

**CONSTRUCTION AND VALIDATION OF METRIC
CHARACTERISTICS OF A QUESTIONNAIRE
EXAMINING COMPETENCIES OF CLASS TEACHERS
AND ELEMENTARY SCHOOL PRINCIPALS**

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Abstract

The aim of this paper was to validate the Elementary School Class Teacher Competency Questionnaire based on seven quality standards promoted by The Teacher Development Network, which are the basis for improving learning and effective teaching, for the certification of teachers in practice and the preparation of future class teachers. For that purpose, we explored the attitude of 217 elementary school teachers teaching fourth graders and 45 principals.

The Elementary School Class Teacher Competency Questionnaire for teachers measured seven dimensions: basic teaching knowledge– items 1 -7; communication skills – items 8-12; effective teaching practice – items 13-22; evaluation – 23-27; problem solving – items 28 and 29; fairness – items 30 and 31; and professionalism – items 32 – 35. Analyzing items which belong to particular factors, we restructured the questionnaire and singled out new factors. Thus, the following new subscales in the Teacher Competency Questionnaire were found: basic teaching knowledge– items 2, 3, 5, 6 and 7; communication skills – items 8, 10, 11 and 12; effective practice and problem solving – items 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 28 and 29; evaluation and fairness – items 23, 24, 25, 26, 27, 30 and 31; professionalism – items 32, 33, 34 and 35. In the Questionnaire for principals seven subscales with 38 items were retained.

In terms of the Elementary School Class Teacher Competency Questionnaire for teachers, the research results showed a high reliability of the individual subscales as well as of the overall instrument, while the validity of the Elementary School Class Teacher Competency Questionnaire for principals is

debatable. We had only 45 participants out of which only 32 were acceptable, so the results did not show a clear factor analysis which jeopardized the reliability of the instrument, because when an instrument does not have satisfactory validity, no matter how high the reliability is, it is debatable.

Keywords: competence, teacher, psychometric validity, validity, reliability.