LEARNING STRATEGIES, MOTIVATIONAL BELIEFS AND COURSE EXPERIENCES AS CORRELATES OF ACADEMIC ACHIEVEMENT AMONG THE UNIVERSITY STUDENTS

SUMMARY

The present studied learning strategy use, motivational beliefs and course experiences as the correlates of academic achievement among the university students. A representative sample of 907 university students pursuing post-graduate courses in social science, science and professional stream of study were selected from Guru Nanak Dev University, Amritsar, Punjabi University, Patiala and Panjab University, Chandigarh was selected for the study. The mean score on course experiences revealed that the university students have a positive experiences during the course of study. The differences in learning strategy use, motivational beliefs and course experiences of the university students were investigated across the gender and stream using 2X3 analysis of variance and correlational analysis was carried out to study the set of independent variables under study as the correlates of academic achievement.

The findings revealed that there were significant differences in learning strategies (metacognitive self-regulation, and time and study environment management strategies); motivational beliefs (task value beliefs, self-efficacy beliefs and test anxiety); and course experiences (strengths, generic skills and total) across the stream of study. The interaction effect of gender and stream of study was not significant for different learning strategies and motivational beliefs but was significant in case of ‘challenges’ as a component of course experiences.

Out of learning strategies, metacognitive self-regulation and critical thinking were significantly and positively related to academic achievement among the university students. Among motivational beliefs, task value beliefs, control of learning beliefs and self-efficacy beliefs were found to be having a significant and positive relationship with the academic achievement among the university students while extrinsic goal orientation and test anxiety bear a significant and negative relation with it. Course experiences and it’s components are having a significant and positive relationship with academic achievement except for challenges component. Further, regression analysis revealed that metacognitive self-regulation, test-anxiety and generic skills emerges as the best predictors of the academic achievement out of learning strategies, motivational beliefs and course experiences.