



Tipo	Periódico
Título	CAUSAL ATTRIBUTION SCALE FOR ELEMENTARY AND MIDDLE SCHOOL: CONVERGENT VALIDITY EVIDENCE STUDY WITH ACHIEVEMENT GOALS
Autores	LEANDRO DA SILVA ALMEIDA
Autor (es) USF	ADRIANA SATICO FERRAZ ACACIA APARECIDA ANGELI DOS SANTOS
Autores Internacionais	
Programa/Curso (s)	Programa de Pós-Graduação Stricto Sensu em Psicologia
DOI	10.1007/s43076-020-00032-4
Assunto (palavras chaves)	
Idioma	INGLES
Fonte	Título do periódico: TRENDS IN PSYCHOLOGY ISSN: 2358-1883 Volume: 28
Data da publicação	07/2020
Formato da produção	Digital
Resumo	<p>The assessment of intrapersonal causal attributions through instruments with adequate psychometric parameters is a resource to know the motivation to learn of elementary school students. In this study, we investigated the convergent validity evidence for the Causal Attributions Evaluation Scale for Elementary and Middle School Students (Escala de Avaliação das Atribuições de Causalidade para Alunos do Ensino Fundamental [EAVAT-EF]), and we verified part of the self-regulation's cyclic model process. We used the EAVAT-EF and the Learning Motivation Assessment Scale (Escala de Avaliação da Motivação para a Aprendizagem [EMAPRE-EF]) that assesses achievement goals. The study sample consisted of 935 students from Brazilian public schools (3rd to 9th grades). Pearson's moment-product indices indicated statistically significant correlations between the EAVAT-EF and EMAPRE-EF factors. Structural equation modeling indicated that EAVAT-EF predicted EMAPRE-EF factors (48%, learning goal; 14% performance-approach goal; 37%, performance-avoidance goal). The convergent validity evidence obtained for EAVAT-EF will contribute to psychology and education professionals to use it to assess students' causal attributions. The verification of part of the functioning of the cyclical process of self-regulated learning presupposes advances for the knowledge of this model in Brazil.</p>
Fomento	