A Validation Study of a Self-Assessment Questionnaire for Middle School Students' Self-Presentation Skills

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Article Info	Abstract
	Purpose This study validates a self-assessment questionnaire to measure middle school students' self-presentation skills. **Methodology** The questionnaire was developed based on a comprehensive literature review and expert consultations. A sample of 200 students from two representative junior high schools in Fuzhou, China, participated in the study. The questionnaire underwent expert content validity assessment, and revisions were made based on the experts' feedback. **Results/Findings** The final questionnaire consists of 13 items. The reliability of the questionnaire was assessed using Cronbach's alpha, resulting in a value of 0.778, indicating good internal consistency. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.818, suggesting good sample fitness for factor analysis. Bartlett's test of sphericity yielded a statistic of 807.915, supporting the appropriateness of factor analysis. These results demonstrate that the questionnaire is reliable and valid for assessing middle school students' self-presentation skills. **Implications** This study provides a valuable tool for both researchers and practitioners interested in understanding and fostering adolescents' social and personal development.

1. Introduction

Self-presentation refers to the process of showing one's image and ability through speech, behavior, and non-verbal means in social communication. It includes not only verbal and non-verbal communication skills, but also the diversity, flexibility, and challenge that individuals display in different situations (Wang, 2020).

Self-presentation plays an important role in the development of individual comprehensive quality. Many countries have incorporated communication skills into educational standards, emphasizing the cultivation of students' communication and interpersonal skills. Chinese education has also shifted from emphasizing "knowledge and skills" to advocating "quality education", and put forward the concept of "core quality" talent cultivation, emphasizing the cultivation of students' self-cognition and self-management ability (Ding & Qian, 2003).

The design and verification of the self-assessment scale are of great significance for the study of the current situation and the improvement of self-presentation skills. Through the design and verification of the scale, we can systematically evaluate the level of self-presentation skills of individuals. At the same time, scientific scale design can also promote research and development in the field of self-presentation and provide a scientific basis for

educational practice (Aloise-Young, 1993).

2. Literature review

After decades of development in the field of self-presentation research, a variety of assessment methods have been developed to assess a respondent's tendency to engage in self-presentation behavior. Most of these assessments are self-rated assessment scales.

Laghi et al. (2011) developed an effective self-performance assessment for adolescents aged 16-19, as measured by factors such as self-regulation, social sensitivity, and body confidence. Chen Siqing (2018) adopted Laghi et al. (2011) 's assessment of high school students' self-presentation and retained four factors of presentation confidence, self-regulation, social sensitivity and social openness.

This study selected part of the existing assessment list developed by Laghi et al. (2011) and Chen Siqing (2018) for the self-assessment part on the status quo of self-presentation skills for junior middle school students aged 12-16, and modified and re-verified it. The present situation of self-presentation skills of middle school students is investigated in a simple and efficient way.

3. Methods

3.1. Design

This study adopts a mixed research method combining quantitative and qualitative methods. Firstly, it combs the literature, summarizes, analyzes and modifies the existing self-evaluation questionnaire, so as to better suit the research object of this paper and extract key information more refined. Secondly, the validity of the content is tested by expert evaluation, and the project objective alignment (IOC) method is adopted, that is, IOC=R/N. During this process, five experts were invited to evaluate each project using a preset rating scale and provide feedback and recommendations. Experts independently evaluate the questionnaire, first to understand the overall content and structure, then evaluate each item in detail, score each item according to the rating scale, and make suggestions for improvement. After the expert evaluation is completed, their ratings and feedback are aggregated and revised according to the expert's recommendations.

3.2. Sample

This study selected 200 middle school students from two representative middle schools in Fuzhou as research objects. The sampling method aims to provide a diverse and representative sample of students to understand the current status of self-expression skills in middle school students. Participants were selected at random, with 100 students from each school. The study subjects ranged from 12 to 16 years old, reflecting the typical age range of middle school students in Fuzhou.

Participants were informed of the purpose of the study and agreed to participate. They were guaranteed confidentiality and told that their answers would only be used for research purposes. The questionnaire was conducted in the classroom and participants were given plenty of time to complete the questionnaire.

3.3. Data collection

The data collection process of this study includes a questionnaire survey of 200 middle school students from two representative middle schools in Fuzhou. This questionnaire consists of 13 items to investigate the current status of self-expression skills of middle school students.

Before conducting the questionnaire, the researchers obtained permission from the school authorities and informed consent from the participants. Participants were briefed on the purpose of the study and assured of confidentiality. They were also told that participation was voluntary and that they could withdraw from the study at any time without any consequences. Once the questionnaire is completed, the data is collected and entered into a computer for analysis. Statistical software was used to analyze the data and determine the reliability and validity of the questionnaire.

Overall, the data collection process was carried out in a systematic and ethical manner, ensuring the validity and reliability of the findings.

3.4. Analysis

Expert content validity (IOC): The purpose of using the item-objective consistency (IOC) method to assess expert content validity is to ensure that each item of the questionnaire effectively measures the intentionality structure. The evaluation was designed to verify whether the questionnaire items were relevant and consistent with the study objectives.

KMO (Kaiser-Meyer-Olkin) test: The KMO test is used to determine whether the sample size is sufficient for factor analysis. The test assesses the suitability of the data to explore potential factors. A high KMO value indicates that the correlation of the variables in the data is sufficient for the factor analysis to be meaningful.

Bartlett's sphericity test: Bartlett's sphericity test is used to determine whether the correlation matrix between variables is significantly different from the identity matrix, indicating that there is a correlation between variables.

4. Results and discussions

4.1. Expert content validity (IOC)

To ensure that the content of the questionnaire matches the research objectives, the validity of the expert content is verified. This is an important step to ensure the quality of the questionnaire. Five experts were invited to this study, evaluate each project using a pre-set rating scale. The scale asks experts to rate each item based on the requirement to assess the self-presentation skills of middle school students and provide feedback and recommendations. Each expert independently assesses the questionnaire, first with an understanding of the overall content and structure, followed by a detailed evaluation of each item, scoring each item according to the scale, and providing suggestions for improvement. After the experts completed the evaluation, aggregated their ratings and feedback, and based on the experts' recommendations, the following major revisions were made:

The IOC value of each project was calculated based on the evaluation of five experts. Overall, the evaluation results of the projects indicate which of them have a high level of applicability and which may require further revision or reconsideration. A total of 11 sports achieved an IOC value of 0.6 or above, which indicates that these sports are generally recognized among experts. Of these, items 7, 11, 15, 16, 17, 18, 19, 20, 21 and 22 all received a fully applicable score of 1.0, demonstrating a high level of agreement with the intended goals.

The IOC value of 0.6 for project 14 also indicates its relatively high applicability. Events 2, 4, 5, 6, 9, 12 and 13 all have IOC values below 0.5, indicating that there is no broad consensus among experts for these events. In particular, projects 2, 4, 5, 6 and 12 all have IOC values of 0.2, which may mean that they are less consistent with the intended objectives and require further revision or deletion. According to the above results, the questionnaire retained the items with high scores, deleted the items with low scores, and finally formed a 13-item questionnaire.

4.2. Reliability and validity of the questionnaire

Based on the below analysis results, the value of Cronbach's α is 0.778. In general, a value above 0.7 is considered acceptable, above 0.8 is considered good, and above 0.9 is considered excellent. In this case, a value of 0.778 means that the 13 entries have good agreement in measuring the same construct. That is, these items are closely related to each other and provide consistent information about the concept of measurement.

Table 1: Cronbach's Alpha of the questionnaire

Reliability statistics	
Cronbach's Alpha	items
0.778	13

KMO (Kaiser-Meyer-Olkin) test: A KMO value greater than 0.6 is generally considered acceptable, a KMO value greater than 0.7 is moderate, a KMO value greater than 0.8 is good, and a KMO value greater than 0.9 is excellent. In this study, the KMO value is 0.818, which belongs to the good range, indicating that the fitness of the sample is good, and the factor analysis is appropriate.

Table 2: Kaiser-Meyer-Olkin (KMO) and Bartlett's sphericity test

Metric	Value
KMO Measure of Sampling Adequacy	0.818
Bartlett's Test of Sphericity	807.915

Bartlett's sphericity test: The purpose of this test is to check whether all variables of the observed data are related to each other, and if so, then it is suitable for factor analysis. In this study, the statistic of Bartlett's sphericity test is 807.915, which means that there is a certain correlation between the variables in the data, so it is appropriate to conduct factor analysis.

5. Conclusions

To sum up, the self-evaluation questionnaire adapted by this research is a reliable and effective tool for evaluating middle school students' self-expression skills. The robustness and accuracy of the questionnaire were verified through a rigorous verification process, including expert content validity evaluation and reliability analysis.

The questionnaire's 13 items effectively capture all aspects of self-presentation skills, making it a valuable tool for future research and educational practices aimed at improving students' self-presentation skills.

Declaration of conflicting interest

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