Abstract
Research on classroom goal-structures (CGS) has shown the usefulness of assessing the classroom motivational climate to evaluate educational interventions and to promote changes in teachers’ activity. So, the Classroom Motivational Climate Questionnaire for Secondary and High-School students was developed. To validate it, confirmatory factor analysis and correlation and regression analyses were performed. Results showed that the CMCQ is a highly reliable instrument that covers many of the types of teaching patterns that favour motivation to learn, correlates as expected with other measures of CGS, predicts satisfaction with teacher’s work well, and allows detecting teachers who should revise their teaching.