Bruce Mallory

RS755: CTT assignment

Responses to Q#1 through 4

Questions that I reverse coded:

Q6: I wanted to avoid a more complicated major

Q8: I like teachers' work hours

Q10: I like teachers' summer schedule

Q12: Teaching is a high-status profession

Q13: I did not get any other offer for admission to a different program

Q14: Teaching is good preparation for family life

Q17: My parents/ peers thought that this would be the right choice for me

Q19: I don't think of myself as an academic person

Q20: Requirements to become a teacher are more flexible than for other professions

To get a clearer understanding of the “adaptive” construct that the instrument is trying to measure, I looked at the articles by Sinclair, Dowson, and McInerney (2006) and Fokkens-Bruinsma & Canrinus (2012). In both of their descriptions of the “adaptive” construct they focused in on whether the motivation would “provide long-lasting engagement.” For me it was about whether that motivation (eg. “Teaching is a high-status profession”) would have gotten me through February (the hardest month of the school year for me). If the sentence, “Bruce, you can do this - remember <Q12>!” would not have helped in February, then I reverse coded that motivation.

NOTE: There were several students who did not have answers for some of the questions. So in doing the reverse coding, I needed to pay attention to these “blanks” so that I didn’t end up with 5-0=5 as a question score, when it should have been “blank.”

I did not impute values for any of these “blank” question scores.