

Motivated Strategies for Learning Questionnaire

Pintrich, P. R., Smith, D. A., Garcia, T., & McKeachie, W. J. (1993). Reliability and predictive validity of the Motivated Strategies for Learning Questionnaire (MSLQ). *Educational and psychological measurement*, 53(3), 801-813.

31 Items

6 Dimension

Intrinsic goal

1. In a class like this, I prefer course material that really challenges me so I can learn new things.
16. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.
22. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.
24. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.

Extrinsic Goal Orientation

7. Getting a good grade in this class is the most satisfying thing for me right now.
11. The most important thing for me right now is improving my overall grade point average, so
13. If I can, I want to get better grades in this class than most of the other students.
30. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.

Task Value

4. I think I will be able to use what I learn in this course in other courses.
10. It is important for me to learn the course material in this class my main concern in this class is getting a good grade.
17. I am very interested in the content area of this course.
26. I like the subject matter of this course.
23. I think the course material in this class is useful for me to learn.
27. Understanding the subject matter of this course is very important to me.

Control Beliefs about Learning

2. If I study in appropriate ways, then I will be able to learn the material in this course.
9. It is my own fault if I don't learn the material in this course.
18. If I try hard enough, then I will understand the course material.
25. If I don't understand the course material, it is because I didn't try hard enough.

Self Efficacy for Learning and Performance

5. I believe I will receive an excellent grade in this class.

6. I'm certain I can understand the most difficult material presented in the readings for this course.
12. I'm confident I can learn the basic concepts taught in this course.
15. I'm confident I can understand the most complex material presented by the instructor in this course.
20. I'm confident I can do an excellent job on the assignments and tests in this course.
21. I expect to do well in this class.
29. I'm certain I can master the skills being taught in this class.
31. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.

Test Anxiety

3. When I take a test I think about how poorly I am doing compared with other students.
8. When I take a test I think about items on other parts of the test I can't answer.
14. When I take tests I think of the consequences of failing.
19. I have an uneasy, upset feeling when I take an exam.
28. I feel my heart beating fast when I take an exam.

7-point Likert Scale (1=Not at all true of me – 7 Very true of me)

Cronbach alpha:

Intrinsic Goal Orientation = .74

Extrinsic Goal Orientation =.62

Task Value =.90

Control of Learning Beliefs =.68

Self-Efficacy for Learning and Performance =.93

Test Anxiety =.80