

## A STUDY ON THE CORRELATION BETWEEN THE SUBJECT SPECIFIC MASTERY MOTIVATION QUESTIONNAIRE AND THE SCALES OF THE DIMENSIONS OF MASTERY MOTIVATION

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While there is an ever growing body of empirical studies on mastery motivation and its role in child development and the learning environment, there is a lack of data on subject specific mastery motivation. The aim of this paper is to present the validation of the Romanian and Russian versions of the Subject Specific Mastery Motivation Questionnaire (SSMMQ) with a focus on concurrent validity.

Mastery motivation stimulates a child to attempt to master a skill or task that is at least moderately challenging for him or her (Barrett & Morgan, 2018). SSMMQ assesses students' motivation to persist and express mastery pleasure in specific academic contexts such as reading, mathematics, science, English as a foreign language, arts and sports (Józsa, 2014; Józsa et al., 2017). The instrument was developed based on the Cognitive/Object Persistence (COP) and the Mastery Pleasure (MP) scales of the Dimensions of Mastery Motivation (DMQ18), and it was validated in Hungary and Taiwan, but its concurrent validity has not been explored yet. We assumed that the subject specific scales of SSMMQ correlated with the COP of DMQ18 and that the School Mastery Pleasure (SMP) of SSMMQ correlated with the MP of DMQ18.

SSMMQ (including Reading, Science, Math and English as a Foreign Language Mastery Motivation and School Mastery Pleasure scales) and DMQ18 were administered to a non-random sample of 11-year-old students attending Moldovan schools with Romanian (112) and Russian (162) languages of instruction. Concurrent validity was ascertained based on the magnitude of the observed correlation coefficient after establishing the construct validity of the Romanian and Russian versions of SSMMQ using structural analysis.

The empirical analysis has revealed sound psychometric properties of both SSMMQ versions determined by Cronbach's alpha, McDonald's omega, AVE, and HTMT. The five-factor structure of SSMMQ was confirmed by confirmatory factor analysis that yielded an acceptable model fit. The four subject specific scales (reading, science, mathematics and English mastery motivation) of SSMMQ had the highest correlation with COP in the Romanian and Russian versions compared to the rest of the DMQ18 scales. The SMP scale had the highest correlation with the MP scale in the Russian version, whereas in the Romanian version of SSMMQ, SMP did not have such a prominent correlation with MP in comparison with the rest of the subject specific scales, though its value was strong enough to establish the concurrent validity. Thus, the present paper provides preliminary empirical demonstration of the concurrent validity of SSMMQ and the COP and MP scales of DMQ18.