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## ABSTRACT

This study aimed to examine and establish the validity and reliability of the Altruistic Attitudes Inventory for Teachers in Korea (AAIT-K).

The study addressed itself to the following questions:

1. Are the items clearly understood by Korean teachers (face validity)?
2. Do the items in each component measure a single construct (construct validity)?
3. To what extent does the teachers' self-evaluation correlate with their principals' evaluation of their altruistic attitudes (criterion-related validity)?
4. Are the items consistent with one another (internal consistency reliability)?
5. What norms will represent this group of middle and high school teacher respondents in Korea?

This study used the descriptive study of the characteristics of an instrument for measuring altruistic attitudes among teachers.

The study consisted of three phases: the first was devoted to accurate translation of the content



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domain of the instrument in Korean; the second was devoted to conducting the validity studies; and the third, to the refining of the instrument with instructions for administration and scoring, and the construction of norms.

The subjects were 100 middle and high school teachers who had teaching experience of more than two years in the present school. They were randomly selected from 10 randomly selected schools in Seoul, Korea. Other subjects for concurrent validity were 10 principals or their substitutes, and two Ph.D professors participated in the first phase in order to confirm the equivalence of items in the two languages — English and Korean.

The Instruments used were the short questionnaire for face validity, the Altruistic Attitudes Inventory for Teachers, and the Principals' Rating Scale for concurrent validity.

The gathered data were subjected to statistical analysis through computerization; factor, item, and correlational analyses. Through factor analysis, 47 items which loaded meaningfully on the eight factors were selected and the 14 items that failed to do so were discarded. The identified main factors of the AAIT-K were: Factor 1 - Reaching Out; Factor 2 -



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Sensitivity to Others' Needs; Factor 3 - Unlimited Love; Factor 4 - Consideration for Others; Factor 5 - Responsibility; Factor 6 - Willingness to Sacrifice for Others; Factor 7 - Cooperation; Factor 9 - Service to Others.

When tested for internal consistency, the 7 items that loaded on Factor 1 attained a reliability coefficient of .7974; the 5 items on Factor 2, a reliability coefficient of .7376; the 6 items on Factor 3, a reliability coefficient of .7423; the 6 items on Factor 4, a reliability of .7265; the 6 items on Factor 5, a reliability coefficient of .7393; the 4 items on Factor 6, a reliability coefficient of .6832; the 6 items on Factor 7, a reliability coefficient of .7596; the 5 items on Factor 9, a reliability coefficient of .6518.

Each time, the reliability of the test was checked, and the process was discontinued when the set of items yielded the highest reliability coefficient. In this process, two items were discarded.

In order to establish concurrent validity of the AAIT-K, the results of the Inventory were correlated with the Principals' Rating Scale. Using Pearson  $r$ , a correlation coefficient of .584 which is substantial and significant was found ( $p < .01$ ).



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Based on the Inventory results of the 100 respondents who had taken the AAIT-K, norms in terms of percentile ranks were constructed.

Based on the results, this study was concluded to have psychometrical viability with the exhibition of high reliability and substantial construct and concurrent validity. In the light of the findings and conclusions of the study, the validated Inventory is recommended as a tool to assess and to screen the level of altruistic attitudes of teachers in Korea. Since the Inventory assesses the altruism level of teachers, it is recommended that it is part of the test battery of the Religious Education service of the school.

Further studies to strengthen the psychometric qualities of the Inventory are also recommended in this study as follows:

1. Fielding of the test on a bigger population preferably coming from the different regions of the country to insure more adequate norms.
2. Conducting studies to explore what variables correlate with one's altruism level. These may be sex, years of teaching experience, religion, the extent of job satisfaction, type of locality (urban or rural) where the respondent grew up, type of family when the



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respondent was a child (nuclear or extended), extent to which the parent helped others when the respondent was a child, etc.

3. Looking for some other criterion measures e.g., the level of morality or personal maturity can be used for concurrent validity.

4. Gathering of concepts of altruism from Korean teachers.

5. Increasing the number of items in each factor.

6. Conducting studies that will further add to the validity and reliability of the instrument.

