

# A Comparative Study of Motivation and Learning Strategies: Student Motivation Can Influence Student Learning Strategies in Bangladesh

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Running Title: Motivation and Learning Strategies

**Abstract:** *Despite being a popular research subject internationally, self-regulated learning is relatively under-investigated in the Bangladesh context. This article examined student learning motivation and its use as an indicator to predict student learning strategies in Bangladeshi school context. This article applied quantitative research design, with Motivated Strategies for Learning Questionnaire (MSLQ) used to collect the data. This questionnaire was completed by 150 higher secondary students randomly selected from urban and rural areas of Bangladesh and multiple regression was used to analyze the obtained data. Results show that student motivation and learning strategies were positively and significantly correlated; two predictor variables of student motivation could significantly predict learning strategies; and Control of learning beliefs components of student motivation best predicted learning strategies. In conclusion, these findings indicate that, when teachers apply learning strategies, such variables as motivation including control of learning beliefs and self-efficacy for learning components should be strongly considered to be in place. It is hoped finally that the students will be self-regulated learners for their success.*

**Keywords:** Motivation, Learning Strategies and Student

## 1. Introduction

Motivation for academic learning is a significant factor that stimulates and encourage students for better learning while lack of motivation can create frustrating obstacles to learning. Motivation for academic education and students' usage of learning strategies are associated with quality of education (Ahmed, Khanam & Asad, 2014). Motivation is an orientation toward learning and leads to better academic performance. If learners do not believe that their activities will bring a desired outcome, they will fail to perform in the face of adversity or difficult situation. Hence the role of students' motivation for academic achievement is a widely investigated research interest over the years in teaching and learning context.

Researchers (Credé & Phillips, 2011; Poropat, 2009; O'Connor & Paunonen, 2007; Robbins, Lauver, Le, Davis, Langley, & Carlstrom, 2004) have examined the relationship between academic performance and different personality trait as well as motivational factors. For example, Credé and Kuncel (2008) found that study motivation is an important factor that significantly affects different academic behaviors like study habit, study skills as well as attitude which can predict academic performance of college students. However, researchers in these areas are trying to explain the mechanism through which students acquire new knowledge. Because only motivation is not enough for improving student achievement. In recent years, researchers (Feng, Iriarte, & Valencia, 2020; Donker, De Boer, Kostons,

Van Ewijk, & van der Werf, 2014; Yip, 2013; Yip, 2012) have explored the role of learning strategy in student academic achievement and they found that learning strategies adopted by student are an important factor for better academic performance. Donker et. al. (2014) found that self-regulated learning strategy played an important role in academic performance of students.

Students who are self-regulated learners can be defined as "meta-cognitively, motivationally, and behaviorally active participants in their learning" (Zimmerman, 1990). Hence, self-regulated learner can monitor their own progress toward their goals. However, from various research findings it is evident that motivation and learning strategy is positively correlated with one another (Adnan, Nordin, & Ibrahim, 2018; Credé, & Phillips, 2011; Ambrosi-Randić, & Ružić, 2010). Motivation or learning strategy by themselves is not enough for improving academic performance. Students should be motivated to apply learning strategies for improving their performance. Hariri, Karwan, Haenilah, Rini, and Suparman, (2021) found that not only student motivation and learning strategies are significantly correlated with one another but also student motivation could significantly predict learning strategies.

Furthermore, researchers in these areas used Motivated Strategies for Learning Questionnaire (MSLQ) in a wide variety of countries such as in Malaysia, Italy and Bangladesh (Adnan, Nordin, & Ibrahim, 2018; Ambrosi-Randić, & Ružić, 2010); wide variety of people like teacher,

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medical students, university students and nursing students (Rashid, & Rana, 2019; Soemantri, Mccoll, & Dodds, 2018; Adnan, Nordin, & Ibrahim, 2018; Tutor, 2006); and settings (Jackson, 2018; Wang, Peng, Huang, Hou, & Wang, 2008). Researchers also tried to find cross-cultural difference regarding motivation and learning strategies adopted by students. For example, Fang and Zhao, (2013, October) found that significant differences in motivation and learning strategy scale between American and Chinese students. Mazumder (2014) conducted a cross-cultural study in Bangladesh and found some differences among students in USA, China and Bangladesh. He also reported that there was no significant difference between public and private universities regarding motivation and learning strategy.

Researchers (Guo, Tong, Wang, ang, Yoon, Ying, & Yu, 2021; Oliveira & Rodríguez-Fuentes, 2016; Lynch, 2010) also investigated the gender difference in motivation and learning strategy and they reported that there was no significant gender difference between male and female. In addition, researchers in these areas are constantly trying to explain why one student performs better than another student as well as why a single student performs better on one academic task than another. Consequently, many investigators have agreed to the fact that if teacher and policy makers understand the learning mechanism of students, the teaching-learning experience could be very effective both for teacher and students. Therefore, it is very important to compare and study motivation and learning strategies of students from urban and rural areas of Bangladesh as it will be helpful in understanding the effect of diverse background on student learning. Furthermore, this study will develop a better understanding of how much motivated they are and what leading strategies they use in learning. For policy maker, it will help to develop proper course curriculum to maximize students learning outcomes. As a result, students will be able to receive better education and take full advantage of learning outcomes at various institutions. Based on above discussion, the specific objectives of the present study were to explore:

- 1) Whether there is any significant gender difference in motivation and learning strategies between male and female students.
- 2) Whether there is any significant difference in motivation and learning strategies between rural and urban students in Bangladesh.
- 3) The relationship between motivation and learning strategies.
- 4) Whether students' motivation can predict students' learning strategy.
- 5) Which type of motivation is the best predictor of students' learning strategy?

## 2. Method

### Participants

One hundred and fifty participants (81 males and 69 female) were purposively selected from grade XI and X from rural and urban high school of Bangladesh. Among the participants, 65 were rural and 85 were urban students. Their age ranges from 14 to 16 years old.

### Measuring instruments

The following instrument was used for the collection of data:

*Motivated Strategies for Learning Questionnaire:* The Bangla version (Ahmed, Khanam & Asad, 2014) of the Motivated Strategies for Learning Questionnaire (MSLQ), which was originally developed by Pintrich, Smith, Gracia and Mckeachie in 1991, was used for collecting data. The questionnaire consists of 81 self-report items that has 15 subscales under two broad sections (motivation section and learning strategy sections). The motivation section consists of six subscales (1. intrinsic goal orientation, 2. extrinsic goal orientation, 3. task value, 4. control of learning beliefs, 5. self-efficacy for learning and 6. test anxiety) and the learning strategy section consists of nine subscales (1. rehearsal, 2. elaboration, 3. organizing, 4. critical thinking, 5. meta-cognitive self-regulation, 6. time and study environment management, 7. effort regulation, 8. peer learning, 9. help seeking).

The questionnaire was designed to administer in the classroom and it takes approximately 20-30 minutes to complete the items. The 15 different subscales of MSLQ can be used together or individually. The MSLQ is a self-reported Likert-type scale instrument in which students need to rate the statement about their motivational orientation and use the different learning strategies from "1" (not at all true for me) to "7" (very true for me). The higher score for a given subscale indicates greater levels of the construct being measured (Duncan & McKeachie, 2005). The MSLQ is a reliable and valid instrument for determining students' motivation and learning strategies. In original study, the Cronbach's Alpha for each subscale were ranged from 0.52 to 0.93 and Cronbach's Alpha for Bangla translated version were above 0.70 except anxiety subscale.

*The Personal Information Form (PIF):* The PIF included demographic, personal, and social information about respondent's gender, age, grade in school, academic achievement, number of siblings, birth order, family size, parental education, parental occupation, socioeconomic status, religious affiliation and types of family.

### Procedure

At the beginning of the study, the participants were taken purposively from grade nine and ten from different rural and urban schools. Both verbal and written instructions were given to the participants. At first, they had to fill up the personal information followed by the MSLQ. It took approximately 25 to 30 minutes to complete the task. After completing the task, they were thanked for their cooperation.

## 3. Results

**Table 1:** Independent sample t test for the significance of the difference between male and female student in motivation and learning strategies

Variables	Male (n = 81)		Female (n = 69)		t
	Mean	SD	Mean	SD	
Intrinsic goal orientation	6.27	1.18	6.32	1.22	-.24
Extrinsic goal orientation	6.14	1.21	6.13	1.20	.03

Task value	6.09	1.21	6.13	1.27	-.22
Control of learning beliefs	6.16	1.17	6.20	1.18	-.22
Self-efficacy for learning	5.84	1.34	5.96	1.24	-.55
Test anxiety	5.77	1.31	5.77	1.48	-.01
Rehearsal	5.98	1.16	5.72	1.22	1.29
Elaboration	5.68	1.17	5.33	1.37	1.67
Organization	5.89	1.18	5.70	1.29	.96
Critical thinking	5.93	1.15	5.43	1.19	2.56**
Metacognitive self-regulation	5.42	1.26	5.22	1.35	.95
Time and study environment	5.21	1.16	5.12	1.33	.46
Effort regulation	5.41	1.38	5.28	1.35	.59
Peer learning	5.78	1.19	5.54	1.34	1.17
Help seeking	5.69	1.11	5.43	1.24	1.31

\*\* $p < .01$  (two-tailed)

In order to test the significance of the difference between male and female students in motivation and learning strategy, independent sample  $t$  test was calculated. Results of  $t$  test displayed in Table 1 show that there is no significant gender difference in motivation and learning strategies except critical thinking subscale of learning strategies. That means, male students ( $M = 5.93, SD = 1.15$ ) are more critical thinkers than female students ( $M = 5.43, SD = 1.19$ ).

**Table 2:** Independent sample  $t$  test for the significance of the difference between rural and urban student in motivation and learning strategies

Variables	Rural ( $n = 65$ )		Urban ( $n = 85$ )		$t$
	Mean	SD	Mean	SD	
Intrinsic goal orientation	5.48	1.43	6.92	.28	-9.1***
Extrinsic goal orientation	5.22	1.28	6.84	.40	-10.98***
Task value	5.15	1.31	6.84	.37	-11.23***
Control of learning beliefs	5.28	1.24	6.87	.37	-11.19***
Self-efficacy for learning	4.94	1.39	6.62	.49	-10.38***
Test anxiety	4.97	1.16	6.38	1.20	-7.19***
Rehearsal	4.91	1.06	6.59	.66	-11.94***
Elaboration	4.52	1.21	6.28	.65	-11.42***
Organization	4.72	.96	6.62	.64	-14.55***
Critical thinking	4.74	1.00	6.44	.69	-12.20***
Metacognitive self-regulation	4.32	1.19	6.09	.75	-11.15***
Time and study environment	4.18	1.06	5.92	.75	-11.77***
Effort regulation	4.40	1.03	6.07	1.12	-9.37***
Peer learning	4.65	1.04	6.45	.76	-12.25***
Help seeking	4.63	.93	6.29	.81	-11.67***

\*\*\* $p < .001$  (two-tailed)

In order to achieve the second objective that is to explore the significant difference in motivation and learning strategies

**Table 3:** Correlation among different subscales of motivated strategies for learning questionnaire

Subscale	IGO	EGO	TV	CLB	SEL	TA	REH	EB	ORG	CT	MSR	TSE	ER	PL	HS	MV_tot	LS_tot
IGO	1																
EGO	.87**	1															
TV	.91**	.89**	1														
CLB	.87**	.84**	.86**	1													
SEL	.90**	.88**	.93**	.88**	1												
TA	.65**	.66**	.67**	.55**	.68**	1											
REH	.77**	.76**	.77**	.74**	.78**	.59**	1										
EB	.75**	.72**	.77**	.79**	.78**	.48**	.77**	1									
ORG	.71**	.73**	.77**	.73**	.76**	.54**	.83**	.77**	1								
CT	.68**	.69**	.71**	.69**	.72**	.52**	.81**	.75**	.82**	1							
MSR	.77**	.76**	.79**	.79**	.79**	.45**	.75**	.80**	.76**	.73**	1						
TSE	.73**	.75**	.75**	.77**	.76**	.45**	.77**	.79**	.78**	.74**	.83**	1					
ER	.50**	.54**	.54**	.49**	.54**	.40**	.58**	.50**	.73**	.61**	.56**	.65**	1				
PL	.68**	.62**	.72**	.70**	.74**	.56**	.79**	.71**	.78**	.71**	.70**	.75**	.65**	1			

between rural and urban students in Bangladesh, further independent sample  $t$  test was calculated. Results of  $t$  test displayed in Table 2 show that there is significant gender difference in all subscales of motivation and learning strategies between rural and urban students of Bangladesh. That is, urban students are highly motivated and use different learning strategies than that of rural students.

In order to achieve the third objective that is to explore the relationship between motivation and learning strategies Pearson product moment correlation was computed. Results of analysis presented in Table 3 show that all 15 subscales of motivation and learning strategies are highly correlated with one another. That is, motivated students use different learning strategies for better performance.

In order to achieve the fourth objective, simple linear regression was calculated. Adjusted  $R^2$  value in Table 4 indicates that the model is significant and can explain 72% of the total variance. It means, 72% of learning strategy use can be explained by motivation itself. The standardized  $\beta$  values in table 4 indicate that ( $\beta = .850$ ) motivation is a significant predictor of usage of learning strategies.

In order to achieve the fifth objective that is to investigate which type of motivation is the best predictor of students' usage of learning strategies, multiple linear regression was calculated. Adjusted  $R^2$  value in Table 5 indicates that the model is significant and can explain 73% of the total variance. It means 73% of students' learning strategy use can be explained by these six subscales of motivation although only control of learning beliefs ( $\beta = .329$ ) and self-efficacy for learning ( $\beta = .234$ ) subscales are found as a significant predictor of learning strategy.

As there were significant differences between rural and urban students in motivation and learning strategies, further multiple regression analysis was computed for rural and urban students separately. Adjusted  $R^2$  value in Table 6 indicates that for rural students the model is significant and can explain 77% of the total variance. For rural students, intrinsic goal orientation ( $\beta = .477$ ), self-efficacy for learning ( $\beta = .400$ ) and test anxiety ( $\beta = -.250$ ) subscales are found as a significant predictor of learning strategies. But for urban students, the model is not significant and no subscale of motivation is found as a significant predictor of learning strategies.

HS	.66**	.69**	.67**	.65**	.69**	.53**	.67**	.66**	.69**	.70**	.68**	.72**	.67**	.64**	1		
MV_tot	.95**	.94**	.96**	.91**	.96**	.78**	.80**	.78**	.77**	.73**	.79**	.76**	.55**	.73**	.71**	1	
LS_tot	.80**	.80**	.83**	.82**	.84**	.58**	.89**	.87**	.92**	.88**	.88**	.90**	.77**	.87**	.82**	.85**	1

\*\* $p < .01$  (one-tailed)

**Table 4:** Regression coefficient of motivation on learning strategies

Predictors	Unstandardized coefficients		Standardized coefficients	<i>t</i>	<i>p</i>
	B	Std.Error	$\beta$		
(Constant)	5.822	2.290		2.542	.012
Motivation	1.213	.062	.850	19.604	.000

Adjusted  $R^2 = .72$  ( $F_{1, 148} = 384.317, p < 0.001$ )

**Table 5:** Multiple regression coefficient of intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning, and test anxiety on learning strategies

Predictors	Unstandardized coefficients		Standardized coefficients	<i>t</i>	<i>p</i>
	B	Std.Error	$\beta$		
(Constant)	6.141	2.315		2.653	.009
Intrinsic goal orientation	.045	.943	.006	.048	.962
Extrinsic goal orientation	1.217	.824	.150	1.476	.142
Task value	1.416	1.106	.179	1.280	.203
Control of learning beliefs	2.734	1.103	.329	2.478	.014
Self-efficacy for learning	1.760	.780	.234	2.256	.026
Test anxiety	.026	.430	.004	.061	.952

Adjusted  $R^2 = .73$  ( $F_{6, 143} = 69.227, p < 0.001$ )

**Table 6:** Multiple regression coefficient of intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning, and test anxiety on learning strategies for rural and urban students

Predictors	Rural ( $n = 65$ )			Urban ( $n = 85$ )		
	Standardized coefficients			Standardized coefficients		
	B	<i>t</i>	<i>p</i>	$\beta$	<i>t</i>	<i>p</i>
(Constant)		8.647	.000		2.415	.018
Intrinsic goal orientation	.477	2.771	.008	-.034	-.289	.773
Extrinsic goal orientation	.151	1.168	.248	-.011	-.091	.927
Task value	.208	1.081	.284	.034	.266	.791
Control of learning beliefs	-1.118	-5.584	.562	.218	1.769	.081
Self-efficacy for learning	.400	2.531	.014	-.019	-1.163	.871
Test anxiety	-.250	-2.335	.023	-.008	-.069	.945

Adjusted  $R^2 = .77$  ( $F_{6, 58} = 36.249, p < 0.001$ ); Adjusted  $R^2 = -.019$  ( $F_{6, 78} = .742, p = .617$ )

#### 4. Discussion

Motivation and learning strategies are inseparable parts of education namely learning. Researchers believed that the use of proper and effective learning strategy is an important factor for better learning and learning outcome while motivation leads toward learning. Hence it is necessary to study motivation and learning strategies adopted by students in learning. Therefore, the present study aimed to investigate the motivation and learning strategies of urban and rural areas of Bangladesh. However, the first specific objective of the present study was to investigate whether there is any significant gender difference in motivation and learning strategies between male and female students. Results, presented in Table 1, obtained by independent sample t test, show that there is no significant gender difference between male and female students in motivation and learning strategy use which is consistent with previous findings (Guo, et.al., 2021; Oliveira & Rodríguez-Fuentes, 2016; Lynch, 2010). The second and namely main objective of the present study was to investigate whether there is any significant difference in motivation and learning strategies between rural and urban students in Bangladesh. To obtain the results independent sample t test was calculated and the results

presented in Table 2 show that there is significant gender difference in all subscales of motivation and learning strategies between rural and urban students of Bangladesh. That is, urban students are highly motivated and use different learning strategies than that of rural students. Previous research also found that there is significant difference between urban and rural students in motivation (Saleh, 2014; Lamb, 2012).

The third objective of the present study was to investigate whether motivation and learning strategies are correlated with one another. Results presented table 3 show the significant relationship among the subscales of motivation and learning strategy for both urban and rural students in Bangladesh. This finding is also supported by previous research (Adnan, Nordin, & Ibrahim, 2018; Credé, & Phillips, 2011; Ambrosi-Randić, & Ružić, 2010). That is, students who are highly motivated use different learning strategies for better performance. The fourth objective of the study was to investigate whether students' motivation could predict students' learning strategies. To attain this objective simple linear regression was calculated. Adjusted  $R^2$  value in Table 4 indicates that the model is significant and can explain 72% of the total variance. It means, 72% of learning

strategy use can be explained by motivation itself. The standardized  $\beta$  values in table 4 indicate that ( $\beta = .850$ ) motivation is a significant predictor of usage of learning strategies. This finding is also supported by previous research (Hariri, et.al., 2021).

Furthermore, the present study aimed to investigate which type of motivation is the best predictor of students' usage of learning strategies as fifth objective. Results of multiple linear regressions, presented in Table 5, show that the model is significant and Adjusted  $R^2$  value indicate that the model can explain 73% of the total variance. It means 73% of students' learning strategy use can be explained by these six subscales of motivation although only control of learning beliefs ( $\beta = .329$ ) and self-efficacy for learning ( $\beta = .234$ ) subscales are found as a significant predictor of learning strategy. This finding is also consistent with previous research finding (Jackson, 2018).

As there were significant differences between rural and urban students in motivation and learning strategies, further multiple regression analysis was computed for rural and urban students separately. Adjusted  $R^2$  value in Table 6 indicates that for rural students the model is significant and can explain 77% of the total variance. For rural students, intrinsic goal orientation ( $\beta = .477$ ), self-efficacy for learning ( $\beta = .400$ ) and test anxiety ( $\beta = -.250$ ) subscales are found as a significant predictor of learning strategies. But for urban students, the model is not significant and no subscale of motivation is found as a significant predictor of learning strategies.

## 5. Conclusion

However, this study had various limitations like small sample, limited geographical area, limited age range and so on. So, future studies are recommended here. Because it would be better if the researcher covers wider geographical areas, take large sample both from urban and rural areas, and cover wide variety of students from school to universities.

Theoretically, the findings of this article will extend the body of knowledge and contribute to an increased understanding of self-regulated learning in terms of motivation and learning strategies in Bangladeshi school context. For teachers, findings can be used as basis to apply in their activities to facilitate the pupils to be capable of self-regulated learners. For school principals, the findings can be used as input to plan a training program for teachers to help teachers have capacity to facilitate students to be motivationally and behaviorally good at learning process.

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## Publication list

1. Mahmud, A and Begum, F: **Self-esteem and Psychological Problem of Orphan and Non-orphan Adolescents**, Bangladesh Psychological Studies, vol.31, 2021.
2. Shil, R. Begum, F and Nahar, N: **Correspondence between Mother and Child with Regard to Acceptance-Rejection and Psychological Adjustment**, International Journal of Sciences and Applied Research, 8(9), 1-9, 2021.
3. Begum, F: **Exploring Psychosocial factors of influencing women entrepreneurs of Bangladesh**, Indian Journal of Positive Psychology, vol. 12, no.2, pp. 151-154, 2021
4. Rahman, M, Begum, F and Nahar, N: **Impact of Parenting and Achievement Motivation on Students' Academic Performance**, International Journal of Asia Pacific School Psychology, vol.2, pp.38-44, 2021.
5. Begum, F, Ullah, M. H and Nahar, N : **Job Satisfaction, Mental Well- Being and Turnover Intention among Pharmaceutical Employees in Bangladesh**, Indian Journal of Health and Wellbeing , vol.12 , no.2 , pp.150-153 , 2021.
6. Begum, F, Uddin, M. K, Bristy, S. P and Sultana, M : **Facebook Addiction Predicting Anxiety and Depression among Young Adults**, Dhaka University Journal of Psychology , vol.42 , pp.15-21 , 2020 .
7. Akter, S, Begum, F and Sultana, M : **Seperation Anxiety in the Children of Working and Nonworking Mothers**, Bangladesh Psychological Studies , vol.30 , pp.89-97, 2020.
8. Begum, F, Uddin, M. K, Parmita, P and Sultana, M : **Game Addiction Predicting Anger and Disruptive Behavior among Adolescents in Dhaka City**, Dhaka University Journal of Psychology , vol.41 , pp.71-79 , 2019 .
9. Begum, F and Mahmood, S. I: **Exploring Psychological Correlates of Peers and Fathers of Drug Addict Adolescents**, The Dhaka University Journal of Biological Sciences, vol.28 (1), pp.9-20, 2019.
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11. Begum, F and Islam, N : **Relations of Parenting Style, Emotional Intelligence and Self-Esteem with Academic Achievement**, Dhaka University Journal of Psychology , vol.39 , pp.39-50 , 2015.
12. Begum, F. and Sultana, M: **Personality Disposition and Conflict Resolution in Young Adults**, Dhaka University Journal of Psychology, vol.38, pp.123-137, 2014.



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- [1] Shil, R., Begum, F., Nahar, N. (2021). Correspondence between mother and child with regard to acceptance-rejection and children psychological adjustment. *International Journal of Sciences and Applied Research*, 8(9), 01-09.
- [2] Begum, F., Ullah, M. H., & Nahar, N. (2021). Job satisfaction, mental well-being and turnover intention among pharmaceutical employees in Bangladesh. *Indian Journal of Health and Well-being*, 12(2).
- [3] Rahman, M., Begum, F., & Nahar, N. (2021). Impact of Parenting and Achievement Motivation on Students' Academic Performance. *International Journal of Asia Pacific School Psychology* vol, 2(2), 38-44.
- [4] Sharmin, N., Parvin, M. & Nahar, N. (2019). Relations of hope and emotional intelligence with academic achievement of undergraduate students. *Bangladesh Journal of Psychology*, 22, 129-140.
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