

Abstract

This independent study aims to investigate the relationships between self-regulated learning strategies, intrinsic academic motivation, and academic achievements among participants of emerging adulthood who study full-time at tertiary institutions in Hong Kong. Questionnaires designed based on the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & De Groot, 1990) and the Intrinsic Motivation Inventory (IMI) (Ryan, 1982) were distributed randomly to participants online to collect data, followed by the Pearson correlational analyses between these scales and the participants' self-reported academic achievements in the form of their Grade-Point Average (GPA). It is found that there is a positive correlation between the use of self-regulated learning strategies and academic achievements, as well as a positive correlation between the use of self-regulated learning strategies and intrinsic academic motivation. However, no significant correlations were found between intrinsic academic motivation and academic achievements. Implications and suggestions for future study are then made based on such results.

Keywords: self-regulated learning strategies, academic motivation, intrinsic motivation, academic achievements