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APPENDICES

QUESTIONNAIRE
Why do you go to school?
Colour the box that best describes how you feel.

Question	Nothing like me	Not really like me	Sometime like me	Fairly much like me	Exactly like me
1. I go to school because only by going to school I will get a good job.	☐	☐	☐	☐	☐
2. I go to school because I like learning new things.	☐	☐	☐	☐	☐
3. I go to school because it will help me with the job that I want to do.	☐	☐	☐	☐	☐
4. I go to school for the great feeling I get when I share my ideas with others.	☐	☐	☐	☐	☐
5. I don't know why I go to school. It is really just a waste of time.	☐	☐	☐	☐	☐
6. I go to school for the wonderful feeling of getting good grades in my schoolwork.	☐	☐	☐	☐	☐

7. I go to school to prove that I can finish primary school.	☐	☐	☐	☐	☐
8. I go to school so I can get a great job when I grow up.	☐	☐	☐	☐	☐
9. I go to school to discover new things that I never knew before.	☐	☐	☐	☐	☐
10. I go to school so I can get the job that I really want to do.	☐	☐	☐	☐	☐
11. I go to school for the wonderful feeling of reading books from interesting authors.	☐	☐	☐	☐	☐
12. I wonder if I should continue going to school.	☐	☐	☐	☐	☐
13. I go to school for the great feeling I get when I do better than I have before in my learning.	☐	☐	☐	☐	☐
14. I go to school so that when I get good marks I feel better than the other students.	☐	☐	☐	☐	☐
15. I go to school because I want a good life when I get older.	☐	☐	☐	☐	☐

16. I go to school for the terrific feeling of knowing more about things that interest me.	☐	☐	☐	☐	☐
17. I go to school because it helps me to make a better choice about what job I'll do in the future.	☐	☐	☐	☐	☐
18. I go to school for the wonderful feeling I get when I take in all the information that people have written about.	☐	☐	☐	☐	☐
19. I don't know why I go to school, and really I wouldn't care if I did go or not.	☐	☐	☐	☐	☐
20. I go to school for the great feeling I get when I finish something that is difficult to do.	☐	☐	☐	☐	☐
21. I go to school to show that I am a smart person.	☐	☐	☐	☐	☐
22. I go to school so that I will get a good paying job in the future.	☐	☐	☐	☐	☐
23. I go to school to keep learning about things that interest me.	☐	☐	☐	☐	☐

24. I go to school because I believe that it will make me a better worker when I get a job.	☐	☐	☐	☐	☐
25. I go to school for the good feeling I get while reading about lots of interesting things.	☐	☐	☐	☐	☐
26. I don't know why I go to school. I can't understand what I am doing here.	☐	☐	☐	☐	☐
27. I go to school because school allows me to feel good when I achieve well.	☐	☐	☐	☐	☐
28. I go to school to show myself that I can do it.	☐	☐	☐	☐	☐

Keys for academic motivation scale

# 2, 9, 16, 23	Intrinsic motivation - to know
# 6, 13, 20, 27	Intrinsic motivation - towards accomplishment
# 4, 11, 18, 25	Intrinsic motivation - to experience stimulation

#3, 10, 17, 24	Extrinsic motivation - identified
# 7, 14, 21, 28	Extrinsic motivation - introjected
# 1, 8, 15, 22	Extrinsic motivation - external regulation

# 5, 12, 19, 26	Amotivation

QUESTIONNAIRE

Why do you go to school?

Colour the box that best describes how you feel.

Student's Name: _____

Year Level: 3 or 7   Gender: Male   or   Female

Question	Nothing like me	Not really like me	Sometime like me	Fairly much like me	Exactly like me
1. I go to school because only by going to school I will get a good job.	☐	☐	☐	☐	☐
2. I go to school because I like learning new things.	☐	☐	☐	☐	☐
3. I go to school because it will help me with the job that I want to do.	☐	☐	☐	☐	☐
4. I go to school for the great feeling I get when I share my ideas with others.	☐	☐	☐	☐	☐
5. I don't care of I go to school or not.	☐	☐	☐	☐	☐
6. I go to school for the wonderful feeling of getting good grades in my schoolwork.	☐	☐	☐	☐	☐
7. I go to school to prove that I can finish primary school.	☐	☐	☐	☐	☐
8. I go to school so I can get a great job when I grow up.	☐	☐	☐	☐	☐
9. I go to school to discover new things that I never knew before.	☐	☐	☐	☐	☐

Question	Nothing like me	Not really like me	Sometime like me	Fairly much like me	Exactly like me
10. I go to school so I can get the job that I really want to do.	☐	☐	☐	☐	☐
11. I go to school for the wonderful feeling of reading books from interesting authors.	☐	☐	☐	☐	☐
12. School is a waste of time.	☐	☐	☐	☐	☐
13. I go to school for the great feeling I get when I do better than I have before in my learning.	☐	☐	☐	☐	☐
14. I go to school so that when I get good marks I feel better than the other students.	☐	☐	☐	☐	☐
15. I go to school because I want a good life when I get older.	☐	☐	☐	☐	☐
16. I go to school for the terrific feeling of knowing more about things that interest me.	☐	☐	☐	☐	☐
17. I go to school because it helps me to make a better choice about what job I'll do in the future.	☐	☐	☐	☐	☐
18. I go to school for the wonderful feelings I get when I take in all the information that people have written about.	☐	☐	☐	☐	☐
19. I would like to give up school	☐	☐	☐	☐	☐

Question	Nothing like me	Not really like me	Sometime like me	Fairly much like me	Exactly like me
20. I go to school for the great feeling I get when I finish something that is difficult to do.	☐	☐	☐	☐	☐
22. I go to school to show that I am a smart person.	☐	☐	☐	☐	☐
22. I go to school so that I will get a good paying job in the future.	☐	☐	☐	☐	☐
23. I go to school to keep learning about things that interest me.	☐	☐	☐	☐	☐
24. I go to school because I believe that it will make me a better worker when I get a job.	☐	☐	☐	☐	☐
25. I go to school for the good feeling I get while reading about lots of interesting things.	☐	☐	☐	☐	☐
26. I don't know why I have to go to school	☐	☐	☐	☐	☐
27. I go to school because school allows me to feel good when I achieve well.	☐	☐	☐	☐	☐
28. I go to school to show myself that I can do it.	☐	☐	☐	☐	☐
29. I don't understand what I'm doing here.	☐	☐	☐	☐	☐

Appendix 3   HREC Approval Form

Australian Catholic University
Brisbane Sydney Canberra Ballarat Melbourne

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Human Research Ethics Committee

Committee Approval Form

Principal Investigator/Supervisor: Dr Elizabeth Warren   Brisbane Campus

Co-Investigators: Brisbane Campus

Student Researcher: Ms Peta Hamilton   Brisbane Campus

Ethics approval has been granted for the following project:

Influences of motivational orientation on academic achievement within the context of lower and upper primary year levels

for the period: 5.7.2004 - 30.9.2004

Human Research Ethics Committee (HREC) Register Number: Q2003.04-17

The following **standard** conditions as stipulated in the *National Statement on Ethical Conduct in Research Involving Humans* (1999) apply:

(i)   that Principal Investigators / Supervisors provide, on the form supplied by the Human Research Ethics Committee, annual reports on matters such as:

- security of records
- compliance with approved consent procedures and documentation
- compliance with special conditions, and

(ii) that researchers report to the HREC immediately any matter that might affect the ethical acceptability of the protocol, such as:

- proposed changes to the protocol
- unforeseen circumstances or events
- adverse effects on participant

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The HREC will conduct an audit each year of all projects deemed to be of more than minimum risk. There will also be random audits of a sample of projects considered to be of minimum risk on all campuses each year.

Within one month of the conclusion of the project, researchers are required to complete a *Final Report Form* and submit it to the local Research Services Officer.

If the project continues for more than one year, researchers are required to complete an *Annual Progress Report Form* and submit it to the local Research Services Officer within one month of the anniversary date of the ethics approval.

Signed: *K. Pashley.*   Date: 5 July 2004

(Research Services Officer, McAuley Campus)

Australian Catholic University
Brisbane Sydney Canberra Ballarat Melbourne

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INFORMATION LETTER TO THE EXECUTIVE DIRECTOR

PROJECT TITLE: Influences of Motivational Orientation on Academic Achievement within
the context of Lower and Upper Primary Year Levels

SUPERVISOR: Dr Elizabeth Warren

STUDENT RESEARCHER: Peta Hamilton

NAME: Master of Education (Research)

Dear David Hutton,

The aim of this research is to investigate the relationship between lower and upper primary
school students' motivational orientation and their academic achievement. The study will
involve Year 3 and Year 7 teachers and students during normal class times. The study will also
require student results from the Year 3, 5 & 7 State wide Government Standardised Academic
Tests that occur during August.

There will be no direct risks to participants of this study. The situation that might occur is the
possible discomfort to students who display anxiety when completing tasks under exam
conditions. To alleviate such stress students will be informed, prior to commencing
participation, concisely what will be expected of them and that their answers on both
instruments will remain completely confidential to the researchers.

The participants will be asked to complete a multiple-choice questionnaire about their
motivation towards schooling, in addition to completing the Government tests. The
questionnaire will be administered by their current classroom teachers and take approximately
twenty minutes. This will occur prior to the Government tests. The Government testing is to
be completed according to normal conditions.

The benefits of such a study will hopefully lead to a better understanding into motivational
factors that influence high academic achievement. It will allow students to understand their
own learning processes, and assist them in approving their learning. In addition, this research
may lead to future projects, which may influence and improve educational practices, policies
and procedures. Understanding into motivational orientation will benefit classroom teachers in
their decisions on classroom environments. By understanding the way students learn and how
they are most likely to learn, teachers can choose appropriate learning strategies and
behaviour management programs that are most applicable to their class and year level.

At any time during the project you are free to withdraw your consent for the schools involved

without giving any reason. Confidentiality will be ensured during the conduct of the research and in any report or publication arising from the research.

Any questions regarding this project should be directed to my Supervisor
Dr Elizabeth Warren
on telephone number: 07 3623 7218
in the School of Education
McAuley Campus
PO Box 456
VIRGINIA Q 4014
The results of the project will be communicated to all participants. This study has been approved by the Human Research Ethics Committee at Australian Catholic University.

In the event that you have any complaint or concern about the way you have been treated during the study, or if you have any query that the Supervisor and Student Researcher has not been able to satisfy, you may write to the Chair of the Human Research Ethics Committee care of the nearest Research Services branch.
QLD
Chair, HREC
C/o Research Services
Australian Catholic University
PO BOX 456
VIRGINIA Q 4014
Tel: 07 3623 7294   Fax: 073623 7328
Any complaint or concern will be treated in confidence and fully investigated. The participant will be informed of the outcome.

If you agree to consent to this project, please notify me as soon as possible with the permission to conduct this research.

Yours sincerely,

Peta Hamilton
Student Researcher

Assoc/Prof Elizabeth Warren
Head of School, Education
McAuley

INFORMATION LETTER TO THE DIRECTOR OF QUEENSLAND STUDIES AUTHORITY

PROJECT TITLE: Influences of Motivational Orientation on Academic Achievement within
the context of Lower and Upper Primary Year Levels

SUPERVISOR: Dr Elizabeth Warren

STUDENT RESEARCHER: Peta Hamilton

NAME: Master of Education (Research)

Dear Peter Luxton,

The aim of this research is to investigate the relationship between lower and upper primary
school students' motivational orientation and their academic achievement. The study will
involve Year 3 and Year 7 teachers and students during normal class times. The study will also
require student results from the Year 3, 5 & 7 State wide Government Standardised Academic
Tests that occur during August.

There will be no direct risks to participants of this study. The situation that might occur is the
possible discomfort to students who display anxiety when completing tasks under exam
conditions. To alleviate such stress students will be informed, prior to commencing
participation, concisely what will be expected of them and that their answers on both
instruments will remain completely confidential to the researchers.

The participants will be asked to complete a multiple-choice questionnaire about their
motivation towards schooling, in addition to completing the Government tests. The
questionnaire will be administered by their current classroom teachers and take approximately
twenty minutes. This will occur prior to the Government tests. The Government testing is to
be completed according to normal conditions.

The benefits of such a study will hopefully lead to a better understanding into motivational
factors that influence high academic achievement. It will allow students to understand their
own learning processes, and assist them in approving their learning. In addition, this research
may lead to future projects, which may influence and improve educational practices, policies
and procedures. Understanding into motivational orientation will benefit classroom teachers in
their decisions on classroom environments. By understanding the way students learn and how
they are most likely to learn, teachers can choose appropriate learning strategies and
behaviour management programs that are most applicable to their class and year level.

At any time during the project you are free to withdraw your consent for the schools involved
without giving any reason. Confidentiality will be ensured during the conduct of the research

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and in any report or publication arising from the research.

Any questions regarding this project should be directed to my Supervisor
Dr Elizabeth Warren
on telephone number: 07 3623 7218
in the School of Education
McAuley Campus
PO Box 456
VIRGINIA Q 4014
The results of the project will be communicated to all participants. This study has been approved by the Human Research Ethics Committee at Australian Catholic University.

In the event that you have any complaint or concern about the way you have been treated during the study, or if you have any query that the Supervisor and Student Researcher has not been able to satisfy, you may write to the Chair of the Human Research Ethics Committee care of the nearest Research Services branch.
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Chair, HREC
C/o Research Services
Australian Catholic University
PO BOX 456
VIRGINIA Q 4014
Tel: 07 3623 7294   Fax: 073623 7328
Any complaint or concern will be treated in confidence and fully investigated. The participant will be informed of the outcome.

If you agree to consent to this project, please notify me as soon as possible with the permission to conduct this research.

Yours sincerely,

Peta Hamilton   Assoc/Prof Elizabeth Warren
Student Researcher   Head of School, Education
                                                        McAuley

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INFORMATION LETTER TO THE PRINCIPAL

PROJECT TITLE: Influences of Motivational Orientation on Academic Achievement within
the context of Lower and Upper Primary Year Levels

SUPERVISOR: Dr Elizabeth Warren

STUDENT RESEARCHER: Peta Hamilton

UNIT CODE AND NAME: Master of Education (Research)

Dear Principal,

The aim of this research is to investigate the relationship between lower and upper primary
school students' motivational orientation and their academic achievement. The study will
involve Year 3 and Year 7 teachers and students during normal class times. The study will also
require student results from the Year 3, 5 & 7 State wide Government Standardised Academic
Tests that occur during August.

There will be no direct risks to participants of this study. The situation that might occur is the
possible discomfort to students who display anxiety when completing tasks under exam
conditions. To alleviate such stress students will be informed, prior to commencing
participation, concisely what will be expected of them and that their answers on both
instruments will remain completely confidential to the researchers.

The participants will be asked to complete a multiple-choice questionnaire about their
motivation towards schooling, in addition to completing the Government tests. The
questionnaire will be administered by their current classroom teachers and take approximately
twenty minutes. This will occur prior to the Government tests. The Government testing is to
be completed according to normal conditions.

The benefits of such a study will hopefully lead to a better understanding into motivational
factors that influence high academic achievement. It will allow students to understand their
own learning processes, and assist them in approving their learning. In addition, this research
may lead to future projects, which may influence and improve educational practices, policies
and procedures. Understanding into motivational orientation will benefit classroom teachers in
their decisions on classroom environments. By understanding the way students learn and how
they are most likely to learn, teachers can choose appropriate learning strategies and
behaviour management programs that are most applicable to their class and year level.

At any time during the project you are free to withdraw your consent for the schools involved

without giving any reason. Confidentiality will be ensured during the conduct of the research and in any report or publication arising from the research.

Any questions regarding this project should be direct to my Supervisor
Dr Elizabeth Warren
on telephone number: 07 3623 7218
in the School of Education
McAuley Campus
PO Box 456
VIRGINIA Q 4014
The results of the project will be communicated to all participants. This study has been approved by the Human Research Ethics Committee at Australian Catholic University.

In the event that you have any complaint or concern about the way you have been treated during the study, or if you have any query that the Supervisor and Student Researcher has not been able to satisfy, you may write to the Chair of the Human Research Ethics Committee care of the nearest Research Services branch.
QLD
Chair, HREC
C/o Research Services
Australian Catholic University
PO BOX 456
VIRGINIA Q 4014
Tel: 07 3623 7294   Fax: 073623 7328
Any complaint or concern will be treated in confidence and fully investigated. The participant will be informed of the outcome.

If you agree to consent to this project, please notify me as soon as possible with the permission to conduct this research.

Yours sincerely,

Peta Hamilton   Assoc/Prof Elizabeth Warren
Student Researcher   Head of School, Education
                                                McAuley

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INFORMATION LETTER TO THE PARTICIPANT

PROJECT TITLE: Influences of Motivational Orientation on Academic Achievement within
the context of Lower and Upper Primary Year Levels

SUPERVISOR: Dr Elizabeth Warren

STUDENT RESEARCHER: Peta Hamilton

UNIT CODE AND NAME: Master of Education (Research)

Dear Parent/Guardian ,

The aim of this research is to investigate the relationship between lower and upper primary
school students' motivational orientation and their academic achievement. The study will
involve Year 3 and Year 7 teachers and students during normal class times. The study will also
require student results from the Year 3, 5 & 7 State wide Government Standardised Academic
Tests that occur during August.

There will be no direct risks to your child during this study. The situation that might occur is
the possible discomfort to children who display anxiety when completing tasks under exam
conditions. To alleviate such stress children will be informed, prior to commencing
participation, concisely what will be expected of them and that their answers on both
instruments will remain completely confidential to the researchers.

Your child will be asked to complete a multiple-choice questionnaire about his/her motivation
towards schooling, in addition to completing the Government tests. The questionnaire will be
administered by their current classroom teachers and take approximately twenty minutes. This
will occur prior to the Government tests. The Government testing is to be completed
according to normal conditions.

The benefits of such a study will hopefully lead to a better understanding into motivational
factors that influence high academic achievement. It will allow children to understand their
own learning processes, and assist them in approving their learning. In addition, this research
may lead to future projects, which may influence and improve educational practices, policies
and procedures. Understanding into motivational orientation will benefit classroom teachers in
their decisions on classroom environments. By understanding the way children learn and how
they are most likely to learn, teachers can choose appropriate learning strategies and
behaviour management programs that are most applicable to their class and year level.

At any time during the project you are free to withdraw your consent for your child involved

without giving any reason. Confidentiality will be ensured during the conduct of the research and in any report or publication arising from the research.

Any questions regarding this project should be direct to my Supervisor
> *Dr Elizabeth Warren*
> *on telephone number: 07 3623 7218*
> *in the School of Education*
> *McAuley Campus*
> *PO Box 456*
> *Virginia Q 4014*

The results of the project will be communicated to all participants. This study has been approved by the Human Research Ethics Committee at Australian Catholic University.

In the event that you have any complaint or concern about the way you have been treated during the study, or if you have any query that the Supervisor and Student Researcher has not been able to satisfy, you may write to the Chair of the Human Research Ethics Committee care of the nearest Research Services branch.
> QLD
> Chair, HREC
> C/o Research Services
> Australian Catholic University
> PO BOX 456
> VIRGINIA Q 4014
> Tel: 07 3623 7294   Fax: 073623 7328

Any complaint or concern will be treated in confidence and fully investigated. The participant will be informed of the outcome.

If you agree to give permission for your child to participate in this project, you should sign both copies of the Consent Form, retain one copy for your records and return the other copy to Peta Hamilton.

Yours sincerely,

Peta Hamilton   Assoc/Prof Elizabeth Warren
Student Researcher   Head of School, Education
                                                     McAuley

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PARENT/GUARDIAN CONSENT FORM FOR THE PARTICIPANTS

(Participant's Copy)

PROJECT TITLE: Influences of Motivational Orientation on Academic Achievement within
the context of Lower and Upper Primary Year Levels

SUPERVISOR: Dr Elizabeth Warren

STUDENT RESEARCHER: Peta Hamilton

UNIT CODE AND NAME: Master of Education (Research)

I .... (*the parent/guardian*) have read (*or, where appropriate,*
have had read to me) and understood the information provided in the Letter to the
Participants. Any questions I have asked have been answered to my satisfaction. I agree that
my child, nominated below, may participate in this activity, realising that I can withdraw my
consent at any time.

NAME OF PARENT/GUARDIAN: ....
(block letters)
SIGNATURE: ....   DATE:..............................

NAME OF CHILD:
(block letters)

SIGNATURE OF SUPERVISOR: ....DATE:...................................

SIGNATURE OF STUDENT:...DATE:...............................

ASSENT OF PARTICIPANTS AGED UNDER 18 YEARS

I .... (*the participant aged under 18 years*) understand what this research
project is designed to explore. What I will be asked to do has been explained to me. I agree to
take part in the project, realising that I can withdraw at any time without having to give a
reason for my decision.

NAME OF PARTICIPANT AGED UNDER 18: ....
(block letters)

SIGNATURE: .... DATE:..............................

SIGNATURE OF SUPERVISOR: ....DATE:...................................

SIGNATURE OF STUDENT:...DATE:...............................

PARENT/GUARDIAN CONSENT FORM FOR THE PARTICIPANTS

(Researcher's Copy)

PROJECT TITLE: Influences of Motivational Orientation on Academic Achievement within the context of Lower and Upper Primary Year Levels

SUPERVISOR: Dr Elizabeth Warren

STUDENT RESEARCHER: Peta Hamilton

UNIT CODE AND NAME: Master of Education (Research)

I .... (*the parent/guardian*) have read (*or, where appropriate,* have had read to me) and understood the information provided in the Letter to the Participants. Any questions I have asked have been answered to my satisfaction. I agree that my child, nominated below, may participate in this activity, realising that I can withdraw my consent at any time.

NAME OF PARENT/GUARDIAN: ....
(block letters)
SIGNATURE: ....   DATE:.............................

NAME OF CHILD:
(block letters)

SIGNATURE OF SUPERVISOR: ....DATE:......................................

SIGNATURE OF STUDENT:..DATE:...............................

ASSENT OF PARTICIPANTS AGED UNDER 18 YEARS

I .... (*the participant aged under 18 years*) understand what this research project is designed to explore. What I will be asked to do has been explained to me. I agree to take part in the project, realising that I can withdraw at any time without having to give a reason for my decision.

NAME OF PARTICIPANT AGED UNDER 18: ....
(block letters)

SIGNATURE: .... DATE:..............................

SIGNATURE OF SUPERVISOR: ....DATE:......................................

SIGNATURE OF STUDENT:..DATE:...............................