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- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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STANDARDIZATION OF PERCEIVED PROFESSIONAL SUCCESS SCALE FOR POLICE PERSONNEL

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ABSTRACT

The aim of this paper is to develop a scale for Perceived Professional Success for Indian Police Personnel. Charles Horton Cooley (1902) used the idea of looking-glass self which implies that we always imagine what others think about us, and what we think, they think about us affects our own self-evaluation. This theory was used as a base for preparing the test. The scale was administered on 400 Police Personnel including 160 middle level police officers and 240 lower level police officers. Statistical techniques like correlation, factor analysis and Cronbach alpha reliability were used to standardize the scale. The scale's reliability, validity and norms too were established. This scale is expected to help in understanding their perceived professional success.

KEYWORDS

perceived professional success scale, reliability, factor analysis and norms.

INTRODUCTION

Perception may be understood as the study of how body and mind cooperate in establishing our awareness of the external world. We select process, interpret, and act upon information from our social environment is based on social cognition. Social cognition is to understand how social objects are represented within the cognitive system. We learn a great deal about ourselves as a result of social interaction. The process of perceiving what we are like, and feeling that we are good or bad on the basis of what other people think of us, has been called reflected appraisal (Gergen 1971). It is one of the most important processes affecting our self concept. Looking glass self theory refers to the idea that how we appraise ourselves reflects, or mirrors, how others appraise us. Charles Horton Cooley (1902) used the idea of looking-glass self which implies that we always imagine what others think about us, and what we think, they think about us affects our own self-evaluation. George Herbert Mead (1934) said that we pay close attention to the opinion of us that is implied in the behaviour of 'significant others' that is important other people, such as parents and friends. Felson (1989) said that imagined appraisals of parents do affect self-appraisals, even though these imagined or reflected appraisals are frequently inaccurate i.e. what we imagine our parents and significant others think of us may not be what they actually think. People are motivated to see themselves in a good light as we all have self-serving bias.

PERCEIVED PROFESSIONAL SUCCESS

Perceived Professional Success refers to perception by others including oneself about one's accomplishment and work behaviors. The dynamics of perceptual process is contingent upon professional success of role partners in the given situations (Jones, E.E., Goethals, G.R., Kennington, G.E. and Severance, L.J. (1972)). The scale is thus designed to know about one's own perception and of others including colleagues, seniors, subordinates, the general public and other stake holders. In police performance appraisals though confidential reports viewed as measures of professional success. This success is based on the achievement of set objectives like knowledge of law, police rules, procedures, knowledge about area, attitude to work, initiatives to learn, decision making, handling unforeseen, ability to inspire oneself and others, communication skills, interpersonal relations, teamwork, public relations, attitude towards weaker sections of society, maintaining communal harmony, police welfare etc. These parameters are important to measure professional success of police personals.

PERCEIVED PROFESSIONAL SUCCESS SCALE

Four stages of scale development (Schwab, 1980) include:

- Defining the theoretical construct to be measured.
- Item generation: this stage involves creating items (item writing and item editing) that are to be used to measure the construct.
- Scale development: In this step the response format of the items, as well as the manner in which the items are combined to form the scale, is decided. Scale development consists of collecting data with the use of a preliminary form and analysing the data in order to select items for a more final form.
- Scale evaluation: In this stage the psychometric properties (reliability and validity) of the scale is tested.

ITEM GENERATION

The item generation based on the philosophy of Charles Horton Cooley's (1902) idea of looking-glass self which implies that we always imagine what others think about us, and what we think, they think about us affects our own self-evaluation.

To develop items to measure Perceived Professional Success, several specific examples of such behaviors were generated taking cues from existing scales and literature related to perceived success. Skilful interviewing can elicit a wide range of statements about the variable in question (Dawis, 1987). To generate items for the purpose of developing the Perceived Professional Success Scale, several group discussions and interviews were conducted with police officers, professors and some research scholars. The items generated by these professionals were combined with those generated from review of literature and existing scales. While editing the items, the utmost care was taken to avoid double-barrelled questions, non-monotonic questions and question using any jargons. The combined pool thus generated consisted of 36 items. To avoid useless data and other problems the scale was given to 5 high level police officials and 5 police administration experts. 26 items were selected for the final scale. The instructions, scoring key, time limits and response patterns were decided for the administration of the scale.

ASSESSMENT OF VALIDITY

To assess the construct validity of the combined pool of items generated, these items were presented to 15 judges (consisting of police officers, professors, and Ph.D. scholars) along with the definition of Professional Perceived Success. These judges were, therefore, requested to respond whether the items in the following scale belong to the construct of Perceived Professional Success or not and the responses were recorded in yes or no format.

On the basis of the above responses, those items were included in which 90% of the judges were of the opinion that the item belonged to the construct of Perceived Professional Success.

PRE-TESTING OF SCALE

The scale was pre-tested to assess the meaningfulness of dimensions and to find out response differentiation on each item in the scale. A pilot study was conducted on 50 police personnel. Out of 50 police personnel, 25 were middle level police officers and 25 were lower level police officers. Dy. SPs, SPs, and SSPs were included in middle level police officers and Inspectors, Sub Inspectors, ASIs, and lower subordinates were included in lower level police officers.

The perceived professional success scale having 26 items was given to 50 subjects to rate each item on a 5-point scale. Subjects were requested to respond in a manner that would best express their reactions to particular items. The items were scored according to the already decided pattern i.e. 1 mark for negligibly successful, 2 for somewhat successful, 3 for reasonably successful, 4 for substantially successful and 5 marks for remarkably successful. Subjects were also asked to report freely about their understandability of items and the need for modifications, if any. The data on 50 subjects were analysed using inter-item correlation and factor analysis. The reliability coefficients were found in terms of Cronbach Alpha.

ORGANIZATION OF FINAL STUDY

After due modifications, based on the result of the pilot study, the final data collection was conducted. The scales were administered to the 400 police personnel, 160 middle level police officers and 240 lower level police officers.

PROCEDURE

The scale was administered by the researcher personally. Subjects were given sufficient time to respond to the scale. Whenever, it was wanted, possible explanations were given regarding the purpose and nature of the study. Respondents were helped individually, whenever they had doubts. Subjects were allowed to take their own time but were asked to respond to all the items. Before administering the scale, the following general instructions were given to the respondents:

CONFIRMATORY FACTOR ANALYSIS

To minimize error variance a confirmatory factor analysis was done on the larger sample (N=400). Principal component analysis and varimax rotation methods were used to identify the underlying factors in the scale. The item total correlation matrix for the perceived professional success scale is presented in Table 1. The relationship suggested that each item independently contributed to total scale and thus, provided the evidence of reliability of each item and reliability of the scale.

Table-2 included the results of factor analysis of perceived professional success Scale, which resulted in 6 factors explaining 72.67% of the total variance.

Factor 1 (Personal Competence)

The factor contained 6 items focusing on the degree to which one is professionally successful in one's own view, in the views of colleagues, seniors and subordinates. The items falling in this factors are also related to how one rate his or her personality strengths, values, habits, attitudes and knowledge as a successful professional. The factor explained 41.515% of variance and has been identified as Personal Competence (Cronbach alpha = 0.8845).

Factor 2 (Professional Competence)

Professional competence factor accounted for 9.477% of variance and contained items about rating one's experience, abilities, professional networking and skills as a successful professional. The items related to respondent's perception about their effectiveness in maintaining communal harmony and persuading their seniors about the work plans. The factor identified as Professional competence contained of 6 items. (Cronbach alpha = 0.88).

Factor 3 (Future Success)

This factor contained 5 items like thinking about progress of their career in future, future attainment of success, evaluation by seniors, general public etc. The factor was primarily concerned with success in one's career in future. It explained 6.354% of variance (Cronbach alpha = 0.79).

Factor 4 (Insight)

The factor explained 5.79% of the variance and contained 2 items on the degree to which they had successfully investigated the crime. (Cronbach alpha = 0.78).

Factor 5 (E.Q.)

E.Q. factor contained 3 items on the degree to which the respondents thinking about their successfulness in taking correct decisions, ability to motivate and getting the support from subordinates and colleagues, and protecting and addressing the problems of weaker sections of society. It explained about 4.95% of the variance. (Cronbach alpha = 0.73).

Factor 6 (Mentoring)

This factor contained 4 items rating oneself on physical fitness, relations with public, welfare of juniors and as a mentor and learner. It explained about 4.57% of the variance. (Cronbach alpha = 0.75).

The reliability of the perceived professional success scale was 0.93 by using Cronbach alpha.

NORMS

The norms for the Perceived Professional Success Scale were established as shown in table -3. For the Perceived Professional Success, who score above 111 on this scale have high perceived professional success and those who score below 45 have very low perceived professional success. The respondents who score between 66 and 90 have an average perceived professional success. Norms were also established for each factor given in table -3.

Item 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

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3. .51".25".36".50".22".39".52".42".22".53".56".52".53".52".-00.32".26".11".22".38".37".13".31"

4. .45".39".52".33".40".49".49".24".29".48".32".29".07".32".24".00.16".28".31".22".24"

5.	.45".33".44".40".32".54".63".51".53".50".40".48".10".33".36".19".15".21".42".25".25"

6.	.73".67".44".36".55".55".52".48".51".57".64".04".40".33".17".41".53".46".34".27"

7.	.60".28".53".56".45".52".36".59".55".51".-12".18".26".06".40".33".37".15".22"

8.	.29".32".37".66".46".51".64".50".61".04".23".08".00.43".41".21".-14".12"

9.	.35".51".27".28".34".42".45".36".11".36".42".46".07".40".16".31".07"

10.	.49".38".52".56".53".59".47".08".35".50".24".51".34".48".09".38"

11.	.36".41".37".51".45".36".21".41".64".45".40".34".19".34".32"

12.	.51".60".47".42".45".08".42".21".13".38".43".46".11".12"

13.	.74".50".65".66".11".11".34".17".12".25".38".18".40"

14.	.68".77".73".21".30".30".24".45".43".62".08".53"

15.	.64".67".21".31".23".14".49".40".45".00.32"

16.	.73".14".20".33".23".35".37".43".13".47"

17.	.09".31".27".11".33".29".54".03".44"

18.	.15".35".14".13".15".05".02".26"

19.	.37".42".45".56".40".33".29"

20.	.57".36".34".37".44".44"

21.	.36".43".21".45".23"

22.	51".48".16".43"

23.	44".24".25"

24.	32".49"

25.	20"

26

Items	Component						
	1	2	3	4	5	6	Communalities
Item 1	.575	.340	.096	.564	.059	.176	.798
Item 2	.246	.406	.097	.725	.274	-.024	.827
Item 3	.072	.476	.698	.109	.032	.089	.722
Item 4	.164	.090	.789	.062	.095	.133	.639
Item 5	.713	.200	.190	.014	.349	-.044	.697
Item 6	.620	.149	.305	.281	.188	.282	.708
Item 7	.407	.148	.508	.500	-.037	.126	.835
Item 8	.779	.016	.201	.298	-.285	.253	.868
Item 9	.348	-.061	.586	-.030	.434	.092	.670
Item 10	.118	.450	.490	.349	.047	.261	.633
Item 11	.326	.007	.435	.603	.414	.087	.856
Item 12	.807	.165	.004	.055	.083	.305	.763
Item 13	.531	.583	.268	.164	.143	-.211	.750
Item 14	.527	.718	.174	.111	.010	.171	.901
Item 15	.507	.328	.462	.260	-.164	.253	.686
Item 16	.437	.567	.352	.285	.021	.031	.728
Item 17	.555	.575	.291	.128	-.063	.085	.752
Item 18	.016	.119	.001	.087	.046	.832	.365
Item 19	.180	.097	.220	-.021	.362	.678	.679
Item 20	.041	.236	.161	.479	.617	.129	.794
Item 21	.035	.049	-.016	.243	.663	.321	.666
Item 22	.119	.265	-.033	.539	-.014	.713	.882
Item 23	.264	.122	.252	.022	.190	.733	.698
Item 24	.243	.678	.071	-.050	.216	.440	.720
Item 25	.005	.108	.087	.008	.836	.112	.570
Item 26	-.047	.724	.037	.290	.170	.165	.688
Variance (%)	41.515	9.477	6.354	5.799	4.951	4.576	72.672

<i>Description of scores</i>	<i>Total score on PPS</i>	<i>Score of Factor 1</i>	<i>Score of Factor 2</i>	<i>Score of Factor 3</i>	<i>Score of Factor 4</i>	<i>Score of Factor 5</i>	<i>Score of Factor 6</i>
Very High PPS	111 to 130	26 to 30	26 to 30	22 to 25	10	16 to 18	18 to 20
High PPS	91 to 110	21 to 25	21 to 25	18 to 21	8 to 9	13 to 15	15 to 17
Average PPS	66 to 90	16 to 20	16 to 20	13 to 17	6 to 7	9 to 12	10 to 14
Low PPS	46 to 65	11 to 15	11 to 15	9 to 12	4 to 5	6 to 8	7 to 9
Very Low PPS	26 to 45	6 to 10	6 to 10	5 to 8	2 to 3	3 to 5	4 to 6

The perceived professional success scale for Indian police which is based on the philosophy of Charles Horton Cooley's (1902) idea of looking-glass self which implies that we always imagine what others think about us, and what we think, they think about us affects our own self-evaluation. The reliability of PPS scale

was.93. The dimensions also yield high internal consistency coefficients. There are a number of possible directions for further improvement of PPS scale including its validation with a wider range of participants. PPS scale can be applied on the other samples by making some changes according to the characteristics of the population.

PPS scale has a number of potential applications for both research and practice. The tool can be used to identify perceived professional success of police personnel throughout the country. To use appropriate interventions for low perceived and high perceived professional success. One of the main purpose in constructing PPS scale was to understand perception of the individual about his or her professional success. The scale may be used in group level to use interventions at macro context for enhancing professional environment. This scale can be useful to identify future success, mentoring, EQ, insight, personal and professional competence of the participants,

FACTORS EMERGED

Factor No.	Factor Name	Item No.
Factor-1	Personal Competence	1, 5, 6, 8, 12 & 15
Factor-2	Professional Competence	13, 14, 16, 17, 24 & 26
Factor-3	Future Success	3, 4, 7, 9 & 10
Factor-4	Insight	2 & 11
Factor-5	EQ	20, 21, & 25
Factor-6	Mentoring	18, 19, 22 & 23

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