

DEVELOPMENT OF SCALE ON ATTITUDE OF WOMAN FACULTIES TOWARDS PROFESSIONALISM

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ABSTRACT

Professionalism is pertinent in all service-providing professions. Considerable number of women are pursuing their professional careers in agriculture and allied sectors in teaching, research and extension fields. Women aspires for adequate attention, honour and recognition in their professional life. Behaviour of their working, acquisition of habits, interest are all affected by the nature of attitudes. Appropriate scale was not developed so far to measure the attitude of woman faculties towards professionalism. Hence, an attempt was made to develop a scale for this purpose. The scale was developed particularly for measuring the attitude of woman working in state agricultural universities of Gujarat towards professionalism. The technique chosen to develop the attitude scale was 'Scale Product Method' which combines the Thurston's scale (1928) and Likert's scale (1932). A schedule of statements was prepared and sent to 100 judges in order to found its appropriateness on eleven point continuum. Based on 'S' value and 'Q' value calculated for each item, 16 items were finally selected to constitute the attitude scale. The developed attitude scale was found highly reliable with a correlation coefficient of 0.98 and valid as per experts' judgments.

Keywords: attitude, scale, woman faculties, professionalism

INTRODUCTION

The concept of profession is not the new one in occupation. Its origin dates back to pre-literature time. A profession is a specialised occupation or vocation characterised by intensive education and training in a specific field of knowledge with an intension to serve the humanity. Professionals and the organizations in which they work play a relevant role in contemporary knowledge-intensive societies, bringing their expert knowledge and skills to bear in a widening variety of economic and social settings.

Professionalism is defined as "an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers" (Pratte & Rury, 1991). It is important in all service-providing professions. Professionals are expected to show a degree of special attainment, altruism and self-sacrifice in their contracts with the rest of the community and in return they receive privileges both in the workplace and at large. The professional consciousness, has to be developed by woman faculties of agricultural universities to ponder professionalism. It can be done by transforming their personality and individual development by developing among them a positive attitude towards professionalism.

OBJECTIVE

To develop and standardize a scale to measure an attitude of woman faculties towards professionalism

METHODOLOGY

Thurston (1946) defined attitude as the degree of positive or negative affect associated with some psychological object like symbol, phrase, slogan, person, institution, ideal or ideas towards which people can differ in varying degrees. Different types of rating scales have been developed to measure the attitude directly. An attempt was made to develop a scale, which can scientifically measure the attitude of woman faculties working in state agricultural universities of Gujarat. Among them, Thurston's equal appearing interval scale (1928) and the Likert's summated rating scale (1932) are quite well known. Hence, technique chosen to develop attitude scale was 'Scale Product Method' which combines the Thurston's technique of equal appearing interval scale for selection of the items and Likert's techniques of summated rating for ascertaining the response on the scale as proposed by Eysenck and Crown (1949). The steps followed in construction of scale to measure the attitude of woman faculties towards professionalism are discussed below.

Selection of indicators

After reviewing the available literature 23 indicators related to professionalism were resorted. A list of indicators was circulated among 60 extensionists and their opinions were obtained on 10 point continuum to know its appropriateness for the study. The indicator wise frequencies were converted in to a master sheet. Weighted mean and standard error were calculated for each indicator. The values thus obtained were arranged in ascending order. Out of 23 indicators, those having less than 80 per cent value were omitted. In this way, 15 indicators were finalized for the study.

Item Collection

The items making up an attitude scale are called statements. A statement may be defined as anything that is said about a psychological object (Edwards, 1969). Initially, items reflecting the feelings of woman faculties towards professionalism were collected from relevant literatures, by consulting the major advisor, experts and extension personnel of Navsari Agricultural University and converted them in context to the present requirement. The statements, thus selected were edited on the basis of the criteria suggested by Edward (1969) and finally, 82 statements were selected as they were found to be non-ambiguous.

Judge's rating of attitude statements

A schedule was prepared with 82 items and sent as 'Google forms' via email and whats app as well as through direct personal contacts to 145 experts working in Extension Education Institute (EEI), KVK's, ATIC, Sardar Smruthi Kendra (SSK), Department of Extension Education and Directorate of Extension Education of agricultural universities of the Gujarat and other states. The judges were requested to sort out 82 statements on a 11 point continuum from 'most unfavourable' to 'most favourable'. Out of this, 100 judges were responded. Following Thurston and Chave (1928), responses of 16 judges were eliminated due to indifferent and careless judging. Hence. Finally, 84 schedules were kept for the construction of attitude scale.

Item analysis

The scaling technique developed by Thurston (1928) analyse the judges' rating on the relevancy of the attitude scale items 1 to 11 point continuum which shows most unfavourableness to most favourableness of each item. The responses of 84 judges on 82 items were transferred in to the master sheet. In this scaling technique, scale value/ median value (S) and interquartile value (Q) were found out for each statement based on the frequency distribution of scores obtained on all statements.

The eleven points of the rating scale were assigned scores ranging from 1 for most unfavourable to 11 for the most favourable. Based on judgment, the median value/scale value of the distribution for the statement concerned was calculated with the help of following formula.

$$S = L + \frac{0.50 - \epsilon Pb}{Pw} \times i$$

Where,

- S = The median or scale value of the statement
- L = The lower limit of the interval in which the median falls
- $\sum Pb$ = The sum of the proportion below the interval in which the median falls
- Pw = The proportion within the interval in which the median falls
- i = The width of the interval, which was assumed as equal to 1.0 (one)

The inter-quartile range ($Q=Q3-Q1$) for each statement was also found out for determination of ambiguity involved in the statement. To determine value of Q at 75th centile and 25th centile, the following formulas were used. The 75th centile was obtained by the following formula.

$$C_{75} = L + \frac{0.75 - \epsilon Pb}{Pw} \times i$$

Where,

- C_{75} = The 75th centile value of the statement
- L = The lower limit of the interval in which the 75th centile falls
- $\sum Pb$ = The sum of the proportion below the interval in which the 75th centile falls
- Pw = The proportion within the interval in which the 75th centile falls
- I = The width of the interval and is assumed to be equal to 1.0 (one)

The 25th centile was obtained by the formula.

$$C_{25} = L + \frac{0.25 - \epsilon Pb}{Pw} \times i$$

Where,

- C_{25} = The 25th centile value of the statement

- L = The lower limit of the interval in which the 75th centile falls
- $\sum P_b$ = The sum of the proportion below the interval in which the 75th centile falls
- Pw = The proportion within the interval in which the 75th centile falls
- i = The width of the interval and is assumed to be equal to 1.0 (one)

Then the inter-quartile range worked out by taking the difference between $C_{75} (Q_3)$ and $C_{25} (Q_1)$.

$$Q = C_{75} - C_{25}$$

In this manner the inter-quartile range (Q) for each statement was worked out. Those statements whose median value greater than Q value were selected. Thurstone and Chave (1928) described the criteria in addition to Q as a basis for rejecting the statements in scales constructed by equal appearing interval scale method. Accordingly, when two or more items had the same scale values, those items having lowest Q values were selected. After that, those statements having difference between S and Q value greater than 5.0 were considered for the present study. Thus, 16 statements were finally selected to constitute the attitude scale. Those 16 statements for the final format of the attitude scale were randomly arranged to avoid the response bias. The final format of the scale is presented in Table 1.

Table 1: Selected attitude statements for the present study

Sr. No.	Statements	'S' value	'Q' Value
1	Reliability is crucial to professional success.	10.4	3.85
2	Education helps to acquire skills to develop professionalism.	9.9	2.01
3	Clarity about roles and responsibilities enhances professionalism.	9.8	2.27
4	Education determines the quality of services provided by a professional.	9.7	2.33
5	Greater enthusiasm in learning enhances professionalism.	9.6	1.69
6	Professional knowledge improves organizational conduct.	9.5	2.16
7	Opinions of reliable professionals are valued in an organization.	9.4	2.17
8	Effective communication fosters cohesiveness among professionals.	9.3	2.46
9	Willingness to shoulder responsibility enhances professionalism.	9.2	2.29
10	It is easy to complete tasks on time amidst challenges.	9.1	1.98
11	Clarity in communication helps to solve the problem easily.	9.0	2.19
12	Organization motivates professional to try out innovative ideas.	8.9	2.49
13	Professionalism elevates curiosity in solving a problem.	8.8	2.93
14	Professional act beyond commitment enhances the organization.	8.7	2.38
15	Courage to say no to others enhances professional growth.	8.6	3.43
16	Self-management has the highest effect on job satisfaction.	8.4	3.03

Reliability of the scale

Reliability refers to the consistency of scores obtained by the same individual when re-examined with test on different occasions or with different sets of equivalent items. The split-half technique was used to measure the reliability of the constructed scale. The 16 statements were divided into two equal halves with 8 odd numbered and 8 even numbered statements. These were administered to 25 woman faculties in the non sample area via google forms. Each of the two sets were considered as separate scales having two sets of scores. Co-efficient of reliability between the two sets of scores was calculated by Rulon’s formula (Guilford, 1954), which was found to be 0.98 which was significant at 1 percent level. The correction factor calculated by using

Spearman Brown formula was also found to be 0.98. Hence, the scale developed for the purpose was found to be highly reliable.

Validity of the scale

The validity of a test depends upon fidelity with which it measures what it is purported to measure (Kerlinger, 1976). The validity of the scale was examined for content validity by determining sampling adequacy or amplexness of the substance, the content, the issue and the subjects of an estimating instrument of the scale represented the domain subject matter under study. As many items covering the area as possible were selected by discussion with experts, reviewing the literature and adherence to the judges’ ratings,

it was presumed that the developed attitude scale battery satisfied the content validity.

Administering the scale

The selected 16 statements for the final format of the attitude scale were randomly arranged to avoid the biases which might contribute to the low reliability and detract from validity of the scale. Then the final attitude scale was administered on the selected sample of woman faculties in the sample area. The responses were collected on five point continuum viz., strongly agree, agree, undecided, disagree and strongly disagree with weightage of 5, 4, 3, 2 and 1, respectively for positive statements and reverse scoring for negative statements.

RESULTS AND DISCUSSION

A standardized scale for measuring the attitude of woman faculties towards professionalism was developed according to the scale product method (Table 1). This scale consisted of 16 statements which was found to be highly reliable with a correlation coefficient of 0.98 and valid as per experts' judgments reliable.

CONCLUSION

An attitude scale was developed for measuring the attitude of woman faculties towards professionalism by using 'Scale Product Method'. The developed attitude scale was found to be highly reliable and valid. The developed scale is well applicable to measure the attitude of woman faculties towards professionalism in other areas of the state and country. It will serve as a guideline for policy makers, planners and

university authorities in planning and implementing efforts to develop and disseminate various programmes for improving the professionalism of woman faculties working in various universities.

CONFLICT OF INTEREST

The authors of the paper declare no conflict of interest

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