

VALIDITY AND RELIABILITY IN PSYCHOLOGICAL WELL-BEING, JOB SATISFACTION AND STUDENT TEACHER RELATIONSHIP AMONG PRESCHOOL TEACHER

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ABSTRACT

The purpose of this study is to identify the validity and reliability in psychological well-being, job satisfaction and teacher-student relationships among preschool teachers. This quantitative survey involved 86 preschool teachers in Larut Matang and Selama districts who were chosen through random sampling technique. The instruments used were PERMA questionnaire with the scale of 0 to 10, Job Satisfaction Survey (JSS) questionnaire with scale of 1 to 6 and Students-Teacher Relationship Scale (STRS) questionnaire with the scale of 1 to 5. Data were collected and analysed using Statistical Package for the Social Sciences (SPSS). The findings revealed a high validity and reliability in the questionnaire with the range $0.65 \leq \text{Cronbach's } \alpha \leq 0.95$. The finding reported the reliability of the questionnaire using Cronbach's Alpha method. The finding showed high reliability in the questionnaire of psychological well-being questionnaire $\alpha=0.93$, job satisfaction questionnaire $\alpha=0.91$ and student-teachers relationship questionnaire $\alpha=0.89$. In conclusion, these three variables are important as mentioned in the Malaysian Education Development Plan (PPPM) 2013-2025 to improve preschool quality and encourage universal enrolment by 2020. Thus, it is hoped that this study will benefit relevant stakeholders to improve the general understanding of the issue being discussed in order to improve the quality of preschool education in Malaysia.

Keywords: Psychological Well-Being, Job Satisfaction, Teacher-Students Relationship, Preschool

INTRODUCTION

In the present paper, three particular types of instrument are considered namely PERMA, Job Satisfaction Survey (JSS) and Students-Teacher Relationship Scale (STRS). Reliability in the paper refer to the stability of scores in an instrument. On the other hand, validity in this paper refer to the meaningful of an individual scores in an instrument (Creswell, 2005). These three instruments are widely used in this paper especially in the context of early childhood education.

Early childhood education is a long journey in Malaysia. The Ministry of Education Malaysia (MOE) began implementing annex preschool education program in 1992, as a pilot project based on the decision of the Cabinet on December 18, 1991, which agreed to create 1,131 preschool classes. Meanwhile, the Council of Ministers meeting on June 6, 2001 agreed that the MOE would continue to expand its preschool from 2002. Since then, preschool extensions have been conducted from time to time in accordance with existing policies and these actions are also listed in the Malaysian Education Development Plan (PPPM). PPPM 2013-2025 is to provide equitable access to international quality education (Preschool Management Guidelines, 2018). The target under this shift is to improve quality of preschool and encourage universal enrollment by Wawasan 2020. According to the Preschool Management Guidelines

(2018), the number of preschools under the MOE through 2018 is 9,398 across Malaysia and the total number of preschool and preschool teachers is 9,398 people.

METHODOLOGIES

This research is a quantitative study in the form of surveys. This study aimed to look at the validity and reliability in psychological well-being, job satisfaction and teacher-student relationships among preschool teachers. Sampling design in this study through random sampling. Data were collected in Larut Matang & Selama district. A total of 86 preschool teacher participated in the study. There are three instruments used in this study. PERMA is used to measure psychological well-being of preschool teacher, Job Satisfaction Scale (JSS) used to measure job satisfaction among preschool teacher and the last Student-Teacher Relationship Scale (STRS) is used to measure relationship between students and teacher in preschool. In data analysis, Statistical Package for Social Sciences (SPSS) will be used to analysis validity and reliability. Descriptive analysis in decimal places and percentage was performed across the content validity and reliability.

RESULTS

In this study, the validity and reliability of PERMA, Job Satisfaction Survey (JSS) and Student-Teacher Relationship Scale (STRS) have been identified. Before the real study, a pilot test has been carried out. The results were reported in table form as below.

Instruments	Total Item	Cronbach Alpha Value Achieved
PERMA	23	0.893
JSS	36	0.668
STRS	28	0.733

Table 1 is the Cronbach Alpha value achieved in each instrument in this study based on 30 respondents. The Cronbach Alpha value for the PERMA instrument is 0.893 while the Cronbach Alpha value for the JSS instrument is 0.668. The STRS instrument reached a Cronbach Alpha value of 0.733. All three instruments are said to be satisfactory as they reach Cronbach Alpha values between 0.65 to 0.95.

Validity and Reliability of PERMA

In this study, the validity and reliability of PERMA instruments have been identified. Table 1 below shows the validity of the instrument through six experts and one outstanding preschool teacher. While Table 3 shows the reliability of the instrument from internal consistency (alpha coefficient) based on a sample of 1,877 people (Butler & Kern, 2016).

No	Name	Position	Percentage of Validity
1	Expert 1	Senior Lecturer, Department of Psychology and Counseling, UPSI	95.65 %
2	Expert 2	Senior Lecturer, Department of Psychology and Counseling, UPSI	86.96 %
3	Expert 3	Senior Lecturer, Department of Psychology and Counseling, UPSI	86.09 %

4	Expert 4	Senior Lecturer, Department of Psychology and Counseling, UPSI	73.04 %
5	Expert 5	Senior Lecturer, Department of Psychology and Counseling, UPSI	89.57 %
6	Expert 6	Senior Lecturer, Department of Early Childhood Education, UPSI	89.57 %
7	Preschool Teacher	Outstanding Preschool Teacher in Taiping, Perak	94.78 %
Overall Percentage			87.95 %

Table 3	
RELIABILITY OF THE PERMA INSTRUMENT	
Scale	Alpha Coefficient
Positive Emotions: P	0.82
Engagement: E	0.80
Relationship: R	0.82
Meaning: M	0.92
Accomplishment: A	0.84
Negative Emotions: NE	0.74
Health: H	0.91
Total	0.93

Validity and Reliability of Job Satisfaction Survey (JSS)

In this study, the validity and reliability of the Job Satisfaction Survey (JSS) instrument has been identified. Table 4 shows the validity of the instrument through six experts and one outstanding preschool teacher. While Table 5 shows the reliability of the instrument from internal consistency (alpha coefficient) based on a sample of 2,870 people (Spector, 2001).

Table 4			
VALIDITY OF THE JOB SATISFACTION SURVEY (JSS) INSTRUMENTS			
No	Name	Position	Percentage of Validity
1	Expert 1	Senior Lecturer, Department of Psychology and Counseling, UPSI	91.67 %
2	Expert 2	Senior Lecturer, Department of Psychology and Counseling, UPSI	85.55 %
3	Expert 3	Senior Lecturer, Department of Psychology and Counseling, UPSI	88.88 %
4	Expert 4	Senior Lecturer, Department of Psychology and Counseling, UPSI	76.67 %
5	Expert 5	Senior Lecturer, Department of Psychology and Counseling, UPSI	81.67 %
6	Expert 6	Senior Lecturer, Department of Early Childhood Education, UPSI	85 %
7	Preschool Teacher	Outstanding Preschool Teacher in Taiping, Perak	93.88 %
Overall Percentage			87.95 %

Table 5	
RELIABILITY OF THE JOB SATISFACTION SURVEY (JSS) INSTRUMENT	
Scale	Alpha Coefficient
Pay	0.75
Promotion	0.73
Supervision	0.82

Fringe Benefits	0.73
Contingent rewards	0.76
Operating conditions	0.62
Coworkers	0.60
Nature of work	0.78
Communication	0.71
Total	0.91

Validity and Reliability of Student-Teacher Relationship Scale (STRS)

In this study, the validity and reliability of the Student Teacher Relationship Scale (STRS) instrument has been identified. Table 6 shows the validity of the instrument through six experts and one outstanding preschool teacher. While Table 7 shows the reliability of the instrument from internal consistency (alpha coefficient) based on a sample of 72 people (Pianta, 1992).

No	Name	Position	Percentage of Validity
1	Expert 1	Senior Lecturer, Department of Psychology and Counseling, UPSI	89.29 %
2	Expert 2	Senior Lecturer, Department of Psychology and Counseling, UPSI	77.14 %
3	Expert 3	Senior Lecturer, Department of Psychology and Counseling, UPSI	90 %
4	Expert 4	Senior Lecturer, Department of Psychology and Counseling, UPSI	73.04 %
5	Expert 5	Senior Lecturer, Department of Psychology and Counseling, UPSI	95 %
6	Expert 6	Senior Lecturer, Department of Early Childhood Education, UPSI	89.29 %
7	Preschool Teacher	Outstanding Preschool Teacher in Taiping, Perak	92.14 %
Overall Percentage			87.95 %

Scale	Alpha Coefficient
Conflict	0.88
Closeness	0.92
Dependency	0.76
Total	0.89

Besides, it was found that the overall value of Cronbach Alpha in this study was 0.885 as shown in Table 7 below. The following Table 8 also shows the Cronbach Alpha values for each section in the questionnaire instrument. According to Chua (2011), Cronbach Alpha values between 0.65 to 0.95 are satisfactory. Therefore, the overall Cronbach Alpha value of 0.885 in this study indicates high internal reliability and consistency.

Instrument	Total Item	Cronbach Alpha Value Achieved
PERMA	23	0.906
JSS	36	0.847
STRS	28	0.733
Overall	87	0.885

DISCUSSION AND IMPLICATIONS

According to Chua (2011), the Cronbach Alpha value between 0.65 to 0.95 is satisfactory because the value that is too low indicates the ability of the study instrument items to measure the concept in the study is low while the Cronbach Alpha value that is too high indicates that all items are similar or overlapping with each other.

Overall, these three instruments have gained high validity as the overall percentage exceeds 70%. According to Chua (2011), an instrument is said to have high content validity when obtaining 70% and is considered to have mastered or achieved a high level of achievement. Thus, the PERMA instrument, Job Satisfaction Survey (JSS) and Student Teacher Relationship Scale (STRS) are instruments with high validity.

Besides, all three instruments are also said to have high reliability as their value is more than 0.06. According to Mohd Majid Konting (2005), the value of reliability is high when it reaches a minimum of 0.60. Thus, the reliability of this study instrument is high with the total value of the alpha coefficient PERMA 0.94, the total value of the alpha coefficient Job Satisfaction Survey (JSS) 0.91 and the total value of the alpha coefficient Student Teacher Relationship Scale (STRS) 0.89.

CONCLUSION

In conclusion, the instruments for psychological well-being, job satisfaction, and student-teacher relationships are suitable to be used. It is also an important role in preschool education as preschoolers are the capital that needs to be fully focused on optimal and holistic development in order to compete globally in the future. Researcher hoped that this study can carry out and help improve the aspects of psychological well-being, job satisfaction and student-teacher relationships in preschool education. Considering that the validity and reliability indexes of the questionnaires are reported in acceptable range. Thus, the PERMA instrument, Job Satisfaction Survey (JSS) and Student Teacher Relationship Scale (STRS) are suitable to be used.

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