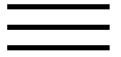


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Learning and Individual Differences

Volume 21, Issue 1, February 2011, Pages 138-143

Factorial invariance and latent mean differences of scores on the achievement goal tendencies questionnaire across gender and age in a sample of Spanish students

Candido J. Ingles ^a ... Beatriz Delgado ^a

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Abstract

This study examined the factorial invariance and latent mean differences of scores on the Spanish version of the *Achievement Goal Tendencies Questionnaire* (AGTQ) across gender and age groups in 2022 Spanish students (51.1% boys) in grades 7 through 10. The equality of factor structures was compared using multi-group confirmatory factor analyses. Measurement invariance for the correlated three-factor model of the AGTQ was found across gender and age samples. Analyses of latent mean differences revealed that girls exhibited higher means than boys on the Learning Goals and Performance Goals scale scores, whereas boys showed a higher mean than girls on the Social

Reinforcement Goals scale score. No differences in latent means were found between the age groups on any of the AGTQ scales. The findings are discussed in terms of the implications for use of the AGTQ with Spanish secondary education students.

Research Highlights

• The model with correlated three-factors of the AGTQ was reasonable. • This model represented a significant improvement over the correlated two-factor model. • Measurement invariance of scores on the AGTQ was found across gender and age groups. • Analyses of latent means revealed significant differences between the gender groups. • No differences of latent means were found between the age groups on the AGTQ scales.



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Keywords

Academic goals; Factorial invariance; Measurement invariance; Secondary education

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