_____

Development and Validation of Job Potentials Scale

*[1] P. Purushothaman., *[2] Dr. M. Senthilkumaran

*[1] *Ph.D Scholar (Part Time), Dept. of Educational Technology, Tamil Nadu Teachers Education University, Chennai-600 097, Tamil Nadu, India.*

*[2] *Assistant Professor, Dept. of Educational Technology, Tamil Nadu Teachers Education University, Chennai-600 097, Tamil Nadu, India.*

Abstract:- The objective of the study was to construct an inventory to assess the Job Potentials of polyglot higher secondary school students. 802 polyglot higher secondary school students from the Krishnagiri district in Tamil Nadu were taken for the survey. The investigator first prepared 52 items based on seven dimensions. Experts evaluated those items and decreased the number to 46. After face validation, the inventory was administered to responders. The difficulty index value and discriminative power formulas were employed to evaluate the quality of each item. In the item analysis, eleven (11) inappropriate items were eliminated, leaving 35 items for the final tool. The reliability values of this inventory were found as 0.76 (KR-20 method) and 0.82 (Test-Retest method). The final form of the inventory was found to have content validity, according to the experts. The statistical analysis indicates that this job potentials scale is reasonably fairly valid and reliable for assessing job potentials.

Key words: Job Potentials, Job Security, Economic Sources and Job Enrichment.

1.   Introduction

A job prospect refers to a person's potential ability to apply for a get a particular job. It can also refer to the probability of future success in a position or career. Job prospects are directly related to the career outlook of the position. Potential employment refers to the possibility of being employed in a certain field or occupation. It can also refer to the likelihood of finding a job in a specific industry or location.

2.   Objectives of the study

The main objectives of the study were as follows

•   To develop a Job potentials scale measuring the job potentials of polyglot higher secondary school students.

•   To standardise the Job potentials scale for polyglot higher secondary school students.

3.   Tool development

The investigator discussed with friends, teachers, and professors to get ideas for the job potentials survey scale. Besides that, the investigator read books that are about reading. Based on the discussions and readings, the investigator decided to prepare five rating scale for measuring the job potentials of higher secondary school students and initially prepared 52 items based on the following seven dimensions for the job potentials scale.

Dimensions are,

•   Self-Development
•   Job Security
•   Job Enrichment
•   Economic Sources
•   Leadership
•   Skill Usage

_____

- Decision-Making

(i). Self-Development

Self-development is the capacity and action to grow one's self-awareness, abilities, talents, and skills in order to improve one's quality of life.

(ii). Job Security

Job security is a sense of assurance that you will remain employed for the foreseeable future - or at the very least, until you decide that you are going to move on.

(iii). Job Enrichment

Job Enrichment is the process of enhancement of a job by increasing the level of responsibility and autonomy of employees.

(iv). Economic Sources

Economic resources include everything that a business makes use of in order to produce goods and services for its customers. i.e., land, labour, capital, and entrepreneurship ability.

(v). Leadership

Leadership is the ability of an individual or a group of people to influence and guide followers or members of an organization, society or team.

(vi). Skill Usage

The ability of computer awareness and ICT usage skills, coming from one's knowledge, practice, aptitude, etc., to do something well.

(vii). Decision-Making

A decision making can be defined as a course of action purposely chosen from a set of alternatives to achieve organizational or managerial objectives or goals.

The distribution items of the Job Potentials scale (JPS) according to each dimension are shown in table-

Table-1Job Potentials scale (JPS) distribution of items at the initial stage

S.No	Dimensions of JPS	No. of items
1.	Self-Development	8
2.	Job Security	7
3.	Job Enrichment	7
4.	Economic Sources	8
5.	Leadership	8
6.	Skill Usage	7
7.	Decision-Making	7
Total		52

Expert's opinion

After the initial set of items was drafted, it was submitted to a review panel comprised of two experts in the field of education and two experts in the field of language education in order to obtain informal feedback on the language employed, the content, and to determine whether there are any ambiguous items. According to the view of the experts, eleven items were discarded, leaving the draft with 46 elements. Table-2 shows the Job Potentials scale (JPS) items after the expert's opinion.

Table-2Job Potentials scale (JPS) distribution of items after expert's opinion

S.No	Dimensions of JPS	No. of items
1.	Self-Development	7

_____

S.No	Dimensions of JPS	No. of items
2.	Job Security	6
3.	Job Enrichment	7
4.	Economic Sources	6
5.	Leadership	6
6.	Skill Usage	7
7.	Decision-Making	7
Total		46

4.   Participants of the study

A research tool can't be made perfectly only with the guidance and help of knowledgeable professors. It can be attained by testing the research tool on samples to verify if the tool meets its purpose along with experts' guidance. For this purpose, the tool was administered on 802 samples among 395 male students and 407 female students. The samples were taken from polyglot higher secondary school students Krishnagiri district of Tamil Nadu by using a simple random sampling technique. The students in the sample were from different age groups (above 15 years to 17 years), different places (rural and urban), different type of the school management (Government, Private, Government-Aided), and have different type of the school (Boys, Girls and Co-Ed).

5.   Item analysis

The quality of an instrument is defined by the quality of each item inside the tool. After collecting data from participants' information was tabulated for analysis. The data were further analysed utilising the difficulty index and discriminative power formulae. Based on the scores, the obtained data were arranged in descending order and divided into two categories as upper 27 percent and lower 27 percent and item analysis was carried out. On the basis of the discussion with experts, the items with a discrimination value of less than 0.30 and a difficulty value of less than 0.20 were eliminated from the job potentials scale, and the remaining items were retained. By implementing these standards, six (6) items were deleted from the final job potentials scale and forty-two (42) items were chosen. Table-3 provides a detailed item analysis of the job potentials scale.

Table-3Item Analysis for job potentials scale

S.No.	Statements	D.V	D.I	Item Status
1.	I feel that i 'am growing professionally.	0.75	0.40	Selected
2.	I can face to failure boldly.	0.85	0.55	Selected
3.	I can finish my work within the given time.	0.55	0.35	Selected
4.	My role is an excellent fit with my strengths.	0.65	-0.10	Rejected
5.	I am able to successfully completing my work.	0.45	0.95	Selected
6.	I help another person, even when it is difficult for me.	0.85	0.45	Selected
S.No.	**Statements**	**D.V**	**D.I**	**Item Status**
7.	I can speak English fluently.	0.15	0.30	Rejected
8.	I came up with creative solutions to new problems.	0.60	0.45	Selected
9.	I face looking for new challenges in my job.	0.50	0.85	Selected
10.	I have good friends at work.	0.60	0.65	Selected
11.	I respect the work of my peers.	-0.20	0.25	Rejected

12.	I trust our leadership team.	0.65	0.70	Selected
13.	I feel secure in my job.	0.55	0.45	Selected
14.	I have the skills and abilities to do more jobs.	0.60	0.65	Selected
15.	My co-workers are committed to doing quality work.	-0.15	0.40	Rejected
16.	I am confident of my ability to do my job and enriched job.	0.65	0.35	Selected
17.	I can decide on my own about how to do my work.	0.55	0.60	Selected
18.	If my job enrichment is made, can be more effective for me.	0.45	0.80	Selected
19.	I have more technical skills to contribute more to the job.	0.40	0.55	Selected
20.	My present job provides good opportunities for promotion.	0.05	0.15	Rejected
21.	I have been rewarded for my good performance.	0.45	0.65	Selected
22.	There is no shortness in financial resources in my job.	0.55	0.70	Selected
23.	I hope to be able to earn good income through growing small businesses.	0.65	0.75	Selected
24.	I hope my economy will improve in computer related fields.	0.40	0.55	Selected
25.	I have been recognized for my accomplishments.	0.10	0.20	Rejected
26.	I believe my economy will improve by taking up self-employment.	0.50	0.65	Selected
27.	I enjoy communicating with others.	0.45	0.50	Selected
28.	My actions are consistent.	0.85	0.65	Selected
29.	I keep focused through follow-up in my job.	0.20	-0.10	Rejected
30.	I have wide visibility.	1.00	0.95	Selected
31.	I give praise and recognition for others.	0.85	1.05	Selected
32.	I display tolerance and flexibility.	0.20	0.15	Rejected
33.	I develop my plans.	0.35	0.65	Selected
34.	I can make a presentation to a group of peers.	0.60	0.75	Selected
35.	I have an e-mail address.	0.60	0.85	Selected
36.	I have used micro-soft word.	0.55	0.45	Selected
37.	I reward team members for good performances.	-0.05	0.10	Rejected
38.	I have used micro-soft power point.	0.90	0.75	Selected
39.	I have helped me develop my ability to resolve conflicts and crises.	0.60	0.80	Selected
40.	I take good decisions in the face to unusual situations in my career.	0.65	0.90	Selected
41.	I will fix the problems in my work it's myself.	0.45	0.85	Selected
42.	I use a structures approach in my decision making.	0.55	0.70	Selected
43.	I know what I would enjoy doing for a career.	0.45	0.10	Rejected
44.	My decision making is transparent.	0.55	0.65	Selected
45.	I feel that I could make better and quality decisions.	0.10	0.20	Rejected

_____

46.	I made a decision as quickly as possible when problems arise.	0.45	0.65	Selected

Table-4 Job potentials scale (JPS) item distribution after item analysis

S.No	Dimensions of JPS	No. of items
1.	Self-Development	5
2.	Job Security	5
3.	Job Enrichment	5
4.	Economic Sources	5
5.	Leadership	5
6.	Skill Usage	5
7.	Decision-Making	5
Total		35

6.   Validation of the tool

The investigator established the job potentials scale reliability, validity, and scoring norms.

6.1.   Reliability of the tool

The term "reliability" refers to the consistency and stability of test scores (Arunkumar & Nithya, 2012). In this investigation, the investigator utilised the Kuder Richardson-20 formula to ensure the internal consistency of the 35-item job potentials scale and determined its reliability to be 0.76. In addition, the investigator used the test-retest method to ensure the stability of the research instrument. The investigator selected 100 samples from the primary sample of 802 for this purpose by using convenient sampling technique. On the 100 selected samples, the 35-item job potentials scale, which was constructed through item analysis, was utilised once again. The tool's stability was established by comparing the second trial scores of 100 samples to the first trial scores of the identical 42 items. The correlation value of the two trail scores was 0.82. The both reliability values 0.76 and 0.82 indicated the 35 item job potentials scale was highly reliable.

6.2.   Validity of the tool

A test or tool is considered to be valid if it serves the intended purpose (Arunkumar & Nithya, 2012). The 35-item research tool was once again given to the experts for evaluation to ensure its validity. According to the opinions of experts, the research tool serves its intended purpose. This established the content and face validity of job potentials scale.

6.3.   Scoring norms

There are 35 items on the job potentials scale. Each items of the scale is provided with five alternative responses. The weight ranging from 5 (Strongly Agree), 4 (Agree),   3 (No decided), 2 (Disagree), 1 (Strongly disagree) for items. The theoretical range of scores is from 35 to 175 with the higher score indicating the more favourable job potentials scale. All the statements were positive. Table-5 shows a summary of the data from all 802 samples.

Table-5

Scores of the Participants

Particulars	Values
Mean	89.82
Median	28

Mode	80
Standard Deviation	15.74
Kurtosis	0.25
Skewness	0.56
Range	140
Minimum	35
Maximum	175
Sum	456214
Count	802

Table-5 shows that the job potential scores greater than 105 (mean + standard deviation) represent a high level of job potential, while scores below 74 (mean - standard deviation) represent a low level of job potential, and scores between 75 and 105 represent a medium level of job potential. The level of job potentials scale is presented in Table-6.

Table-6 The level of job potentials scale

S.No.	Scores	Level of job potentials
1.	35-74	Low
2.	75-105	Medium
3.	106-175	High

7. The final version of the tool

The final version of job potentials scale is made up of 35 statements that fall under the seven dimensions. All the statements were positive. Table-7 displayed the dimensions of the items.

Table-7 Dimension wise items in of job potentials scale

S.No	Dimensions of JPS	Sl. No. of items	Total
1.	Self-Development	1,2,3,4,5	5
2.	Job Security	6,7,8,9,10	5
3.	Job Enrichment	11,12,13,14,15	5
4.	Economic Sources	16,17,18,19,20	5
5.	Leadership	21,22,23,24,25	5
6.	Skill Usage	26,27,28,29,30	5
7.	Decision-Making	31,32,33,34,35	5
Total			**35**

8. Conclusion

During the development and validation of the Job potentials scale, enough attention was taken to verify that the inventory served its intended purpose. While this inventory is based on the replies of polyglot higher

_____

secondary school students, the investigator is confident that it can also be utilised with other school students and polyglot higher secondary school students due to its generic character. This inventory will be of great use not only to researchers, but also to teachers, professors, and parents who wish to determine the job potentials of their children. Even though the inventory is properly constructed and validated, it has some limitations. The inventory is validated with Indian students, particularly those from southern India. Consequently, the inventory must be validated in different regions of the country as well as in other cultural contexts. In future research, applying this inventory to additional demographics and conducting a correlation study between this job potentials scale and other job satisfaction surveys will add to the literature.

9.   Acknowledgement

References

[1].   Alpaslan Baki Ertekin .(2021). The Relationship between Job Satisfaction and Job Performance: A Study on Sports Industry, Journal of Educational Issues, Vol. 7, No. 2. ISSN 2377-2263 2021. https://doi.org/10.5296/jei.v7i2.18949

[2].   Buckman, David G. and Pittman, Joshua T. (2021) Student Discipline and Teacher Job Satisfaction: A Dual District Analysis, Georgia Educational Researcher: Vol. 18: Iss. 2, Article 2. DOI: 10.20429/ger.2021.180202

[3].   Dilekci, U. (2022). Teacher autonomy as a predictor of job satisfaction. *Bartın University Journal of Faculty of Education,* 11(2), 328-337. https://doi.org/10.14686/buefad.1020340

[4].   Erarslan, A. (2021). The role of job satisfaction in predicting teacher emotions: A study on English language teachers. International Journal of Contemporary Educational Research, 8(2), 192-205. ISSN: 2148-3868. DOI: https://doi.org/10.33200/ijcer.900776

[5].   Gokalp, S. (2022). The relationship between school principals' cultural intelligence level and teachers' job satisfaction and intention to leave the job. European Journal of Educational Research, 11(1), 493-509. https://doi.org/10.12973/eujer.11.1.493.   ISSN: 2165-8714 http://www.eu-jer.com/

[6].   Henderson, Susan S. (2022) Investigating Music Teacher Job Satisfaction, Professional Development, and Administrative Support, *ProQuest LLC*, Ed.D. Dissertation, University of South Alabama. ISBN: 979-8-4268-1740-1   2022

[7].   Kasalak, G., & Dagyar, M. (2020). The relationship between teacher self-efficacy and teacher job satisfaction: A meta analysis of the Teaching and Learning International Survey (TALIS). Educational Sciences: Theory and Practice, 20(3), 16 - 33. http://dx.doi.org/10.12738/jestp.2020.3.002. EISSN: 2148-7561, ISSN: 2630-5984

[8].   Liu, Shujie; Keeley, Jared W.; Sui, Yongying. (2023). Multi-Level Analysis of Factors Influencing Teacher Job Satisfaction in China: Evidence from the TALIS 2018 *Educational Studies*, v49 n2 p239-259 2023 ISSN: ISSN-0305-5698. http://dx.doi.org/10.1080/03055698.2020.1837615

[9].   Nadia Ahmed AL-Jadidi (2022). Job Satisfaction among Early Childhood Female Teachers and its Impact on Professional Commitment. Pegem Journal of Education and Instruction, Vol. 12, No. 3, 2022, 111-129. ISSN 2146-0655. http://ijere.iaescore.com.

[10].   Ozcan, M. (2022). Secondary School Teachers' Job Satisfaction: A Mixed Method Research Study. *International Journal of Educational Leadership and Management.* 10 (2), pp 195-221, doi: 10.17583/ijelm.9174.

[11].   Rezzan Ucar.(2022).The Relationship between Secondary School Teachers' Creativity and Job Satisfaction, International Journal of Progressive Education, Vol 18 No.4, 2022, DOI: 10.29329/ijpe.2022.459.3.

[12].   Soparidah, R. Madhakomala, Ivan Hanafi. (2021).Productive teacher job satisfaction: Disentangling organizational climate, facility management, and organizational citizenship behaviour. International Journal of Evaluation and Research in Education (IJERE) Vol. 10, No. 4, December 2021, pp. 1352~1358 ISSN: 2252-8822,   DOI: 10.11591/ijere.v10i4.21299

_____

[13]. Turker, Y., & Kahraman, Ü. (2021). School climate and self-efficacy as predictor of job satisfaction. KuramsalEğitimbilimDergisi [Journal of Theoretical Educational Science], 14(4), 548-569. ISSN: 1308-1659

[14]. Unseld-Hopkins, LaShonda R.(2022).Principal Leadership and Teacher Job Satisfaction in Bilingual Elementary Schools, *ProQuest LLC*, Ed.D. Dissertation, St. Thomas University. ISBN: 979-8-4387-5468-8

[15]. Woonsun Kang, (2023). Factors Predicting Teachers' Job Satisfaction in Korean Secondary Schools, *Pegem Journal of Education and Instruction*, Vol. 13, No. 3 , (pp. 281-293). https://files.eric.ed.gov/fulltext/EJ1387865.pdf.

[16]. Yurt, E (2022). Collective teacher self-efficacy and burnout: the mediator role of job satisfaction. *International Journal of Modern Education Studies,* 6(1), 51-69. http://dx.doi.org/10.51383/ijonmes.2022.168.

ANNEXURE-I: JOB POTENTIAL SCALE

S.No	Statements	SA	A	U	D	SD
1.	I feel that i 'am growing professionally.					
2.	I can face to failure boldly.					
3.	I can finish my work within the given time.					
4.	I am able to successfully completing my work.					
5.	I help another person, even when it is difficult for me.					
6.	I came up with creative solutions to new problems.					
7.	I face looking for new challenges in my job.					
8.	I have good friends at work.					
9.	I trust our leadership team.					
10.	I feel secure in my job.					
11.	I have the skills and abilities to do more jobs.					
12.	I am confident of my ability to do my job and enriched job.					
13.	I can decide on my own about how to do my work.					
14.	If my job enrichment is made, can be more effective for me.					
15.	I have more technical skills to contribute more to the job.					
16.	I have been rewarded for my good performance.					
17.	There is no shortness in financial resources in my job.					
18.	I hope to be able to earn good income through growing small businesses.					
19.	I hope my economy will improve in computer related fields.					
20.	I believe my economy will improve by taking up self-employment.					
S.No	Statements	SA	A	U	D	SD

_____

21.	I enjoy communicating with others.					
22.	My actions are consistent.					
23.	I have wide visibility.					
24.	I give praise and recognition for others.					
25.	I develop my plans.					
26.	I can make a presentation to a group of peers.					
27.	I have an e-mail address.					
28.	I have used micro-soft word.					
29.	I have used micro-soft power point.					
30.	I have helped me develop my ability to resolve conflicts and crises.					
31.	I take good decisions in the face to unusual situations in my career.					
32.	I will fix the problems in my work it's myself.					
33.	I use a structures approach in my decision making.					
34.	My decision making is transparent.					
35.	I made a decision as quickly as possible when problems arise.					

***