Factorial Validity of the Tseng Handwriting Problem Checklist

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English Abstract

Handwriting problems in Chinese elementary school students have rarely been researched. Efforts to examine handwriting difficulties in school-aged children have been hampered by the lack of a reliable and valid instrument.

The present study was designed to examine the factorial validity of the Tseng Handwriting Problem Checklist (THPC), which consists of 24 items assessing handwriting problems in Chinese elementary school students. Factor analysis was performed on the items of the THPC with a sample of 214 school-aged children from Grades 3 through 5 who had handwriting problems. Results replicated a previous study. Factor loadings were all sufficiently strong to regard the six factors as distinct, well defined constructs. These factors were construction, sequencing, behavior, accuracy, motor, and directionality. (J Occup Ther Assoc ROC 11:13-28, 1993)

Key words: factor analysis, handwriting, school-aged children, occupational therapy.