

Students' Motivation, Self-Determination, Test Anxiety and Academic Engagement

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Abstract : This paper presented the impact of students' emotions on learning when receiving lectures and when taking tests. It was observed that students experience different types of emotions during the study, and this was found to have a significant effect on their academic performance. A total of one thousand six hundred and seventy-five (1675) students from the department of Computer Science in two Colleges of Education in South-West Nigeria took part in this study. The students were randomly selected for the research. Sample comprises of 968 males representing 58%, and 707 females representing 42%. A structured questionnaire, of Motivated Strategies for Learning Questionnaire (MSLQ) was distributed to the participants to obtain their opinions. Data gathered were analyzed using the IBM SPSS 20 to obtain ANOVA, descriptive analysis, stepwise regression, and reliability tests. The results revealed that emotion moderately shape students' motivation and engagement in learning; and that self-regulation and self-determination do have significant impact on academic performance. It was further revealed that test anxiety has a significant correlation with academic performance.

Keywords : motivation, self-determination, test anxiety, academic performance, and academic engagement

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