

Self-regulation of motivation: Contributing to students' learning in middle school

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The self-regulation of motivation (SRM) implies that students can regulate their motivation to learn, a process that has a positive impact on academic achievement. Its conceptualized as a metamotivational process that guides students' efforts and persistence when performing tasks. SRM regulates students' behavior through strategies that are influenced by motivational beliefs (e.g., expectations, goals, and values). The self-regulation of motivation allows students to motivate themselves and guides their behavior, and thus, becomes part of the self-regulatory process.

GOALS: Study self-regulation of motivation process, namely the determinants of self-regulation of motivation strategies.

DESIGN: Two newly developed scales for evaluating SRM, namely the Self- Regulation of Motivation for Learning Scales (SRMLS) (Paulino, Lopes da Silva & Sá, 2015) were used. The sample was composed of 550 students from two public schools, 259 boys (47.3%) and 289 girls (52.7%), with ages between 12 and 18 years (M=13.19; SD=1.16). Participants were students between 7th to 9th grade of basic education.

RESULTS: Two principal axis factor with a varimax rotation of 38 Likert scale [(1) never to (5) always] questions from survey questionnaire was conducted on data gathered from 550 participants. EFA extracted a theoretical coherent solution regarding students' different motivational beliefs and regulation strategies indicating good content validity. SRMLS scales were formed from the means of the items of each factor which were used in subsequent analyses.

Beliefs: Higher correlations between self-efficacy and task value ($r = .29, p \leq .01$). Lower correlations between self-efficacy and performance-avoidance goals ($r = .23, p \leq .01$).

Strategies: Higher correlations between strategies based on value and mastery and those related to performance ($r = .49, p \leq .01$). Lower correlation between regulation of situational interest, and those based on reminding performance goals ($r = .15, p \leq .01$).

CONCLUSIONS: The present study provides empirical support for the inclusion of the regulation of motivation as an essential facet of self-regulated learning. Task Value, Self-Efficacy and Performance Goals seem to be core issues in SRM process which must be attended in the promotion of SRM. This findings support the need for further research identifying the range of SRM strategies that are used by students, their relation to other aspects of motivation, and their role in increasing students' school achievement.



Motivation beliefs	Mean	SD
Performance Approach Goals	3.25	.98
Task Value	4.20	.71
Self-Efficacy	3.99	.58
Performance Avoidance Goals	4.09	.79



SRAM Strategies	Mean	SD
Regulation of Value and Mastery Goals	3.73	.79
Self-consequating	3.55	.95
Regulation of Situational Interest	2.90	.95
Performance Avoidance Goals	4.02	1.0

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