

The Influence of Motivational Beliefs on Self-Regulated Learning Strategies: The Case for ESL Learners

Siti Khadijah Omar¹, Wardah Ismail², Hana Nadia Nadri³,
Aina Athirah Rozman Azram⁴

¹Academy of Language Studies, Universiti Teknologi MARA, Machang, Kelantan

^{2,3,4}Academy of Language Studies, Universiti Teknologi MARA, Shah Alam, Selangor

Email: wardahismail@uitm.edu.my

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Abstract

Learners' self-regulated learning strategies are said to be influenced by various motivational beliefs. There have been some concerns on the factors that would impact learners' academic performance as well as the relationship between motivation and self-regulated learning. This study aims to determine the influence of motivational beliefs on self-regulated learning strategies among English as a Second Language (ESL) learners. It investigates the association of both categories. A survey questionnaire with three sections comprising 5 likert scale that is derived from Pintrich & DeGroot (1990) is distributed to 127 respondents involving diploma and degree students from Universiti Teknologi MARA (UiTM). Results exhibit that the most leading component of motivational beliefs is intrinsic value while cognitive strategy is reported as the most prominent component for self-regulated strategies. Moreover, motivational beliefs are found to be in conformity with self-regulated learning strategies. These indicate that there is a significant correlation between motivational beliefs and self-regulated learning. However, learners' academic achievement may illustrate differences due to disparity in motivation and educators teaching approach, therefore, future researchers are suggested to conduct a thorough study pertaining to motivational beliefs and its relationship with self-regulated learning as well as educators are advised to adopt this concept.

Keywords: Motivational beliefs, Self-regulated learning, Self-efficacy, Intrinsic value, Test anxiety, Cognitive strategy

1.0 INTRODUCTION

1.1 Background of Study

Motivation can be defined as the intensity that encourages an individual to attain an objective (Wolters & Rosenthal, 2000). In the context of learning, motivation can be referred to the forces that allow learners to perform academically. According to Pintrich and DeGroot (1990) motivational beliefs consist of i) self-efficacy, ii) intrinsic value and iii) test anxiety. Meanwhile, self-regulated learning refers to learners' ability to self-regulate or control one's own learning process (Marcou & Philippou, 2005). Cognitive strategy use and self-regulation are components that are used to measure learners' self-regulated learning strategies. Consequently, in order to identify a learner's academic performance, self-regulated learning and motivational beliefs are to be taken into account (Wolters & Rosenthal, 2000).

According to Abdullah et al. (2006), the concept of self-regulated learning is viewed as new in Malaysia. Besides that, the findings of this study may assist learners of English as a Second Language (ESL) to examine their self regulated learning strategies through motivation. Authors also mention that, most studies found pertaining to motivational beliefs and self-regulated learning are only applicable to learners from researchers' own countries which manifest that the results are not generalizable to Malaysian ESL learners. Due to that, this study is relevant to be conducted as to gather more findings on how self-regulated learning strategies are influenced by motivational beliefs.

1.2 Statement of Problem

Education in the contemporary age has progressed from its straightforward and fundamental origins to its complex and advanced status at the present day. Over the course of the last 20 years, the major objective has been to make available to students' various chances to learn knowledge and skills. In recent years, it has been abundantly clear that the primary goal of educational institutions has shifted from educating students to achieving very high levels of academic success among students (Liu et al., 2022; Wang, et al., 2022). With a focus on critical thinking and the use of technology to engage students, 21 st-century learning is student-centred. Additionally, it emphasises teamwork, global awareness, and problem-solving. These alterations have been thoroughly ingrained in the daily routines of a great number of students and along with its numerous good impacts, it inevitably causes certain issues.

Researchers have been paying a great deal of attention to the factors that influence academic success for a long time. Few literatures (Abu Bakar et al., 2017; Fauzi & Widjajanti, 2018; Li, 2020; Lin, 2021; Meşe & Sevilen, 2021; Sutarni et al., 2021; Taheri et al., 2019) have proven that numerous factors, including learners' levels of motivation (e.g., task values and self-efficacy) and their ability to self-regulate their learning, have a direct impact on academic performance and language acquisition success. The authors also asserted that their findings coincide with those of Bai (2018), Bai and Wang (2021), Deng et al. (2022), Teng and Zhang (2021) and Zumbrunn et al. (2011) who all reported that self-regulated learning is an essential component in the fields of language acquisition and these strategies are teachable skills that students may develop throughout the learning process.

Hashmatullah Tareen et al. (2023) and Fukuda (2018) established a link between one's motivating ideas and their capacity for self-regulated learning. A similar study, Bai and Wang (2021) reported that motivational beliefs are a further component of self-regulation and crucial for the effective application of language acquisition process. This is supported by Dörnyei (2020) and Oroujlou and Vahedi (2011) who noted that language acquisition requires

motivation because it impacts internal objectives and wants. In spite of the large number of studies that have been conducted on self-regulated learning and motivational belief, the subject has not been given enough attention in Malaysia. It is interesting to note that the majority of the attention paid to this field's research has been concentrated on populations that have already been evaluated. Over the last five years, relatively little research has been published on the impact of motivating beliefs on self-regulated learning practices among English as a Second Language (ESL) learners in public university environments. Therefore, this provides compelling justification for doing this study.

1.3 Objectives of the Study and Research Questions

This study is done to explore the perception of learners on their motivational beliefs and self-regulated learning strategies. Specifically, this study seeks to:

1. Identify how learners perceive their motivational beliefs in the learning of ESL.
2. Identify how learners perceive self-regulated learning strategies in the learning of ESL.
3. Identify the relationship between motivational beliefs and self-regulated learning strategies

Hence, this study attempts to answer the following questions:

1. How do learners perceive their motivational beliefs in the learning of ESL?
2. How do learners perceive self-regulated learning strategies in the learning of ESL?
3. Is there a relationship between motivational beliefs and self-regulated learning strategies?

2.0 LITERATURE REVIEW

2.1 Motivation for Learning

Motivation is a prime task in learning which is also a complex task (Bakar, 2014) that influences how learners exert their time and energy in a given task, how they feel about the task and how long they keep on doing the task (Bakar, 2014). According to Bakar (2014) too, motivation increases learning performance among the learners. It will display the learners' learning rate, the acquisition of information as well as their desire in learning. Woolfolk (2019) on the other hand views motivation in learning context to internal conditions to arouse, direct and maintain people's learning behaviour. One example of the learning behaviour can be referred to as learners who all share the first language tend to use their first language in tasks like speaking, reading or writing activities instead of using second language. It may seem more natural for the learners to use the same language with others who share the same language. Other than that, learners may think it is easier and more effective to communicate in a first language besides can help those who are shy or not very proficient to participate in certain tasks if a second language is not necessary to be used (Nation, 2003). Motivation reflects learners' persistence that they exert to achieve their aims. In the education context, Brown (2000) claimed there are high and low points of a goal as a motivation factor. As an example, whenever learners feel demotivated, learners seem to learn very little as they view it is not necessary for them to learn. Motivation is also like a good track for learners to direct them in learning or accomplishing tasks. It requires learners to put their full energy and concentrate on upcoming activities or knowledge to be acquired. By being motivated or demotivated

in learning, it can be seen clearly whether learners will complete a given task with enthusiasm or vice versa.

2.2 Self-Regulated Learners

Defined by Jansen et al. (2019), self-regulated learners are students who practise self-regulated learning and successfully manage their own learning process through metacognitive, behavioral and motivational competencies. They engage in three phases in learning; preparatory, performance and appraisal (Jansen et al., 2019; Carter Jr et al., 2020). Preparatory phase prepares learners to set goals and map out the strategies and then align them to various strategies to accomplish them in the performance phase. The whole process of self-regulated learning ends with self-evaluation and reflection sessions. In the academic domain, self-regulated learners usually monitor the progress as well as the performance, leading to outperforming those who procrastinate or minimal self-regulated learners. Hence, according to Hong et al. (2021), their study using six self-regulated online learning (SROL) components; task-strategy, mood-adjustment, self evaluation, environmental-structure, time-management, and help seeking projected a main conclusion in which self-regulated learning is essential to effective learning especially on online platform. However in light of the adaptability to online learning, self-regulated learners require insights to interchangeably settings in anticipating the whole self-regulation learning journey because high incompetency of online learning is inversely proportional to the low levels of researched SROL components.

2.3 Past Studies on Motivation for Learning

The application theories of motivation in learning has been discussed in the past decades yet has been applied in different context areas and target populations (Gopalan et al., 2017). Similarly, many empirical studies have been conducted to investigate learners' motivation in learning. One study by Bakar (2014) in West Sumatra on a large number of students has been conducted to reveal the achievement level of students' learning motivation and the effect of learning motivation on productive competencies of students. The data which has been analysed using descriptive and inferential analyses resulted in both learning motivation and productive competencies were in a good category. It clearly shows learning motivation gives a positive and remarkable effect on students' productive competence. It should be noted too that motivation to learn should be regarded as one important component in improving students' productive competence. In another study in Spain, accounting students presented lower quality of motivation compared to nursing students who appear to be motivated by a desire to help, caring, a sense of achievement and self-validation. Hence, if a preferred degree or subject is attracting students with high regulation levels like degrees which are oriented to business, students should be expected to adopt a surface learning approach or at best an achieving (Arquero et al., 2015). Students' characteristics and their effects should be taken into account too when developing the learning context such as pedagogy and assessment (Arquero et al., 2015). Lucas and Meyer (2004; in Arquero et al., 2015) highlight course design for students should make them aware about the subject besides make them understand the motivations and beliefs that led them choosing the course.

Referring to another study conducted on 181 male and 196 female marketing students at a Belgian College, the study result is consistent with macro theory of human motivation or personality (Deci & Ryan, 2000; in Vansteenkiste et al., 2004). Students' consistency in presenting tasks with psychological needs satisfaction (via content or context of the task) has led to positive learning outcomes. Besides, additional positive effects on people's self-reports and objectively measured achievement also have been identified to display good learning outcomes when those facilitating factors were provided. The effects of those experimentally facilitating factors were found to be mediated by autonomous motivation. It shows intrinsic goals used by teachers for learning activities and autonomy support learning provided have made students give their full dedication and engagement in their learning activities. Thus, the study findings have vital implications for designing optimal learning environments for the students.

2.4 Past Studies on Self-Regulated Learning Strategies

Many studies have been employed to investigate self-regulated learning strategies extensively and in-depth. Azevedo et al. (2019) in his technologically proactive study has started analysing self-regulating learning among learners who use advanced technologies like hypermedia and immersive virtual learning. However, many existing literature on self-regulated learning often explores the effectiveness of the strategies towards academic performance of the ESL/EFL learners (Hong et al, 2019; Van et al., 2020; Lee et al., 2020; Deng et al., 2022). Additionally, Teng (2021) posited that motivational beliefs and self-efficacy were pertinent to a variety of self-regulated learning strategies. In the study among 389 English as a Foreign Language (EFL) undergraduates of middle-ranking universities in China, task value and intrinsic motivation had moderate correspondence to the cognitive and metacognitive strategies. Learners who deemed the EFL learning materials as interesting gravitated to optimise the cognitive and metacognitive strategies. Similarly, a study among 690 students in Hong Kong whose English is a second language (ESL) utilised the integration of motivational beliefs, self-regulated learning and English language achievement as one hypothesized model. It was revealed that most learners with excellent motivational beliefs and English language achievement practised self-regulated strategies; effective monitoring and effort regulation. The findings from both literature are prominent to shift more research into fostering a growth mindset driven by intrinsic motivation among ESL/EFL learners since it is proven that learners showcase desirable results in English language learning. Thus, this research will be adapting Pintrich & DeGroot's (1990) motivational beliefs and self-regulated learning strategies framework.

2.5 Conceptual Framework

Learning success depends on the motivation of the learners. According to Rahmat et al. (2021), learners who are motivated approach the learning task with enthusiasm. Motivated learners are better able to cope with the challenges of learning and are more likely to become self-regulated. The conceptual framework of this study is presented in figure 1 below. This study is rooted from Pintrich and DeGroot's (1990) motivational beliefs and self-regulated learning strategies. Motivational beliefs are categorised into (i) self-efficacy, (ii) intrinsic value and (iii) test anxiety. Next, self-

regulated strategies are strategies such as cognitive strategy use and self-regulation. Hence, the increase of self-regulated strategies are in accordance with learners' motivation.

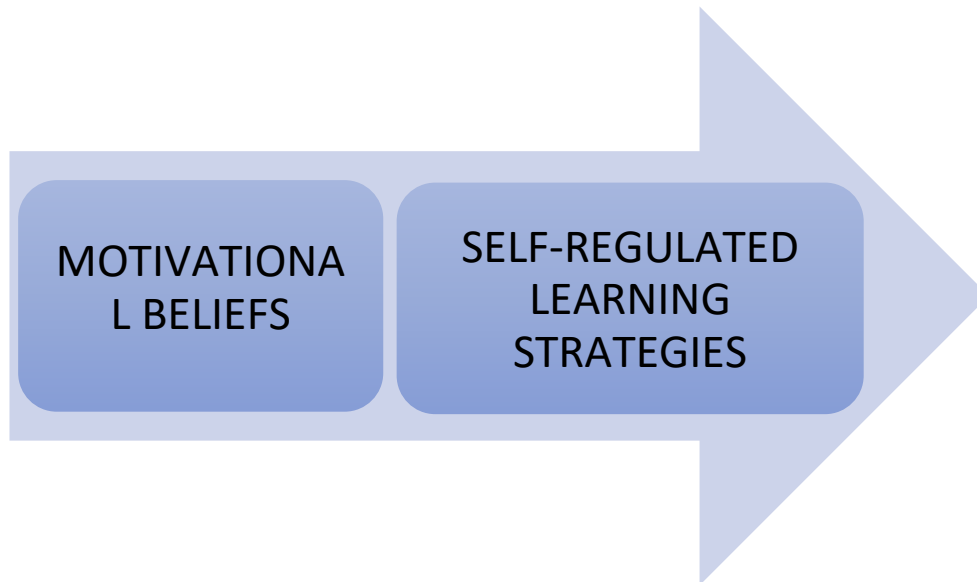


Figure 1: Conceptual Framework of the Study-
The Influence of Motivational Beliefs on Self-Regulated Learning Strategies

3.0 METHODOLOGY

This quantitative study employed survey research design using a questionnaire as it suits the intent of this research, that is to obtain information and insights from respondents pertaining to motivation factors in learning among undergraduates. A purposive sampling technique is used where 127 participants from diploma and degree levels responded to the survey. The instrument applied is a 5 Likert-scale survey and is rooted from Pintrich & DeGroot (1990) to reveal the variables in table 1 below. The survey questionnaire has 3 sections which are section A that encompasses demographic profile, section B with 22 items on motivational beliefs and section C which consists of 22 items on self-regulated learning strategies.

Section	Strategy (Pintrich & DeGroot, 1990)	Scale		No of Items	Total Items
B	Motivational Beliefs	A	Self-efficacy	9	22
		B	Intrinsic Value	9	
		C	Test Anxiety	4	
C	Self-regulated learning Strategies	A	Cognitive Strategy Use	13	22
		B	Self-regulation	9	
Total No. of Items					44

Table 1: Distribution of Items in the Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.933	44

Table 2: Reliability of Survey

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of the influence of motivational beliefs on self-regulated learning strategies, thus revealing a good reliability of the instrument used. Further analysis using SPSS is done to present the findings as to answer the research questions for this study.

4.0 FINDINGS

4.1 Findings for Demographic Profile

1	Male	30%
2	Female	70%

Table 3: Percentage for Gender

Table 3 exhibits the demographic profile of respondents according to gender. The total percentage of female respondents (70%) is found to be higher than male respondents (30%) with 40% difference.

1	18-21 years old	65%
2	22-25 years old	34%
3	26 years old and above	1%

Table 4: Percentage for Age Group

Meanwhile, table 4 shows the percentage of respondents according to age group. Respondents among the ages of 18 to 21 years old are found to be the highest with 65% while a respondent of 26 years old and above is found to be the lowest with only 1%. The remaining 34% were respondents between the age of 22 to 25 years old.

1	Diploma	28%
2	Degree	72%

Table 5: Percentage for Level of Study

According to table 5 shown above, the majority of the respondents were in their degree level of study with 72% in total while another 28% were those in diploma level of study.

1	Science & Technology	61%
2	Social Sciences	21%
3	Business	18%

Table 6: Percentage for Discipline

Table 6 displays the percentage of disciplines taken by respondents. Science and Technology course is reported to be the highest with 61% followed by Social Sciences with 21% and Business discipline as the lowest with only 18%.

4.2 Findings for Motivational Beliefs

This section presents data to answer research question 1- How do learners perceive their motivational beliefs in the learning of ESL?

A. SELF-EFFICACY

Item	Variable	Mean
MBSEQ 1	Compared with other students in this class I expect to do well.	3.5
MBSEQ 2	I'm certain I can understand the ideas taught in this course.	3.9
MBSEQ 3	I expect to do very well in this class.	3.9
MBSEQ 4	Compared with others in this class, I think I'm a good student	3.2
MBSEQ 5	I am sure I can do an excellent job on the problems and tasks assigned for this class.	3.7
MBSEQ 6	I think I will receive a good grade in this class.	3.6
MBSEQ 7	My study skills are excellent compared with others in this class.	3.1
MBSEQ 8	Compared with other students in this class I think I know a great deal about the subject.	3.2
MBSEQ 9	I know that I will be able to learn the material for this class	3.7

Table 7: Mean for Self-Efficacy

Table 7 illustrates the mean values for motivational belief on self-efficacy. The highest mean value (M=3.9) is observed in MBSEQ2 and MBSEQ3, illustrating that a majority of the respondents expressed that they feel confident in their ability to grasp the material presented in class and anticipate achieving high marks. Following closely behind are MBSEQ5 and MBSEQ9, highlighting that most respondents feel confident in their ability to master the course content and thrive in the exercises and projects that have been assigned for them (M=3.7). On the contrary, the lowest mean is reported for MBSEQ7 (M=3.1), suggesting that fewer respondents claimed that when compared to other students in class, their study abilities are outstanding.

B. INTRINSIC VALUE

Item	Variable	Mean
MBIVQ 1	I prefer class work that is challenging so I can learn new things.	3.6

MBIVQ 2	It is important for me to learn what is being taught in this class.	4.2
MBIVQ 3	I like what I am learning in this class.	4.1
MBIVQ 4	I think I will be able to use what I learn in this class in other classes.	4
MBIVQ 5	I often choose paper topics I will learn something from even if they require more work.	3.7
MBIVQ 6	Even when I do poorly on a test I try to learn from my mistakes.	4.3
MBIVQ 7	I think that what I am learning in this class is useful for me to know.	4.3
MBIVQ 8	I think that what we are learning in this class is interesting.	4.1
MBIVQ 9	Understanding this subject is important to me.	4.4

Table 8: Mean for Intrinsic Value

The items MBIVQ1 to MBIVQ9 are used to elicit findings on intrinsic value. Table 8 shows that the MBIVQ9 has the highest mean (M=4.4), demonstrating that respondents recognise the importance of having a thorough understanding of the subject. A little lower distribution is seen in MBIVQ6 and MBIVQ7, indicating that even if they fail a test, the majority of respondents seek to learn from their mistakes. The respondents are of the same opinion that what they are learning in class will be valuable to them (M=4.3 each). The other strategy that is also positively perceived by the respondents is in MBIVQ4. Most of the respondents believe that what they learn in this subject will be transferable to other courses that they take in the future (M=4). On the other hand, the lowest mean value (M=3.6) indicates that students learn best when their classroom assignments push them to their limits.

C. TEST ANXIETY

Item	Variable	Mean
MBTAQ 1	I am so nervous during a test that I cannot remember facts I have learned.	3.5
MBTAQ 2	I have an uneasy, upset feeling when I take a test.	3.4
MBTAQ 3	I worry a great deal about tests.	3.8
MBTAQ 4	When I take a test I think about how poorly I am doing.	3.6

Table 9: Mean for Test Anxiety

Table 9 above shows the mean for test anxiety. It is clearly stated that the highest anxiety for the respondents is their worries about tests (M=3.8). Next, the highest mean for test anxiety is their thoughts on how poor they are doing when they take a test (M=3.6). With the mean 3.5, the respondents feel so nervous during a test yet they cannot remember the facts they have learned. The lowest mean for this category is 3.4 where the respondents have an uneasy and upset feeling when they take a test.

4.3 Findings for Self-Regulated Learning Strategies

This section presents data to answer research question 2: How do learners perceive self-regulated learning strategies in the learning of ESL?. In the context of this study, learners have been identified and used cognitive and self-regulation as strategies to learn ESL.

A. COGNITIVE STRATEGY USE

Item	Variable	Mean
SRLSCSUQ 1	When I study for a test, I try to put together the information from class and from the book.	4.1
SRLSCSUQ 2	When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.	4.1
SRLSCSUQ 3	It is hard for me to decide what the main ideas are in what I read.	3.4
SRLSCSUQ 4	When I study, I put important ideas into my own words.	4
SRLSCSUQ 5	I always try to understand what the teacher is saying even if it doesn't make sense.	3.8
SRLSCSUQ 6	When I study for a test, I try to remember as many facts as I can.	4.1
SRLSCSUQ 7	When studying, I copy my notes over to help me remember material.	3.8
SRLSCSUQ 8	When I study for a test, I practice saying the important facts over and over to myself.	4
SRLSCSUQ 9	I use what I have learned from old homework assignments and the textbook to do new assignments.	4
SRLSCSUQ 10	When I am studying a topic, I try to make everything fit together.	4
SRLSCSUQ 11	When I read material for this class, I say the words over and over to myself to help me remember.	4
SRLSCSUQ 12	I outline the chapters in my book to help me study.	3.8
SRLSCSUQ 13	When reading I try to connect the things, I am reading with what I already know.	4

Table 10: Mean for Cognitive Strategy

Table 10 reveals the findings for cognitive strategy used by the respondents in learning ESL. Most respondents try to put together the information from class and from the book when they study for a test. The respondents also try to remember as many facts as they can when they study for a test. The respondents use the same strategy when they do their homework as trying to remember what the teacher said in class so that they can answer the questions correctly ($M=4.1$). With the mean 3.8, the respondents agree that they always try to understand what the teacher is saying even if it does not make sense. In addition to that, the same number of respondents agree when they study, they copy notes to help them remember material besides they outline chapters in their book to help them study ($M=3.8$). The lowest mean of only 3.4 reveals it is hard for the respondents to decide the main idea in what they read.

B. SELF-REGULATION

Item	Variable	Mean
SRLSSRQ 1	I ask myself questions to make sure I know the material I have been studying.	3.9
SRLSSRQ 2	When work is hard I either give up or study only the easy parts.	3.3
SRLSSRQ 3	I work on practice exercises and answer end of chapter questions even when I don't have to.	3.5

SRLSSRQ 4	Even when study materials are dull and uninteresting, I keep working until I finish.	3.7
SRLSSRQ 5	Before I begin studying, I think about the things I will need to do to learn.	3.9
SRLSSRQ 6	I often find that I have been reading for class but don't know what it is all about.	3.5
SRLSSRQ 7	I find that when the teacher is talking, I think of other things and don't really listen to what is being said.	3.1
SRLSSRQ 8	When I'm reading, I stop once in a while and go over what I have read.	3.8
SRLSSRQ 9	I work hard to get a good grade even when I don't like a class.	4

Table 11: Mean for Self-Regulation

There are 9 items used to elicit a motivational belief on self-regulation learning strategies as shown in the above table. Most statements indicating self-regulation learning strategies are above average ($M > 3$) in which majority respondents ($M=4$) chose *Item 9 "I work hard to get a good grade even when I don't like a class"*. This is a positive indication showing respondents self-regulate their motivation although struggling with the class they dislike. The lowest mean ($M=3.1$) on *Item 7 "I find that when the teacher is talking, I think of other things and don't really listen to what is being said"* also portrays that the respondents who get distracted in class are only on average.

4.4 Findings for Relationship between motivational beliefs and self-regulated learning strategies

This section presents data to answer research question 3: *Is there a relationship between motivational beliefs and self-regulated learning strategies?* Data gathered are analysed using SPSS in order to determine any significant association in the mean scores between metacognitive, effort regulation, cognitive, social and affective strategies. Results are presented separately in table 11 below.

Correlations

		motivationalB eliefs	slefregulated strategies
motivationalBeliefs	Pearson Correlation	1	.616**
	Sig. (2-tailed)		.000
	N	127	127
slefregulatedstrategies	Pearson Correlation	.616**	1
	Sig. (2-tailed)	.000	
	N	127	127

** . Correlation is significant at the 0.01 level (2-tailed).

Table 12: Correlation between Motivational Beliefs and Self-Regulated Learning Strategies

Table 12 shows that there is an association between motivational beliefs and self-regulated learning strategies. Correlation analysis reveals that there is a high significant association between motivational beliefs and self-regulated learning strategies that are,

($r=.616^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between motivational beliefs and self-regulated learning strategies.

5.0 CONCLUSION

5.1 Summary of Findings and Discussions

This study indicated that self-regulated learning strategies are influenced by motivational beliefs. Concerning the first research question, learners perceived their motivational beliefs in the learning of ESL by means of three important components and intrinsic value is deemed to be the most significant component compared to self-efficacy and test anxiety. This is in accordance with Brown (2000) who established that learners would learn very little when they feel demotivated, more precisely, intrinsic value is achieved when learners are motivated, thus illustrating that intrinsic value is crucial.

As to answer the second research question, learners perceived self-regulated learning strategies through two distinct components, which are, i) cognitive strategy and ii) self-regulation (Jansen et al., 2019). This study revealed that, between the two components, cognitive strategy is described as more significant than self-regulated strategy.

To answer the third research question, both motivational beliefs and self-regulated learning strategies showed a significant correlation which indicated that two said categories have a strong positive relationship, hence, motivational beliefs influence self-regulated learning strategies which is in line with a study done by Teng (2021) who reiterated that motivational beliefs and self-regulated learning strategies were relevant to one another.

5.2 Pedagogical Implications and Suggestions for Future Research

Pedagogical implications derived from this study are learners' degree of motivation may not be akin to one another resulting in distinct self-regulated learning strategies. Besides that, educators guidance and instructions might vary which indirectly may affect learners' desire to learn and their motivational beliefs. Accordingly, for future research, researchers are recommended to do a deeper study on the relationship between motivational beliefs and self-regulated learning. Besides, motivational beliefs should be adopted among learners through educators, thus, educators are suggested to apply the concept of motivational beliefs in order to inculcate self-regulated learning among learners.

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