

Emotions as Mediator of The Relations Between Motivational Beliefs and Achievement in Math: A Study with Sundaneese Student

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Abstract

The present study investigates the effect of students motivational beliefs (task value and self-efficacy) on math achievement with emotions (boredom and enjoyment) as mediators. Two motivational beliefs - task value and self-efficacy, 2 discrete emotions boredom and enjoyment are involved in this study in relation with math achievement.

A sample of Sundaneese high school students (N= 197; 70 male and 127 female; age 15-18; grade 10 and 11) are involved in this study. Motivational Beliefs Questionnaire was used to assess participants task value ($\alpha = .734$) and self-efficacy ($\alpha = .810$), AEQ-M (Pekrun, Goetz, & Perry, 2005) in Indonesian version were used to assess boredom ($\alpha = .857$) and enjoyment ($\alpha = .850$), and final exam score were used for math achievement data. Mediation analysis was conducted by estimating emotion from self-efficacy and task value as well as math achievement from emotion, task value, and self-efficacy.

The study shown that there were evidence of indirect effects of self-efficacy and task value on math achievement through emotions. Self-efficacy and task value have negative effect to boredom and boredom has negative effect to math achievement. In opposite, self-efficacy and task value have positive effect to enjoyment and enjoyment has positive effect to math achievement.