

ABSTRACT

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Thesis Title: THE RELATIONSHIP OF SELF-EFFICACY FOR LEARNING AND PERFORMANCE IN PHYSICS AND METACOGNITIVE SELF-REGULATED PHYSICS LEARNING WITH PHYSICS ACHIEVEMENT OF FORM 3 STUDENTS AT DOMASI DEMONSTRATION SECONDARY SCHOOL IN MALAWI

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The study was aimed at determining the relationships among self-efficacy for learning and performance in physics, metacognitive self-regulated physics learning and physics achievement of Form 3 physics students at Domasi Demonstration Secondary School in Malawi. The Motivated Strategies for Learning Questionnaire (MSLQ) was adapted and used to collect data on self-efficacy for learning and performance in physics and metacognitive self-regulated physics learning from 40 Form 3 physics students at Domasi Demonstration Secondary School in Malawi in their Term 3 of the 2019 academic year. The physics achievement scores of the students were collected by an end of Term 3 physics examination. A multiple correlation coefficient analysis was used to determine the relationships among self-efficacy for learning and performance in physics, metacognitive self-regulated physics learning and physics achievement of the Form 3 physics students. It was revealed that the

relationship of self-efficacy for learning and performance in physics and metacognitive self-regulated physics was moderately strong and positively correlated. Similarly, physics achievement and self-efficacy for learning and performance in physics were also moderately strong and positively correlated. Lastly, the relationship between physics achievement and metacognitive self-regulated physics learning was revealed to be weak but positively correlated. The findings, further, indicated that a moderately strong and positive significant relationship existed between self-efficacy for learning and performance in physics and metacognitive self-regulated physics learning with physics achievement. Recommendations for students' support, teaching strategies, and future research are provided.

