

## INTRODUCTION

- The Academic Motivation Scale (AMS) developed by Vallerand and colleagues (1992), is utilized broadly in academic research.
- The AMS was designed with seven subscales, three for **internal motivation**, three for **external motivation** and one **amotivation** subscale.
- However, researchers over the years have questioned this factor structure, suggesting a 5-factor, 4-factor or 3-factor model.
- Our research examines the AMS factor structure utilizing an exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).

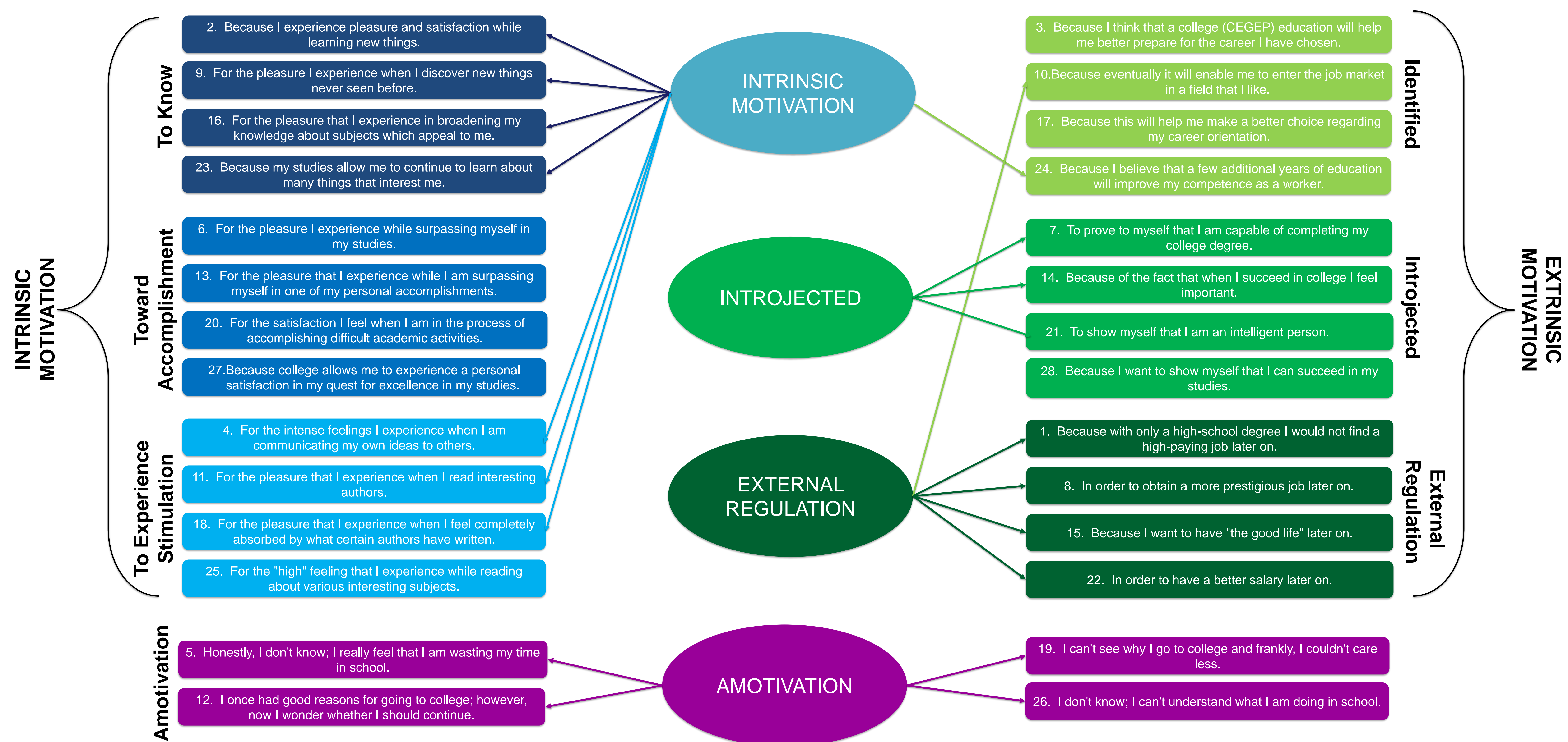
## METHOD

- We recruited 249 students in grade 12 from various high schools in Alberta, Canada.
  - The students completed the original 28-items of the AMS (high school version).
- The sample consisted of 128 males, 111 females and 10 who did not indicate a gender.
- The average age of participants was 17.3 years.
- The sample of students was randomly divided to complete the EFA (n= 125) and CFA (n=124).

## RESULTS

- The results from our EFA support a 4-factor model (pictured above).
  - The model consisted of one **internal**, two external (**introjected** and **external regulation**) and one **amotivation** factor.
  - The 4-factor model obtained explained 64.7% of the variance.
- The results from the CFA found the 4-factor model from the EFA provided a better fit for the data compared to the original 7-factor model.
  - 7-factor model: CFI = .86, RMSEA = .083
  - 4-factor model: CFI = .91, RMSEA = .077

## FACTOR STRUCTURE FOR ACADEMIC MOTIVATION SCALE (AMS)



Factor loadings ranged from .40 to .87

## CONCLUSION

- Our results are consistent with the work of Smith, Davy and Rosenberg (2012), whose research also supported a 4-factor model.
  - However, some items did load differently onto the factors, and therefore, further research is needed.
- Our 4-factor model, is also consistent with Self-Determination Theory, which views motivation along a continuum from non-self determined (i.e., amotivation) to self-determined (i.e., intrinsic motivation; Ryan & Deci, 2000).
  - Intrinsic motivation is one point along the continuum (a single factor in our model).

## ACTION / IMPACT

- Our results can be utilized to foster a discussion in terms of how researchers conceptualize motivation and how to accurately measure motivation with this scale.
- We recommend the use of a 4-factor model to assess academic motivation.
- Future research could investigate the items from the AMS further, or assist in the creation of new items to assess academic motivation.

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