January 1, 1989

Children's Motivation Analysis Test (CMAT) Normative Data

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Normative Data

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Abstract

Normalized standard ten scores (N-Stens) for a large cohort of 475 Australian Grade 6 children and for the boys and girls separately are presented for the Cattellian *Children's Motivation Analysis Test* (CMAT), representing the first such normative data available for this instrument.
The Children's Motivation Analysis Test (CMAT) is a newly developed downward extension of the School Motivation Analysis Test (SMAT) - (Krug, Cattell, & Sweney, 1976) and the Motivation Analysis Test (MAT) - (Cattell, Horn, Sweney, & Radcliffe, 1964). The CMAT is a 230-item objective (T-data) paper-and-pencil instrument which purports to measure 10 important motivation dynamic traits, discerned factor analytically.

### Table 1: Norms for Obtaining Sten Scores from Raw Scores: Boys and Girls Combined

<table>
<thead>
<tr>
<th>Dynamic Trait</th>
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</table>

Notes: Based on 475 Grade 6 Australian children, ranging in age from 10-13 yrs. (M = 11.53 yrs., SD = 1.57 yrs.). Norms are for Total Motivation (Integrated and Unintegrated components combined). Data are for normalized stens.

The construction of the CMAT is modelled closely on the SMAT, in terms of both the kinds of items and scales included. Details regarding the nature of the scales, kinds of items, types of responses, etc., can be ascertained by perusal of the corresponding

### Table 2: Norms for Obtaining Sten Scores from Raw Scores: Boys Only

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<tr>
<th>Dynamic Trait</th>
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</table>

Note: Based on 258 Grade 6 Australian boys, ranging in age from 11 to 13 yrs. (M = 11.48 yrs., SD = 1.54 yrs.). Norms are for Total Motivation (Integrated and Unintegrated components combined). Data are for normalized stens.

<table>
<thead>
<tr>
<th>Dynamic Trait</th>
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<th>SD</th>
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<td>0-9 10 11-12 13 14 15 16-17 18 19 20-21 22-23 24-29 15.18 2.66</td>
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Note. Based on 217 Grade 6 Australian girls, ranging in age from 10 to 13 yrs. (M = 11.59 yrs., SD = 1.60 yrs.). Norms are for Total Motivation (Integrated and Unintegrated components combined). Data are for normalized stens.

As there are no published norms for the CMAT, the present paper addresses this issue and provides normative data for 475 Grade 6 Australian children from diverse socioeconomic, urban, and rural backgrounds. As well, normative data are provided for boys and girls separately. The norms presented are also suggested for use with USA samples, as previous comparative work with the SMAT norms (Boyle, Start, & Hall, 1988) has shown that they are not significantly influenced by United States/Australian cultural differences.

References


