

## **Book review of: George A. Morgan, Hua-Fang Liao and Kriszt- ián Józsa (Eds.), *Assessing Mastery Motivation in Children Us- ing the Dimensions of Mastery Questionnaire (DMQ)*, Szent István University, 2020**

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The book *Assessing mastery motivation in children using the DM* edited by Morgan, Liao, and Józsa, was published in honor of Professor Morgan, who has dedicated himself to mastery motivation since his early research and is the leading editor and co-author of this collection.

The book uses straightforward and easy-to-understand language to help its readers understand mastery motivation and its measures. It offers reference material for educational and other research fields.

Overall, the book discusses the idea of mastery motivation and the development of its measures, which leads to the DMQ 18. The chapters report the use of mastery motivation measures with different individual abilities, needs, and ages, and with various languages, cultures, and countries from studies investigating samples from Iran, Turkey, Bangladesh, Indonesia, Israel, Kenya, Moldova, US, Hungary, China, and Taiwan. The chapters also reported refinements to their items, the expansions of their dimensions and ages, and translations to several languages, which have been continuously conducted to provide broad advantages to research fields. The book presents nine chapters and useful appendices supporting the content that broaden readers' knowledge and inform future research and practices on mastery motivation.

The first chapter draws readers' attention to the concept of mastery motivation based on relevant literature. This chapter defines mastery motivation, which involves instrumental and expressive aspects, and introduces the significance of mastery motivation in developing children's capability and attainment. Three principal techniques are used to investigate toddlers to young adults for assessing mastery motivation. The free play measures have rarely been used in recent research for problems in adequate samples in observation and interpreting results. The task of behavioural mastery motivation was improved for responding to different individual abilities and has the focus on computer tablet tasks as a complement to school assessments. The mastery motivation questionnaires refer to DMQ as a foundation for developing questionnaires of (school) subject-specific motivation and adult mastery motivation dimensions. The chapter also explains the historical growth of the DMQ 18.

The second chapter presents the conceptual and empirical proof for improving DMQ 17. This measure provides four age versions. The elementary school and teen versions were developed into school-age version for

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parent ratings and self-ratings of school-age students in the DMQ 18. The translation process into Hungarian and Chinese and statistical analyses show evidence of application and revision in the DMQ 17. The DMQ 17 is rated for typically and atypically developing children aged six months to 19 years. In addition, two measurement invariance studies that implemented DMQ 17 to be rated by parents or caregivers of preschool children and by school-age students speaking Hungarian, Chinese, and English become the statistical basis for the development of DMQ 18.

The third section deeply explains the DMQ 18 versions of scales and items, validity, and reliability from pertinent studies. DMQ 18 has four-age versions. Each version is defined for its scales and similar items across different age. The decentering approach that involved response from developmental experts and parents from the US, Taiwan, and Hungary is to improve the content validity of the measure. It became a basis for translating the method from three to more languages.

Chapter four continues the discussion of the DMQ 18. It describes the evidence of measurement reliability in 12 languages for toddler, preschool, and school-age with typical and atypical development. The chapter begins by describing the concept of reliability and four common methods for evaluating measurement reliability and how the methods are used to evaluate the reliability of the DMQ. Finally, it summarizes each method with empirical evidence supporting the reliability of DMQ 18 and DMQ 17.

The fifth chapter presents evidence of the DMQ measurement validity of both DMQ 17 and DMQ 18. The chapter starts with defining validity and the methods of evidence for validity to provide readers with the basic knowledge to understand the content of this chapter. This chapter describes important validity evidence that supports DMQ 17 and DMQ 18 for diverse children's characteristics rated by individuals with various language contexts and countries. However, studies of factorial validity between DMQ 17 and DMQ 18 showed differences among samples speaking Chinese and English, which indicated a distinct culture and/or translation.

The sixth chapter reviews studies in mastery motivation from the comparisons of cross-cultural contexts and age through the DMQ. This chapter illustrates the connections between mastery motivation and the development of skills that are important to students' school success. It also provides the implications of the DMQ across culture, language, and age for education and human development. Their findings showed the correlation between mastery motivation and school achievement in various languages, similar language countries, and age categories.

The discussion of the assessment using the DMQ measure continues in chapter seven. This chapter focuses on assessing mastery motivation aspects using the DMQ to atypically developing children to enhance their future competence. The atypically developing children refer to children with or at risk of developmental delay or disabilities. A summary of the reliability and validity of the DMQ, which is indicated to be acceptable by a number of studies on children with atypical development, is also presented. Then, the chapter continues with a thorough explanation of differences in mastery motivation between atypically and typically developing children and between children with and without developmental delays or disabilities from parent ratings. Finally, the chapter summarizes factors in child (such as age, preference of leisure activity) and family (such as home teaching behaviours, home affordance) that can affect the DMQ scores in children with atypical development, and the implementation of the DMQ using parent ratings for preschoolers with atypical development.

Chapter eight also illustrates the usefulness of applying DMQ 18 within interventions involving young children and school children with special needs. The authors assure their readers about the importance of assessing and developing children's mastery motivation to enhance their competencies, particularly in the case of children with special needs, and suggest DMQ 18 as an alternative assessment. Several studies are reviewed to

show evidence of the strengths of mastery motivation as a strong predictor of abilities of children with and without special needs. The 5-SEMM (Five Steps Enhancing Mastery Motivation) model is presented, which focuses on the participation of children and families in intervention programs for children with special needs and how to use DMQ 18 and motivation-related measures with the 5-SEMM model.

The last chapter offers guidelines for translating and adapting DMQ 18 and other surveys into another language and culture developed by the *ITC (International Test Commission) for Translating and Adapting Tests*, that can address the possible problems and biases of translation. This chapter also suggests researchers to use the guidelines for translating and adapting DMQ 18 to assess cultural appropriateness and for providing evidence for data reliability and validity. It also describes a gradual approach, the best implementations for adapting and evaluating processes for the DMQ 18 in a hypothetical Southeast Asian version.

In conclusion, the chapters are very informative and detailed in explaining mastery motivation, the development and utility of DMQ for assessing and cultivating children's mastery motivation or motivation-related measures, and a model for children intervention. Overall, the book has the potential to help clinicians, researchers, and educators in understanding the importance of children's mastery motivation and development and using the DMQ to enhance competencies and achieve learning success.

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