

Motivation and Learning Strategies as Strong Predictors of Academic Achievement

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Abstract

Quality education at all levels is one of the prime missions of Vision 2021 of the present government of Bangladesh. It is known that one of the key indicators of quality education is students' academic achievement (Chapman & Adams, 2002). However, it is not known which set of variables can explain academic achievement best in the context of Bangladesh. The present study, therefore, was designed to explore the variables that can best predict the academic success. The Bangla Motivated Strategies for Learning Questionnaires (Pintrich, Smith, Garcia, & McKeachie, 1991) along with a Personal Information Form were administered on a multistage sample of 257 (six through ten grades) students (range 11 – 16 years) from six schools of 2 districts in Bangladesh (male 47.1% and female 52.9%). The results of independent sample *t* tests showed no gender differences in mean grade point average though female students had higher motivation than their male counterparts. The results of Pearson product moment correlations showed that both motivation and learning strategies variables were positively correlated with academic achievement. The results of stepwise multiple regression analysis revealed that Self-Efficacy for Learning as a motivation variable and Meta-Cognitive Self-Regulation, Organization, Time and Study Environment, Effort Regulation, Elaboration, and Rehearsal as learning strategies variables together can explain 71% variance in academic achievement with Self-Efficacy being the strongest and Rehearsal the weakest predictors. Interestingly, Rehearsal and Elaboration emerged as negative predictors, explanations of which are yet to be explored. The findings have implications for parents, teachers, educators, and policy makers.

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