MEASURING "CRABS IN A BUCKET" PHENOMENON AT SCHOOLS: A SCALE DEVELOPMENT STUDY[9]

Abstract: The purpose of this research was to develop a "Crabs in a Bucket at Schools Scale" (CBSS) measuring the perceptions of teachers regarding crab mentality in educational organizations. The data of the study was collected in 2019-2020 academic year from high school teachers working at different high schools of Aydın province, located in Aegean Region in Turkey. In order to provide the validity of the measurement tool, content and construct validity analyses were performed. So as to provide content validity, the item pool was subjected to expert view and expert panel. Following this, the data was collected from high school teachers by using the 44-item draft scale and then, the data was subjected to construct validity analysis. For construct validity, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were performed by using separate datasets (305 participants for EFA and 279 participants for CFA). In an effort to provide the reliability of the scale; Cronbach Alpha, Spearman-Brown and Guttman Split-Half coefficients were calculated. As a result of the analyses, it was concluded that the scale comprised a 27-item and 2 factor (*individual factors sub-dimension* and *organizational factors sub-dimension*) structure, and the psychometric properties of CBSS was quite valid and reliable.

Keywords: Crabs in a bucket, scale development, high school teachers, validity, reliability

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INTRODUCTION

As a man walking on the beach approaches the fisherman, he sees the crabs in the bucket. The top of the bucket is open and it has no lid. This situation surprises him because he thinks that the crabs might escape. When he asks the fisherman, he replies "Yes, if there was only one crab, it would definitely run away. However, when there are many crabs and when one tries to crawl out, the others grab it, pull it down and make sure it does not run away. The rest also experience the same fate". While one single crab can easily get out of the bucket without a lid, the escape becomes impossible as the number increases, because instead of pushing each other up, the crabs pull each other down and in the end, no one wins. This is the starting point of the "crabs in a bucket" phenomenon (Bell, 2017; Duke, 2014; Şahin, 2018; Vibes, 2015).

"Crabs in a bucket" phenomenon is a psychological concept, a pattern of behavior based on the mentality of *"if I cannot have it, neither can you"*. People with crab mentality aim to reduce the importance of those who are trying to be successful by surpassing the others in their group. Instead of watching the success of others while they themselves are failing, they expect them to be unsuccessful, too. Even in happy moments, they can find points to criticize, but they do not want to hear any criticism (Şahin, 2018). The behaviors of people with the understanding of crab mentality are positioned around such behaviors as discouraging others, being jealous, undermining what they are doing, and exhibiting an impolite and excessively competitive attitude (Abrugar, 2014). Discouraging behaviors are related to underrating and criticizing others by using harsh words, whereas impolite and excessively competitive behaviors involve such behaviors as blaming, gossiping, making up conspiracy theories, and refusing to cooperate (Miller, 2019: 357).

It would not be wrong to assert that probably the most important reason for "crabs in a bucket" phenomenon to be experienced in the society and organizations is the legitimization of individualism and competition culture in such a world dominated by capitalism. In the globalizing world, competition is seen as an important component of progress and creativity, and is defended widely by masses. However, in the philosophical sense, competition should be in the form of competing with one's own self. The individual should not have the desire to be equal or superior to others, but to prevail over the previous and current states of his own self. That is why, there are no dangerous feelings like jealousy, grudge, pride and boasting in such a competition (Akkaya, 2008; Gövsa, 1998). The desire to be no inferior to others, which is involved in the legitimized competitive attitude imposed by the capitalist system, constitutes the basic assumption of *"if I cannot have it, neither can you"* mentality inherent in "crabs in a bucket" phenomenon.

When the "crabs in a bucket" phenomenon is examined within the context of education and educational administration, it would again be an adequate approach to consider and discuss the terms along with the globalization process that have affected the whole world (Nelson & Dawson, 2015). The field of educational administration has gone through a rapid change and transformation process with the globalization process (Eser, 2014; Yıldız, 2008), and with the rapid developments and changes in television, computer and information technologies, the world has become a "global village" (McLuhan, 1964), which has begun to impose itself as a requirement for societies to take the competition in the global arena into consideration in order to keep up with the developments and changes experienced (Eser, 2014). In this regard, the areas mostly affected by the neo-liberal policies, which have become widespread throughout the world, have been education systems along with health and social security systems, and educational and instructional processes have been significantly affected by the globalization process. In today's understanding of education, every individual is directed from criticism and solidarity to "compromise" and "competition" under great control and pressure, and learners are educated according to the superior values of neo-liberalism. It is doubtful that these values and an education system based on them will provide the environment and climate in which a democratic social life will prevail (Yıldız, 2008).

In the literature review, it has been determined that the studies on "crabs in a bucket" phenomenon are generally carried out so as to conceptualize the phenomenon, and the number of empirical studies, especially those in the field of education, is quite few. "Crabs in a bucket" phenomenon, which was first used and conceptualized by Duke (1994) in educational organizations, was considered as a *"stumbling block"* in front of teacher leadership. Duke (1994) emphasized that teachers should abandon the "crabs in a bucket" culture in order to go beyond the pre-determined leader roles of teacher leadership parameters. According to him, some schools act with the "crabs in a bucket" culture and actively resist the efforts of their members. Kumar and Soubhari (2014) used the *"crab mentality factors scale"* in a quantitative study

conducted to reveal the impact of "crabs in a bucket" phenomenon on job stress, and it was emphasized that establishing such a mentality in the academic staff, the study group of the research, created such thoughts and behaviors as competition, non-cooperation, jealousy and conspiracy theories in the workplace. It was also revealed in the study that behaviors such as hostility, jealousy, greed, obsession, disrespect and hatred triggered insecurity in the individuals. In a qualitative study conducted by Marques (2009), it was emphasized that "crabs in a bucket" phenomenon was one of the most important factors in the progress and promotion of women, and it was argued that this *"glass ceiling"* in the workplace originated from other women. In a phenomenological study conducted by Aydın and Oğuzhan (2019) so as to determine whether crab mentality affected dissatisfaction, absenteeism and motivation in the workplace, it was found that such a mentality negatively affected the employees' motivation and job satisfaction, and increased absenteeism. Besides, it was also revealed that the individuals who exhibited such behavior did this mostly due to egocentrism and jealousy, which was followed by such reasons as career advancement efforts, ambition and academic inadequacy.

Based on the studies mentioned above, it can be seen that mostly qualitative research design has been used in the studies and these studies have been carried out in order to conceptualize the phenomenon, with very few number of studies having been conducted. In addition to this, the fact that there is no measurement tool found aiming to measure the perception levels in terms of "crabs in a bucket" phenomenon at schools is considered as an important starting point for this study. In this regard, the main purpose of this study was to develop "Crabs in a Bucket Scale at Schools" intended to measure the perception levels of teachers regarding "crabs in a bucket" phenomenon in educational organizations.

METHOD

PROCEDURES

In the study, it was aimed to develop "Crabs in a Bucket Scale at Schools" intended to measure the perception levels of teachers regarding "crabs in a bucket" phenomenon. In the scale development process carried out with an inductive approach, the common points of the scale development approaches introduced by different researchers (Benson, Lavelle, Spence, Christopher & Dean, 2020; Carpenter, 2018; Clark & Watson, 1995; DeVellis, 2014; Nunnally & Bernstein, 1994; Tay & Jebb, 2017) have been blended and the following steps have been followed:

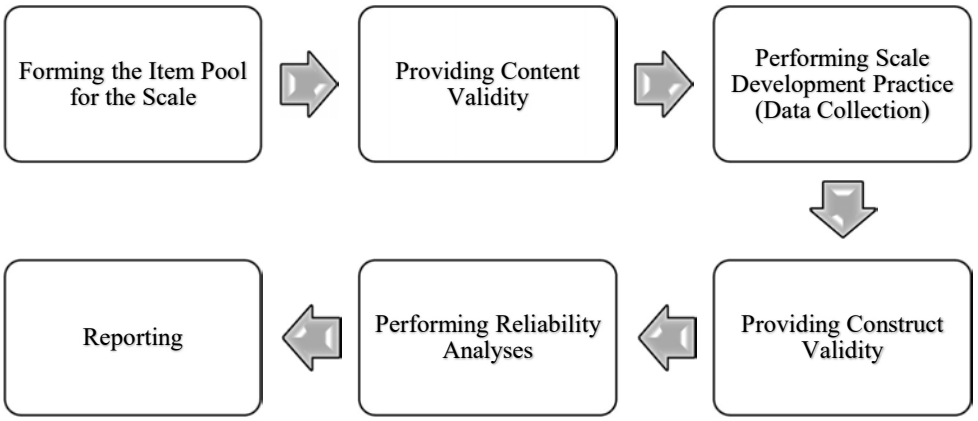

Figure 1. The Steps of Scale Development

As can be seen in Figure 1, the first step of the scale development process was to form an item pool for the scale. According to Tay and Jebb (2018), whether the approach to scale development is deductive or inductive, one of the most important aspects in developing a good scale is to conceptualize the structure well. This requires a detailed review of the literature aiming to reveal what the phenomenon is and what is not, in other words, to describe and define the structure. Based on this, the literature on the "crabs in a bucket" phenomenon was reviewed in detail in order to form the item pool of "Crabs in a Bucket Scale at Schools". While doing the search, scientific journals and articles, accessible theses and books as well as internet news websites and other available online resources were also utilized. As a result of the literature review, together with the fact that the number of scientific studies accessed was very limited (Aydın & Oğuzhan, 2019; Duke, 2014; Kumar & Soubhari, 2014; Marques, 2019; Miller, 2019; Sampath, 1997;

Spacey, 2015), it was determined that most of these studies dealt with the subject only from a theoretical perspective.

Based on the information presented in the resources obtained as a result of the literature review, an item pool which was composed of 45 items was formed. While forming the item pool for the scale, some statements were expressed negatively, whereas others were purposefully written as "reverse coded" items. The main purpose here was to avoid response bias (DeVellis, 2014; Tay & Jebb, 2018). In the next step, the item pool formed of 45 items was sent to 14 faculty members working in the Education Faculties of three different state universities in the Aegean Region of Turkey for expert view so as to ensure the content validity of the item pool (Ayre & Scally 2014, Lawshe, 1975; Wilson, Pan & Schumsky, 2012). In the process carried out based on Lawshe technique (1975), a 3-point form prepared as "Must Stay", "Must Be Revised", and "Must Be Removed" was first sent to the experts in order to obtain their views regarding the items, and the experts were asked to evaluate each item and mark one of the options they deemed appropriate. In the analysis of the expert views obtained from 11 experts who gave feedback, the content validity calculation technique, which is frequently used in scale development studies, developed by Lawshe (1975) and revised by Ayre and Scally (2014) and Wilson, Pan, and Schumsky (2012) was utilized. As a result of the expert view, Content Validity Ratios (CVR) and Content Validity Index (CVI) of the data obtained were calculated. CVR is an item statistic based on the content validity regarding whether each item in the scale should stay or not, and is calculated according to the formula below. (Lawshe, 1975);

$$CVR = \frac{Nu - \frac{N}{2}}{\frac{N}{2}} \qquad \text{or} \qquad CVR = \frac{Nu}{\frac{N}{2}} - 1$$

In the CVR formula; "Nu" refers to the number of experts expressing "Must Stay" for each item in the scale, and "N" refers to the number of experts expressing views on the item. CVR has a value between -1 (absolute rejection) and +1 (absolute acceptance), and if all the experts rate any item in the scale as "Must Stay", the CVR value of that item is 1 (Ayre & Scally, 2014; Lawshe, 1975; Wilson, Pan & Schumsky, 2012). Lawshe (1975) stated that for each item with a positive value, the content validity criterion [CVR (critical)] should be considered at the significance level of α=.05. CVR (critical) is defined as the CVR value needed to remove the possibility that the ratio of appropriateness to each item in the scale is by chance and decide whether an item is really adequate or not. As a result of the calculation, 7 items with CVR value lower than CVR (critical) value (<.636) were removed from the item pool of 45 items (Ayre & Scally 2014; Lawshe, 1975; Wilson, Pan & Schumsky, 2012). In order to deepen the content validity in the research, it was decided to hold an expert panel following the expert view step. According to Worthington and Whittaker (2006), the evaluation of the quality of scale items by more than one field expert group is a critical stage in the scale development process. According to Erkuş (2012), expert views can be obtained through statistical methods and panel discussion, and one or both of these methods can be used together. The expert panel, which was held in order to deepen the content validity in the research, was carried out with 5 experts of Educational Sciences, considering the availability of the experts. It is stated that there should be at least 5 experts from different academic levels in expert panels, and even when it is difficult to find experts for the subject, at least 3 experts should be reached (Gilbert & Prion, 2016; Lawsche, 1975; Lynn, 1986). The experts were informed in advance about the research process and the issues to be discussed in the panel, and they were informed about the subject. Besides, when the expert panel session started, the research subject was briefly introduced by the researcher, the process of forming the item pool and the expert view step were explained in detail. According to Lynn (1986), despite the fact that the experts have general knowledge and expertise about the research subject in general, it is not an adequate method alone to give them the scale and ask them to evaluate. Experts should be given a range of detailed information, the information should be correlated with the items of the scale, and it should be ensured that they have an understanding of the overall scale. In this regard, the issues discussed in the expert panel are as follows:

- Discussing the understandability of each item in the 38-item scale obtained after expert view and making appropriate changes in the items where necessary.
- Evaluating each of the 19 items suggested by the experts in the expert view step and deciding whether it is appropriate to include them in the scale.
- Determining the measurement style and format of the scale.

As a result of the discussion and evaluation in the expert panel, which lasted for about 3 hours, the scale item pool composed of 38 items was evaluated conceptually and grammatically, and some changes were

made where necessary. After that, it was decided to include 6 of the 19 items in the scale suggested by the experts in the expert view step [CVR value for each item accepted=1.000 (Ayre & Scally, 2014; Lawshe, 1975; Wilson, Pan & Schumsky, 2012)]. Besides, it was also determined in the expert panel that the 2-subdimension theoretical structure (*individual factors sub-dimension* and *organizational factors sub-dimension*), which was considered by the researcher based on the literature during the step of forming the item pool, was appropriate and the scale should be a 5-point Likert type scale [*(1) I strongly disagree, (2) I disagree, (3) I am neutral, (4) I agree, (5) I strongly agree*]. Within the context of content validity, an item pool of 44 items was obtained as a result of the expert view step (38 items) and the expert panel step (6 items).

PARTICIPANTS

In accordance with the purpose of the research, the 44-item scale whose content validity was provided was applied to high school teachers working in the different districts of Aydın province, located in the Aegean Region of Turkey, in the 2019-2020 academic year. In determining the participants, convenient sampling method was used. The main reason for obtaining the data by using convenient sampling method was the requirement that the teachers could not be reached at schools and it was obliged to collect the data of the research via online questionnaire form due to the fact that face-to-face education activities were terminated and distance education was launched due 16th March 2020 in all school levels in Turkey because of Covid-19 pandemic, which was first seen in the Peoples Republic of China in December 2019 and later spread around the world, and which started to be effective in Turkey in March 2020 (Wikipedia, 2020). The online form prepared by the researcher was sent to high school teachers working in Aydın province in March 2020, which was the population of the study, by utilizing the most widely used instant messaging application "WhatsApp" and mainstream social media tools "Facebook" and "Twitter", and the teachers who volunteered to participate in the study were asked to fill in the form. Together with the fact that there are different views in the literature about how much data should be obtained; Nunnally (1978) suggested that a sample of 300 participants would be adequate in scale development studies, whereas Comrey and Lee (1992) and Worthington and Whittaker (2006) stated that a sample group of 200-300 participants would be appropriate, and Cattell (1978) expressed that a sample group of at least 250 participants would be needed. On the other hand, Bryman and Cramer (2001), Gorsuch (1983), Tavşancıl (2010), Yiğit and Kurnaz (2010) and Büyüköztürk (2002) suggested that the data set should be at least 5 times the number of items in the scale. In this regard, it was determined in this study that the data set should be at least 5 times the number of items obtained in the content validity test of the scale, which was a 44-item scale obtained as a result of the content validity. Furthermore, when the literature is examined, it can be revealed that in order to ensure the construct validity in scale development studies, it is necessary to begin the analysis with Exploratory Factor Analysis (EFA), and then test the determined structure with Confirmatory Factor Analysis (CFA) by using a new date set (Cabrera-Nyugen, 2010; Costello & Osborne, 2005; Henson & Roberts, 2006; Worthington & Whittaker, 2006). Indeed, Henson and Roberts (2006) stated that performing EFA and CFA by using the same sample group might reveal misleading results. For this reason, a data set of 320 individuals was used for EFA, and a separate data set of 298 individuals was used for CFA.

DATA ANALYSIS

In order to determine the construct validity of "Crabs in a Bucket Scale at Schools", first, Exploratory Factor Analysis (EFA) was performed on the data set obtained from 320 participants. Prior to the analysis, normality distribution of the data was tested, and 15 data that did not meet the normality assumptions were removed from the relevant data set and it was decided to perform EFA with a data set of 305 participants. Besides, item total correlations of the 44-item scale and item mean scores of the lower 27% and upper 27% groups were calculated, and two items whose item discrimination was low ($r<.30$) and whose item mean scores of the lower 27% and upper 27% groups were not significant were excluded from the scale. Therefore, it was determined to perform EFA with 42 items. The appropriateness of the structure of the data set used in EFA to factor analysis was tested via Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity. While evaluating the factor structure of the scale; Communalities table obtained with Principle Component Analysis, Scree Plot, Total Variance Explained, and Rotated Component Matrix were considered. As a result of EFA; Cronbach Alpha, Spearman-Brown and Guttman Split-Half coefficients were calculated in order to determine the reliability level of the structure of "Crabs in a Bucket Scale at Schools" composed of 27 items and 2 factors.

In order to test the construct validity of the 2-factor scale obtained as a result of EFA, Confirmatory Factor Analysis (CFA) was performed with a separate data set obtained from 298 participants. Prior to the analysis, normality distribution of the data was tested, and by removing 19 data that did not meet the normality assumptions, it was decided to perform CFA with a data set of 279 participants. Besides, item total correlations of the 27-item scale and item mean scores of the lower 27% and upper 27% groups were calculated, and it was determined that the t-values of all the items were significant. Therefore, it was determined to perform CFA with 27 items. The findings obtained in CFA were evaluated according to RMSEA (Root Mean Square Error Approximation) value, Chi-square value, the ratio of Chi-square value to degree of freedom (X^2/df), SRMR (Standardized Root Mean Square Residual) value and fit indices (NFI, NNFI, CFI, IFI, GFI, AGFI). As a result of CFA; Cronbach Alpha, Spearman-Brown and Guttman Split-Half coefficients were calculated in order to determine the reliability level of the 27-item and 2-factor "Crabs in a Bucket Scale at Schools" whose construct validity was provided.
In the application of the Lawsche (1975) technique used for the content validity of the scale, Microsoft Excel 2016 program was used, and SPSS 22.0 package program and LISREL 8.80 program were used to test the construct validity. In addition to this, since the scale used in the data collection process was in Turkish language, the scale items presented in this study were reported by providing translation validity. In this regard, the translation validity of the scale was provided as a result of the views of three field experts, and the items of the scale were presented in the "findings" section

FINDINGS

In order to determine the construct validity of "Crabs in a Bucket Scale at Schools", first, Exploratory Factor Analysis (EFA) was performed on the data set obtained from 320 participants. Prior to the analysis, normality distribution of the data was tested, and 15 data that did not meet the normality assumptions were removed from the relevant data set and it was decided to perform EFA with a data set of 305 participants. The appropriateness of the structure of the data set used in EFA to factor analysis was tested via Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity. Accordingly, in the first analysis, it was observed that Kaiser-Meyer-Olkin (KMO) value was .952, and Bartlett's Test of Sphericity was significant ($\chi 2$=8808.184; p<.01). According to the researchers, Kaiser-Meyer-Olkin (KMO) test examines whether the partial correlations are small, and whether the distribution is sufficient for factor analysis. The closer this value is to 1, the better it is; whereas if this value is below .50, it expresses "unacceptable ratio". If this value is above .90, it is interpreted as "perfect" (Çokluk, Şekercioğlu, & Büyüköztürk, 2014; Leech, Barrett, & Morgan, 2005; Şencan, 2005; Tavşancıl, 2010). Bartlett's test of Sphericity examines whether the data comes from multivariate normal distribution, and the significance of the test result supports the hypothesis that the data comes from multivariate normal distribution (Çokluk, Şekercioğlu, & Büyüköztürk, 2014; Otrar & Argın, 2015; Tavşancıl, 2010). Following this, the items that were not structured under any factor and whose factor load were below .60 according to Rotated Components Matrix obtained as a result of the analysis performed using Varimax Vertical Rotation Technique were excluded from the analysis one by one, and the analysis was repeated again and again by reviewing Rotated Components Matrix each time. Within the framework of the findings obtained as a result of the repeated analyses; it was observed that Kaiser-Meyer-Olkin (KMO) value was perfect (.944), and Bartlett's Test of Sphericity was significant ($\chi 2$=997.591; p<.01). In the subsequent step of the analysis, Rotated Component Matrix obtained by Varimax Vertical Rotation Technique was examined in order to examine the factor status of the scale items. According to the matrix, the items and factors of the scale obtained as a result of EFA are presented in Table 1.

According to Rotated Components Matrix presented in Table 1, which was obtained by using Varimax Vertical Rotation Technique based on .60 factor load; it was concluded that the scale was composed of a 2-factor structure, the first factor involved the items regarding *individual factors sub-dimension*, and the second factor involved the items regarding *organizational factors sub-dimension*. It was also determined that the eigenvalues of both factors were above 1, and that the first factor explained 32.688% of the total variance, while the second factor explained 26.317% of the total variance. Therefore, it was found that the 2-factor and 27-item structure explained 59.004% of the total variance. Researchers stated that the variance ratio varying between 40% and 60% can be considered sufficient (Çokluk, Şekercioğlu, & Büyüköztürk, 2014; Scherer, Wiebe, Luther, & Adams, 1988; Tavşancıl, 2010).

Table 1. The Structure Obtained as a Result of EFA

ü	Factor	
	1	2
At my school, there are teachers who are jealous of me when I achieve success.	.844	
At my school, there are teachers who do not like my administrator to appreciate me.	.815	
At my school, there are teachers who compare me with themselves.	.797	
At my school, there are teachers who compete with me.	.793	
At my school, there are teachers who gossip about me.	.752	
At my school, there are teachers who do not want me to do what they cannot do.	.750	
At my school, there are teachers who try to hinder my professional development.	.748	
At my school, there are teachers who do not support me when I have a failure.	.745	
At my school, there are teachers who try to stop me when I present something new.	.725	
At my school, there are teachers who underestimate my ideas.	.713	
At my school, there are teachers who unfairly criticize what I do.	.702	
At my school, there are teachers who do not give satisfactory answers to my questions on purpose.	.690	
At my school, there are teachers who do not respect differences between individuals.	.670	
At my school, there are teachers who blame me for the problems I experience.	.666	
When I have a suggestion about the functioning of the school, I immediately face opposing ideas.	.621	
Cooperation among teachers is supported by the school administration.		.807
The school administration does not take my expectations into consideration.		.784
I do not receive institutional support in my school-related work.		.783
My suggestions about the functioning of the school are taken into consideration by the school administrators.		.773
Good communication among teachers is supported by the school administration.		.735
At my school, personal development is supported.		.698
At my school, my work is devaluated.		.691
I face institutional barriers to accessing facilities at my school.		.676
At my school, there is an environment of trust where I can easily share my ideas.		.675
At my school, I am appreciated for what I do.		.658
At my school, we are supported to improve ourselves through in-service training.		.652
Our school has a strong culture.		.625

In order to determine the reliability level of the structure obtained after EFA, Cronbach Alpha, Spearman-Brown and Guttman Split-Half coefficients were calculated for the overall scale and two sub-dimensions. The findings obtained as a result of the analysis are presented in Table 2.

Table 2. Reliability Analysis of "Crabs in a Bucket Scale at Schools" (Post EFA)

Crabs in a Bucket Scale at Schools	Cronbach Alpha	Spearman-Brown	Guttman Split-Half
Individual Factors Sub-dimension	.951	.925	.914
Organizational Factors Sub-dimension	.927	.917	.915
Overall Scale	.953	.746	.727

As can be seen in Table 2, Cronbach Alpha, Spearman-Brown and Guttman Split-Half coefficients were calculated separately for the overall scale and two sub-dimensions in order to determine the reliability level of "Crabs in a Bucket Scale at Schools" after EFA. Accordingly, Cronbach Alpha coefficient of "Individual Factors Sub-dimension" of the scale was .951, Spearman-Brown coefficient was .925, and Guttman Split-Half coefficient was .914; whereas Cronbach Alpha coefficient of "Organizational Factors Sub-dimension" of the scale was .927, Spearman-Brown coefficient was .917, and Guttman Split-Half coefficient was .915. It was also determined that Cronbach Alpha coefficient of the overall scale was .953, Spearman-Brown coefficient was .746, and Guttman Split-Half coefficient was .727. Due to the fact that all the calculated values are above .700 (Büyüköztürk, 2011; Can, 2014; Erkuş, 2012; Tavşancıl, 2010), it can be said that the reliability of the overall scale and its sub-dimensions is high.

In order to determine the construct validity of "Crabs in a Bucket Scale at Schools" after EFA, Confirmatory Factor Analysis (CFA) was performed on the data set obtained from 298 participants. Prior to the analysis, normality distribution of the data was tested, and 19 data that did not meet the normality assumptions were removed from the relevant data set and it was decided to perform CFA with a data set of 279 participants. As a result of the first analysis, it was decided to take modification suggestions into consideration (RMSEA=0.086, X^2/df=3.06), and it was decided that the modifications to be made respectively between

ITEM16 and ITEM18 [Chi-square (Decrease)=58.3], between ITEM9 and ITEM14 [Chi-square (Decrease)=40.1] and between ITEM4 and ITEM5 [Chi-square (Decrease)=36.3] would contribute significantly to Chi-square. Besides, improvement was expected in the fit indices as a result of the modifications to be made. According to Çokluk, Şekercioğlu and Büyüköztürk (2014), the modifications should be made respectively if the number of modifications to be made is more than one. In this regard, the modification suggestions presented in the model were applied one-by-one and CFA was repeated after each modification. The model obtained as a result of the analysis is presented in Figure 2.

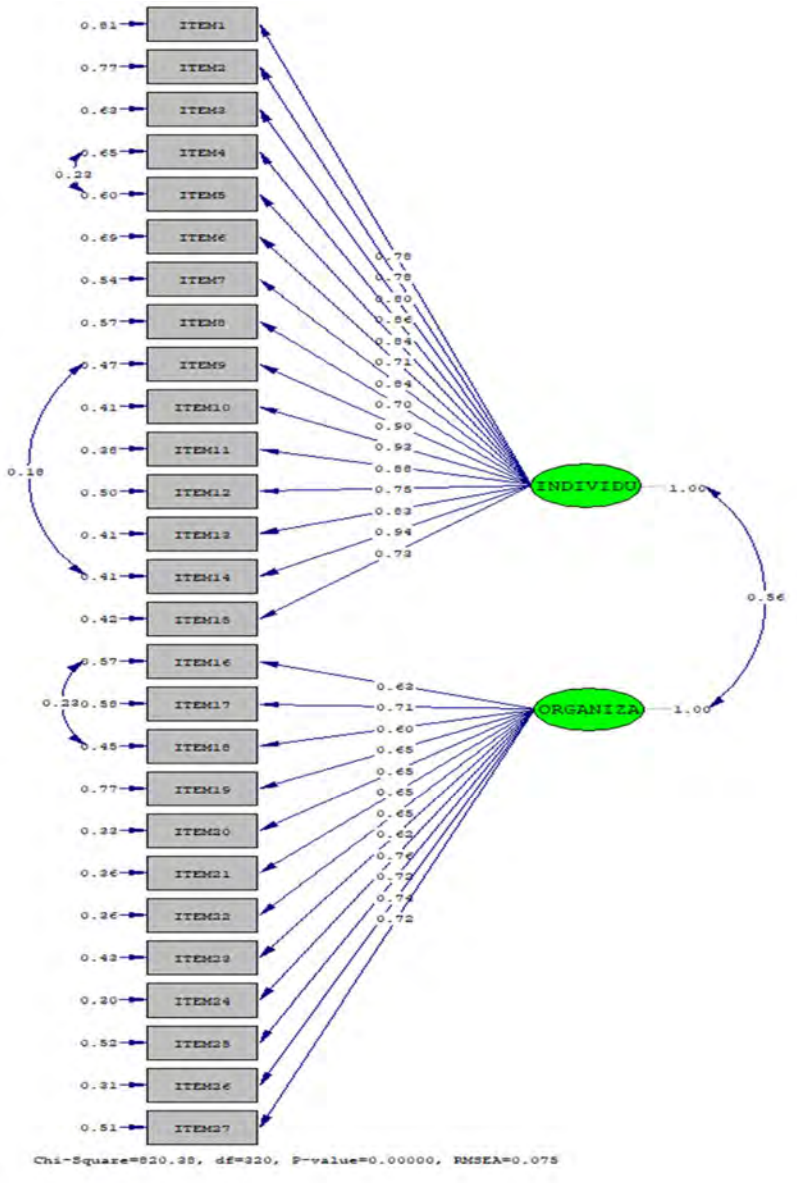

Figure 2. CFA Result Regarding "Crabs in a Bucket Scale at Schools"

According to the model presented in Figure 2, which was obtained as a result of the modifications made regarding the construct validity of the 2-factor "Crabs in a Bucket Scale at Schools", it was determined that the modifications made respectively between ITEM16 and ITEM18 [Chi-square (Decrease)=58.3], between ITEM9 and ITEM14 [Chi-square (Decrease)=40.1] and between ITEM4 and ITEM5 [Chi-square (Decrease)=36.3] contributed significantly to Chi-square. According to researchers, associating errors between factors leads to misinterpretations. However, associating errors within the same factor is a general practice that reflects a realistic view, and similar expressions in the items of modification encourage the association of errors (Bollen & Lennox, 1991; Brown, 2014; Hansen, 2019). It can be said that the modifications made in the study are meaningful as they are within the same factor. Besides, it can be said

that the modifications made between ITEM16 *"Good communication among teachers is supported by the school administration."* And ITEM18 *"Cooperation among teachers is supported by the school administration."*, between ITEM9 *"At my school, there are teachers who are jealous of me when I achieve success."* And ITEM14 *"At my school, there are teachers who do not like my administrator to appreciate me.",* and between ITEM4 *"At my school, there are teachers who compete with me."* And ITEM5 *"At my school, there are teachers who compare me with themselves."* May be stemming from the association of similar expressions in the related items. Besides, it should be noted that in the repeated trials for CFA, the expressions mentioned above that were similar to each other were removed, and the analysis was performed again, but it was found out that removing similar items did not contribute to RMSEA, Chi-square and other fit indices. Therefore, it was deemed appropriate to take modification suggestions into consideration and make modifications between related items. As a consequence, the Fit Indices Regarding the Model obtained as a Result of CFA are presented in Table 3.

Table 3. Fit Indices Regarding the Model Obtained as a Result of CFA

Fit Indices	Obtained Values	Appropriateness
$\chi 2$ (Chi-Square)	820.38	Appropriate Value
df (Degree of Freedom)	320	Appropriate Value
$\chi 2$ / df	2.56	Perfect Fit
RMSEA (Root Mean Square Error of Approximation)	.075	Good Fit
NFI (Normed Fit Index (NFI)	.96	Perfect Fit
NNFI (Non-Normed Fit Index)	.97	Perfect Fit
CFI (Comparative Fit Index)	.97	Perfect Fit
IFI (Incremental Fit Index)	.97	Perfect Fit
SRMR (Standardized Root Mean Square Residual)	.057	Good Fit
GFI (Goodness of Fit Index)	.82	Acceptable Fit
AGFI (Adjusted Goodness of Fit Index (AGFI)	.79	Acceptable Fit

As can be seen in Table 3, according to the final model obtained after the modifications performed for the structure validity of the 2-factor structure of "Crabs in a Bucket Scale at Schools", the 320-degree of freedom value of the 279-participant sample was found 820.38. When these values were estimated to each other for the fit index, it was determined that the ratio of Chi-square value to degree of freedom was 2.56 (820.38/320) ($p<.01$). The fact that $\chi 2$/df is below 3 corresponds to "perfect fit" in large samples (Kline, 2005; Sümer, 2000; Çokluk, Şekercioğlu, & Büyüköztürk, 2014). When RMSEA (Root Mean Square Error of Approximation) in the model was examined, it was observed that a fit index of .075 was obtained, which indicates "good fit" (Brown, 2014; Browne & Cudeck, 1993; Çokluk, Şekercioğlu & Büyüköztürk, 2014; Jöreskog & Sörbom, 1993; Tabachnick and Fidel, 2013). When NFI (Normed Fit Index), NNFI (Non-Normed Fit Index), CFI (Comparative Fit Index) and IFI (Incremental Fit Index) were examined, it was found that NFI was .96, NNFI, CFI and IFI was .97, which correspond to "perfect fit" (Çokluk, Şekercioğlu, & Büyüköztürk, 2014; Sümer, 2000). According to another fit index, Standardized RMR was found to be 0.057, which corresponds to "good fit" (Brown, 2014; Çokluk, Şekercioğlu, & Büyüköztürk, 2014). Finally, it was found that GFI (Goodness of Fit Index) was 0.82, and AGFI (Adjusted Goodness of Fit Index) was 0.79, which corresponds to "acceptable fit" (Hooper, Caughlan, & Mullen, 2008; Çokluk, Şekercioğlu, & Büyüköztürk, 2014). In the light of the findings obtained from CFA performed within the scope of structure validity of the scale, it can be said that "Crabs in a Bucket Scale at Schools" exhibited "good fit" in high school teachers sample.

It can also be seen in the model that the first factor of the scale was *"individual factors sub-dimension"* and it involved 15 items; whereas the second factor was *"organizational factors sub-dimension"* and it involved 12 items. Besides, some of the items in the scale were purposefully "reverse coded" (ITEM16, ITEM18, ITEM19, ITEM20, ITEM21, ITEM25, ITEM26, ITEM27). According to DeVellis (2014) and Tay and Jebb (2018), the goal in writing reverse coded items is the effort to avoid justification, acceptancy and response bias.

Following the construct validity phase completed with CFA, Cronbach Alpha, Spearman-Brown and Guttman Split-Half coefficients were calculated for the overall scale and two sub-dimensions in order to determine the reliability level of the scale after CFA. The findings obtained as result of the analysis are presented in Table 4.

Table 4. Reliability Analysis of "Crabs in a Bucket Scale at Schools" (Post CFA)

Crabs in a Bucket Scale at Schools	Cronbach Alpha	Spearman-Brown	Guttman Split-Half
Individual Factors Sub-dimension	.948	.907	.904
Organizational Factors Sub-dimension	.924	.886	.886
Overall Scale	.949	.706	.701

As can be seen in Table 4, Cronbach Alpha, Spearman-Brown and Guttman Split-Half coefficients were calculated separately for the overall scale and two sub-dimensions in order to determine the reliability level of "Crabs in a Bucket Scale at Schools" after CFA. Accordingly, Cronbach Alpha coefficient of "Individual Factors Sub-dimension" of the scale was .948, Spearman-Brown coefficient was .907, and Guttman Split-Half coefficient was .904; whereas Cronbach Alpha coefficient of "Organizational Factors Sub-dimension" of the scale was .924, Spearman-Brown coefficient was .886, and Guttman Split-Half coefficient was .886. It was also determined that Cronbach Alpha coefficient of the overall scale was .949, Spearman-Brown coefficient was .706, and Guttman Split-Half coefficient was .701. Due to the fact that all the calculated values are above .700 (Büyüköztürk, 2011; Can, 2014; Erkuş, 2012; Tavşancıl, 2010), it can be said that the reliability of the overall scale and its sub-dimensions is high.

CONCLUSION, DISCUSSION AND SUGGESTIONS

"Crabs in a bucket" phenomenon refers to a behavioral situation in which the individual tries to pull down those who perform better than himself or herself. As a concept, "crabs in a bucket" was put forth from an observation of the fisherman's bucket full of crabs. The fisherman does not have to cover his bucket full of crabs with a lid because when a crab in the bucket tries to crawl out, the others grab it from his foot and try to pull him down into the bucket (Abrugar, 2014; Duke, 1994; Hard & O'Gorman, 2007; Spacey, 2015). This psychological definition, which was made by referring to the story told in the Philippines, was first used by the Filipino activist writer Ninitchka Rosca (Şahin, 2018; Tosun, 2019). "Crabs in a bucket" phenomenon represents the mentality and behaviors of the individuals who are identified with or belong to a particular marginalized community or culture that undermines the behaviors of others and the opportunities they have to achieve certain promotion goals. "Crabs in a bucket" phenomenon, which was first described in educational organizations by Duke (1994), was seen as one of the most important obstacles to the professional development of teachers as educational leaders, and was conceptualized and introduced into the literature (Duke, 1994; Hard & O'Gorman, 2007). However, together with the fact that the number of scientific studies in the literature on "crabs in a bucket" phenomenon was quite few (Aydın & Oğuzhan, 2019; Duke, 2014; Kumar & Soubhari, 2014; Marques, 2019; Miller, 2019; Sampath, 1997; Spacey, 2015), no measurement tool could be found to evaluate this phenomenon from the perspectives of teachers working in educational organizations. From this point of view, in this study, it was aimed to develop "Crabs in a Bucket Scale at Schools".

In the scale development process, inductive approach was followed and the common points of scale development approaches put forth by various researchers (Benson et al., 2020; Carpenter, 2018; Clark & Watson, 1995; DeVellis, 2014; Nunnally & Bernstein, 1994; Tay & Jebb, 2017) were utilized. In this regard, first of all, a scale item pool was formed in the light of the relevant literature (Aydın & Oğuzhan, 2019; Duke, 2014; Kumar & Soubhari, 2014; Marques, 2019; Miller, 2019; Sampath, 1997; Spacey, 2015). In order to ensure the content validity of the item pool, expert view was applied, and then an expert panel was held (Erkuş, 2012; Worthington & Whittaker, 2006). The 44-item scale whose content validity was provided was applied to high school teachers working in the different districts of Aydın province, located in the Aegean Region of Turkey, in the 2019-2020 academic year. In collecting the data, convenient sampling method was used and the data of the research was collected via online questionnaire form due to the fact that face-to-face education activities were terminated and distance education was launched due 16th March 2020 in all school levels in Turkey because of Covid-19 pandemic. Following the data collection process, EFA and CFA were performed to ensure the construct validity of the scale. Consideration was taken to use different data sets while performing EFA and CFA (Cabrera-Nyugen, 2010; Costello & Osborne, 2005; Henson & Roberts, 2006; Worthington & Whittaker, 2006). After performing EFA, a 27-item and 2-factor (*individual factors sub-dimension* and *organizational factors sub-dimension*) structure

was obtained, and CFA was performed to test the validity of the obtained structure. Following CFA, the 27-item and 2-factor structure of "Crabs in a Bucket Scale at Schools" was confirmed and it was determined that the structure had a good fit. Besides, after each factor analysis, reliability analyses (Cronbach Alpha, Spearman-Brown, and Guttman Split-Half) were performed and it was found that all of the coefficients were above .700, which, in this regard, referred that the reliability of the overall scale and its sub-dimensions was high (Büyüköztürk, 2011; Can, 2014; Erkuş, 2012; Tavşancıl, 2010). Therefore, it can be said that "Crabs in a Bucket Scale at Schools" is a valid and reliable scale that can be used in the literature.

"Crabs in a Bucket Scale at Schools" developed within the framework of the purpose of this research can be used in quantitative or mixed design studies to be carried out by sampling the teachers working in different cities, and the teachers' perceptions regarding the phenomenon can be revealed. Moreover, this research can be a reference to qualitative research aiming to reveal possible crab behaviors and the causes and consequences of these behaviors, and provide an in-depth analysis of the subject. The scale, which was developed by sampling high school teachers, can be adapted and used in different educational levels, for example in higher education institutions, to measure the perceptions of academic staff in terms of "crabs in a bucket" phenomenon. Last but not least, it is thought that the scale will shed light on future researches to be carried out in educational organizations and is important in this sense as there are no previously developed measurement tools found on the subject.

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APPENDIX:

CRABS IN A BUCKET SCALE AT SCHOOLS (English Version)						
		I totally disagree	**I disagree**	**I am neutral**	**I agree**	**I totally agree**
		(1)	**(2)**	**(3)**	**(4)**	**(5)**
1	At my school, there are teachers who unfairly criticize what I do.					
2	At my school, there are teachers who gossip about me.					
3	At my school, there are teachers who underestimate my ideas.					
4	At my school, there are teachers who compete with me.					
5	At my school, there are teachers who compare me with themselves.					
6	At my school, there are teachers who do not respect differences between individuals.					
7	At my school, there are teachers who do not give satisfactory answers to my questions on purpose.					
8	When I have a suggestion about the functioning of the school, I immediately face opposing ideas..					
9	At my school, there are teachers who are jealous of me when I achieve success..					
10	At my school, there are teachers who do not want me to do what they cannot do.					
11	At my school, there are teachers who do not support me when I have a failure.					
12	At my school, there are teachers who blame me for the problems I experience.					
13	At my school, there are teachers who try to stop me when I present something new.					
14	At my school, there are teachers who do not like my administrator to appreciate me.					
15	At my school, there are teachers who try to hinder my professional development.					
16	Good communication among teachers is supported by the school administration.					
17	The school administration does not take my expectations into consideration.					
18	Cooperation among teachers is supported by the school administration.					
19	Our school has a strong culture.					
20	My suggestions about the functioning of the school are taken into consideration by the school administrators.					
21	At my school, I am appreciated for what I do.					
22	I do not receive institutional support in my school-related work.					
23	I face institutional barriers to accessing facilities at my school.					
24	At my school, my work is devaluated.					
25	At my school, there is an environment of trust where I can easily share my ideas.					
26	At my school, personal development is supported.					
27	At my school, we are supported to improve ourselves through in-service training.					

OKULLARDA YENGEÇ SEPETİ ÖLÇEĞİ (Turkish Version)						
		Kesinlikle Katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**
		(1)	**(2)**	**(3)**	**(4)**	**(5)**
1	Okulumda, yaptığım işleri haksız yere eleştiren öğretmenler vardır.					
2	Okulumda, hakkımda dedikodu yapan öğretmenler vardır.					
3	Okulumda, fikirlerimi küçümseyen öğretmenler vardır.					
4	Okulumda, benimle rekabet eden öğretmenler vardır.					
5	Okulumda, beni kendileriyle kıyaslayan öğretmenler vardır.					
6	Okulumda, bireyler arası farklılıklara saygı duymayan öğretmenler vardır.					
7	Okulumda, sorularıma bilerek tatmin edici cevaplar vermeyen öğretmenler vardır.					
8	Okuldaki işleyişle ilgili bir önerim olduğunda hemen karşıt fikirlerle karşılaşırım.					
9	Okulumda, bir başarı elde ettiğimde beni kıskanan öğretmenler vardır.					
10	Okulumda, yapamadıkları işleri benim de yapmamı istemeyen öğretmenler vardır.					
11	Okulumda, bir başarısızlık yaşadığımda bana destek olmayan öğretmenler vardır.					
12	Okulumda, yaşadığım sorunlar karşısında beni suçlayıcı davranan öğretmenler vardır.					
13	Okulumda, bir yenilik sunduğumda önümü kesmeye çalışan öğretmenler vardır.					
14	Okulumda, yöneticimin beni takdir etmesinden hoşlanmayan öğretmenler vardır.					
15	Okulumda, mesleki gelişimimi engellemeye çalışan öğretmenler vardır.					
16	Öğretmenler arasındaki iyi iletişim, okul yönetimi tarafından desteklenir.					
17	Okul yönetimi, beklentilerimi dikkate almaz.					
18	Öğretmenler arasındaki işbirliği, okul yönetimi tarafından desteklenir.					
19	Okulumuzun güçlü bir kültürü vardır.					
20	Okuldaki işleyişle ilgili önerilerim okul yöneticileri tarafından dikkate alınır.					
21	Okulumda, yaptığım işlerden dolayı takdir edilirim.					
22	Okula ilişkin yaptığım işlerde kurumsal destek görmem.					
23	Okulumdaki olanaklara erişmede kurumsal engellerle karşılaşırım.					
24	Okulumda, yaptığım işler değersizleştirilir.					
25	Okulumda, fikirlerimi rahatlıkla paylaşabileceğim bir güven ortamı vardır.					
26	Okulumda, bireysel gelişim desteklenir.					
27	Okulumda, hizmet içi eğitimlerle kendimizi geliştirmemiz desteklenir.					