

# A VALIDITY AND RELIABILITY STUDY OF TEACHERS ATTITUDE SCALE

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**Abstract:** *The present study has explored the parameters of teacher's attitude towards their job satisfaction and accordingly the qualitative scale has been developed. The aim of the study was to develop the attitude scale for teaching profession with an objective to find the attitude of teachers towards teaching. The findings of this scale would facilitate the investigators to make suggestions towards improving the teachers teaching performances. As the researcher has not taken standardized scale therefore it is essential to assess for the reliability of the adopted scale. The split half method has been used; the scale consists of 30 items with fourteen positive and sixteen negative items where the reliability of the scale is (.69). A content validity and criterion related validity has been established where concurrent validity was found to be (.84). For scoring, the pattern suggested by Likert was followed. It was observed that the resulting measure provides a more accurate measurement of attitudes than is otherwise possible.*

**Keywords:** *Attitude scale, teaching, Job satisfaction, reliability analysis*

## I Introduction:

An individual who has associated positively (feeling) affect or feeling with some psychological object is said to like that object or to have a favorable attitude towards the object. An individual who has negative association with the same psychological object can have an unfavorable attitude towards that object. Seeking opinions and observing behavior can be two methods to assess an attitude of an individual. Whereas, seeking opinions is a common and widely used approach of judging the attitude. It can be through asking direct questions or through different attitude scales. Attitude scale is a special type of questionnaire designed to produce scores representing the intensity and direction (for or against) of an individual's feelings about an object or event. There are various types of scales that can be constructed. Two widely used methods of scaling are method of equal appearing intervals originally developed by Thurstone and Chave and summated rating scale known as Likert type scale developed by Likert, R. From the scores of an attitude scale it is established to understand whether the attitude towards certain phenomenon is positive or negative.

The most common method for collecting data regarding job satisfaction is The Likert scale, named due to the researcher who first used this technique. The Job Descriptive Index (JDI), created by Smith, Kendall, and Hulin (1969), is a specific Questionnaire of job satisfaction that has been widely used. It measures one's satisfaction in five facets: pay, promotions and promotion opportunities, co-workers, Supervision and the work itself. The Job in General Index is an overall measurement of job satisfaction. It is an improvement to the Job Descriptive Index because the JDI focuses too much on individual facets and not enough on work satisfaction in general. Other job satisfaction questionnaires include: the Minnesota Satisfaction Questionnaire (MSQ), and the Job Satisfaction Survey (JSS). The MSQ measures job satisfaction in 20 facets and has a long form with 100 questions (five items from each facet) and a short form with 20 questions (one item from each facet). The JSS is a 36 item questionnaire that measures nine facets of job satisfaction. That may attracts others to get some knowledge from the message it is conveying through its creatively work done.

## II. Objective of the study:

The aim of this systematic review is to study is to assess the teachers Attitude Scale for adequate reliability and validity.

## III. Methodology

The present study emphasizes was on the internal reliability, construct validity and responsiveness of these instruments. Thirty teachers Attitude Scale were studied. The study explored the secondary data collected from Research journals and articles. The primary data has been collected by giving attitude scale which consist of 30 questions was given to 300 teachers in the Khandesh region.

## IV. Establishment of Reliability and Validity

An alternative is the questionnaire, with a rating scale approach carefully developed with reliability and validity established by many studies. "Split-Half Method" was applied for the establishment of reliability of the scale. The whole scale was divided into two halves by taking all odd numbered items as one group and all even numbered items as another group. The co-efficient of reliability was computed between the two halves of the scores by using the "Product Moment Correlation". The co-efficient of reliability of the whole scale came out to be .69, which can be considered adequate for an attitude scale.

This well-established instrument has been repeatedly investigated for reliability and validity. The nine sub-scales related moderately to well between each other, internal consistency; a score of 0.60 for coworker to 0.91 for the total scale. Overall, an average on 0.70 for internal consistency was obtained out of a sample of 300 individuals.

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**Scoring procedure:**

For scoring the attitude scale, the pattern suggested by Likert was followed. Each statement in the attitude scale is followed by responses viz. strongly agree, agree, undecided, disagree and strongly disagree. Scoring for each item of the Attitude Scale was done by giving a score of 4, 3, 2, 1, and 0 for positive statements, and 0, 1, 2, 3 and 4 for negative statements. The highest possible score for the attitude scale is  $(22 \times 4) = 88$ , and the lowest possible score is  $(22 \times 0) = 0$ , since the total number of statements in the scale is 22. The item numbers for positive and negative statements are given in the following Table -1. Table – 1 Item Numbers for Positive and Negative Statements Sl. no. Types of statements Item Numbers Total 1 Positive 2, 4, 7, 9, 12, 14, 17, 19, 20, 21, 10 2 Negative 1, 3, 5, 6, 8, 10, 11, 13, 15, 16, 18, 22 12 Norms and Interpretation of the Attitude Scale.

In order to establish the norms, the attitude scale was given to 300 teachers in the Khandesh region. The raw scores obtained by all 300 teachers are transformed into the Stanine scale by organizing them in frequency distribution and then giving the percentage of each stanine score points according to the normal distribution curve. The first stanine includes 4 percent, second stanine includes next 7 percent, third stanine includes 12 percent and fourth stanine includes next 17 percent, the middle or fifth stanine includes middle 20 percent, sixth stanine covers 17 percent, seventh stanine covers 12 percent, eighth stanine includes 7 percent and the top or ninth stanine includes 4 percent of the total cases. This way, norms for interpreting the raw scores are prepared with the help of stanine grade. Accordingly, stanine 1 indicates very low attitude towards teaching profession, stanine 2 & 3 indicates low attitude towards teaching profession, stanine 4, 5 & 6 indicates moderate attitude towards teaching profession, stanine 7 & 8 indicates high attitude towards teaching profession and stanine 9 indicates very high attitude towards teaching profession. The score range, stanine grade and interpretation of the score are given in the following.

Table -1

Sr. No.	Score Range	Stanine Grade	Interpretation
1.	Above 80	9	Very high attitude
2.	77-80	8	High attitude
	74-76	7	
3.	70-73	6	Moderate attitude
	66-69	5	
	62-65	4	
4.	59-61	3	Low attitude
	55-58	2	
5.	Below 55	1	Very Low attitude

Source: Authors computation

**Establishment of Validity:**

The opinion of three experts in the field of education was taken to establish the content validity and criterion validity of the attitude scale. The experts permitted on the validity of the content of items. This was computed by taking out the correlation co-efficient between the newly constructed scales.

**Relationship between job satisfaction and attitude towards teaching:**

The attitude scale toward teaching profession which was administered to 300 teachers in Khandesh region were scored and tabulated. On the basis of the responses obtained from them, teachers were categorized into five groups in accordance with the norms of the scale. The following table shows the number, percentages and interpretation of all teacher respondents attitude towards teaching profession.

Table -2

Category	No. of teachers	Percentage	Interpretation
Very high attitude	09	3.09%	20.53% (favorable)
High attitude	54	17.44%	
Moderate attitude	186	62.03%	62.03% (Neutral)
Low attitude	39	13.47%	17.44% (unfavorable)
Very low attitude	12	3.97%	

Source: Authors computation

As indicated in the table 2, out of the total number of sample, i.e. 300 teachers, 3.09% have very high attitude towards teaching profession. 17.44% have high attitude towards teaching profession, 62.03% have Moderate attitude, 13.47% have low attitude towards teaching profession and 3.97% have very low attitude towards teaching profession. For interpretation, the percentages of the two high groups are added together and the percentages of the two low groups are added together. Therefore, we can interpret that majority of teachers of Khandesh region of

Maharashtra have neutral attitude (62.03%) towards teaching profession. There are slightly more teachers who have favorable attitude (20.53%) towards teaching profession than those teachers who have unfavorable attitude (17.44) towards teaching profession.

#### V. Discussion:

This study has been carried out to develop a teacher's attitude scale towards their teaching. The findings attained from the validity works discovered that this scale was valid. The internal consistency coefficient of the scale was found to be 0.75 shows that the scores to be taken from the scale were consistent with each other; therefore the reliability of internal consistency is at normal level. Almost, majority of people have a fairly neutral attitude towards most things, it is unexpected that majority of teachers in the present study have neutral attitude towards their teaching profession. Teachers to have positive attitude towards their own teaching profession is always expected. Of course, the present finding reveals that apart from the neutral attitude, there are more percentages of teachers having favorable attitude towards teaching profession than teachers with unfavorable attitude, but this difference is not large. The reason may be because many teachers might have entered into teaching by chance and not by profession. Many educated and talented youth pursuing for a teaching job as a career as their last alternative. They only prefer doing teaching job when they could not find job anywhere. Moreover many unaided colleges/ institutions recruit teachers by paying less salary with poor academic records who are not trained and who did not have any aptitude for teaching. Therefore, these could be the most possible reason for so many UG and PG teachers in Khandesh region having neutral attitude towards their chosen teaching profession.

#### VI. Conclusion

It can be concluded from the study that, the validity works revealed that this scale was valid. The fact that the internal consistency coefficient of the scale was found to be 0.75 shows that the scores to be taken from the scale were consistent with each other; therefore, the reliability of internal consistency is normal level. The results of item-total statistics analysis demonstrated that the item-total correlations of the scale are ranged between 0.25 and 0.60. In this respect, the scale developed in present study will bridge an important gap in attitude of teachers towards their teaching performances.

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