CHAPTER II

REVIEW OF RELATED LITERATURE

The study of relevant researches acts as a lighthouse for the researcher which not only helps him to save efforts and time but also avoids duplication of work. It is a requisite part of any investigation as it enables the investigator to contribute towards the extension of research in particular field. By reviewing the related studies, the investigator has assurance that his problem does not exist in the vacuity but is interconnected with the studies conducted in the past. What is to be revealed in the particular area and how the knowledge moves forward?

Literature review is a precise inquiry of specialized studies that is appropriate to the specific research enquiry. This process assists a researcher in framing and concentrating on the research question and approaching to the hypothesis or decided question (Chauhan, 2012). Previous researches provide guidelines to the researcher about the accumulated knowledge as a result of continuous human effort. This accumulated knowledge will help the researcher in understanding the existing status of the phenomenon, enable him to define and delimit the problem, various research techniques and data gathering tools and of course the results from those researches. It gives a sound foundation to current research and avoids unnecessary duplication.

Without deep insight of vast whelm of researches and issues, the researcher would be sailing like a rudderless boat in the sea. Previous researches not only provide knowledge about the methodology, procedures, measures, subjects and approaches employed but also enable the investigator to find the gap and lacunae in the concerned area.

It is clear from the above discussion that the review of relevant studies performs a critical role particularly in detecting research issue. It was not feasible for the researcher to access complete printed and unprinted researches in the concerned discipline, yet the researcher tried to collect the adequate material. In the present study, the best available resources pertaining to the problem in hand have been accessed and essential related information has been extracted, recorded and reported in this chapter.

2.1 STUDIES RELATED TO SELF REGULATED LEARNING AND MOTIVATIONAL BELIEFS

Pintrich and De Groot (1990) explored relationship of academic achievement students with self-regulated learning and motivational orientation. The study was
conducted on 173 students of 7th class. Motivated strategies for learning questionnaire was used. It was reported that self-efficacy and intrinsic goal orientation of motivational beliefs were found positively associated with self-regulated learning. Further, it was also found that academic performance was predicted strongly by self-regulation, self-efficacy and test-anxiety. Moreover intrinsic goal orientation had no influence on academic achievement but had a strong connection with self-regulation and cognitive strategy use.

Pintrich, Roeser and DeGroot (1994) explored difference among 100 early adolescents on the variable of motivation and self-regulated learning. Motivational strategies for learning questionnaire, productive classroom work scale, teacher effectiveness scale and cooperative work scale were used. Correlation and regression analysis was employed. It was concluded that higher levels of self-regulated learning had no connection with test anxiety but had positive association with intrinsic value and self-efficacy; motivational beliefs.

Wolters, Yu and Pintrich (1996) studied correlation among self-regulated learning, three goal orientations and motivational beliefs. The study was conducted on 434 seventh and eighth graders. Data was collected through self-report questionnaires. Data was analysed by regression analysis. The study revealed that positive pattern of motivational beliefs, cognition and performance were developed by goal orientation. Further it was suggested that less adjusted motivational and cognitive outcomes were directed by extrinsic goal orientation.

Wolters (1999) investigated association of classroom performance among 88 high school students with motivational regulation, learning strategies and effort. Multivariate regression analysis was employed. Results of the study showed that learning strategies use, effort and classroom achievement were predicted by motivational regulation.

Wolters and Rosenthal (2000) explored correlation of motivational beliefs with use of motivational regulation strategies among students. A sample of 114 students of 8th grade was selected. Patterns of adaptive learning survey was applied. It was concluded that regulatory strategies were related with goal orientation whereas self-efficacy had no relation with any of the regulatory strategies.

Ozkan (2003) observed achievement in Biology of tenth graders with motivational beliefs and learning styles. Data was collected through motivated strategies for learning questionnaire (Turkish version), learning style inventory, and biology achievement test. The study was conducted on 980 students of tenth grade, randomly selected, in fall 2002-2003 semesters from 11 schools. The analyses of covariance (ANCOVA) and bivariate
correlations were employed. It was recommended that biology achievement was influenced by learning styles when motivational beliefs were controlled. Bi-variate correlations revealed that motivational beliefs and students’ Biology achievement had positive relationship.

Ergul (2004) conducted a study on connection between characteristics of distance students of Anadolu University and academic performance. 124 freshmen students enrolled in distance education programme were selected. Motivated strategies for learning questionnaire (Turkish version) was employed. Descriptive statistics, correlation, regression and z-tests were employed. It was reported that self-efficacy had significant relationship with self-regulated learning. It was further depicted that girl students were more self-regulated than boy students.

Nielson (2004) examined learning and study strategies of advanced music students and also tried to find relationship of these strategies with self-efficacy. The study was conducted on 18-43 years old students of first year in Norwegian higher music education. Questionnaire was used for detailing of strategies used by them. The study concluded that high self-efficacy students used cognitively and meta-cognitively strategies more frequently than low self-efficacious students.

Marcou and Philippou (2005) investigated relationship of motivational beliefs and self-regulated learning with problem solving in Mathematics. Self-report questionnaire and a paper and pencil test were used to collect responses from 219 students. It was found that motivational beliefs were significantly associated with self-regulated learning. Further, it was concluded that mathematical problem solving had a significant relation with self-efficacy, intrinsic goal orientation and performance.

Abdullah and Bakar (2006) studied correlation of self-regulated learning with motivational beliefs. 322 students were selected. Motivated strategies for learning questionnaire was applied to collect data. Correlation analysis was employed. It was found that motivational beliefs (self-efficacy and control beliefs) were positively and significantly associated with self-regulated learning whereas negative association existed between self-regulated learning and anxiety. Further, it was reported that self-efficacy and control beliefs were positively connected whereas anxiety had negative relation with self-efficacy and control beliefs.

Ommundsen (2006) investigated the influence of motivational climate and differential performance goals on self-regulation in Physical Education. 273, 10th grader (Male 125 and Female 148) were selected. Data was collected through questionnaire.
Simple correlation and multiple regression was used for analysis. It was reported that meta-cognitive self-regulation, effort regulation and help seeking were positively correlated with task orientation.

Bembenutty (2007) studied motivational beliefs and self-regulation of learning among pre-service teachers. 63 secondary education pre-service teachers were selected for the study. Ohio teacher sense of efficacy scale, academic self-efficacy scale, academic delay of gratification, motivational beliefs and academic self-regulation scale were used to collect response. Descriptive statistics and correlation were employed to analyse the data. Results of the study depicted that perceived instrumentally was major predictor of cognitive self-regulation but mastery goals and self-efficacy were minor predictors.

Neuville, Frenay and Bourgeois (2007) investigated the effect of self-regulated learning, choice and performance among university students on task value, self-efficacy and goal orientation. 184 first-year students were selected for the study. Task value perceptions, self-efficacy, goal orientation, learning strategies, choice and academic performance were used to collect responses. Correlation, regression and MANOVA were employed. The study concluded that self-regulated learning was directly influenced by task value, self-efficacy and goal orientation. The results further suggested that task value had main effect on self-regulated learning.

Artino (2008) studied perceptions about self-regulated learning for understanding academic success for online learning. 481 undergraduate were selected for the study. Motivated strategies for learning questionnaire was used. It was depicted that elaboration, meta-cognition and satisfaction were positively, consistently and strongly predicted by task value beliefs whereas satisfaction and continuing motivation were moderately, positively predicted through self-efficacy beliefs.

Alayani (2008) investigated self-regulated learning of Physical Education’s students. 340 undergraduate physical education students of Saudi Arabia were selected. Self-regulated learning of motor skills questionnaire (SRLMSQ) was used. It was revealed that motivational beliefs had positive relationship with self-regulated learning; excluding association among performance goal orientation, effort regulation and help seeking. Regression analysis reported that learning strategies were strongly predicted by self-efficacy, task value and learning goal orientation.

Ho and Hau (2008) explored the influence of goals, strategies and efforts on performance. 1950, 7th grader Chinese students were selected. Results revealed that goals (mastery and performance); orientations (cooperative and competitive); understanding
and memorizing strategies had significant and positive relationship. The result of Regression analyses depicted that efforts invested were predicted through goals and strategies; achievement outcome was predicted through goals and efforts.

Williams (2008) investigated self-regulated learning of 135 high school students with learning disabilities. Motivated strategies for learning questionnaire was employed to accumulate responses. It was reported that self-efficacy and goal orientation had positive relationship with learning strategies.

Briley et al. (2009) examined relationships of Mathematical beliefs, sources of self-regulation among university students with achievement. 94 students were selected for study. Conceptions of Mathematics inventory, self-regulation survey and Mathematics achievement were used to collect data. Data was analysed through correlation and regression analysis. It was found that students with better doing and learning beliefs about Mathematics and its usefulness were reported more frequent use of all three types of self-regulation. Mathematics achievement was positively predicted by usefulness of Mathematics beliefs and multiple-source self-regulation, while Mathematics achievement was negative predictor of active self-regulation strategies. Academic achievement was positively predicted through multiple source self-regulations. The research also generalised that there exists relationship between achievement, either in Mathematics or in academics, and both sophisticated Mathematical beliefs and use of self-regulatory strategies.

Al-Harthy and Christopher (2010) studied relationship between goals, self-efficacy and meta-cognitive self-regulation of 265 undergraduates. Motivated strategies for learning questionnaire was used. Descriptive statistics, correlation and path analysis were employed. It was concluded that self-regulated learning was correlated with self-efficacy, task value and goal orientation.

Hirata (2010) investigated the influence of motivation and self-regulated learning in second language acquisition. 381 tertiary students studying Japanese in New Zealand were selected. Learning and study strategies inventory and motivated strategies for learning questionnaire were used. It was reported that use of self-regulated learning in students was not predicted by instrumental mastery, performance orientation and extrinsic value. Self-regulated learning was significantly predicted through intrinsic orientation, self-efficacy and intrinsic value.

Rathod (2010) examined Self-Regulated Learning of high achievers on a sample of 480 high achievers. Self-regulation check list was used. Descriptive and comparative
study methods were used. It was reported that sustained motivation was the significant predominated aspect promote self-regulated learning. Self-regulated learners are internally motivated for success and keep to get higher success. Girls of Science group were the most self-regulated.

Metallidou and Vlachou (2010) explored the influence of task value beliefs in self-regulated learning in Language and Mathematics. The sample was selected from upper elementary school students. Motivated strategies for learning questionnaire, battery of scales for students’ achievement and self-regulated learning behaviour were used. It was concluded that self-regulated learners were more cognitively, meta-cognitively and motivationally competent. The study further suggested that task value, teacher evaluation for achievement were correlated with self-regulated learning.

Diseth (2011) found association of self-efficacy, goal orientation with learning strategies. Undergraduate psychology students of Norwegian were selected. It was found that motivational beliefs had significant association with learning strategies. Path analysis depicted relationship between self-efficacy, goal orientation and learning strategies.

Lavasani, Mirhosseini, Hejazi, and Davoodi (2011) examined academic motivation, self-efficacy and self-regulation learning strategies. 273 classes of female fifth grader of Tehran were selected as a sample. Motivated strategies for learning questionnaire, academic motivation scale and self-efficacy scale were used for collection of data. Analysis of covariance (ANCOVA) was employed for analysis of data. It was concluded that academic motivation and self-efficacy were affected by training of self-regulation learning strategies.

Henning and Shulruf (2011) examined association of academic performance among university students with motivational beliefs and self-regulated learning. 317 students were selected for the study. Motivated strategies for learning questionnaire and grade average were used. Path model technique concluded that motivational beliefs was strongly associated with self-regulated learning.

Khalid and Ahmad (2011) investigated influence of motivational and self-regulating learning on scholastic achievement. 200 students of University of Gujarat were selected for study. Motivated strategies for learning questionnaire was employed to collect data. Chi-square, correlation and two step cluster analysis was employed. It was reported that components of self-regulated learning had significant and positive relationship with motivational beliefs components.
Tavakolizadeh and Ebrahimi-Qavam (2011) studied the effects of self-regulated learning strategies teaching on self-efficacy of the students. 30 students of 2nd grade were selected for the study. Motivated strategies for learning questionnaire and self-efficacy questionnaire were used. t-test was employed. It was concluded that self-efficacy level of students was raised with training of self-regulated learning strategies.

Berger (2012) investigated influence of motivational beliefs on self-regulated learning of vocational students. 243 vocational students from three schools of Geneva were selected for the study. Questions about learning were used to collect responses. The results of the study presented that perceived instrumentality was key forecaster of cognitive self-regulation where as mastery goals and self-efficacy were insignificant predictors of self-regulation.

Stegers-Jager (2012) explored influence of motivation, learning strategies, participation on academic performance of 672 medical students. Responses were collected by motivated strategies for learning questionnaire. Structural Equational modelling was employed to analyse. It was reported that association between motivational beliefs and learning strategies was mediated by participation. It was further suggested that self-efficacy and participation contributed in performance.

Jahedi (2012) explored the association of academic achievement with motivational beliefs and self-regulated strategies. The study was conducted on 1020, 8th class students of Pune city. Data analysis was done through pearson product moment correlation, t-test and ANOVA. Motivated strategies for learning questionnaire was used to collect response. The study suggested that motivational beliefs were significantly associated with self-regulated learning. It was also revealed that motivation and self-regulated learning strategies had effect on academic achievement.

Velayutham, Aldridge and Fraser (2012) investigated the effect of motivation of 1360 Science students on self-regulation. Data was analysed through structural path analysis. It was found that self-regulation in Science learning was predicted by learning goal orientation, task value and self-efficacy. Multi group analysis suggested that task value had significant influence on self-regulation only for boys.

Zhehg (2012) examined the relationship of time management disposition of university students with learning motivation. A sample of 272 university students was selected. The data was collected through adolescence time management disposition scale and revised working preference inventory scale. Results showed that level of intrinsic motivation was high in female and high time management skill had higher level of
learning motivation. It was also concluded that time management was associated with learning motivation.

Busari (2013) assessed the relationship of Mathematics achievement of elementary school children with Self-Regulation, Motivation and anxiety in South-Western Nigeria. A sample of 2283 elementary students was selected. Motivated strategies for learning questionnaire, test anxiety inventory for Mathematics and measure of academic performance were used for collecting responses. It was reported that motivation and test anxiety has significant relationship with self-regulation.

Cleary and Callan (2013) investigated self-regulated learning of urban high school students. A sample of 87 students was selected. Self-regulation strategy inventory-teacher rating scale and measures of academic achievement were used to collect response. Regression analysis was employed. It was found that self-efficacy was correlated with self-regulated learning.

Wolter and Benzon (2013) studied the utilization of self-regulation and motivation strategies of 215 college students. A self-report instrument was employed. Multiple-regression was employed. The result of the study presented that motivational regulation engagement was restricted on their prevailing motivational beliefs and attitudes.

Kingir et al. (2013) investigated the association of Science achievement with constructivist learning environment perception and motivational beliefs on 802 students. Constructive learning environment survey, goal achievement questionnaire, motivated strategies for learning questionnaire and Science achievement test were utilized for data analysis. It was found that constructivist learning environment was associated with intrinsic interest, goal orientation, self-efficacy, self-regulation, and Science achievement. The results further suggested that self-efficacy was strongly predicted by mastery and performance avoidance goals rather than the approach goals. Science achievement was correlated with intrinsic value through its influence on self-regulation, but connection between self-efficacy and self-regulation; and goal orientation and Science achievement were insignificant.

Nausheen and Richardson (2013) explored the association of academic achievement of postgraduate students with motivational beliefs and course experiences. 368 postgraduate students were selected for the study. Motivated strategies for learning questionnaire and course experience questionnaire were used. The results of the study depicted that achievement was positively correlated with self-efficacy whereas negative
association with test anxiety. It was further discovered that motivational components were connected with course experiences.

Ocak and Yamac (2013) examined association of 204 fifth graders’ achievement with self-regulated learning strategies, motivational beliefs, attitudes. Motivated strategies for learning questionnaire and mathematics attitude scale were used. Structural equation modelling concluded that self-regulated learning strategies were predicted by motivational beliefs.

Adnan, Mohamad, Buniaman and Mamat (2014) investigated correlation of academic performance with self-regulated learning and motivation of 825 Islamic and Non-Islamic studies stream students. Motivated strategies for learning questionnaire was used. Correlation analysis was employed. It was exposed that self-efficacy, intrinsic goal orientation, extrinsic goal orientation, task value and test anxiety had positive correlation with meta-cognitive self-regulation, help seeking and organization. Further, it was concluded that Islamic studies students selected policies for extrinsic goal orientation as compared to non-Islamic students whereas meta-cognitive self-regulation strategies and organization strategies were favoured by non-Islamic students than Islamic students.

Ongowo and Hungi (2014) studied the effect of ethnicity, gender and grade level on motivational beliefs and self-regulation in Biology learning. The study was conducted on 317 students. Motivated strategies for learning questionnaire was used. It was revealed ethnicity had largest effect on motivational beliefs and self-regulation. It was found that self-efficacy in Biology learning had statistical difference with regards to the locale of students whereas students of Biology had no gender difference in motivational beliefs and self-regulation. The study also concluded that boys had low anxiety and more self-efficacious than girls. Girls had high level of intrinsic value, cognitive strategy and self-regulation than boys. There was significant grade level difference which favoured grade 12 students.

Cheng (2014) explored learning attitude, self-regulated Learning and willingness of continuing education on a sample of 249 students. It was reported that self-regulated learning was positively associated with students’ learning motivation. Further, it was revealed that students with high learning motivation and self-regulated learning but with low academic achievement had more willingness to continue their college education.

Jafar, Awaludin and Bakar (2014) examined relationship between motivational and self-regulated learning components of academic achievement. A sample of 50 students of Bachelor of Accounting from Kolej University Islam, Antarbanga was
selected as a sample. Motivated strategies for learning questionnaire was applied to collect data. It was concluded that self-regulated learning had significant and positive relationship with motivational beliefs.

Marini and Boruchovitch (2014) examined self-regulated learning in students of pedagogy. 107 pedagogy students were selected for the study. Motivated strategies for learning questionnaire, learning strategies assessment scale for university students, motivation to learn assessment scale for university students, students’ self-handicapping strategies scale and implicit theories of intelligence scale were used. It was reported that high scores of meta-cognitive strategies had significant relation with intrinsic and extrinsic motivation.

Mohmoodi, Kalantari and Ghaslani (2014) explored relationship of language achievement of Iranian EFL learners with self-regulated learning and motivation. 130 EFL learners from two language institute were selected for study. Self-regulated learning and motivation questionnaire were employed. Data was analysed by employing Pearson product moment correlation. It was reported that motivation had significant relationship with self-regulated learning.

Abdulhay and Sarkeshikian (2015) investigated motivational aspects of self-regulated learning on a sample of 202 undergraduate EFL students. Motivated strategies for learning questionnaire was employed. It was concluded that self-regulated learning strategies was positively and significantly related with control of learning beliefs and self-efficacy. Further, it was revealed that self-efficacy and control of learning beliefs predicted cognitive strategy use and self-efficacy also predicted resource management strategies.

Al-rawahi (2015) examined processes of self-regulated learning among Omani Physical Education students in mastering sport skills. 113 undergraduate Physical Education students from Sultan Qaboos University were selected as sample. Questionnaire on self-regulated learning was employed. Descriptive statistics and correlation analysis were employed. It was found that self-regulated learning strategies were positively and highly correlated with self-motivational factors. Study further revealed that effort strategy had effect on learning sport skills. The results further suggested that students had no gender difference on self-regulated learning.

Banisaeid and Huang (2015) examined the effect of self-regulated learning on language learning strategy of 49 Chinese EFL learners at Zhejiang University. Strategy inventory for language learning, motivated strategies for learning questionnaire and
language learning orientation scale were used to collect the response from the subjects. It was reported that language learning strategies were significantly related with motivation.

Deniola (2015) found association of achievement with self-regulation, motivation on 270 secondary school students. Responses were collected through academic self-regulation questionnaire and motivated strategies for learning questionnaire. It was concluded that self-regulation learning was strongly correlated with motivational variables. Study further revealed that self-regulation learning had strong influence on achievement of students, enhanced the relationship between motivation and performance.

Fadlemula, Cakiroglu, and Sungur (2015) examined association of Mathematics academic achievement with motivational beliefs and self-regulated learning strategies. 1019 seventh graders were selected for the study. Self report questionnaire and Mathematics test were used to collect data. It was reported that the use of self-regulated learning strategies and Mathematical achievement were associated with mastery goal orientation. Study further concluded that self-efficacy had relationship with self-regulated learning strategies.

Jouhari, Haghani and Changiz (2015) examined factors influencing self-regulated learning in Medical students on a sample of 560 students of Isfahan university of Medical Sciences. Semi structured interviews was conducted to collect data. Conventional content analysis was employed to analyse the data. It was reported that self-regulated learning strategies in students were influenced by motivation and self-efficacy.

Rezav, Kaivanpanah and Najibi (2015) examined conducted a study on EFL learners’ motivational beliefs and their use of learning strategies. A sample of 257 subjects was selected. Motivated strategies for learning questionnaire was used to collect responses. It was suggested that less skilled learners had more anxiety and extrinsic orientation than skilled learners of English. Further, it was depicted that self-efficacy, control of learning beliefs, intrinsic goal orientation and task value were significant predictors of self-regulated learning strategies.

Abdullah (2016) studied influence of gender and motivational beliefs at ICT integrated schools on self-regulated learning. 322 secondary school students were selected as a sample from Peninsular Malaysia. Data was collected through motivated strategies for learning questionnaire. ANCOVA was employed to analyse data. The study concluded that self-regulated learning had positive association with self-efficacy and control beliefs whereas anxiety had negative relationship with self-regulated learning.
Further, it was found that gender and internal control beliefs had no influence on self-regulated learning.

Ariani (2016) investigated association of motivational beliefs of undergraduate business students with self-regulated learning in Indonesia. 257 students were selected as a sample. Motivated strategies for learning questionnaire and questionnaires for internal mentoring or supervision were used to collect responses. Data analysis was done through descriptive statistics, correlation and regression analysis. It was found that self-efficacy, intrinsic goal orientation and self-regulated learning had positive relationship whereas test anxiety had negative relation with self-regulated learning. Additionally, the study concluded that self-efficacy and internal goal orientation had significant influence on self-regulated learning but test anxiety did not affect self-regulated learning.

Mouziraji and Birjandi (2016) examined path analysis on EFL listening achievement with motivational beliefs and self-regulated learning. 289 intermediate students were selected for the study. The response of students was collected through motivated strategy learning questionnaire, Cambridge ESOL’s first certificate in English, listening efficacy scale and achievement goal orientation. Descriptive statistics and path analysis were employed. It was reported that self-efficacy and task value had direct effect on self-regulated learning.

Demiroren, Turan and Oztuna (2016) examined relationship of self-efficacy of medical students in problem based learning with self-regulated learning. 561 students were selected from Ankara University School of Medicine for the study. Self-regulated learning perception scale and self-efficacy for problem based learning scale were used for collecting responses. Descriptive statistics, Pearson correlation and t-test were employed. It was found that self-regulated learning perception had positive correlation with self-efficacy.

Paulino, Sa, and Silva (2016) explored contribution of self-regulation of motivation towards students’ learning in middle school. 550 students from 7th and 9th grade were selected for the study. Self-regulation of motivation for learning scale was used for response collection. Descriptive statistics and factor analysis were used. The study concluded that self-regulation of motivation strategies were predicted through self-efficacy expectations, task value and achievement goals.

Karatas, Alu, Bedemcioglu and Ergin (2016) examined self-regulation strategies and motivational beliefs using different variables. 488 students (320 male and 168
female) from Istanbul Technical University were selected for the study. Turkish version
of motivated strategies for learning questionnaire was used for collecting response. t-test
and ANOVA were employed. It was found that motivational beliefs of male and female
students did not significantly differ. The study further revealed that high school students
having English as foreign language and as mother tongue had no influence on
self-regulation strategies and motivational beliefs.

Pourasghar, Rezakiamanesh, Sarmadi and Zare (2016) examined prediction
academic performance of distance education students based on self-regulation strategies
and motivational beliefs. 280 undergraduate students were selected. Motivated strategies
for learning questionnaire was administered. Correlation and path analysis was done.
Results of the study depicted that self-efficacy, goal orientation and task value were
positively associated with self-regulated learning. Further, the study concluded that
self-regulated learning, self-efficacy, goal orientation and task value had mediated effect
on academic performance.

Yahyazadeh and Mohammadipour (2016) examined the role of interest,
self-efficacy and self-regulation as predictors of scholastic performance. Motivated
strategies for learning questionnaire, course interest survey and academic self-
regulation questionnaire were used to collect response from 265 post graduate
students. Structural equation modelling depicted that interest, self-efficacy had no
relation with self-regulation.

Yaldizli and Saban (2016) investigated the influence of self-regulated learning on
Mathematics achievement and motivational beliefs. The study was conducted on 45 sixth
grade Turkish students. Mathematics achievement tests, Mathematics self-efficacy scale,
Mathematics goal orientation scale, semi-structured interviews and learning; and
homework diaries were used to collect data. Data was analysed by descriptive statistics. It
was found that self-efficacy had positive connection with self-regulated learning.

It was concluded that self-regulated learning (memorization, elaboration and control)
strategies were predicted by self-efficacy, intrinsic value and instrumental value of Math.

Ariani (2017) studied relationship of learning environment, learning motivation
with self-regulation. The study was conducted on 307 undergraduate students of
management, business and economics. Learning environment, learning motivation and
self-regulation in learning questionnaires were used. Descriptive statistics, correlation and
regression analysis were employed. It was concluded that self-regulation in learning was significantly associated with learning motivation.

Bademcioglu, Karatas and Ergin (2017) examined relationship of foreign language classroom anxiety with self-regulation strategies, motivational belief, attitudes, and speaking anxiety. 488 students were selected for the study. Attitude towards English lesson scale, foreign language speaking anxiety questionnaire, motivated strategies for learning questionnaire and foreign language classroom anxiety scale were employed. Correlation and multiple regression analysis were employed. The study concluded that self-regulation strategies had positive and significant relationship with motivational beliefs.

Cosentino (2017) investigated influence of reading comprehension, motivation for learning and self-efficacy on self-regulation strategies among 26 struggling students. Motivated strategies for learning questionnaire and reader self-perception scale were used for data collection. Analysis of Variance was employed. It was reported that task value beliefs were predictors of elaboration, meta-cognition and satisfaction whereas self-efficacy beliefs were predictor of satisfaction and continuing motivation only. Study further suggested that learning disable high school students with feeling of self-efficacy, used a variety of learning strategies, and emphasized on learning for mastery as well as performance in comparison to their peers.

Gbollie and Keamu (2017) carried a cross sectional quantitative study on influence on scholastic achievement of 323 Liberian junior and senior high school students of motivation, strategies and perceived factors hindering. Motivated strategies for learning questionnaire was used for collecting response. Conclusions of the study depicted that students had no significant difference on motivational beliefs. Further, the study concluded that intrinsic goal orientation and self-efficacy had positive relationship with learning strategies whereas test anxiety had negative relation with learning strategies.

Kozanitis, Desbiens and Chouinard (2017) examined association of instrumental help seeking and motivation to learn with students’ perceptions about teacher support and questioning. The study was conducted on 1558 undergraduate university students. Motivated strategies for learning questionnaire and perceived teacher support of questioning were employed to collect responses. It was reported that motivational components had important mediating effects on instrumental help seeking.
Song (2017) examined relationship of characteristics of 300 medical university undergraduates’ self-regulation with the academic self-efficacy. The responses were collected through self-regulation questionnaire and academic self-efficacy questionnaire. Results revealed that level of self-regulation is high in medical students and significant gender and grade difference exists on self-regulated learning. Further, it was suggested that self-regulated learning had positive correlation with self-efficacy.

Mirhosseini, Lavasani and Hejazi (2018) studied the influence on motivation and academic self-efficacy among students of self-regulated learning skills. Harter’s educational motivation questionnaire and academic self-efficacy questionnaire were administered. One factor covariance analysis depicted that motivation and academic self-efficacy had significant effect of self-regulated learning skills.

Ganda and Boruchovitch (2018) investigated promotion of self-regulated learning among 109 pre-service teachers. Learning and study strategies inventory; and self-efficacy for self-regulated learning scales were administered. It was found that training had positive influence on self-regulated learning. Further, it was revealed that experimental group gained higher self-efficacy for self-regulated learning scores and use of learning strategies.

Ngwira, Kamwaza, Rashid, Boby and Kadzakumanja (2019) examined role of motivational beliefs and learning strategies in prediction of self-regulated learning of Medical and allied health students. Questionnaire assessing self-efficacy, intrinsic goal orientation and learning strategies was administered on 205 students. It was found that deep learning strategies, meta-cognitive strategies and resource management were predicted by self-efficacy and intrinsic goal orientation. Further, it was concluded that male had higher intrinsic goal orientation than female.

2.2 STUDIES RELATED TO SELF-REGULATED LEARNING AND PARENTAL INVOLVEMENT

Grolnick and Ryan (1989) explored association of competence at school with parenting styles, self-regulation. The study was conducted on 64 mothers and 50 fathers of elementary-school students. Structured interview was employed. The results of the study concluded positive relationship between parental support of autonomy and children’s self-regulation; teacher-rated competence and adjustment; and school grades and achievement. Further, it was suggested that autonomy of parents was a positive predictor of understanding, perceived competence, and relative autonomy.
Grolnick, Ryan and Deci (1991) studied influence of children’s perceptions of their parents on academic performance. 456 children in grade 3 through 6 from 20 classrooms along with their parents were selected for the study. Perceptions of parents’ scale, self-regulation scale, the multidimensional measure of children’s perception of control and teacher rating scale were used for data collection. Factor analysis and multivariate analysis of variance (MANCOVA) were employed. It was found that perceived competence, control understanding and perception of autonomy had positive relationship with perceived maternal autonomy support and involvement.

Grolnick and Slowiazek (1994) examined role of parents in schooling of children. The study was conducted on 302 children of 11-14 years of age, studying in 6-8 class. Parental involvement was assessed by teacher’s and student’s report. Data was collected through self perception profile for children, S-R questionnaire, multi-dimensional measures of children’s perceptions of control, school competence outcomes and teacher rating scale. It was reported that self-regulation was correlated with parental involvement.

Martinez-Pons (1996) examined influence of parental inducement of academic self-regulation. 105 (48 male and 57 female) elementary school students were selected as sample. Parental inducement of academic self-regulation, multidimensional scales of perceived self-efficacy adapted for self-regulation; metropolitan achievement test and degree of reading power were used for data collection. Descriptive statistics and correlation were employed. It was concluded that parenting inducement had strong effect on academic performance and self-regulated learning. Self-regulated learning was influenced more by parental inducement than academic performance.

Strage (1998) examined the association of family background variables with development of self-regulation skills. A sample of 465 students was selected. Student attitudes and perception survey was conducted through 4 personal profile scale, 7 family background scale, 2 course characteristics scale and 2 study habits scale were used to collect data. It was concluded that parental practices and values had relation with academic self-regulation. It was also revealed that parents’ positive attitude toward self-regulation and their help acted as a facilitator of self-regulation during academic tasks.

Martinez-Pons (2002) explored role of parents on academic self-regulatory development of children. A sample of 100 elementary school students was selected for the study. The study concluded that parental encouragement of academic self-regulation predicted self-regulatory behaviour. The findings of study further indicated
self-regulatory processes were influenced by parents’ social influence on academic performance.

Purdie, Carroll, and Lawrence (2004) examined correlation of self-regulation of 214 adolescents with authoritative parenting and parent self-efficacy. Results of the study revealed that academic and non-academic self-regulation had significant relation. Perceptions of parenting behaviour differed in adolescents and their parents. Results further suggested that high parental involvement was connected with scholastic and non-academic self-regulation.

Rosario et al. (2005) examined relationship between homework, self-regulated learning and parental involvement. 3929 students from 5th to 9th grades were selected for the study. It was concluded that EFL students’ attitude and behaviour towards homework had significant and positive association with self-regulated learning.

Bembenutty (2006) conducted a study to predict the relationship of gender, ethnicity, parental control, self-regulated learning processes with motivational beliefs of grade 10-students. The study concluded that academic performance was predicted more by self-regulated learning and motivational beliefs than parental involvement, gender and ethnicity. Mathematics achievement was predicted negatively by parental active involvement, gender and ethnicity. Results of the study further suggested that academic performance was strongly anticipated by self-efficacy beliefs, efforts regulation and intrinsic motivation. Correction the poor completion of homework by parents had positive relationship with academic achievement.

Spera (2006) examined relationship of parental goals, practices and styles with their motivation and achievement. A sample of 184 students was selected. Attributes of intelligence scale, parental value scale, socioeconomic index, Winberger parenting inventory, parental involvement, parental monitoring, self-regulation questionnaire-academic and school motivation scale were administered. Correlation and Analysis of Variance were employed. It was reported that parental involvement in school work had significant and positive relationship with interest, self-regulation and goal pursuit.

Lee, Hamman and Lee (2007) found the association of family closeness with self-regulated learning and academic adjustment. 196 junior level students were selected for the study. Self-reported questionnaires were used for data collection. Correlation
analysis was employed. It was reported that family closeness had positive correlation with self-regulated learning. The learners having closeness in family relationship, were more confident, managed their time and utilized specific study method wisely. They were more adjustable in school environment and sought help from their teachers and peers when required.

Michelle (2007) examined the influence of parent training intervention on self-regulated learning. It was concluded that parents training had significant improvement in strategy use, self efficacy and achievement of adolescent.

Puntinen, Lyyra, Metsapelto and Pulkkinen (2007) explored the role of parenting in help seeking behaviour of children. 99 families with school age child were selected. Self-reports and observations were used. Correlation analysis was employed. It was reported that girls, who received higher level of parental nurturance, had connection with longer thinking times preceding help seeking and to lessened capacity to reuse previously received help whereas boys, who had higher level of father’s emotional warmth had correlated with higher rates of irrelevant help seeking.

Abar, Carter and Winsler (2008) investigated influence of parenting style and religious commitment of college students on self-regulation, scholastic performance and risk behaviour. 85 students were selected for the study. Intrinsic/extrinsic religious scale, parental authority questionnaire, motivated strategies for learning questionnaire and multiple problem behaviour index were used. Correlation analysis was employed. Results of the study depicted that authoritative parenting had relationship with high level of academic performance and self-regulation. Results of the study further concluded that females were more self-regulated as compared to male.

Xu (2008) explored correlation of academic achievement of fifth graders with parental involvement and self-regulated learning. The study concluded that three dimensions of parental involvement (parental education expectations, school involvement and homework) had strong influence on self-regulated learning. Parental education expectation had effect on self-regulated learning. Further, it was suggested that parental involvement had association with reading achievement; arbitrated by self-regulated learning.

Wong (2008) studied relationships of perceptions of parental involvement and autonomy help among adolescents with self-regulation, academic achievement, substance
use and resilience. 171 adolescents were included in sample. Perceptions of parents scale, academic self-regulation questionnaire, early adolescence temperament questionnaire-revised, academic performance and patterns of adaptive survey were used for data collection. Data analysis was done through Structural equation modelling. It was concluded that parental involvement was positively related with self-regulated learning. The study further concluded that effort control and identified regulation were influenced by greater Perceived Parental Involvement and autonomy-support. Classroom disruptive behaviour was minimised by effort control and identified regulation and showed effect on academic performance.

Tam and Chan (2009) investigated association of efficacy beliefs in academic achievement and self-regulated learning with parental involvement and structure for junior primary school children. 1309 students and their parents were selected for the study. Academic outcomes and parental involvement behaviour instrument were employed. Descriptive analysis, bivariate correlation and MANCOVA were used for data analysis. It was suggested that parental involvement was associated with the child’s grade level as well as parents’ educational attainment whereas the non-involvement of parents had significant association with lower academic efficacy among junior primary school students.

Murphy (2009) investigated association of family structure with parenting practice, independent learning and performance. Multivariate analysis of variance concluded that actions of the parents had significant correlation with independent learning. Further, it was found that actions of parents had significant relationship with performance.

Haung and Proncher (2009) studied correlation of parenting style with self-regulated learning. The study was conducted on 177 fourth graders and their parents. Self report questionnaire of parenting style and self-regulated learning were used. Correlation and regression analysis were employed. It was reported that authoritative parenting style had significant and positive relation with self-regulated learning whereas self-regulated learning had negative association with authoritarian parenting style. Study further concluded that permissive parenting style had negative but insignificant relation with self-regulated learning.
Gonzalez, Nunez, Gonzalez, Alvarez, Roces, and Garcia (2010) examined parental involvement, motivational and attitudinal characteristics of adolescents. 261 adolescents were selected. The study concluded that parental involvement had positive and significant influence on motivational and attitudinal characteristics of adolescent.

Xu et al. (2010) explored the association of reading achievement of 22000 fifth graders with parental involvement and self-regulated learning. The results of the study presented that TV rules and homework help influenced self-regulated learning whereas parental educational expectations, involvement in school, frequency of homework and co-curricular activities had strong and positive influence on self-regulated learning. Self-regulated learning was strongly beneficial influence of parental education expectations. Further, the results revealed that association between parental involvement and reading achievement was bridged by self-regulated learning.

Chen and Wang (2011) inquired the correlation of parenting style with self-regulated learning. 1140 students were selected as sample. Parental authority questionnaire and motivated strategies for learning questionnaire were used. It was reported that children with authoritative parents gained high scores in self-regulated learning than children with indulgent, authoritarian or neglectful parents. Children with authoritarian or neglectful parents were passive, less confident and possessed poor self-regulated learning skills. The results further suggested that children with indulgent parents disclosed higher self-regulated learning than the children with authoritarian and neglectful parents.

Cheung and Pomerantz (2012) studied the effect of parental involvement in enhancing children’s achievement. 825 American and Chinese students of 7th grade were selected for study. Children’s self-regulation strategies and academic grades were attained for the study. It was concluded that more involvement of parents in learning of children enhanced their motivation level to perform well in the school; which contributed in enhancement of self-regulated learning and grades.

Wismick (2012) explored the effect of intrinsic motivation, engagement and self-regulated Learning on immigrant adolescent perceptions of parental and teacher autonomy. The study was conducted on 250 immigrants from eight catholic schools in New York Metropolitan area. Demographic questionnaire, perceptions of parents scale, perceptions of teacher scale, academic self-regulation questionnaire, engagement v/s
disaffection learning scale and motivated strategies for learning questionnaire were employed. Multiple regression analysis was employed. The study concluded that self-regulated learning and parental involvement was not statistically significant.

Weijie (2012) studied parenting style, parental instructions and self-regulated learning behaviours of children in Canada and China. The finding of the study were Chinese mothers’ authoritarian style was positively associated with children’s self initiated learning behaviours & negatively correlated with children’s mother initiated learning behaviours and requesting for guidance and help seeking behaviour. Maternal explicit & implicit instructive strategies were negatively related with Canadian children’s guidance and help seeking behaviour whereas Chinese children’s guidance and help seeking behaviour was positively related with maternal implicit instructions.

Griffith and Grolnick (2013) conducted a study on parenting in Caribbean families. The sample of study was 88 sixth grade students. Parental context questionnaire, parenting as a social context questionnaire, parental allowance of choice, parental allowance of opinion exchange, student perceptions of control questionnaire, children’s depression inventory, academic self-regulation questionnaire and academic engagement scale were administered. Descriptive statistics and factor analysis were employed. The study concluded that parental control had negative relationship with self-regulation practices.

Malebese (2013) explored relationship of parental support with self-regulated learning behaviour. The study was conducted on 218 students of 12th grade, 118 teachers and 6 parents. Self reported questionnaire was used to collect responses. Chi-square was employed. The conclusions of the study depicted that self-regulated learning behaviour had significant correlation with parental support.

Shuheg (2013) studied family contribution in self-regulated learning. The findings of the study were- children participation in family ritual and routines had significant influence on children’s self-regulated learning. Further, it was found that academic performance had positive relationship with self-regulated learning.

Goetzinger (2014) found association between parenting process and child behaviour outcomes. 179 middle school students of 6th-9th and their mothers were selected as sample. Self-reported questionnaire was used. The study concluded that discussion with parents helped children with low levels of self-regulated learning and self-efficacy
academically. Study further revealed that parental school discussion and academic self-regulated learning had significant relationship.

Jabagchourian, Sorkhabi, Quach and Strage (2014) investigated influence of parenting styles and practices of Latino parents on the outcomes of their fifth grader child. 73 Hispanic fifth graders were selected for the study. Parental authority questionnaire and interview was used to collect data. Correlation and regression was used to analyse. It was concluded that parental authoritativeness had positive association with self-regulation, grades, academic engagement, social competence and perspective talking whereas authoritativeness was negatively correlated with aggression.

Nini (2014) conducted a study antecedents and consequences of parental involvement in early adolescents’ learning and concluded that parental beliefs and children’s learning were related to parental involvement.

Jouhari, Haghani and Changiz (2015) studied factors affecting self-regulated learning in Medical students. A sample of 560 students was selected from Isfahan University through purposive sampling. Data was collected through semi-structured interview. Content analysis was employed on the collected information. It was reported that self-regulated learning was accelerated with family environment and family emotional support.

Orange and Hodges (2015) examined the effect on remediation on self-regulated learning and parental education. A sample of 6149 students of 10th grade was selected. Descriptive statistics, regression analysis and t-test were employed. The study concluded that academic preference and self-regulated learning behaviour hiked with rising levels of parental education. Further it revealed that rate of post secondary remediation decreases with increasing level of parental education.

Kumari and Chamundeswari (2015) tried to find the association of academic achievement of 300 students with parental involvement and self-regulated learning. Parental involvement scale and self-regulated learning scale were employed. Descriptive statistics, t-test, analysis of variance and correlation were employed for data analysis. The study concluded that self-regulated learning and parental involvement had positive and significant correlation. Study further suggested that central board schools students had better self-regulated learning than the students in state and matriculation board schools at
the higher secondary level. Study also explored that girls had better parental involvement, self-regulated learning and academic performance than boys.


Farley and Kim-Spoon (2015) investigated parenting and adolescent self-regulation. The study was conducted on 220 adolescents. Child monitoring scale, brief self-control scale and Kirby monetary choice questionnaire was used for response. Structural equation modelling concluded that higher parental knowledge was associated with higher adolescent behavioural self-control and higher behavioural self-control was related to better academic performance.

Perry, Fisher, Caemmerer, Keith and Poklar (2015) examined the influence of social assistance and coping abilities among urban youth in advancing self-regulated learning. The study was conducted on 229 urban youth. Teacher support scale, parental career behaviour checklist, peers’ academic aspirations and support measure, agricultural coping system inventory and motivated strategies for learning questionnaire were administered. Descriptive statistics and correlation was employed. It was found that positive association existed between parental support and self-regulated learning.

Thomas et al. (2016) explored correlation between self-regulated learning of 6380 students with parental involvement. Motivated strategies for learning questionnaire and questionnaire for students were administered. Multivariate analysis of covariance depicted that parental involvement had significant correlation with self-regulated learning. It was concluded that parental educational involvement also affected the results of the students.

Daniel, Wang and Berthelsen (2016) conducted a study on relationship of academic achievement with parent involvement and self-regulated learning on 2616 Australian children. Family socio-economic status, language background, cognitive competence, child gender and parental involvement (home and community based activity) were controlled. Structural modelling analysis was used for data analysis. It was reported
that the association of school-based parental involvement with children’s reading achievement was mediated by children’s self-regulated learning behaviours. Results further suggested that parental involvement had indirect relationship with higher children’s numeracy achievement through children’s self-regulation behaviour.

Wang and Cai (2017) found the relationship of academic achievement in urban China with parental involvement and self-determined learning. A sample of 1009 students from 8th grade was selected. Conclusions of the study depicted that self-determined learning had significant and positive association with parental involvement. It was reported that parental provision of structure or parental academic assistance had no significant relationship with students’ self-regulation and academic achievement.

Marti et al. (2018) investigated association of changes in school readiness skills with parental involvement in the getting ready for school intervention. 133 pre-school children were selected for the study. Parental involvement was measured by parent attendance, parents time spent doing GRS activities at home and parental usage of digital materials. school readiness skills were measured by early literacy (Woodcock-Johnson test of academic achievement and Clinical evaluation of Language fundamentals), early Math (Bacteria Woodcock- Munoz and test of early Mathematics ability), self-regulation (head-toes-knees- shoulders and pre-school of self-regulation assessment) and social emotional skills by social competence and behaviour evaluation were used to collect responses. Zero-order correlation, t-test and chi square were employed. It was reported that parental involvement in the GRS intervention had significant association with increase in children’s early literacy, Mathematical and self-regulatory skills.

Venitz and Perels (2018) explored two level approach on promoting self-regulated learning of pre-schoolers through indirect intervention. 16 parents, 37 preschool teachers and 53 preschoolers were selected for the study. Questionnaire and rating scales were used to collect responses. Analysis of variance was employed. It was concluded that parents training had no influence on self-regulated learning of the preschoolers.

Tiniakou, Hirschler and Margaryan (2018) conducted an exploratory study on 39 highly self-regulated professionals to study the parenting patterns in their lives. Semi-structured interviews and self-regulated learning at work questionnaire were used to collect the responses. Results of the study suggested that autonomy and freedom
by the parents made children more self-regulated learner. Results further highlighted that maternal involvement was positively related with development of self-regulated learning strategies. Parental attitude towards learning influenced self-regulated learning strategies.

### 2.3 STUDIES RELATED TO SELF-REGULATED LEARNING, MOTIVATIONAL BELIEFS AND PARENTAL INVOLVEMENT

Erden and Uredi (2008) discovered the influence of perceptions of parenting styles on self-regulated learning strategies and motivational beliefs. 350 eight graders were selected for the study. Parenting style scale and motivated strategies for learning questionnaire were applied. Descriptive statistics and MANOVA were employed. It was found that parenting style influenced intrinsic goal orientation, self-efficacy and self-regulated learning. More self-regulated strategies were used by authoritative parents than others. It was also concluded that more cognitive and meta-cognitive strategies were employed by Indulgent parents than authoritarian and neglectful parents. Students with authoritative parents had higher level of self-efficacy than students with indulgent, authoritarian and neglectful parents; and they experienced less test anxiety than the students with authoritarian parents.

Kharrazi and Kareshki (2010) studied the effect of perceived environment and motivational beliefs on self-regulated learning. 685 high school boys were selected through multistage sampling. Data was collected through motivated strategies for learning questionnaire, students’ achievement goal orientation, students’ perceptions of classroom activities and perceptions of parents scale. Structural equation modelling was employed. It was discovered that self-efficacy, avoidance goals and mastery goals had positive relation with self-regulated learning whereas performance goals had negative correlation with self-regulated learning. The study further suggested that parental involvement had no correlation with self-regulated learning, perceptions of parents, perceptions of academic activities and achievement goals whereas motivational beliefs, perceptions of parents had statistical significant and high relation with self-regulated learning.

Theresya, Latifah and Hernawati (2018) explored the influence of parenting style, self-efficacy and self-regulated learning on academic performance of 91 adolescents. Parenting questionnaire, self-efficacy questionnaire and motivated strategies for learning and strategies were administered. Descriptive and inferential analysis (correlation and
linear regression) were employed. It was found that self-regulated learning had significant and positive relationship with authoritative parenting style and self-efficacy.

Choi, No, Jung and Lee (2019) studied different factors affecting English anxiety in EFL context among adolescents of South Korea. 414 adolescents were selected for the study. Structural equation modelling discovered that parental pressure expectation had influence on English anxiety through self-directed learning and English self-efficacy.

2.4 OVERVIEW OF THE REVIEWED LITERATURE

The review of literature has given evidences that students’ learning and achievement were influenced by self-regulated learning, motivational beliefs and parental involvement. The studies relevant to self-regulated learning, motivational beliefs and parental involvement among learners are summarized as follows:


Self-regulated learning is affected by the motivational beliefs on one side and also influenced by parents on other side. The prominent studies conducted on parental involvement and self-regulated learning concluded that encouragement and inducement by the parents helped in the development of self-regulated learning (Martinez-Pons, 1996; Martinez-Pons, 2002). Parental involvement had positive and significant relationship with self-regulated learning (Grolnick and Ryan, 1989; Grolnick, Ryan and Deci, 1991; Purdie, Carroll and Lawarence, 2004; Rosario et al., 2005; Spera, 2006; Xu, 2008; Wong, 2008; Cheung and Pomerantz, 2012; Nini, 2014; Kumari and Chamundeswari, 2015; Thomas, Baker, Kindekens, Lombarcts and Peeters, 2016; Daniel, Wang and Berthelsen, 2016; Wang and Cai, 2017). Studies conducted by Griffith and Grolnick (2013) concluded that parental involvement had negative relationship with self-regulated learning.


Parental involvement is a major variable that designs the attitude and learning patterns of the child. Parents involvement also develop knowledge and behaviour pattern of learners. Parents’ education and aspiration level decide the performance and interest in learning. Parental involvement helps in regulation of learning and encourages them to

Self-regulated learning has not been studied thoroughly in India, particularly in Punjab. From the review of literature, it is indicated that less researches were conducted in India on self-regulating learning. Motivation is necessary for the improvement in learning at every level of learning. Most of the previous studies were conducted on elementary school students and college students but secondary school students were not the subject of previous studies. On the other hand few studies find relationship of self-regulated learning with motivational beliefs (Jahedi, 2012; Kingir et al., 2013) and with parental involvement (Weijie, 2012; Shuheg, 2013). Moreover, no study directly reviewed these factors collaboratively. So there is a need to study the interactional effect among these variables. Hence the present study is conducted with the objective to find out the association of self-regulated learning with motivational beliefs and parental involvement among secondary school students. The study helps to find how motivational beliefs and parental involvement influence learning and how self-regulated learning can be enhanced. This study highlights the importance of motivational beliefs and parental involvement in self-regulated learning for teachers and school authorities to solve the problem of poor learning performance. This study will help the parents to monitor and develop self-regulated learning among their children.