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Oral History Attitude Scale (OHAS) Validity and Reliability Study

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ABSTRACT

The purpose of this study is to develop a valid and reliable Oral History Attitude Scale. The 25-item trial form created under the supervision of an expert opinion was applied to 714 elementary school third and fourth grade students, 345 female and 369 male students in Sakarya province. Then the obtained data were analyzed. As a result of the Explicit Factor Analysis (EFA), a structure consisting of two dimensions, which are named "individual" and "social", and a total of 15 items have been found out. It has been determined that the model's goodness of fit indexes is quite high. Validation Factor Analysis also confirms EFA results. It was determined that the reliability coefficient of the scale was .76, the split-half half reliability was .74, the test-retest reliability coefficient was .91, and all the differences between the averages of the 27% upper and lower groups were significant. In the study, it was concluded that the scale can be perfectly used as a valid and reliable instrument in research to determine the attitudes of primary school students towards oral history.

1. Introduction

As a social institution whose primary goals are to prepare students for higher education as good citizens, primary school emphasizes the development of students as a whole (Özdemir, 1998). In the development of the students as a whole, life science and social studies courses have important roles for students to acquire basic knowledge, skills and values regarding living in order to learn about themselves and their surroundings Students should be prepared for social life by using non-school education in the teaching of life science and social studies courses which are created by being selected from different disciplines, integrated, adapted to the developmental characteristics of the students (Foran, 2008; Öztürk, 2006; Sağlam, 2007). Out-of-school learning offers unique opportunities for teachers and students. It is very important for teachers to be aware of these opportunities and conceive them (Foran, 2008). Through out-of-school learning, students realize the relationship between daily life and the courses, life science and social studies. Thus, students learn to link the class and the real world, allowing parents to support their learning activities as a resource (Alleman & Brophy, 1994). Oral history is one of the non-school teaching methods that allows parents to be benefited.

Oral history is a certain systematic evaluation of the obtained knowledge about a certain subject resulting from the long interviews made and recorded with the relevant persons (Öztürkmen, 1998; Tan, 1997). In other words, oral history can be defined as general transferring memories of living people, social events, narratives about familiar people into recording (Somersan, 1998). It is possible that the oral history activities, which enable the students to develop an consciousness of history and allow them to connect the life and the

lessons with the development of the consciousness of the history, can be carried out by the mother, father, grandfather, grandmother, grandmother etc. (Demircioğlu, 2010). A student can handle the wedding of his grandfather or a close relative in accordance with oral history study.

Despite criticisms, it is seen that there is a growing interest towards oral history in schools. Thanks to oral history, it is thought that students gain skills by doing, living, asking questions, and empathizing between their own lives and the past (Arslan, 2013; İncegül, 2010; Kaplan, 2005; Sarı, 2007). The topics *"They compare family elders' characteristics of childhood period with their childhood period characteristics"* and *"They give examples for the importance of neighbourhood relations in terms of themselves and their family"* (Ministry of National Education [MEB], 2017) found in " Life at Home" unit in elementary school third grade teaching curriculum of life science course and *"They place chronological sequences of certain life-related events"* found in unit named "Individual and Society" in elementary school fourth grade social studies lesson and *"They create a family tree by benefiting from Oral, written, visual sources and objects"* and *"They give examples by investigating the elements reflecting national culture in their family and surroundings"* found in **"**Culture and Heritage" teaching curriculum (MEB, 2017a) can be handled in accordance with oral history study. This may make it possible to increase students' curiosity about learning and consciousness for history, as well as their awareness of the environment proximodistally.

It is seen that oral history has started to be used for educational purposes and has taken place in school programs since basic education (MEB, 2005; Doğan, 2015). Oral history, which has been used for many years as a data collection tool used by historians at the academic level, has begun to be used as a teaching method at school level in recent years. Historians have attempted to adapt this method to course topics in order to use the oral history method at school level. In this way oral history, history, life science and social studies have become one of the unique methods of the course (Kaya, 2013).

Researches related to oral history include (Ablak, 2016; Akçalı & Aslan, 2012; Akbaba & Kılcan, 2012; Arslan, 2013; Doney, Parker, & Freathy, 2017; İncegül, 2010; Kaya, 2013; Kurtdede Fidan, 2015; Sarı, 2007). Ablak (2016) examined the attitudes of teacher candidates towards history and social history. Akçalı & Aslan (2012) have reached the conclusion that oral history allow students to actively participate in history topics of social studies class. Akbaba & Kılcan (2012) developed an oral history attitude scale for history and social studies teacher candidates. Arslan (2013) has determined that the inclusion of oral history in history lessons and textbooks in relation to the reflection of oral history on secondary school students has increased the like and interest for history lessons and contributed to social tolerance and peace. Doney, Parker, & Freathy (2017) were interested in enriching the history of religious education with ideas from oral history. Incegül (2010), Kaya (2013), and Sarı (2007) have examined the effects of using oral history as a method in class and have reached the conclusion that oral history method positively influenced students' active participation in the lessons and create active connections between classes and life. Kurtdede Fidan (2015), in their study analyzing the views of class teachers regarding the use of oral history method in social studies classes has determined that oral history developed students' various skills against some problems. This study was deemed to be different from the studies in the literature, since primary school students did not have a tool to evaluate their attitudes towards oral history and this study was designed to develop a valid and reliable scale that could evaluate oral history attitudes of primary school students.

2. Method

The relational survey method was used in this study.

2.1. Study Group

Appropriate sampling method was used in the research. Appropriate sampling is defined as sampling done on the individuals in the immediate vicinity who want to participate in volunteer researches (Erkuş, 2009; Ekiz, 2009). It is therefore more appropriate to use the concept of a research group instead of the concept of sampling. The research group determined according to the appropriate sampling method is composed of 714 students in primary and secondary schools in Sakarya in the 2016-2017 education year. Personal data of the students participating in the survey are shown in Table 1.

Table 1. Personal data of the students participating the survey

Variable		f	%
Gender	Female	345	48
	Male	369	52
Class	Third	305	43
	Fourth	409	57
School Type	Private	342	48
	State	372	52

When Table 1 was examined, it was found that 48% of the students who participated in the survey were female and 52% were male; 43% of them are third, 57% of them are fourth grade students; 48% were studying at private schools, and 52% were studying at state school. The inclusion of 3th and 4th graders in the research group increases the representation power for similar groups at the objective scale, thus ensuring a wide variance in terms of age.

2.2. Development of Scale

Studies and theoretical knowledge about oral history were examined. As a result of the examinations, it has been determined that there is no means of measuring the oral history attitudes of elementary school students. An item pool of 29 items was created by the researcher in line with the information obtained from the field. The 29 items in the pool were examined by 3 faculty members specializing in social studies education, assessment, psychological counseling and guidance. At that point Balcı's view (2004) "Scope validity is about whether the measurement of scale is measured or not, and it can be explained by being based on expert opinion" canalized the direction of the study. Faculty members made their evaluations by using a form including three options "appropriate", "partially appropriate" and "not appropriate" In accordance with the evaluations and recommendations of the faculty members, necessary corrections were made to the materials and 4 items were removed from the scale. It was agreed that the remaining 25 items had the capacity to represent the scope. Participants were expected to express their views on a 3-point Likert-type scale including the options "I do not agree", "I partially agree", "I fully agree".

2.3. Data Collection

The researchers brought the test form of the Oral History Attitude Scale to primary schools in Sakarya for preliminary application and explained to the teachers after they were interviewed by the school administration. After the class teachers applied the scale test form on a voluntary basis in their class, tests forms were handed over to the school administration. The scales delivered by the classroom teachers to the school administration were received by the researchers.

2.4. Data Analysis

A total of 730 scale received from the school management were individually checked by the researchers and it was determined that 16 of these scales were not filled in properly. After removing the 16 data collection tools that were not properly filled, the remaining 714 data collection tools were used to conduct validity and reliability studies. For factor analysis, Tabachnick and Fidell (2011) evaluated 300 people as "good", 500 people as "very good" and 1000 people as "excellent". In the context of this evaluation, it was decided that the research group including 714 students was "very good" for factor analysis. Explanatory Factor Analysis (EFA) was performed using the basic components analysis with varimax rotation to determine the validity of the structure of the "Oral History Attitude Scale". In the analysis, factor loadings were determined to be at least .30 (Büyüköztürk, 2006). Cronbach Alpha coefficient, Split Half, test-retest reliability coefficients were calculated for the sub-dimensions and total reliability of the scale and t-test was used for the significance of the differences between item averages of the upper 27% and lower 27% groups. In addition, a Confirmatory Factor Analysis (CFA) was conducted to test the accuracy of the EFA. The interval width of the scale was determined by using the formula "sequence width/ number of groups to be made" (Tekin, 1996) and the arithmetic average sequenced were determined as 1.00-1.66 disagree, 1.67-2.32 partially agree, and 2.33-3.00 fully agree.

3. Findings

In this section, "Oral History Attitude Scale" findings about validity and reliability studies are included.

3.1. Findings Related to Validity

Factor analysis was carried out in order to determine the structural validity and scale the factor loads of the items. The KMO value used to determine whether the size of the data and sample size were appropriate and adequate for the selected analysis was found to be .92. In addition, the Barlett globality test, which was used to check whether the data came from a highly variable normal distribution, was checked and found significant ($\chi2$ = 3205.69; p = .000). The results of the KMO test should be .60 and above, and the result of the Barlett globality test should be statistically significant (Jeong, 2004). It was decided that factor analysis could be done because the values obtained as a result of the analyzes met these basic assumptions at a fairly good level.
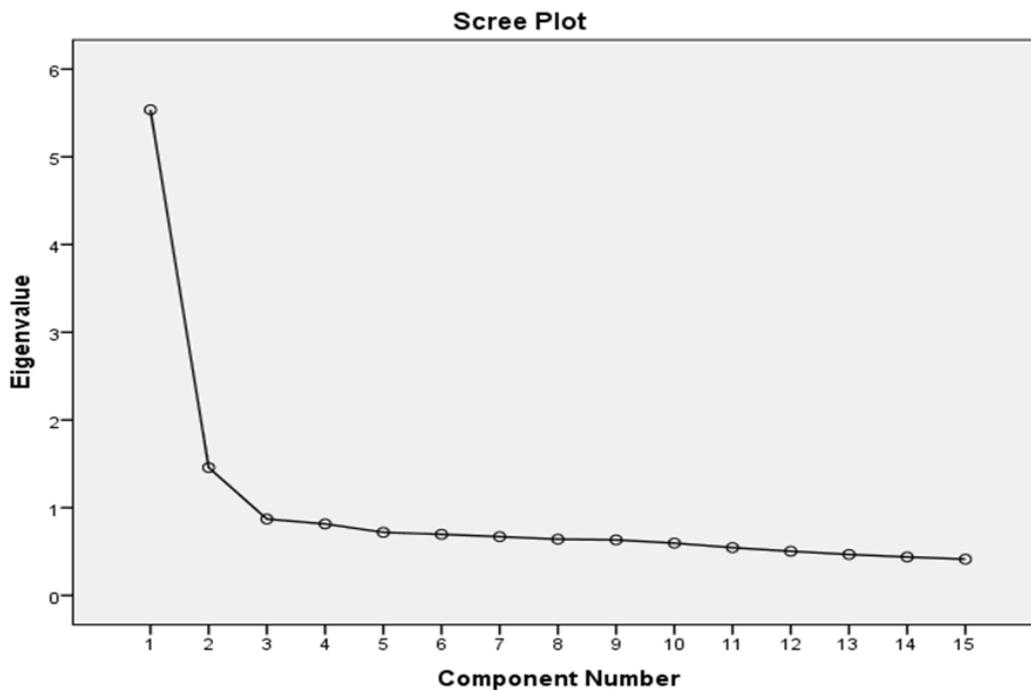

Figure 1.Slope-Deposition Graphic

The 25-item "Oral History Attitude Scale" was tested for structural validity by using the "varimax" rotation technique, which is a key component analysis, and it was determined that the scale had a two-factor structure with an eigenvalue greater than 1.00. Analyzes were repeated by removing items (2, 4, 5, 9, 11, 13, 14, 16, 18 and 25th items) that were not included in any factor in the scale or that were close enough to be indistinguishable in multiple factors (2, 4, 5, 9, 11, 13, 14, 16, 18. and 25th items). After the items were removed, it was seen that the 15-item scale was collected under two factors and that no item remained outside. According to the slope-deposition graph in Figure1, it is seen that the slope is fixed after two factors.

Table 2. Findings Related to Items Resulting from Factor Analysis

Item Number	Common Variance	Factor 1	Factor 2
S1	.55	.74	
S3	.55	.66	
S8	.57	.54	
S10	.58	.72	
S17	.60	.55	
S22	.52	.62	

S23	.59	.71	
S24	.56	.74	
S6	.45		.60
S7	.46		.53
S12	.51		.64
S15	.44		.58
S19	.48		.57
S20	.44		.69
S21	.52		.61
Explained Variance	Total: %46.62	%25.82	%20.79

When the data for the factors in Table 2 are examined, 25.82% of the 46.62% variance explained in the total is explained by the first factor and 20.79% by the second factor. It is expected that at least 30% of the total variance explained in the single factorial designs is considered sufficient (Büyüköztürk, 2006) and it is expected to be over 41% in the multi-factorial designs (Kline, 1994). Accordingly, it can be said that the total variance explained is good and sufficient. The items seen under each factor; it can be seen that the first factor can be called "individual" and the second factor can be called "social" when examined in terms of content and conformity with the theoretical structure. For example, while the item "*Parents, grandparents, and grandmothers like to tell the story of my childhood*." is in the first factor, the item "*I want to describe the toys that my grandparents, grandparents, and grandparents played when they were children*," is in the second factor. The factor loadings for the items constituting the scale vary between .54 and .74 for the first factor and between .53 and .69 for the second factor. When the common factor variances of 15 items belonging to the "Oral History Attitude Scale" are examined, it is seen that the values are between .44 and .60. The scale respondent gives a triple rating opportunity. In addition, all the items in the scale were scored positively. The minimum score that can be taken from the scale is 15 and the maximum score is 45. The level of score indicates the significance given to oral tradition. The factor structure obtained by the exploratory factor analysis to determine construct validity of the scale was also examined by confirmatory factor analysis (CFA). The results for CFA are shown in Figure 2.
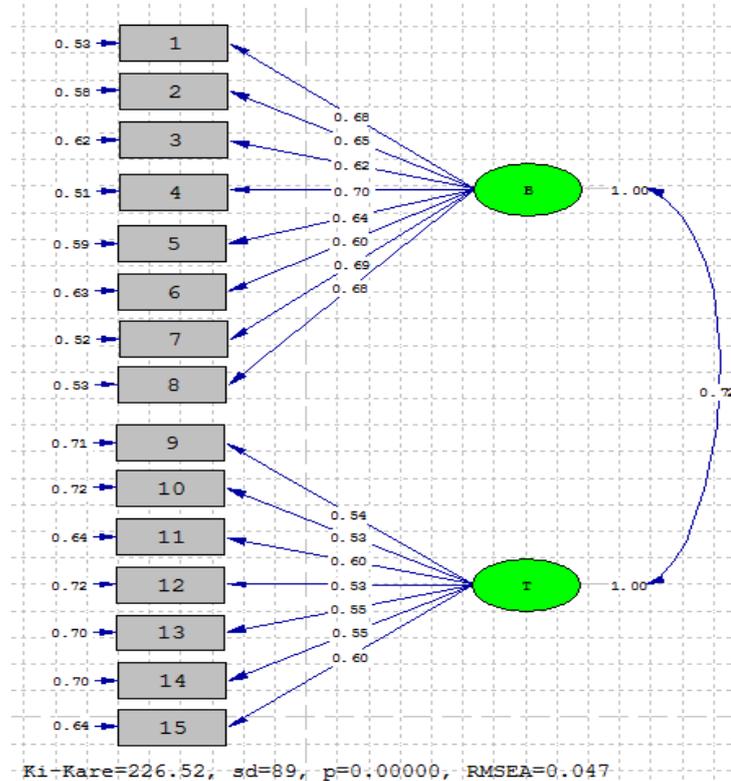

Figure 2. Results of Confirmatory Factor Analysis Regarding Oral History Attitude Scale

To determine whether the theory and the truth are consistent with each other, the factor structure determined by the EFA result is tested with CFA. Confirmatory factor analysis was performed to examine the validity of the scale when the fit indices of the factor loads obtained were within an acceptable range (x^2/ sd = 2.545, RMSEA = .047, GFI = .96, AGFI = .95, CFI = .96, IFI = .96, NFI = .93, NNFI = .95 and SRMR = .03), all of the t values were found significant.

3.2. Findings Regarding Reliability Studies

Cronbach Alpha coefficient, Split Half, test-retest reliability coefficients were calculated for the sub-dimensions and total reliability of the scale and t-test was used for the significance of the differences between the item averages of lower 27% and upper 27% groups.

Tablo 3. Alpha and Split Half Test Reliability Results for "Oral History Attitude Scale"

Factors	Alpha	Split Half	Test -Re-Test
Factor 1	.87	.83	.72
Factor 2	.85	.73	1.00
Total	.76	.74	.91

When Table 3 was examined, internal consistency split half test and test-retest reliability coefficients were examined to determine the reliability of the Oral History Attitude Scale. As to the reliability of the scale, the internal consistency coefficient (Alpha) was calculated as .76. This value indicates that the items forming the scale are consistent with each other. Reliability coefficients were calculated for each sub-factor. The reliability coefficient for the first sub-factor was .87 and the reliability coefficient for the second sub-factor was .85. Split Half test correlation coefficient of the whole scale is .74, first factor coefficient is .83 and second factor coefficient is .73. In addition, to determine the test-retest reliability coefficient, the scale was applied to 77 elementary school students for the second time with 3 week interval. Correlation between total scores in these two applications was .91; .72 for the first factor and 1.00 for the second factor. The test retest reliability coefficient for the second factor appears to be very high. If the test-retest reliability coefficient for the second factor is too high, it can be attributed to the application of the test with a short 3-week interval.

Tablo 4. Comparison of the Lower and Upper Groups of the Items in Oral History Attitude Scale

Item Number	t (Lower %27- Upper %27)**	Item Number	t (Lower %27- Upper %27)**
M1	-16.644***	M17	-18.476***
M3	-18.006***	M19	-16.810***
M6	-13.041***	M20	-15.091***
M7	-15.705***	M21	-18.132***
M8	-20.858***	M22	-17.591***
M10	-17.743***	M23	-19.729***
M12	-16.718***	M24	-16.922***
M15	-14.450***		

*n=714   **n1=n2=193   ***p<.001

In Table 4, 714 learners' total scores from the scale were ranked from minimum to maximum in order to be able to reveal the distinguishing characteristics of each of the 15 items constituting the Oral History Attitude Scale. The total point averages of participants in the upper and lower groups were compared for each item by t test. When Table 3 is examined, it can be seen that the t values of the difference between the item scores of the 27% upper and lower groups change between -13.04 and -20.85. It was also found that all the items were significant at p <.01 level.

4. Conclusion and Suggestions

As a result of the research, in order to determine the attitudes of elementary school students towards oral history; a 15-item scale consisting of two sub-dimensions, individual and community, was developed. EFA and CFA results also confirm the validity of scale. The internal consistency coefficient (Alpha) of the scale,

which explains 46.62% of the total variance as a result of exploratory factor analysis, is .76; .87 for the "individual" sub-factor and .85 for the "social" sub-factor. The Split Half test correlation coefficients for all scale were calculated as .74, .83 for "individual" sub-factor and .73 for "social" sub-factor. However, the correlation between the test-retest reliability coefficient and the total scores of the scale was .91; .72 for the "individual" sub-factor and 1.00 for the "social" sub-factor. The high reliability coefficients for the subscales of the scale indicate that the subscales are consistent with each other. In addition, t test results between 27% lower and upper group scores revealed a significant difference for all items and sub-factors. All findings from the study show that the scale is a 3-point Likert-type scale that can measure the attitudes of the 3rd and 4th grade students in elementary school to verbal learning as a valid and reliable tool.

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