

ACADEMIC MOTIVATION

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This paper discusses the theoretical and empirical concepts of academic motivation on the basis of the Hungarian adaptation of the Academic Motivation Scale (AMS, Vallerand et al., 1992). This scale was developed to measure the different levels of Deci and Ryan's (1985, 1991) self-determination theory. According to self-determination theory, three main forms of motivation can be distinguished: intrinsic, extrinsic and amotivation. Those students who are driven by intrinsic motivation obtain the need of competency, while extrinsic motivation involves rewards and punishments as motivational factors. The third aspect is amotivation, which lacks the intention of studying. In the field of academic motivations, further distinctions and conceptualizations were made on the three main motivations, and several subtypes of intrinsic and extrinsic motivations were distinguished.

The main objective of our study was to explore the motivational background of Hungarian high school students. Seven Hungarian high schools volunteered to participate in our study. The students did not receive compensation for their participation and they were assured of their anonymity. We tested several models and factor structures of the scale. Confirmatory factor analysis was used to analyze the factor structure of the data using Amos 20. CFA analyses were also conducted on covariance matrices, and the solutions were generated on the basis of maximum-likelihood estimation. This method enables us to study how data matches the theoretical model. Within the data analysis process, we created first-order, hierarchical and bifactor models on the basis of Nagy, Bruner and Wilhelm (2012). Our results suggest that the five factor bifactor structure can be appropriate regarding the Hungarian version of AMS. Finally, we concluded that Hungarian students do not perceive their motivation to have an internal origin, and experience stimulation as a factor of intrinsic motivation is missing from the school setting.