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RS755: CTT assignment

Notes

Questions that I dropped:

Q2: I like working with adolescents

Q9: I like working with small children

Q22: I like working with special need students

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

Q5: I am more of a doer than a thinker

Q7: I don’t expect my salary to be the main source of income for my future family

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

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

Questions that I kept, but I felt were ambiguous

Q8: I like teachers’ workhours

Flexible??<- As a worker I’m in control of my workflow .

Or Minimal??<- I’m in this because I don’t need to put in a lot of effort.

From Sinclair, Dowson, and McInerney (2006):

“In addition to the frame of reference for a motivation, motivations may also be categorized on the basis of the extent to which they promote lasting and effective engagement in a task or activity (e.g., Ames, 1992; Barker, Dowson, & McInerney, 2002). Thus, motivations may be either adaptive or maladaptive. Adaptive motivations are motivations that facilitate deep and lasting engagement in a task or activity. For example, the motivation to engage in a task or activity for reasons of intellectual stimulation would be expected to assist a person’s cognitive engagement in that activity. This is because an individual would presumably perceive intellectual stimulation (the goal of the motivation) to arise from cognitive engagement (versus disengagement) in the task or activity. Conversely, maladaptive motivations are motivations that facilitate disengagement from, or “shallow” (i.e., superficial) engagement in, tasks or activities. For example, the motivation to engage in an activity because the activity is thought to be “easy” would be expected to negatively affect a person’s long-term persistence in that activity, especially if he or she finds that the activity is actually more difficult than estimated.”

From “Adaptive and maladaptive motives for becoming a teacher” Fokkens-Bruinsma & Canrinus (2012):

*“*The present study aims to identify which of the motives of the pre-service teachers are adaptive (beneficial) and which are maladaptive (detrimental) when it comes to the effort they are willing to put into their training and profession, as well as their level of involvement in and commitment to their training and profession. This distinction is based on a previous study (Bruinsma and Jansen 2010) where the authors explained that, alongside the distinction between types of motives, motives can also be characterised by the extent to which they promote long-lasting engagement in a task. That is, they can be characterised in terms of whether they are adaptive, promoting long-lasting engagement and commitment, or maladaptive, promoting superficial and short-term engagement in the task.”

Below are my printouts for calculating alpha, first without check.keys and then with check.keys=TRUE.

The first calculated alpha for the 23 items was . And the warning message flagged Questions 1, 2 and 13 as being negatively correlated with the total scale.

When I re-ran the alpha calculation with check.keys=TRUE (which ran the alpha calculation with the covariances for Q1, 2, and 13 reversed), Cronbach’s alpha increased to

sociatal

Text

Description automatically generated with medium confidence Table

Description automatically generated with low confidence