EVALUATION OF A MOTIVATION INSTRUMENT
FOR CHRISTIAN MIDDLE SCHOOL TEACHERS

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The study evaluated the reliability and validity of Selig and Arroyo’s (1989) Motivational Development Inventory (MDI) with 172 students at a Christian middle school. Christian educators have lacked an appropriate operational framework for evaluating students’ motivation, which has limited the adaption of classroom management and teaching styles. A critical review of key literature explored the alignment of prevailing theories with both a biblical worldview and the MDI, revealing a gap in the literature. The MDI purported to identify a broad measure of motivational level established on a biblically based, developmental theory of motivation, but lacked a reliability and validity report. Ten teachers observed students and used the MDI to collect reliability data. Teachers also responded to a survey to evaluate construct validity and general measurement issues. This research found that the MDI was reliable from test to retest, and its items generally loaded with internal consistency (reliability). Further, it clarified the alignment of the MDI with a biblically based, theoretical framework, confirming content validity. Construct validity results indicated that the MDI could be useful to educators for adjusting classroom management and teaching style, as long as instructional training is included and items are clarified. Future research recommendations included revised items, and recommended practice described a program of professional development training for optimal deployment of the MDI.