# MOTIVATIONAL AND SELF-REGULATED LEARNING COMPONENTS OF CLASSROOM ACADEMIC PERFORMANCE

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## ABSTRACT

*Self-regulated learning (SRL) is learning that is guided by metacognition, strategic action and motivation to learn. Self- regulation of cognition and behavior is an important aspect of student learning. However, knowledge of cognitive and metacognitive strategies is usually not enough to promote student achievement. Students also must be motivated to use the strategies as well as regulate their cognition and effort. This study determines the relationships between motivational and self-regulated learning dimensions. The theoretical framework for conceptualizing students motivation is adaptation of a general expectancy–value model constructed by Eccles (1983). The study was conducted in Kolej Universiti Islam Antarabangsa Selangor (KUIS). 50 questionnaires have been administrated personally to Bachelor of Accounting (Hons) students. The findings revealed that self–efficacy has strong relationship towards motivational as compared to intrinsic value. Meanwhile, cognitive strategy used and self-regulation has strong relationship towards self-regulated learning.*

**Keywords:** *Self-regulation, motivational, self–efficacy, intrinsic value, cognitive strategy used.*

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## Introduction

Good academic achievement is one of the benchmark for any higher learning institutions. Thus, lectures are encouraged to strengthen their teaching styles and use any suitable approach to make sure students understand and applying the given knowledge. Besides that, higher learning institutions also look into the positive effects of Information and Communication Technology (ICT) to create a flexible, yet friendly learning environment. However, research proved the most important actions is to equip student with a quality personality elements, such as positive personality, perseverance, confidence, has an emotional balance and the ability to work with each other. That means, lectures need to look into students psychological components.

Over the years, student with a good academic achievement is closely related to two correlated psychological component, motivational beliefs and self regulation. According to Green, Nelson, Martin and Marsh (2006), students with positive attitude and high motivation are more likely to demonstrate self-regulatory and achievement-oriented behaviours and performs well in their academics. That explains why academician needs to look into students' self-regulation and motivation, because the two correlated component will predict whether student will perform in their academic (Pintrich & Scharuben, 1992; Zimmerman, 2001).

## Literature Reviews

Besides IQ and EQ, motivation is one of the popular topics among researchers and academicians. Basically, motivation refers to the internal state of individuals that activates, guides and maintains

behaviour (Green, 2002). In the context of student motivation, it's can be defined as a student willingness to exert effort and their encouragement into learning engagement and persistence (Wolter, 1998). Pintrich and De Groot (1990) specifically defined student motivation as motivational beliefs of their performance in the academic. According to Boekaerts (2002), motivational beliefs refer to the opinion, judgements and values that student hold about objects, events or subject matter. In other word, motivational beliefs can be used as a student guide that helps them thinking, feeling and behave in the subject matter.

Although motivational beliefs have a variety of constructs, this study is limited into self efficacy and intrinsic values. Self efficacy is an expectancy component that refers to students' beliefs about their ability to perform a task (Pintrich & De Groot, 1990). Student with a good self efficacy always beliefs they can organize and and execute courses of action required to deal with prospective situations that contain many ambiguous, unpredictable and often stressful elements (Bandura, 1982). Tang and Neber (2008), claims that self-efficacy represents the learners' subjective belief in their own competence for high domain specific achievements. In other words, self-efficacy is a self-assessment belief concerning ones' ability to master a task whether easy or difficult to produce positive outcomes. According to Schunk (1985), self-efficacy can influence student to choose what kind of activities they will involve. Activity that needs more cognitive skills will attract higher self efficacies students, but student who have a low sense of efficacy tend to avoid it. Research shows student with a positive self-efficacies always has control of their learning situation and always believe they have the capabilities necessary to succeed (Scott, 1997).

Intrinsic values represents students affective components, especially how student emotionally react to the task (Pintrich & De Groot, 1990). This motional beliefs component explains how student enjoy or satisfied from engaging in the task within the learning context (Nelson & Debacker, 2000). It's also refers to the students' valuing of the task skills for their own merit (Zimmerman, 2002). Past research shows that student with a positive intrinsic value always set their goals for any given task and they also consider the importance of interest and value for completing the given task. It is a fact that whenever student valued the importance of particular task or assignment, they will allocate a huge efforts to make sure the task completes successfully. That why Green (2002) encourages teachers to promote the value of the task before give it to the students. They should emphasize the usefulness and importance of the task, and explains the enjoyment that can be gained from the task. Besides that, research shows that student with an intrinsic goal orientation tend to value a deeper level of understanding of tasks compared to the students with an extrinsic goal orientation, which prefer to use more surface processing strategies such memorization or guessing (Lyke & Kelaher Young, 2006).

Besides focusing into the motivational beliefs components, students are required to acquire a self-regulation component. Elias and MacDonald (2007) state that self regulation explains how person controls and directs his or her own actions. Self regulation is closely related to the self assessment skills that involves a high level of self awareness that helps student to be able to monitor their learning and performance. The ability to control or monitor one's own performance associated with metacognitive components. Reid (2001) define metacognitive as "thinking about thinking, being aware of the learning process and utilising that in new learning. In the context of problem solving, Metacognition will helps an individual to control the behavior in using facts, techniques and strategies effectively (Schoenfeld, 2011). It is proved that metacognitive skills will leads to self-regulation (Vockell, 2004). That explains why Pintrich (2004) stress out that self regulation can be measured as a person competency in monitoring and regulating one's learning via the use of a variety of cognitive and metacognitive strategies.

Besides self-regulation, Pintrich and De Groot (1990) suggest that the cognitive strategy used also need to be enhanced by the students. Cognitive strategy explains how student use their knowledge to learn, remember and understand the material (Zimmerman & Pons, 1988). Research shows that teachers could introduce students with a different cognitive strategies such as rehearsal, elaboration and organizational strategies that help students to encode, recall, and comprehend information (Weinstein & Mayer, 1986). Cognitive strategy is the subset of learning styles.

Students who carefully choose and monitored their cognitive strategies will reflect a deeper level of cognitive engagement (Weinstein & Mayer, 1986). A deep approach in the learning and thinking process will guide student to focus on the underlying meaning and complex understanding of a task, such as relating, decision making and critical processing (Kember & Gow, 1994).

The importance of the correlated component of motivational beliefs and self-regulation is the foundation of this study. This study intend to determine the relationship of motivational and self-regulated learning and in the meantime, this study is to determine the relationship of self-efficacy and intrinsic value towards motivational and the relationship of cognitive strategy used and self-regulation towards self-regulated lerning.

**Methodology**

The present study is carried out based on general expectancy–value model for conceptualizing students motivation (Eccless,1983 ; Pintrich, 1988,1989) which is include motivational components (self–efficacy, intrinsic value and test anxiety). Previous research suggests that the expectancy-value model will be positively related to the self-regulated learning components, whereas the research on test anxiety does not suggest such relation.

This study used motivational components which is consisting of self-efficacy and intrinsic value and exclude test anxiety, whereas for self-regulated learning components consist of cognitive strategy used and self-regulation. This study predicted that motivational components to be related to self-regulated learning components. Therefore, the hypotheses of this study are as follows:

H1:  There is a relationship between self-efficacy and intrinsic value towards motivational.

H2: There is a relationship between cognitive strategy used and self-regulation towards self-
     regulated learning.
H3: There is a relationship between motivational and self-regulated  learning.

The number of 50 questionnaires was distributed randomly to Bachelor of Accounting students at Kolej Universiti Islam Antarabangsa Selangor (KUIS). Yet 62% ($n$=31) were replied.

The questionnaire was adapted from Motivational Strategies for Learning Questionnaire (MSLQ) by Pintrich & De Groot (1990) and amended to suit with study objectives. There are 31 item tested from four dimensions, i.e: self-efficacy, intrinsic value, cognitive strategy used and self-regulation. Students were instructed to respond to the items on a 7 point likert scale (1= not at all true of me to 7 = very true of me).

The result of measurement and validity of Cronbach Alpha were as follows:

**Table 1 : Realibility Statistics**

| Dimensions | Cronbach Alpha | No.of items |
|---|---|---|
| Self-Efficacy | 0.70 | 8 |
| Intrinsic Value | 0.71 | 9 |
| Cognitive Strategy | 0.73 | 9 |
| Self-Regulation | 0.79 | 5 |

Table 1 shows the measurement and validity of Cronbach Alpha were between 0.70 until 0.79 which indicates satisfactory and acceptable.

**Findings and Analysis**

H1:  There is a relationship between self-efficacy and intrinsic value towards
      motivational.

**Table 2 : Correlation between Self-Efficacy and Intrinsic Value toward Motivational**

| Variables | | Motivational | Self-Efficacy | Intrinsic Value |
|---|---|---|---|---|
| Motivational | Pearson Correlation | 1 | | |
| | Sig. (2-tailed) | | | |
| | N | 31 | | |
| Self-Efficacy | Pearson Correlation | 0.751** | 1 | |
| | Sig. (2-tailed) | 0.000 | | |
| | N | 31 | 31 | |
| Intrinsic Value | Pearson Correlation | 0.587** | 0.742** | 1 |
| | Sig. (2-tailed) | 0.001 | 0.000 | |
| | N | 31 | 31 | 31 |

\*\* Correlation is significant at $p < 0.01$

The first hypothesis of the study concerned the relationship between the self-efficacy and intrinsic value toward motivational. The results in Table 2 shows that pearson correlation between self-efficacy and motivational is at $r=0.751**$ indicates strong relationship. While pearson correlation for intrinsic value and motivational is at $r=0.587**$ indicates moderate relationship. In conclusion this study accept H1 which is there is a relationship between self-efficacy and intrinsic value towards motivational.

H2 : There is a relationship between cognitive strategy used and self-regulation towards self-regulated learning.

**Table 3 : Correlation between Cognitive Strategy Used and Self-Regulation towards Self-Regulated Learning**

| Variables | | Self-Regulated Learning | Cognitive Strategy Used | Self-Regulation |
|---|---|---|---|---|
| Self-Regulated Learning | Pearson Correlation | 1 | | |
| | Sig. (2-tailed) | | | |
| | N | 31 | | |
| Cognitive Strategy Used | Pearson Correlation | 0.815** | 1 | |
| | Sig. (2-tailed) | 0.000 | | |
| | N | 31 | 31 | |
| Self-Regulation | Pearson Correlation | 0.729** | 0.736** | 1 |
| | Sig. (2-tailed) | 0.001 | 0.000 | |
| | N | 31 | 31 | 31 |

\*\* Correlation is significant at $p < 0.01$

The second hypothesis is regarding the relationship between cognitive strategy used and self-regulation towards self-regulated learning. The results in Table 3 shows that pearson correlation between cognitive strategy used and self-regulated learning is at $r=0.815**$ indicates strong relationship. While pearson correlation for self-regulation and self-regulated learning is at $r=0.729**$ indicates strong relationship. In conclusion H2 is accepted which is there is a relationship between cognitive strategy used and self-regulation towards self-regulated learning.

H3 :    There is a relationship between motivational and self-regulated learning.

**Table 4 : The Relationship of Motivational and Self-Regulation**

| Variables | Self-Regulation |
|---|---|
| Motivational | 0.69** |

** Correlation is significant at $p < 0.01$

The third hypothesis is concerning the relationship between motivational and self-regulated learning. The results in Table 4 reveals that pearson correlation between motivational and self-regulated learning is at *r=0.69\*\** indicates almost strong positive relationship. In conclusion H3 is accepted which is there is a relationship between motivational and self-regulated learning

**Discussion and Conclusion**

From the analysis above, it was concluded that all dimensions in motivational and self- regulated learning namely self-efficacy, intrinsic value, cognitive strategy used and self-regulation succeed with high and moderate correlation. This conclusion can be seen from table 2, table 3 and table 4 which describe accounting students tend to focus more on cognitive strategy used compared to other components. This result indicates that students put more effort in remembering the note, creative thinking in creating ideas, develop new keywords and struggles in completing the assignment. Besides students also try to create relationship with lecturer by understand the task given.

In conclusion this study is able to achieve its objectives in order to determine the relationship of motivational and self-regulated learning and also to determine the relationship of self-efficacy and intrinsic value towards motivational and the relationship of cognitive strategy used and self-regulation towards self-regulated learning.

**Limitations of the study**

As in other studies, there are several proposed limitations that may affect the reliability and accuracy of the study. firstly there are thousands of students in KUIS and also other higher learning institute, therefore the responses received may not represent all the population. Finally, this study only focuses on 4 dimensions in motivational orientation and self-regulated learning environment but there are other dimensions that could be explored such as task anxiety and study workload.

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