

Abstract

This correlational study examined the relationships among achievement, intelligence, motivation and self-regulated learning among 450 secondary school students from 2 grade-levels in Hong Kong. The Advanced Progressive Matrices (Raven, 1962) and a self-rated questionnaire were used to measure intelligence, motivation and self-regulated learning. Correlation analysis confirmed significant correlations among these variables. Multiple regressions revealed self-efficacy as the most potent predictor of achievement followed by intelligence and self-regulation. Yet, modesty bias, subjectivity in ratings may exist to confound the results. Inter-correlations between the learning variables may render the results of multiple regression unreliable. Contribution to academic achievement by the self-regulated learning variables may be underestimated due to this confounding factor. Grade-level difference in students' use of self-regulated learning strategies were found. Implications for further studies were discussed.