

Construct Validity of Reading Motivation Questionnaire

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The article reports results of two consecutive studies designed to extend knowledge about construct validity of reading motivation and to examine its utility in the prediction of academic achievement. In first study, data were collected from 881 students of primary education through reading motivation questionnaire with seven domains. Correspondence analysis reveals two latent traits (intrinsic and extrinsic) of reading motivation. In the second study, reading motivation questionnaire was administered to 200 students and their academic performances in schools were collected. Results reveal inverse relation between latent traits. Composite scores of intrinsic reading motivation were positively and those of extrinsic reading motivation were negatively correlated with academic performance.

Development of any theoretical construct requires examination of construct validity. Construct validity is a necessary condition for theory development and testing. It pertains to the degree of correspondence between constructs and measures. The extent to which the questionnaire measures a theoretical construct for which the questionnaire has been developed is called construct validity. High construct validity indicates higher accounting of variances from the same construct by the sets of variables measured by questionnaire.

Every variable is likely to reflect a variety of constructs as well as purely random error. The following equation illustrates this fact (Judd, 1981) :

$$Y=C_1+C_2+\dots\dots\dots C_n+E$$

Where Y refers to measured variable, the set of C refers to a set of unmeasured theoretical constructs that contribute to variation in Y. And E refers to the random error or simply 'noise' in the measurement of Y. Factorial, convergent and discriminant validities are three basic techniques to assess construct validity. Factor analysis is

used for extracting latent traits or factors. Correspondence analysis instead of usual factor analysis provides information about latent traits through correspondence map. Correspondence map provides extent of closeness among sets of variables. Close locations occur when the variables are interrelated with each other. The higher the inter correlations, the higher the correspondence as variances of variables occupy same places on the map. Therefore, based on extent of locations, one can assume latent traits or factors. Study 1 tends to explore latent traits of reading motivation. Validation of latent traits was examined using convergent and discriminant properties of reading motivation when latent traits were correlated with academic performance in study 2.

Reading motivation

Reading motivation is the process to put more effort on reading activity. This is framed with one's appraisal of relationship between reading and the reading outcomes. For example, a child is motivated to read when he experiences his mastery over reading. In