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Motivated Strategies for Learning Questionnaire (MSLQ): An Empirical Analysis of the Value and Expectancy Theory

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ABSTRACT

One of the purposes of this study is to find the motivated behaviour of Accounting students towards their studies. This study was conducted on UiTM students studying accounting either as a course or as part of another course in Shah Alam. Self-efficacy, the expectancy component of motivation, refers to the confidence of the students 'own capabilities in performing a task. In contrast, the value component, task value relates to the reasons for doing the task. The results indicate that self- regulated learning is inspired by self-efficacy and task value. Students need the skill and knowledge and the will to use them to become self-regulated learners.

Keywords: *Self-regulated learners, learning styles, accounting students*

Introduction

One may have the skill but not the will to succeed in life while another may have the will but not the skill to succeed in life. Successful people from all walks of life are both skillful and possess the tenacity and determination to doggedly pursue their goals in life until they found success. Being skillful alone is not

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sufficient. Being willful alone is not sufficient. One needs to have both, to perform to the fullest potential. This study adapts the Motivated Learning Strategies for Learning Questionnaire (MSLQ) to find out how accounting students fare in comparison with other non-accounting students in terms of will and skill. The MSLQ (Pintrich et al., 1991) was designed to help students to become better learners. Students need to have both the skill knowledge and strategies for learning, and the motivation to use them and eventually become self-regulated learners.

Objectives

This study is motivated by the need to understand the learning style of accounting students and non-accounting students in UiTM. In addition, a comparison was made between accounting students following different types of courses; those doing Diploma in Accounting, Bachelor in Accounting and the professional programme, ACCA. The findings will help to create more awareness of the different levels of skills and motivation of students and to improve educational effectiveness. This study has three objectives:

- To determine the current learning styles of accounting students from different academic background.
- To determine whether the expectancy components affect the motivated behaviours of accounting students.
- To determine whether the value components affect the motivated behaviours of accounting students.

SLQ Model

The MSLQ (Pintrich et al., 1991) was designed to help students to become better learners. Students need to have both the skill knowledge and strategies for learning, and the motivation to use them and eventually become self-regulated learners. The MSLQ has three major components, the skill components, the will components and the resource management components (Table 2).

The skill consists of 5 parts: rehearsal, elaboration, organization, critical thinking and metacognition or self-regulation. The motivational component comprises of intrinsic motivation, extrinsic motivation, task value, control beliefs, self-efficacy and test anxiety. The resource management strategies comprise of time management and study environment, effort regulation, peer/group learning, and help-seeking.

There are many ways to be motivated, and these different types of motivation lead to different behaviours. The expectancy component of self-efficacy involves students' judgements of their capabilities for the task and

their beliefs on how much control they have over themselves and the task. Vanderstoep and Pintrich (2003) argued that these specific motivational beliefs about achievement are important for learning. The expectancy component of motivation involves the confidence of the students' own capabilities in performing a task. In contrast, the value components concern the reasons for doing the task.

The value components can be conceptualized in a number of ways (Vanderstoep and Pintrich, 2003). This study conceptualizes the value components in two dimensions, extrinsic motivation and task value. Most students use extrinsic rewards to help them control and regulate their effort and persistence on tasks (Wolters, 1998) to help them work toward their goal. The model for this study is shown in Figure 1.

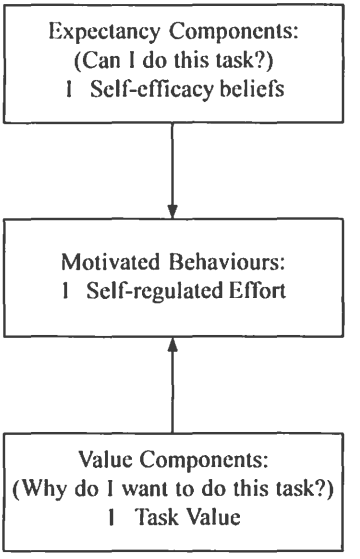

Figure 1: Adapted MSLQ Model

Sample

The respondents in this study were students from University Teknologi MARA in Shah Alam and the survey was done during the November 2004 - March 2005 semester. A total of 600 questionnaires were distributed during the week ending 12 March 2005, two weeks before the final examination. Five hundred and twenty-seven students responded and returned the questionnaires (Table 2). The main focus was on accounting students from Faculty of Accountancy. Other groups of non-accounting students included those taking accounting but they were from different faculties, Faculty of Mathematics and Faculty of Corporate

Administration. Non-accounting students were those who took accounting course as part of their program requirement. The purpose of including students from the other faculties is more for comparison purposes. Questionnaires were distributed to accounting students doing the Diploma in Accountancy programme, Bachelor of Accountancy program, Master of Accountancy programme and the professional programmes such as ACCA and CIMA.

Table 1: Respondents According to Courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	57	10.8	11.1	11.1
	Bachelorin Accounting	390	74.0	76.2	87.3
	Mastersin Accounting	3	.6	.6	87.9
	Professional: CIMA	1	.2	.2	88.1
	Professional: ACCA	23	4.4	4.5	92.6
	Bachelorin Mathematics	16	3.0	3.1	95.7
	Bachelorin Corporate Administration	20	3.8	3.9	99.6
	Bachelorin Furniture Technology	1	.2	.2	99.8
	others	1	.2	.2	100.0
	Total	512	97.2	100.0	
Missing	99	15	2.8		
Total	527	100.0			

Cognitive Components: The Skill

In terms of cognitive skill, ACCA students had the highest means in the areas of rehearsal, elaboration, organization and critical thinking when compared with other students doing the Bachelor programmes. Mathematics students had the highest means in self regulation.

Rehearsal refers to the cognitive activity of repeating facts or definitions. Students may build a good memory but they need more than mere rehearsal to help them understand concepts. They need to develop sophisticated understanding of concepts through elaboration which involves building connections between the topics. Thinking of examples of concepts and explaining the concepts to others are some of the ways of improving this process of, elaboration. Organisation refers to the way study behaviour is organized which includes making lecture notes and mind- mapping. Critical thinking measures the ability of the students to use knowledge in flexible and meaningful ways. The metacognitive skill of self-regulation involves planning, when to study and monitoring progress towards the goal set.

Motivational Components: The Will

Students may want to succeed for different reasons. Some may want to succeed because they enjoy the subjects and challenges while some may want to get good grades so that they can get good jobs or they may just want to please their parents. Or they want to succeed for a number of these or other reasons. The score on the intrinsic motivation scale measures the extent to which students work hard in the course because they enjoy the challenges of learning the discipline and are curious about the course. Students who score high on this scale are interested in the course regardless of other rewards.A high score on the extrinsic score shows that students were interested in their studies because of external factors such as good grades, praises from lecturers or parents, or thoughts of future success such as good jobs.

Mathematics students had the highest means in intrinsic and extrinsic motivation. Among all the students surveyed, whether accounting and non-accounting students, extrinsic motivation had the highest mean scores, which were also above the U.S. average means. The U.S. means are based on scores of 380 college students, most of whom attended a 4-year college or university in the U.S. Students filled the MSLQ in 37 different classrooms in 5 different academic disciplines from all class levels (Vanderstoep and Pintrich, 2003). The means were based on 7-point Likert scales which were converted to means based on 5-point Likert scale. Mathematics students had the highest mean of 4.48.

Task value measures the extent to which students view tasks as interesting, useful and important. A high score on this scale would mean that students view coursework as useful and relevant and would therefore be more inclined to work hard to accomplish these tasks. The scores of students from all the courses surveyed fell below the average of U.S. students.

A high score on control beliefs indicates that students believe that hard work will make a difference in how well they do in the course, that is, they have high beliefs about control. A low score on this scale indicates that students have low beliefs about control, that is, hard work will not make much difference in how well they do in the course. The Diploma in Accounting students, who are also fast track students, had the highest score on this scale.

Self-efficacy refers to the expectations about success and judgements of the students' own ability. A high score indicates that students have high expectations about the students' own success and ability and that they judge themselves to be capable of achieving excellence. ACCA students had the highest score on this scale while BAcc students had the lowest score.

A high score on this score reflects a high degree of test anxiety which is often related to poor performance. Distracting and disruptive thoughts, coupled with physical discomfort and nervousness prevent students from doing their best. The scores on this scale are higher than the U.S. students. Diploma in

Accounting students had the lowest score (3.27) while Mathematics students had the highest score (3.74).

Resource Management Strategies

The next four scales measure how well the students utilize available resources and tools. The BAdmin students had the highest score on 3 scales while the Diploma in Accounting students had the highest score in help-seeking.

The time management and study environment scale measures how well the students managed time and chose suitable places to study. A high score indicates that students are good at managing their time and that they chose their study environment well.

Effort regulation measures persistence in the face of difficulty or boredom. A high score on this scale indicates students had high level of persistence. The scores of UiTM students were below that of the U.S. students. BAdmin students had the highest score (3.43) while BMaths students had the lowest score (3.17) on this scale.

Peer learning or team work prepares students to work effectively as a team in their work place after finishing their studies. The average scores of UiTM students were above that of the U.S. students. Peer learning is within the control of students. BAdmin students had the highest score (3.38) while ACCA students had the lowest score (3.19).

Help-seeking measures how well the students used the resources of more competent people around them. A high score on this scale means that students seek help when they think it was necessary. Learning can be facilitated by others but not overly dependent on others all the time. The average scores of UiTM students were above that of the U.S. students. The Diploma in Accounting students had the highest score (3.61) while the BMaths students had the lowest score (3.44) on this scale.

Reliability

Reliability tests were conducted on the dimensions of MSLQ and the results are tabulated below in Table 3. The dimensions of rehearsal, intrinsic motivation, control belief, effort regulation and peer learning were below the acceptable level of Cronbach Alpha of 0.60.

Multicollinearity

The correlations between the variables shown in Appendix F indicate that the independent variables show some relationship with the dependent variable (above 0.30) and the correlation between each of the independent variables is not too high, not above 0.70 (Tabachnick and Fidell, 1996) indicating that

multicollinearity assumption is not violated. The collinearity diagnostics as shown in Table 6 indicates that the tolerance values for the independent variables are quite respectable (above 0.5 in each case), so the multicollinearity assumption is not violated.

Table 2: Comparison of Means

	DIA	BAcc	ACCA	BMaths	BAdmin	U.S.
SKILL						
Rehearsal	3.3772	3.5026	3.6136	3.4062	3.4375	3.24
Elaboration	3.3393	3.4041	3.5000	3.4271	3.4722	3.51
Organization	3.3816	3.4928	3.6136	3.4000	3.4750	2.96
CriticalThinking	3.1774	3.2206	3.2545	3.1125	3.2111	2.97
Self-regulation	3.2652	3.2697	3.2792	3.3333	3.3009	3.24
WILL						
Intrinsicmotivation	3.3728	3.5085	3.4545	3.6667	3.5250	3.59
Extrinsicmotivation	4.2545	4.3174	4.3182	4.4844	4.4000	3.59
Taskvalue	3.7143	3.6899	3.7391	3.5111	3.7895	3.96
Controlbeliefs	3.9737	3.9281	3.8696	3.8594	3.8816	4.10
Self-efficacy	3.4818	3.4244	3.6685	3.5357	3.6625	3.91
Testanxiety	3.2667	3.5115	3.4174	3.7375	3.4400	2.59
RESOURCE MANAGEMENT STRATEGIES						
Time management and study environment	3.3437	3.3849	3.6429	3.500	3.6875	3.75
Effort regulation	3.3661	3.2899	3.3864	3.1719	3.4250	
Peerlearning	3.3095	3.3140	3.1884	3.3778	3.3833	2.06
Help-seeking	3.6053	3.4605	3.5595	3.4375	3.5125	2.74
ValidN(listwise)						

Normality

Univariate outliers outside 3 standard deviations and multivariate outliers were removed and the result of normality is shown in Table 4 below. The skewness of extrinsic variable does not fall within the range of -2 and +2 and normality for this variable is not assumed. The extrinsic variable cannot therefore be included in the regression analysis.

Table 3: Reliability Measures

MSLQDimensions		Questions	Cronbach'sAlpha
Cognitive Components	Organisation	P32 P42 P49 P63	0.63
	Elaboration	P53 P62 P64 P67 P69 P81	0.74
	Rehearsal	P39 P46 P59 P72	0.59
	Critical Thinking	P38 P47 P51 P66 P71	0.72
	Metacognitive Self Regulation	P36 P41 P44 P54 P55 P56 P61 P76 P78 P79	0.78
Motivational components	Intrinsic	PI P16 P22 P24	0.53
	Extrinsic	P7 PII P13 P30	0.68

continued

Table 3 – *continued*

	TaskValue	P4 P10 P17 P23 P26 P27	0.75
	ControlBelief	P2 P9 P18 P25	0.57
	SelfEfficacy	P5 P6 P12 P15 P20 P21 P29 P31	0.80
	TestAnxiety	P3 P8 P14 P19 P28	0.71
Resource Management Strategies	TimeManagementand StudyEnvironment	P35 P43 P65 P70	0.61
	EffortRegulation	P37 P60 P74	0.44
	PeerLearning	P34 P45 P50	0.52
	HelpSeeking	P68 P75	0.63

Table 4: Normality - Skewness and Kurtosis

Variables		statistics	Standard error	skewness/ std error	-2and+2
intrinsic	skewness	0.082	0.111	0.738739	√
	kurtosis	0.257	0.221	1.162896	√
Extrinsic	skewness	-0.733	0.111	-6.6036	×
	kurtosis	0.067	0.221	0.303167	√
taskvalue	skewness	-0.008	0.111	-0.07207	
	kurtosis	-0.09	0.221	-0.40724	√
selfefficacy	skewness	-0.058	0.112	-0.51786	√
	kurtosis	0.336	0.223	1.506726	√
selfregulation	skewness	-0.076	0.112	-0.67857	√
	kurtosis	0.032	0.224	0.142857	

Multiple Regression Analysis

The predictor of self - efficacy is entered on the first step of the hierarchical regression and has the highest correlation with the criterion. R Square is 0.28 which indicates that 28 of the variance in the criterion is explained by self-efficacy. When the motivation factors of task value was entered second in the regression equation, the R Square Change shows that task value explained a further 6 of the variance in the criterion. Beta was 0.35 for self-efficacy, 0.30 for task value (Table 7). In the hierarchical regression, self-efficacy was entered first and explained 28 of the variance in self regulation (F 1.453 = 175.63, p < 001). Task value was entered second and explained a further 6 (F 1452 = 41.03, p = .001) (Table 5). Greater self-regulation was associated with greater self-efficacy, and task value.

Table 5: Model Summary(c)

Model	Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	dfl	df2	Sig. F Change
.529(a)	.279	.278	.41540	.279	175.634	1	453	.000
.583(b)	.339	.336	.39818	.060	41.027		452	.000

a Predictors: (Constant), self efficacy
b Predictors: (Constant), self efficacy, task value
c Dependent Variable: self regulation

Table 6: ANOVA(c)

Model		Sumof Squares	df	Mean Square		Sig.
1	Regression	30.306		30.306	175.634	.OOO(a)
	Residual	78.167	453	.173		
	Total	108.473	454			
2	Regression	36.811		18.405	116.090	.OOO(b)
	Residual	71.662	452	.159		
	Total	108.473	454			

a Predictors: (Constant), self efficacy
b Predictors: (Constant), self efficacy, task value
c Dependent Variable: self regulation

Table 7: Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
		Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.624	.134		12.117	.000		
Self Efficacy	.507	.038	.529	13.253	.000	1.000	1.000
2 (Constant)			.145			.000	
Self Efficacy	.337	.045	.351	7.430	.000	.655	1.526
Task Value	.277	.043	.303	6.405	.000	.655	1.526

a Dependent Variable: self regulation

While all educational institutions purport to have teaching and learning as their primary goals, some may define learning in such a way that students are likely to see the whole process as a contest to see who is best. Others may place greater emphasis on student growth and worry less about academic contests. Educational institutions differ in the emphasis they place on certain goals, purposes and values - what is worth doing and why. The differences in such goals may be apparent between the private and public institutions of learning in this nation.

Expectancy and value have been identified as specific important components of motivation that influence students motivated behaviour in self regulation (Vanderstoep and Pintrich, 2003). The expectancy component of self-efficacy refers to specific beliefs and judgements of students' capabilities to perform certain task. The regression result in Table 5 indicates that greater self-efficacy leads to greater self-regulation. Self-efficacy is changeable and can increase as students master more skills and materials and become more confident. On the other hand, as the course progresses get more difficult, self-efficacy may get lower.

While the expectancy component relates to the capabilities of performing a self-regulated task, the value components of motivation relates to the reasons for doing the task. Task value relates to the perception of students in viewing coursework as important, useful and relevant. A high task value indicates a higher inclination to work hard to accomplish these tasks because of the importance attached to these tasks. Task value added a further 6 toward the explanation for the variance in self-regulation.

Self-efficacy and task value have a positive relationship with self-regulation. Self-confident students who views studies and coursework as important tend to have a goal and know how to plan their studies and monitor their own progress.

Conclusion

ANOVA test revealed there was only one significant difference among the different students pursuing the various types of courses. Diploma in Accountancy students had a higher mean in help-seeking than Bachelor in Accountancy students. The Diploma students have just graduated from secondary school, where they can usually look to parents, teachers and classmates to support and help them in their efforts to learn. In university, while there are many resources for help available, the students have to able to go out and get the help they need. It is likely that at the degree level, the accounting students have grown to be more independent and therefore have learnt how to solve their own problems.

The study confirms the expectancy and value theory towards students' behaviour. The intrinsic and extrinsic elements could not be tested due to violation of reliability and normality assumptions. Some elements of MSLQ, rehearsal, intrinsic motivation, control belief, effort regulation and peer learning were found to be below the acceptable level of Cronbach Alpha of 0.60. Further refinements to the MSLQ would be needed to make it more reliable within the Asian context.

Limitations and Further Research

The low reliability in some dimensions rendered it impossible to conduct further analysis such as regression or AMOS. Two instruments, R-SPQ-2F and MSLQ would need to be further adapted to the local culture. Future areas of research could be conducted on possible changes in learning styles of students over time.

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Appendix A

Diploma in Accounting

	N	Range	Minimum	Maximum	Mean	Std. Deviation
SKILL						
Rehearsal	57	3.50		5.00	3.3772	.65145
Elaboration	56	3.67		5.00	3.3393	.68605
Organization	57	4.00		5.00	3.3816	.73967
Critical Thinking	53	3.40		5.00	3.1774	.62346
Self-regulation	55	2.50		4.33	3.2652	.54008
WILL						
Intrinsic motivation	57	3.75	1.25	5.00	3.3728	.67169
Extrinsic motivation	55	2.75	2.25	5.00	4.2545	.68464
Task value	56	2.50	2.50	5.00	3.7143	.57271
Control beliefs	57	2.25	2.75	5.00	3.9737	.63331
Self-efficacy	55	3.13	1.88	5.00	3.4818	.56643
Test anxiety	57	3.00	2.00	5.00	3.2667	.76470
RESOURCE MANAGEMENT STRATEGIES						
Time management and study	56	3.25	1.75	5.00	3.3437	.70801
Effort regulation	56	3.50	1.25	4.75	3.3661	.63776
Peer learning	56	3.67	1.33	5.00	3.3095	.68123
Help-seeking	57	2.50	2.25	4.75	3.6053	.52599
Valid N (list wise)	46					

Appendix B

Bachelor in Accounting

	N	Range	Minimum	Maximum	Mean	Std. Deviation
SKILL						
Rehearsal	382	3.00	1.75	4.75	3.5026	.58074
Elaboration	379	3.33	1.50	4.83	3.4041	.54275
Organization	381	3.50	1.50	5.00	3.4928	.60842
Critical Thinking	378	3.60	1.40	5.00	3.2206	.54320
Self-regulation	372	2.58	2.00	4.58	3.2697	.41743
WILL						
Intrinsic motivation	381	3.50	1.50	5.00	3.5085	.54359
Extrinsic motivation	382	2.25	2.75	5.00	4.3174	.54839
Task value	380	2.83	2.17	5.00	3.6899	.53214
Control beliefs	386	2.75	2.25	5.00	3.9281	.57081
Self-efficacy	372	3.00	1.88	4.88	3.4244	.50980
Test anxiety	382	4.00	1.00	5.00	3.5115	.70530
RESOURCE MANAGEMENT STRATEGIES						
Time management and study environment	380	3.50	1.50	5.00	3.3849	.59049
Effort regulation	382	4.00	1.00	5.00	3.2899	.58036
Peer learning	380	3.33	1.67	5.00	3.3140	.63945
Help-seeking	380	3.50	1.50	5.00	3.4605	.55717
Valid N (list wise)	310					

Appendix C

Professional: ACCA

	N	Range	Minimum	Maximum	Mean	Std. Deviation
SKILL						
Rehearsal	22	2.00	2.75	4.75	3.6136	.58109
Elaboration	22	2.33	2.67	5.00	3.5000	.68815
Organization	22	2.50	2.50	5.00	3.6136	.66246
Critical Thinking	22	2.00	2.40	4.40	3.2545	.53160
Self-regulation	20	2.17	2.17	4.33	3.2792	.54496
WILL						
Intrinsic motivation	22	1.75	2.50	4.25	3.4545	.46057
Extrinsic motivation	22	2.00	3.00	5.00	4.3182	.66896
Task value	23	2.00	3.00	5.00	3.7391	.61919
Control beliefs	23	1.75	3.25	5.00	3.8696	.51051
Self-efficacy	23	1.88	3.00	4.88	3.6685	.53779
Test anxiety	23	2.20	2.20	4.40	3.4174	.60876
RESOURCE MANAGEMENT STRATEGIES						
Time management and study environment	21	2.25	2.50	4.75	3.6429	.61018
Effort regulation	22	2.25	2.50	4.75	3.3864	.54950
Peer learning	23	2.67	2.00	4.67	3.1884	.68036
Help-seeking	21	2.25	2.50	4.75	3.5595	.53563
Valid N (list wise)	19					

Appendix D

Bachelor in Mathematics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
SKILL						
Rehearsal	16	2.50	2.50	5.00	3.4062	.63163
Elaboration	16	2.17	2.50	4.67	3.4271	.53738
Organization	15	2.50	2.25	4.75	3.4000	.61091
Critical Thinking	16	2.20	2.20	4.40	3.1125	.56080
Self-regulation	16	1.25	2.67	3.92	3.3333	.40023
WILL						
Intrinsic motivation	15	2.00	3.00	5.00	3.6667	.45968
Extrinsic motivation	16	1.00	3.75	4.75	4.4844	.38154
Task value	15	1.00	3.17	4.17	3.5111	.29187
Control beliefs	16	1.50	3.00	4.50	3.8594	.39758
Self-efficacy	14	1.38	2.75	4.13	3.5357	.31936
Test anxiety	16	1.60	2.60	4.20	3.7375	.43646
RESOURCE MANAGEMENT STRATEGIES						
Time management and study environment	16	2.25	2.75	5.00	3.5000	.64550
Effort regulation	16	2.00	2.50	4.50	3.1719	.54558
Peer learning	15	2.33	2.33	4.67	3.3778	.68853
Help-seeking	16	1.75	2.50	4.25	3.4375	.52836
Valid N (list wise)	12					

Appendix E

Bachelor in Corporate Administration

	N	Range	Minimum	Maximum	Mean	Std. Deviation
SKILL						
Rehearsal	20	2.50	2.25	4.75	3.4375	.57282
Elaboration	18	1.67	2.33	4.00	3.4722	.57522
Organization	20	2.25	2.25	4.50	3.4750	.49934
CriticalThinking	18	2.60	1.80	4.40	3.2111	.64524
Self-regulation	18	2.00	2.00	4.00	3.3009	.49436
WILL						
Intrinsic motivation	20	1.25	3.00	4.25	3.5250	.45088
Extrinsic motivation	20	2.00	3.00	5.00	4.4000	.54652
Task value	19	1.50	3.17	4.67	3.7895	.48700
Control beliefs	19	2.00	3.00	5.00	3.8816	.71379
Self-efficacy	20	2.38	2.38	4.75	3.6625	.50181
Test anxiety	20	3.00	1.80	4.80	3.4400	.87202
RESOURCE MANAGEMENT STRATEGIES						
Time management and study environment	20	2.25	2.25	4.50	3.6875	.55533
Effort regulation	20	3.25	1.50	4.75	3.4250	.73940
Peer learning	20	2.00	2.00	4.00	3.3833	.49883
Help-seeking	20	2.75	1.50	4.25	3.5125	.60955
Valid N (list wise)	13					

Appendix F

Correlations

		Self Regulation	Self Efficacy	Intrinsic	Task Value
Pearson Correlation	Self Regulation	1.000	.529	.427	.509
	Self Efficacy	.529	1.000	.498	.587
	Intrinsic	.427	.498	1.000	.511
	Task Value	.509	.587	.511	1.000
Sig. (1-tailed)	Self Regulation	.000	.000	.000	
	Self Efficacy	.000		.000	.000
	Intrinsic	.000	.000		,000
	Task Value	.000	.000	.000	
N	Self Regulation	475	455	467	465
	Self Efficacy	455	477	469	468
	Intrinsic	467	469	488	477
	Task Value	465	468	477	487