

REFERENCIAS

- Aiken, L. (1985). *Psychological testing and assessment*. Sexta edición. Boston: Allyn and Bacon, Inc.
- Aiken, L (1996). *Test psicológicos y Evaluación*. Octava edición. México: Prentice Hall.
- Anastasi, A. (1982). *Psychological Testing*. Fifth Edition. United States of America: Mcmillan Publishing Co., Inc.
- Anastasi, A. (1986). *Evolving concepts of test validation*. New Cork: Mcmillan Publishing Co., Inc.
- Anastasi, A., Urbina, S. (1998). *Tests psicológicos*. México: Prentice hall.
- Andujar, C, Martinez. (1996). *Análisis psicométrico de la escala Lodal y Kejner mediante las teorías clásica y moderna de la medición*. Revista Latinoamericana de Psicología. Vol. 28 (1).
- Arias, F. (1981). Los test. México: trillas.
- Bandura, A. (1986). *Social foundations of thought and action: A social-cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Barnette, L. (1968). *Readings in Psychological Tests and Measurement*. United States of America: The Dorsey press.
- Baumann, N., Kaschel, R., Kuhl, J. (2007). *Affect sensitivity and affect regulation in dealing with positive and negative affect*. Journal of Research in Personality. June 2007. Germany.

- Baumert, J., Klieme, E., Neubrand, M., Prenzel, M., Schiefele, U., Schneider, W., Tillman, K., Weib, M. (1993). *Self-Regulated Learning as a Cross-Curricular Competence*. OECD PISA DEUTSCHLAND. Berlin.
- Boekarts, M., Cascallar, E., Costigan, T. (2006). *Assessment in the Evaluation of Self-Regulation as a Process*. Educ. Psicol Rev.
- Cabrera, V. (2004). *Clima organizacional y compromiso organizacional*. Studio de un caso. Memoria para optar al Título de Licenciatura en Psicología. Departamento de Psicología, Universidad de las Américas.
- Castro, L. (1984). *Diseño experimental sin estadística*. México: Trillas.
- Carrasco, J. (2000). *Cómo aprender mejor*. Tercera edición. Madrid: Rialp.
- Cerda, E. (1984). *Psicometría general*. Tercera edición. Barcelona: Editorial Herder.
- Correll, W. (1980). *El aprender fundamentos psicológicos y problemática*. Barcelona: Editorial Herder.
- Cronbach, L. (1970). *Essentials of psychological testing*. New York: Harper International editions.
- Cronbach, L. (1971). *Essentials of psychological testing*. New York: Harper International editions.
- Cronbach, L., Quirk. (1976). *Test validity*. New York: McGraw-Hill.
- Embretson, S. (1985). *Test design: developments in psychology and psychometrics*. New Cork: Academia Press Inc.
- García, T., McCann, E., Turner, J., Roska, L. (1998). *Modeling the Mediating Role of Volition in the Learning Process*. CONTEMPORARY EDUCATIONAL PSYCHOLOGY Vol. 23. Pag. 392–418. NO. EP980982. Austin.

- Husman, J., Schallert, D., Turner, J. (2002). *The Importance of Students' Goals in Their Emotional Experience*. Educational Psychologist
- Kitsantas, A., Zimmerman, B. (1997). *Developmental Phases in Self-Regulation: Shifting From Process Goals to Outcome Goals of Academic Failure: Investigating the Precursors and Consequences of Shame*. Journal of Educational Psychology. 1997, Vol. 89, No. 1, 29-36. New York.
- Kuhl, J., Kázen, M., Koole, L. (2006). *Putting Self-Regulation Theory into Practice: A User's Manual*. APPLIED PSYCHOLOGY: AN INTERNATIONAL REVIEW, 2006, 55 (3), 408–418. Amsterdam
- Lenon, R. (1956). *Assumptions underlying the use of content validity*. United States of America: McGraw Hill.
- McCann, E., García, T. (1999). *Maintaining motivation and Regulating emotion: measuring individual differences in academic volitional strategies*. VOLUME 11, NUMBER 3,. Texas.
- McCann & Garcia, 2000. *The Academic Volitional Strategy Inventory (AVSI)*
- McCann, E., Turner, J. (2004). *Increasing Student Learning Through Volitional Control*. Volume 106, Number 09. Columbia University.
- Novick. (1984). *Importance of professional standars for fair and appropriate test use*. San Francisco: Jossey-Bass.
- Nunnally, C. (1991). *Teoría psicométrica*. México: Paidós.
- Oort, F., Vrugt, A., Zeeberg, C. (2002). *Goal orientations, perceived self-efficacy and study results amongst beginners and advanced students*. British Journal of Educational Psychology (2002), Vol. 72, Pages. 385–397. England.

- Pereira, L. (2005). *La autorregulación como proceso complejo en el aprendizaje del individuo peninsular*. Polis revista de la Universidad Bolivariana, año/vol. 4, número 011. Santiago, Chile.
- Pintrich, P. (1999). *The role of motivation in promoting and sustaining self-regulated learning*. International Journal of Educational Research. (1999) Vol. 31. Pages. 459-470. United States of America.
- Pintrich, P. (2000). *Multiple Goals, Multiple Pathways: The Role of Goal Orientation in Learning and Achievement*. Journal of Educational Psychology 2000, Vol. 92, No. 3. 544-555. United Status of America.
- Rivero, M., Prada, A. (2005). *Aprendizaje autodirigido y desempeño académico*. Tiempo de educar, enero-junio, año/vol. 6, número 011. Toluca, México.
- Shavelson, R. (1981). *Statistical Reasoning for that behavioral sciences*. Boston: Library of congress cataloging in publication data.
- Silva, F. (1989). *Evaluación conductual y criterios psicométricos*. Madrid: Pirámide.
- Thorndike, R. (1986). *Test y técnicas de medición en psicología y educación*. México: Editorial Trillas.
- Vernon, P. (1964). *The concept of validity in personality studies*. Londres: McGraw-Hill.