ABSTRACT

This study was undertaken to explore and identify the relationship between motivational beliefs (self-efficacy, intrinsic value, test anxiety) and self-regulated strategies (cognitive strategy and self-regulation) and academic achievement (marks obtained by students in four test conducted during that academic year) of school students. Thus, relationship between motivation and self-regulated learning components was examined. The study also found out whether motivational beliefs and self-regulated learning components influenced academic achievement. Additionally, the study sought to identify gender difference on motivation and self-regulated learning components and the influence of the parents’ education on motivation, self-regulated learning strategies and achievement of their children were studied. The research question which were under consideration, were:

(A) Is there a significant relationship between motivational belief components (self-efficacy, intrinsic value, and test anxiety), and self-regulated learning components (cognitive strategy use and self-regulation) among students?

(B) Do motivational belief components (self-efficacy, intrinsic values, and test anxiety) influence academic achievement?

(C) Do self-regulated strategies components (cognitive strategy use, self-regulation) influence academic achievement?

(D) Do motivational beliefs components differ in boys and girls?

(E) Do self-regulated strategies components differ in boys and girls?

(F) Is their an influence of parents’ education on their children’s motivational beliefs components?
(G) Is their an influence of parents’ education on their children’s self-regulated strategies components?

To answer these questions, data was collected from 8th standard students in group of 12 to 15 years of English medium schools in Pune city. Students responded to self-report Questionnaire: the Motivated Strategies for Learning Questionnaire (MSLQ). The alpha Coefficient reliability of the scale showed that these scale have substantial to high internal Consistency with regards to the Indian sample. Some Statistical Techniques such as Pearson’s product moment correlation, t-test and ANOVA were used.

The major findings showed that there was significant correlation between motivational beliefs components and self-regulated learning components of the students. The findings from the second and third research question showed that all components of motivation and self-regulated learning strategies influenced academic achievement of students. Self-efficacy, self-regulation and test anxiety had strongly influenced on academic achievement and test anxiety had inverse influence. The findings from gender difference revealed that there was no significant difference between boys and girls on motivational beliefs components. Significant difference existed in cognitive strategy and self-regulation across gender. The findings related to parents’ education indicated that parents’ education influence children’s motivation and self-regulated learning components. Parent’s education had not influence on children’s intrinsic value.