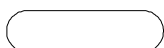


(任銀美)\* · (李星珍)\*\*



179 · 189 368

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(.31\*\*) (.13\*)

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Palmer & Goetz, 1988).

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Murray(1938)가

Atkinson(1964), McClelland(1965)

(Cooper & Tom, 1984),

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(Deci, 1975),

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(Nicholls, 1984)

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(Koestner & Zuckerman, 1994; Ryan & Connell, 1989).

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Vallerand Bissonnette(1992)

, Vallerand (1992, 1993)

Vallerand Bissonnette(1992), Vallerand (1992, 1993)

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(Geen, 1995).

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Vallerand

(Vallerand & Bissonnette, 1992; Vallerand et al. 1992, 1993). Vallerand

Vallerand Bissonnette  
, Vallerand

(1992)

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(1992, 1993)

가

(Amotivation) : 가

(Extrinsic-external regulation) : 가가

가

(Extrinsic-introjected regulation) : 가

가

가

(Extrinsic-identified regulation) :

(Extrinsic-integrated regulation) : 가

(Intrinsic-to know) :

(Intrinsic-to accomplish things) :

(Intrinsic-to experience stimulation) :

(flow),

Vallerand

가 AMS(Academic Motivation Scale)

가 가 가

「 」 , Vallerand

2.

1)

(Covington & Beery, 1976; Holt, 1964; Miller, 1982; Rhoads,

Blackwell, Jordan & Walters, 1980). Stipek(1984)

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. Zimmerman

Martinez-Ponz(1990)

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2)

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(Shaffer, 1988). Weiner(1972)

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가(incentive)가

가 (Horner, 1972). Horner(1972)

(fear of success)

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. Vallerand (1992, 1993)

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, Ames Archer(1988) 가

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(Pintrich & DeGroot,

1990 ). Harter Connell(1984)

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. Grolnick Ryan(1987), Ryan Connell(1989)

Chen Stevenson(1995)

. Wong Csikszentmihalyi(1991)

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(Koestner & Vallerand, 1995).

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(Vallerand & Bissonnette,

1992),

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(Colby & Gottlieb, 1988). Brackney

Karabenick(1995)

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“ ” “ ” 5 . Vallerand  
 Bissonnette(1992) 「 」 Vallerand (1992, 1993)

12 96 「

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64 「 」 .

2)

「 」 . 「 」 Vallerand Bissonnette(1992),  
 Vallerand (1992, 1993) 가 .  
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Cronbach

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Cronbach

.81- .93,

.79- .91

&lt; 1&gt;

Gronbach  $\alpha$ 

	.93	.91	365
	.84	.86	366
	.81	.80	366
	.86	.79	362
가	.84	.82	364
	.87	.84	364
	.93	.90	364
	.90	.86	361

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SPSS/PC+ .  
(Paired T-test) ,

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Varimax

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III

II

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가

가

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	.92			.87
	.92			.91
가	.87			.84
	.86			.84
		.94		.91
		.82		.87
			.98	.99
	4.09	1.32	.82	
	58.40	18.90	11.70	89.00

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3 . I

가 , 가 , 가 , 가 , II , III 가 , 가 , .82- .98

I 4.09 58.4% , II 1.32 18.9% , III .82 11.7% 가 89.0% 가

가 I III , 가 II , III 「 I 「 , II 「 : 가 ,

가

가

가

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가

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352

2.76	.69	4.84	1.00		
3.74	.71	5.00	1.38	22.39**	
2.39	.80	4.69	1.00	5.44**	22.68**

\*\* p<.01

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가 3.74 가

(2.76), (2.39)

(Paired T-test)

(p<.01),

가 (p<.01).

가 가

2.

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352

				F	Scheffe		
					3	1	2
2	74	2.92	.73	2.55			
3	86	2.79	.69				
1	99	2.74	.64				
2	93	2.64	.66				
2	74	3.52	.73	3.83**		*	*
3	86	3.69	.71				
1	99	3.83	.70				
2	93	3.85	.69				
2	74	2.13	.73	6.98**		*	*
3	86	2.25	.69				*
1	99	2.54	.64				
2	93	2.59	.66				

\* p<.05, \*\* p<.01

2.92 가 , 2

2.64 , 2

3.52 가 , 2 3.85

2.13 , 가 (p<.01). 2

2.13 , 가 2 2.59

가 (p<.01). 2

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< 5> . 2.61,  
 2.90 가 ,  
 가 (p<.01).

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			F
168	2.61	.70	16.86**
184	2.90	.63	
168	3.67	.72	2.59
184	3.80	.71	
168	2.54	.82	11.48**
184	2.40	.75	

\*\* p<.01

3.67 , 3.80  
 가 ,  
 . 2.54, 2.40 가  
 , 가 (p<.01).  
 가 , 가

4.

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.31\*\*

.13\*

-.31\*\*

\*p<.05, \*\*p<.01

< 6> , .31 (p<.01),  
.13 (p<.05), -.31  
(p<.01). ,  
가 .

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가 , 3  
(Vallerand & Bissonnette, 1992; Vallerand et al. 1992, 1993)

Vallerand (amotivation)

(intrinsic motivation) (Vallerand & Bissonnette, 1992),

(Vallerand et al. 1992, 1993) 가

가 가 가 (1)

Vallerand

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. Covington(1984)

가

. (2) 가

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, 가

(Deci & Ryan, 1987) 가 가

(Paris & Byrnes, 1989), (Nicholls, 1984).

(DeCharms, 1984) 가 2 가 3 가



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(Shaffer, 1988; Weiner, 1972).

가

가

.31(p<.01)

-.31(p<.01)

가

가 , ,

. Koestner Vallerand(1995)

25%

. Ryan, Koestner, Deci(1991)

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, Derryberry(1993)

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, Boggiano Barrett(1985)

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## Abstract

# The Structure of Academic Motivation

Im, Eun-Mi\* ·Lee, Sung-Jin\*\*

The purpose of the present study was to explore the academic motivation of junior and senior high school students in Korea. To achieve this objective, the research set out to study if there is a distinct structure in academic motivation conceptualized in terms of autonomy.

Following Vallerand et al.(1992, 1993), academic motivation was operationally defined as the student's answers to the question of why they go to school (or why they study at all). In a series of study of these answers, Vallerand developed a notion of academic motivation, which consists of seven or eight factors related to motivation for school study. The questions that the present study addressed to answer were as follows: Are there distinct structures in student academic motivation conceptualized in terms of autonomy?

The subjects of the study were 368 students, including 179 males and 189 females: 78 second graders of junior high school, 89 third graders of junior high school, 103 high school freshmen, and 98 high school sophomores.

The students' level of academic motivation was measured by the academic motivation scale which was developed by the author on the basis of Vallerand scheme. The validity of the scales was ascertained through factor analysis on the pilot study responses. The reliability of the scales was examined by Cronbach and split-half reliability. The descriptive analysis, factor analysis, ANOVA were used for data analyses. The results of the study were as follows: Students' academic motivation was found to consist of three factors instead of eight factors found in Vallerand's study. The first factor was named autonomous motivation, as it involved social compliance, motivation for self-competence, motivation for intellectual growth, motivation for intellectual satisfaction. The second factor was social motivation as it was essentially the motivation for social success. The third was named "amotivation" as it indicated "no motivation" toward school study and motivation to avoid failure in academic setting. The first problem of the study was to ascertain the existence of distinct structures in academic motivation, and, indeed, it was found that there are three such structures.

The social motivation had the highest mean, autonomous motivation the second, and the

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\*\* Korean Institute for Research in the Behavioral Science, President.

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amotivation the third. It was found that the higher the grade level, the lower the autonomous motivation, and social motivation and amotivation were becoming higher as the grade progressed. Together these findings seem to indicate that substantial number of high school students tend to study by social motivation. Overall, female students had higher autonomous motivation than male students, but amotivation was lower than males.

The finding that the students tended to have stronger a social motivation than an autonomous motivation implied that, while both autonomous and social motivation are of "pushing" effects on academic pursuit, the fact that social motivation is stronger seems to reflect the current social atmosphere which tends to regard school education and learning as an instrument for upward social mobility and status elevation. It is noteworthy that the substantial number of students are reluctant to study or study merely in order to avoid failure, or to "save the face".

There was a significant positive relationship between autonomous motivation and academic achievement, and social motivation and academic achievement, but a significant negative relationship between amotivation and academic achievement. The group that had strong amotivation showed the lowest academic performance than the other groups. This is consonant with the general expectation that the higher the academic motivation, the higher the academic performance.

■ **Key Word** : Academic motivation, Achievement motivation, Social motivation, Autonomous motivation, Amotivation