The Relationship between Self-Regulation Learning Strategies & Motivational Believes with Academic Performance

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A R T I C L E   I N F O

A B S T R A C T

Introduction: in two recent decades , education experts pay more attention to recognition and motivation components . The cognition encompasses portions of abilities and mind actions such as knowledge, comprehend, diagnosis and thought , and motivation is related into agitation , theory , and valuation . Purpose: the main of this research was study self-regulation learning strategies (recognition/meta cognition strategies) and motivational believes (Automation , innate valuation , test anxiety) with ALSHTER city intermediate students education operation (on LORESTAN province). Method: in this research, 180 secondary students of high – school were selected on random. We used motivation strategies learning Questionnaire (MSLQ) to study research variables and Also , we used second grade students scores average to measure their education s operation. Findings: multi variable regression analysis showed that self-regulation , automation , and test anxiety are the best anticipants for education operation (p $<$ 0.05). Results: these multi-variables variance analysis (MANOVA) showed that there is a significant difference between test anxiety among gins and boys students (p $<$ 0.003), also, it indicates that on the other research variables, there is no significant difference between them . From the view of researchers, it is pertinent that teachers and educators give more opportunities to their students in order to accrete on proper condition to grow automation, and decreasing test anxiety , also teaching self-regulation learning strategies.

INTRODUCTION

On the two recent decades, education experts have paid more attention than before toward motivation and cognition components. Cognition comprises a portion of capacities and mind functions as knowledge, comprehend, diagnosis, and thought. But motivation is related to agitation, theory, and valuation. on the past , most of the researchers have studied the relationship between cognitional and motivational processes in separable method , but , today , most of the psychologists consider both components , means motivation and cognition , with their roles on learning into modern theories like cognition learning , cognition components , motivation and educational action are as a meshed and contiguous set . self – regulation learning theory is based on this fact that how students regulate their learning from the view of meta – cognition , motivational and behavioural.

Bukart has explained motivation and self – regulation as a two related and the same concepts, which have direct and essential relationship. This relationship among these two concepts is showed through the explanation of self – regulation learning. This phenomenon consider as an activity and systematic process consists of learning purposes like control , regulation , and behavior control on learning period. Based upon this motivation attitude, one of learning objective components is self – regulation (dansereau 979, pintrich 2000, weinstien and mehyier 1982, walters 2003, pentereach and shank 2000, zimerman 2000). Recent MODLES about self – regulation consists of motivational believes on self – regulation learning. For example: being impassioned to do

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homework on future, is one of the main steps of PINTRICH S self – regulation MODLE. Of course, this component has been under study, and most of the other researchers have focused on motivation and self-regulation strategies by emphasis on motivational strategies based on motivational strategy Questionnaire to learn better .
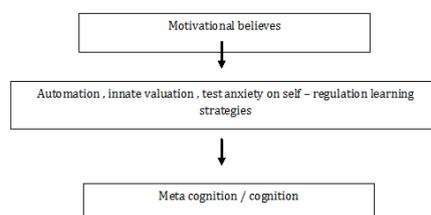

Fig. 1: Self – regulation learning modle of pinterich & dehroot.

Based on 3-dimensional theory of bendoraw, the basis of self regulation is social cognition . In his viewpoint , students learning activities is defined by 3 factors of : personal , environ mental and behavioural process . Pentereach and degroot have discussed the self – regulation theory (figure 1). They recommended automation , innate valuation and test anxiety as motivational believes . Automation refer to students believes set on their abilities to do home works . The obtained results in this portion show that students, who know him / herself automation, they use more cognition / meta – cognition strategies , and on doing home works , they emphasis more on innate valuation and importance of some certain lesson or homework , in deed , they have believes on that matter or lesson more , and they follow its purpose systemically . Reseachs have showed that students, who have more motivation to do and domination on work and practices , they use more cognition and meta – cognition strategies. Test anxiety sense or agitation situation is a discomfortable condition that has a certain psychology or behavioral conse&uences , and on formal exams or the other evaluation stands is experienced .

on relation test anxiety, researchs indicate that there is a non – liner relationship of this factor with self – regulation factors (means effort and contraption).

meta – cognition strategies means: planning process set , control and vertification , adjustment cognitional activities. Learning contraption shows students circumambiency on difficult home works and their insistency level on doing these practices. According to self – regulation theory meta – cognition, effort and contraption of students constitute self – regulation. The purpose of self – regulation is that students should have proficiency to plan, control and direct their learning process, and whatever like to learn , or estimate all learning process and think about. Cognition strategies also refer into students` afterthoughts for learning, memorize, reminder and comprehend matters, which they usually use Research results of pintrich & degrootshowed that self – regulation, automation and test anxiety are the best anticpants of education operation. Also, automation in boys , and test anxiety in girls were the most significant levels the results of some research indicate lack of impact of sexuality factor on using level of cognition strategies While , leen & hide have found that the girls and boys are not different from each other from this view , but their difference is about their learning domain . Most of researchs findings point that motivational believes and self – regulation earning strategies consider as two important components on students` educational operation , but they have paid less on study of motivation believes and self- regulation learning strategies relationship as a spin set . The main purpose of this paper was using of its results on teaching on educational centers , in order to utilize these methods to solve learners , problems .

Research hypothesis:

There is a relationship between motivational believes (Automation , innate evaluation , test Anxiety) and self – regulation learning strategies (cognition , self – regulation strategies) with students` education operation . the girl and boy students are different from each other on motivational believes and self – regulation learning strategies.

Methodology:
Sampling:

Recent research sample consists of 180 students (90 girls and 90 boys) on second grade of high – school, that were selected based on multi – stages random cluster sampling of & uadruple district education of alshter city (lorestan province), as selecting 4 high schools (2 of them boyish and 2 more girlishly) and finnaly, 180 people were selected from these 4 schools.

Data gathering tools:

Motivational strategies for learning questionnaire (mslq): in order to measure /   self – regulation learning strategies we used reviewed questionnaire of motivational strategies of learning obtained from pintrich &

degroot study , that has been under consideration of garcia . This questionnaire consists of two section of motivational believes (11 matters about students` motivation level on mathematic classes) and self – regulation learning strategies (33 matters about students` utility of self – regulation learning strategies on mathematics classes). That all 44 items were scaled on a likerty option from "really correct " to " really false " . The number of allocation items to each sub – test in this questionnaire is:

Self – regulation learning strategies	Cognition		meta Cognition		Resource management		Motivational strategies	success expectancy	home work Value	
	Review	4 items	planning	5 items	time & environment Study	4items		4 items	utility	3 items
	Extension	4 items	control	5 items	enlist	4items			acquisition	3 items
	Regulation	4 items	Regulation	5 items					affection	3 items
									expense	1 item

Ointrich & degroot study to determine validity and justifiability of this questionnaire on learning showed that power of validity for these 3 factors of motivational believes were : automation , innate valuation , and test anxiety as respectively 87.0 , 89.0 and 75.0 , and for 2 factors of self – regulation learning strategies scale : cognition and meta – cognition strategies were respectively : 83.0 and 74.0 . The validity of this test was reported by hossieni nasab through using cronbakh alfa method for automation , innate valuation , test anxiety , and cognition / meta – cognition strategies were respectively : 64.0 , 77.0 , 41.0 , 68.0 , and 68.0 . Justifiability experts consider this test as a proper and useful way.

Research plan & data analysis Method:

This research plan of correlation kind. In order to analysis , is used from multiple regression tests and manova analysis.

findings : in order to study the amount of relationship of each motivational believes variables and self – regulation learning strategies with education operation , we used spss software version 18, so that , at first , correlation coefficient matrix among research variable was evaluated , which its results is represented on table (1).correlation coefficient matrix on this table shows that self – regulation variable has the highest correlation , and evaluation variable has the lowest correlation on education operation . (all of these coefficients are significant, $p < 0.0$). Table (2) shows multiple regression analysis on step , and absolute impact amount of each variable on education operation . As it is seen on table (2) , the best education operation anticipant variables are : self – regulation , automation and test anxiety . (significant levels are respectively $p < 0.0001$, $p < 0.02$ and $p < 0.001$). Table (3) explicits students` difference among boys and girls with research variables, its result shows that just difference between test anxiety variable grades on girls and boys is significant ($p < 0.0003$) , also impact level e & univalent $p < 0.07$ means %7 test anxiety grade variance is related to sexuality , that its level is eligible and its statistics power e & uals 86.0.

Table 1: correlation coefficient matrix among research variables.

variables	Automation	innate Valuation	test anxiety	cognition strategies	self - regulation	education operation
Automation			1			
Innate valuation		0.32	0001.0	1		
Test anxiety		-0.19	$<$ 05.0	-24.0	1	
Cognition strategies	0.34	001.0	0.55	0001.0	-0.09	1
Meta – cog strategies	0.17	$<$ 05.0	0.18	02.0-0.29 04.0-0.37 0001.0 1		
Education operation	0.34	001.0	0.27 – 005.0 0.33 0001.0 0.35 0001.0=0.43			
			0001.0			

Table (2): Multiple regression analysis results on step by step method for all tests**.**

Step	variables on EqUATION	correlation	Freedom coefficient	F square grade	absolute impact	a
1	Self – Regulation	182.0	1 178	66.28	16.0	0001.0
2	Automation	293.0	2 177	35.20	7.0	001.0
3	Test anxiety	301.0	3 176	54.14	04.0	02.0

Table (3): multiple variance analysis and research variable relationship with education operation.

Dependant variables	SS	D.F	MS	F.COEFICIENT	A	squares	statistic power
Automation	35.28	1	35.28	24.1	NS	14.0	2.0
Innate valuation	51.4	1	51.4	124.0	NS	007.0	059.0
Test anxiety	33.416	1	33.416	31.10	003.0	078.0	861.0
Cognition strategies	52.14	1	52.14	4.0	NS	003.0	071.0
Meta – cognition strategies	04.10	1	04.10	27.0	NS	003.0	09.0

Discussion:

The purpose of recent research was study relationship between motivational believes and self – regulation learning strategies with educational operation of high – school students of alshoter city (on lorestan province). Results of these study showed that education operation has correlation alone with all research variables , but , it is specified that the best education operation anticipant are: self – regulation , automation , and test anxiety , these results is agree with pintrich and degroot study results . On specifying this matter, we should point out that students, who use more self – regulation strategies , during teaching teacher or when they study , can learn more lessons through making information significant , or making a logical relationship with previous data , and control how and quality of this process and a proper learning condition , learn more and faster , and keep increasing their education operation . In the other hand , pea and serven suggested that high automation results into success motivation . Also, parris and oeka discussed that students, who know himself as an automation person, they use more cognition / meta – cognition strategies, and show more emphasis to do their home works . Test anxiety also makes a undiserable condition for students. As dephon bakher refered, this factor can make some negative impact. Astistics data analysis showed difference between girls and boys students on motivational believes and self – regulation learning strategies, that girls` test anxiety was more significant than boys. These results are agree with pintrich & degroot, anderman & young, and lin & hide finding . These researchers have pointed to difference between boys and girls innate valuation, cognition strategies and self – regulation. The only difference among these results of research with pintrich & degroot study was, that automation between them was the same. While, these researchers have remarked that there is a significant difference between them on automation. The cause of inharmony among this section of research results with pintrich & degroot study is our society culture difference. At this way , eckelz , adler , and miss showed that sexuality difference is depend on abilities and expectancies and the kind of presented home works . Means, whether a person consider this home work as his sexuality domain , he would expect more success from his operation in compare with other students . According to this result , it is suggested teachers and education educators that by making a proper opportunity to grow students` automation , and decreasing test anxiety , and teach them self – regulation learning strategies , in order to learn more . Also, through presenting lessons, such as it includes students` cognition structure, along meta – cognition strategies, they can learn faster, and makes a better condition for them.

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