What We Will Cover in This Section

- Nature of variables.
- Measuring variables.
  - Reliability.
  - Validity.
- Measurement Modes.
- Issues.

What Does Variable Mean?

- Definition
  
  Any object or event that can take on more than one form or value.

- Experimental Research
  - Independent V.
  - Dependent V.
  - Confounding V.
- Correlational Research
  - Criterion V.
  - Predictor V.
  - Intervening V.
- Measurement
  - Manifest V.
  - Hypothetical V.
Question?

Suppose you were asked to design a study to evaluate the impact of sleep deprivation on recall. How would you assess recall?

Operational Definition

Defining a variable in terms of the techniques the researcher will use to measure or manipulate it.

Operationalizing

- **Benefits**
  - Removes vagueness
  - Aids in communication
  - Helps replication.

- **Issues**
  - Rarely one way to define a variable.
  - Needs to be conceptually consistent with the underlying construct.
  - Leads to plethora of dissimilar research.
Problem of Reification

Treating a construct or its operational measurement as a thing that exists in reality.

Psychological Measurement

Subjective vs. Objective

- Subjective
  Person-specific judgments of the degree or amount of something.
  Why would objective measurement be better?

- Objective
  Impartial judgment of the degree or amount of something.
Reliability

• Definition.

   The consistency or stability in a behavioral measure.

• Measured by the correlation coefficient.

• Model

   Obtained Score = True Score + Error

1. Test-Retest Reliability

   Index of the consistency of scores over time.
2. Interrater Reliability

*Index of the consistency between ratings given by two or more raters.*

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3. Alternate Forms

*Demonstrating that two different forms of the same measure give the same score.*

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Sweeney’s Measure of Verbal Fluency

Use each of the following words correctly in a sentence.

1. Cat
2. House
3. Automobile
4. Phrenologize
5. Coat
6. Marble
7. Dog-flogger
8. Variance
9. Beetle
10. Crayon
4. Internal Consistency

*Index of how homogeneous (consistent) the individual items in a measure are.*

Why Stability is Important

1. Compromises the conclusions that can be reached.
2. Compromises statistical analyses.
   - Of the measure.
   - Of the study.

Validity

*The extent to which the operational definition of a variable reflects the true meaning of the underlying construct.*

*Are we measuring what we say we are measuring?*
1. Face Validity

Does the measure look like it is measuring what you say it is measuring?

2. Content Validity

Does the measure adequately assess the relevant content of the domain being sampled?
What Good is It?

Does the measure cover a representative sample of the skills, abilities, knowledge, and/or behaviors relevant to the construct being measured?

Example: Ethics Quiz

1. Define and give an example of the term DEBRIEFING.
2. What group reviews human research to ensure that all risks to participants are minimized?
3. Recite the APA ethical standards for human research.

3. Criterion-Related Validity

Demonstrating that there is a relationship between a test (PREDICTOR) and some other measure (CRITERION).
### Elements

<table>
<thead>
<tr>
<th>Elements</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Criterion</td>
<td>A standard or measure of the accuracy of a decision or behavioral prediction.</td>
</tr>
<tr>
<td>Predictor</td>
<td>An assessment tool used to estimate a person's behavior.</td>
</tr>
<tr>
<td>Validity Coefficient</td>
<td>The correlation between test scores (predictor) and the criterion.</td>
</tr>
</tbody>
</table>

### 3A. Predictive Validation

1. Test subjects (predictor).
2. Hire all subjects.
3. Wait………..
4. Collect criterion data.
5. Evaluate the relationship between the predictor and the criterion.

### 3B. Concurrent Validation

1. Get sample of incumbents.
2. Test sample (predictor).
4. Evaluate the relationship between the predictor and the criterion.
### Comparison

<table>
<thead>
<tr>
<th>Predictive</th>
<th>Concurrent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncontaminated Sample</td>
<td>Contaminated Sample</td>
</tr>
<tr>
<td>Positive Test Attitude</td>
<td>Negative Test Attitude</td>
</tr>
<tr>
<td>Full Range of Scores</td>
<td>Restricted Range of Scores</td>
</tr>
<tr>
<td>Strong Statistics</td>
<td>Weak Statistics</td>
</tr>
<tr>
<td>Takes Time</td>
<td>Little Time</td>
</tr>
<tr>
<td>Expensive</td>
<td>Thrifty</td>
</tr>
</tbody>
</table>

### 4. Construct Validity

*Demonstration that the test is measuring the hypothetical construct or trait that one claims it is measuring.*

### Convergent vs. Discriminant Validity

- **Convergent V.**
  - Evidence that the target measure is related to similar target measures.

- **Discriminant V.**
  - Evidence that the target measure is NOT related to dissimilar measures.
### Correlations Between the Affect Scales and Measures of Emotion

<table>
<thead>
<tr>
<th></th>
<th>Calmness</th>
<th>Temperance</th>
<th>Tolerance</th>
<th>Emotionality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Negative</strong></td>
<td>- .35*</td>
<td>- .48**</td>
<td>- .28*</td>
<td>- .42**</td>
</tr>
<tr>
<td><strong>Positive</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

* = p < .05; ** = p < .01

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### Differential Validity

Situation that occurs when a measure is more valid for measuring one group than it is for another group.

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### Measurement Modes
Self-Report

- Advantages
  - Direct.
  - Easy.

- Issues
  - Accuracy.
  - Reactivity.
  - Expertise.

Behavioral Measures

- Advantages
  - People may not be aware.
  - Automatic or unpremeditated behaviors.

- Issues
  - Underlying causes.
  - Behavior may be situation specific.
  - Ethics.

Physiological Measures

- Advantages
  - Best for biological variables.
  - Precision.
  - Non-reactive.

- Issues
  - Obtrusive.
  - Is there a relationship between physiological state and psychological state?
General Measurement Issues

Reactivity Problem

- Subject Reactivity.  
  A problem that occurs when the act of measuring changes a participant’s response.

- Experimenter Reactivity.  
  A problem that results when an experimenter’s knowledge of the research hypothesis influences his behavior toward the participant.

Manipulating Variables

- Effective Range
  - Ceiling Effect  
    Measure is so easy that everyone does well.
  - Floor Effect  
    Measure is so difficult that everyone does poorly.
Manipulating Variables
How Many Levels?

Key Learning Points #1
1. Multiple operational definitions lead to diversity problems.
2. Understanding how variables are operationally defined is critical to understanding published research.
3. Assessing the reliability and validity of variables is important to assessing research.

Key Learning Points #2
4. It is better to have multiple measures of a variable from multiple modalities.
5. Understanding the potential for either subject or researcher reactivity is important for assessing the validity of research.
One key to the internal validity of a study is the extent to which the right variables have been measured in the right way.