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IMPACT OF ACHIEVEMENT MOTIVATION ON SELF REGULATED LEARNING OF SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT:

The present study is an attempt to find out the impact of achievement motivaition on self-regulated learning of senior secondary school students.For the investigation,descriptive survey method was used. Multi-stage random sampling technique was used to select the sample of 400 senior secondary school students from the target population.Test of Self-Regulated Learning by Gupta and Mehtani (2017) and Achievement Motivation Scale (n-Ache) by Deo and Mohan (2011) were used to collect the data. statistical techniques such as Mean, S.D., 't' test and Karl Pearson's Product Moment Coefficient Correlation were used to analyze the data. The findings of the study revealed a significant positive relationship between self-regulated learning and achievement motivation of senior secondary school students. Further, a significant difference was found in self-regulated learning of senior secondary school students having high and low achievement motivation. Students with high level of achievement motivation were found tohave better self-regulated learning than the students with low level of achievement motivation.

KEYWORDS: : *Self-regulated learning, achievement motivation, senior secondary school students.*

INTRODUCTION

Educational researchers have begun recently to identify and study key processes through which students self-regulate their academic learning.Self-regulated learning is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences. This process occurs when a student's purposeful actions and processes are directed towards the acquisition of information or skills. Generally, models of SRL are separated into phases. One popular cyclical model discusses three distinct phases: Forethought and planning, performance monitoring, and reflection on performance (Pintrich&Zusho, 2002). During the forethought and planning phase, students analyze the learning task and set specific goals towards completing that task. When students learn unfamiliar topics, however, they may not know the best ways to approach the task or what goals might be the most appropriate. Teachers and/or more experienced peers often can guide students on effective approaches in cases like these.Next, in the performance monitoring phase, students employ strategies to

make progress on the learning task and monitor the effectiveness of those strategies as well as their motivation for continuing progress towards the goals of the task.In the final reflection on performance phase, students evaluate their performance on the learning task with respect to the effectiveness of the strategies that they chose.

Self-regulated learners' proactive qualities and self-motivating abilities help to distinguish them from their peers. Research shows that self-regulated students are more engaged in their learning. These learners commonly seat themselves towards the front of the classroom (Labuhn, Zimmerman, &Hasselhorn, 2010), voluntarily offer answers to questions (Elstad&Turmo, 2010), and seek out additional resources when needed to master content (Clarebout, Horz, &Schnotz, 2010). Most importantly, self-regulated learners also manipulate their learning environment to meet their needs (Kolovelonis, Goudas, &Dermitzaki, 2011). For example, researchers have found that self-regulated learners are more likely to seek out advice (Clarebout et al., 2010) and information (De Bruin et al., 2011) and pursue positive learning climates (Labuhn et al., 2010), than their peers who display less self-regulation in the classroom. Due to their resourcefulness and engagement, it is not then surprising that findings from recent studies suggest that self-regulated learners also perform better on academic tests and measures of student performance and achievement (Schunk& Zimmerman, 2007; Zimmerman, 2008). In a study of high school students, Labuhn et al. (2010) found that learners who were taught SRL skills through monitoring and imitation were more likely to elicit higher levels of academic self-efficacy (i.e., confidence) and perform higher on measures of academic achievement compared to students who did not receive SRL instruction. It seems as though SRL can make the difference between academic success and failure for many students (Graham & Harris, 2000).

In short, self-regulated learners are able to set short- and long-term goals for their learning, plan ahead to accomplish their goals, self-motivate themselves, and focus their attention on their goals and progress. They also are able to employ multiple learning strategies and adjust those strategies as needed, self-monitor their progress, seek help from others as needed, and self-evaluate their learning goals and progress based upon their learning outcomes. Teachers at the primary and secondary levels can use the various strategies to promote self-regulation in their classrooms. However, teachers should understand that learners develop at various paces, and strategies that work best for one learner may not always work with the next.

ACHIEVEMENT MOTIVATION

Achievement motivation is an important concept in the psychology of human behavior. It has been referred as need for achievement and abbreviated as need achievement (N-Ach). It refers to the behavior of an individual who strives to accomplish something and to do his best to excel over others in performance. Thus a need to achieve may be defined as the need to meet or excel in standard of excellence. People high in achievement motivation tend to exert more effort and do better than low achievers. Need to achieve is the spring-board of the achievement motivation. This desire is as basic and natural as the other biological or socio- psychological needs. The origin of word 'Achieve' is extremely complicated and derived from Latin word 'Aduant Venere' which means to bring ahead. The achievement motivation is a complex human motive which is acquired through the process of socialization and is one of the multitudes of motive system.

INTRINSIC AND EXTRINSIC MOTIVATION

Intrinsic Motivation refers to motivation that is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Explanations of intrinsic motivation have been given in the context of Fritz Heider's attribution theory, Bandura's work on self-efficacy, and Deci and Ryan's cognitive evaluation theory. Students are likely to be intrinsically motivated. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards ,merit certificates,medals, grades and money. Competition in general is extrinsic because it

encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives. Socio-psychological research has indicated that extrinsic rewards can lead to over-justification and a subsequent reduction in intrinsic motivation.

REVIEW OF LITERATURE

Sumerson et al. (2007) examined the contribution of motivation, personality, learning strategies and scholastic aptitude to academic achievement in college students. The results indicated that motivation was significantly and positively related to academic achievement. Majzub (2010) indicated that there existed a positive and significant relationship between achievement motivation and the self-learning strategies. Bakhtiarvand et al. (2011) revealed that achievement motivation moderated the relationship of learning approaches and academic achievement. The results also indicated that achievement motivation indirectly affected the relation of learning approaches and academic achievement. Chen and Wang (2011) found that children of indulgent parents scored higher in self-regulated learning than children of authoritarian or neglectful parents. Children of authoritarian or neglectful parents tended to be passive, and to suffer from a lack of self-confidence. They also indicated poor SRL abilities. However, in comparison with children who have authoritarian and neglectful parents, children with indulgent parents exhibited higher SRL. Yusuf (2011) indicated that there was a considerable relationship between achievement motivation and self-regulated learning strategies. It could also be summed up after review that achievement motivation is a driving force that lay direct and positive influence upon the academic achievement of the students. Educated parents provide congenial home environment that enhance students' achievement motivation in educational area.

JUSTIFICATION AND SIGNIFICANCE OF THE PROBLEM:

Self-regulated learning is recognized as an important predictor of students' academic motivation and achievement.Forecasting performance of the school students is a problem of obvious importance in education. Educationists, researchers and guidance workers always look for an instrument useful in predicting academic achievement, such an instrument is helpful in identifying the students who, if provided with necessary guidance, can be developed to the maximum possible extent.

Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments. Achievement motivation forms an integral part for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Academically motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success. It is generally seen that achievement motivated people evidenced a significantly higher rate of advancement in their career compared to others. Keeping in view the importance of achievement motivation in self regulated learning of students, the investigator undertook the present study. The problem under investigation is more specifically delineated as under:

"Impact of Achievement Motivation on Self Regulated Learning of Senior Secondary School Students"

OBJECTIVES OF THE STUDY

1. To study the relationship between achievement motivation and self regulated learning of senior secondary school students.
2. To study the difference between self-regulated learning of senior secondary school students having high and low achievement motivation.

Hypotheses

1. There is no significant relationship between achievement motivation and self regulated learning of senior secondary school students.
2. There is no significant difference between self-regulated learning of senior secondary school students having high and low achievement motivation.

METHODOLOGY

The descriptive survey method has been used for the present study because this method includes surveys and fact-finding enquiries of different kinds.

Population and sample

For the present study, students studying in senior secondary schools in Haryana constituted the target population. In the present study, multi-stage random sampling technique was used to select the sample of 400 senior secondary school students from the target population.

Variables Involved

In the present study, independent variableis achievement motivation.The dependent variable in the study isSelf Regulated Learning.

ToolS used

1. Self-Regulated Learning Scale by Gupta and Mehtani (2017)
2. Achievement Motivation Scale (n-Ache) by Deo and Mohan (2011)

Statistical Techniques Used

Descriptive statistics such as Mean, S.D., 't' test and Karl Pearson's Product Moment Coefficient Correlation were used to analyze the data by using SPSS-20.0 version. The analyses of results are given in Table 1 and Table 2:

Table 1
Co-efficient of correlation between self-regulated learning and achievement motivationof senior secondary school students

Variables	Number	Coefficient of correlation
Self-Regulated Learning	400	0.586**
Achievement Motivation	400	

**Significant at 0.01 level

table 1 depicts that co-efficient of correlation between self-regulated learning and achievement motivation of senior secondary school students is 0.586 which is positive and significant at 0.01 level of significance. So, the null hypothesis, i.e., "There is no significant relationship between achievement motivation and self regulated learning of senior secondary school students" is not retained as there exists a positive correlation between these parameters. It indicates that self-regulated learning and achievement motivation of senior secondary school students are positively correlated with each other. So it could be concluded that senior secondary school students have better self regulated learning if they have high achievement motivation. It can be interpreted that higher the achievement motivation, higher will be the self-regulated learning among senior secondary school students and vice-versa.

Table 2
Mean, Standard Deviation and 't'-value for mean scores of self-regulated learning of senior secondary school students having high and low achievement motivation

Sr. No.	Variable	Group	N	Mean Scores	S.D's	t-value
1.	Self-Regulated Learning	Low achievement motivation	60	161.63	8.16	11.712**
		High achievement motivation	258	181.97	12.85	

**= Significant at 0.01 level

Table Value at 0.01 level 2.58
0.05 level 1.96

Table 2 shows that 't' ratio (11.712) for the mean scores of self-regulated learning of senior secondary school students having high and low achievement motivation is more than the given table value at 0.01 level which is significant at 0.01 level of significance. It means that there exists a significant difference in self-regulated learning of senior secondary school students having high and low achievement motivation. Thus the null hypothesis, "There is no significant difference between self-regulated learning of senior secondary school students having high and low achievement motivation" is not retained. Again it is found out from Table 2 that the mean score onself-regulated learning of students having high level of achievement motivation (181.97) is higher than that of students having low level of achievement motivation (161.63) and differ significantly. Students with high level of achievement motivation have better self-regulated learning than the students with low level of achievement motivation.

FINDINGS OF THE STUDY

1. A significant positive relationship was found between self-regulated learning and achievement motivation of senior secondary school students. It can be interpreted that higher the achievement motivation, higher will be the self-regulated learning among senior secondary school students and vice-versa.
2. A significant difference was found in self-regulated learning of senior secondary school students having high and low achievement motivation. Students with high level of achievement motivation were found to have better self-regulated learning than the students with low level of achievement motivation.

DISCUSSION OF RESULTS AND CONCLUSION

The present study is an attempt to study the self regulated learning of senior secondary school students in relation to achievement motivation. Self-regulated learning is recognized as an important predictor of students' academic motivation and achievement. In the present study a significant positive relationship was found between self-regulated learning and achievement motivation of senior secondary school students. The present finding is supported by**Yusuf (2011)**and **DiFrancesca, et al. (2015)**, who found that achievement motivation have a significant influence on self-regulated learning. Another finding of the study reveals a significant difference in self regulated learning among students having high and low achievement motivation. This finding is also in line with the findings of **Yusuf (2011) and DiFrancesca, et al. (2015)** who confirmed that students with high and low achievement motivation differ significantly on self-regulated learning.

The results of this study suggest that achievement motivation influences students' use of self-regulated learning processes. Therefore, self-regulated learning is the mechanism through which achievement motivation affects students' achievement. The mediation effect of self-regulated learning may explain why some patterns of achievement motivation are effective and others are not. Therefore,

the effect of achievement motivation on self-regulated learning provides a framework for parents, educators and teachers to help children achieve academically.

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