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Self-Regulation and Academic Motivation as Correlates of Academic Performance of Secondary School Students in Orumba North L.G. A. Of Anambra State

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Abstract: The study aimed to investigate the self-regulation and academic motivation as correlates of the academic performance of secondary school students in the Orumba North local government area of Anambra State. A correlation research design was employed in the study. The

population of the study comprised 1,490 Senior Secondary two (SS 2) students in the 14 public secondary schools in Orumba North Local Government Area of Anambra State. The sample comprised 500 Senior Secondary Two (SS 2) students obtained through a simple random sampling procedure. Two research questions and two hypotheses guided the study. Three instruments used for data collection were the Academic Performance Questionnaire (APQ), the Self-Regulation Questionnaire (SRQ), and the Academic Motivation Questionnaire (AMQ) which were validated by three experts in Measurement and Evaluation and Educational Psychology from Nnamdi Azikiwe University, Awka. The reliability of the instruments was determined using the Cronbach alpha method which yielded 0.70, 0.73 and 0.75 for APQ, SRQ and AMQ respectively. Pearson's Product Moment Correlation and simple linear regression were used to analyze the data. The study findings revealed a medium relationship between self-regulation and academic performance of secondary school students as well as a high relationship between academic motivation and the academic performance of secondary school students. Further findings revealed that there was no significant relationship between the self-regulation and academic performance of secondary school students and that there was a significant relationship between academic motivation and the academic performance of secondary school students. The discussion was based on the study findings, and it was recommended among other things that students should be exposed to regular diagnostic and counselling sessions with specialists attending to their academic needs. With this, those facing self-regulation and academic motivation challenges will be directed aright to positively influence their academic performance.

Keywords: academic motivation, academic performance, Orumba North, secondary school students, Self-regulation

Introduction

Nigeria, like many other nations, recognises that education is a crucial tool for attaining national development. Eluemuno et al. (2022) posit that Education is the anchor for national development and sustainability, and any nation striving for sustainable development must acknowledge that providing equal education to all citizens is crucial. Traditional education, otherwise referred to as formal and structured education is availed in the school. This justifies the priority both the stakeholders (Government, parents and even students) give to the place of school, especially the secondary level (Nwikpo et al., 2021), with the aim of producing well-prepared youth who can contribute effectively to future generations (Nwikpo et al., 2022). The government devotes a relatively significant proportion of its annual budget to the development of the educational sector. For many parents, one crucial consideration when choosing a secondary school for their children or wards is finding the right institution where they can receive enriching educational experiences that will adequately prepare them for higher education or employment. Meanwhile, students themselves bear the responsibility of meeting the educational objectives set before them. Studies indicated that one critical aspect of this educational journey for students at this level of education is their academic performance.

The academic performance encompasses various dimensions as perceived through scholarly lenses. Some scholars view it as the demonstration of a student's proficiency in fulfilling specific classroom tasks within a given course of study or subject (Nwikpo, 2016; Nwikpo & Ofodueze, 2022), emphasising assessment outcomes. Conversely, an alternative perspective suggests that the academic performance extends beyond task completion and assessments to include a wider range of student achievements, such as skill development and attainment of educational objectives

(Amuseghan & Momoh, 2018). This holistic framework views academic performance as reflective of a student's cognitive growth, skill acquisition, and goal realization throughout their educational journey (Al Husaini & Shukor, 2023; Al-Tameemi et al., 2023). Overall, their definitions largely neglect that academic success can be determined only by cognitive variables but also non-cognitive variables involving the extent to which an institution, a teacher, or a student achieves long- or short-term educational goals, hence (Abdullah & Golder, 2021) posited that an excellent academic skill is needed for good academic performance. These skills are not just essential for learning for good grades in a subject but for critical thinking, problem-solving and effective communications. In the Nigerian context, where education is highly esteemed as a critical life wire towards national advancement, the academic performance of secondary school students assume a central significance in shaping the future prospects of individuals and the overarching socio-economic fabric of the nation. As stakeholders continue to prioritise the improvement of educational outcomes, understanding the determinants that impact academic performance, such as self-regulation and academic motivation, becomes increasingly important in fostering student success and facilitating positive educational experiences.

Self-regulation emerges as a critical factor influencing academic performance, serving as the cornerstone of effective learning and educational achievement. Zimmerman (2017) defined the concept as "the self-directive process by which learners transform their mental abilities into academic skills." Those students exhibiting proficiency in self-regulation typically demonstrate heightened abilities in setting academic objectives, sustaining concentration amidst diversions, and persevering through obstacles and setbacks (Ebenebe et al., 2021). Such individuals adeptly employ efficient time management techniques, monitor their comprehension and progress, and adapt their study methodologies in response to feedback or evolving academic requirements. Furthermore, they demonstrate adeptness in regulating their emotional responses, mitigating the potential hindrance posed by anxiety and frustration, particularly evident during high-stakes evaluations or complex learning endeavours. Through consistent utilisation of self-regulation mechanisms, encompassing strategic planning, self-assessment, and self-reinforcement, students are poised to effectively navigate the cognitive and emotional exigencies inherent in the academic milieu, thereby fostering heightened learning achievements and an augmented likelihood of sustained educational success.

According to Stefanou in Razi et al. (2015), self-regulation involves an active and organised process during which learners set goals for their learning, and then try to adjust, control and monitor their recognition, motivation and behaviour. There are fourteen self-regulation strategies learners could use which include self-assessment, organising and transforming, goal setting and planning, information searching, recording and note-taking and self-control, organising environment, rehearsal and memorisation, seeking help from peers, people and adults, reviewing tips, notes and handouts, homework and exams review, and finally the review of the textbooks (Mazloomi et al., 2016). Recent educational researches show that the self-regulation helps students to achieve the adaptiveness to the school environment, necessary for reaching the learning outcomes (Özçelik-Herdem, 2019). The self-regulation of learning involves developing metacognitive awareness (planning, monitoring, and evaluating) of (a) cognition–motivational beliefs, (b) behaviours–persistence, effort, engagement, and (c) affect–enjoyment, interest, and other emotions (Bakhtiar & Hadwin, 2022).

Academic motivation, on the other hand, reflects an individual's willingness to invest significant effort in their tasks to fulfill personal needs and adapt to their environment (Buberwa, 2015). In educational settings, students are generally expected to display robust academic motivation,

particularly when nurtured within conducive learning environments. Consequently, an academically motivated student earnestly attends to the demands of their academic journey with the aim of achieving set objectives. It serves as the catalyst for initiating learning processes and propels students toward realising their educational aspirations. Sharma and Sharma (2018) elucidate that while external factors may initially drive a student's engagement in a task, internal motivation ultimately sustains their commitment. Hence, academic motivation, as Gupta and Mili (2016) emphasise, emerges as the primary impetus for students' desire to excel academically. Cetin (2017) further underscores that academic motivation stands as a fundamental pillar of students' achievement in their educational endeavour.

The nexus of the self-regulation and academic motivation profoundly influences students' academic performance. Self-regulation skills enable effective navigation of academic tasks, while motivation acts as the driving force behind consistent and enthusiastic application of these skills. Students endowed with strong self-regulation and high academic motivation are more inclined to set ambitious goals, maintain focus, seek challenges, and persevere through difficulties, leading to superior academic performance. In essence, the synergy among self-regulation, academic motivation, and academic performance underscores the significance of fostering a comprehensive educational approach that cultivates students' ability to regulate behaviour, manage emotions, and foster genuine enthusiasm for learning. By fostering the development of both self-regulation skills and intrinsic motivation, educators can empower students to realise their academic potential and flourish in their educational pursuits.

Research Problem

Numerous secondary school students struggle to regulate their activities and maintain both intrinsic and extrinsic motivation to excel academically. The secondary school system is designed to prepare students for future education and make them become useful individuals in society. There seems to be a pervasive disinterest in attending school, particularly among senior students in the rural areas, leading to a high rate of boredom, the lack of motivation, and disengagement from both academic and social aspects of school life. The attainment of these lofty goals of academic excellence, hinges on many factors which, among others, include the effective cooperation between the principals and the teachers and more importantly as have been found in many previous studies, on the students' attainment of self-regulation and academic motivation. Late attendance, negative attitudes towards lessons, and poor class participation further exacerbate this issue, potentially hindering academic excellence in internal and external examinations. These may be attributed to the circumstance, that most secondary school students are at the age of influence and transition and prone to be swayed away from engaging in activities that can lead to academic excellence. This explains why ensuring the the self-regulation and academic motivation of students is of utmost concern to stakeholders in secondary education.

When students are academically motivated, the desired academic and positive behavioural changes expected from the students could be realised. However, In Orumba North L.G.A., it was observed that some students seem to have visible inclinations to select lessons to attend while ignoring the rest. Students' performance challenges in internal and external exams seem to coincide with their chronic late school attendance, poor academic engagement and negative attitude to studies. Since optimising students' academic performance is a shared goal among educational stakeholders, researchers must address the research gap by investigating the correlation between self-regulation, academic motivation, and the academic performance of secondary school students in Orumba North L.G. A. of Anambra State.

Research Focus

The study investigated the self-regulation and academic motivation as correlates of the academic performance of secondary school students in Orumba North Local Government Area of Anambra State. The study exclusively involved senior secondary students II as they are not in an examination class and are considered mature enough to provide valid opinions required for the study.

Research Aim and Questions

The main purpose of the study was to explore how the self-regulation and academic motivation correlate with the academic performance of secondary school students in Orumba North L.G. A. of Anambra State. Specifically, the study ascertained:

1. The relationship between the self-regulation and academic performance of secondary school students in Orumba North L.G.A. of Anambra State.
2. The relationship between academic motivation and academic performance of secondary school students in Orumba North L.G.A. of Anambra State.

Research Questions

The following research questions guided the study:

1. What is the nature of the relationship between self-regulation and the academic performance of secondary school students in Orumba North L.G.A. of Anambra State?
2. What is the nature of the relationship between academic motivation and academic performance of secondary school students in Orumba North L.G.A. of Anambra State?

Hypotheses

The following null hypotheses were formulated for the study and tested at a 0.05 level of significance:

H01: There is no significant relationship between self-regulation and academic performance of secondary school students in Orumba North L.G.A. of Anambra State.

H02: There is no significant relationship between academic motivation and academic performance of secondary school students in Orumba North L.G.A. of Anambra State.

Literature review

This section reviews the findings and conclusions of previously published studies to elucidate the scientific significance of the current research.

Tukur (2019) carried out a study to ascertain the relationship between self-regulated learning strategies and academic achievement among students of colleges of education in Zamfara State, Nigeria. Two research questions and two research hypotheses guided the study. The correlational research design was used for the study. The population of the study consisted of 9,839 students of colleges of education in Zamfara State, Nigeria. The sample of the study comprised 312 students who were selected by means of proportionate stratified random sampling techniques. Two instruments were used for the study; the Academic Self-regulated Learning Questionnaire (A-SRL-S) with established content and criterion validity and reliability of 0.84 and the Students' Cumulative Grade Point Average (CGPA). Pearson Product Moment Correlation (PPMC) was used to analyse the

hypotheses. The findings of the study revealed that a significant relationship existed between the self-evaluation self-regulated learning strategy and academic achievement among NCE students in Zamfara state. Similarly, a significant relationship exists between self-reflection as a self-regulated learning strategy and academic achievement among NCE students.

Onah et al. (2022) investigated the academic self-regulation as a predictor of academic achievement of physics education students at Enugu state university of Science and Technology, Enugu State. Two research questions and two null hypotheses tested at a .05 level of significance guided the study. A correlational survey research design was adopted for the study. A purposive sampling procedure was used in selecting 172 Physics Education students comprising 82 males and 90 females from the Physics programme of the Science Education department. Two instruments were used for data collection, the Academic Self-Regulation Scale adapted from Akhtar and Mahmood (2013) and physics academic achievement scores extracted from the students' semesters examination of the 2020/2021 academic session which was conducted by the university, (ESUT). Cronbach's alpha was used to test for the reliability of the academic self-regulation scale with the reliability indices of 0.87. Data were statistically analysed in multiple regressions. The findings of the study revealed that self-regulation relatively contributed significantly to the prediction of academic achievement of physical education students.

Daniela (2015) examined the relationship between self-regulation, motivation and academic performance of secondary school students in Romania. Two research objectives and two hypotheses guided the study. 270 middle school students consisting of 129 boys and 141 girls formed the sample of the study. The students were aged between 12 and 16 years of age, 118 students were 13 years old, 117 students with 14 years. The self-Regulated Questionnaire and the Motivated Strategies for Learning Questionnaire, the Chinese version (MSLQ-CV) were instruments used for data collection. The reliability of the instrument was ascertained using Cronbach alpha in which the reliability coefficient of 0.92 and 0.80 were obtained. Pearson Product Moment of Correlation was used to answer the research questions while regression analysis was used to test the hypotheses at a .05 level of significance. The findings of the study revealed that there was a positive relationship between the self-regulation and the academic performance of students. The results also showed a positive relationship between motivation and academic performance of students.

Despite the contributions of the reviewed authors and others, no similar research has been conducted in Orumba North L.G.A., a rural area in Anambra State characterized by secondary school students showing significant disinterest in academic activities and subsequently underperforming academically. This situation has raised concerns among education stakeholders and researchers. Regrettably and as has been observed, despite the multifaceted nature of this truancy and disinterest cum poor academic success, limited attention has been given to the underlying psychological factors in this region. To close the gap in literature, the researchers are particularly interested in investigating the role of self-regulation and academic motivation in shaping students' academic performance in Orumba North L.G.A.

Research Methodology

General Background

The study adopted a correlation research design. According to Nworgu (2015), the correlational research design indicates the direction and magnitude of relationship between two or more variables. The justification for adopting this design was that the study sought to establish the relationship between the self regulation as well as academic motivation and academic performance of secondary school students in Orumba North L.G.A of Anambra State. This study was carried out

in Orumba North Local Government Area. It is one of the 21 local government that made up Anambra State, Nigeria.

Participants / Sample

The population of the study comprised all 1490 Senior Secondary two (SS 2) students in the 14 public secondary schools in Orumba North Local Government Area of Anambra State.

The sample size for the study comprised 500 SS2 students obtained through simple random sampling. The sample size was approximately fifteen percent (33,6%) of the total population of 1490 senior secondary two students. Out of the 14 public secondary schools in Orumba North L.G.A, 10 schools were selected through the simple random sampling technique. 50 students were selected through the simple random technique from each of the 10 schools which gave rise to a total sample size. SS2 students were engaged in the study given that they were not of the examination class and are relatively mature to give the valid responses the study demands.

Instrument and Procedures

The instruments used for data collection were researchers-structured questionnaire. They were the Academic Performance Questionnaire (APQ), the Self-Regulation Questionnaire (SRQ), and the Academic Motivation Questionnaire (AMQ) which were validated by three experts in Measurement and Evaluation and Educational Psychology from Nnamdi Azikiwe University, Awka.

The reliability of the instruments was ascertained by administering the questionnaire to a group of 50 students in Orumba South Local Government Area, which was outside the study area. The internal consistency of the items in the clusters was determined using Cronbach alpha method. The alpha coefficient for the instruments were 0.70, 0.73 and 0.75 for APQ, SRQ and AMQ respectively. These were deemed sufficient to ensure the reliability of the instruments.

Data Analysis

The researchers, assisted by two research assistants, administered the questionnaires directly to the respondents. The researchers and their assistants administered copies of the questionnaires by direct delivery method which gave them the opportunity to explain anything that was not understood by the respondents. The completed questionnaires were collected on the spot to minimise or eliminate any loss of questionnaire. However, there was still loss of 20 questionnaires as 480 questionnaires were retrieved and used for data analysis. The research questions were answered using Pearson’s product moment correlation coefficient (PPMCC) and the hypotheses were analysed with the multi linear regression analysis.

Results

Research Question 1: What is the nature of relationship between self-regulation and academic performance of secondary school students in Orumba North L.G.A. of Anambra State?

Table 1

The Correlation Matrix Showing the Relationship Between Self-regulation and Academic Performance of Secondary School Students in Orumba North L.G.A. of Anambra State (n=480)

Source of Variation	N	self-regulation r	Academic performance r	Remark
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Self-regulation	480	1.00	0.419	Medium positive relationship
Academic performance	480	0.419	1.00	

The result in Table 1 reports that a medium positive relationship of 0.419 exists between the self-regulation and academic performance of secondary school students in Awka South L.G.A. of Anambra State.

Research Question 2: What is the nature of relationship between academic motivation and academic performance of secondary school students in Awka South L.G.A. of Anambra State?

Table 2

The Correlation Matrix Showing the Relationship Between Academic Motivation and Academic Performance of Secondary School Students in Orumba North L.G.A. of Anambra State (n=480)

Sources of variation	N	Academic motivation r	Academic performance r	Remark
Academic Motivation	480	1.00	0.636	High positive relationship
Academic Performance	480	0.636	1.00	

In Table 2, a strong positive correlation of 0.636 was observed between academic motivation and the academic performance of secondary school students in Orumba North L.G.A. of Anambra State.

The data were analysed to test the hypotheses of this study and the obtained results are presented below.

Table 3

Inter-correlation Among Study Variables

Variable	1	2	3	4	$\bar{X}$	SD
Academic performance	-				3.85	.83
Self-regulation	.430*	-			33.92	6.84
Academic motivation	137*	.332*	-		36.06	7.22

The results presented on Table 3 revealed that there is significant positive relationship between academic performance and self-regulation ($r = .430$; $p < .01$), indicating that students with a high level of self-regulation are more likely to achieve better academic performance. Similarly, the correlational analysis revealed a significant positive relationship between academic motivation and academic performance ($r = .332$; $p < .01$), implying that having increased motivation for academic would consequentially results in increase in academic performance.

Test of Hypotheses

Hypothesis one posited that there is no significant correlation between self-regulation and academic performance among secondary school students in Orumba North L.G.A. of Anambra State.

This hypothesis was tested using the multiple linear regressions and the results is presented in table 4..

Table 4

Simple linear regression showing result for the independent influence of self-regulation on academic performance among secondary school students in Orumba North L.G.A

Variable	R	R ²	df	F	β	T	Sig.
Constant	.430	.185	2.473	53.437		9.736	.000
Self-regulation					.432	9.801	.000
Academic motivation					.007	.153	.878

The result in Table 4 indicated that the self-regulation has significant influence on academic performance among secondary school students in Orumba North L.G.A ($\beta = .432$, $t = 9.801$, $P < .01$), implying that having self-regulation has statistically significant influence on academic performance among students. Based on this finding, hypothesis one was rejected.

The second hypothesis stated that there was no significant relationship between academic motivation and academic performance of secondary school students in Orumba North L.G.A. of Anambra State. This hypothesis was tested using multiple linear regressions and the results is presented in table2.

The result in Table 5 indicated that the academic motivation had no significant influence on academic performance among secondary school students in Orumba North L.G.A ($\beta = .007$, $t = 153$, $P > .05$), implying that having academic motivation has no statistically significant influence on academic performance among students. Based on this finding, hypothesis one was accepted.

Based on the analysis, the following findings emerged:

1. There is a moderate positive correlation between self-regulation and academic performance among secondary school students in Orumba North L.G.A. of Anambra State.
2. A high positive relationship of 0.636 exists between the academic motivation and academic performance of secondary school students in Orumba North L.G.A. of Anambra State.
3. There is no significant relationship between self-regulation and academic performance of State.
4. A significant relationship exists between the academic motivation and the academic performance of secondary school students in Orumba North L.G.A. of Anambra state.

Discussion

Relationship between self-regulation and academic performance of secondary school students

The findings of the study revealed that a medium positive relationship existed between students' self-regulation and students' academic performance. This was revealed in Table 1 which exposed the correlation index between students' self-regulation and students' academic performance to be 0.419 indicating a moderate relationship. The testing hypothesis further revealed

that there was no significant relationship between the self-regulation and the academic performance of secondary school students. The foregoing reflected the fact that the self-regulation had a relationship with academic performance of secondary school students even though it might not be significant. The findings of the study resonated with Onah et al. (2022) who posited that the self-regulation relatively predicted the academic achievement of physics education students of Enugu State University of Science and Technology. The findings of the study, however, did not agree with the findings of Kirmizi (2016) that a significant relationship existed among the self-efficacy, self-regulation and academic achievement of students. The findings also did not quite align with Tukur (2019) who revealed that significant relationship existed between the self-evaluation the self-regulated learning strategy and academic achievement among NCE students in Zamfara state.

Relationship between academic motivation and academic performance of secondary school students

The findings of the study revealed that there was a high positive relationship between the academic motivation and the academic performance of secondary school students. This was revealed in Table 2 which exposed the correlation index between the academic motivation and the academic performance of secondary school students to be 0.636 indicating a high positive relationship. The testing hypothesis further revealed that there was a significant relationship between academic motivation and academic performance of secondary school students. The foregoing thus reflects the fact that students' academic motivation had a lot to do with students' academic performance. The findings of the study agreed with Daniela (2015) who showed there was a positive relationship between the motivation and academic performance of students. The findings of the study also agreed with Izuchi and Onyekuru (2017) who averred that the academic motivation and the academic achievement significantly correlated with one another.

Conclusions and Implications

Based on the findings of the study, it was concluded that there was a moderate relationship between the self-regulation and the academic performance of secondary school students. There was also a high relationship between the academic motivation and the academic performance of secondary school students. Additionally, it was concluded that there was no significant relationship between the self-regulation and the academic performance of secondary school students. There was also a significant relationship between the academic motivation and the academic performance of secondary school students.

The implications of the findings were the following:

The findings of the study revealed that there was a medium positive relationship between the self-regulation and the academic performance of secondary school students. The testing hypothesis further revealed that there was no significant relationship between the self-regulation and the academic performance of secondary school students. This implied that students' struggle with academic performance could in a larger scope factor in their self-regulation abilities.

The findings of the study revealed that a high positive relationship existed between the academic motivation and the academic performance of secondary school students. The testing hypothesis further revealed that there was a significant relationship between the academic motivation and the academic performance of secondary school students. This implied that the academic motivation was a potent factor affecting the academic performance of secondary school students.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The school administration should ensure to employ only qualified and experienced teachers who understand the academic challenges students' face in school. Such a step could ensure that students are duly helped to groom their self-regulation and academic motivation.
2. Students should be exposed to regular diagnostic and counselling session with specialists attending to their academic needs. Consequently, students encountering difficulties with self-regulation and academic motivation will be guided appropriately, leading to a positive impact on their academic performance.
3. The government should ensure that the desired school and educational facilities in schools are provided for the students. Such a step could help boost their self-regulation and academic performance and onward their academic performance.
4. The school management should identify and help teachers who have proven to have shown signs of efficiency in helping students to improve their academic performance. They should be made head of students' affair in order to assist students with their self-regulation and academic motivation.
5. The school administrators should encourage and champion the erection of various academic clubs in school. This will go a long way in helping students to work on their self-regulation and academic motivation and onward improve their academic performance.

Suggestions for Future Research

The current study could be replicated in a different geographical location, using a larger population and a wider scope. Further research could also be conducted in the following areas:

1. The self-regulation and motivation in relation to teacher effectiveness and academic engagements of students' in other Local Government Areas of Anambra state.
2. Studies concerning the effects of the self-regulation and the academic motivation with its counselling implications,
3. Other studies should also explore the influence of available Educational facilities on the self-regulation and academic motivation of secondary school students in other states of the nation Nigeria.
4. Future research can be evaluated on the relationship between school environment and students' academic performance.

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