Factor Structure and Reliability of the Learning and Study Strategies Inventory, 2nd Edition (LASSI-2) among Egyptian University Students

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INTRODUCTION

The learning and study strategies inventory, 2nd edition (LASSI-2) was developed to measure the learning strategies of university students (Weinstein & Palmer, 2002). The LASSI-2 has been used in more than 1700 colleges. Previous research has emphasized the need for more validation for the LASSI-2 in other populations (Flowers, 2003). Despite being widely used, little is known about its factor structure and congeneric (omega) reliability estimates among Egyptian university students.

This study investigated the following questions:
1. What is the factor structure of the LASSI-2 among Egyptian university students?
2. What are the congeneric (omega) reliability estimates of the LASSI-2 among Egyptian university students?

The LASSI-2 Model
Figure 1 shows the LASSI-2 model. It has three components with 10 subscales.

METHOD

Participants
Participants were 303 Egyptian university students (108 male, 195 female, Mage= 20.15 years; age range: 19-22 years).

Measures
An adapted Arabic version of the LASSI-2 was used in the present study. It has 80 items with eight items for each subscale.

Procedures
A group of bilingual professors translated the LASSI-2 from English into Arabic. Then, it was back translated into English to make sure of the accuracy of the translation.

Data analysis
jMetrik and LISREL were used to perform confirmatory factor analysis.

RESULTS

The results are divided into three parts as follows:
1. The test factor structure
   The results indicated that each subscale of the LASSI-2 had acceptable fit indices based on the accepted guidelines in previous research.

2. The underlying factor structure of the subscales
   As shown in Figure 2, our data supported the effort-related activities (ER), goal orientation (GO), cognitive activities (CA) model based on Olausson and Braten (1998). The ER-GO-CA model was the most common in literature (Prevatt et al. 2006).

3. The congeneric (omega) reliability estimates
   The results indicated acceptable congeneric (omega) reliability estimates for the LASSI-2 subscales as shown in Figure 3.

DISCUSSION

The main purposes of the present study were to identify the factor structure and congeneric (omega) reliability estimates of the LASSI-2 among Egyptian university students. We conclude that

1. The validated Arabic LASSI-2 provides the educational and psychological literature with a new adapted instrument for measuring learning and study strategies in the Arab community.

2. Faculty members as well as stakeholders can use the adapted version for assessment purposes.

REFERENCES


