The Relative Contribution of Motivational Regulation Strategies, Academic Psychological Capital and Perceived Autonomy Support in Predicting Academic Success among the Secondary Schools Students

Abstract:

The current study aimed at identifying the correlation between Academic Psychological Capital, Perceived Autonomy Support, Motivational Regulation Strategies, and Academic Success at the secondary schools Students. Besides, It aimed at knowing the relative contribution of Academic Psychological Capital, Perceived Autonomy Support and Motivational Regulation Strategies in Predicting Academic Success of participants. he participants consisted of (200) students at the students from the secondary schools. The researchers prepared and administered Three scales to obtain study data are: Academic Psychological Capital, Perceived Autonomy Support, and Academic Success after verifying their validity and reliability. And translate Motivational Regulation Strategies scale prepared by (Schwinger, 2007). The study results indicated that there is a statistically significant positive correlation between Academic Success and Academic Psychological Capital. In addition, there is a statistically significant positive correlation between Academic Success, Perceived Autonomy Support and Motivational Regulation Strategies. The study also found that the Academic Psychological Capital , Perceived Autonomy Support (teacher and parants) and Environmental Control Strategy attributed in predicting Academic Success of the participants. The model explained (53.9%) of the total variance Academic Success.

Key words: Academic Success- Academic Psychological Capital-Perceived Autonomy Support- Motivational Regulation Strategies,