

The Relations Among Motivation, Goal Setting, Action Control, and Learning Strategies: The Construct and Verification of Self-regulated Learning Process Model

Biing-Lin Cherng

Institute of Education National Cheng Kung University

Abstract

Recent research on self-regulated learning has stressed the importance of motivational belief, goal setting, action control, and learning strategies in domain specific learning process. This study was an attempt to build a structural model of the relationships among reading motivation, goal setting, action control, reading strategies, and reading performance based on recently self-regulated learning literature. Using a structural equation modeling with the LISREL computer program, the presented study assessed the goodness of fit between empirically observed data and self-regulated learning model proposed by the author. Participants were 258 eighth-grade students (53% males) from five junior high schools in Taiwan northern area. The instruments employed in this study include: Reading Comprehension Test (A & B), Affective Reaction Inventory, Motivation Inventory, Goal Setting Inventory, Action Control Inventory, Awareness of Action Inventory, Reading Strategies Inventory, Awareness of Strategies Inventory. Results showed that the theoretical model fitted the observed data well and that the presented study supported recent results of research on self-regulated learning. Implications for theory, research, and practice are discussed.

Key words: self-regulated learning motivation goal setting action control learning strategies reading comprehension

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