Assoc. Prof. Norlizah Che Hassan, Universiti Putra Malaysia, Malaysia

**Bio:**

Norlizah Che. Hassan is a senior lecturer at the Department of Foundation of Education, Faculty of Educational Studies, UPM. She graduated with a bachelor’s degree in human sciences (Major Psychology) and Master Sciences in Educational Psychology. She holds a PhD from the University of Malaya in the field of Sociology of Education. Previously she served as a tutor and administrative officer in several public sectors, such as LPPKN (National Population and Family Development Board, Malaysia) and the Ministry of Health Malaysia. She is interested and involved in various research activities, particularly in Sociology of Education and Educational Psychology that focus on adolescent development, delinquency problems, parenting style, self-concept and development of human capital. She has supervised more than 20 postgraduate students (PhD and Master). She has also conducted numerous community programs with several parties outside (school, communities and aborigines of Malaysia/ Orang Asli). She has been involved in several research and has published extensively in reputable journals that are indexed in prominent databases like WoS, Scopus, ERA, JCR and high impact journals highlighting her significant contributions to the field.

**Title:**

Influence of Psychosocial Factors on Mathematics Performance Among Primary School Students in Malaysia

**Abstract:**

Malaysia places a significant value on mathematics education, recognizing its importance in developing a skilled and competitive workforce. The commitment to mathematics education is reflected in various aspects of the country's educational system and policy. Mathematics is a core subject in the national curriculum of Malaysia. It is taught from the early stages of primary education and continues throughout secondary education. The curriculum is periodically reviewed to ensure alignment with global educational standards and the evolving needs of the country. Therefore, the aim of the study is to investigates the influences of psychosocial factors (self-efficacy and motivation) on the mathematics performance of primary school students in Putrajaya, Malaysia. Employing a quantitative methodology, 170 students from Primary schools in Putrajaya, Malaysia participated by completing the Mathematics Self-Efficacy Questionnaire (MSEQ) and the Student Mathematics Motivation Scale (SMMS). The study aimed to explore the individual and combined effects of self-efficacy and motivation (intrinsic) on students' math achievement.

Results demonstrated that self-efficacy, or the belief in one's capability to perform tasks, is a significant predictor of mathematics performance. Students with higher self-efficacy achieved better results in mathematics, highlighting the importance of fostering positive self-belief to enhance academic performance. Intrinsic motivation, defined as the internal drive to engage in activities for personal satisfaction, also positively correlated with mathematics performance, albeit to a lesser extent than self-efficacy. Multiple regression analysis showed that both self-efficacy and intrinsic motivation positively influenced mathematics performance, with self-efficacy having a stronger impact. This indicates the more substantial influence of self-efficacy on math academic success.

The findings have significant implications for educational practices. Enhancing students' self-efficacy through mastery experiences, positive feedback, and modeling can lead to improved academic performance. Additionally, fostering intrinsic motivation by creating engaging and autonomy-supportive learning environments can further support students' academic endeavors. The study provides empirical evidence on math performance of primary school students and suggested that educational strategies should prioritize building students' confidence in their mathematical abilities for better academic outcomes.