ABSTRACT

The purpose of this study was to determine whether or not motivational beliefs and cognitive self regulated learning strategies were significant predictors of preparatory school students' reading performance. 326 Grade 11 students who were randomly selected completed a questionnaire and 12of these were interviewed. The interview results showed"seeking assistance from peers, adults and teachers", was the most consistently used self regulated learning strategy which was employed by the preparatory school students. Correlations and multiple regressions were the analyses used for the study. The correlational analysis showed significant relationships among motivational beliefs, cognitive components and students 'reading performance. The regression analysis revealed that self efficacy, intrinsic goal orientations,and task values from the motivational beliefs and meta-cognitive self-regulation, resource management and cognitive strategies from the cognitive components were the best predictors of preparatory school students' reading performance. Recommendations for future practice include more incorporation of self efficacy and meta-cognitive self-regulation in teaching strategies, guidance and parenting as a means to improve achievement outcomes. It has also been recommended that more collaboration and networking is vital among students, parents, teachers, guidance counselors and peer leaders to enhance the self-regulated learning experience of students. For future research, it has been recommended that studies related to self-regulatd learning should consider inputs from parents and teachers using home and school observations and interviews.