

## **Customization and Validation of a Scale Measuring Second Language Teachers' Motivation for Professionalization**

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### **Abstract**

This paper describes the process of customization and validation of scale that measures motivation for professionalization of English language teachers. This paper illustrates a systematic process to assist researchers in adapting, customizing and validating scale. This study presents results of a pilot survey of the five motivational factor scale, aimed to measure English language teachers' motivation to pursue professionalization with the help of HEC trainings. Study adapted and revised original Hildebrandt and Eom model of motivation for professionalization scale (MPS) aimed to measure five motivational dimensions such as improved teaching, financial gain, internal validation, external validation, and collaboration for professionalization. The revised scale contained 43 items whose reliability and validity were established. Self-administrative

questionnaires were distributed among English language teachers of public sector institutions across Sindh for data collection to establish reliability and validity. Cronbach's alpha, corrected item total-correlation and confirmatory factor analysis tests were carried out to validate the scale. The customization and validation process along with results of the study have been discussed in detail in the methods and results section of the paper. The paper concludes by stating the findings of the research.

**Keywords:** *Customization, Teacher Motivation Scale, Professionalization, Validation, Reliability*

## **Introduction**

In general, a well-established and comprehensive scale to measure second language (L2) teachers' motivation for achieving professionalization is scarce. Very recently, some studies noted that novice researchers hardly go through the process of customizing and validating the available scales to measure comprehensively the underlying research phenomenon Steiner et al. (2020). A vast amount of empirical evidence has been gathered from developed countries especially Western countries (Gentry, Baker, & Lamb, 2016; Anderson, 2018). Against this backdrop, this study tends to illustrate detailed process of customization, and validation of scale. This paper highlights various stages to address such issues when existing scales are inadequate or unavailable. Built on the survey of Hildebrandt & Eom (2011) this study presents step by step process for scale customization, validation and analysis, using examples from researchers' own research project to illustrate the most appropriate methods for designing and revising reliable and valid scales (Sterner et al., 2020). The scale was based on the motivation model and comprises subscale for professionalization. Customization and validation process help researchers improve previous scale by fixing problems with validity and subscale reliability (Saidon, Musa & Shahid, 2019). The focus of this study is on the development of a single scale with multiple items using Likert scales (Cook et al., 1981; Schmitt & Klimoski, 1991). The study, therefore, attempts to customize and test the psychometric properties of an instrument which measures English language teachers' motivation for professionalization.

Despite the fact that motivation has been seen as a major variable causing teachers' pursuit for professionalization, hardly any motivation for professionalization scales exists (Bonnet and Breidbach, 2017; Vu, 2020). Hence, this study intends to investigate what kinds of motivation for

professionalization of teachers are required in the modern, challenging and competitive environment in higher education which leads to students' learning (Landicho, 2020). Since, teachers need to possess professionalization to achieve educational targets and perform the role of instructor properly (Vogt, 2020; Tambunan, Hamied & Sundayana, 2016). However, empirical studies exploring teaching motivation for professionalization are rare. We revised previously validated scale of Hildebrandt & Eom (2011) which was empirically developed on the basis of factors of motivation. The current study, hence, improves on previous scale as it adds a subscale that measures professionalization. Therefore, it provides educational leaders and management with a framework to gain insight into the very crucial issue of language teacher's motivation and achievement of professionalization and in turn make improvements within the educational institutions as they chiefly strive to meet the benchmarks set by the higher education commission (HEC).

### **Motivation and Professionalization**

Armstrong (2009) highlighted significance of employees as only source of higher performance by asserting the need of motivation for greater performance. University teachers are valued as an essential asset for better performance Tang, Wong, Wong, & Cheng, 2018; Tambunan, Hamied, & Sundayana, 2016). Recently, Hildebrandt & Eom (2011) attempted to enhance the importance of teacher's motivation for professionalization. The role of universities' management is to motivate teachers to achieve organization's targets (Zlate and Cucui, 2015). Pearson & Hall (1993) observed that highly professionalized teachers show job satisfaction, reduced work stress and high self-esteem. Authors also identified that such teachers bring about change in their students' learning. Similarly, Eraut (1994) and Weingarten (2019) suggested that teachers' professionalism causes knowledge creation and dissemination. Authors also observed that professionally developed teachers are competitive advantage of the university which can be further utilized for skills and capacity building training programs. Previous research also described that professionally better teachers have expertized in developing curriculum, pedagogical skills and assessment techniques to guide tertiary educational settings and enhance students' learning outcomes (Jumardin et al., 2014; Wronowski, 2018).

On the contrary, Zhao (2008: 183) noted that teachers' motivation is one of the most often overlooked areas of SLT. Besides, in many developing countries, teachers' motivation crisis is a threat to education and professionalizing teaching (Torres-Rocha, 2019; Wyatt, 2013). Language teachers' motivation is one of the serious concerns for the educational reformers and universities have been facing challenges to remain competitive (Stone, Schwarz, Quirk, Sarkin, & Qualters, 1999; Xiao, 2013; Alfallaj 2020). However, teachers' motivation, in recent time, has started picking up the interest of researchers in the second language teaching literature (Dörnyei & Ushioda, 2009; Guilloteaux & Dörnyei, 2008; Dörnyei, 2013; Al-Ahdal, 2020c). Teachers' professionalization is main factor that greatly contributes to students' competence and capability (Melekhina, & Ivleva, 2020; Demirkasimoglu, 2010). Teachers' professionalization and career growth depend on how he/she is motivated (Lan & Lam, 2020; Dörnyei & Ushioda, 2009). Though, there is large number of research available on the subject of second language teaching at university level, however, limited attention has been paid to develop a comprehensive instrument to measure second language teachers' motivation for professionalization (Kurowski, 2018; Landicho, 2020; Al-Ahdal, 2020A; Al-Ahdal, 2020b). Hildebrandt & Eom (2011) contributed a scale to measure L2 teachers' motivation for professionalization. However, there are a number of delimitations of the findings. Since scale was developed and tested in US educational institutions with MB certified teachers. As a result, findings lack in generalization for developing countries such as Pakistan. Scale also contained a limited number of items that adequately measure the construct of professionalization separately. Consequently, this study extended the scale developed by Hildebrandt & Eom (2011) by adding about nine indicator items that measure professionalization of L2 teachers.

## **Research Method**

### ***Sample and Data Collection Procedure***

Since current research is aimed to develop a valid and reliable instrument to measure not just motivation but also professionalization of English language teachers, therefore, population of the study constitutes English language teaching faculty working in the public sector universities and postgraduate colleges of Sindh province. For pilot study 120 self-administered questionnaires were distributed among the English language teaching staff of institutions including; University of

Sindh Jamshoro (UoSJ), Mehran University of Engineering & Technology (MUET), Sindh Agriculture University Tando Jam (SAU), Quad-e-Awam University of Engineering & Technology (QUEST), Nawabshah, Shah Abdul Latif University Khairpur (SALU), IBA Sukkur, Govt: Boys College, Karimori, Govt: Girls College Zubeda and Nazrat College, Hyderabad. A total of seventy-six questionnaires were returned. Seventy-two questionnaires with response rate of 86.4 were used for data analysis.

### **Procedure of Customization of Scale**

In order to customize and validate existing scale, five-stage procedure was adopted (De Vaus, 1990).

#### ***Stage 1: Establishing Validity***

In the first stage, researchers attempted to establish content validity. Hair et al. (2006) noted that content validity is a qualitative evaluation of the association between items and constructs which is supposed to be rated by experts, judges, and pre-tests with multiple sub-population. Research student discussed the items and corresponding constructs with two of the supervisors and three experts in the relevant field. After detailed discussion and revision, items for each construct were finalized for piloting. For establishing the content validity, researchers adapted the model from Hildebrandt & Eom (2011) and received opinion about the items from the experts in the field of motivation and professionalization. To ensure content validity, the instrument was subjected to rigorous validation process by 2 experts before being pilot tested. Some moderation in wording and adding of some more items were suggested by the experts which were incorporated before the pilot study.

#### ***Stage 2: Contextualizing and re-wording of the items***

We revised the motivation for professionalization scale (MPS) in order to solve the following issues with its previous version and with other domain scales based on Hildebrandt & Eom (2011) model. The previous version of the MPS tried to solve some issues with existing measures of

motivation for professionalization that were obvious in that research context. The phrases revised for the respondents of the current study to better comprehend the idea and accurately reply to the statement (table 1). Following table presents some of new original and revised items.

**Table 1** Original and revised items in MPS

Construct	Original Item	Revised/Contextualized	Need of Revision
<b>Effective Teaching Motivation</b>	I thought that NB certification would help me avoid becoming stagnant	I believe that HEC training helps me keep going.	The item's rewording was done to contextualize the scale so it could better be understood by the current study participants. Thus, contextualization of the items was done to suit the current study context.
<b>External Validation Motivation</b>	My voice wasn't being heard	I feel my input in academic matters is not heard.	
	NB certification would help me have positive influence in the policy arena	I believe HEC training enables me to contribute to day-to-day decision-making regarding teaching and curriculum development in the department/institute.	
	The fact that NB teachers are sought after prompted me to seek NB certification	I believe HEC trained teachers are more demanded.	

### *Stage 3: Item selecting and developing new items*

The scale adapted from Hildebrandt & Eom (2011) only contained 24 of the items for five motivational factors. We revisited and revised them individually. We added 10 more items from other studies which were suitable for our study context (Politt & Beck, 2016; Sterner et al., 2020). The borrowed and moderated items include: for construct of Financial Gain, the existing study had 3 items in total, as per suggestions from experts, two items were borrowed from other studies, such as; (i) Financial gain engages people to be task-oriented in learning and sharing (Kohn, 1988: p.83), (ii) Financial gain may reduce job dissatisfaction at work (Herzberg, 1968). For construct of Collaboration Motivation, there were 3 items in the previous study, 4 more items were added which include: (i) HEC training enables me to care about the people I work with, (ii) HEC training allows me to demonstrate respect and concern for everyone I interact with, (iii) I want the people I work with to win, not just myself, and (iv) There is support from my organization for teamwork. Similarly, for another construct i.e. Internal Validation Motivation, the original study had just 2

items, therefore, the researchers dropped one item, that was validation of myself as a teacher was a central part of my decision to pursue NB certification and added 4 other items, such as (i) HEC training increases my self-confidence, (ii) HEC training enhances my sense of pride as a teacher, (iii) The tasks that I do at work are themselves representing a driving force, (iv) My job is so interesting that it is a motivation in itself, (v) I consider my job/teaching is meaningful. In order to measure professionalization as an outcome variable, which was not measured in the adapted MPS scale, we reviewed literature and borrowed 9 items. The sample items read like, (i) Teacher should exert every effort to provide a professional service; to raise professional standards, (ii) Teacher should share responsibility of improving the learning environment, (iii) Teacher should cooperate with colleagues in the interests of students, (iv) Teacher should show concern for community building and participate in community activities, and (v) Teacher should work with professional bodies (i.e. Curriculum Development Committees, HEC, Board of Studies Meetings, member on boards of NGOs, etc.) for better education. We developed professionalization items which focus on various relevant dimensions of professional conduct which were considered important in the job context. Finally, we called on the help of experts in the field of motivation and professionalization who checked and revised items to suit the context and perception of participants.

## **Results and Discussion**

### ***Demographic details***

Table 2 exhibits demographic details of the participants in the pilot study. We tried our level best to maintain gender balance in terms of proportional representation in tertiary public sector institutions which is depicted as 61 and 39 percent for male and female respectively. Similar trend persists in marital status as well. A majority of the participants in the study ranges between the middle age group of 30 to 39 with corresponding percentage of 43.1. Over 60 percent of the respondents' education was MA. However, 22 percent were having MS/MPhil and 16 percent were PhDs. Table 2 also shows information about participants' experience and position in the organization which were important variables for assessing motivation for professionalization in higher education institutions in public sector.

**Table 2** Demographic information of participants

Variable	Categories	Frequency	Percentage
Gender	Male	44	61.1
	Female	28	38.9
Marital Status	Married	46	63.9
	Single	26	36.1
Age Group	20-29	19	26.4
	30-39	31	43.1
	40-49	14	19.4
	50-59	8	11.1
Education	MA	44	61.1
	MS/MPhil	16	22.2
	PhD	12	16.7
Experience	Less than 1 year	2	2.8
	2 to 5 year	22	30.6
	6 to 10 year	21	29.2
	11 to 15 year	5	6.9
	16 to 20 year	12	16.7
	21 to 25 year	5	6.9
	26 or above	5	6.9
Occupation	Professor	8	11.1
	Associate Professor	4	5.6
	Assistant Professor	18	25.0
	Lecturer	37	51.4
	Teaching Assistant	5	6.9
Institution Affiliation	Sindh University	10	13.9
	MUET Jamshoro	6	8.3
	QUEST, Nawabshah	8	11.1
	SAU Tandojam	8	11.1
	SALU, Khai'rpur Mirs	10	13.9
	IBA, Sukkur	6	8.3
	GB College Karimori	10	13.9
	GGC Nazrat	5	6.9
	GGC Zubaida	9	12.5

## Descriptive Statistics

### *Reliability of the revised scale*

Following table 3 presents overall reliability of revised-MPS with 43-items estimated to be .906 which is an excellent score. Further, for each individual construct, the Cronbach's alpha scores are



very good (table 3). This suggests overall instrument is reliable as it supports internal consistency of responses across the survey, hence, can be utilized in the final data collection.

**Table 3 Construct-wise Alpha Reliability**

Construct-wise reliability	Construct code	Number of items in the construct	Cronbach's alpha
Improved Teaching Motivation	ITM	6	.631
External Validation Motivation	EVM	10	.733
Financial Motivation	FM	5	.805
Collaboration Motivation	CM	7	.824
Internal Validation Motivation	IVM	6	.820
Professionalization	Prof	9	.710
Total number of items in the revised-MPS		43	

Table 4 reveals various scores of data purification. Data purification is second most significant stage after Cronbach's alpha. This gives us details of item-wise mean, standard deviation and corrected item-total correlation scores. These measures help filter various items if they do not load adequately against their threshold scores such as mean score should be equal or above 3.5 for 7-point Likert scale which is applied in this study. Likewise, for corrected item-total correlation minimum acceptable score is .19 or above. Any item falls below thresholds should be eliminated or given appropriate attention to be revised. In table 4, of 43 items for various constructs only six items EVM4 -.190, EVM6 .152, FM5 .177, IVM4 .094, PROF7 .096 and PROF9 .178 fall below the said threshold levels of mean and corrected item-total correlation. As a result, these items either be removed from the instrument or be given adequate attention and must be modified before final data collection.

**Table 4 Consolidated Data Purification**

Variable	Variable Code	N	Mean	Std. Deviation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Improved Teaching Motivation	ITM1	72	5.13	1.519	.456	.903
	ITM2	72	5.79	1.373	.267	.905
	ITM3	72	5.56	1.099	.506	.903
	ITM4	72	5.54	1.363	.363	.904
	ITM5	72	5.32	1.320	.297	.905
	ITM6	72	5.01	1.732	.477	.903

External Validation Motivation	EVM1	72	5.19	1.580	.680	.900
	EVM2	72	5.36	1.335	.541	.902
	EVM3	72	5.42	1.563	.527	.902
	EVM4	72	4.08	1.897	-.190	.913
	EVM5	72	5.39	1.439	.607	.901
	EVM6	72	5.29	1.378	.152	.906
	EVM7	72	5.54	1.244	.584	.902
	EVM8	72	5.06	1.383	.536	.902
	EVM9	72	5.42	1.230	.386	.904
	EVM10	72	5.13	1.510	.550	.902
Financial Motivation	FM1	72	3.53	1.854	.302	.905
	FM2	72	4.90	1.729	.612	.901
	FM3	72	3.93	1.886	.264	.906
	FM4	72	5.54	1.363	.360	.904
	FM5	72	5.14	1.771	.177	.907
Collaboration Motivation	CM1	72	5.01	1.379	.349	.904
	CM2	72	5.25	1.340	.477	.903
	CM3	72	5.17	1.404	.616	.901
	CM4	72	5.11	1.251	.542	.902
	CM5	72	5.36	1.303	.332	.904
	CM6	72	5.75	1.219	.310	.905
	CM7	72	4.92	1.668	.381	.904
Internal Validation Motivation	IVM1	72	5.10	1.512	.562	.901
	IVM2	72	5.82	1.357	.678	.900
	IVM3	72	5.15	1.624	.594	.901
	IVM4	72	5.46	1.125	.094	.907
	IVM5	72	5.32	1.608	.424	.903
	IVM6	72	6.32	1.124	.324	.904
Professionalisation of Teachers	Prof1	72	5.01	1.379	.349	.904
	Prof2	72	5.54	1.363	.360	.904
	Prof3	72	5.25	1.340	.477	.903
	Prof4	72	5.17	1.404	.616	.901
	Prof5	72	5.82	1.357	.678	.900
	Prof6	72	5.15	1.624	.594	.901
	Prof7	72	5.46	1.125	.096	.907
	Prof8	72	5.54	1.363	.360	.904
	Prof9	72	5.14	1.771	.178	.907

Exploratory and confirmatory factor analyses were performed to validate the scale. Tabachnick, Fidell & Ullman (2016) advised that EFA is a basic test to the construct validity of the scale. EFA

measured factorability by assessing polychoric correlation (James, 2014). Streiner, Norman & Cairney (2015) provided threshold values of factorability by assuming that if item total correlations value is higher than  $>.30$  it measures adequately and contributes to the construct. And, the threshold value for Kaiser-Meyer-Olkin (KMO) should be  $>0.6$  and Bartlett's test of sphericity (Whittaker, 2016). Construct validity, item reduction and underlying dimensions between the measured variables and the latent construct were assessed using EFA with ordinary least squares (Tabachnick, Fidell & Ullman, 2016; Gaskin & Happell, 2014). As we expected some correlation between factors, oblique rotation was used (Osborne, Costello & Kellow, 2008). Scree plot, parallel analysis, Eigenvalue  $>1$  tests were used as guideline to retain number of factors in the model. We maintained that there should be at least three items in each construct. Items were deleted if there were factor loadings  $<.32$  or cross-loading (i.e. discrimination between factors)  $<.20$  (Tabachnick, Fidell & Ullman, 2016; Gaskin & Happell, 2014; Osborne, Costello & Kellow, 2008). Exploratory factor analysis revealed that teachers' motivation for professionalization scale have 5 factors with explained variance illustrated in the table 5. Confirmatory factor analysis also revealed all factors emerge as single factor in their respective constructs with acceptable indices. Composite motivation for professionalization scale Cronbach's alpha reliability coefficient was also adequate. As a result, all of these findings suggest that teachers' motivation for professionalization scale with 43 item-statements appropriately measure teachers' perception about motivation for professionalization of public sector higher education institutions.

## **Conclusion**

The aim of the present research was to revise and validate the motivation for professionalization Scale for English language teachers. This aim reflects current needs to conduct cross-cultural studies to test the present model, as a response to the existing competition and globalization. In the area of teachers' motivation for professionalization, there have been calls for research to customize and validate scales, as many motivation theories have not been carefully validated cross-culturally. The current research has several strengths, including a careful revision and selection of the items into a motivation for professionalization scale. Validity and reliability analyses too support the validation of the revised scale. Besides, the research provides a psychometric scale to measure motivation for professionalization. Since there is limited empirical evidence available on context-adapted and context-specific validated data collection instrument on measuring L2

teachers' motivation for professionalization, this study presents a validated instrument which is a major contribution to the knowledge gap. Hence, this study contributes in ongoing debate on methodological rigour to investigate L2 teachers' motivation in developing countries.

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## Appendix

### Combined Alpha, Mean and CFA Scores

<b>Constructs</b>	<b>No. of Items</b>	<b>Cronbach alpha</b>	<b>Mean</b>	<b>CFA No. of Factors</b>	<b>KMO</b>	<b>Bartlett's test Sphericity</b>	<b>Variance Explained</b>
Improved Teaching motivation	6	0.631	5.468	1	0.391	0.000	33.436%
External validation motivation	10	0.710	2.917	1	0.727	0.000	37.961%
Financial motivation	5	0.805	3.144	1	0.692	0.000	43.310%
Collaboration motivation	7	0.824	2.897	1	0.692	0.000	37.010%
Internal validation motivation	6	0.82	2.888	1	0.538	0.000	32.269%
Professionalization of Teachers	9	0.71	3.659	1	0.681	0.000	32.1039%