

Construction and Standardization of Mobbing Scale

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INTRODUCTION

While going through a section of Kenneth Westhuses' webpage, certain lines from a host of quotations, capturing aspects of workplace mobbing caught my attention as they powerfully paint a bleak picture of man against man. The poem, "The Second Coming" by W.B. Yeats resonates powerfully with the alarming issue of teacher mobbing in the educational context. It vividly echoes the disintegration of order and communication, much like the falcon's detachment from its falconer. In the context of teacher mobbing, the falcon represents the educators who are passionate and committed to their profession. In teacher mobbing, dedicated educators are subjected to sustained emotional and psychological harassment, resulting in the erosion of their confidence and idealism. The breakdown of established authority and the rise of chaos within schools bear a striking resemblance to the anarchy described in the poem. The disheartening reality is that, just as "The best lack all conviction," the most passionate and capable teachers lose their enthusiasm, while those who engage in mobbing often display a fervent intensity in their negative actions.

The following comprehensive set of characteristics captures the essence of what constitutes mobbing in a workplace context:

- Series of cowardly acts
- Severe and repeated aggression
- Non-sexual harassment at work
- Negative acts causing psychological harm
- Direct and indirect behaviours
- Personal attacks
- Social exclusion
- Defenselessness-the targeted one is unable to defend himself/herself

As no such scale was found by the researcher to assess the mobbing of teachers teaching at the secondary level, the researcher has developed a tool to measure the level of mobbing experienced by teachers in schools. The tool is designed to assess the intensity or severity of mobbing that teachers may face in their workplace.

The items prepared were based on interviews with teachers in various private and government schools, followed by reviews of related literature regarding mobbing in the workplace. Finally, coming across no existing tool suitable for assessing the mobbing of teachers suitable for the population, the decision was made to construct a new tool. This initiative marks the creation of a unique tool for evaluating teacher mobbing, representing the first of its kind in India based on my knowledge and an in-depth study on the subject.

Altogether, 87 statements were initially prepared, but only 50 were included in the final version of the tool. The tool was administered to 370 teachers during the pre-tryout stage.

Construction of the Mobbing Scale

Preparation

The preparation stage involved a series of steps that were taken into consideration by the investigators to develop the mobbing scale. Initially, 87 items were drafted, and experts from various departments of schools and universities were consulted to ensure the quality of the scale. These experts were asked to review the items for ambiguity, relevance, appropriateness of language, repetition of ideas, and redundancy of test items. On the advice of experts, 85 items were retained while 2 were rejected. This process helped to refine and improve the scale, ensuring that it is a reliable and valid tool for measuring the intensity of mobbing experienced by teachers in schools.

Item Analysis

After the preliminary preparation and the construction of the scale, the process of standardisation followed. The standardisation of the scale involved the following steps:

Pre try-out

Altogether, 87 statements were prepared, of which, 85 were present in the final form of the tool. The tool was administered to 370 teachers in the pre try-out stage, selected randomly from different schools in Prayagraj, India. For the purpose of analysis, the upper 100 and lower 100 cases were taken out to determine the significance of each item in the dimension. All 85 items were retained for the try-out phase.

Scoring procedure

For scoring the Mobbing of Teachers scale, the pattern suggested by Likert was followed. Each item was provided by five alternatives, including the intensity of the response of the subject. The five alternative responses for each item were, Never, Seldom, Often, Many times, and Always. The scores assigned to each alternate response for positive and negative statements are shown below:

Table 1. Scoring scheme of Mobbing of Teachers Scale

Statement	Never	Seldom	Often	Many times	Always
Positive	1	2	3	4	5
Negative	5	4	3	2	1

The total maximum score of an individual on the Mobbing of Teachers scale is 425(85x5) and the minimum is 85.

Try-out

The draft of the tool was administered to 370 school teachers, selected randomly from various government and private schools in Prayagraj. Item analysis using 27% (100) of the High scores and 27% (100) of the low scores were used for finding out the t-ratio. A Mobbing Scale was developed comprising 85 items.

Out of 85 items only 50 items comprising different dimensions were retained in the final form of the scale on the basis of t-value of the items, which are shown below in table 2

Table 2. Test items retained after the try-out phase

S. No.	Dimensions	Positive Statements	Negative Statements	Total
I	Self-esteem Effect	05	02	07
II	Quality of life & health Effects	08	-	08
III	Occupational situational Effects	09	01	10
IV	Social reputation Effects	08	02	10
V	Personal reputation Effects	10	-	10
VI	Self-expression Effects	04	01	05
			Grand Total	50

Reliability and Validity

Reliability and validity of the tool are important aspects for establishing the credibility and the trustworthiness of the scale in research. In order to ensure the credibility and trustworthiness of the mobbing scale in research, the investigators took several steps and procedures to establish its reliability and validity.

These steps included:

Reliability

To establish the internal consistency of the scale, Cronbach alpha (α) and split-half methods were used.

Table 3. Reliability of Mobbing of Teachers Scale

Method used	N	Reliability Coefficient
Cronbach's Alpha (α)	370	0.90 and above
Split-half (Internal Consistency)	370	0.898319
Test-retest (External Consistency)	370	0.968431

Validity

1. Content Validity: Experts in the field of education were consulted to ensure that the items in the scale were relevant and appropriate for measuring mobbing in the workplace.
2. Face Validity: The scale was reviewed by experts to determine whether it appeared, on the surface, to measure the construct it was designed to measure.

Through these steps and procedures, the investigators were able to establish the reliability and validity of the mobbing scale, ensuring that it is a credible and trustworthy tool for measuring the intensity of mobbing experienced by teachers in schools. The final version of the tool contained 50 items, out of which 06 were negative statements and 44 were positive statements. It took approximately 30 minutes for the participants to respond to all the items.

Statistics used

Mean, SD, t-ratio, split-half reliability, test-retest reliability have been computed to find out the significant items for the final scale of mobbing for secondary school teachers.

Norms and Interpretation

The norms of the scale were established on a sample of 370 secondary school teachers. The raw scores obtained were used to develop the z-score norms. The z-score overall norms are given in the following table:

S.No.	Range of Raw Score	Z-score Level of Mobbing	Mobbing Level
1.	211 and above	1 & above	High
2.	122 to 210	- 0.99 to + 0.99	Average
3.	121 and below	-1 & below	Low

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