Construction and Standardization of Tool of Attitude of Parents Towards Education of Girls

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Abstract: Education is the most essential part of any lives. It is required for the implementation of many thoughts and ideas. Within this domain, education of girls is the core part of the discussion. Educating girls is not only important for the girls' community but also for the entire society. This paper aims at looking at the attitudes of the parents towards girls' education.

1. Introduction

Education is the basic right of each individual. The provision of educational facilities to all its masses is the obligation of society in the social perspective of the society. Education is directly related to the development of society. The word attitude refers to an individual's orientation toward an item, person, concept, institution, social process, or situation, and is indicative of his/her web of beliefs and perceptions, based on either direct experience or observational learning. An attitude is a positive; negative or mixed evaluation of an object that is expressed at some level of intensity. It is an expression of a favorable or unfavorable evaluation of a person, place, thing, or event. According to Gordon Allport, "An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related."

Girls face encouragement as well as barriers in receiving education whether it be school or higher education from their parents. Parent's opinion is usually influenced by their family members, society, culture, religion, tradition, etc. Some parents highly prefer girl's education, some are not so willing, while some parents do not encourage the girl's education.

2. Objectives

- To examine the attitudes of parents towards the education of girls.
- To carry out item analysis of a preliminary draft of scale for the attitude of parents towards the education of girls.
- To estimate the reliability of scale for the attitude of parents towards the education of girls through the test-retest method.
- To check the validity of scale for the attitude of parents towards the education of girls.
- To establish norms for interpretation of scores obtained on a scale for the attitude of parents towards the education of girls.

3. Research Method

For construction and standardization of scale for measuring the attitude of parents towards the education of girls, survey technique under the descriptive method of research was employed.

3.1. Selection and Writing of Items

The first step in a preparing scale was to collect all the relevant information related to the Attitude of parents towards the education of girls. With the help of review of related literature, books, articles, and journals, the following dimensions were selected for this scale:

1. Financial
2. Religious
3. Customs/cultural and Family Traditions
4. Higher and Technical Education
5. Social
6. Parent's Educational Background

Dimension Wise Distribution of Items

Sl. No.	Dimensions	Items No.	Total
1	Financial	1, 2, 3, 4, 5, 6, 7, 8	8
2	Customs/cultural and Family Traditions	9, 10, 11, 12, 13, 14, 15, 16	8
3	Religious	17, 18, 19, 20, 21	5
4	Higher and Technical Education	22, 23, 24, 25, 26, 27, 28	7
5	Social	29, 30, 31, 32, 33, 34	6
6	Parent's Educational Background	35, 36, 37, 38, 39, 40	6
	Total		40

Editing of Statements

Statements so collected should be edited in such a way that present collection should contain a wide range of statements from the most negatively to the most positive statement.

Items Sorting

The selected items are printed and some copies are made. These copies are now distributed to experts in various fields. Experts selected the relevant and non-relevant items.

3.2. Scrutiny and Critique

The second phase was the scrutiny of the items. The items of the scale were checked by the experts from the field of Education, Sociology, and Linguistic experts to improve the face validity of the tool. The items were designed and arranged in sequential order. Some items are modified and deleted according to the suggestion of the experts.

First Try Out

50 items in the scale were administered on a sample of 100 parents from the cross-cultural background. Likert 5-point scale was used.

3.3. Items Analysis

Item- analysis was done for 50 items. The 't' value of all the 50 items was obtained to select the items for the final draft. Out of 50 items, 40 items were having 't' value more than 1.96, and 10 items were deleted. They are given in the following table:

't' value of the items

Item Numbers	't' Value	Item selected	Item No. in the Draft
1	2.288	Selected	-
2	1.021	Not Selected	1
3	2.013	Selected	-
4	3.146	Selected	-
5	2.312	Selected	-
6	3.063	Selected	-
7	1.365	Not selected	2
8	2.233	Selected	-
9	2.214	Selected	-
10	2.115	Selected	-
11	1.766	Not Selected	3
12	2.378	Selected	-
13	2.545	Selected	-
14	0.871	Not selected	4
15	2.486	Selected	-
16	4.671	Selected	-
17	2.753	Selected	-
18	3.512	Selected	-
19	3.677	Selected	-
20	1.485	Not selected	5
21	2.334	Selected	-
22	3.945	Selected	-
23	2.269	Selected	-
24	0.597	Not selected	6
25	2.421	Selected	-
26	3.690	Selected	-
27	0.791	Not selected	7
28	2.883	Selected	-
29	2.652	Selected	-
30	3.306	Selected	-
31	1.141	Not selected	8
32	2.004	Selected	-
33	4.290	Selected	-
34	2.134	Selected	-
35	2.308	Selected	-
36	0.271	Not Selected	9
37	2.693	Selected	-
38	2.872	Selected	-
39	2.736	Selected	-

Item Numbers	't' Value	Item selected	Item No. in the Draft
40	3.576	Selected	-
41	2.522	Selected	-
42	2.678	Selected	-
43	2.443	Selected	-
44	2.627	Selected	-
45	3.903	Selected	-
46	1.943	Not selected	10
47	2.692	Selected	-
48	2.531	Selected	-
49	5.232	Selected	-
50	3.349	Selected	-

After item analysis, the scale consisting of 40 items was administered on 100 parents. Reliability and validity were tested on these 40 items.

Second Try Out

After item analysis, the second draft with 40 items was prepared. The sample of 100 parents from the cross-cultural background was taken to evaluate the reliability and validity of the scale.

3.4. Scoring of the Items of the Scale

Five alternative points were ranging from strongly agree to strongly disagree.

Category	Options				
Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	5	4	3	2	1

Distribution of Positively and Negatively Stated Items of the Scale

Type of Items	Item No	Total
Positively Stated	1, 2, 3, 5, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 31, 32, 34, 35, 36, 37, 39	29
Negatively Stated	4, 6, 10, 12, 18, 23, 27, 29, 30, 33, 38	11
Total Items		40

4. Validity

Research validity in surveys relates to the extent to which the survey measures the right elements that need to be measured. In simple terms, validity refers to

how well an instrument measures what it is intended to measure. The validity of the attitude scale was ascertained in terms of item validity, content validity.

Face validity

Face validity of the scale was established by circulating the scale among various experts from Calcutta University, Sidho Kanho Birsha University, Savitribai Phule Pune University, Burdwan Municipal High School, and Kendriya Vidyalaya Ballygunge. All the 40 items of scale on "Attitude of Parents towards Education of Girls" were evaluated by the various experts for the establishment of content validity of the scale.

Content Validity

Attitude scale was considered valid enough in terms of item validity because only those items were retained in the final draft of the scale which was having t-values equal to or greater than 1.75 (highly discriminating items). The content validity of the attitude scale was used for the verification of the questionnaire. The questionnaire was prepared by experts from different fields. To validate the instrument for data collection, a pilot study was conducted on independent respondents. The experts rated the questions on a 2-point scale as relevant and non- relevant questions. The following table shows this.

The formula is

CVI= No. of relevant questions / Total no. of questions

Where, CVI- Coefficient variable Indicators.

Table showing the validity of the questionnaire

Rater	Relevant questions	Non-relevant questions	Total questions
1	14	4	18
2	16	4	20
3	10	2	12
Total	40	10	50

CVI= 40/50 = 0.8

The content validity index for the questionnaire is 0.8 which is above 0.7. Thus, the questionnaire is declared valid.

5. Reliability

Reliability is the degree of consistency of a measure. A test will be reliable when it gives the same repeated result under the same conditions.

Cronbach's alpha is used mostly to check the internal-consistency coefficient. The reliability of the scale was calculated through Cronbach Alpha Coefficient and it was found to be 0.860, which is highly significant.

Cronbach's Alpha	No. of Items
0.860	40

Test-Retest Reliability Statistics

Test-retest reliability relates to the measure of reliability that has been obtained by conducting the same test more than one time over some time with the participation of the same sample group. The test-retest reliability of the attitude scale was estimated by administered the final draft of the scale twice on 100 individuals after a time gap of 15 days. Then, the correlation coefficient was calculated between the two sets of scores by applying "Pearson's Product Moment Correlation Method". The correlation coefficient 'r' was found out to be 0.84 which is greater than 0.70 so the scale is reliable.

6. Norms

The following range of z-scores on a continuum can be used as suggestive norms for interpreting scores obtained on a scale for measuring the attitude of parents towards the education of girls. The raw attitude scores were converted into Z-scores by taking into consideration the values of mean and standard deviation in order to establish norms for interpretation of obtained attitude scores.

Norms for Interpretation of Attitude Scores

Z-score Range	Interpretation
+2.01 and above	Extremely Favorable
+1.26 to +2.00	Highly Favorable
+0.51 to +1.25	Above Average Favorable
-0.50 to +0.50	Average Favorable
-0.51 to -1.25	Below Average Favorable
-1.26 to -2.00	Unfavorable
-2.01 and below	Extremely Unfavorable

Usefulness

This tool has 40 items. The scale is prepared to know the attitude of parents towards the education of girls. The scale is useful for students, teachers, and research scholars. Further, studies can be conducted in order to test the usefulness of this scale in a specific research context.

Method of Data collection and analysis

For the collection of data, the researcher approached purposively to the parents whose daughters are studying in schools, graduation courses, and higher and technical studies. The researcher gathered information through a questionnaire of 100 parents.

The data, therefore, is computed, tabulated, analyzed and presented, and further converted to frequencies and percentages. The mean and standard deviation will be applied to illustrate the strengths and weaknesses based on the indicator in terms of rank.

To interpret the obtained data, the following numerical values and descriptions were used.

Mean Range	*Description*
4.51-5.00	Strongly Agree
3.51-4.50	Agree
2.51 -3.50	Undecided
1.51-2.50	Disagree
1.00-1.50	Strongly Disagree

Conclusions

Attitude cannot be measured by direct questioning or by direct observation so one has to construct the attitude scales. For constructing the attitude scale, one has to follow some steps that help in measuring the attitude. Likert's Summated Rating Scale is a 5- point scale on which respondents express their attitude from strongly agree to strongly disagree towards the statements. From the investigation, it is relevant that most of the experts agreed with the positive attitude of parents towards the education of girls. So, the final selected list of items consists of 29 positively stated items and only 11 negative stated items.

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