

Abstract

The present study was conducted to develop and validate an indigenous "study process questionnaire" (SPQ). In phase I, a study was carried out in which 15 interviews (Females = 8, Males = 7) were conducted to conceptualize the construct of students study approaches. Initial item pool of 389 items was empirically generated from qualitative data. After an extensive scrutiny and evaluation by the 7 judges, 84 items were selected for the final scale. These items were phrased in self-report format with a five-point rating scale and were administered on a sample of 52 for pilot study, resulting in 44 items. In phase II, psychometric properties of the scale were established. A sample of 407 university students from various institutes of Lahore and Sargodha were recruited. The factor analysis was used to determine construct validity of SPQ, which resulted in 21-items scale with three factors. These three items were labeled (a) Surface Approach, (b) Deep Approach, (c) Strategic approach. The results indicated that 21-items Self-Report Measure of Study Approaches had high reliability ($\alpha = .80$). Moreover, the convergent and discriminant validity was also assessed by correlating SPQ with R-2F-SPQ (Biggs, 2001), ASSIST (Entwistle, 1997), and Rotter's Locus of control scale (1966). The result of validity analysis show that the scale has satisfactory convergent and discriminant validity. Further implications of the study were discussed.

Keywords: study processes, deep Approach, surface approach, strategic approach