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A Developmental Study of the Attitude Scale towards Teaching Arabic Language (ASTTAL): Reliability and Validity Analysis

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ABSTRACT

This study aims to develop a valid and reliable measurement tool to determine the attitudes of Arabic teachers toward Arabic language teaching. The population of this study consists of 171 teachers and teacher candidates for exploratory factor analysis (EFA) and 202 teachers for confirmatory factor analysis (CFA), who teach Arabic in Turkey. The study population was reached through Google Forms in January and June 2022. Due to the difficulty and limitation of reaching Arabic language teachers, convenient sampling and snowball sampling methods were used in the selection of the study sample. The draft scale items created as a result of the literature review were evaluated by field experts for face and content validity, and the scale was finalized. EFA was used to test construct validity. The results of the analysis showed that the scale consisted of 23 items with two sub-dimensions. Sub-dimensions explain 56.95% of the variance. DFA was performed to validate the obtained results. The fitness values reached by DFA included CMIN/df=2.028, RMSEA=.072, CFI=.920, IFI=.921, and SRMR=.074. In general, it was determined that the CMIN/df fitness values, perfect fitness values, and other fitness coefficients were at an acceptable fitness level. The item discrimination level of the scale was found to be significant in favor of the upper group. The Cronbach Alpha internal consistency coefficients were examined to determine the reliability of the scale. The Cronbach Alpha internal consistency coefficients were 0.944 for the first sub-factor, 0.855 for the second sub-factor, and 0.944 for the whole scale. As a result of the analyses made, it was concluded that the two-factor scale consisting of 23 items was valid and reliable. All these findings revealed that the measurement tool has a structure that can measure the attitude of Arabic language teachers towards teaching Arabic.

Keywords:
Arabic language teaching, Arabic language teacher, attitudes towards Arabic language teaching, validity, reliability

1. Introduction

In our age, education and training play an important role in the development and progress of society. Teachers are the people who manage the education and training processes, shape future generations, and provide the necessary interaction and communication between the knowledge taught and the students. The characteristics of teachers have always been questioned due to their undeniable contribution and influence on the education system. One of the most important factors contributing to the achievement of the targeted level of students' learning at school is the quality of teaching (Bloom, 2016). The high quality of teaching is closely related to teacher characteristics because the quality and characteristics of the teacher can affect the teaching and the students. In this regard, the issue of quality in the training of teachers has been one of the most important topics in education (Kahramanoğlu et al., 2018). There are some characteristics that a qualified teacher should

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have. One of these characteristics is that teachers should have sufficient field knowledge. In the "General Competencies of the Teaching Profession" report published by the Ministry of National Education (MoNE) in 2006, it was emphasized that the attitudes of the teachers are as important as the sufficient content knowledge included in the teacher competencies. The attitude mentioned here includes the affective, cognitive, and behavioral characteristics that a teacher has developed toward his/her profession and the field he/she teaches. Teachers are expected to have a positive attitude because, as well as sufficient content knowledge, the teacher's feelings and thoughts towards his/her profession and field of study can affect his/her teaching both positively and negatively. In the "General Competencies of the Teaching Profession" report published by the Ministry of National Education in 2017, it was emphasized that the teacher should do his/her job lovingly and willingly. The fact that the teacher enjoys his/her profession paves the way for achieving teaching goals and increases teaching efficiency.

In the literature, different definitions have been made for the concept of attitude. According to Katz (1967, p. 457), attitude is "a form of preliminary thinking in which an individual perceives a symbol, an object, a person, or the world with its good or bad, beneficial or harmful aspects, depending on the set of values he or she has." According to İnceoğlu (2010, p. 22), attitude is "a mental, emotional, and behavioral reaction talent that a person organizes based on his/her experience, knowledge, emotions, and motivations against himself/herself or any object, social issue, or event in his/her environment." As included in this definition, attitude consists of three dimensions: cognitive, affective, and behavioral. "Attitude is a very permanent system that has cognitive and emotional elements and includes a behavioral tendency" (Freedman et al., 1993, pp. 267-268). These three elements are integrated with each other, affect each other, and are affected by each other (Tavşancıl, 2002, p. 72). "For the formation of attitude, there must be an organizational and harmonious relationship and coordination between these three elements." (İnceoğlu, 2010, p. 20). In short, attitude shapes not only people's feelings but also their behaviors and thoughts. A person, for example, who emotionally develops a positive attitude, reflects this in his/her behavior, and his/her thoughts may also be cognitively affected by this issue over time.

Attitudes can develop in people in a positive or negative way; however, what is expected from teachers is to develop positive attitudes towards their professions and fields of study because positive attitudes can affect the professional success of teachers. "Attitudes and perceptions towards the profession are an issue that affects perceptions of professional competence and achievements in the profession" (Terzi and Tezci, 2007, p. 595). Moreover, "being successful in the teaching profession can only be possible by loving teaching" (Sağlam, 2008, p. 60).

As can be seen, attitudes do not remain only as feelings and thoughts but also form the basis for teachers to carry out their profession in a healthy way because an individual's attitudes towards his/her profession affect his/her performance at work (Kahramanoğlu et al., 2018, p. 1669). As a result of the sensitivity and curiosity shown towards attitude in the teaching profession, attitude has become the topic of many studies. In this context, different studies have been conducted examining the attitude toward the teaching profession in terms of various variables. (Akkaya, 2009; Ayık & Ataş, 2014; Pehlivan, 2013).

1.1. Attitude towards Teaching the Arabic Language

The importance of teaching Arabic has increased in recent years, and there has been a noticeable increase in the number of schools and universities that teach Arabic. According to the statistical data, while the number of Imam Hatip secondary schools, which was 1,999 in 2012-2013, increased to 3,451 in 2021-2022, the number of Imam Hatip high schools, which was 708 in 2012-2013, reached 1000 in 2021-2022, and has increased to 693 (MoNE, 2013; MoNE, 2022). In addition, teaching the Arabic language was not limited to Imam Hatip secondary and high schools, and Arabic lessons were also started to be given in some private schools and various courses.

As a result of this increase in the number of Imam Hatip schools and the spread of teaching the Arabic language in some private schools and courses, the need for people who will work as Arabic teachers in schools has gradually increased. In order to meet this need, Arabic language teaching departments have started to be opened in various universities. After the establishment of the first Department of Arabic Language Teaching at Gazi University, Adıyaman University in 2011, Istanbul Aydın University in 2014, Istanbul Sabahattin Zaim University in 2016, Süleyman Demirel and Fatih Sultan Mehmet University in 2019, and Necmettin Erbakan

and Istanbul 29 Mayıs University Arabic Teaching Departments in 2020 have been established (Council of Higher Education [CoHE], 2023). All this increase shows that the need for and importance of Arabic teachers are increasing day by day. These universities, which meet the teacher needs of the relevant schools, have also contributed to academic life. On the other hand, the number of faculty members teaching the Arabic language at universities has gradually increased.

In Turkey, there are some problems with teaching the Arabic language as there are in other languages (Doğan & Aydın, 2013). Problems encountered in teaching the Arabic language may arise due to the teaching method and student or teacher characteristics (Çoştu, 2011; Uçar et al., 2016; Uçar, 2017). In particular, Arabic language teachers are expected to have sufficient field and formation knowledge for the realization of language teaching. Otherwise, teaching may be adversely affected. "In order to teach Arabic as a foreign language, an Arabic teacher should first know the Arabic language and its features well. Therefore, content knowledge actually constitutes the academic basis of Arabic teachers" (Çilek & Çilek, 2021, p. 651). However, it is not enough for teachers to have sufficient field knowledge to teach or make students interested in the Arabic language. For Arabic teachers to make students interested in the Arabic language, they must first develop an emotionally positive attitude towards this field because the perseverance and patience required by the profession are strengthened within the framework of a positive attitude. It is not enough for a teacher to train and develop himself/herself only in the cognitive field to be successful in the teaching profession. Teachers are expected to do their job with love (Doğan & Çoban, 2009). In addition, "it is impossible to get high efficiency in work done without love. If the profession, or the work done, is enjoyed, it is possible to contribute" (Çam & Üstün, 2016, p. 461). This also applies to teachers of the Arabic language. The extent of the attitude that Arabic teachers have developed towards the teaching of Arabic is as important as the feeling they have towards the teaching profession. While the professional attitude is that the teacher loves his/her profession, recognizes it as important and valuable, and believes that he or she should constantly improve himself/herself (Saracaloğlu et al., 2011), what is meant by teaching attitudes are the excitement, interest, desire, motivation, thoughts, and behaviors that teachers show while performing their teaching. Accordingly, what is meant by the attitude towards teaching Arabic is that it covers how the teacher feels and perceives himself/herself while teaching Arabic, what he/she thinks about teaching Arabic, his/her efforts to improve himself/herself in teaching the Arabic language, and the behaviors he/she exhibits towards this. All these aspects need to be positively shaped.

Furthermore, with the importance and interest Arabic teachers will show in the teaching of this field, they will be able to provide the interest in and desire for the Arabic language that they expect from students. As a matter of fact, in their study, Gardner and Lambert (1972) emphasized that teachers have the power to change the direction of motivation and attitude shown by students toward the target language. Therefore, how the teacher is perceived in the classroom is of great importance. The attitude of the students toward the unloved teacher will be negative (Karateke, 2019). These negative attitudes developed by students over time create an obstacle for teachers in terms of teaching (Bakırcıoğlu, 2012). This obstacle can interrupt teaching. As a result, this situation may make students uninterested and unsuccessful in learning Arabic. The attitude of the teacher towards the profession, the student, and the school greatly affects the learning and personality of the students (Küçükahmet, 2009). In fact, in the "General Competencies of the Teaching Profession" report published by the Ministry of National Education in 2006, it was stated that teachers should develop a positive attitude toward learning in students, and in the report published in 2017, it was emphasized that teachers should be role models for students with their attitudes and behaviors (MoNE, 2006; MoNE, 2017). As a result of all these effects of the attitude that their importance is emphasized in terms of the teaching profession in education, training, and students, this study aimed to examine the attitudes of Arabic teachers working in schools and academicians working in universities towards teaching the Arabic language.

As a result of the literature review on scale development processes, no attitude scales developed for teaching the Arabic language were found in this field. Generally, it is seen that attitude scales for teaching different courses (e.g. life sciences, mathematics, Turkish language) have been developed (Demir & Çetin, 2012; Saracaloğlu et al., 2009; Sarikaya et al., 2017). In other studies, the attitudes of teachers or prospective teachers towards the teaching profession or teaching a certain field (Tufan & Güdek, 2008; Ünişen & Demirel, 2018; Ünlü, 2011; Üstüner, 2008) or their attitudes towards the Arabic lesson (Uçar, 2013) were examined. With the attitude scale developed for the Arabic lesson, the attitudes of students at different levels towards the Arabic

lesson were examined (Özcan & Yapıcı, 2016; Uçar, 2017). However, as can be seen, the attitude of Arabic teachers toward teaching the Arabic language has been ignored. According to Dörnyei (2003), studies examining teachers' motivations are very few, and there is a gap in the literature on this subject. Because of this need and gap in the literature, the attitudes of Arabic teachers toward teaching Arabic have become a matter of curiosity. If this attitude scale is developed, it will be possible to reveal the attitudes of Arabic teachers toward teaching Arabic. The scope to be developed within the framework of this subject is important in that it is the first in its field. By using this measurement tool, the attitudes of Arabic teachers and academicians towards teaching Arabic, which can affect their teaching, will be determined, and it will contribute to the conduct of similar studies.

The aim of the study is to develop a valid and reliable measurement tool to determine the attitudes of Arabic teachers toward Arabic language teaching. To reach the study's aim, the main problem is whether the designed scale (the Attitude Scale towards Teaching Arabic Language, or ASTTAL) is a valid and reliable tool to measure the attitude towards teaching Arabic language.

2. Methodology

2.1. Research Model

This study, in which validity and reliability analyses were carried out to develop the ASTTAL, was done in the correlational model, a quantitative research method. In addition to the descriptive statistics used in the descriptive survey model, analyses aiming to reveal the relationships between the variables are also carried out in the correlational model (Karasar, 2016, pp. 111-116). In this study, while describing the character of a group (the Attitude towards Teaching Arabic Language), it was also tried to determine the relationship between the developed scale items and the scale's sub-dimensions. The scale development technique suggested by Özdamar (2017) was used in this study. The scale used in this study was prepared on a 5-point Likert scale. Likert-type scales are measurement tools that aim to "reveal individuals' attitudes, behaviors, judgments, or tendencies with the help of their answers to sequential options" (Özdamar, 2017).

2.2. Sample of the Study

For the exploratory factor analysis (EFA), the study group of this study consisted of 171 teachers, 131 female (76.6%) and 40 male (23.3%), throughout Turkey. According to Kline (1993), the study sample should be twice as large as the number of items, or 10 times as large according to Nunnally (1978). It is seen that the number of items in the study sample (171) included in the EFA is 4.5 times more than the number of items (38). In addition, Tabachnik & Fidell (2012) state that if factor loads are high as a result of EFA (Table 2), a smaller number of participants (100-200) is sufficient. For confirmatory factor analysis (CFA), Arabic teachers who teach the Arabic language throughout Turkey, academicians, and graduate-level Arabic teachers who have taken teaching practice courses participated in this study. Of the study sample, 147 (72.7%) were female and 55 (27.2%) were male; 149 (73.7%) had a bachelor's degree, 42 (20.7%) had a master's degree, and 11 (5%) had a doctorate degree; 202 were graduates; 92 were from the Faculty of Letters (45.54%), 50 were from the Faculty of Education (24.75%), 57 were from the Faculty of Theology (28.21%), and 3 were from different faculties (1.5%). The number of study samples required for CFA varies according to researchers. According to Kilis and Yıldırım (2018, p. 668), although Cattell (1978) stated that it would be sufficient for the minimum study sample size to be around 3-6 times more than the total number of items in the measurement tool, Hair, Black, Babın, and Anderson (2010) argue that it should be at least five times more". The number of study groups (202) for CFA is eight times greater than the number of items (23). Therefore, the number of study groups is appropriate for CFA. Data for EFA and CFA were collected electronically through Google forms between January and June 2022, and the convenient sampling method was used in the selection of study groups due to the difficulty of reaching Arabic teachers. The convenient sampling method is used when it is difficult for the researcher to design a study group and reach it. It includes taking the sample elements that the researcher can easily reach (Özen & Gül, 2010, p. 413). In addition, in order to increase the number of participants, the Arabic teachers reached by appropriate sampling were asked to deliver the scale to the Arabic teachers they know in their environment. Therefore, the number of participants was increased by using snowball (chain) sampling with convenient sampling. Snowball (chain) sampling occurs when a researcher helps the other researcher reach new participants from existing participants in order to reach individuals with the desired characteristics (Mertens, 2010). Therefore, the targeted number of participants can be found.

2.3. Procedure

After reviewing some similar studies on the subject in the literature, an item pool of 65 positive and negative items was created. Care was taken to ensure that these items included cognitive, affective, and behavioral dimensions, did not contain more than one judgment, were not directive or biased, and did not have double negativity. The prepared 65 items were put into the expert assessment form. Then, 1 expert from the field of Arabic language teaching, 2 experts from the field of measurement and assessment, and 1 expert from the field of educational sciences were consulted for this form to assess the compatibility of items and dimensions (affective, cognitive, and behavioral). After the expert control, the items were revised in line with the opinions and suggestions. While some items were expressed differently, the relevant dimension of some items was changed, and some items were removed from the scale because they had the same meaning. After this revision process, the number of items was reduced to a total of 38, of which 10 were negative and 28 were positive. 38 items were placed in the form by paying attention to their positive and negative sequences in order not to cause any reaction in the reader, and this form was then applied to approximately 10 individuals who were thought to represent the study group in an electronic environment. The purpose of this preliminary application is to see how long it takes to answer the scale and to determine whether there are items that are not understood. During the application, the participants were asked to keep time. As a result of the application, it was identified that the questionnaire was answered in approximately 5 minutes and that there were no items that were not understood. The final 38-item draft scale form was used to conduct validity and reliability studies.

2.4. Data Collection Tools

The data collection tool used in this study consists of two parts: the data collection form containing the demographic information of the Arabic language teachers in the study group and the ASTTAL draft. In the data collected for the EFA analysis, only the gender variable was collected, and in the data collected for the CFA, various demographic information (age, gender, educational status, graduated faculty) was collected. The draft form was prepared as a 5-point Likert scale. Its rating is as follows: "Totally Agree = 5, Agree = 4, Partially Agree = 3, Disagree = 2, Strongly Disagree = 1". The phrase "Partially Agree" was used instead of the phrase "I am undecided", which is usually the middle point in the options. According to Erkuş (2003, p. 167), the ideal number of categories in Likert-type scales is 5. As the number of categories falls below 5, information is lost in terms of scale level. As the number of categories goes above 5, the difference between the categories becomes indistinguishable. In the draft, 38 items were used for EFA and 23 items were used for CFA.

2.5. Analysis of Data

Exploratory factor analysis (EFA) was carried out to reveal the construct validity of the PTAS. Principal component analysis with the vertical varimax rotation method was applied to determine the number of factors and the factor structure by revealing the relationships between the items. Principal component analysis aimed to bring together more than one variable under one factor (Tabachnick & Fidell, 2012). The scale was analyzed using the SPSS package program.

CFA was applied to verify the factor structures determined by EFA. In order to examine the general agreement of the items, fitness indices such as chi-square and the approximate square root of errors were used (Hu & Bentler, 1999). In addition, the relations between the sub-factors were examined, and the compatibility between them was examined as an indicator of the criterion validity of the scale. The items on this scale should have features that will distinguish those who have positive and negative attitudes toward teaching the Arabic language. Item analysis is very important in selecting an item for a measurement tool developed or adapted according to the classical test theory, especially in terms of ensuring internal consistency (Büyüköztürk, 2018; Erkuş, 2016). For this reason, the scores obtained from the adapted measurement tool were ordered from the largest to the smallest; 27% of the answers were obtained from the upper and lower groups, and the significance of the difference between the mean scores was tested with the t-test.

In order to determine the reliability of the scores obtained from the scale, the Cronbach Alpha values of the sub-factors and all the items that make up the test were calculated. In addition, the Tukey's test of non-additivity was applied to determine the additivity of the scale items (Özdamar, 2017).

2.6. Ethical

In order for the draft articles to be applied to Arabic language teachers, approval was obtained from the Research and Publication Ethics Committee of Istanbul Sabahattin Zaim University with the decision numbered 5416 dated 2021/03, indicating that this study is ethically appropriate.

3. Results

In this section, the validity and reliability analyses and the findings obtained are included.

3.1. Validity and Reliability of ASTTAL

3.1.1. Construct Validity

The Kaiser-Meyer-Olkin (KMO) value was examined in order to test the appropriateness level of the size of the study group, and this value was found to be 0.925. This value must be at least above 0.50. A KMO value between 0.80 and 0.90 indicates that the proficiency of the study group is very good, and a value of 0.90 and above indicates that the proficiency of the study group is "excellent" (Kaiser, 1974). The value of 0.925 obtained from the ASTTAL indicates that the data set is highly appropriate and the number of study groups is sufficient for exploratory factor analysis. Table 1 regarding the KMO findings is included.

Table 1. *KMO and Bartlett Tests*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.925
Bartlett's Test of Sphericity	Chi-Square	2558.114
	sd	253
	p	.000

To determine the multivariate normality value of the data and the level of the relationship between the existing scale items, the Chi-Square value was calculated using the Bartlett test (χ^2 =2558.114, p <.001), and the p-value was found to be less than 0.05. This result indicates that the scale is effective in measuring. Therefore, the data are appropriate for factor analysis (Özdamar, 2017). As a result of EFA, no item with a factor load lower than 0.30 was found. As a result of the analysis, 15 items were removed from the scale because items 1, 2, 3, 4, 6, 7, 11, 17, 18, 24, 25, 28, 30, 36, and 37 were loaded under more than one factor. In the analysis carried out to determine under which factor the remaining scale items (23) were collected, it was determined that the items were collected under two factors with an eigenvalue greater than 1. By examining the line graph given below, it is seen that the scale consists of two factors.

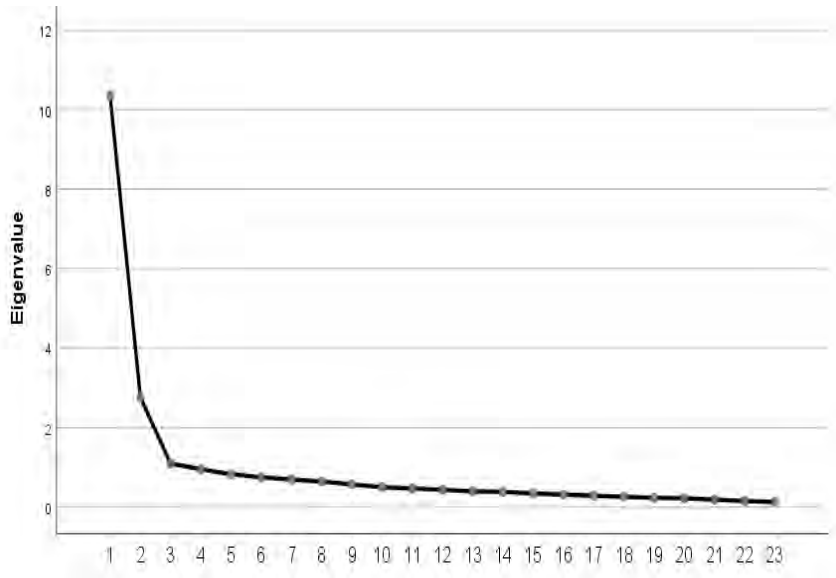

Figure 1. *Scree Plot*

The EFA results of the scale are shown in Table 2.

Table 2. *EFA Results of ASTTAL*

	Items	Communalities	Items' Factor Loading Values	
			Factor 1	Factor 2
1	M13	.764	.791	
2	M15*	.619	.786	
3	M21*	.621	.783	
4	M22	.711	.772	
5	M29	.701	.748	
6	M8	.588	.744	
7	M26*	.546	.739	
8	M23*	.557	.730	
9	M16	.630	.723	
10	M27	.602	.710	
11	M10	.620	.700	
12	M9*	.483	.695	
13	M20	.490	.679	
14	M19	.472	.653	
15	M12	.446	.605	
16	M5	.403	.590	
17	M14	.412	.575	
18	M32	.634		.796
19	M31	.666		.776
20	M35	.645		.758
21	M38	.508		.707
22	M33	.477		.686
23	M34	.503		.671
Variance Explained		Total: %56,95	Factor 1: %44,97	Factor 2: %11,98

Values below ±.40 are not shown. , * Reverse-scored items

The total variance explained by the 23 items obtained by EFA was found to be 56.95. During the scale development process, item loads are expected to be at least 0.32 and above (Seçer, 2015). Therefore, values below 40% are not shown. As a result of EFA, it was determined that the scale consisted of two sub-dimensions. The first factor was labeled "Valuing Arabic Language Teaching (VALT)", and the second factor was labeled "Strengthening to Develop Arabic Language Teaching Skills (SDALTS)". The variance explained by the first factor was 44.97, and the variance explained by the second factor was 11.98.

The consistency and accuracy of the structure created by CFA analysis were tested, and causality relationships were revealed (Şeker & Geçdoğan, 2020). In this section, analyses were made regarding the compatibility of the two sub-factor structures revealed by EFA. The chi-square value calculated for CFA compliance [$\chi 2$=456.274, df=225, p<.01] was statistically significant, and the chi-square degrees of freedom ratio was calculated to be low (456.274/225=2.028). It was observed that the standardized coefficients obtained by DFA ranged from 0.51 to 0.83. DFA results are given in Figure 2.

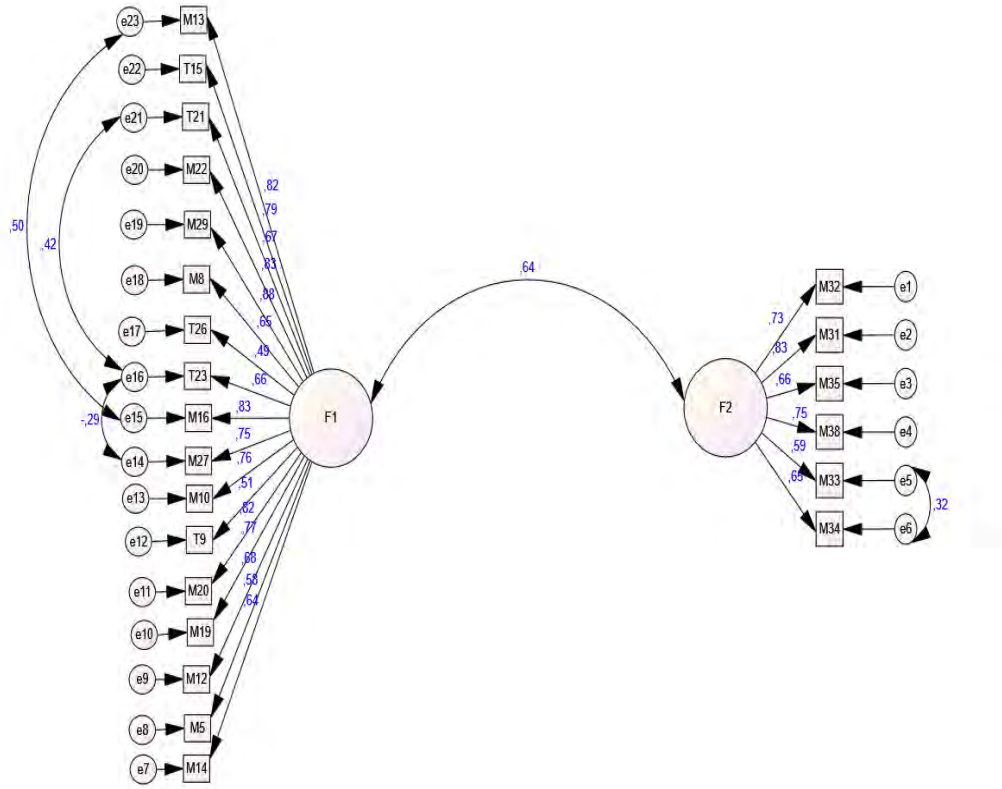

Figure 2. *CFA Results of ASTTAL*

Modifications that enable the model to fit better can be made in order to obtain a more robust model according to the values of the fit indices (Schreiber et al., 2006). A total of four modifications were made to the CFA, three for the first factor and one for the second factor. Considering the fitness indices of the scale obtained by DFA, CMIN/df=2.028, RMSEA=.072, CFI=.920, IFI=.921, and SRMR=.074. When these values were examined, it was seen that CMIN/df had a perfect fitness level and the other fitness coefficients were at an acceptable fitness level (Browne & Cudeck, 1993).

Table 3. *Fit Values Obtained as a Result of CFA of ASTTAL*

	CMIN	df	CMIN/df	CFI	SRMR	RMSEA	IFI
ASTTAL	456.274	225	2.028	.920	.074	.072	.921

The correlations between the scores obtained from the two-factor scale revealed by EFA and confirmed by CFA are given in Table 4.

Table 4. *Pearson Correlation Results between ASTTAL and Sub-Factors*

Dimensions	VALT	SDALTS	ASTTAL
Valuing Arabic Language Teaching (VALT)	1	.587**	.967**
Strengthening to Develop Arabic Language Teaching Skills (SDALTS)	.587**	1	.772**
Attitude Scale towards Teaching Arabic Language (ASTTAL)	.967**	.772**	1

** p<.01

As can be seen in Table 4, the correlation value between the scores of the VALT sub-dimension and those of the SDLATS sub-dimension (r= .587, p <.01) is positive and significant at the 0.01 level. The correlation value between the VALT sub-dimension scores and the ASTTAL scores (r= .967, p <.01) was positive and significant at the 0.01 level. The correlation value between the SDALTS sub-dimension scores and the ASTTAL scores (r= .772, p <.01) was positive and significant at the 0.01 level. Sub-dimensions have substantial variance explanation percentages (Table 2). In addition, second-level analyses and single-factor analyses were also performed. Since the best fitness indices were in this structure, the two-factor structure was decided.

The items in a test should be structured in a way that makes it possible to distinguish between those with the relevant feature and those without it, and to determine this, individuals with low and high scores from the

items are compared. In order to determine the distinctiveness of the items in the final version of the scale, item analysis was performed. Discrimination scores are given in Table 5.

Table 5. *Arithmetic Mean Standard Deviation and Discrimination Values of Items for Highest 27% and Lowest 27% Groups*

Items	Groups	n	X-	Ss.	t	p
M5	Highest	60	4.35	1.031	9.396	.000
	Lowest	60	2.53	1.033		
M8	Highest	60	4.96	.191	7.623	.000
	Lowest	60	3.73	1.233		
T9	Highest	60	4.94	.302	7.053	.000
	Lowest	60	3.77	1.254		
M10	Highest	60	4.89	.372	11.475	.000
	Lowest	60	2.93	1.260		
M12	Highest	60	4.83	.466	8.970	.000
	Lowest	60	3.32	1.214		
M13	Highest	60	5.00	.000	7.729	.000
	Lowest	60	3.82	1.186		
M14	Highest	60	4.43	.860	9.922	.000
	Lowest	60	2.68	1.000		
T15	Highest	60	5.00	.000	10.041	.000
	Lowest	60	3.50	1.157		
M16	Highest	60	5.00	.000	8.139	.000
	Lowest	60	3.73	1.205		
M19	Highest	60	4.83	.607	8.893	.000
	Lowest	60	3.27	1.205		
M20	Highest	60	4.93	.264	11.534	.000
	Lowest	60	3.13	1.171		
T21	Highest	60	4.93	.328	8.437	.000
	Lowest	60	3.62	1.151		
M22	Highest	60	4.96	.191	13.701	.000
	Lowest	60	2.92	1.139		
T23	Highest	60	4.91	.401	7.697	.000
	Lowest	60	3.68	1.157		
T26	Highest	60	4.72	.738	9.926	.000
	Lowest	60	2.98	1.112		
M27	Highest	60	4.83	.607	11.531	.000
	Lowest	60	2.90	1.130		
M29	Highest	60	4.98	.136	13.742	.000
	Lowest	60	3.03	1.089		
M31	Highest	60	4.48	.693	10.352	.000
	Lowest	60	2.78	1.010		
M32	Highest	60	4.30	.861	9.569	.000
	Lowest	60	2.57	1.047		
M33	Highest	60	4.61	.627	8.638	.000
	Lowest	60	3.12	1.166		
M34	Highest	60	4.76	.581	10.080	.000
	Lowest	60	3.25	0.985		
M35	Highest	60	4.57	.742	8.420	.000
	Lowest	60	3.08	1.094		
M38	Highest	60	4.33	.971	10.674	.000
	Lowest	60	2.25	1.099		

In Table 5, a discrimination analysis of the items in the upper and lower groups for the SSWS is presented. When the average of the lower and upper groups for each of the 23 items in the final ASTTAL form is examined, it is seen that there is a situation in favor of the upper group. These results show that each item on the scale has a distinctive feature.

3.1.2. Reliability

As a result of the analyses made, 23 items remained on the scale. These 23 items were collected into two sub-dimensions. The reliability values of the sub-dimensions formed by these items are shown in Table 6.

Table 6. *Results of the Cronbach Alpha Reliability Values of the ASTTAL and its Sub-Dimensions (VALT and SDALTS)*

Dimensions	n	Cronbach Alfa
Valuing Arabic Language Teaching (VALT)	202	.944
Strengthening to Develop Arabic Teaching Skills (SDALTS)	202	.855
Attitude Scale towards Teaching Arabic Lanuage (ASTTAL)	202	.944

According to the findings obtained, the Cronbach alpha value of the first sub-dimension (VALT) was calculated as 0.944, the Cronbach's alpha value of the second sub-dimension (SDALTS) was calculated as 0.855, and the Cronbach alpha value of the total scale (ASTTAL) was calculated as 0.944. Reliability coefficient values of 0.85 and above for scales are accepted as indicating high and excellent reliability (Özdamar, 2017). Therefore, the sub-factors and the scale have a high level of reliability.

Table 7. *Split-Half Reliability Results (Cronbach's Alpha for two halves, Correlation Between Forms, Spearman Brown Coefficient, Guttman Split-Half Coefficient) for ASTTAL*

Cronbach's Alpha				Spearman-Brown Coefficient	
Part 1		Part 2		Equal Length	Unequal Length
Value	N of Items	Value	N of Items	.878	.878
.916	12	.872	11		
Correlation Between Forms: .783				Guttman Split-Half Coefficient: .876	

The Cronbach Alpha coefficients calculated by the split-half technique were found to be .916 and .872 for the first and second halves, respectively. The Spearman-Brown coefficients were found as .878 for both equal and unequal lengths. Also, the Guttman Split-Half Coefficient was found to 0.876.

In order to ensure internal consistency and reliability as a result of the analysis, the Cronbach Alpha coefficients should be at least 0.60, the correlation coefficient should be between 0.20-0.90, and the Spearman-Brown coefficient should be higher than 0.70 (Hinkin, 1995, cited in Başar, 2016, p. 143). Cronbach's Alpha for each half, and the Spearman-Brown, and Guttman Split-Half Coefficient values showed high reliability of the scale (Terzi, 2019).

Table 8. *Results of Tukey's Test of Non-Additivity for ASTTAL*

	Sum of Squares	df	Mean Square	F	p
Inter-group	2481.669	201	12.347		
Intra-group	639.297	22	29.059	42.393	.000*
Inter-substance residual non-collectibility	1.804	1	1.804	2.633	.105

According to Table 8, it was found that the items that make up the ASTTAL were homogeneous and correlated with each other ($F=42.393$, $p<.05$). In addition, the test was found to be additive ($F=2.633$, $p>.05$).

4. Conclusion and Discussion

The effect of the positive attitude of the teachers towards the teaching profession and the field taught on the educational environment and the student was discussed in detail in the introduction. As a result of the literature review, it can be stated that positive attitudes towards the field and profession contribute to teachers' good teaching of the lesson and positively affect students' attitudes towards learning the relevant lesson. For this reason, attitudes, as well as field knowledge and skills, have taken their place among the qualifications that teachers should have, and the Ministry of National Education has also included the title of "Attitudes and Values" in the "General Competencies of the Teaching Profession" report (MoNE, 2017). It is aimed to develop a valid and reliable attitude scale towards Arabic language teaching that will allow examining the Arabic language teachers' attitudes towards teaching Arabic language considering its place among these qualities

and all these effects on teaching. The absence of an attitude scale toward teaching the Arabic language in the literature necessitated its development.

The draft scale form (38) was applied to 171 teachers for EFA analysis. It is seen that the number of items in the study group is 4.5 times more. According to the literature review, this is sufficient (Cattell, 1978). However, having more participants is desirable for higher validity. 15 items in the draft form were removed from the scale because they showed sub-loads for more than one factor. Sub-factors were determined for the remaining 23 items. It was observed that the scale consisted of two sub-factors. The first factor items (17) were labeled as "Valuing Arabic Language Teaching (VALT)", and the second factor items (6) as "Field to Develop Arabic Teaching Skills (SDALTS)". It is seen that the factors of the scale overlap with the items under the heading of attitudes and values in the "General Competencies for the Teaching Profession" report (MoNE, 2017). The expression “He does his job lovingly and willingly” in the report is in harmony with the VALT sub-dimension. Some of the items in this sub-dimension are “I like to teach Arabic”, “It makes me happy to teach students about Arabic”, “Teaching Arabic makes me proud” and “I enjoy teaching Arabic at school every day”. This and other similar items seem to be related to valuation. The statement in the report that “He/she engages in activities aimed at improving himself/herself personally and professionally” means that it is in harmony with the SDALTS sub-dimension. Some of the items in this sub-dimension are "I read books that will improve my Arabic language teaching", "I attend training/seminars to improve my skills in teaching the Arabic language", and "I exchange ideas with my colleagues to improve Arabic language teaching". When the items are examined, it is seen that these items are related to the development of teaching skills. In addition, it is seen that the sub-dimensions that emerged in the study are in harmony with the sub-dimensions (loving, valuing, and caring) that emerged in similar literature studies (Demir & Çetin, 2012; Sarikaya et al., 2017). The variance explained by the first factor was 44.97, and the variance explained by the second factor was 11.98. The total variance explained by 23 items is 56.95.

CFA was used to determine the consistency and accuracy of the structure obtained as a result of EFA. As a result of DFA, the chi-square value [$\chi 2=456.274$, df=225, $p<.01$] calculated for the fitness of the confirmatory factor analysis was statistically significant, and the chi-square degrees of freedom ratio was calculated to be low (456.274/225=2.028). It was observed that the standardized coefficients obtained by DFA ranged from 0.51 to 0.83.

Considering the fitness indices of the scale obtained by DFA, CMIN/df=2.028, RMSEA=.072, CFI=.920, IFI=.921, and SRMR=.074. When the calculated fitness values were examined completely, it was revealed that CMIN/df was a perfect fit and the other fitness coefficients were at an acceptable fitness level.

When the correlation coefficient of the scale sub-dimensions with each other is examined, it is seen that the sub-dimensions (VALT and SDALTS) have a moderately positive relationship with a value of 0.587 within themselves and a value of 0.967 between VALT and ASTTAL; On the other hand, it was concluded that there was a high level of positive correlation with the value 0.772 between SDALTS and ASTTAL. As a result, it can be easily said that the sub-dimensions are in high correlation with the whole article. As a result of the calculation of the discrimination levels of the scale items, it can be stated that each of the 23 items in the scale has a situation in favor of the upper group, and on the other hand, the scale items are distinct.

Cronbach’s alpha was used for the reliability analysis of the scale. In addition to the total reliability scores of the scale, the reliability level of each sub-dimension was examined. The Cronbach alpha value of the first sub-dimension (VALT) was calculated as 0.944, the Cronbach alpha value of the second sub-dimension (SDALTS) was calculated as 0.855, and the Cronbach alpha value of the total scale, ASTTAL, was calculated as 0.944. As a result, the scale was found to be highly reliable.

As a result of the findings of the study, it can be said that the two-factor ASTTAL, consisting of 23 items, is a valid and reliable scale. Using this scale, the level of attitude of Arabic language teachers towards teaching Arabic can be determined, and necessary improvements can be made on time for teachers with negative attitudes. As a result of timely improvements, the teaching process will become better. The teacher, who loves his/her lesson and field, will be able to find motivational resources that will encourage the student and make him/her love his/her lesson. Therefore, the development of this scale will be an important clue for the quality of Arabic language teachers and a resource for investigating the teaching attitudes of other branches.

5. Limitations and Recommendations

This study has some limitations. In the selection of the study group, easy sampling and snowball sampling methods were used instead of the random sampling method. Another limitation is that the study group consisted of teachers, academicians, and graduate teacher candidates with different experiences and backgrounds. Researchers who want to carry out similar studies should pay attention to these issues. It is recommended that researchers retest the internal consistency and factor structure of the scale based on the study groups they determine and collect data from more study groups. This is an important issue in terms of generalizability.

Using this scale, researchers can either examine only the teaching attitudes of academics or only teachers, or they can consider the teaching attitudes of both groups within the framework of the grade variable. In addition, using this scale, the difference between Arabic teachers' attitudes toward teaching the Arabic language and other variables (age, gender, and graduation status) can be examined. In addition, researchers can develop scales examining the teaching attitudes of teachers working in other branches by making use of this developed scale.

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Appendix 1. Attitude Scale towards Teaching Arabic Language (ASTTAL)

Madde No	Taslak Ölçek Madde No	MADDE	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	**5***	Arapça öğretmek her zaman hayalini kurduğum bir işti.					
2	**8***	Arapça öğretiminin bir meslekten çok daha fazlası olduğunu düşünüyorum.					
3	**9***	β. Arapça öğretimini sadece bir iş olarak görüyorum.					
4	**10***	Tekrardan alan seçme imkânım olsa yine Arapça öğretimini tercih ederdim.					
5	**12***	Arapça öğretimini kutsal bir iş olarak görüyorum.					
6	**13***	Arapça öğretmeyi seviyorum.					
7	**14***	Arapça öğretimi ile mesleğe karşı yeterli doyumu sağlayabiliyorum.					
8	**15***	β. Arapça öğretmek bana cazip gelmiyor.					
9	**16***	Öğrencilere Arapça ile ilgili bir şeyler öğretmek beni mutlu ediyor.					
10	**19***	Arapça öğretirken zamanın nasıl geçtiğini fark etmiyorum.					
11	**20***	Arapça öğretmek kendim ile gurur duymamı sağlıyor.					
12	**21***	β. Arapça öğretmek enerjimi/motivasyonumu düşürüyor.					
13	**22***	Sınıfta Arapça öğretirken iyi ki bu alanı seçmişim diyorum.					
14	**23***	β. Arapça öğretmek, öğretmenlik mesleğinden soğumama neden oluyor.					
15	**26***	β. Arapça öğretmek ile öğretmenlikten beklediğim mutluluğu elde edemedim.					
16	**27***	Koşullar zor bile olsa Arapça öğretmekten vazgeçmem.					
17	**29***	Her gün okulda Arapça öğretmekten büyük keyif alıyorum.					
18	**31***	Arapça öğretimimi geliştirecek kitaplar okuyorum					
19	**32***	Arapça öğretimi ile ilgili becerilerimi geliştirmek için eğitim/seminerlere katılıyorum.					
20	**33***	Ders öncesinde Arapça öğretimiyle ilgili hazırlık yapıyorum.					
21	**34***	Arapça öğretimini geliştirmeye yönelik meslektaşlarımla fikir alışverişinde bulunuyorum.					
22	**35***	Arapça öğretimini iyileştirmeye yönelik çalışmalarda bulunuyorum.					
23	**38***	Arapça öğretimi ile ilgili makaleler okuyorum.					
*Item numbers in the 1st version of the scale. β Inverse Item.							

Appendix 2. ***Table of Scale Scoring***

Scale and Dimensions	Evaluation of Scoring	
Valuing Arabic Language Teaching (VALT)	*Range of Scores*	*Evaluation*
	13,0≤ Score≤23,4	Very Negative
	23,4< Score≤33,8	Negative
	33,8< Score≤44,2	Partially Positive
	44,2< Score≤54,6	Positive
	54,6< Score≤65,0	Very Positive
Strengthening to Develop Arabic Language Teaching Skills (SDALTS)	*Range of Scores*	*Evaluation*
	7,0≤ Score≤12,6	Very Negative
	12,6< Score≤18,2	Negative
	18,2< Score≤23,8	Partially Positive
	23,8< Score≤29,4	Positive
	29,4< Score≤35,0	Very Positive
Attitude Scale towards Teaching Arabic Language (ASTTAL)	*Range of Scores*	*Evaluation*
	23,0≤ Score≤41,4	Very negative
	41,4< Score≤59,8	Negative
	59,8< Score≤78,2	Partially Positive
	78,2< Score≤96,6	Positive
	96,6< Score≤115,0	Very Positive