

Motivational Regulation Strategies: A new framework for improving student motivation, wellbeing and academic performance?

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Biography

Michael is passionate about understanding how to support students to succeed and flourish both academically and personally. Following 20 years working in the polytechnic sector he recently completed his Masters degree in psychology exploring motivational regulation strategies as a potential framework for improving student motivation and performance by putting students in the driver's seat of their own motivation and learning.

ABSTRACT

Motivation is a critical factor in learning as it provides the driving force that keeps students engaged. Over the past 25 years researchers have identified eight motivational regulation strategies (MRS) that successful students use to maintain and enhance their motivation while learning. These strategies are self-consequation, environmental control, situational interest, personal significance, proximal goal-setting, and three types of self-talk (mastery, performance approach and performance avoidance).

Method

A survey of over 700 first year psychology students was carried out to determine students' current use of motivational regulation strategies and levels of wellbeing, sense of purpose, self-efficacy, and positive and negative affect. The students' motivation profiles were also determined by including items to measure levels of motivation and different types of intrinsic and extrinsic motivation. The correlations between student use of MRS and each factor were analysed both as a population and as unique subgroups using latent profile analysis.

Results

Positive correlations were observed between seven of the eight MRS and student wellbeing, sense of purpose, self-efficacy and positive affect were observed, while the remaining MRS (performance avoidance self-talk) was most strongly correlated with negative affect.

Latent profile analysis revealed three different population sub-groups (low, medium and high MRS use) which each had different correlations with levels of wellbeing and related factors.

Correlation of MRS use with motivation profiles indicated clear correlations between six of the MRS and autonomous motivation, the exceptions being self-consequation and performance avoidance self-talk. Correlations between MRS use and academic performance will also be discussed once these results become available in December 2022.