

COMPARISON OF THE MASTERY MOTIVATION OF HUNGARIAN SCHOOL CHILDREN WITH MILD INTELLECTUAL DISABILITY WITH THAT OF THOSE DEVELOPING TYPICALLY

T-5

Stephen Amukune *, **Krisztián Józsa ****, **Beáta Szenczi *****, **Gabriella Józsa ******

** University of Szeged, Doctoral School of Education*

*** University of Szeged, Institute of Education*

**** Eötvös Loránd University, Bárczi Gusztáv Faculty of Special Needs Education*

***** University of Debrecen, Doctoral School of Humanities*

Keywords: mastery motivation; mild intellectual deficit; developing typically

Researchers have reported that students with mild intellectual deficits (MID) may have lower motivation than students without disabilities (e.g., Deci, 2003). More recent research, however, fails to provide robust evidence for a motivational deficit in individuals with intellectual disabilities. Empirical data suggest that the motivation of students with intellectual disabilities are of a similar or even higher level than that of their typically developing peers (e.g., Józsa & Fazekasné, 2007). Few studies have investigated mastery motivation (MM) in children with MID. This study aimed to compare the MM of Hungarian school children with MID with the MM of those developing typically. The study adopted a cross-sectional design involving 1550 participants aged between 9 and 14 years, who were randomly selected across grades 3, 5, and 7 in Hungary. All the MID students attended special education schools (n=556), while typically developing children were from general education (n=644). We used identical measures for typically developing and MID students. Mastery motivation was assessed from two perspectives: (1) teachers' ratings and (2) self-ratings of students. Teachers rated the children on MM using the Hungarian version of Dimensions of Mastery Questionnaire (DMQ 17; Morgan, 1998; Busch-Rossnagel & Morgan 2013) while students' self-report questionnaires were adapted versions of DMQ17 for students with MID (Józsa, 2007; Józsa & Fazekasné, 2007; Józsa & Molnár, 2013). DMQ 17 for teachers and students' self-report questionnaire both had good reliabilities (.924 and .797, respectively). Although nationally there are no differences in parents' education, for this sample, there was a significant difference in parents' education between the two subsamples, that is, between children developing typically and children with MID (Mann-Whitney test: mothers' education: $z=17.01$ $p<.001$; fathers' education: $z=16.10$ $p<.001$). Findings revealed that correlations between students' self-ratings and teachers' ratings were moderate. In addition, MID children's self-reports and teachers' rating of mastery motivation were related. We also IQ matched typically normal (n=192) and MID students (n=229), and compared their MM. There was no significant difference in the cognitive persistence scale ($t=0.35$, $p=.73$), however, there were significant differences in all the other MM subscales ($t=-1.85-3.12$, $p<.01$). Similarly, there was no significant difference in cognitive persistence ($t=-0.01$, $p=.99$), mastery pleasure ($t=-0.28$, $p=.78$), and social persistence with children ($t=1.52$, $p=.13$) in students' self-reports, but there were significant differences in gross motor and social persistence with children. Typically developing and MID students had comparable cognitive persistence, either self-reported or rated by teachers.

This research was supported by the National Research, Development and Innovation Office, Hungary, under Grant NKFIK124839.