

MOTIVATIONAL SELF-REGULATION STRATEGIES: HOW THEY DIFFER ACROSS SUBJECTS AND SCHOOL TASKS

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INTRODUCTION

- Appropriate use of motivational self-regulation (MSR) strategies reduces the risk of task abandonment (Wolters, 2003).
- Potential learning obstacles:
 - Task difficulty
 - Learner interest
 - Distractions (Wolters, 1998).
- Self-regulation skills improve with age (Greene, 2018).
- Knowledge of the usefulness and relevance of a MSR strategy increases with age (Cooper & Corpus, 2009).
- Some MSR strategies may have different effects on effort and performance in different subjects (Schwinger and Stiensmeier-Pelster (2012).

RESEARCH QUESTIONS

- Are there significant differences in the use of MSR strategies depending on the learner's grade and gender?
- Which MSR strategies are frequently cited by learners when faced with obstacles, depending on the subject and task?

METHOD

N = 166



- **Elementary school learners (n = 64):**
 - Boys = 27 ; Girls = 37
- **Middle school learners (n = 45):**
 - Boys = 19 ; Girls = 26
- **High school learners (n = 57):**
 - Boys = 28 ; Girls = 29



Part 1:

- Open ended question about difficulties encountered and strategies used to complete the task, defined personally by the learners (Cosnefroy, 2010).

Part 2:

- 37 Likert items categorized according to nine MSR strategies (Berger & Cosnefroy, 2022).
- Learners specified how often they use them to accomplish a school task involving difficulties.



Part 1:

- Identification and categorisation of MSR strategies using the mixed model of categorical content analysis (L'Ecuyer, 1990).

Part 2:

- Exploratory factor analysis and multivariate analysis of variance (MANOVA).



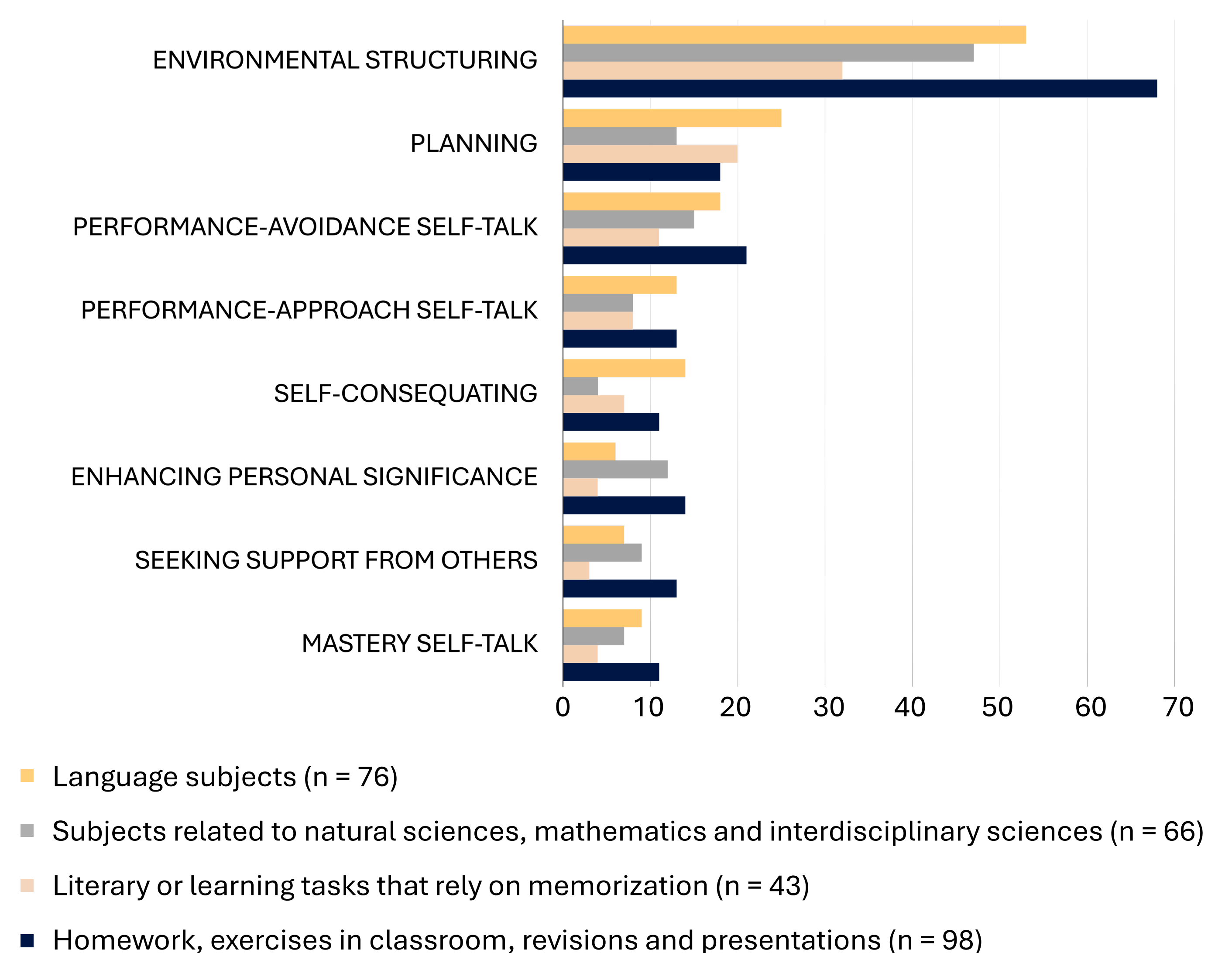
RESULTS

1. Significant group differences in the use of MSR strategies by grade and gender

- Elementary and middle school learners reported using more strategies than high school learners, including:
 - Mastery self-talk ($F = 4.34^*$)
 - Performance-avoidance self-talk ($F = 5.45^{**}$)
 - Enhancing personal significance ($F = 7.85^{**}$)
 - Enhancing situational interest ($F = 6.09^{**}$)
- High school learners reported using self-consequating strategies more often than younger learners ($F = 5.33^{**}$).
- Girls are more likely to use environmental structuring strategies than boys ($F = 7.88^{**}$).

(* Significant at 0.05; ** significant at 0.01)

2. MSR strategies most frequently reported by learners according to subjects and school tasks



DISCUSSION

- No significant differences in MSR strategy use between elementary and middle school learners.
- Elementary and middle school learners report using more strategies than high school students, except for self-consequating strategies.
- Girls tend to mobilize more environmental structuring strategies than boys.
- Learners primarily use environmental structuring strategies to maintain attention and effort on tasks.
- Support requests and strategies emphasizing personal significance are more common in scientific subjects than in literary ones.
- More MSR strategies are employed for school tasks like homework and revision compared to literary or memorization-based tasks.
- Outlook: Conduct further investigations inviting learners to express themselves on different predefined learning situations.

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