

## **Academic Self-Regulation Questionnaire (SRQ-A)**

This questionnaire concerns the reasons why children do their school work. The scale was developed for students in late elementary and middle school. (The comparable SRQ for adults is referred to as the Learning Self-Regulation Questionnaire.) Consequently, its format is slightly different from the format of the Self-Regulation Questionnaires intended for adults. First, the responses to each item are on a 4-point scale rather than a 7-point scale because we have found that more than 4 possible responses is not optimal for the children who complete the questionnaire who are as young as about 8 years of age. Second, we typically have the children respond right on the questionnaire by circling the correct response rather than using an answer sheet. Again, this is easier, especially when doing a group administration to a class of students. Of course it is more work for the researcher to get the information off the questionnaires, but it is worth the trade off. Third, there are more items on the SRQs for children than the SRQs for adults in order to ensure good reliability. Fourth, the “very true” response comes first for each item, whereas on the adult questionnaire it comes last. To score the scale: Very True is scored 4; Sort of True is scored 3; Not Very True is scored 2; and Not at All True is scored 1. This way, a higher score will indicate a higher level of endorsement of that regulatory style. The SRQ-A uses four subscales: external regulation, introjected regulation, identified regulation, and intrinsic motivation.

**Two versions of the scale.** There are two versions of the SRQ-A. The first version is the one that has been used in many studies of school children. It asks four questions about why students do various school related behaviors. Each question is followed by several responses that represent the 4 regulatory styles used in this scale. Validation of this scale is presented in Ryan and Connell (1989). The second version of the SRQ-A, which is a modification of the first, was created for students with Learning Disabilities. In a study of students with LD (Deci, Hodges, Pierson, & Tomassone, 1992), we found that the standard format was too difficult. So, rather than having one question with several responses, every item is formulated as a separate question. The items still represent the responses to the same 4 questions as in the standard version of the scale, but they are written so the children will understand them more easily. Also, we changed the wording of the four responses to make them easier for the children. In this version, Always is scored 4; Most of the Time is scored 3; Sometimes is scored 2; and Never is scored 1. Scoring information for each version of the scale is after that version. First we present the standard version; then we present the version for students with LD.

**Scoring the SRQ-A.** First, you calculate the subscale score for each of the four subscales by averaging the items that make up that subscale. Very true is scored 4; Sort of true is scored 3; Not very true is scored 2; and Not at all true is scored 1. The four subscales are: external regulation, introjected regulation,

identified regulation, and intrinsic motivation. Listed below are the item numbers associated with each of the four subscales.

External Regulation: 2, 6, 9, 14, 20, 24, 25, 28, 32  
Introjected Regulation: 1, 4, 10, 12, 17, 18, 26, 29, 31  
Identified Regulation: 5, 8, 11, 16, 21, 23, 30  
Intrinsic Motivation: 3, 7, 13, 15, 19, 22, 27

You can use the individual subscale scores in your analyses, and you can also use the Relative Autonomy Index (RAI). To form the RAI for this scale, use the following formula to combine the subscale scores:

$$2 \times \text{Intrinsic} + \text{Identified} - \text{Introjected} - 2 \times \text{External}$$

## The Scale

### WHY I DO THINGS

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Grade: \_\_\_\_\_ ( ) Boy or Girl ( ) Teacher:  
\_\_\_\_\_

#### A. Why do I do my homework?

**1. Because I want the teacher to think I'm a good student.**

Very true   Sort of true   Not very true   Not at all true

**2. Because I'll get in trouble if I don't.**

Very true   Sort of true   Not very true   Not at all true

**3. Because it's fun.**

Very true   Sort of true   Not very true   Not at all true

**4. Because I will feel bad about myself if I don't do it.**

Very true   Sort of true   Not very true   Not at all true

**5. Because I want to understand the subject.**

Very true   Sort of true   Not very true   Not at all true

**6. Because that's what I'm supposed to do.**

Very true   Sort of true   Not very true   Not at all true

**7. Because I enjoy doing my homework.**

Very true   Sort of true   Not very true   Not at all true

**8. Because it's important to me to do my homework.**  
Very true   Sort of true   Not very true   Not at all true

**B. Why do I work on my classwork?**

**9. So that the teacher won't yell at me.**  
Very true   Sort of true   Not very true   Not at all true

**10. Because I want the teacher to think I'm a good student.**  
Very true   Sort of true   Not very true   Not at all true

**11. Because I want to learn new things.**  
Very true   Sort of true   Not very true   Not at all true

**12. Because I'll be ashamed of myself if it didn't get done.**  
Very true   Sort of true   Not very true   Not at all true

**13. Because it's fun.**  
Very true   Sort of true   Not very true   Not at all true

**14. Because that's the rule.**  
Very true   Sort of true   Not very true   Not at all true

**15. Because I enjoy doing my classwork.**  
Very true   Sort of true   Not very true   Not at all true

**16. Because it's important to me to work on my classwork.**  
Very true   Sort of true   Not very true   Not at all true

**C. Why do I try to answer hard questions in class?**

**17. Because I want the other students to think I'm smart.**  
Very true   Sort of true   Not very true   Not at all true

**18. Because I feel ashamed of myself when I don't try.**  
Very true   Sort of true   Not very true   Not at all true

**19. Because I enjoy answering hard questions.**  
Very true   Sort of true   Not very true   Not at all true

**20. Because that's what I'm supposed to do.**  
Very true   Sort of true   Not very true   Not at all true

**21. To find out if I'm right or wrong.**  
Very true   Sort of true   Not very true   Not at all true

**22. Because it's fun to answer hard questions.**  
Very true   Sort of true   Not very true   Not at all true

**23. Because it's important to me to try to answer hard questions in class.**  
Very true   Sort of true   Not very true   Not at all true

**24. Because I want the teacher to say nice things about me.**  
Very true   Sort of true   Not very true   Not at all true

**D. Why do I try to do well in school?**

**25. Because that's what I'm supposed to do.**  
Very true   Sort of true   Not very true   Not at all true

**26. So my teachers will think I'm a good student**  
Very true   Sort of true   Not very true   Not at all true

**27. Because I enjoy doing my school work well.**  
Very true   Sort of true   Not very true   Not at all true

**28. Because I will get in trouble if I don't do well.**  
Very true   Sort of true   Not very true   Not at all true

**29. Because I'll feel really bad about myself if I don't do well.**  
Very true   Sort of true   Not very true   Not at all true

**30. Because it's important to me to try to do well in school.**  
Very true   Sort of true   Not very true   Not at all true

**31. Because I will feel really proud of myself if I do well.**  
Very true   Sort of true   Not very true   Not at all true

**32. Because I might get a reward if I do well.**  
Very true   Sort of true   Not very true   Not at all true

