

ZMATH 2008a.00069

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Students' motivational beliefs, self-regulation strategies and mathematics achievement.

Chick, H. L. (ed.) et al., Proceedings of the 29th annual conference of the International Group for the Psychology of Mathematics Education, PME 29, Melbourne, Australia, July 10–15, 2005. Vol 1-4. Melbourne: University of Melbourne, Dep. of Science and Mathematics Education. Part III, 321-328 (2005).

Summary: In this study we examine the relationships between motivational beliefs, self-regulation strategies use, and mathematics achievement in Cypriot pre-service teachers. Specifically, we developed a model depicting connections and causal relations among cognitive and affective factors, which was tested on the basis of self-report data collected from 194 pre-service teachers using a modified version of the Motivated Strategies for Learning Questionnaire (MSLQ) and a mathematics achievement test. We found that the data fits the theoretical model very well, meaning that the model explains the structure of the above relationships, with self-efficacy being a strong predictor of mathematics achievement and self-regulation strategies use having a negative effect on achievement.

Classification: C29 C39 C49 D69 A69

Keywords: connections and relations between cognitive and affective factors; empirical investigations; pre-service teachers

emis:proceedings/PME29/PME29RRPapers/PME29Vol3MousoulidesPhilippou.pdf