Abstract
The study aims to analyze the psychometric properties of the Attribution Scale of General Achievement Motivation (EMAL-G) in Venezuelan university students. Analyses were performed on a sample of 220 students from the Simón Bolívar University; 104 women and 116 men aged between 18 and 25. The wording of items, to identify the functions in the overall performance results, was modified. Results show that the Attribution Scale of General Achievement Motivation (EAML-G) is valid and reliable to identify attribution causes of the overall performance in university students, and are discussed in terms of the elements included in the Attribution Theory of Weiner (1985). In addition, significant relationships were found between the different dimensions of the scale, which suggest the presence of adaptive and maladaptive attributional patterns. Finally, we consider the implications of these findings for the revision and improvement of the pedagogical practice.

Keywords
Attribution Scale of Achievement Motivation General EMAL-G-G, attribution causes, college students, psychometric analysis.