

DEVELOPMENT AND STANDARDIZATION OF AN ATTITUDE SCALE TO MEASURE JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHERS

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This paper explains the procedure of developing and standardising an attitude scale constructed by the investigators to measure the job satisfaction of Higher secondary school teachers in Kerala state. The scale has been constructed by making use of Likert's method of summation to get a five point judgement on each item. After reviewing many related studies done in the field of job satisfaction both in India and in other countries, dimensions which were reported as positively or negatively correlated to job satisfaction were selected for constructing the tool. 120 statements were selected for the pilot study which were related to situations causing job satisfaction or dissatisfaction among teachers. A pilot study was conducted on a random sample of 100 Higher secondary school teachers of Malappuram district in Kerala. After item analysis 68 statements with 't' value more than 1.75 were selected for the final study. The newly constructed scale has face validity, content validity and construct validity. Split-half method was used to find out reliability which is 0.88.

INTRODUCTION

A variety of individuals perform the task of teaching and an individual encounter different types of teachers at different stages during the course of his life. Indeed it is an ideal teacher at the climax of his performance that brings about a positive change in the overall behavior of his students. Obviously, one cannot expect an educational arrangement to deliver the goods unless it has a cadre of competent teachers. The quality of the teaching depends upon the job satisfaction of teachers. A highly satisfied teacher alone can fulfil various roles of a friend, guide and counsellor, to his / her pupils as a member of the group of professional workers and a citizen participating in various community activities. Job satisfaction is a primary requisite for any successful teaching learning process. It is a complex phenomenon involving various personal, institutional and social aspects. If the teachers attain adequate job satisfaction, they will be in a position to fulfil the educational objectives and national goals. It expresses the amount of congruence between one's expectations of the job and the rewards that the job provides. Education systems that expect their teachers to achieve complex goals must themselves assume the responsibility for teachers and their needs. This is not only an ethical matter, but also a practical one. The fulfilment of expectations places heavy demands on teachers. Some knowledge of teacher's professional inner-world may guide educational policy and decision makers in nurturing teacher's professional well being and consequently, improve teaching. Today, there is generally a widespread feeling that teachers, especially at the higher secondary level are in a state of unrest and do not have satisfaction in their job. Higher secondary section being a recent evolution in the 80's, it still remains in the evolving stage in the state of Kerala and grievances of teachers are one and many. The investigators decided to construct and standardise an attitude scale to study job satisfaction, so that the newly constructed scale may contain all the factors pertaining to the job satisfaction of higher secondary school teachers.

METHODOLOGY

Normative survey method was employed for the study. The objective was not only to analyse, interpret and report the status of an institution, group, or area in order to guide practice in the immediate future, but also to determine the adequacy of status by comparing it with established standards.

Sample

For the present study, the data were collected from a sample of as many as 100 Higher secondary school teachers of Malappuram district, Kerala, using random sampling technique for conducting pilot study.

Tool Description

The first part of the scale is captioned general information, which includes the variables: gender, locality of school, type of school, age, marital status, experience, educational qualification, caste and mode of appointment. After reviewing many related studies done in the field of job satisfaction both in India and in other countries, the following dimensions which were reported as positively or negatively correlated to job satisfaction were selected.

Interest and Attitude towards teaching

Attitude is a personal disposition common to individuals, but varying in degrees, which impels individuals to react to object, situations or prepositions in ways that can be called favourable or unfavourable. It is the degree of positive or negative disposition associated with some psychological object. Interest is a feeling which accompanies special attention to some content or objects. Interest and attitude towards teaching denotes the positive or negative feeling or disposition associated towards teaching. Hence the statements to measure this dimension were constructed in terms of the interest and attitude the teacher is likely to have, whether it is positive or negative.

Salary and Benefits

A key factor associated with the satisfaction of teachers in their job was reported to be their pay and other fringe benefits, such as the number of leaves, incentives, pension and gratuity schemes, timely payment of salary, remuneration for extra work, provision for relief in the case of emergencies etc. Hence, positive and negative statements belonging to this dimension of job satisfaction were constructed through careful procedure.

Academic Freedom

Teaching being highly creative, the teachers may need freedom to try out innovative methods of teaching and adequate opportunity for expressing their ideas and talents so that there is variety and novelty in the teaching learning process. Lack of flexibility may make teaching monotonous. Hence, statements measuring this dimension were included in the tool to find out whether academic freedom is a key condition of job satisfaction of teachers.

Job Security

The fear of losing job may create unnecessary stress and fear in the mind of a teacher and by dint of this a teacher may be unable to concentrate on his / her work in the full sense. Job security may affect the feeling of satisfaction, hence statements related to job security were included.

Feedback from different sections

Adequate feedback that a teacher receives from the different sections such as administrators and supervisors, principal, colleagues, parents and the students work as a motivating factor. The recognition and appreciation a teacher receives for his / her good work may be correlated to teachers' job satisfaction.

Inter-Personal relationships

The teacher shares with his / her colleagues, students, principal as well as the supervisors. If the teacher feels his / her colleagues are not helpful to one another or if he / she does not have a good relationship with his / her superiors and the principal, it may adversely affect his / her job satisfaction.

Opportunities for Professional Development

Teaching is a process of life long learning and teaching process provides adequate opportunities for professional achievement and advancement. If the desire for professional upliftment is withheld, the teacher may cultivate a negative outlook towards his / her job. Hence, statements regarding this dimension were added in the tool.

Adequacy and relevance of curriculum

The investigators intended to find out whether a teacher's satisfaction with the curriculum with which he / she is involved interferes with his / her job satisfaction. Lack of clear understanding of some of the new techniques of evaluation procedure, an overloaded or an outdated curriculum may make the teacher dissatisfied with his work.

Working Environment

The environment of the school may make a teacher satisfied or dissatisfied with his / her work. Working environment denotes the working conditions in the school, working hours, infrastructural facilities provided, rules and regulations of work, physical surroundings of the school, or size of the class and adequate materials and equipments for work. A large number of statements pertaining to the above dimensions were collected from experts and were supplemented with statements taken from relevant literature. After a careful scrutiny of the statements by experts, 120 statements were selected for the pilot study which are related to situations causing job satisfaction or dissatisfaction among teachers. The scale consisted of 60 favourable statements and 60 unfavourable statements.

Scoring

The scale was constructed by making use of Likert's methods of summation to get a five point judgement on each item. Against each statement, five alternative responses, namely, "Strongly Agree" (SA), "Agree" (A), "Undecided" (U), "Disagree" (D) and "Strongly Disagree" (SD) were given. Weights of 4,3,2,1 and 0 were given for favourable statements in the order of their favourableness and for unfavourable statements, scoring system is reversed. Thus, if one chooses 'Strongly Agree' response for a favourable statement, he/she gets a score of '4' and for the same response, if the statement is unfavourable one gets a score of '0.' Only for the 'Undecided' response, one gets always a score of '2' whether a statement is favourable or unfavourable. An individual's score in this scale is the sum total of the scores for all the statement by the subject (Summated Ratings). While selecting and editing statements, the statements of the following types were excluded:- statements which refer to the past rather than to the present, statements that are factual or capable of being interpreted as factual, statements that may be interpreted in more than one way, statements that are irrelevant to the psychological object under consideration, statements that are likely to be endorsed by almost everyone or by almost none, statements which lack clarity, directness and simplicity, statements which include words that may not be understood by those who are to be given the completed scale, statements which are double negatives and statements which contain universals such as all, always, none and never and thus resulting in ambiguity. Most of the attitude scales were constructed, based on either the Thurstone's method of equally – appearing intervals or Likert's method of summated ratings. Likert type scale has been constructed in the present study and has been preferred for the following reasons. It is less labourious and less time consuming than the Thurstone technique. It does not require the opinions of a group of judges as to the degree of favourableness or unfavourableness each statement expresses. It is more reliable. Likert approach gets a five point judgment on each item rather than the mere rejection or acceptance in the Thurstone scale. The Likert-type scale is easy to score

Pilot Study

After constructing the job satisfaction scale, on the Likert's method, a pilot test was conducted on a random sample of 100 Higher Secondary School teachers in Malappuram district. The pilot study was conducted with a view to find out the reliability and validity of the tools and also to eliminate any ambiguity so that teachers do not feel any difficulty in responding to the items in the job satisfaction scale. Scoring was done on the five point scale as suggested by Edwards. Total score for each subject was calculated. The sum of the item credits represented the individual total score.

Item Analysis

In the method of summated ratings, rejection or selection of statements is done on the basis of item analysis. For this, the frequency distribution of scores based upon the responses to all statements was considered. Then the 't' value of each item was found out by analyzing the responses of the 25 per cent of the subjects with the highest total scores and also the 25 percent of the subjects with the lowest total scores. It was assumed that these two groups provide criterion groups in terms of which individuals statements were evaluated (Edwards, A.L. 1975). The 't' value for evaluating the responses of the high and low groups to the individual statements was found out.

Items with 't' values less than 1.75 were rejected. The items were then arranged in the rank order according to their 't' values. As many as 68 statements having the 't' value equal to or greater than 1.75 were chosen in order to form the final scale. The scores in the final scale of job satisfaction ranged from 0 to 272 in the direction of increasing levels of job satisfaction. An individual's score in this scale is the sum total of the scores for all the statements by the subject. (Summated ratings). The higher the score in this scale, the greater will be the job satisfaction.

Reliability and Validity

The scale has the 'Universe of content' as it includes statements from all the selected dimensions of job satisfaction namely, interest and attitude towards teaching, salary and benefits, academic freedom, job security, feedback from different sections, inter-personal relationships, opportunities for professional development, adequacy and relevance of curriculum and working environment. Due weightage was given to all the dimensions while selecting items. The scale contains 68 statements which represent the universe of content. Hence, it has content validity. It has also construct validity as items were selected having the 't' values equal to or more than 1.75. (Edwards, 1975). The scale was given to experts in the field of education and they agreed that the items in the scale were relevant to the objectives of the study. Hence it has face validity also. The present study employed split-half method to determine the co-efficient of internal consistency. The reliability of the split half test is found to be 0.78 by the use of Spearman – Brown prophecy formula. The reliability of the whole test was found to be 0.88.

CONCLUSION

The attitude scale to measure job satisfaction developed and standardised by the investigators

can be used to study the job satisfaction of higher secondary school teachers to find out and analyse various factors associated with satisfaction or dissatisfaction, so that necessary steps can be taken to create an environment in which the human, as well as the professional needs of the teachers can be fulfilled.

REFERENCES

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