Al-Mukhtar Journal of Educational Science 08 (1): 01-17, 2024
Doi: https://doi.org/10.54172/ea0nj013

Research Article **Open Access**

Investigating the Relationship between Students' Motivation and Learning Strategies: A Study of Ph.D. Students' Perceptions at the Faculty of Languages, University of Benghazi

Nisreen S. Elfeitouri

***Corresponding author:** nisreen_s83@yahoo.com, Department of English, Faculty of Languages, University of Benghazi, Benghazi, Libya

Received:
28 February 2024

Accepted:
28 November 2024

Publish online:
31 December 2024

Abstract: Motivation is a significant factor for success in language learning because it influences the extent and level of effort which learners make in the process of learning. Likewise, the use of cognitive and metacognitive strategies to regulate the learning process can play a central role in improving students' achievement. Therefore, investigating aspects of students' motivation and use of learning strategies within a specific course or program can be of great value for improving the teaching and learning processes. Accordingly, this was an exploratory study which aimed at measuring students' motivational orientations and learning strategies and investigating the relationship between them. The research participants consisted of 16 Ph.D. students from Applied Linguistics Department at the University of Benghazi. The data for the study were collected by the use of the Motivated Strategies for Learning Questionnaire, with reference to the 'Language Acquisition and Language Learning' course. The data were later analyzed using the Statistical Package for Social Sciences (SPSS) program. The results of the analysis revealed that students displayed a good level of motivation and use of learning strategies and that the two aspects were positively correlated.

Keywords: Motivation, Learning strategies, MSLQ, Academic Achievement.

* نسرين صالح الفيتوري، قسم اللغة الإنجليزية، كلية اللغات، جامعة بنغازي، ليبيا.

استقصاء العلاقة بين دافعية الطلاب واستراتيجيات التعلم: دراسة لتصور طلبة الدكتوراه بكلية اللغات جامعة بنغازي

المستخلص : يعتبر الدافع عاملاً مهماً للنجاح في تعلم اللغة كونه يؤثر على مستوى ومدى الجهد المبذول من قبل المتعلمين في عملية التعلم، وبالمثل، فإن استخدام الاستراتيجيات المعرفية والإدراكية لتنظيم عملية التعلم يلعب دورا رئيسياً في تحسين التحصيل لدى الطلاب. لذلك، فإن دراسة جوانب تحفيز الطلاب واستخدامهم لاستراتيجيات التعلم ضمن دورة او برنامج معين قد يكون ذا قيمة كبيرة لتحسين عمليات التعليم والتعلم. وانطلاقا من ذلك، تهدف هذه الدراسة الاستكشافية الى قياس التوجهات التحفيزية لدى الطلاب واستراتيجيات التعلم التي قد اعتمدوها والتحقيق أيضا في العلاقة بينهما. يتألف المشاركون في هذا البحث من 16 طالباً من مرحلة الدكتوراه من قسم اللغويات التطبيقية بجامعة بنغازي، ولقد تم جمع بيانات الدراسة باستخدام استبانة الاستراتيجيات الدافعة للتعلم بالإشارة إلى دورة 'اكتساب وتعلم اللغة'. تم من بعد ذلك تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية. كشفت نتائج التحليل الخاص بالدراسة أن الطلاب قد أظهروا مستوي جيداً من حيث تأثير الدافع واستخدام استراتيجيات التعلم وكشفت أيضا أن الجانبين مترابطان بشكل إيجابي.

الكلمات المفتاحية: ، الدافع ، استراتيجيات التعلم، التحصيل الأكاديمي. MSLQ

INTRODUCTION

There is a large number of studies about the factors which influence students' success, with the majority of them focusing on students' motivation and learning strategies (e.g., Pintrich & De Groot, 1990; Zimmerman & Martinez-Pons, 1990, Pintrich et al., 1991, 1993; Garcia & Pintrich, 1996; Lynch, 2006, and Al Khatib, 2010). The results of these studies indicated that students' motivation as well as their learning strategies are directly linked to positive learning outcomes. In other words, students who are highly motivated and use learning strategies are more likely to succeed and develop their lifelong learning skills more efficiently.

Dembo et al. (2007) defined motivation in terms of the internal processes which empower and direct the behavior. These include an individual's aims, beliefs and expectations. They claimed that students who are confident about their abilities to accomplish a task are more likely to keep trying until they reach that goal. Also, students behave differently based on what they believe is the cause of failure. That is, whether they believe that their failure is due to lack of ability or lack of effort. Pintrich (1999) stated that motivation is the most important factor in any learning situation and it is the most determining factor of students' achievement.

Moreover, Dembo et al. (2007) suggested that the ability to motivate one's self even in the absence of the will to perform a task is what differentiates between successful and less successful learners in any field. They added, that in order to have control over their motivation, learners need to set goals and believe that that they are capable of achieving those goals.

Emphasis on the role of student motivation in psychological and educational research has increased dramatically over the years. Currently, research on student motivation appears to be central in learning and teaching contexts. The question of why some students appear to learn and thrive in school settings, whereas others appear to be struggling to develop knowledge and academic skills cannot be answered without taking into account the role of motivation (Pintrich, 2003).

In the same respect, Weinstein and Mayer (1983) defined learning strategies as learners' actions, behaviors and thoughts which influence the way in which they organize, integrate and acquire new knowledge. Examples of learning strategies include: summarizing, note-taking, outlining, paraphrasing or underlying the material, and self-questioning. In addition, teaching students how to regulate learning should be a major goal in education. In other words, students should be taught how to learn, how to think, how to remember and how to motivate themselves.

According to Pintrich and De Groot (1990), learners need to have both motivation and knowledge of effective learning strategies in order to succeed in any learning situation and they emphasized that higher levels of academic achievement were found to correlate with greater use of cognitive strategy and self-regulated learning

Accordingly, the relationship between motivation and learning strategies has been the focus of many researchers over the years. It has been suggested that student who hold a positive belief about their abilities to succeed, are more likely to engage in cognitive and metacognitive learning strategies and are less likely to give up trying while working on tasks than students who are not (e.g., Fincham & Cain, 1986; Paris & Oka, 1986; Schunk, 1985; Pintrich & De Groot, 1990; Wolters & Pintrich, 1998; Thongnoum, 2002; Hariri et al., 2021). In addition, students' motivation was found to correlate with their learning strategies' use and these two aspects were directly linked to students' achievement.

In order to measure students' motivation and learning strategies and to determine their impact on academic achievement, Pintrich et al. (1991) developed the Motivated Strategies for Learning Questionnaire (MSLQ) which was used by many researchers worldwide (for example, the United States, the United Kingdom, Turkey, Malaysia, Iraq). It has proven to be a valid and valuable tool that can be used for a variety of purposes by researchers, teachers and students (Duncan & McKeachie, 2005).

The positive results obtained from studies on the impact of motivation and learning strategies on learning emphasize the need for further research on this topic. More precisely, exploring Ph.D. students' motivational orientations and learning strategies can provide useful information for improving both the teaching and the learning processes. However, due to the fact that this is the first Ph.D. program in the English Language in Libya, this area has not been investigated yet.

Therefore, the aim of this study was to use the MSLQ to measure students' motivation and learning strategies and to determine the relationship between them. It follows that the present study addresses the following questions:

1. What are Ph.D. students' motivational orientations and learning strategies with regard to 'Language Acquisition and Language Learning' course?

2. What is the relationship between students' motivation and learning strategies?

The Motivated Strategies for Learning Questionnaire

There is a variety of models for the description of motivation and learning strategies. However, the theoretical framework which is adopted for this study is based on the framework implemented in the MSLQ by Pintrich et al. (1991). The MSLQ was defined as follows:

The Motivated Strategies for Learning Questionnaire (MSLQ) is a self-report instrument designed to assess college students' motivational orientations and their use of different learning strategies for a college course. The MSLQ is based on a general cognitive view of motivation and learning strategies, with the student represented as an active processor of information whose beliefs and cognitions are important mediators of instructional input (Pintrich et al., 1991, p. 3).

The conceptual framework of student motivation that is used in the MSLQ is based on an adaptation of a general expectancy-value model of motivation (Eccles, 198, Pintrich, 1988 & Pintrich, 1989). According to the model, there are three motivational components which could be related to the three types of learning strategies. These are described by Pintrich et al. (1991) as follows:

a. Expectancy component, related to students' expectations and beliefs about whether they are able to succeed or fail on tasks, whether the effort they expend on tasks will result in learning, and whether they believe they have the skills needed to perform a task.

b. Value component, referring to the rationale behind students' participation in a task, whether students have intrinsic or extrinsic goals toward the tasks, and students' views with regard to the importance and usefulness of the tasks.

c. An affective component, referring to the emotions and feelings which students have for the tasks and how they manage the state of anxiety that emerges during the exams.

According to Pintrich and De Groot (1990), There are numerous definitions for the types of learning strategies, but three components appear to be particularly important for classroom performance. These three components served as the basis for classifying learning strategies in this study and in the MSLQ. These are described by Pintrich et al (1991) as follows:

a. Cognitive strategies (e.g., elaboration, rehearsal, organization and critical thinking), referring to the strategies which help students associate new information with their previous knowledge, store new information in the long-term memory and use prior knowledge to solve problems in new situations.

b. Metacognitive self-regulation: this is the only subscale used to measure metacognitive control strategies. This scale consists of three components: planning, monitoring and regulating. The purpose of these strategies is to help students regulate their learning. They reinforce students' understanding of the material and help them integrate it with prior knowledge.

c. Resource management strategies, used to manage the time, effort and place for studying and to seek help from peers and teachers in the process of learning.

Methodology

This was an exploratory study in which the participants were Ph.D. students enrolled in the Applied Linguistics Department at Benghazi University. Originally, the aim was to involve all 24 students. Nevertheless, only 16 students (10 females and 6 males) agreed to participate in the study. The focal point of this research was the 'Language Acquisition and Language Learning' course.

The data for this study were collected by the use of the Motivated Strategies for Learning Questionnaire (MSLQ), which is divided into two parts; the motivational scales, consisting of 31 items which measure students' objectives and beliefs with regard to a particular course and the learning strategies scales which consist of 31 items that measure students' use of cognitive and metacognitive strategies. It also consists of 19 items which measure students' use of different resources.

Procedure

The data were collected near the end of the second Ph.D. academic semester in the year 2022. A detailed written description of the objectives of the questionnaire as well as instructions regarding how to respond to the items were available to all participants in the study.

The questionnaire was used in class where the participants were assured that their identity would be kept anonymous. The participants were asked to rate their responses to the 81 items using seven-point scales ranging from 'not at all true of me' to 'very true of me'.

Reliability Test

Previous studies using the MSLQ as a tool for measuring students' motivation and learning strategies have consistently confirmed its reliability (e.g., Zimmerman & Martinez-Pons, 1988;

Pintrich & De Groot, 1990; Pintrich et al, 1991).

According to Pintrich et al. (1991), accepted reliability for the MSLQ ranges from 0.52 to .93. Table 1 below shows that for this study, the MSLQ has been proven to have acceptable reliability with Cronbach's alpha value of 0.89 for the instrument as a whole, 0.74 for the motivation scale and 0.85 for the scale of learning strategies. These results indicate that the data obtained from this survey are reliable and suitable for further analysis.

Table (1). Reliability Test

Scale	Items	Cronbach Alpha (α)
Instrumental	81	0.891
Part A Motivation	31	0.743
Part B Learning Strategies	50	0.855

Data Analysis

The results of the study were analyzed quantitatively by using the Statistical Package for the Social Sciences (SPSS).

RESULTS

The results of the study were described by the use of some descriptive statistical tools including mean (average), standard deviation and ranking.

Results of RQ 1

What are Ph.D. students' motivational orientations and learning strategies with regard to the 'Second Language Acquisition' course?

Table (2): Descriptive Statistics of the Motivational Scales

	N	Mean	Std. Deviation	Relative Importance	Rank
Value Component	16	5.76	0.603	82.29	1
Expectancy	16	5.54	0.962	79.14	2
Affective	16	5.36	0.859	76.57	3
Valid N (listwise)	16				

Table (3): Descriptive Statistics of the Learning Strategies Scales

	N	Mean	Std. Deviation	Relative Importance	Rank
Cognitive Strategy	16	5.56	0.641	79.43	1
Meta Cognitive	16	5.39	0.728	77.00	2
Resource Management	16	4.23	0.720	60.43	3
Valid N (listwise)	16				

As for the motivational components, the results from table 2 show that the highest score obtained by most participants was linked to the value component (with a mean value of 5.76), followed by the expectancy component (with a mean value of 5.54) and lastly the affective component (with a mean value of 5.36). These results indicated that most participants reported good

levels of motivation with regard to the value and expectancy components. However, the score which was obtained for the affective component meant that most participants exhibited a high level of test anxiety.

With regard to the learning strategies components, the information obtained from table 3 shows that the highest score was linked to the cognitive strategies (with a mean value of 5.56), followed by the metacognitive strategies (with a mean value of 5.39) and lastly, the resource management strategies for which the mean value was 4.23.

Although the score reported for the resource management strategies might seem significantly different from the scores obtained for the other two types, Pintrich at al. (1991) held that a score of 4 and above is considered a good indicator of students' use of these strategies. Thus, in general, the results indicate that most participants reported good use of the three types of learning strategies

Results of RQ2
What is the relationship between students' motivation and learning strategies?

Table (4): Analysis of the Correlations between Motivation and Learning Strategies

		Motivation	Learning Strategies
Motivation	Pearson Correlation	1	.668**
	Sig. (2-tailed)		.005
	N	16	16
Learning Strategies	Pearson Correlation	.668**	1
	Sig. (2-tailed)	.005	
	N	16	16
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4 above shows that the correlation coefficient between motivation and learning strategies is (0.688). This reflects that there is positive relationship between student motivation and learning strategies. That is, a higher level of motivation is associated with a higher level of strategy use.

DISCUSSION

Discussion of RQ 1
The results from tables 2 and 3 that most students showed good levels of value and expectancy motivation means that students' answers indicated that they had strong intrinsic and extrinsic motivation in addition to high task value with regard to the course under investigation. The results also mean that students strongly believed that they are capable of accomplishing their learning goals.

However, students' answers also suggest that they had high levels of test anxiety towards this course. According to Zeinder and Matthews (2005), anxiety is most likely caused by excessive focus on outcome expectations. Test anxiety can result in blocking knowledge: anxious students have little to retrieve during the test because they have difficulty encoding and organizing information in their long-term memory.

With regard to the learning strategies, students' answers showed that they have good use of cognitive and metacognitive strategies (for example, rehearsal, elaboration, critical thinking and organization). In addition, the results indicated that students have good control of the resource

management strategies (which include study place and time, effort regulation and help seeking).

Discussion of RQ2

The correlation analysis shows that there is positive relationship between students' motivation and learning strategies. This suggests that, for instance, when students have a good value for the learning tasks, they are more likely to employ effective learning strategies. The same applies when students have good expectations and beliefs about their learning capabilities. These results are in line with some previous studies which have revealed that students' motivation is positively correlated with their learning strategies (e.g., Pintrich &De Groot, 1990, Thongnoum, 2002 and Hariri et al. 2020).

Recommendations and Implications for Future Research

From the findings of the current study that there is a positive relationship between students' motivation and learning strategies and from the findings of previous studies that these two constructs are directly linked to students' academic success, teachers and students are advised to pay more attention to these aspects.

Harmer (2014) held that teachers can increase students' motivation by highlighting the value and importance of learning tasks. He maintained that the choice of tasks should be meaningful, unpredictable, relevant, and interesting for the students. Harmer also suggested that teachers should promote students' self-esteem by making them believe that they are capable of accomplishing learning goals. Teachers can do this by using engaging and challenging but achievable activities.

Students should be aware that the motivational aspects and learning strategies in this study are controllable and learnable and that they must play an active part in their own learning by controlling these aspects. In other words, they can work on reinforcing their motivational beliefs, their attitudes toward their ability to succeed and their interest in the subject. Furthermore, they should try to control their feeling of anxiety during the exams as it might have a negative impact on their performance.

While the study provided empirical evidence for the correlation between motivation and learning strategies, it is not without its limitations. First, the sample of this study consisted of a small number of Ph.D. students and it was conducted with reference to one course. Future research can address a larger number of students from all departments in the Ph.D. program and can use more subject areas in order to yield broader generalizations. Second, one method of data collection was used in this context. Using more methods in the future (for example, interviewing participants) can result in more in-depth understanding of the results.

CONCLUSION

A large number of previous studies which were conducted worldwide have stressed the role that students' motivation and learning strategies play in their academic achievement. Thus, the main aim of this study was to measure Ph.D. students' motivational beliefs and learning strategies and to determine the relationship between them with reference to the 'Language Acquisition and Language Learning' course.

The sample of the study consisted of 16 Ph.D. students from the Applied Linguistics Department at Benghazi University. The Motivated Strategies for Learning Questionnaire (MSLQ) was used for collecting the data, which were later analyzed using the SPSS.

It was found that students had a good level of motivation and use of learning strategies for the course under investigation. However, most students reported a high level of test anxiety. Moreover, the results showed that students' motivation and learning strategies were positively correlated.

Finally, recommendations were discussed in order to use the results of this study to improve the learning and teaching processes. Also, the limitations of the current study were mentioned in order to make suggestions for further research.

Duality of interest: The author declare that have no duality of interest associated with this manuscript.

Funding: No specific funding was received for this work,

REFERENCES

Al Khatib, S. A. (2010). Meta-cognitive self-regulated learning and motivational beliefs as predictors of college students' performance. *International journal for research in Education*, *27*(8), 57-71.

Dembo, M. H., Nicklin, J., & Griffiths, C. (2007). *Motivation and learning strategies for college success: A self-management approach*. Routledge.

Duncan, T. G., & McKeachie, W. J. (2005). The making of the motivated strategies for learning questionnaire. *Educational psychologist*, *40*(2), 117-128.

Eccles, J. (1983). Expectancies, values and academic behaviors. In J. T. Spence (Ed.), *Achievement and achievement motives* (pp. 75- 146). San Francisco: Freeman

Fincham, F. D., & Cain, K. M. (1986). Learned helplessness in humans: A developmental analysis. *Developmental Review*, *6*(4), 301-333.

García, T., & Pintrich, P. R. (1995). Assessing Students' Motivation and Learning Strategies: The Motivated Strategies for Learning Questionnaire.

Garcia, T., & Pintrich, P. R. (1996). Assessing students' motivation and learning strategies in the classroom context: The Motivated Strategies for Learning Questionnaire. In *Alternatives in assessment of achievements, learning processes and prior knowledge* (pp. 319-339). Springer, Dordrecht.

Hariri, H., Karwan, D.H., Haenilah, E.Y., Rini, R., & Suparman, U. (2021). Motivation and Learning strategies: Student motivation affects student learning strategies. *European Journal of Educational Research*, *10*(1), 39-49.

Harmer, J. (2014). *The Practice of English Language Teaching*. England: Pearson Education Limited.

Lynch, D. J. (2006). Motivational factors, learning strategies and resource management as predictors of course grades. *College Student Journal*, *40*(2), 423-429.

Paris, S. G., & Oka, E. R. (1986). Children's reading strategies, metacognition, and motivation. *Developmental review*, *6*(1), 25-56.

Pintrich, P. R. (1988). A process-oriented view of student motivation and cognition. In J. S. Stark & L. Mets (Eds.), *Improving teaching and learning through research. New directions for institutional research, 57* (pp. 55-70). San Francisco: Jossey-Bass.

Pintrich, P. R. (1989). The dynamic interplay of student motivation and cognition in the college classroom. In C. Ames & M. Maehr (Eds.), *Advances in motivation and achievement: Vol. 6. Motivation enhancing environments* (pp. 117-160). Greenwich, CT: JAI Press.

Pintrich, P. R. (1991). A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ).

Pintrich, P. R. (1999). The role of motivation in promoting and sustaining learning. *International journal of educational research*, *31*(6), 459-470.

Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of educational Psychology*, *95*(4), 667.

Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of educational psychology*, *82*(1), 33.

Pintrich, P.R., Smith, D.A.F., Garcia, T. & McKeachie, W.J. (1993). Reliability and predictive validity of the motivated strategies for learning questionnaire (MSLQ). *Educational and Psychological Measurement,53* (3), 801-814.

Schunk, D. H. (1985). Self-efficacy and classroom learning. *Psychology in the Schools*, *22*(2), 208-223.

Thongnoum, D. (2002). *Self-efficacy, goal orientations, and self-regulated learning in Thai students*. Oklahoma State University.

Wolters, C. A. (1998). Self-regulated learning and college students' regulation of motivation. *Journal of educational psychology*, *90*(2), 224.

Weinstein, C. E., & Mayer, R. E. (1983, November). The teaching of learning strategies. In *Innovation abstracts* (Vol. 5, No. 32, p. n32).

Zeidner, M., & Matthews, G. (2005). Evaluation anxiety: Current theory and research. In A. Elliot & C. Dweck (Eds.). *Handbook of competence and motivation* (pp. 141-166). New York: Guilford.

Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. *Journal of educational psychology*, *80*(3), 284.

Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of educational Psychology*, *82*(1), 51.

Appendix A

Motivated Strategies for Learning Questionnaire Manual

VI. THE MOTIVATED STRATEGIES FOR LEARNING QUESTIONNAIRE

Motivated Strategies for Learning Questionnaire Manual

Part A. Motivation

The following questions ask about your motivation for and attitudes about this class. **Remember there are no right or wrong answers, just answer as accurately as possible.** Use the scale below to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

1	2	3	4	5	6	7
not at all true of me						very true of me

1.	In a class like this, I prefer course material that really challenges me so I can learn new things.	1	2	3	4	5	6	7
2.	If I study in appropriate ways, then I will be able to learn the material in this course.	1	2	3	4	5	6	7
3.	When I take a test I think about how poorly I am doing compared with other students.	1	2	3	4	5	6	7
4.	I think I will be able to use what I learn in this course in other courses.	1	2	3	4	5	6	7
5.	I believe I will receive an excellent grade in this class.	1	2	3	4	5	6	7
6.	I'm certain I can understand the most difficult material presented in the readings for this course.	1	2	3	4	5	6	7
7.	Getting a good grade in this class is the most satisfying thing for me right now.	1	2	3	4	5	6	7
8.	When I take a test I think about items on other parts of the test I can't answer.	1	2	3	4	5	6	7

Motivated Strategies for Learning Questionnaire Manual

		not at all true of me						very true of me
9.	It is my own fault if I don't learn the material in this course.	1	2	3	4	5	6	7
10.	It is important for me to learn the course material in this class.	1	2	3	4	5	6	7
11.	The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.	1	2	3	4	5	6	7
12.	I'm confident I can learn the basic concepts taught in this course.	1	2	3	4	5	6	7
13.	If I can, I want to get better grades in this class than most of the other students.	1	2	3	4	5	6	7
14.	When I take tests I think of the consequences of failing.	1	2	3	4	5	6	7
15.	I'm confident I can understand the most complex material presented by the instructor in this course.	1	2	3	4	5	6	7
16.	In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	1	2	3	4	5	6	7
17.	I am very interested in the content area of this course.	1	2	3	4	5	6	7
18.	If I try hard enough, then I will understand the course material.	1	2	3	4	5	6	7
19.	I have an uneasy, upset feeling when I take an exam.	1	2	3	4	5	6	7

Motivated Strategies for Learning Questionnaire Manual

		not at all true of me						very true of me
20.	I'm confident I can do an excellent job on the assignments and tests in this course.	1	2	3	4	5	6	7
21.	I expect to do well in this class.	1	2	3	4	5	6	7
22.	The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	1	2	3	4	5	6	7
23.	I think the course material in this class is useful for me to learn.	1	2	3	4	5	6	7
24.	When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	1	2	3	4	5	6	7
25.	If I don't understand the course material, it is because I didn't try hard enough.	1	2	3	4	5	6	7
26.	I like the subject matter of this course.	1	2	3	4	5	6	7
27.	Understanding the subject matter of this course is very important to me.	1	2	3	4	5	6	7
28.	I feel my heart beating fast when I take an exam.	1	2	3	4	5	6	7
29.	I'm certain I can master the skills being taught in this class.	1	2	3	4	5	6	7
30.	I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.	1	2	3	4	5	6	7
31.	Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.	1	2	3	4	5	6	7

Motivated Strategies for Learning Questionnaire Manual

Part B. Learning Strategies

The following questions ask about your learning strategies and study skills for this class. **Again, there are no right or wrong answers. Answer the questions about how you study in this class as accurately as possible.** Use the same scale to answer the remaining questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

1	2	3	4	5	6	7
not at all true of me						very true of me

32.	When I study the readings for this course, I outline the material to help me organize my thoughts.	1	2	3	4	5	6	7
33.	During class time I often miss important points because I'm thinking of other things.	1	2	3	4	5	6	7
34.	When studying for this course, I often try to explain the material to a classmate or friend.	1	2	3	4	5	6	7
35.	I usually study in a place where I can concentrate on my course work.	1	2	3	4	5	6	7
36.	When reading for this course, I make up questions to help focus my reading.	1	2	3	4	5	6	7
37.	I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.	1	2	3	4	5	6	7
38.	I often find myself questioning things I hear or read in this course to decide if I find them convincing.	1	2	3	4	5	6	7
39.	When I study for this class, I practice saying the material to myself over and over.	1	2	3	4	5	6	7

Motivated Strategies for Learning Questionnaire Manual

		not at all true of me						very true of me
40.	Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone.	1	2	3	4	5	6	7
41.	When I become confused about something I'm reading for this class, I go back and try to figure it out.	1	2	3	4	5	6	7
42.	When I study for this course, I go through the readings and my class notes and try to find the most important ideas.	1	2	3	4	5	6	7
43.	I make good use of my study time for this course.	1	2	3	4	5	6	7
44.	If course readings are difficult to understand, I change the way I read the material.	1	2	3	4	5	6	7
45.	I try to work with other students from this class to complete the course assignments.	1	2	3	4	5	6	7
46.	When studying for this course, I read my class notes and the course readings over and over again.	1	2	3	4	5	6	7
47.	When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence.	1	2	3	4	5	6	7
48.	I work hard to do well in this class even if I don't like what we are doing.	1	2	3	4	5	6	7
49.	I make simple charts, diagrams, or tables to help me organize course material.	1	2	3	4	5	6	7

Motivated Strategies for Learning Questionnaire Manual

		not at all true of me						very true of me
50.	When studying for this course, I often set aside time to discuss course material with a group of students from the class.	1	2	3	4	5	6	7
51.	I treat the course material as a starting point and try to develop my own ideas about it.	1	2	3	4	5	6	7
52.	I find it hard to stick to a study schedule.	1	2	3	4	5	6	7
53.	When I study for this class, I pull together information from different sources, such as lectures, readings, and discussions.	1	2	3	4	5	6	7
54.	Before I study new course material thoroughly, I often skim it to see how it is organized.	1	2	3	4	5	6	7
55.	I ask myself questions to make sure I understand the material I have been studying in this class.	1	2	3	4	5	6	7
56.	I try to change the way I study in order to fit the course requirements and the instructor's teaching style.	1	2	3	4	5	6	7
57.	I often find that I have been reading for this class but don't know what it was all about.	1	2	3	4	5	6	7
58.	I ask the instructor to clarify concepts I don't understand well.	1	2	3	4	5	6	7
59.	I memorize key words to remind me of important concepts in this class.	1	2	3	4	5	6	7
60.	When course work is difficult, I either give up or only study the easy parts.	1	2	3	4	5	6	7

Motivated Strategies for Learning Questionnaire Manual

		not at all true of me						very true of me
61.	I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for this course.	1	2	3	4	5	6	7
62.	I try to relate ideas in this subject to those in other courses whenever possible.	1	2	3	4	5	6	7
63.	When I study for this course, I go over my class notes and make an outline of important concepts.	1	2	3	4	5	6	7
64.	When reading for this class, I try to relate the material to what I already know.	1	2	3	4	5	6	7
65.	I have a regular place set aside for studying.	1	2	3	4	5	6	7
66.	I try to play around with ideas of my own related to what I am learning in this course.	1	2	3	4	5	6	7
67.	When I study for this course, I write brief summaries of the main ideas from the readings and my class notes.	1	2	3	4	5	6	7
68.	When I can't understand the material in this course, I ask another student in this class for help.	1	2	3	4	5	6	7
69.	I try to understand the material in this class by making connections between the readings and the concepts from the lectures.	1	2	3	4	5	6	7
70.	I make sure that I keep up with the weekly readings and assignments for this course.	1	2	3	4	5	6	7
71.	Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives.	1	2	3	4	5	6	7