

VALIDAREA FACTORIALĂ A CHESTIONARULUI DE REGLARE ÎN ACTIVITATEA ȘCOLARĂ

FACTORIAL VALIDATION OF THE ACADEMIC SELF- REGULATION QUESTIONNAIRE

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Abstract

The Organismic Integration Theory describes the internalization process of extrinsic motivation. Unlike the intrinsic-extrinsic dichotomy, it acknowledges the existence of several forms of motivations, with different degree of self-determination. We used a sample of 141 students for the factorial validation of The Academic Self-Regulation Questionnaire. The exploratory factorial analysis with varimax rotation shows four factors, explaining 50,54% of the variance: external regulation, amotivation, intrinsic motivation, and identified regulation. The results are consistent with The Self-Determination Theory. The stability coefficients are high, but the internal consistency coefficients are relatively small for Amotivation and Extrinsic Regulation. Nevertheless, we believe that the instrument is efficient for the assessment of motivational regulation in the academic environment.

Keywords: motivational regulation, amotivation, questionnaire, validation

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