Science Motivation Questionnaire (SMQ) © 2006 Shawn M. Glynn and Thomas R. Koballa, Jr.

Permission and Directions: Educators who wish to use the Science Motivation Questionnaire © 2006 by Shawn M. Glynn & Thomas R. Koballa, Jr., for research and teaching have permission to do so if they cite the Glynn & Koballa (2006) and Glynn et al. (2009) references below and comply with the fair use of this copyrighted and registered questionnaire. This permission extends to the discipline-specific SMQ versions such as the Biology Motivation Questionnaire (BMQ), Chemistry Motivation Questionnaire (CMQ), and Physics Motivation Questionnaire (PMQ) in which the words biology, chemistry, and physics are respectively substituted for the word science. In any use of the SMQ, its versions, and translations to other languages, permission is contingent upon citing the Glynn & Koballa (2006) and Glynn et al. (2009) references. Educators also have permission to reproduce the SMQ, its versions, and its translations—for fair use in research and teaching; in part or in whole; in print, online, or other media—if they clearly include the copyright notice “© 2006 Shawn M. Glynn and Thomas R. Koballa, Jr.” with the reproduction. The website http://www.coe.uga.edu/smq/ provides downloadable articles and information on the SMQ administration, components (subscales), scoring, reliability, validity, and interpretation.


In order to better understand what you think and how you feel about your high school science courses, please respond to each of the following statements from the perspective of: “When I am in a college (or high school) science course…”

[Response Scale: O Never   O Rarely   O Sometimes   O Usually   O Always]

01. I enjoy learning the science.
02. The science I learn relates to my personal goals.
03. I like to do better than the other students on the science tests.
04. I am nervous about how I will do on the science tests.
05. If I am having trouble learning the science, I try to figure out why.
06. I become anxious when it is time to take a science test.
07. Earning a good science grade is important to me.
08. I put enough effort into learning the science.
09. I use strategies that ensure I learn the science well.
10. I think about how learning the science can help me get a good job.
11. I think about how the science I learn will be helpful to me.
12. I expect to do as well as or better than other students in the science course.
13. I worry about failing the science tests.
14. I am concerned that the other students are better in science.
15. I think about how my science grade will affect my overall grade point average.
16. The science I learn is more important to me than the grade I receive.
17. I think about how learning the science can help my career.
18. I hate taking the science tests.
19. I think about how I will use the science I learn.
20. It is my fault, if I do not understand the science.
21. I am confident I will do well on the science labs and projects.
22. I find learning the science interesting.
23. The science I learn is relevant to my life.
24. I believe I can master the knowledge and skills in the science course.
25. The science I learn has practical value for me.
26. I prepare well for the science tests and labs.
27. I like science that challenges me.
28. I am confident I will do well on the science tests.
29. I believe I can earn a grade of “A” in the science course.
30. Understanding the science gives me a sense of accomplishment.

The end.