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KENT STATE UNIVERSITY

College of Education, Health and Human Services

DOCTORAL DISSERTATION DEFENSE

of

Stefanie Amiruzzaman

For the degree of

Doctor of Philosophy

Evaluation and Measurement

A VALIDITY AND RELIABILITY STUDY OF
UNDERGRADUATE STUDENTS' ENGAGEMENT,
SELF-EFFICACY, AND COURSE SELECTION
DECISION-MAKING SCALES

June 16, 2020
1:00 PM

Stefanie Amiruzzaman

Master of Education in Special Education - Deaf Education
Kent State University, USA, 2015

Bachelor of Arts in American Sign Language, Minor: Fine Art
Kent State University, USA, 2012

Stefanie Amiruzzaman's research interests include the relationship between college students' decision-making, self-efficacy, and engagement, academic performance related to the use of Internet-based technologies (e.g., Websites, Mobile Apps, etc.), and college students' experience in face-to-face courses versus online courses. She was a graduate research assistant in the School of Lifespan Development and Educational Sciences from 2012-2014 at Kent State University.

She has been an associate lecturer at University of Akron's School of Speech-Language Pathology and Audiology since August 2015, where she teaches undergraduate level courses. Also, she taught undergraduate level courses at Kent State University as an adjunct faculty in the Department of Modern and Classical Language Studies.

In addition to her teaching, Stefanie has extensive experience as a mentor/tutor. She has worked as a mentor in the Department of Modern and Classical Language Studies for two years as well as a tutor at the Academic Success Center for three years at Kent State University.

A Validity and Reliability Study of Undergraduate Students' Engagement, Self-efficacy, and Course Selection Decision-making Scales

The purpose of this study was to investigate the psychometric properties of the newly developed measures entitled Decision-Making in College Course Selection (DMCCS), Satisfaction with College Course Selection (SCCS), and Importance of College Course Selection (ICCS) scales in a sample of current college students at a large public research university in the Midwest United States. This study also sought to explore the relationship between DMCCS, SCCS, and ICCS scales and college students' academic performance, after controlling students' demographics, the self-efficacy scale, and the engagement scale. The DMCCS scale focused on measuring undergraduate students' decision-making on the sources of information to help them decide which college courses to take. The SCCS scale focused on measuring undergraduate students' satisfaction with their decisions based on the sources of information that helped them to select their college courses. The ICCS scale focused on evaluating the importance of each source of information that undergraduate students use to decide which college courses to take.

Data analysis techniques were employed to check the validity and reliability aspects of the newly developed scales. An online survey collected research data from 483 undergraduate students at a public university. First, Exploratory Factor Analysis (EFA) analysis was used to explore the underlying factors of these newly developed scales. Second, Confirmatory Factor Analysis (CFA) analysis was used to explore and confirm the underlying factors of these newly developed scales. Third, Classical Test Theory (CTT) and Coefficient Alpha (CA) analysis were used to check the internal consistency reliability of these newly developed scales. Fourth, Hierarchical Multiple Regression (HMR) was used to find the relationship between these newly developed scales and students' academic performance, after controlling demographics and existing developed scales (i.e., self-efficacy and engagement).