40$) See Table (2).In this research the mean score of TESCQ total on current Pakistani sample was higher ($M=27.42$, $SD=13.708$) (see Table 3) then the mean score ($M = 19.88$, $SD = 4.23$), with finding of study conducted by Giotsa et al. (2008). Preliminary evidence, suggests that the International research and practice may both use the measure with confidence and validity. Factor analysis, coefficient alpha measurements, and statistically significant correlations with variables with theoretically predicted values all support this result.

The Cronbach alpha was used to assess consistency of items with one another. The measure whose reliability score exceeds .70 is considered to be a reliable one. In this

research obtained for (TESCQ) Urdu version (18 items) total scale was found .96 (see Table 4). Study by Khan and associates (2010) reported that the TESC questionnaire has been used in several studies in various nations (Rohner, Khaleque, Elias, & Sultana, 2010).

In addition the findings of current study are consistent TESC has shown adequate reliability with a wealth of cross-cultural studies (Rohner, 2005). In contemporary cross-cultural research, coefficient of reliability varies from .93 to .97. Following are the country-specific Cronbach's alphas: for a sample from India and Kuwait .96, according to a Bangladeshi sample. .93 in nia. .96, followed by a sample from the United States. .97. then 18 TESC items. The value of .962 ($p < .001$) was used to determine Cronbach's alpha. The Cronbach, the scale establishes itself as a measure with high consistency among the items and indicates a high stability too (Parmar et al. 2010).

In addition, the KMO and Bartlett's Test was run on TESCQ 18 items to check whether the data was good enough to run exploratory factor analysis or not. KMO value of .950 and Bartlett's Test of sphericity = 6183.124, $p < .001$ of the total 18 item TESCQ are given (see Table 6), which meets the criteria for running exploratory factor analysis EFA. The Eigen values of the 18-items for the TESCQ are given (see Table 7), followed by the scree plot (see Fig 1).

This result support finding (KMO = .92) suggested that 92% and Bartlett's Test of Sphericity was significant at 2520.63 (Giotso et al, 2008; Kahleque et al., 2021; Crawford & Henry, 2004).

Furthermore, Factor loading of the 18- items for the TESCQ is given (see Table 8). All 18 TESCQ items were analysis to exploratory factor analysis in light of these general criteria. The variety of impartial instruments at our disposal for assessing students' performance There is very little information available regarding how students perceive their relationships with their professors, which may be cordial and accepting or abusive in the sense of rejection, neglect, severe reprimand, and control. For the purpose of developing prevention and intervention programs, educational researchers, school counselors, and psychologists must use standardized methods to assess particular aspects of teacher conduct. Finally, the TESCQ, Urdu version helps increase the investigation of behavior conduct problems in Pakistani schools. As a result, teacher training programs and initiatives to increase teacher involvement appear to be the best interventions for improving children's preparedness for school, resulting in subsequent academic success, and reducing the formation of conduct concerns.

The objective of this research was to assess the Teacher Evaluation of Students Conduct Questionnaire's (TESCQ; Rohner Research Publications, 2012) factor analysis and Cronbach reliability in a sample of Pakistanis. As far conclude, we

confirm that TESC is psychometrically sound, has excellent Cronbach's alpha value and significant factor analysis. It can be concluding that TESC is a comprehensive, comprehensible, short and easy to administer questionnaire that can measure Student conduct in term of perceive teacher-acceptance- rejection in school setting. One of the most crucial factors in the student teacher relationship is the evaluation of students by teachers. However, because of subjective nature of teacher evaluation, it is more efficient to use a standardized questionnaire and compare results across several schools (Veveve & Kozlinsiks 2011, Khaleque,2015).Initially it is advised that future researchers reproduce the reliability and validity study of the TESC questionnaire on a broader population made up of students from a variety of educational levels.

Regarding the standardization of the TESC questionnaire, the outcomes of the current study are encouraging. The study's first and most significant restriction is that the sample was restricted to the Hyderabad city schools that gave permission for research with students to be conducted there. As a result, results may not generalize to other populations.

RECOMMENDATIONS

The TESC measure is presented for use by educational psychologist, concerned in endorsement and assessment of children for assessing student behavior conduct as reported by the teacher in classroom. The professionals and practitioners who are concerned with behavioral functioning and developmental outcomes may find the study's findings valuable. As a result, it would seem that training teachers in effective classroom management techniques and encouraging teacher participation are essential components of providing intervention for enhancing children's readiness for school, leading to subsequent academic achievement, and preventing the emergence of conduct issues.(Christner et al., 2009; Emden et al., 2000; Larson, 2005; Erchul et al., 2010; Power, 2002; Kauffman, 2001; Kourkoutas, 2011).

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