Development And Validation Of Job Performance Scale To Primary School Teacher

Mr. S.Deenadayalan[1]*, Dr. P.Karthikeyan[2]

*[1] Ph.D., Research Scholar, Dept. of Education, Government Arts and Science College, Pappireddipatti -636905, Email: vasandeena@gmail.com

[2] Principal & Research Supervisor, Government Arts and Science College, Pappireddipatti -636905
Email: sai_karthi5@yahoo.in

*Corresponding Author: - Mr. S.Deenadayalan

Abstract

Performance of teachers is of high applicability for both student generations and educational organizations; it is a basic component of education sector, instructional and behavioral research and is considered as fundamental element of educational reform and effective environment. Present paper narrates the development and validation process of teachers perceived job performance, by reviewing available literature and writing of new items. The items for the scale were collected from review of literature. Keeping in view about the missing gap the preliminary draft of the scale of 70 items was prepared. After having discussion with the supervisor on the preliminary draft, many items were scrutinized on language as well on ambiguity. 16 items were rejected from the preliminary draft. The scale was constructed with 70 statements and administered to 100 primary school teachers. In order to standardize the scale by the investigator applied the coefficients of correlation by Karl Pearson's Product Moment method for each item. After the item analysis 54 statements were selected for the final scale. In the present scale the t-value had been calculated. Those item were selected which t- value equal to or greater than 1.75 as had stated by Edward (1957).

Key words: Teacher, job performance, Scale development.

Introduction

The ability of organizations to continue their operations and achieve their goals depends largely on employee performance. Job performance is simply defined as all behaviors in which emp - loyees engage at work (Jex & Britt, 2008) or as measureable actions, behaviors and outputs direc - tly engaged in or indirectly caused by employees to serve organizational objectives (Viswesvaran & Ones, 2000). In another definition Motowidlo (2003) states that job performance is the expected total value of behavioral episodes displayed by the employee at a given period. According to Jamal (2007) job performance can be defined as the extent to which an employee can carry out the tasks successfully using the organizational re -sources under regular conditions. As can be under -stood from the definitions, job performance can be conceptualized in terms of employee behavior or outcomes produced by the employee. However, the investigator was chose Socio economic status, Job satisfaction and Performance of teaching faculty at the Primary school level, based on this study the investigator took forward to develop teachers' job performance is dealt with a behavior -ral perspective. The purpose of this paper is to develop a valid and reliable scale to measure teachers' job performance and determine teachers' job performance level employing the scale.

Justification of the Study

From the analysis of literature it is evident that traditional Job Performance was measured on the basis of only two components only Task Per-formance & Contextual Performance (Motowildo et al., 1997; Shabir Bhat, 2016) ignoring Adaptive Performance which has become an essential com -ponent of Job performance due to dynamic work environments of different organizations (Smith et al., 1997 & Pulakos et al., 2000). The purpose of present scale is to measure the Perceived Job Per -formance of University teachers, for analyzing and solving various issues related to their profess-sion.

Objective

The purpose of this paper is to develop a valid and reliable scale to measure primary school teachers' job performance and determine teach-ers' job performance level employing the scale. It seems that there is no research tool to measure the primary school teachers' job performance Indian scenario and that prompted the researcher to cons-truct a tool.

Initial Try-Out

Preliminary draft was administered on a sample of 100 university teachers of various streams from three states (Punjab, Haryana and Jammu & Kashmir) of India out of which only 80 forms were considered and rest were discarded, due to measureement error. The sampling of the initial try-out was carried out by employing convenient sampling technique.

Scale Development Process

The first step involves the determination of the behavior to be measured, which is teachers' self-reported job performance. The second step is the generation items. To this end, the literature was reviewed in detail, and it was determined that Koopmans et al. (2013) proposed the most compre - hensive framework for job performance. The items was based on their framework and the indi -cators suggested by them. Thus, the first 70-item draft scale was developed. The measurement format was determined after generating the item pool. It was decided that the scale would have a 5-point Likert type format ranging from Never to Always (1: Never, 2: Some time 3: Frequently, 4: Most, 5: Always). The next step involved deter -mining the content validity of the candidate items and consulting experts to revise them. 7 experts were consulted, and the content validity ratios of the items were calculated based item were selected which t- value equal to or greater than 1.75 as had stated by Edward (1957). The 16 ite -ms with a content validity ratio of less than 1.55 were rejected and 54-items were slected for final study. Based on expert feedback, the items were revised, and the scale was finalized for validity and reliability analysis.

For calculating the reliability of the tool research-er had used split half method. The questionnaire items were divided into two halves. First half had odd item while second half contained even item. Now scale had two parallel halves of item. The scores of both halves were calculated separately. Researcher calculated the coefficient of correlation by use Karl Pearson's Product Moment method. The formula used was

$$r = \frac{N\sum xy - (\sum x\sum y)}{[N\sum x2 - (\sum x)2][N\sum y2 - (\sum y)2]}$$

The coefficient of correlation for both halves was 0.79
Reliability Coefficient was calculated by Brown Prophecy Spearman Formula
Reliability Coefficient= 2r/(1+r) (Guilford, 1956).
Where,

rtt= reliability coefficient of total questionnaire
r= Coefficient of correlation between two halves
0.7936 was the calculated Reliability Coefficient of scale

Table 3.10
't' Values between Each Item of Higher and Lower Group Formed on ICT Attitude Scale

Sl.No.	't' value	Iteam selected
1.	4.66	Selected
2.	2.89	Selected
3.	3.67	Selected
4.	0.57	**Rejected**
5.	3.51	Selected
6.	1.08	**Rejected**
7.	2.67	Selected
8.	3.56	Selected
9.	1.05	**Rejected**
10.	4.63	Selected
11.	1.99	Selected
12.	2.16	Selected
13.	2.79	Selected
14.	3.73	Selected
15.	0.31	**Rejected**
16.	3.72	Selected
17.	1.32	**Rejected**
18.	2.44	Selected
19.	4.31	Selected
20.	5.62	Selected
21.	3.77	Selected
22.	1.63	**Rejected**
23.	1.12	**Rejected**
24.	3.42	Selected
25.	4.45	Selected
26.	3.21	Selected
27.	3.14	Selected
28.	2.02	Selected
29.	2.33	Selected
30.	1.14	**Rejected**
31.	2.29	Selected
32.	2.19	Selected
33.	3.41	Selected
34.	3.16	Selected
35.	3.79	Selected
36.	4.73	Selected
37.	1.29	**Rejected**
38.	3.72	Selected
39.	3.16	Selected
40.	1.79	**Rejected**
41.	2.73	Selected
42.	2.41	Selected
43.	2.69	Selected
44.	2.09	Selected
45.	2.44	Selected
46.	3.49	Selected
47.	0.29	**Rejected**
48.	3.72	Selected
49.	2.71	Selected
50.	2.49	Selected
51.	3.69	Selected
52.	1.56	**Rejected**
53.	4.6	Selected
54.	3.77	Selected
55.	4.52	Selected
56.	5.09	Selected
57.	1.55	**Rejected**
58.	2.97	Selected
59.	3.63	Selected
60.	6.05	Selected
61.	4.99	Selected
62.	2.15	Selected
63.	3.83	Selected
64.	2.51	Selected
65.	2.61	Selected
66.	2.76	Selected
67.	1.42	**Rejected**
68.	0.48	**Rejected**
69.	2.35	Selected
70.	1.29	**Rejected**

After completing the initial try-out, statements were assigned numbers according to aforementioned scoring procedure and the scores were arranged in descending order. Upper 25 respondents (upper 25%) with highest total score on the scale and lower 25 respondents (lower 25%) with lowest total score on the scale were extracted in order to form criterion groups so that each individual statement of the scale can be evaluated as suggested by Edwards & Kilpatrick, (1948). After observing t-value, only those items were retained having t-value equal or greater than 2, which is significant at 0.05 level of significance with df = 98 (Garrett & Woodworth, 2007), indicating average responses of lower and upper criterion group for each item varies significantly. Thus out of 70 statements, 16 statements were deleted and remaining 54 were selected for final try-out. Accordingly final draft of the present scale was finalized comprising 54 statements.

Reliability

The reliability of the Job performance among primary school teachers Scale was determined by the split-half method. The scale was divided into two halves and each half was treated as a separate test. The statements were numbered from 1 to 70. The odd numbered items were made into a test and the even numbered items were made into another test. The reliability of the test by split-half technique (consistency) followed by applying of Spearman-Brown prophecy formula was found to be 0.79. The significance of the reliability was tested with 't' test. Thus the reliability was highly significant at 0.01 level. The intrinsic validity is also called as the index of reliability (Guilford, 1956). The formula used to determine the intrinsic validity is the square root of its reliability. Thus the validity of this test is 0.75. Thus from the two coefficient it may be inferred that this test is highly reliable and valid.

Validity Assessment

Validity of present scale was established with the help of following procedures:

(i) Content Validity

Content validity was established at the time of development of the preliminary draft by carrying out critical discussions with the experts. The experts were of the opinion that the statements of scale are completely satisfactory and relevant to measure the Perceived Job Performance of university teachers, and also only those statements were retained in primary draft which had at least 70% - 80% agreement among experts with regard to relevance of items. Thus it can be said the present scale possessed adequate content validity.

(ii) Convergent Validity:

Pearson's coefficient of correlation demonstrated higher levels of significant positive correlations of task performance, contextual performance & adaptive performance with perceived job performance (Overbeek, Scholte, Kemp, & Engels, 2007).

Conclusion

This research tool focuses on collecting information about to evaluate job performance of primary school teachers. The teaching strategies that teachers use depend upon a range of factors such as attitudes, confidence, views of the nature of the learner and perceptions of themselves as practitioners. It is concluded that present scale can be employed for assessing Perceived Job Performance of primary school teachers.

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