ABSTRACT

Self-regulated learning is personal initiatives of the students to enhance their performance. Self-regulated learning of the students is influenced by various internal and external factors. For present study motivational beliefs was selected as internal factor and perceived parental involvement was taken as external factor. This study was conducted on secondary school students as at this stage many strategies for self-regulation has been adapted by the students. The sample of the study was selected from the Government Secondary Schools under the Department of Education, affiliated from Punjab School Education Board, Mohali. A sample of 600 secondary school students was randomly selected from IX and X class. It was balanced in terms of gender (male and female), locale (rural and urban), class (IX and X) and different educational blocks. The descriptive research method was adapted to execute the present research. The data was collected through self-regulated learning scale, motivational beliefs scale and the parental involvement scale. Three way analysis of variance, product moment correlation and stepwise regression analysis for employed to analyse the collected data. The study concluded that self-regulated learning has positive relationship with motivational beliefs (except test anxiety) and perceived parental involvement. Motivational beliefs and perceived parental involvement has significant interactional effect on self-regulated learning. Motivational beliefs (except control of learning beliefs) and perceived parental involvement are significant predictors of self-regulated learning. Educational implications and suggestions for further research are suggested.