

Translation, Validity and Reliability of Perceived Organizational Support

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Abstract

This study aimed to translate the questionnaire, the Perceived Organizational Support (POS) in English into Malay language. POS consists of 17 items designed to measure organizational support school administrators among teachers. POS consists of three dimensions of justice within the organization (6 items); organizational support (6 items); and the remuneration and working conditions (5 items). POS can be administered from 10 to 15 minutes. The process of translation into English using back to back translation methods proposed by Brislin, Lonner, and Thorndike (1973). POS items are translated adjusted according to the values of the local culture and by three groups of the expert panel. The first panel of experts consisting lecturer at the Teaching Institute of Malay Language. The second expert panel consisting of three teachers with excellent English and a third expert panel consisting of three outstanding teachers of the Malay language. After the modified questionnaire based on the recommendations of experts, the pilot study a questionnaire to 60 secondary school teachers was conducted. The reliability of the justice dimension in the organization (0.876); organizational support (0.924); and the remuneration and working conditions (0.862). The overall reliability of the POS is 0.887. This finding suggests that this study has been successfully translated into Malay language and get a high validity and reliability.

Keywords: Back to back translation, validity, reliability, Perceived Organizational Support (POS), organizational support, content validity, content validity index (CVI)

1. Introduction

The National Educational Blueprint (NEB) 2013-2025 targets the success of students in terms of academic and personality as the main focus of education reformation. The implementation of NEB 2013-2025 is the hope and goal of obtaining a quality education system in Malaysia. The success of PPM can only be achieved through the combination of all parties namely, teachers, school administrators, the State Education Department and the Ministry of Education (MOE). The quality of education in a country depends largely on the capabilities and skills of those who are directly involved in the world of education.

The academic excellence of students is a benchmark for educational outcomes. Excellent academic achievement by the student can only be achieved if the teacher can perform the task effectively. A conducive school environment, good infrastructure and friendly links from school administrators are very helpful in terms of motivation for teachers to perform excellently (Van-Daal, Donche, & De-Maeyer, 2014; Tatlal & Iqbal, 2012). Studies show that if teachers are given adequate and intensive organizational support, a teacher will be able to achieve better performance with more positive student achievement (Rosnarizah & Hussein, 2015; Aziah, Loh, & Abdul Ghani, 2015; Tee et al., 2015).

Organizational support according to Eisenberger, Huntington, Hutchison and Sowa (1986), is referring to the trust of a worker in terms of the contribution and welfare expected or received from his chairman or organization. Eisenberger, Cummings, Armeli and Lynch (1997) define it as a level of trust where workers feel that organizations are concerned about virtue and well-being that include rewards, needs and the environment. A high level of organizational support will create a sense of obligation to reward the organization for the benefits it receives in the form of increased efforts and behavior beyond the roles.

Support from administrators can be divided into two parts namely job and emotional needs. Goals that are difficult to achieve will be easier if administrators provide a conducive working environment, inadequate equipment, easily obtained Teaching And Learning support material, easily accessible task (Ghavifekr & Pillai, 2016; Masoumeh & Muhammad, 2015). These factors encourage teachers to carry out good and quality tasks (Mohd Ibrahim, Mohammed Sani, & Rosemawati, 2015; Deslandes, Barma, & Massé-Morneau, 2016). Administrators should always give encouragement and praises to plant the feeling of excitement and enthusiasm to work on the teacher's heart (Tuytens & Devos, 2016). This will give a positive feedback of the teacher whom will try to retaliate the service provided.

Theoretically, administrative support for teachers is a standard for measuring the basic excellence of a school. In addition, high administrative support also provides an early interpretation of teachers' willingness to the organization through behavior that leads to the increasement of productivity (Arman, Syamsul & Darman, 2016, Cooper et al., 2016). It is common to know that the involvement of highly committed organizational support to help the teacher to perform the task effectively is a major formula in determining the success of a country's education system because teachers are the implementers of every education policy.

The commitment of organizational support is a symbol of cooperation and openness of administrators towards the teacher's commitment to realize the aspirations of education because teachers that are assisted morally and in terms of tasks requirement will try their best to fulfill the outlined goals and objectives (Kim, Eisenberger, & Good, 2016; Li, Hallinger, & Ko, 2016; Polat, 2010).

2. Problem Statement

Based on the study's highlights, most of the past studies, whether overseas or locally, were used Perceived Organizational Support (POS) in English to measure teacher assessments of organizational support. However, the use of Perceived Organizational Support (POS) items in English directly and without translation is less effective in evaluating organizational support from teachers. This is because the Perceived Organizational Support (POS) questionnaire in English does not meet the language, environment and work culture of teachers in Malaysia.

Perceived Organizational Support (POS) items in English have different meanings and are only suitable for location and respondents at the time of their development. This causes teachers in Malaysia to not understand the questions or understand the questions in different ways. Confusion and misrepresentation about a question will cause the item's reliability level to deteriorate. Therefore, it is imperative to translate Perceived Organizational Support (POS) from English into Malay to overcome the mistakes and misunderstandings.

Since the quality of organizational support from all parties to teachers is necessary, a research finding using legitimate and reliable instruments is essential. Hence, translating and testing the Perceived Organizational Support (POS) questionnaire in Malay is important to know and evaluate the organizational support among teachers.

3. Research Objectives

The aim of the study was to develop the psychometric characteristics of organizational support instruments among national secondary school science teachers in Malaysia. Here are the objectives of this study:

1. Translating the questionnaire of Perceived Organizational Support (POS) in English into Malay. Review the validity of the face and content of Perceived Organizational Support (POS).
2. To study the value of reliability Perceived Organizational Support (POS).

3.1 Phase 1: Translating Perceived Organizational Support (POS)

This study uses the Perceived Organizational Support (POS) questionnaire developed by Rhoades and Eisenberger (2002), which is currently written in English. Therefore, this questionnaire is translated directly into the standardized steps. The translation process from English into Malay is done using the back to back translation method as suggested by (Brislin et al., 1973).

Researchers have set up three expert panel groups to ensure the translation process runs according to the standards set to achieve legality objectives. The first panel of experts consists of three Malay language specialists who also have specialization in counseling psychology. The three panel of experts are lecturers of Language Unit, Institute of Teachers. The second panel consists of three excellent English teachers with English teaching experience ranging from 15 to 25 years. The third panel consists of three excellent Malay teachers who have Malay language teaching experience ranging from 15 to 20 years. The first level of translation started with three panel of Malay language experts who translated the questionnaire of the original version of English into Malay. In the second stage, a questionnaire in the Malay version was submitted to the second group, a panel of excellent English language teachers. This second expert panel group re-translated the Malay version of the questionnaire into the original English without referring to the original text of the English language questionnaire.

The process of stabilizing the questionnaire at this stage was coordinated between two panel groups through discussion using reports from both sides. The joint decision is taken to make the renovation and the accuracy of the term in line with the original construction of the item as well as clearly and accurately in the psychological perspective. In the third level, the Malay version of the questionnaire is submitted to the third panel of the expert panel of Malay language teachers. This Malay language questionnaire is evaluated, reviewed and given suggestions to ensure the accuracy of the meaning, the word, the structure of sentences, the understanding of terms and the structure of the language used in each item in detail. This process is to ensure the selection of words and structure of sentences is more accurate and understandable by respondent's target group.

In the fourth stage, a set of Malay language questionnaires was submitted for 10 senior secondary school teachers in the district of Kinta Utara, Perak. This process is to test the understanding of words, sentence structure and terms in each item statement. Teachers are also given the opportunity to provide feedback on proposed improvements. In the fifth stage, correction and suggestion improvements have been made to all item statements based on feedback from science teachers who answered the questionnaire. The last stage, once again set of questionnaires was sent back to the group of expert panel of Language Unit lecturers, the Institute for Teachers for review and suggestions on how to strengthen the set of questionnaires developed. Figure 1 shows the process of back to back translation that is run.

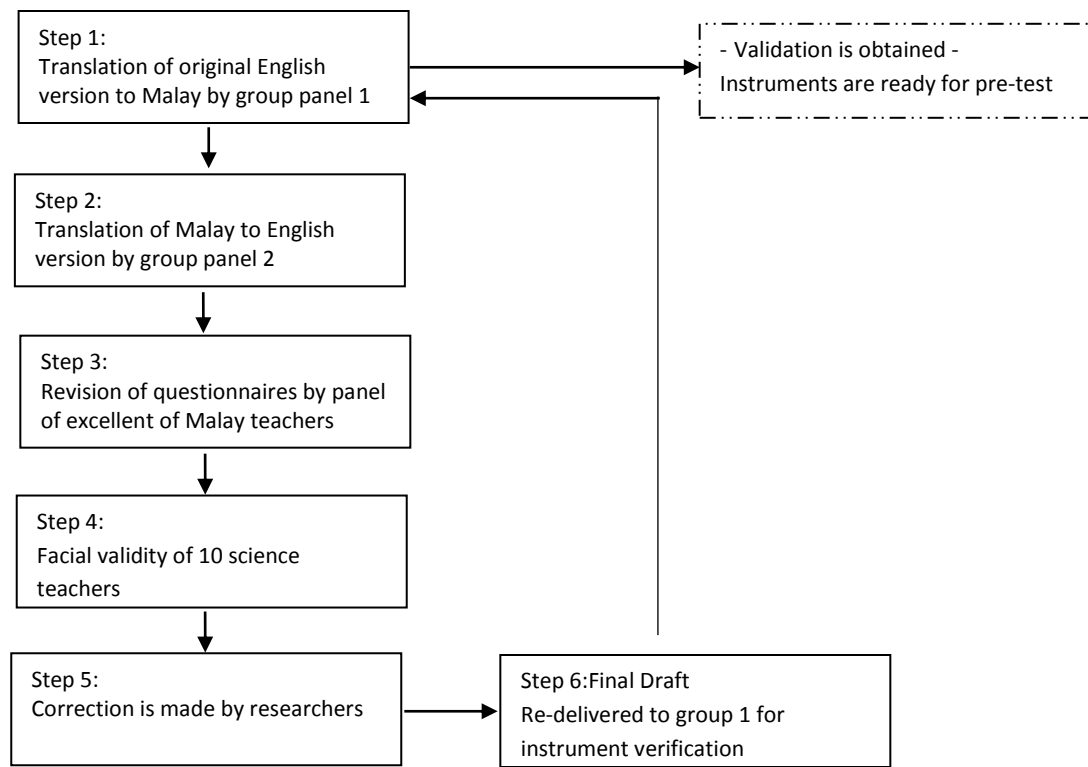


Figure 3.1. Overview of the Back to Back Translation Questionnaire

3.2 Phase 2: Facial Detection and Content of Perceived Organizational Support (POS)

The validity of the content involves systematic research on the content of the test to determine that the contents of the test include behavioral representation within the domain to be measured (McKenney & Reeves, 2012). Validity of content refers to the accuracy of the content, the instrument format, the comprehensive nature of the instrument, the usability of variables, the accuracy and adequacy of the contents of the items. Specified features, can enhance the consistency of the content, prove the accuracy of the item content and facilitate the researcher to achieve the objective of the study. For the purpose of gaining the validity of the content, researchers use Rubio's opinion, Berg-Weger, Tebb, Lee and Rauch (2003), suggesting at least three experts in the field of measurement in education. Expert panel selection should be done based on expertise in the field of teaching, questionnaire development and in-depth experience as an academician.

Based on the recommendation, researchers have appointed seven persons to sit on expert panel of content validity. The panel consists of public university lecturers, lecturers of the Institutes of Education and Director of Quality Assurance of the Ministry of Education Malaysia (MOE). Lecturers and selected staff are those who have knowledge in the field of educational measurement, inventory management and are directly involved in teacher training

and development. The appointment of this expert panel is to ensure the built-in instrument can actually improve the validity of the content and thus gain high consistency in measuring the aspect that should be measured.

Each member of the panel of experts has been given a document containing a set of expert legal instruments that have been translated into Malay, the original set of questions of the English edition and the introduction of the study. These materials are to ensure that expert panels understand the background of the study, the definition of concepts and the operational constructs and tasks to be implemented. Expert panels are advised to make improvements, corrections and comment on the instruments used and suggestions on items. The expert panel has also been asked to determine the suitability of the selected items by indicating whether the item is appropriate or not in the space provided. The (Content Validation Index - CVI) suggested by Davis (1992), is used as the instrument of legality of content in this study. Validity Index Content (CVI) has been widely used in the field of measurement and measurement of social science studies.

Content Validity Index (CVI) is a computation of the agreement of a group of referrals regarding the accuracy of the content, format, comprehensive nature of the instrument, the usability of the instrument, the accuracy and adequacy of the content of the items that can give the respondents an understanding to answer it. Expert panel assesses the suitability level for each item in dimensions that have been developed on a 4-level scale (1 = very inappropriate, 2 = inappropriate, 3 = fit and 4 = very suitable). According to Davis (1992), if six or more experts are used, the CVI value adopted is ≥ 0.80 . Table 1.0 shows the value of the content validity index (CVI) to determine the suitability of selected items based on expert panel validation.

Table 1
CVI approval scale

CVI value	Approval Scale
0.61-0.7	Moderate weak
0.71-0.8	Moderate
0.81-0.9	Good
0.9-1.00	Excellent

(Source: Davis, 1992)

The Content Validity Index (CVI) calculation uses the following formula:

$$CVI = \frac{K}{N}$$

K= The number of panels agreed with option 3 and 4

Where N= The number of panel

3.3 Phase 3: The Reliability of Perceived Organizational Support (POS)

Pilot study is the beginning of the trial before the actual items are given to the respondents. Pilot studies test the instrument against all variables to a group of selected samples based on characteristics similar to the actual sample (Briggs & Coleman, 2007). Another purpose is to assess the consistency of the item in terms of; item level, item objective, item understanding, language adjustment and terms used, usability of item and item instruction itself (Mehrens &

Lehman, 1991). A total of 60 respondents were randomly selected from five nearby schools. The involved respondents are specific target groups, as appropriate to represent the population and will not be selected again to be a sample of the actual survey (Sekaran, 2003).

Using an analysis procedure in the IBM SPSS software, researchers have measured alpha cronbach values; This value reflects the level of reliability of the items constructed in measuring such constructs. The value of alpha cronbach is the reliability coefficient that reflects the extent to which the items used relate to each other in measuring the same construct. If the value approaches 1, this indicates that the reliability is high, good and effective. If the alpha index value is around 0.80 and above, it shows good reliability. Whereas if the alpha index value is less than 0.6 means weak, whereas if the alpha index is between 0.6 and 0.7, this value can be considered sufficient to accept the reliability of the item (Hair, Black, Babin, & Anderson, 2009).

4. Research Findings

The design of this study is a quantitative study design and collects expert commentary information as a supporting document.

4.1 Facial Detection and Content Perceived Organizational Support (POS)

The findings of the Content Validity Index (CVI) based on expert panel indicate that the questionnaire of Perceived Organizational Support (POS) as a whole achieves the value of CVI = 0.89. This analysis shows that the expert panel agrees with the selected research items. Referring to the content validity index (CVI) values greater than 0.80 as set out, items of questionnaire of 17 items were retained in this study. Table 2 shows the value of CVI from the expert panel. The findings show that the validity of the Perceived Organizational Support (POS) questionnaire has high legality and is suitable for use in actual studies.

Table 2
Index of validity of the content of the whole Questionnaire

	Dimension	CVI
1	Justice in the Organization	0.83
2	Administration Support	0.86
3	Rewards and Working Conditions	0.97
Overall CVI score		0.89

4.2 The Reliability of Perceived Organizational Support (POS)

Table 3 shows the alpha cronbach reliability test results. This high alpha cronbach value indicates that the Perceived Organizational Support (POS) questionnaire can be used to test organizational support for teacher development.

Table 3

Item Details and Organizational Support Dimensions

Dimension	Number of items	Division	Alpha Cronbach
1	6	Justice in the Organization	0.876
2	6	Administrators Support	0.924
3	6	Rewards and Working Conditions	0.862
Total	17	Overall item score	0.887

5. Discussion

The success of translating Perceived Organizational Support (POS) into cultural space and education system in Malaysia is a must. The process of quality translation and meeting the established standards is indispensable to ensure the accuracy of the questionnaire instrument. Perceived Organizational Support (POS) can evaluate organizational support from ministries, state education departments, district education offices and school administrators in terms of administrative and justice support within the organization.

The reliability index based on alpha cronbach as a result of the data analysis showed two dimensions of Perceived Organizational Support (POS) constructs ie administration support was 0.95 and justice in the organization was 0.86. According to Hair et al. (2009), the alpha cronbach index value of about 0.80 and above is a good reliability and strong acceptance. Therefore, the reliability index of the Perceived Organizational Support (POS) instrument is well received and strongly supported by a high reliability index.

The tested Perceived Organizational Support (POS) instrument of validity and reliability can be used to measure organizational support from the assessment of school teachers in Malaysia. This instrument can accommodate the needs of a questionnaire in Malay which is still lacking in the field of research especially in Malaysia. This instrument is expected to produce more accurate findings to illustrate the actual phenomenon of organizational support evaluation towards teachers as it fits according to the cultural background and educational situation in Malaysia.

6. Conclusion

This study through the process of translating back to back translation successfully translates Perceived Organizational Support (POS) from English into Malay. High reliability and reliability values show the accuracy of the questionnaire and can ensure that the results of the findings are reliable. Therefore, this questionnaire is appropriate for measuring the support of administrators in the school from teachers' glasses. Finally, it is hoped that the questionnaire could contribute to the addition of inventory instruments for the measurement of support for school administration organizations in Malaysia.

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