

## **Title: Construct validity and factor structure of the Persian Occupational Self-Assessment (OSA) with Iranian students**

**Authors: Asgari & Kramer**

**Major Finding: The Persian OSA was found to have acceptable construct validity and to measure occupational competence and value for occupation fairly well in the sample tested.**

### **Participants:**

- 336 Iranian junior high school students without disabilities
  - Mean age: 13
  - Selected through multistage sampling from junior high schools in Tehran

**Method:** Students completed self-assessments using the Persian OSA, which had been back-translated to English and revised based on feedback from a pilot study.

**Analysis:** Confirmatory Factor Analysis and Rasch Rating Scale Model using LISREL 8.54 and WINSTEPS 3.49 software.

### **Findings:**

- Results from CFA and Rasch Analysis strongly supported the construct validity of the Persian OSA.
- Several items in the Persian OSA were found not to be related to occupational competence and values in participating students, possibly due to cultural conventions.
- The item hierarchy for competence and values scale items did not match the hierarchy that previous international research had found; the cause may have been cultural differences or characteristics of the sample tested.

**Conclusion:** The construct validity of the Persian OSA upheld the use of this translated assessment with students.

**Implications for future research:** Future research should examine the effect of age, cultural differences, and occupational challenges on responses to the Persian OSA.

### **Evidence-based practice implications:**

- **Practitioners hoping to measure occupational competence and value for occupations are supported in using the Persian OSA as a tool that has construct validity.**
- **Practitioners using the Persian OSA in practice should take into account the items that this study found may not effectively measure occupational competence or value for occupation in students.**