

Electronic Supplement

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Electronic Supplement Table 1*Interrater Reliabilities*

variable	κ	variable	κ
interrater reliabilities of study codings			
publication type	0.91	self-efficacy for SRL	1.00
sample	0.86	self-efficacy for MR	1.00
country of sample origin	1.00	situational interest	1.00
operationalization	0.80	mastery goals	0.75
operationalization – questionnaire	0.67	performance approach goals	0.76
analog vs. digital context	0.60	performance avoidance goals	1.00
learning context	0.77	conscientiousness	0.31
study design	0.85	cognitive learning strategies	0.95
strategy	0.89	metacognitive learning strategies	0.91
effort	0.97	gender	0.77
task value	0.85	age	0.76
success expectancy	1.00	intrinsic motivation	0.79
procrastination	1.00	extrinsic motivation	0.76
achievement	0.94	boredom	0.87
interrater reliabilities for the coded definition categories			
explicit definition given	0.87	reference SRL	0.73
mechanism of control	1.00	reference to volitional control	1.00
level of awareness	1.00	reference to emotion regulation	0.94
direction of regulation	0.98	reference to resource management	0.69
target of regulation	0.87	reference to other constructs	0.77
citation type	1.00		

Electronic Supplement Table 2*Variables and Results Examined in Relation to Motivation Regulation*

variable	relation				
	+	0	-	none	k
achievement, performance	74	68	12	185	104
effort expenditure	50	25	8	235	54
task value	33	15	4	253	36
situational interest	8	4	1	279	10
dispositional interest	6	2	1	282	7
success expectancy, self-efficacy	40	18	3	246	43
self-efficacy for SRL	14	4	1	274	15
self-efficacy for MR	9	4	0	280	9
ability self-concept	10	4	0	278	11
intrinsic motivation	13	4	1	276	13
extrinsic motivation	9	5	3	278	11
cognitive well-being/life satisfaction	3	2	1	286	3
positive affect	7	6	1	280	9
negative affect	8	11	8	274	15
burnout, depressive symptoms	0	1	3	286	3
study satisfaction	8	4	0	281	8
dropout intentions	1	2	4	285	4
implicit theories about motivation	7	7	1	281	8
implicit theories about abilities	4	5	1	282	7
cognitive abilities	1	3	0	285	4
masters goals/task orientation	31	10	1	258	31
mastery avoidance goals	1	3	0	285	4
performance approach goals	26	15	2	260	29
performance avoidance goals	15	10	1	271	18
work avoidance goals	2	5	6	281	8
conscientiousness	4	1	0	285	4
openness	1	1	0	288	1
neuroticism	0	2	4	285	4
agreeableness	2	1	0	287	2
extraversion	2	1	0	287	2

self-control	5	3	1	284	5
cognitive learning strategies	61	19	4	227	62
meta-cognitive learning strategies	74	15	2	214	75
help(-seeking)	17	5	0	272	17
feedback	14	5	0	274	15
procrastination	1	7	20	269	20
emotion regulation	14	3	2	274	15
boredom	1	1	3	286	3
sense of belonging/social integration	7	0	0	282	7
motivation regulation strategy use	19	11	2	265	24
subjective regulatory success	4	1	0	282	7
socio-economic status	3	7	0	280	9
full-time student	0	3	0	286	3
gender	24	38	5	242	47
age	11	20	9	262	27

Note. *k* denotes the number of studies reporting relations between motivation regulation and the respective variable; none denotes the number not reporting respective relations. The number of positive, zero, or negative relations does not add up to the number of studies reporting relations for two reasons: 1. several studies reported relations at the level of several specific strategies, some of which were related positively, others negatively, with respective variables. 2. Some studies reported several studies coming to slightly different results.