

Development and Validation of Semantic Differential Scale to Assess Teachers Belief Towards Socially Disadvantaged Students

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This paper intended to record the process of developing and validating a Semantic Differential Scale to assess the teacher's belief on socially disadvantaged students in the Indian context. Social Identity Theory (SIT) and Stereotype Content Model (SCM) has been adopted. Following the new method of developing SDS proposed by Ding et al. (2008), the process resulted in a 15-item scale with a three-factorial structure. The reliability and validity of the scale according to the new method were tested with SPSS 26 and Amos 26, with Cronbach's alpha reliability coefficients greater than 0.962. With good indices on reliability and validity, the instrument is likely to be useful to both academicians and practitioners interested in assessing the addressed context.

Keywords: teachers belief, socially disadvantaged, semantic differential scale, India

INTRODUCTION

Dissimilar educational prospects and results along racial and socio-economic ranks are among the constant impediments confronting Indian society (Das & Pathak, 2012; Dash, 2004; Jhingran & Sankar, 2009). The impact of social imbalance on education has incited impressive attention about whether schools should be considered responsible for racial and socio-economic variations in scholarly results, or if settled in disparity in a very difficult society implies a few students face difficulties excessively hard for teachers and schools on the whole to outlast. However, broad proof and evidence demonstrate teacher-related factors alongside non-school factors to essentially drive students' scholarly results (Namrata, 2011a; Rashidi & Moghadam, 2015; When Schools Continue to Exclude, Can Education Reduce Caste Discrimination in India? n.d.).

Former research in psychology has rooted individual teachers' convictions and beliefs regarding whether students' social class represents a snag inside the idea of "teacher adequacy". Early on, the development of scales to quantify a teacher's viability like Gibson & Dembo, 1984; Guskey & Passaro, 1994; Passaro et al., 1994 demonstrated a complex idea, with an element of "general teaching viability" mirroring the degree to which a teacher sees outer impediments to successful teaching. Nonetheless, ongoing psychological research has centered around the individual-based element of "individual teaching adequacy" (Tschannen-Moran & Hoy, 2001) and has to a great extent overlooked the "general teaching viability" idea that all the more intently bears on the thought that they, the teachers can have a

groundbreaking part in youngsters' lives. Research exploring teachers' impact on general student populaces generally centers around their human resources, for example, their experience in teaching and affirmation in form of certificate status (Darling-Hammond & Youngs, 2002; Rice, 2010). Be that as it may, a teacher's perspectives and beliefs toward the students likely would matter, and any false convictions might be particularly adverse for the students who are seen as far-fetched to succeed (Pajares, 1992; Webb & Ashton, 1986).

The largest search engine Google defines belief as an acceptance that something exists or is true, especially one without proof. On the other hand, Pajares, a renowned researcher defines 'belief' as an individual's judgment of the truth or falsity of the proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intends, and do. However, there is no single definition for the term 'belief' and similarly for the term 'teachers' belief' (Abrams & Hogg, 2006; Clark, 1988; Stubbs, 2008). Borg 2001 indicated that a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior. He also pointed out that 'teacher' belief' is a term that is usually used to refer to teachers' pedagogic beliefs or that belief of relevance to an individual's teaching. Likewise, Khader (2012) defined 'teachers' belief' as the teachers' arguments and their views on teaching and learning. To move forward in this scale development, we would define beliefs as ideologies, assumptions, and convictions a person holds to be true based on their past experiences.

The Planning Commission in its 9th Five-year Plan's Chapter 14 stated the scheduled castes, the scheduled tribes, the other backward classes and minorities as socially disadvantaged. Discrimination, by large, given caste rank is profoundly pervasive in India, especially in North India. The Indian culture is incredibly classified as far as the chain of importance of caste rank, legalism, religion, linguistic assortment, and local devotion, of which the caste issue has the most unimaginable recorded history. Discrimination dependent on factors like race, sex, religion, and so on can bring about antagonistic results for youngsters (Russell et al., 2012). At the point when such segregation and discrimination happen in schools and universities by teachers, psychological well-being, school commitment, and scholarly execution are impacted (Wong et al., 2003). The examination of such discrimination by instructors is hence a theme that should be taken up so that such worries are tended to appropriately. When teachers, especially higher caste teachers, have this stereotypic belief stigma vested in them, differential treatment is often vented out to such socially disadvantaged students. Even after increased representation of the socially disadvantaged in educational institutions, their perception among some teachers have not changed vastly (Abrams & Hogg, 2006; Clark, 1988; Stubbs, 2008).

Prejudice and stereotyping also leads to an intergroup bias, which is a bias within the members of a similar social group. This could lead to a rise in the formation of groups, discrimination, and cognition (Mackie & Smith, 1998). Intergroup biases and prejudice dictate attitudes and behavior and it is, therefore, important to measure bias to assess intergroup social distance and stereotype contents (North & Fiske, 2014). Gardner (1973) defines a 'stereotype' as comprising consensual beliefs about the characteristics of a particular group. It is along these lines rational that at present in the applied field there is a developing pattern of the emphasis on conversations in the field of the teaching call as one of the fundamental factors that can be affected and influenced. Attitudes are nothing but a theoretical set of cognitive, affective and connotative behavioral components (Aiello et al., 2019; Castaño et al., 2015). They can be considered mediators between a stimulus from the environment and behavioral responses. Consequently, teachers' attitudes towards socially disadvantaged students impact their performance in school and professional careers later on. The framework of interpersonal perception can be used to study the process of attitude formation toward other people. It includes three components: attribution of permanent and temporary characteristics of people, expectations toward their behaviour, and emotions concerning them. This process of interpersonal perception results in the subjective perception of the social environment or social judgments (Castaño et al., 2015).

With regards to the development of a scale to access the teachers' beliefs on socially disadvantaged students, we center around the teachers' convictions and beliefs about them. Teachers' assumptions for individual students are all the more firmly identified with accomplishment for dark and low-income

receiving students than for the overall (Jussim et al., 1996), which might explain why their convictions of strengthening have been recognized as significant in schools that serve these populaces.

Safeguards Through Constitution and its Failure

Article 15 goes about as an expansion of Article 14 which discusses the right held by each individual to be equivalent under the watchful eye of law and ought to be dealt with equally. Yet, in the Indian setting, it implies that equivalents ought to be dealt with equally and the unequal to be dealt with inequality. It expresses that the State will not segregate and discriminate between citizens dependent on their: religion, race, caste, gender, place of birth, or any of them. Moreover, such segregation will also not exist concerning the use or access of public spots like shops, restaurants, etc. Articles 14, 15, and 16 are the structural part of a scheme of the Constitutional Right to Equality (Article 14 And 15 Of The Indian Constitution-Eradicate Discrimination And Bring Equality, n.d.). Likewise, the Right of Children to Free and Compulsory Education Act, 2009 insists compulsory 25% of classroom seats for children from poorer or disadvantaged families in the neighborhood (Right of Children to Free and Compulsory Education Act, 2009, 2009).

However, a report on April 22, 2014 stated school authorities and owners in India tenaciously oppress kids from marginalized networks, denying them their right to education. In the report 'They say we're dirty: denying an education to India's marginalized' by Jayshree Bajoria, an Indian researcher, the following sentences were disclosed - "India's immense project to educate all its children risks falling victim to deeply rooted discrimination by teachers and other school staff against the poor and marginalized. Instead of encouraging children from at-risk communities who are often the first in their families to ever step inside a classroom, teachers often neglect or even mistreat them". She also added that such beliefs are against the Right to education and further promote school dropouts (SiliconIndia, n.d.).

There are occurrences where teachers debilitate hard work among Dalit and Adivasi (Tribal) pupils, either unjustifiably generalizing them as recipients of reservations or scrutinizing the worth of schooling for such kids - whom they assume will just attempt modest, customary, station-based occupations sometime down the road (When Schools Continue to Exclude, Can Education Reduce Caste Discrimination in India?, n.d.).

Adaptation of Theories

Social identity theory (SIT) is a hypothetical framework through which researchers try to see how individuals pick social groups and how they address the accepted practices of their picked group(s) (Hogg & Reid, 2006). SIT is arranged inside social psychology as the establishment of numerous social intellectual speculations and theories pointed toward depicting personality development, self-concept, group processes, and intergroup relations (Hogg 2006; Tajfel et al., 1979; Turner et al., 1979). Tajfel and Turner (1979) suggested that there are three mental cycles engaged with assessing others as "us" or "them", which occur in a specific order. Social categorization-The first is the arrangement. We arrange objects to know them and distinguish them. Fundamentally the same way we classify individuals (counting ourselves) to comprehend the social setting. We utilize social classifications like dark, white, Australian, Christian, Muslim, pupil, etc since they are helpful. We set apart apt behavior by referencing the norms of groups we belong to and identify with. Social Identification-In the subsequent stage, we embrace the personality of the gathering we have identified ourselves as having a place with. Social Comparison-The last stage is a social correlation. Whenever we have sorted ourselves as a component of a gathering and have related to them we then, at that point, will more often not contrast that gathering to different gatherings.

The authors say we separate the world into "them" and "us" based on a course of social order. Henri Tajfel recommended that generalizing/ stereotyping depends on a normal intellectual process. This is known as in-group (us) and out-group (them). The focal speculation of SIT is that bunch of individuals from an in-group will look to track down bad parts of an out-group, in this manner upgrading their mental self-portrait and image. Biased and prejudiced perspectives between societies might bring about racism. We classify individuals similarly. We see the gathering to which we have a place (the in-group) as being unique concerning the others (the out-group), and individuals from a similar group as being more comparative than they are. Henri Tajfel says social categorization is a clarification for biased perspectives

and prejudiced attitudes that prompts these two groups. SIT is valuable for seeing how teachers identify and decipher their own and their students' character and social identity markers (Klimenko & Posukhova, 2017; Whitaker, 2020).

The course of forming an attitude toward others has been considered under the structure of interpersonal discernment. This has been characterized as the method involved with acquiring orientation in the trademark characters of others (Bał-Średnicka, 2017). Thusly, the course of interpersonal discernment results in the subjective view of the social surrounding (i.e., the others) or social decisions and judgments. In such a manner, as per the Stereotype Content Model (SCM), there are two crucial components of social judgment about individuals and groups of people, specifically, warmth and competence (Cuddy et al., 2008, 2009).

Warmth has been characterized by certain authors as a shared characteristic, while competence has likewise been alluded to as capability or agency (Kervyn et al., 2013). Perceived levels of competence and warmth show how much a group is, separately, regarded and liked, and as a result, the behaviour that will be endorsed toward them. Additionally, the power of the warmth aspect over competence is regular for passing judgments on unrelated individuals, yet it is turned around when making a decision about oneself or related and significant others (Lindqvist et al., 2017; Richetin et al., 2012). Settings and context are vital while figuring out which of the two principal aspects of warmth and competence will have a more critical effect on social judgment (Smith & Semin, 2007). Thus, high-status groups will quite often consider themselves to be more skillful and competent than warm, while the inverse is considered valid for low-status groups (Richetin et al., 2012).

The crossing point of the recently referenced two bipolar aspects might prompt generalizations comprising describing a gathering of people as cold and competent, cold and incompetent, warm and competent, or warm and incompetent (Pascual & Jenaro, 2018). Also, four feelings are related to the four unique generalizations coming about because of the mixture of warmth and competence. These are contempt (low warmth low competence), admiration (high warmth high competence), pity (high warmth low competence), and envy (low warmth high competence) (de Paula Couto & Koller, 2012). An association between the SCM and SIT becomes obvious here because a section of the process of social change involves a change to stereotypes, particularly stereotypes of competence and warmth. An element of SIT is a prototype which is also a type of stereotype. Both the SCM and SIT look to enlighten the psychological fundamentals of major types of intergroup relationships, but each focuses on different mechanisms—the SCM on stereotypes and SIT on structural variables (Oldmeadow & Fiske, 2010).

Among the different techniques to measure attitudes, semantic differential approaches have some advantages, such as being comprehensive and simple to administer. In this scale development we have coupled these two models of social discernment and intergroup relations—Social identity theory and stereotype content model with the components of warmth and competence. For our situation, we are zeroing in on the investigation on the identification of teachers in the portrayal of a group of students with various generalizing remarks and beliefs.

REVIEW OF EXISTING MEASURES

A literature search was carried out intensively to identify the different types of measurements employed to measure beliefs, attitudes, and stereotypes on socially disadvantaged people—race, ethnic group, language, colour, caste, minority, disabled, immigrants, etc. Among such search, a study titled 'Teachers' Beliefs about Socially Disadvantaged Pupils in the Czech Republic' by Anna Petr Safrankovaa and Karla Hrbakovaa in 2016 used a Questionnaire and semantic differential containing 12 scales with bipolar adjectives to assess the attitude towards disadvantaged pupils. This study was found to be closest to our aims for the development of a scale to measure teachers' beliefs towards a similar sample group. Similarly, on the other end, in 'Teachers' beliefs and expectations towards marginalized children in a classroom setting: a qualitative analysis' a study by Namrata employed structured interview schedule to assess the beliefs. A study by Ginevra et al., (2021) measured the Teachers' attitudes toward students with disabilities and employed a 10 7-point scale items to examine teachers' attitudes assessing toward students' school

performance and the social acceptability of disabled students. Teachers' age, gender, and work experience considered were during the analysis (Ginevra et al., 2021). Cullen and Auria (1969) and Priest et al. (2018) are two other studies that measured teachers' stereotypes and prejudice with semantic differential measures along with other related scales and demographic information such as age, gender, education, and the standard they handled (early childhood, elementary or secondary)(Cullen & Auria, 1969; Priest et al., 2018b). The former used Hinckley's Scale where respondents would indicate whether they agree or disagree with sixteen statements about the rights, equality, and prerogatives of Negroes. A high score on this scale indicated a favorable attitude toward Negroes.

Another study published in 1988 which measured stereotypes about one ethnic group in Canada known as 'French Canadians' utilized three different procedures for stereotype assessment such as Brigham's (1971) unjustified generalizations, Gardner's (1973) stereotype differential, and McCauley and Stitt's (1978) diagnostic ratio (Gardner et al., 1988). In the first part of the measurement, they utilized 30 bipolar, 7-point semantic differential scales. The trait-descriptive adjectives were chosen as being significantly applicable to French Canadians, based on previous research studies of stereotypes. Participants were asked to rate the extent to which one end or the other of each scale was suitable to the concept under study.

Another study in 2007 obtained demographic information through a vignette-based survey about gender, age, ethnicity, grades taught, number of years of teaching experience, a school where a currently employed, highest educational degree, and frequency of interaction with individuals of the same and different cultural backgrounds to study contemporary stereotypes of Asians, Blacks, and Whites held by an ethnically diverse sample of teachers (Chang & Demyan, 2007). A study titled 'Teachers' Negative Affect Toward Academically Gifted Students- an Evolutionary Psychological Study' by John G. Geake and Miraca U. M. Gross obtained gender, age, educational qualification, experience in gifted education, completion of the course, etc along with the semantic differential instrument. Mansour Owaid Aljeaid in 1986 employed 25 bipolar adjectives alongside demographic variables such as age, race, gender, level of education, and source of stereotypes to measure American college students' attitude toward Arabs (Aljeaid, 1986).

Another study titled 'Pre-service teachers' implicit and explicit attitudes toward obesity influence their judgments of students' by Sabine Glock et al., measured the implicit and explicit attitudes toward obesity using attitude questionnaires and reflecting words. Here, 7 bipolar adjectives and a questionnaire were employed to measure implicit and explicit attitudes. Likewise, another pilot study on pre-service teachers measured attitudes toward students with and without immigration backgrounds. Pictures of male students from racial majorities and racial minorities and the same positive and negative adjectives as used by Glock, et al. (2013), integrating these materials into the affective priming task and the IAT (Glock et al., 2013).

On the other hand, not all belief-measuring studies utilized semantic differential. Thomas e. Ford and George r. Tonander, and Guoyuan Sang, et al., (2012) incorporated other scales and a booklet to measure stereotypes.

TABLE 1
BI-POLAR VARIABLES ACROSS DIFFERENT STUDIES

Details of the study	Stereotype under investigation/ Objective	Measurement tool incorporated
Ethnic stereotypes: Implications of measurement Strategy -(Gardner et al., 1988)	French Canadians- an ethnic group in Canada	Bi-polar adjectives incorporated such as Unambitious- ambitious Inartistic-artistic Uncultured- cultured Undependable- dependable Dishonest- honest Disloyal- loyal Unemotional- emotional

		Bad- good Humble- proud inconsiderable- considerable cruel- kind reliable-unreliable quiet-talkative short-tall tolerant- intolerant poor- wealthy, etc
Pre-service teachers' implicit and explicit attitudes toward obesity influence their judgments of students -(Glock et al., 2016, p.)	Implicit and explicit attitudes toward obesity	Measurement of implicit attitude: 7 words reflecting obesity and 7 words reflecting thinness as primes Measurement of explicit attitude: Dutch translation of the German Attitudes toward Obesity and Overweight Persons questionnaire
Teachers' Beliefs about Socially Disadvantaged Pupils in the Czech Republic. -(Safrankova & Hrbackova, 2016)	Teachers belief and attitude towards disadvantaged students	Questionnaire and semantic differential containing 12 scales with bipolar adjectives such as pleasant – unpleasant; clean - dirty; undemanding-demanding; beautiful – ugly; bright– dark; easy – difficult; good – bad; strict – mild; problematic-unproblematic; strong –weak; heavy – light; sour –sweet.
Teachers' beliefs and expectations towards marginalized children in classroom setting: a qualitative analysis. -(Namrata, 2011b)	Teacher's beliefs and expectations from children of marginalized group	A structured interview schedule and observation of behaviour in natural classroom
Teachers' Stereotypes of Asian, Black, and White Students -(Chang & Demyan, 2007)	Contemporary stereotypes of Asians, Blacks, and Whites held by an ethnically diverse sample of teachers	Open-ended and fixed-format measurement. Demographic information obtained through vignette- based survey.
Teachers' and pre-service teachers' stereotypes, attitudes, and spontaneous judgments of male ethnic minority students -(Glock & Böhmer, 2018)	Teachers' implicit stereotypes, attitudes and explicit cognitions with respect to male ethnic minority students	Implicit Association Test with items chosen from scale 'prejudiced beliefs' from questionnaire developed by Hachfeld et al. (2012): 5 items for prejudiced beliefs, 6 items for multicultural beliefs, 2 items for

		teachers' enthusiasm and 4 items assessed with 4 items. Questionnaire compiled assessing participants' age, gender, teaching experience and ethnic background
Measuring teachers' stereotypes in the NEPS - (Wenz et al., 2016)	Beliefs or sets of beliefs about the characteristics, attributes, or behaviors of a particular group of people	Questionnaires
Teachers' attitudes towards ethnic minority students: Effects of schools' cultural diversity (Glock et al., 2019)	Teachers' attitudes towards ethnic minority students.	An Implicit Association Test (IAT) assessed implicit attitudes towards ethnic minority students. Explicit attitudes were assessed via questionnaire. pleasant– unpleasant; obstructive- beneficial; effort- effortless.
Measuring Educators' Beliefs About Diversity in Personal and Professional Contexts -(Pohan & Aguilar, 2001)	Teachers' beliefs regarding diversity issues (social class, gender, religion, languages and sexual orientation)	Personal (15 items) and Professional (25 items) Beliefs about Diversity Scale using items related to race/ethnicity, gender, social class, sexual orientation, disabilities, language and immigration.
Teachers' attitudes towards students with disabilities: the role of the type of information provided in the students' profiles of children with disabilities -(Ginevra et al., 2021)	Teachers' attitudes towards students with disabilities	"Teachers' attitudes towards students with disabilities" developed for the study as per presented descriptions by vignettes of 3 hypothetical students with disabilities-one characterized by a sensory disability, second by intellectual disability and third with behavioral problems. 10 7-point scale items used to examine teachers' attitudes assessing their attitude towards students' school performance and social acceptability of disabled students.
The Relationship Between Ethnic Prejudice and Student Teaching Behavior -(Cullen & Auria, 1969)	Differences in ethnic prejudice between student teachers in early childhood education, elementary and secondary schools, particularly towards Negroes.	Modified version of Bogardus' Ethnic Distance Scale and Hinckley's Attitude Towards the Negro Scale designed to measure the degree of closeness an individual will allow of himself toward any ethnic group and attitudes towards negroes respectively. Semantic Differential Rating Scale was developed to assess teaching

		behavior in terms of rigidity and conformity
Teachers' Negative Affect Toward Academically Gifted Students- an Evolutionary Psychological Study -(Geake & Gross, 2008)	To measure the meanings people attribute to concepts when making judgments	Quantitative indicators of the teachers' subconscious feelings toward gifted children were measured using a five-dimensional semantic differential instrument (Geake, 1992; Heise, 1970; Osgood, Suci, & Tannenbaum, 1967).
A Semantic Differential Measure of Attitudes Toward Black American Patients -(Morgan, 1984)	Attitudes toward black American patients using a semantic differential technique	The instrument consisted of 20 bipolar adjective scales for positive and negative racial stereotypes. Few of the bi-polar adjectives are: Kind-cruel Bad-good Fragile-tough Brave-cowardly Weak-strong Severe-lenient Active-passive Violent- moderate Fast-slow Simple-complex
Anti-fat prejudice and stereotypes in psychology university students -(De Caroli & Sagone, 2013)	To explore the anti-fat attitudes and stereotyped beliefs toward fat people	Anti-fat Attitudes Scale and the Dislike of Fat People Scale, Semantic Differential Technique for analyzing the representation of Fat People, Thin People, and Self-Concept, and Fat Stereotypes Questionnaire with positive and negative traits about female fat people. Few of bipolar adjectives are: Weak-strong, Secure-unsecure Fat stereotype adjectives are: Whiner, lazy, honest, weak, kind, generous, sweet, rejected, hungry, happy, playful, intelligent, courageous, bossy, quiet.

<p><u>Stereotyping across intersections of race and age: Racial stereotyping among White adults working with children</u> -(Priest et al., 2018a)</p>	<p>Prevalence of racial/ethnic stereotypes among White adults who work or volunteer with children, and whether stereotyping of racial/ethnic groups varied towards different age groups</p>	<p>Instrument to measure demographic information (age, gender and education) and racial/ethnic stereotypes (lazy/hardworking, violent/non-violence, unintelligent/intelligent, unhealthy habits/ healthy habits). All participants were asked questions about Whites, African Americans/Blacks, Hispanics/Latinos, Arabs, American Indian, Asian and Pacific Islanders</p>
<p>Pre-service teachers' implicit attitudes toward racial minority students: Evidence from three implicit measures -(Glock & Karbach, 2015)</p>	<p>Investigated implicit attitudes toward racial minority students among pre-service teachers</p>	<p>Pictures of male students from racial majorities and racial minorities and the same positive and negative adjectives as used by Glock, Kneer, et al. (2013), integrating these materials into the affective priming task and into the IAT.</p>
<p>Pre-service teachers' implicit attitudes toward students with and without immigration background: A pilot study -(Glock et al., 2013)</p>	<p>Teachers' implicit attitudes toward students with and without immigration background</p>	<p>Two implicit measures predominate in the research. The Implicit Association Test (IAT) (Greenwald, McGhee, & Schwartz, 1998) and affective priming task (Fazio et al., 1995, 1986)</p> <p>146 positive and negative adjectives were chosen. A questionnaire with 100 pictures of 11-year-old male and female children was compiled. Positive and negative adjectives used in affective priming task are- Loving, lying, tender, ruthless, happy, pleased, funny, fair, tolerant, soulful, bright, brutal, evil, cold, sadistic, abusive, etc</p>
<p>Ethnic stereotypes held by prospective elementary school teachers- (Aldridge, 1976)</p>	<p>Ethnic stereotypes held by subjects using the Semantic Differential technique.</p>	<p>Questionnaire for the collection of selected background information and the other, a stereotyping test using the Semantic Differential technique. 10 bipolar terms used are: practical-impractical, kind-cruel, intelligent-dumb, superior-inferior, happy-sad, clean-dirty, brave-cowardly, peace loving-warlike, honest-dishonest, hard-working-lazy.</p>

<p>The Role of Differentiation between Groups and Social Identity in Stereotype Formation-(Ford & Tonander, 1998)</p>	<p>Tested the hypothesis that when social identity is threatened-that is, when a highly differentiating attribute dimension reflects negatively on the in-group-the social perceiver will form stereotypes of the in-group and the out-group that reflect the in-group's inferiority along that dimension, but will alter the structure of those emerging stereotypes.</p>	<p>Used booklets containing the behavioral descriptions developed by Ford and Stangor (1992). A description of each behavior was typed on a single page along with the name of a social group identified as Group X or Group Y Group X and Group Y were each described by 18 different behaviors: six related to friendliness, six related to intelligence, and six related to neither friendliness nor intelligence.</p>
<p>Weight Bias Internalization: Semantic Differential Measurement and Treatment Implications- (Raymond C. Hawkins II, 2016)</p>	<p>To examine the relationship between negative stereotypic attributions about "overweight people" to self-attributions using the same bipolar adjectives</p>	<p>The semantic differential procedure (Osgood, Suci, & Tannenbaum, 1957) was used to elicit the meanings of three concepts: "myself", "overweight people" (sex and degree of overweight unspecified), and "slender people" (sex and weight unspecified).</p> <p>Sample adjective pairs included: independent- dependent; active - passive; healthy - sick</p>
<p>A Semantic Differential Measure of Attitudes toward Black American Patients-(Morgan, 1984)</p>	<p>Development of an instrument measuring attitudes toward black American patients using a semantic differential technique</p>	<p>Descriptive adjectives (employing both positive and negative components of racial stereotypes) used by whites in describing blacks in the current literature and media were selected from the Thesaurus Study (Osgood et al., 1957). 10 represented the Evaluation factor, 5 Potency, and 5 Activity. The polar adjectives used for scaling were as follows: good-bad, kind-cruel, grateful-ungrateful, congenial-quarrelsome, beautiful-ugly, successful-unsuccessful, honest-dishonest, reputable-disreputable, positive-negative, intelligent-unintelligent (Evaluation); tough-fragile, strong-weak, severe-lenient, brave-cowardly, masculine-feminine (Potency); active-passive, fast-slow, violent-moderate, complex-simple, motivated-aimless (Activity).</p>

<p>Exploring the educational beliefs of primary education student teachers in the Chinese context -(Sang et al., 2012)</p>	<p>To explore educational beliefs of Chinese student teachers.</p>	<p>Version of the Teacher Beliefs Scale (TBS)—developed in a Western context -(Woolley et al. in Educational and Psychological Measurement, 64: 319–331, 2004)</p>
<p>Perceptions of American College Students about Arabs: The Role of Mass Media and Personal Contact in the Formation of Stereotypes- (Aljeaid, 1986)</p>	<p>To identify stereotypes that American students enrolled at Western Michigan University (WMU) had about Arabs and to determine if there were differences in these stereotypes when students were classified by race, sex, level of education, age, and sources of stereotypes.</p>	<p>25 bipolar adjectives were organized as semantic differential scales to assess students' perceptions. Few of the bipolar adjectives are: Ugly –beautiful, dull-exciting, bad-good, weak- powerful, weak- strong, ignorant- knowledgeable, unkind-kind, follower-leader, unreliable-reliable, radical- conservative, terrorists- non-terrorists</p>
<p><u>Stereotypes and teacher characteristics as an explanation for the class-specific disciplinary practices of pre-service teachers-</u> (Dunkake and Schuchart, 2015)</p>	<p>Class-related stereotypes for the discipline of pre-service teachers and whether stereotypes are related to students' outward appearance</p>	<p>Measurement of class-related stereotypes, was done based on bipolar pairs of adjectives. done using two pilot studies. Class-specific achievement and behavior-related adjectives commonly attributed to students of middle and lower social classes were used in the questionnaire survey - aggressive, disciplined/undisciplined, respectful/disrespectful, articulate/ inarticulate, etc.</p>
<p><u>Using the semantic differential technique to assess stereotypes toward individuals with disabilities: The relevance of warmth and competence-</u> Jenaro et al. (2018)</p>	<p>Social perceptions (university students and disability organizations workers) towards groups with different types of disability</p>	<p>Semantic Differential Scale with 16 bipolar adjectives reflecting three dimensions: evaluation (positive/negative), power (capacity) and activity (dynamism and change). E.g. idle/worker, hostile/friendly, unable/able, irresponsible/responsible. Results supported the Stereotype Content Model as groups with disability were perceived in a more uniform way than people without disability.</p>

Discussion on the Apt Measurement Recommended For Measuring Belief

A study emphasized the significance of considering the type of measurement in place while examining the concept of ethnic generalizations and stereotypes. As is clear in numerous other studies (e.g., Brigham, 1971; Gardner et al., 1988; Karlins et al., 1969; Katz & Braly, 1933; McCauley et al., 1980; Moghaddam et al., 1987), there is extensive importance appended to the idea of the ethnic stereotypes, which may not be exploited in its assessment. The different systems analyzed in an investigation each would add various other

implications and connotations. It is significant, along these lines, that specialists choose which conceptualization they wish to underline while picking their measurement methodology.

Racial generalizations and beliefs have frequently been surveyed by varieties of the Katz & Braly, 1933 checklist method, which requests respondents to choose from a foreordained list of qualities, those that they feel are "common" to the objective group. Albeit significant degrees of consistency have been found among the adjectives commonly chosen to portray Blacks, this technique is believed by contemporary clinicians and psychologists to be an appraisal of subjects' 'knowledge' of an ethnic stereotype ((Devine & Elliot, 1995 ; Gardner et al., 1988)). Interestingly, Gardner (1973) conceptualized stereotypes as consensual convictions/beliefs about the attributes of a specific group. His generalization differential procedure, first carried out by Gardner et al., 1968 expects subjects to rate ethnic groups on a progression of semantic differential scales (e.g., unambitious—driven, courteous—impolite). The polarity of appraisals is evaluated by utilizing the t statistic measurement to test for critical distinction of mean appraisals from an unbiased (midpoint) value. Stereotypes are characterized as far as those attributes for there is the best polarization (i.e., agreement that the property related to an outrageous finish of the scale is normal for the gathering).

The stereotype differential technique (Gardner, 1973) builds on the methodology of the semantic differential by Osgood, 1964 to assess respondents' stereotypes. Respondents rate social groups on a bipolar scale – generally on a 5/7-point scale – with endpoints labeled with bipolar, opposing adjectives, or traits. Socially shared or cultural stereotypes are defined through a significant deviation of the sample mean from the scale's midpoint and through the standard deviation in the sample, where a smaller variation means more consensus.

A few early examinations observed that semantic differentials could productively catch the changing idea of social generalizations. These underlying examinations likewise uncovered that individuals' decisions fall into the three aspects noted before—Evaluation, potency, and activity (Doyle & Bottomley, 2010; Kervyn et al., 2013). In addition, the discoveries from Osgood's work gave starting proof that semantic differential scales were moderately evenhanded, dependable, and legitimate methods of estimating a wide scope of ideas. An individual's stereotype score could be obtained by summing up an individual's ratings on those dimensions identified as being part of the cultural stereotype.

Objectives:

The aim of the study is represented by the development and validation of a Semantic Differential Scale for the assessment of teachers' beliefs about socially disadvantaged students.

Chosen bi-polar adjectives:

**TABLE 2
BI-POLAR VARIABLES CHOSEN FOR SCALE DEVELOPMENT**

Evaluation	Activity	Potency
Unmotivated/ Motivated (E1)	Disruptive/Well-behaved (A7)	Inattentive/ Attentive (P13)
Dependent/ Independent (E2)	Unambitious/Ambitious (A8)	Inarticulate/ Articulate (P14)
Unfriendly/ Friendly (A3)	Low Performing/High Performing (A9)	Incompetent/ Competent (P15)
Foolish/Wise (E4)	Unemotional/Emotional (A10)	Cowardly/ Brave (P16)
Dishonest/Honest (E5)	Violent/ Nonviolent (A11)	Introvert/ Extravert (P17)
Ugly/Beautiful (E6)	Slow/ Fast (A12)	Indecisive/Decisive (P18)

For the development and validation of the Semantic Differential Scale for measuring teachers' stereotypic beliefs towards socially disadvantaged students, the possible bipolar adjectives are listed below. It is mentioned in correspondence to the three dimensions proposed by Osgood et al. (1957) and the two dimensions by Fiske et al. (2002). Although the resulting dimensions may be named accordingly (Evaluation, Potency and Activity), the naming of the factors is always a subjective decision and is placed under the related dimensions.

TABLE 3
LIST OF BIPOLAR ADJECTIVES USED TO ASSESS TEACHERS BELIEFS ABOUT
SOCIALLY DISADVANTAGED STUDENTS – REFERENCE TO OSGOOD ET AL. (1957) AND
FISKE ET AL. (2002)

Bipolar Adjectives	Osgood et al. (1957) domains	Fiske et al. (2002) domains	Author Details
Attentive/ Inattentive	Potency	Competence	Glock and Bohmer, 2018
Motivated/Unmotivated	Evaluation	Warmth	
Competent/Incompetent	Potency	Competence	
Independent/Dependent	Evaluation	Warmth	
Well-behaved/Disruptive	Activity	Competence	
Friendly/Unfriendly	Evaluation	Warmth	Jenaro et al., 2018
Ambitious/Unambitious	Activity	Competence	Dunkake and Schuchart, 2015
Articulate/Inarticulate	Potency	Competence	
High-performing/Low performing	Activity	Competence	
Foolish/Wise	Evaluation	Warmth	Osgood et al ,1975, Aldridge, 1976 & Aljeaid, 1986
Dishonest /Honest	Evaluation	Warmth	
Unemotional/Emotional	Activity	Warmth	Osgood et al, 1975 & Gardner et al., 1988
Violent/non Violent	Activity	Competence	Morgan, 1984 & Aldridge, 1976
Slow/Fast	Activity	Competence	
Introvert/ Extravert	Potency	Warmth	Gardner et al., 1988
Cowardly/Brave	Potency	Competence	Osgood et al ,1975 & Aldridge, 1976
Indecisive/ Decisive	Potency	Warmth	Osgood et al., 1975
Ugly/Beautiful	Evaluation	Warmth	Safrankova & Hrbckova, 2016

Sampling: As recommended by Yip, 2006- 6 steps were followed to draw a sample of 500 secondary school teachers from West Bengal, India. The secondary school teachers in West Bengal formed the target population and the list of schools from 5 districts of the West Bengal board formed the sampling frame for the current scale development. Samples were chosen randomly from 10 schools per district and data was collected by distributing questionnaires that consisted of the 18 elements under three dimensions- Evaluation, Activity, and Potency. As, Confirmatory Factor Analysis (CFA) requires a sample size of at least 100 (Kline, 2005), the total sample of 500 was split into equal halves of 250 for Exploratory Factor Analysis (EFA) and 250 samples for Confirmatory Factor Analysis (CFA).

Method of Semantic Differential Scale development and data collection: Refinement phase: The first half of the sample was utilized for EFA and item analysis. The original form of SDS proposed by Osgood et al. (1957) was structured on three dimensions: Evaluation, Potency, and Activity. Under the

same dimensions, 6 elements under Evaluation, 6 elements under Potency, and 6 elements under Activity had been initially included. Further, to measure the meaning of the term ‘socially disadvantaged students’ possessed by teachers, a five- point likert type arrangement ranged from 1 to 5 ratings (Very disagree, fairly disagree, neutral, fairly agree, very agree) with the list of bipolar paired adjectives were arranged. The teachers were asked to rate each of the mentioned elements on the scale according to their disposition, attitude, or image of the assessed construct (here- ‘socially disadvantaged students’).

TABLE 4
TOTAL- ITEM CORRELATION STATISTICS

Elements	Scale Mean if Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Unmotivated/Motivated (E1)	50.0320	127.292	0.426	0.795	0.839
Dependent/Independent (E2)	50.1040	127.363	0.432	0.821	0.839
Unfriendly/ Friendly (E3)	50.0680	126.554	0.463	0.984	0.838
Foolish/Wise (E4)	49.5640	127.701	0.342	0.507	0.842
Dishonest/Honest (E5)	50.0600	126.386	0.466	0.984	0.837
Ugly/Beautiful (E6)	50.1080	127.727	0.413	0.787	0.839
Disruptive/Well-behaved (A7)	47.8920	119.976	0.522	0.963	0.833
Unambitious/Ambitious (A8)	47.5240	118.218	0.540	0.921	0.832
Low Performing/High Performing(A9)	48.1880	126.306	0.289	0.262	0.845
Unemotional/Emotional (A10)	47.8640	121.652	0.438	0.719	0.838
Violent/ Non violent (A11)	47.8760	119.426	0.535	0.995	0.833
Slow/Fast (A12)	47.8720	119.285	0.539	0.995	0.832
Inattentive/Attentive (P13)	48.9520	121.243	0.441	0.833	0.838
Inarticulate/Articulate (P14)	48.8920	120.547	0.460	0.894	0.837
Incompetent/Competent (P15)	48.9040	119.589	0.475	0.894	0.836
Cowardly/ Brave(P16)	48.9680	120.136	0.471	0.911	0.836
Introvert/ Extravert (P17)	48.9440	120.101	0.474	0.927	0.836
Indecisive/Decisive (P18)	49.7400	129.615	0.301	0.466	0.843

The initial set of 18 adjectives pairs was analyzed by Churchill’s item purification method (Field, 2005) to access for accuracy. Here, the ‘corrected-item-total’ correlation of less than or equal to 0.3 is considered to be insignificant and the items were suggested to be removed from the developing scale. The above table results suggested the deletion of 3 elements (Foolish/Wise, Low Performing/High Performing, and Indecisive/Decisive) because they did not significantly contribute to the factor structure and failed to meet the minimum criteria of factor loading of 0.4 (Howard, 2016). All remaining chosen elements in inter-item

correlations were above 0.4 and thus satisfy the criteria. Thus, the findings suggested the high reliability of the scale used to measure the context. Subsequently, the remaining 15 elements -5 elements under Evaluation, 5 elements under Potency, and 5 elements under Activity were incorporated in testing the factorability. In this scale development research work, SPSS 26 was used to conduct item analysis.

EFA– Exploratory Factor Analysis: All the variables were not uncorrelated and the 15 items were not completely independent. Bartlett’s test of sphericity was carried out to test the validity of the null hypothesis and Kaiser-Meyer-Olkin (KMO) to measure the homogeneity of variables (variables correlations matrix) was carried out to verify the sample adequacy to the factorial analysis. The test results are shown below:

**TABLE 5
KMO AND BARTLETT’S TEST**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.853
Bartlett's Test of Sphericity	Approx. Chi-Square df Sig.	6811.448 105 0.000

The above table shows Barlett’s test of sphericity to be significant as $p=0.000$ and the KMO measure of sampling adequacy as 0.853 which is considered to be indicative of adequate data according to Cheung, 2005 rule of thumb. This shows that EFA could be conducted. Thereby, the data met the thresholds for sampling adequacy. To determine the reliability of the scale and each dimension, Cronbach’s Alpha was applied to the sample size of 250 respondents by using SPSS 26. The internal consistency of the whole scale was 0.855 which was considered a reliable score (Cronbach, 1951).

Extraction of initial factors and factor rotation were followed as next steps. Here, Exploratory Factor Analysis with PCFA and varimax methods was applied to assess the factorial structure of the SDS. Here, 15 items under three-dimensions were analyzed against each component and as shown in table 6.

**TABLE 6
ROTATED COMPONENT MATRIX**

	Components		
	1	2	3
E1			0.904
E2			0.922
E3			0.956
E5			0.955
E6			0.924
A7	0.976		
A8	0.967		
A10	0.878		
A11	0.984		
A12	0.983		
P13		0.917	
P14		0.948	
P15		0.960	
P16		0.965	

P17		0.964	
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As the loadings of each element here are above 0.50, all the adjectives were further accepted and contributed to the construct underlying the factor. Thereby a tri-factorial structure with Eigenvalues greater than 1.0 was retained. The Cronbach's Alpha for each factor was further obtained as follows: Evaluation= 0.963, Activity= 0.978, and Potency= 0.974. Thus, all three dimensions were found to be reliable.

CFA- Confirmatory Factor Analysis: The 15 elements passed the EFA test and item analysis and thus were analyzed with CFA in AMOS 26. The second half of the sample was utilized here. The CFA was conducted on three- a dimensional scale with fifteen items and the results are discussed below.

FIGURE 1
FACTOR STRUCTURE OF TEACHER'S ATTITUDE TOWARDS SOCIALLY DISADVANTAGED STUDENTS

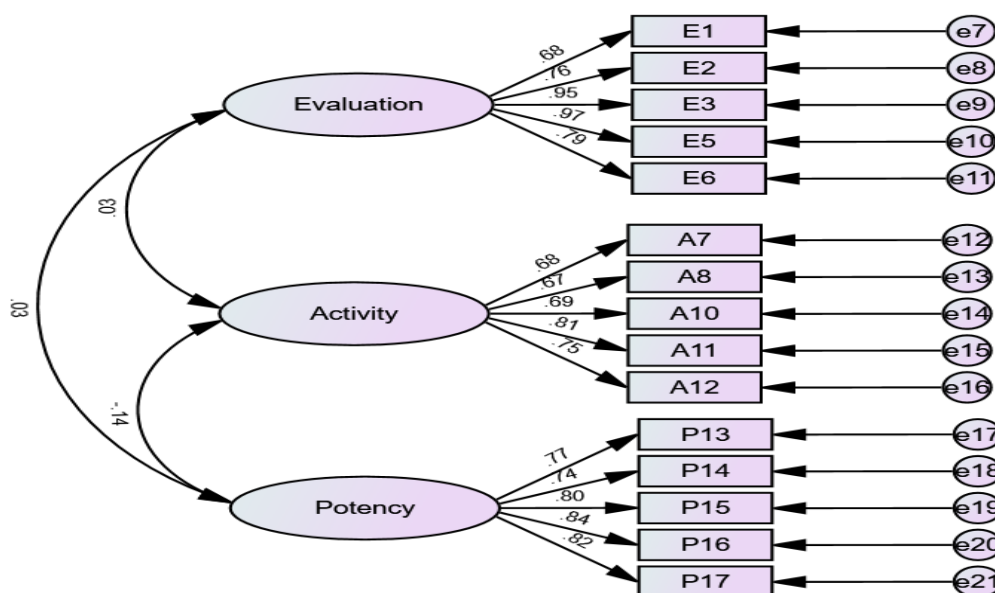


TABLE 7
THE FITNESS ESTIMATES OF THE MODEL

Measures	P value	CMIN/DF	RMR	RMSEA	GFI	AGFI	PCFI	IFI	CFI
Result	0.000	2.141	0.065	0.068	0.908	0.874	0.792	0.957	0.956
Benchmark	<0.05	<3	<0.08	<0.1	>0.90	0 -1	>0.8	>0.90	>0.95

As the p value is 0.000 it denotes a significant model and CMIN/DF of 2.141 is less than 3 and thus indicative of an acceptable fit between hypothetical model and sample. RMR is the root mean square residual shows 0.065 which is <0.08 and is an acceptable model fit. RMSEA is the root mean square error of approximation and a value of 0.068 is considered a good fit (Wen et al., 2004). Looking at the GIF (Goodness of fit index) the output shows 0.908 and is also considered an acceptable model fit. The adjusted goodness of fit index (AGFI) corrects the GFI and the output has resulted in 0.874 which is again acceptable. Likewise, as the IFI is over the benchmark value of 0.90 it is a good fit. The Incremental fit index (IFI) and Comparative fit index (CFI) obtained are 0.957 and 0.956 which is larger than 0.95 and thus indicates

relatively good model–data fit in general. Since most of the fitness estimates have desirable a magnitude, the goodness of the fit of the model is satisfactory (Ding & Ng, 2008).

CONCLUSION

As the result of this entrenched cross-checking process involved in this scale development procedure (Ding et al., 2007), the finalized scale has high validity and reliability and can be used in Indian settings to assess the teacher’s beliefs toward socially disadvantaged students.

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