

# Construction and Validation of Teachers Family Environment Scale (TFES)

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**Abstract:** *The purpose of this study was to assess the influence of family environment of secondary school teachers' absenteeism in Chennai, Kanchipuram and Thiruvallur Districts. The sample of 100 secondary teachers was collected from 20 schools that located in Chennai, Kanchipuram and Thiruvallur districts respectively. The simple random sampling technique was adopted to collect the data from the teachers, who were working in the secondary school level. The data was collected by distributing questionnaire using a 5 - point Likert scale to study 53 items of teachers family environment scale for the polite study. Consequently, the responses were subjected to critical ratio analysis of 't' test and based on the 't' ratio that is greater than (1.96) at 0.01 level for each item, have been selected and rest of the items were deleted. In order to, set the final draft of the teachers family environment scale, out of 53 items 38 items were selected eventually. Hence, the investigators believed that the 38 items in the scale were meaningful and reflect the family environment of the secondary school teachers and it would be helpful to measure how the family environment of secondary school teachers influences on their absenteeism to the school.*

**Keywords:** Teacher absenteeism, Family environment, Secondary school teachers, Chennai, Kanchipuram and Thiruvallur Districts, and Likert scale questionnaire

## 1. Introduction

In the educational system, teachers hold a very significant place among the human resources requisite for operational of education structure. Teachers' aid in fostering students, improving the morals, skills, knowledge and other features required for earnest living in the society into them. The accomplishment of excellence in education system generally relies on teachers who device education programmes. Consequently, teachers being usually present in school and classroom, their dynamic involvement in educational activities, their obligation and devotion to school objectives would augment the excellence of education that students obtain. Teachers' consistent presence at school and lively involvement in educational accomplishments could support to reinforce the educational connection between students and teachers. But the current World Bank study exposed that approximately 25% of school teachers were not regular to the schools.

Absenteeism has been a key human relation delinquent, regardless of government and private administrations across the world. It causes an enormous monetary problem on the administrations. Therefore, it has a harmful consequence on their efficiency and presentation. Teacher absenteeism is an international phenomenon, which leads to the financial setback on a state's economy and similarly it has become a significant issue in the worldwide plan. Reasonably, government schools are affected severely than self - financing schools in terms of absenteeism of teachers in offering excellence in education to students. The issue of teacher absenteeism is an emergent distress at wide - reaching. It has instigated prevalent consequences for governments, school panels, Heads of the school, teachers, students, and other participants.

## Concept of Family Environment

The family environment "includes the surrounds and social setting settings within families. Subsequently, every family is made up of different personalities in a diverse setting, every family setting is distinctive. The surroundings can vary in several means. The household atmosphere needs that emotional cordiality presented by parents though cooperating with their children; provision of inspiring and learning practices in the home; and bodily surroundings, such as safekeeping of play zones and cleanliness.

Family environment is the value and extent of the intellectual, expressive and communal backing that has been open to the youngster within the family and implies the rational atmosphere of family as seemingly by teenagers to be measured.

Family environment is the central development of each child upbringing, with optimistic and adverse effects. The family environment includes the conditions and social environment settings within families.

## India and Its Family Structure

India has an amusing family organization with a patrilineal background, which support the family members to withstand a life with affinity groups. Formerly, usually joint families were set up where family members live together under one roof. They all were reciprocally worked, eat, adore and collaborate each other in all means. It also supports the family to get resilient emotionally, bodily and economically, the kids also grow to know about the morals and traditions of the society from their ancestors and heads. The family system has assumed a lot of prominence in India and has functioned more frequently to make the attachment among families robust. In the meantime, globalization and urbanization had its impact on the fundamental structure of the Indian family organization. The detachment of the joint family into minor units is not the sign of people refusing this

traditional structure. The surroundings and situations also made the essential for people to divide the family.

The family as a social group has been undergoing revolution. Both in its structure and functions, modifications have taken place. In India, as in various old - fashioned societies, the family has been not only the epicenter of social and economic life but also the prime source of support for the family members. The growing commercialization of the economy and the growth of the infrastructure of the present state have familiarized an important revolution in the family structure in India in the 20th century. Particularly, the last few decades have perceived vital modifications in family life.

### Development of Teachers' Family Environment Scale (TFES)

As per the investigator's understanding and familiarity, there is no appropriate research instrument for determining the secondary school teachers' family environment. Maximum of the existing tools are commonly determining the family environment of students and other stakeholders. As a result, the researcher intended to construct a tool for determining the family environment of secondary schools teachers.

### Item Pooling

The researcher initially made a detailed study of review of existing literature and also tools relating to family environment of school teachers. Plunging profoundly in the review of related studies and the theories in various books and journals on family environment/ condition/ position/ circumstances have specified a perfect hint to the researcher about the different characteristics of family environment to be measured among the secondary school teachers. Grounded on this, the researcher had altered revised, restated, bifurcated and freshly added items in the procedure of statements with unbiased of assessing the family environment of the secondary school teachers with 53 statements. The preliminary draft was given to 5 subject experts, 5 teacher educators and 5 school teachers for their review, modification and valuable suggestions. Based on the

views of the experts' 9 statements were removed and some statements were re - worded to remove the obscurity, and the draft tool with 53 items was ready for pilot study.

### Pilot Study

In evolving a new aircraft, the engineer draws seriously upon his knowledge and understandings of the science of aeronautics. However, after he/she has finalised his strategies for the new aircraft, he/she starts to build a small model and trials it comprehensively in a wind tunnel before erecting a full - scale model. A pilot study is a minor scale mode of the research project generally involving only a few subjects, which are carried out in order to check and develop the plan before the researcher makes a major investment in time and energy requisite to succeed the planned research (Walter & Meredith, 1979).

In order to make precision of the scale, a pilot study was conducted among 100 secondary school teachers by adopting a simple random sampling technique. The respondents were selected from 20 schools located in Chennai, Kanchipuram and Thiruvallur Districts of Tamil Nadu. While administrating the tool, the teachers were instructed and encouraged not leave any item without answering as much as possible. The purpose of the study was clearly explained and sufficient time was given to them to go through each item accurately and they were also guaranteed that their responses would be kept in fully confidential and it would be strictly used for the research purpose.

### Item Analysis

There are 53 items in the preliminary draft of pilot study. For the purpose of scoring, numerical values were allotted to each of the five categories of responses (i. e.) **'5' for Strongly Agree, '4' for Agree, '3' for Undecided, '2' for Disagree and '1' for Strongly Disagree**. In this manner, one can get a maximum score of 265 and minimum score of 53. Based on the scoring, the responses were subjected to critical ratio analysis of 't'.

**Table 1: Teachers' Family Environment Scale (TFES) – Pilot Study**

S. No.	Statements	't' Value	Remarks
1.	I enjoy doing things together.	3.73	Selected
2.	My family members often do not express their feelings.	3.91	Selected
3.	Breaking things in anger is quite common in our family.	1.23	<b>Not Selected</b>
4.	Making decisions individually is strongly fortified in our family.	3.20	Selected
5.	In our family everyone is encouraged to play and interact with neighbours.	2.93	Selected
6.	Responsibilities are not taken seriously in our family.	4.12	Selected
7.	All members of the family are expected to be together at least one meal time in a day.	3.42	Selected
8.	Affection is conveyed openly, quite frequently in our family.	3.87	Selected
9.	Togetherness is the basic feeling of our family.	3.58	Selected
10.	The feelings of happiness are shared openly with others in our family.	4.87	Selected
11.	Beating up other in anger is not seen in our family.	3.96	Selected
12.	There is a lot of limitations in our family.	1.48	<b>Not Selected</b>
13.	Friends and visitors are always welcome in my family.	4.71	Selected
14.	Everyone in our family is well conscious of their accountabilities.	3.28	Selected
15.	Everyone in our family listens to what each one of us wants to say.	3.06	Selected
16.	Whenever any work comes up, everyone tries get out from there itself.	1.03	<b>Not Selected</b>
17.	Everyone tries to sort things out if there is a disagreement in the family.	2.63	Selected
18.	Thinking for ourselves is not encouraged in our family.	1.37	<b>Not Selected</b>
19.	We often go out together for movies in our family.	3.61	Selected
20.	Attending programmes without informing at home is not accepted in our family.	3.74	Selected

21.	Nobody bothers to look after anyone else in our family.	3.48	Selected
22.	Any new situation that arises is discussed openly in the family in order to get ideas and suggestions from everybody.	4.07	Selected
23.	We talk about our personal problems to each other in our family.	3.17	Selected
24.	When the family members are angry, they do not talk to each other for days together.	1.39	Not Selected
25.	In our family, members ask for what they need, quite openly.	3.63	Selected
26.	Quite often members of our family stay out without informing at home.	2.93	Selected
27.	Only when we do something well, we get praise and attention from others in our family.	3.17	Selected
28.	Family members do not get along with each other.	1.73	Not Selected
29.	Complaining about something that we don't like is not accepted in our family.	3.75	Selected
30.	Finding fault with each other is quite common in our family.	1.23	Not Selected
31.	Watching TV is our only form of family entertainment.	2.98	Selected
32.	I feel free at home to do anything that I want to.	2.79	Selected
33.	Shouting in anger is not common in our family.	3.91	Selected
34.	Everyone is expected to accept all decisions made in the family, whether they like it or not.	1.75	Not Selected
35.	We are careful not to hurt anyone in the family by making thoughtless remarks.	3.16	Selected
36.	The members of our family constantly keep bickering over small matters.	1.07	Not Selected
37.	Whenever a marriage takes place in our family, the person concerned is asked his/her views.	3.78	Selected
38.	We go out often to visit friends or relatives.	3.15	Selected
39.	In our family, if anyone looks sad, there is always someone to comfort him/her.	3.31	Selected
40.	There is no sense of closeness in our family.	1.90	Not Selected
41.	Family members often keep their feelings to themselves without exposing.	1.82	Not Selected
42.	Joking and laughing in our family is not encouraged.	1.74	Not Selected
43.	When someone is sick in our family, everyone participates in looking after him/her.	3.31	Selected
44.	All major decisions in our family are taken only by the elders without asking other members opinion.	1.51	Not Selected
45.	Expressing an opinion about family matters at home is strongly encouraged in our family.	4.29	Selected
46.	Whenever a family member does something good, the other members feel upset about it.	3.57	Selected
47.	There is a lot of affection amongst our family members.	3.23	Selected
48.	When in trouble, all of us stand up for our family members.	3.06	Selected
49.	Quite often members of our family fail to arrive at a mutually acceptable solution.	1.47	Not Selected
50.	When anyone makes a mistake, the other members ridicule him/her.	1.72	Not Selected
51.	In our family, we enjoy sitting together and talking to each other.	3.77	Selected
52.	Showing anger by banging doors is rarely seen in our family.	3.19	Selected
53.	All of us participate together in family function/programme.	3.36	Selected

In this study, only the items that have met the minimum calculated values of 't' test were only selected. It may perhaps remember that the tool used in the pilot study has 53 items in total. Out of those 53 items, only 38 items were selected and those statements are presented in Table 2. These 38 items had taken for the final draft of the Teachers' Family Environment Scale.

**Table 2:** Items Selected based on 't' Value of Teachers' Family Environment (TFES)

Item No.	't' Value	Remarks
1	3.73	Selected
2	3.91	Selected
3	3.20	Selected
4	2.93	Selected
5	4.12	Selected
6	3.42	Selected
7	3.87	Selected
8	3.58	Selected
9	4.87	Selected
10	3.96	Selected
11	4.71	Selected
12	3.28	Selected
13	3.06	Selected
14	2.63	Selected
15	3.61	Selected
16	3.74	Selected
17	3.48	Selected
18	4.07	Selected
19	3.17	Selected

20	3.63	Selected
21	2.93	Selected
22	3.17	Selected
23	3.75	Selected
24	2.98	Selected
25	2.79	Selected
26	3.91	Selected
27	3.16	Selected
28	3.78	Selected
29	3.15	Selected
30	3.31	Selected
31	3.31	Selected
32	4.29	Selected
33	3.57	Selected
34	3.23	Selected
35	3.06	Selected
36	3.77	Selected
37	3.19	Selected
38	3.36	Selected

### Reliability

Reliability is the grade of constancy that the tool or process determines, whatever it is assessing, it does consistency (Best and Khan, 1992). The researcher had chosen the test-retest method to get the reliability of the tool by administering the tool to 100 secondary school teachers. After two weeks of duration gap, the tool was re-administered to the same 100 secondary school teachers to establish the reliability value of the family environment

scale which was found to be 0.81 and it is significant at 0.01 level.

### Validity

A test is critically valid only if it measures what is intended to measure. Validity means truthfulness (Ress and Stancy, 1969). There are many procedures of appraising validity of a measuring instrument. For the present study, content validity method was applied. This way of validity is appraised by assessing the application of the test items, individually and as a whole. Validity of content should not depend upon the biased judgment of only one specialist. For establishing validity, the researcher had distributed a set of objectives based on that the tool was constructed and distributed to 15 experts including subject experts, teacher educators and school teachers to check whether the item given in the tool satisfy the objectives of the study. Based on, their suggestions, minor corrections were made for clarity in the tool.

**Table 3:** Norms for Interpretations of Teachers' Family Environment Scale (TFES)

Score Range	Interpretation
1 - 63	Unfavourable
64 - 126	Favourable
127 - 190	Highly Favourable

## 2. Conclusion

The final draft of the teachers' family environment scale contains of 38 items. The investigator had confidence in that the 38 statements in the scale are meaningful and replicate the family environment of the secondary school teachers. Furthermore, it would also be supportive to measure the family environment condition of secondary school teachers well and good.

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