The Validity and Reliability Study of the Czech Version of the Motivated Strategies for Learning Questionnaire (MSLQ)

Abstract

This study reports on the validation of the Motivated Strategies for Learning Questionnaire (MSLQ), a self-report, Likert-scaled instrument, developed by Pintrich et al. (1991). The instrument consists of two sections, i.e., motivation in the process of self-regulated learning and the learning strategies of university students. The adaptation concerned only the first section, the learning strategies section was not part of the adaptation. The sample consisted of 284 students of the Faculty of Humanities at Tomas Bata University in Zlín (256 women and 28 men). The average age was 24, ranging from 19 to 49, with a standard deviation of 6.4 years. Within the adaptation of the MSLQ for the Czech educational environment, the exploratory and confirmatory factor analyses, Cattell’s scree test and parallel Monte Carlo analysis were performed. As a result, a 3-factor model was generated. The motivation scales tap into three broad areas: (1) expectancy (represented by academic self-efficacy; 4 items), (2) value (represented by task value; 6 items), and (3) affect (represented by test anxiety; 7 items). The internal consistency (Alphas) of the subscales varies from 0.76 to 0.84. Significant correlation between Academic self-efficacy and Task value subscales was 0.377. The results correspond to the theoretical model.

Keywords: adaptation of MSLQ, motivational aspects of self-regulated learning, construct validity: exploratory factor analysis (EFA), confirmatory factor analysis (CFA), internal consistency