



A PILOT STUDY ON ELEMENTARY SCHOOL TEACHERS' ATTITUDE TOWARD THE LGBTs

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ABSTRACT

In order to understand elementary school teachers' attitude toward the LGBTs, the study developed a questionnaire to fulfill the objective. A total of 40 items were included in the questionnaire. Before conducting the formal investigation, the study invited 32 elementary school teachers to be the pilot study participants to confirm the reliability and validity of the instrument. After collecting the pilot study questionnaire, the results indicated that the reliability and validity of the pilot study were both quite good and acceptable, which is worthy to be employed to fulfill the formal investigation.

KEY WORDS: elementary school teacher, attitude, reliability, validity

1. INTRODUCTION

The initial version of the questionnaire was developed based on the related documents as well as integrated professional comments so that the content validity could be ensured. In order to understand the scale adaptability and confirm that the wordings of the items are readable and understandable, the researchers invited 32 elementary school teachers to be the pilot study participants. After collecting the questionnaires, we conducted reliability and validity analysis through SPSS 20.0 to confirm the scale reliability and validity. The pilot study results are described as follows:

2. VALIDITY ANALYSIS

The pilot study collected a total of 32 questionnaires. The study employed factor analysis to examine the instrument construct validity. We firstly extracted the ones with eigen value greater than one with "principal component analysis" method, then utilized varimax method to conduct rotation analysis. After factor analysis, the factor loading of the items distributed from 0.503 to 0.892, this implies that the construct validity of the questionnaire is pretty good (Yang, 2008). Please refer to Table 1 for reference. The study adopted generally acknowledged factor loading standard (> 0.5) to confirm that the validity is acceptable; the items of the questionnaire were therefore all kept for further investigation.

Table 1 Construct validity of the items

No.	Items	Factor loadings
6	My father had ever discussed me with the LGBT-related issues.	.892
7	My father holds positive attitude toward the LGBTs.	.890
8	My mother had ever discussed me with the LGBT-related issues.	.870
9	My mother holds positive attitude toward the LGBTs.	.858
10	My siblings had ever discussed me with the LGBT-related issues.	.828
11	My siblings mostly hold positive attitude toward the LGBTs.	.755



No.	Items	Factor loadings
12	In my school stage, I was ever curious about the LGBT-related issues.	.751
13	In my school stage, I had ever discussed the LGBT-related issues with my classmates.	.741
14	In my school stage, teachers had ever discussed gender diversity issues with us.	.739
15	In my school stage, teachers were fair to treat the LGBT-oriented students.	.703
16	I had ever watched the LGBT-related operas or movies.	.695
17	I had ever collected the LGBT-related reports actively.	.672
18	The public reports are helpful for me to understand the LGBT-related issues.	.664
19	My attitude toward the LGBTs tend to be positive through the public reports.	.642
20	I can accept to be good friends with LGBT.	.631
21	I can accept that the ones with same gender to express appreciation to me.	.624
22	I don't mind people realize that I have LGBT friends.	.622
23	I can accept that my family is LGBE.	.616
24	I won't mind if people think I am LGBT.	.559
25	I will be pleased to agree if my LGBT friends ask me to go shopping.	.525
26	It is acceptable for me to see the closed action between the LGBTs.	.503
27	If I found my students are LGBT-oriented, I will face the fact positively.	.526
28	If I found my kids are LGBT-oriented, I will face the fact positively.	.645
29	I am willing to conduct the LGBT-related instructional activities.	.591
30	I support the LGBTs to conduct parade activity to go for their rights.	.661
31	I am willing to understand more related things about the LGBTs.	.586
32	If the LGBTs confront difficulties, I am willing to give them a hand.	.780
33	I am willing to take part in the LGBT-related workshops.	.844
34	If the LGBTs are sneezed, I am willing to speak words for them.	.849
35	I think the LGBTs are the same as the heterosexuality, have the rights to select their love.	.763
36	I think the normal same-married family has the right to adopt children.	.851
37	I think the LGBTs are appropriate to be teachers.	.776
38	I think students should be taught to respect the LGBTs' rights.	.533
39	I think the contents of the present courses are fair to gender diversity.	.819
40	I think it is very important to educate teachers to be respectful to the LGBTs.	.798



3. RELIABILITY ANALYSIS

In order to ensure the reliability and validity of the questionnaire, the study employed Cronbach's α to confirm the instrument reliability. In general, the entire scale reliability coefficient should be greater than 0.7; the internal consistency of each factor should be at least above than 0.6, then the internal consistency could be confirmed (Fornell & Larcker, 1981). The reliability coefficient of "personal experience" construct is 0.822; "affection" construct is 0.928; "behavior" construct is 0.882; "cognition" construct is 0.778; the entire scale reliability

coefficient is 0.952, this reflects that the internal consistency of the scale is quite good, which is presented as Table 2. On the other hand, in terms of Alpha value if item deleted, the coefficients distributed from 0.949 to 0.956, though there are six items (item no. 7, 9, 14, 15, 16, 39) presented slightly higher alpha value than that of the scale value, but do not have impacts on the scale alpha value, therefore, the items are all kept for further investigation.

Table 2 Reliability of the questionnaire

Constructs	Items	Alpha value if item deleted	Construct reliability coefficients		
Personal experiences	6. My father had ever discussed me with the LGBT-related issues.	.952	.822		
	7. My father holds positive attitude toward the LGBTs.	.954			
	8. My mother had ever discussed me with the LGBT-related issues.	.951			
	9. My mother holds positive attitude toward the LGBTs.	.953			
	10. My siblings had ever discussed me with the LGBT-related issues.	.952			
	11. My siblings mostly hold positive attitude toward the LGBTs.	.950			
	12. In my school stage, I was ever curious about the LGBT-related issues.	.952			
	13. In my school stage, I had ever discussed the LGBT-related issues with my classmates.	.951			
	14. In my school stage, teachers had ever discussed gender diversity issues with us.	.954			
	15. In my school stage, teachers were fair to treat the LGBT-oriented students.	.953			
	16. I had ever watched the LGBT-related operas or movies.	.953			
	17. I had ever collected the LGBT-related reports actively.	.951			
	18. The public reports are helpful for me to understand the LGBT-related issues.	.952			
	19. My attitude toward the LGBTs tend to be positive through the public reports.	.951			
	20. I can accept to be good friends with LGBT.	.950			
	21. I can accept that the ones with same gender to express appreciation to me.	.951			
	22. I don't mind people realize that I have LGBT friends.	.950			
	Affection	23. I can accept that my family is LGBE.		.949	.928
		24. I won't mind if people think I am LGBT.		.950	
	25. I will be pleased to agree if my LGBT friends ask me to go shopping.	.950			



	26. It is acceptable for me to see the closed action between the LGBTs.	.950	
	27. If I found my students are LGBT-oriented, I will face the fact positively.	.950	
	28. If I found my kids are LGBT-oriented, I will face the fact positively.	.951	
	29. I am willing to conduct the LGBT-related instructional activities.	.950	
	30. I support the LGBTs to conduct parade activity to go for their rights.	.950	
Behavior	31. I am willing to understand more related things about the LGBTs.	.950	.882
	32. If the LGBTs confront difficulties, I am willing to give them a hand.	.951	
	33. I am willing to take part in the LGBT-related workshops.	.951	
	34. If the LGBTs are sneezed, I am willing to speak words for them.	.952	
	35. I think the LGBTs are the same as the heterosexuality, have the rights to select their love.	.950	
	36. I think the normal same-married family has the right to adopt children.	.951	
	37. I think the LGBTs are appropriate to be teachers.	.949	
Cognition	38. I think students should be taught to respect the LGBTs' rights.	.950	.778
	39. I think the contents of the present courses are fair to gender diversity.	.956	
	40. I think it is very important to educate teachers to be respectful to the LGBTs.	.951	
Scale Alpha value= .952			

4. CONCLUSION

Based on the contents reported in Table 1 and 2, the results show that the reliability and validity of the instrument are both quite good and acceptable, which indicate that the questionnaire is firmly beneficial for further understanding elementary school teachers' attitude the LGBTs. It is because elementary school stage is the one that have critical impacts on the value of people; it is pretty meaningful for the public to deeply understand the attitude of elementary school teachers' toward the LGBTs in such an advanced era.

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