

AN EXPLORATORY FACTOR ANALYSIS INTO PROFESSIONAL PRIDE OF IN-SERVICE TEACHERS

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Abstract

The purpose of this study is to explore the factors influencing the professional pride of in-service teachers. Sample 300 in-service teachers from selected basic education schools participated in this study. Professional Pride Questionnaire (Williams & DeSteno, 2009) and Professional Pride Questionnaire (Ehtesham, Muhammad, 2011 & Mangkau, 2013) will be used as research instruments of this study. Based on the literature review, Professional Pride Questionnaire (PPQ) was categorized by seven subscales: (1) Structure of Pride, (2) Teachers' Job Involvement, (3) Teachers' Career Identity, (4) Teachers' Career Planning, (5) School Personal Opinions, (6) School Programs and (7) School Policy. According to the exploratory factor analysis results, professional pride questionnaire (PPQ) was influenced by three factors: (1) Structure of Pride, (2) School Programs and (3) Teachers' Job Involvement. There may be more benefits in conducting a longitudinal study using both quantitative and qualitative research methods.

Keywords: Professional Pride, In-service Teachers, Exploratory Factor Analysis

Introduction

Education plays pivotal role in the development of a country and it is mainly imparted by teachers. No national reconstruction is possible without the active cooperation of the teacher. So, teachers are the builders of a nation. A society or a nation can progress only with the help of its teachers. A teacher's behavior can make a student's life. In spite of the importance of teachers, they have their particular place and position in the society. There are various factors, which affect them and in due course affect their work. Such factors are internal and external. Among so many factors, teachers' pride and competency have their own effect on the work and effectiveness of teachers (Doumbia, 2013). Teachers are the main backbone and heart of the education system of our country. Teachers play a vital role in improving the educational process. In 21st century, teachers are playing the greater roles and given bigger commitments in the profession (due to the influence of globalization). If teachers have a high level of pride, it can be assured that a more enjoyable, energetic and effective school environment which indirectly will give positive effects on the students' academic achievement.

Teachers shoulder the huge responsibilities in molding the young minds to achieve the vision and mission of the country. Teachers as professionals should possess different skills, knowledge and values. The quality of teaching depends largely on the level of teachers' involvement in relation to the professional exerted by the organization. Teaching is a highly noble profession and teachers are always a boon to the society. Since a teacher is a role model for the students; professional pride, job satisfaction and professional commitment of teachers become very vital in the fields of education.

Pride is a multifaceted self-relevant emotion that plays an indispensable role because it motivates individuals to persevere (Tracy & Robins, 2007). Pride plays an influential role in the respiration to adhere to moral standards and the performance of socially valued actions especially since it confirms aspects of individuals' identities (Tracy & Robins, 2004). Pride serves as a moral indicator that assists individuals in evaluating their thoughts, feelings, and behaviours to point out what is acceptable or unacceptable in terms of societal standards (Tangey, 2003). Professional pride means, the feeling of dedication among the individuals of a group towards

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their profession. Pride area involves two essential components namely-pride in one's being in the teaching profession and a strong desire for professional development.

Teachers' total involvement and devotion is must for empowering the students. Teachers who have pride in their profession not only seek all round development of children put to their charge but also work hard for their own professional growth to contribute their best to the profession as teachers. During and even after school hours, a pride teacher's mind remains always occupied with thoughts of children, their growth, individually as well as collectively and improvement of their performance. The professional teachers can be effective and successful by not only helping the students to realize their full potential but also helping the society to develop a sense of belonging among its members. Teachers who will be satisfied in their profession, they will always work and try to improve his teaching.

Purpose of the Study

The main purpose of the study is to explore the factors influencing the professional pride of in-service teachers.

Definition of Key Terms

Professional Pride: Professional pride is an evaluative emotion that drives an individuals' goal directed behaviour through thoughts (Tracy & Robins, 2007).

In-service Teachers: Teachers are persons who help students to acquire knowledge, competence or virtue and provide education for people (Williamson McDiarmid, G & Clevenger-Bright M, 2008).

Exploratory Factor Analysis: Exploratory factor analysis (EFA) is a multivariate statistical technique that attempts to identify the smallest number of hypothetical constructs that can parsimoniously explain the covariation observed among a set of measured variables that is identify the common factors that explain the order and structure among measured variables (Brown, 2015).

Review of Related Literature

Teachers are essential for the effective functioning of education system and for improving the quality of learning processes. Moreover, teachers are those who educate the youth of society who in turn become the leaders of the next generation of people. Teachers need to have good quality and attitudes towards students, and society. Kennedy has pointed out that outcomes of education are affected by the quality of the teaching work force. Therefore, effective teachers' pride on their profession are must for educational improvement, which we are striving hard to bring about.

Feelings of pride can also motivate and reinforce behaviours that maintain a positive self-concept. After success experiences individuals will develop pride, which can promote positive feelings and thoughts about the self (Tracy & Robins, 2004). Pride is a concept that is closely related to self-efficacy and self-esteem. Thus, when individuals feel good about themselves and the work they perform they will experience pride. Pride is a motivator of behavior (Tracy & Robins, 2007; Williams & DeSteno, 2009). Thus, when individuals experience pride regarding performance it will motivate them to excel in order to experience pride in the future. Pride can motivate individuals to obtain positive self-evaluations that facilitate the development of a congruent sense of self (Tangney, 2003). Self-conscious emotions such as pride are essentially emotions of self-regulation. Thus, pride has the potential to shape an individual's identity and to regulate their behaviour.

In-service teachers perceive pride as a factor for teaching and learning. Pride is a critical resource for learning and pursuing information (Titsworth, McKenna, Mazer, & Quinlan, 2013).

Although pride is a universal emotion (Tracy & Robins, 2004), pride is not culturally homogeneous. Pride is an important emotion to encourage in learners. If pride is a positive emotional stimulus, which can increase self-confidence, willpower, and productivity, and even improve newly learned information retention (Nielson & Lorber, 2009). Pride could have a prominent place in classrooms. Pride is a current topic of educational and psychological interest. In classrooms, teachers are encouraged to foster individual and collective pride among their students to assist learning, help build resilience in students, and prevent racism (Winkler, 2012). Pride is a positive emotion known to encourage positive and meaningful relationships between students (Titsworth et al., 2013).

Pride is a positive emotion to encourage in ourselves and others. Pride is either a positive or a negative emotion. Although public displays of pride suggest a positive reflection of self, pride is a self-conscious emotion as embarrassment (Brosi, Spörrle, Welpel, & Heilman, 2016). Tracy and Robins (2004) suggest that pride motivates individuals by enhancing positive feelings associated with pride. Pride provides individuals with feedback regarding the social and moral acceptability of behaviours and increases the likelihood of future pro-social behaviours (Michie, 2009; Williams & DeSteno, 2008). Pride provides individuals with feedback on their acceptability as individuals because through the mechanism of pride individuals are provided with positive feedback which makes them feel appreciated.

Personal values and beliefs usually play a key role in the basis of pride (Katzenbach, 2003). Higher levels of pride in teachers promote success in learners. Graham (1996) discusses various factors that seem to play an important role in the effect that highly pride teachers can have on learner success, namely: (a) Teachers experienced higher levels of autonomy and efficacy; (b) they received more participation, feedback and collaboration from colleagues and learners and (c) they provide the best possible learning activities to learners in their classrooms since resources formed the core of their teaching strategies.

Method

Research Method

Design of this study is cross sectional in nature and descriptive survey method.

Participants of the Study

The total sample of this study is 300 in-service teachers (PAT, JAT, SAT) from Kyaunggon Township, Ayeyarwaddy Region. Among the respondents, 127 were male (42%) and 173 were female (58%).

Research Instruments

Based on expert reviews of the questionnaire, professional pride questionnaire (PPQ) consists of seven subscales including 74 items which explored professional pride of in-service teachers. Seven subscales are: (1) Structure of Pride, (2) Teachers' Job Involvement, (3) Teachers' Career Identity, (4) Teachers' Career Planning, (5) School Personal Opinions, (6) School Programs and (7) School Policy. The questionnaire was designed with five point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree).

Data Collection Procedure

Twelve experts in the field of educational psychology give valuable suggestions regarding the clarity of statements, appropriateness of the language. Research tools were edited to avoid ambiguity and repetition of statements. Data were gathered in Kyaunggon Township, Ayeyarwaddy Region at February-March, 2020. In each school of the first day, Professional Pride Questionnaire (PPQ) was given to the in-service teachers and explained about the questions by the researcher. Then, in-service teachers were asked to tick the number which is the most appropriate answer they feel in the Likert scale. According to the above procedures, the collection of the required data was conducted in each selected school by survey procedure.

Data Analysis and Research Findings

Exploratory Factor Analysis of Professional Pride Questionnaire (PPQ)

In this study, exploratory factor analysis was conducted to find the number of factors influencing a set of measures and the strength of the relationship between each factor and each observed measure. To investigate the number of constructs and structure of professional pride of in-service teachers using professional pride questionnaire included 74 items, an exploratory factor analysis with Varimax rotation was conducted.

Before the exploratory factor analysis, KMO and Bartlett's Test is assessed to check the appropriate of subscales for factor analysis (see Table 1).

Table 1 KMO and Bartlett's Test Result of Professional Pride Questionnaire (PPQ)

Kaiser-Meyer-Olkin Measure of Sampling		.889
Bartlett's Test of Sphericity	Approx. Chi-Square	13677.395
	<i>df</i>	2701
	Sig	.000

The table 1 gives information about two assumptions of factor analysis. To determine whether the subscales were suitable for factor analysis, the Bartlett's Test of Sphericity and KMO (Kaiser-Meyer Olkin Measure of Sampling Adequacy) tests were used. The first test examined if the subscales of the scale are inter-independent, and the latter examined sample sufficiency. As shown in Table 1, KMO=0.889 > 0.50 indicated that the sample data are suitable for factor analysis (Hair et al., 2011). The Bartlett's Test ($p < 0.001$) showed that the correlations coefficients are not all zero. As a result, both assumptions required for factor analysis are satisfied.

Table 2 Communalities of Items

Items of PPQ	Initial	Extraction
Item 1	1.000	.469
Item 2	1.000	.405
Item 3	1.000	.332
Item 4	1.000	.356
Item 5	1.000	.384
Item 7	1.000	.477
Item 8	1.000	.525
Item 9	1.000	.580
Item 10	1.000	.566
Item 12	1.000	.461
Item 13	1.000	.401
Item 14	1.000	.349
Item 15	1.000	.576
Item 16	1.000	.393
Item 18	1.000	.466
Item 20	1.000	.385
Item 21	1.000	.571

Items of PPQ	Initial	Extraction
Item 24	1.000	.372
Item 27	1.000	.419
Item 28	1.000	.542
Item 29	1.000	.413
Item 40	1.000	.412
Item 41	1.000	.441
Item 50	1.000	.506
Item 55	1.000	.543
Item 56	1.000	.507
Item 58	1.000	.513
Item 59	1.000	.462
Item 60	1.000	.541
Item 61	1.000	.492
Item 62	1.000	.376
Item 63	1.000	.617
Item 64	1.000	.332
Item 65	1.000	.448
Item 66	1.000	.589
Item 67	1.000	.555
Item 68	1.000	.582
Item 69	1.000	.576
Item 70	1.000	.458
Item 71	1.000	.383
Item 72	1.000	.539
Item 73	1.000	.489
Item 74	1.000	.603

Communalities range from 0 to 1 where 0 means that the factors don't explain any of the variance and 1 means that all of the variance is explained by the factors. Variables with small extraction communalities cannot be predicted by the factors and it should be considered eliminating them if too small. In the present result, the communalities of all variables are acceptable and satisfied according to Table 2.

Table 3 Factor Loadings of Each Item

Items of PPQ	Component		
	1	2	3
Item 1	.637		
Item 2	.618		
Item 3	.545		
Item 4	.543		
Item 5	.569		
Item 7	.635		
Item 8	.679		

Items of PPQ	Component		
	1	2	3
Item 9	.691		
Item 10	.735		
Item 12	.619		
Item 13	.516		
Item 15	.638		
Item 18	.516		
Item 24	.513		
Item 27	.572		
Item 40	.546		
Item 41	.521		
Item 55		.559	
Item 56		.636	
Item 58		.618	
Item 59		.624	
Item 60		.724	
Item 62		.653	
Item 63		.599	
Item 64		.508	
Item 65		.521	
Item 66		.739	
Item 67		.672	
Item 68		.732	
Item 69		.680	
Item 70		.548	
Item 71		.574	
Item 72		.624	
Item 73		.645	
Item 74		.704	
Item 14			.537
Item 16			.598
Item 20			.585
Item 21			.743
Item 28			.536
Item 29			.638
Item 50			.668
Item 61			.717

A Principal axis factoring was run with Varimax rotation to check the scale construct validity. This rotation provided three factors with acceptable loadings. The items under first factor consist of 17 items with factor loadings between 0.513 – 0.691. The items under second factor consist of 18 items with factor loadings between 0.508 - 0.739 and the items under third factor consist of 8 items with factor loadings between 0.536 - 0.743.

Table 4 Exploratory Factor Analysis Result of Professional Pride Questionnaire (PPQ)

	Eigenvalues	% of Variance	No. of Items
1 st factor	19.000	25.676	17
2 nd factor	5.115	6.912	18
3 rd factor	3.395	4.588	8
Total		37.176 %	43

According to Table 4, three factors explaining 37.176 % of total variance were obtained. The first factor explained by 25.676 % of total variance. Second factor is explained by 6.912 % of total variance and third factor is explained by 4.588 % of total variance. By this way, a three-factored construct consisting of 43 items explaining 37.176 % of total variance is obtained.

Naming the Factors

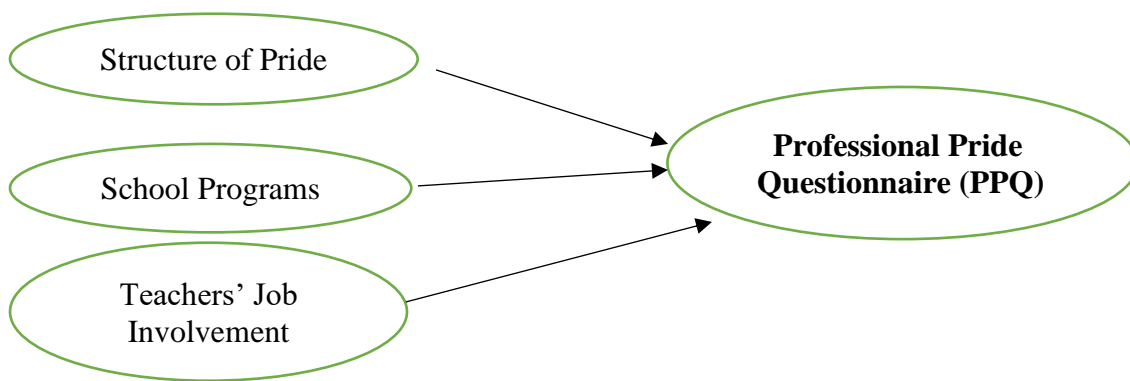


Figure 1 Factors of Professional Pride

Each factor was named in accordance with the construct explained by the items as shown in Figure 1. First factor could be named as structure of pride. The items under this factor are related that the satisfaction, feelings and familiarity in the profession. Second factor could be named as school programs. These factor is related that the responsibilities, beliefs and adjustment in working conditions. Third factor could be named as teachers' job involvement. The items of these factor are related that collaborating, sharing knowledge and experiences with colleagues.

Reliability Coefficient of Professional Pride Questionnaire (PPQ)

To determine the reliability of each factor and whole questionnaire, Cronbach alpha values were computed and are given in Table 5. The values all reach acceptable levels indicating the questionnaire can be interpreted as reliable.

Table 5 Reliability Coefficient of Professional Pride Questionnaire (PPQ)

Factors	Cronbach Alpha
Structure of Pride	0.911
School Programs	0.925
Teachers' Job Involvement	0.865
Professional Pride Questionnaire (PPQ)	0.930

Discussion

In this study, it was observed that there are all together three factors of professional pride questionnaire (PPQ). Tracy & Robins (2004) stated that pride have an effect on individuals' level of commitment. According to Tangey (2005), pride plays a significant role in commitment processes by regulating behaviours that support and strengthen commitment. Pride, committed and competent teachers are required in every educational institution so as to increase the effectiveness of the institution, it is necessary to know about professional pride and how it is influenced by other variables.

Professional pride is influenced by the work situation and satisfaction of the teachers in working conditions. School authorities should identify the ways and means through which teachers can be provided with facilitating work environment which will influence their work, pride and also commitment towards teaching. Satisfaction from the job is necessary for full devotion, pride and commitment of teachers towards the profession. This research explored how pride is employed as a feature of teaching and learning. Consequently, to understand pride from the perspective of a classroom teacher, it was appropriate to speak directly to the teachers within their school community. The in-service teachers could still embrace pride in the classroom, but only if it sustains the collectivist nature of the classroom and school community. Pride is perceived as individualistic, self-congratulatory, isolating, extrinsic, and self-centered.

Previous research has indicated that pride experiences can influence individuals adjustment in society in positive or negative ways. Related research shows a strong relationship between pride and commitment level in teachers, learner performance and school-promotion. The mediating role that satisfaction, alternatives and investments made can play in the relationship between pride and commitment. Since teachers have professional pride in their profession, teachers are the future designers of students and society.

Conclusion

In this research, Professional Pride Questionnaire (PPQ) for Myanmar Basic Education Teachers was constructed by using exploratory factor analysis. Firstly, Professional Pride Questionnaire (PPQ) contained 74 items. However, after loading factor analysis, 31 items that are not correlated with any factor were discarded. In current study, it was observed that there are three factors that can adequately explain professional pride and the reliability of each factor was satisfactory. Therefore, final Professional Pride Questionnaire (PPQ) with a three-factored construct consisting of 43 items explaining 37.176% of total variance is obtained. Therefore, this questionnaire will give good enough information about professional pride of basic education school teachers in Myanmar.

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