The *Bitara* Values Inventory

Ahmad Jazimin Jusoh, Othman Lebar, Mohd Nasir Bistamam
Syed Sofian Syed Salim, Mohamad Aziz Shah Mohamad Arip,
Taqudin Abdul Mukti, Napisah Kepol, Samsiah Mohd Jais, Rasyidi Johan

Universiti Pendidikan Sultan Idris

Abstract

This paper reports on a study in which an inventory was developed to measure the extent to which the academic staff of a university upheld the shared values of the university. It describes the developmental process of the inventory and the procedure for verification of the validity and reliability of the instrument. The survey was chosen as the research method. The inventory consisted of two main constructs which were the practice and perception of the shared values, referred to as the Bitara values at the university. Each main construct consisted of six sub-constructs, namely, integrity, professionalism, teamwork, customer orientation, concern for the welfare of others, and creativity and innovation. The research questions inquired about the validity and reliability of the newly constructed inventory and how far the academic staff in UPSI had understood, assimilated and practiced the Bitara values after having attended the Bitara Values Course. The newly developed inventory underwent a series of validity and reliability tests. The findings showed strong validity and reliability of the instrument. Based on these results, some suggestions are offered.

***Key word*s** *Bitara Values Inventory, practice construct, perception construct, validity, reliability*

INTRODUCTION

Bitara means being unique, prestigious, incomparable and outstanding. According to Kamus Dewan, *Bitara* means 'unrivaled' or being 'the only one'. The UPSI Bitara Programme was first introduced to every employee in Universiti Pendidikan Sultan Idris (UPSI) in June 2006. Noor Shah (2007) reported that the Vice Chancellor of UPSI had pointed out in a special speech for 2004-2005 that an excellent staff and good values cannot be separated as had been stressed in the Inculcation of Islamic Values in Administration Policy (1985), Milestone 12, National Integrity Plan (PIN, 2004), and the Accountability and Integrity Management System (SPAI).

The UPSI *Bitara* Programme, especially through the *Bitara* Values Course, has brought awareness of the importance of the six work or corporate culture values and the 24 descriptors of the values among the academic staff of UPSI. According to Noor Shah (2007), the Executive Management Board of the university, had approved the six work culture values on 23 April, 2006. These values were integrity, professionalism,

team spirit, customer orientation, concern for the welfare of others, and creativity and innovation. Generally, a value is a means to assess a person's moral or social position. According to Haili (2010), a value serves as a base to determine what is to be challenged, discussed, changed or sustained. It is a reference to resolve any conflict, to reach a decision and to control behaviour.

The six *Bitara* values consist of several descriptors which describe each value as follows:

Bitara Values	Descriptors
Integrity	Trust Transparent Accountability Fair
Professionalism	Commitment Love of knowledge Competent Ethical
Team spirit	Agreement Objective focus Respect Proud of UPSI
Customer orientation	Responsive Proactive Friendly Quality
Concern for the welfare of others	Empathy Appreciation Environment effort Opportunity to advance
Creativity and innovation	Continuous improvement Added value Compete for opportunities Creative

During the *Bitara* Values Course, the values are introduced through various activities which are aimed at creating awareness and understanding of the values among employees of the university.

INSTRUMENT DEVELOPMENT

This study drew on the literature describing the development of instruments for measuring qualitative concepts and studies on work values. Studies on instrument development included Ezhar Tamam, et. al. (2005) which described the development of

an instrument to measure employee integrity among 2530 staff from various faculties and job categories at a Malaysian public university. The authors assessed the quality of the instrument called *Inventori Nilai Integriti* (Integrity Inventory) by running several tests of validity and reliability on it. The tests included the Kaiser-Meyer-Olkin and Bartlett tests, factor analysis and Pearson correlation analysis.

Beycioglu and Aslan's (2010) study, for example, developed a scale to measure the perceptions and expectations of teachers and administrators on teacher leadership behaviours. They consulted the service of experts, inspectors, teachers, and school administrators in order to assess the quality of the items in their instrument and establish its validity. They measured the perceptions of 317 elementary school teachers and administrators in the city of Hatay. Construct validity was analysed using the Kaiser-Meyer-Olkin and Bartlett tests. Exploratory factor analysis and item-total correlations were also conducted to confirm validity. Reliability was measured using Cronbach's alpha and test-retest correlation coefficients.

In order to test the psychometric value of the 2008 North Carolina Teacher Working Conditions (TWC) Survey, Moir (2008) carried out assessments of validity and reliability of the survey. She tested three types of validity: content, construct and predictive. Construct validity was established by conducting factor analysis of the five theoretical constructs on which the survey was based. The reliability of the survey was established by testing the internal validity of the five constructs using Cronbach alpha.

Ezhar's et. al. (2005), Beycioglu and Aslan's (2010) and Moir's (2008) studies obtained high values for the tests that they conducted to establish the validity and reliability of their instruments. This led them to conclude that their instruments were valid and reliable. The three studies show that assessing the accuracy of a survey instrument through which data will be collected is an important step in the development of the instrument. This step primarily involves testing the validity and reliability of the instrument (Litwin, 2003).

WORK VALUES

Studies focused on work values have shown how congruence between individual and organizational values has implications for organizational wellbeing. Chatman (1991) who investigated person-organisation fit among 171 entry level auditors in eight American public accounting firms found that the extent to which the auditors' values match the organisations' values is related to how well they adjust to the organization and their satisfaction level.

Employees' work values have also been shown to correlate with employee practice and organisational performance. A survey conducted by Ismail (2012) on the UPSI *Bitara* values showed how the six values (integrity, professionalism, team spirit, customer orientation, concern for the welfare of others, and creativity and innovation) had a significant relationship with work commitment. The sample respondents were employees of UPSI who had attended the Bitara Values Course offered by the university.

Rahnama, Mousavian, Alaei and Maghvan (2011) studied the relationship between employee creativity and employer effectiveness in educational organizations in East Azerbaijan and Ardabil provinces. 297 employees from 29 offices in Azerbaijan and

17 offices in Ardabil were selected for the study. The authors reported that there was a significant relationship between employee creativity and employer effectiveness. A comparison of the results between the two districts did not show any significant differences.

Bulent and Adnan (2011) studied the relationship between employee satisfaction and customer orientation and organisational culture in the context of metal-works organisations. The study involved 578 metal-works employees. The authors' findings showed that the variance for organisational culture was dependent on employee satisfaction and customer orientation. These findings were supported by Safi, Jamal and Ahmad (2011) who found a significant correlation between organisational culture and employee satisfaction in their study on the relationship between the two factors in nongovernment organizations and government development programmes in Pakistan.

Prior to this study, there had not been any instrument to measure how far the Bitara values course had succeeded in inculcating the shared values among the staff in UPSI. Since the course is made compulsory to every staff and has been conducted on a regular basis since 2006, it is imperative that some kind of assessment be made on its effectiveness. The implementation of such a programme has implications, both productively and financially on the university. The study was conducted based on this premise. The *Bitara* Values Inventory was an instrument created during the study for the purpose of measuring how far the academic staff of the university had understood, assimilated and practised the *Bitara* values after having attended the *Bitara* Values course.

AIM AND OBJECTIVES OF THE STUDY

The aim of the study was to measure the extent to which the academic staff at UPSI had understood, assimilated and practised the Bitara values after attending the *Bitara* Values Course. In order to achieve this aim, an important objective of the study was to produce a valid and reliable inventory which would serve as the measuring tool. The research questions inquired about the validity and reliability coefficient values of the inventory and the mean values for the *Bitara* values as held by the academic staff in the study. This paper focuses on the results pertaining to the research questions inquiring about the validity and reliability coefficient values of the inventory only.

RESEARCH METHODODOLOGY

The study employed a descriptive research methodology using a survey to collect data. According to Sidek (2005), the descriptive method is used to give a systematic explanation about the facts and features of certain populations or fields.

Sampling

Purposive sampling was used to identify the samples. Since the inventory developed was intended to measure how far the *Bitara* values had been practiced and assimilated

by the UPSI staff who had attended the *Bitara* Values Course, it was decided that the samples would be all the academic staff who had attended the course. Sampling was limited to the academic staff as it was felt that there was more urgency in determining the extent to which they upheld the *Bitara* values compared to the non-academic staff. This was because the extent to which the values were upheld by the academic staff had a more far-reaching effect as the academic staff were the main contributors to the core business of the institution as a specialized university of education and they held the role of educators to future educators.

The Phases in the Study
The study was carried out in three phases.

The First Phase

The study started by reviewing the literature containing information about the *Bitara* values. Circulars and resources regarding the UPSI Bitara Values Programme from the Human Resource Department were examined. The purpose of the literature review was to identify and define the constructs relevant to the *Bitara* values.

The next step involved the construction of the content of the inventory. 256 items were constructed and organized under two main constructs: practice (131 items) and perception (125 items). These two main constructs contained six sub-constructs encompassing the six *Bitara* values adopted as the university's corporate work values.

Once the inventory was in place, the process of ensuring its validity and reliability was initiated. Face validity was verified by re-examining the items constructed from the language and contextual perspectives. Gay, Mills & Airasian (2006) stated that content validity can be determined by performing a thorough and systematic investigation on a test's content in order to make sure that it contains the behaviour that represents a specific domain to be tested. This procedure was carried out in this study by examining the items against the 24 descriptors of the *Bitara* values to ensure that they were appropriately reflected and included in the two main constructs and six sub-constructs. This was followed by engaging the help of five experts who were academicians at the rank of Professor in UPSI to evaluate the items and constructs in order to verify the validity of the inventory. Following the results of the evaluation by the experts, the items were reconstructed where necessary based on their comments.

The inventory was then piloted as a questionnaire in order to measure the instrument coefficient reliability. The questionnaire was distributed to 80 respondents comprising the academic staff in the university. 40 questionnaires were completed and analyzed.

The Second Phase

Based on the analysis and results of the first questionnaire, a second questionnaire, which was a refined version of the first one, was constructed and distributed to 100 academic staff who were located in each of the nine faculties in the university. 69 questionnaires were completed and analyzed. The second questionnaire administered contained all the significant items identified in the third phase of the study (items in which the alpha value, 'alpha if item deleted', is less than the 'standardized item alpha'

value). There were 120 items altogether, with 60 items in the practice construct and 65 items in the perception construct.

The Third Phase

The third phase of the study was the final phase in which the questionnaire was redistributed as a complete and tried questionnaire. The paper questionnaire was converted to an electronic version and was redistributed online to 407 academic staff. In order to encourage more participation from the targeted respondents, two reminder notes were programmed into the questionnaire. 303 respondents completed the questionnaire. The results from this phase of the study provided the final answers to the research questions that inquired about the validity and reliability of the newly constructed inventory and how far the academic staff in UPSI had understood, assimilated and practised the *Bitara* values after having attended the *Bitara* values course.

Data Analysis

In all the three phases of the study, data were analysed using SPSS Version 16.0. The reliability of the instrument was verified using Cronbach's alpha to calculate the coefficient value of reliability. The study referred to the basic reliable value of questionnaires proposed by Kerlinger (1979) in which questionnaires with an *alpha* value of more than .6 at the significant level of .05 are considered as accurate evaluation.

RESULTS AND DISCUSSION

The results of the analysis of the data obtained during the three phases of the study are presented in sequence according to the phase of study and the main constructs measured. This will be followed by a discussion of the results.

The First Phase
The Practice Construct

The overall results in this phase of the study to examine the reliability of the *Bitara* values practice items showed an *alpha* value of .9573 for the 131 items in the questionnaire. 34 items were removed from the 131 items, hence, the standardized item alpha value obtained was .961 and the alpha value was .964. As shown in Table 1, the creativity and innovation sub-construct had been found to be the most significant practice value with an alpha value of .932.

Table 1 Reliability Coefficient for the Practice Construct

Sub-Construct	Alpha Value	Number of Items
Integrity	.822	19
Professionalism	.833	21
Team Spirit	.828	19
Customer Orientation	.835	35
Concern for the Welfare of Others	.878	17
Creativity and Innovation	.931	19

The Perception Construct

The overall result for the 125 items in the perception construct obtained an *alpha* value of .945. As shown in Table 2, the sub-construct 'concern of members' welfare' had the highest value of .938 while integrity had the lowest value at .644.

Table 2 Reliability Coefficient for the Perception Construct

Sub-Construct	Alpha Value	Number of Items
Integrity	.645	25
Professionalism	.802	21
Team Spirit	.532	20
Customer Orientation	.931	19
Concern for the Welfare of Others	.938	20
Creativity and Innovation	.822	20

The Second Phase

The Practice Construct

Overall, the alpha value for the 60 practice items was .847. None of the 60 practice items had to be removed because the alpha values for all the six *Bitara* values in this construct were significant and high. As shown in Table 3, integrity was the most significant practice value with an *alpha* value of .854.

Table 3 Reliability Coefficient for the Practice Construct

Sub-Construct	Alpha Value	Number of Items
Integrity	.854	10
Professionalism	.836	10
Team Spirit	.817	10
Customer Orientation	.824	12
Concern for the Welfare of Others	.801	8
Creativity and Innovation	.787	10

Ahmad Jazimin Jusoh, Othman Lebar, Mohd Nasir Bistamam, Syed Sofian Syed Salim, Mohamad Aziz Shah Mohamad Arip, Taqudin Abdul Mukti, Napisah Kepol, Samsiah Mohd Jais & Rasyidi Johan

The Perception Construct

The overall *alpha* value for the 65 items in the perception construct was .865. As shown in Table 4, the integrity sub-construct had the highest value of .871, while customer orientation had the lowest value of .833.

Table 4 Reliability Coefficient for the Perception Construct

Sub-Construct	Alpha Value	Number of Items
Integrity	.871	10
Professionalism	.835	10
Team Spirit	.834	10
Customer Orientation	.833	14
Concern for the Welfare of Others	.843	11
Creativity and Innovation	.834	10

Overall, the results of the reliability test showed that all the items in the Bitara values inventory were significant and of high value.

The Third Phase
The Practice Construct

For this stage, the alpha value for the 60 items in the practice construct was .961. No item was deleted as all the alpha values for the six sub-constructs were significant. As shown in Table 5, customer orientation was the most significant practice value among the respondents with an alpha value of .914.

Table 5 Reliability Coefficient for the Practice Construct

Sub-Construct	Alpha Value	Number of Items
Integrity	.659	10
Professionalism	.880	10
Team Spirit	.888	10
Customer Orientation	.914	12
Concern for the Welfare of Others	.829	8
Creativity and Innovation	.881	10

The Perception Construct

Under the perception construct, the overall alpha value for 65 items was .962. The most significant value, .920 was obtained for the customer orientation sub-construct while the lowest apha value, .705 was obtained for the integrity sub-construct.

Table 6 Reliability Coefficient for the Perception Construct

Sub-Construct	Alpha Value	Number of Items
Integrity	.705	10
Professionalism	.881	10
Team Spirit	.848	10
Customer Orientation	.920	14
Concern for the Welfare of Others	.889	11
Creativity and Innovation	.869	10

DISCUSSION AND CONCLUSION

This study has produced the *Bitara* Values Inventory which has undergone validity and reliability tests to determine the extent to which it can be used to measure UPSI academic staff's practice and perception of the *Bitara* values that they were expected to practice and uphold as members of the institution. The validity measures taken ensured that the content of the instrument contained items that were appropriate and properly represented the *Bitara* values subconstructs. The panel of experts engaged provided feedback that was necessary for the improvement of the content of the inventory.

The results from the three phases of the study showed that the alpha values of the sub-constructs were consistently high. All the values obtained for the subconstructs in this study obtained values of above 0.7, the minimal value for a correlation coefficient to be considered as good (Litwin, 2003). According to Sidek (2005), a value above .85 indicates that the construct measured contains items of quality. The consistently high values across the phases indicated that the *Bitara* Values Inventory was reliable and could be used to measure the extent to which the academic staff practiced and perceived the Bitara values which were upheld as the corporate values in the university. The authors of the studies reviewed earlier in this paper, Ezhar's et. al. (2005), Beycioglu and Aslan's (2010) and Moir's (2008), also drew the conclusion that their instruments were reliable based on the high alpha values obtained from them.

In the context of this study, developing an instrument to measure the extent to which the university academic staff have understood and assimilated the *Bitara* values is a worthwhile effort as the values make up the core of the organisational culture of the university. They are the means through which the identity of the university is portrayed. Research has shown that employees who share the same values as the organization in which they work are happier, more satisfied and tend to remain at the organization longer (e.g. Chatman, 1991; Bulent & Adnan, 2011). The *Bitara* Values course is an effort at encouraging this match. However, this effort can be enhanced by the existence of an instrument with which to measure the employees' uptake of the course. The results from the use of the instrument should be able to guide the administrators to provide the necessary activities that can help the employees to improve their perceptions and practice of the *Bitara* values.

The results of this study and the experience gained form it lead to several recommendations:

1. A useful follow-up study should focus on the effectiveness and the weaknesses of the *Bitara* values course for UPSI staff. This would enable further improvement of the course.
2. The inventory can serve as a useful reference for researchers to further investigate the *Bitara* values and their applicability in the education circle.
3. There should be a greater and more varied research sample in subsequent studies involving respondents from local schools and universities to test the inventory's applicability in a wider educational context.
4. Subsequent studies can be focused on specific educational contexts, for example, the school context in which teachers, principals and senior assistants from fully government-aided schools, private schools, normal day schools, boarding schools, state religious schools, federal religious schools and technical schools, can be involved so as to evaluate the practicability of the *Bitara* values from the wider perspective of school management.

REFERENCES

Aydin, B. & Ceylan, A. (2011). What is the joint effect of employee satisfaction and customer orientation on the organizational culture in metalworking manufacturing?, *Journal of Human Resource Management*, *22*(5), 1203–1215.

Beycioglu K. & Aslan B. (2010).Teacher Leadership Scale: A validity and reliability study. *Elementary Education Online, 9*(2), 764–775.

Chatman, J. A. (1991). Matching people and organizations: Selection and socialization in public accounting firms, *Administrative Science Quarterly, 36*, 459-484. Retrieved from http://faculty.haas.berkeley.edu/chatman/papers/34MatchingPeople Orgs.pdf

Ezhar Tamam, Jamiah Manap, Azimi Hamzah, Sidek Mohd. Noah, Amini Amir Abdullah, Nurizan Yahya, Halimah @ Alma Othman dan Hanina Halimatusaadiah Hamsan. (2005). *Inventori Nilai Integriti (InNI): Kesahan dan Kebolehpercayaan*. Paper presented at "Seminar Membangun dengan Nilai-Nilai Murni" on 25 June, 2005 at Auditorium Kompleks Perdana Siswa, Universiti Melaya.

Gay, L. R., Mills, G. E. dan Airasian, P. (2006). *Educational research*. Eight Edition. Upper Saddle River, NJ: Pearson.

Haili Dolhan. (2010). *Kursus Perguruan Lepas Ijazah Sekolah Rendah (KPLI SR)*: *Modul Pendidikan Moral*. Kementerian Pelajaran Malaysia.

Ismail bin Man. (2012). *Hubungan Kursus Bitara dengan komitmen kerja dalam kalangan kakitangan Universiti Pendidikan Sultan Idris*. Master's thesis, Pengurusan Pembangunan Manusia, UPSI.

Kerlinger, F.N. (1979). Foundations of behavioral research. Second Edition New York: Holt Rinehart & Winston.

Litwin, M. S. (2003). *How to assess and interpret survey psychometrics*. Second Edition. Thousand oaks: SAGE Publications.

Moir, E. (2008). *Validity and reliability of the North Carolina Teacher Working Condition Survey*. Retrieved on August 30, 2012 from http://ncteachingconditions.org/sites/default/files/attachements/validity andreliability.pdf.

Noor Shah Saad. (2007). *Program pembangunan modal insan dalam Universiti Sultan Idris (BITARA): Konsep, pelaksanaan, dan persepsi amalan staf bukan akademik.* Paper presented at "Persidangan Pengajaran dan Pembelajaran di Peringkat Pengajian Tinggi", 12-14 December, 2007 at The Palace of Golden Horses, Seri Kembangan, Selangor.

Rahnama, A., Mousavian, S. J., Alaei, A. & Maghvan, T. S. (2001). The survey of relationship between creativity of staffs and organizational effectiveness: Case study of the East Azarbaijan Province and Ardebil Province Education, *Journal of Business and Management Research,* 1(6), 97–104.

Safi, S. H., Jamal, W. Ahmad, S. (2011). A study of employee satisfaction in terms of organizational culture, *African Journal of Business* Management, 5(34), 13309–13315.

Sidek Mohd Noah. (2005). *Pengujian dan Penilaian Kaunseling- Teori dan Aplikasi.* Serdang: Ampang Press Sdn Bhd.