Motivated students have higher levels of satisfaction in school, mobilizing interests and skills in six domains present in the QME questionnaire. The domains measured in the QME questionnaire are: strategies (F1), extrinsic objectives of the teacher (F2), extrinsic objectives of the student with external regulation (F3), intrinsic objectives of the teacher (F4), extrinsic objectives of the student with internal regulation (F5) and intrinsic objectives of the student (F6).

3. Research Questions
- Students submitted to the P-DMAR Program have higher motivation levels relative to the control group in the six domains present in the QME questionnaire?
- Are there statistically significant differences in motivation values after the P-DMAR program, relative to gender, in each of the six domains present in the QME questionnaire?

4. Purpose of the Study
This study aims to assess the existence of improvements in motivational dynamics in Portuguese adolescents. The School Motivation Questionnaire - QME (Cordeiro, 2010) was administered to two groups (experimental vs control) at two different moments, before and after participation in the P-DMAR (Fonseca, Galinha & Loureiro, 2017).

Methods
A sample of 86 students (n = 43 experimental group, n = 43 control group) was considered. A descriptive analysis of the QME values was performed before and after the P-DMAR program, based on the main statistical measures of location and dispersion. The statistical methodology consisted of a quantitative analysis of the QME using hypothesis tests for independent and paired samples. An α = 5% was set. The statistical analysis was performed in R software, R Core Team (2016).

Results
Males were predominant (51.2%) and 29.1% of respondents were repeating. Before applying the P-DMAR program to the 86 students (44 males and 42 females) the overall results considering the six dimensions (F1 to F6) were: the mean value of school motivation in the six dimensions under analysis was 37.45 (sd 8.48). If the sex were considered, the overall mean value of the QME in the males was 37.93 (sd 9.88), being higher than the overall mean value in the opposite sex, 36.94 (sd 6.81).

Conclusions
It was verified that the P-DMAR is a valuable instrument with statistical significance (p < 0.01) because the students participating in it saw their motivational capacities enhanced in the following six domains measured in the QME: strategies, extrinsic objectives of the teacher, extrinsic objectives of the student with external regulation, intrinsic objectives of the teacher, extrinsic objectives of the student with internal regulation and intrinsic objectives of the student. There weren’t statistically significant differences in motivation values after the P-DMAR program, relative to gender, in each of the six domains present in the QME questionnaire.

References