



The Mediating Role of Study Habits in the Relationship between the Motivation of Progress with Self-Regulation Learning of Students

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Abstract

The purpose of this study was to investigate the mediation role of study habits in the relationship between progressive motivation and self-regulated learning in first-grade students. The research method was descriptive and correlational. The statistical population of this study included all the high school students in the second district of Kerman consisting of 3900 students in the academic year of 2018. According to the Morgan table, 350 students selected through stratified random sampling methods were selected as the sample. To collect the data, Buffard et al. (1994) self-regulation questionnaire, as well as Kazemi's Educational Achievement Motivation (2007) and Pulesani and Sharma (1989) study habit questionnaires were used. According to the results of the study, there is a significant relationship between progressive motivation and self-regulation ($p < 0.05$); a significant relationship between the developmental motivation and the study habits ($p < 0.05$); and between the study habits and the self-regulation ($p < 0.05$). Also, it was found that study habits have a mediator role in the relationship between progress and self-regulation ($p < 0.05$).

Keywords: motivation for progress, self-regulation, study habits, students

Introduction

Given that the failure to learn and to drop academic yearly leads to high costs for a society, the family and students, the cost includes both cash costs and costs of lost opportunities, causing one year of academic failure. The backwardness of each student's life path lasts for at least one year (Emadzadeh, 2014). On the other hand, failure to achieve academic achievement can have psychological and psychological effects on students, so that lack of academic achievement leads to lower self-esteem, reticence and increased anxiety and stress and depression in students, and on the other hand may impair students' academic thinking and affect their academic achievement at other levels (Saif, 2014). Therefore, it is necessary to study the factors

associated with academic achievement by field psychiatric researchers in a field through enhancing positive factors and decreasing negative factors for students' level of academic achievement. According to some studies, effective and influential tool to achieve this can be self-regulation and self-help learning and academic achievement (Ansari, 2014).

Self-regulation is one of the determinants of learning and academic achievement, as well as self-discipline and students' familiarity with how to use it in the educational process is of great importance. Bombotti et al. (2008) defined self-regulation as the beliefs of learners about the ability to learn in deeds, thoughts, feelings and pursuit of valuable educational goals. Self-regulation involves self-awareness skills, asking questions from oneself, self-review, and empowering learners to facilitate their learning using

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cognitive processes (Shahni, Bonabi & Shokrkon, 2005).

Self-regulated learners learn through metacognitive planning, organization, self-study, self-reflection and self-assessment during the various stages of learning. They are motivated to regard themselves as deserving, self-efficacious and autonomous. They behave in a way to learn to choose, construct and create the environment. Self-regulating learners are also close to learning materials with confidence, perseverance and expertise (Mardali & Koshki, 2015).

Studies focusing on the characteristics of self-regulating and non-self-regulating individuals in various areas suggest that these people are usually the beginning learners and set goals that are achievable. In dealing with the situation, by recognizing the similar and different elements, as well as by establishing the relationship between the components, they always try to understand the situation as a whole and use their experiences. The importance of understanding this group of students who do not understand the situation should be addressed (Alibakhshi, 2010). These students understand the change of purpose and adapt to the change of purpose and ignore the unrelated information to change the strategy. They use the strategies employed to achieve their goals and, if necessary, modify the strategies used and make risk taking advantage of cognitive strategies. They are aware of why and how the strategies are used. Examining their performance and using the "test" strategy, they try to identify and correct defects and compensate them. Evaluation that is based on their performance and the purpose and nature of the assignment is a realistic evaluation (Pintrich & Schunk, 2002).

Non-self-regulators, people who are usually related, are not able to communicate with the various components of the situation, are unaware of the importance of understanding and methods of reaching it, and are unable to perceive each learning position as a new position. Their experiences are not in new situations, and they are clinging to stereotyped situations. These people cannot ignore the irrelevant information and usually do not understand the purpose change and are not able to change their strategies according to the change of reality. They are unaware of why and how the strategies are used. They do not review their performance and cannot evaluate their performance (Nouri Samarin, Boroumand, & Khorrami, 2017).

In studies, the distinction between cognitive, motivational and perceptual factors is less important considering the factors affecting learning and academic achievement, but rather they pay attention to

the interaction of motivational, cognitive and perceptual factors on performance. On the other hand, the role of the underlying factors in motivational, cognitive and perceptual variables is emphasized. This is especially evident in the cognitive-social approach to learning (Miltiadou, 2014).

One of the important and influential factors that can play a decisive role in self-regulation is learning motivation (Ray & Elliott, 2006). Motivation is one of the important tools for inducing students to work more and create a positive learning environment. In terms of its impact on behavior, the motivation is realized; in other words, the motives of the "causality" of behavior and behaviors are goal oriented, in addition to this, those goals are outside of individuals. Usually it affects people's behavior in a triple causality system (Zare, 2011). People with a high need for development respond to the tendencies of hope, hope, pride and predictive happiness, while those with little progression need to respond to avoidance excitement such as anxiety, defensive status, and fear of failure (Seyyed Mohammadi, 2013).

On the other hand, cognitive psychologists not only do not perceive human beings in the passive learning process, but also they are active in this process. Therefore, it can be said that learning is a process that occurs in humans who are actively involved in it. Since learning strategies are the most important issues of cognitive psychology, the basis of self-discipline theory for cognitive-psychology and the improvement and development of learner's academic performance is one of the main goals of educational centers, with the hope that the use of proper study habits and the establishment of academic education in their students would lead to success. In this way, the use of different study methods and skills in different parts of the world has been acknowledged in optimal educators' learning (Feridooni & Cheraghi, 2014).

Undoubtedly, each country's education system seeks to identify the factors affecting the learner and the learner learning process, and move in the direction of growth and excellence of the goals and strategies to achieve them. It is believed that in each system of education, the degree of students' academic achievement and learners' motivation for progress are the key to success in academic and educational activities (Ferdowsi, 2002). Research results have shown that this is influenced by individual and textual influences, and teachers can manipulate pupils' performance by manipulating and controlling individual factors (Connell, 2017).

Also, for a better and deeper learning, rather than using cognitive strategies, there are other ways and means that are called meta-cognitive strategies.

Metacognitive strategies are referred to as pathways and guidance and monitoring of cognitive strategies. Skilled learners develop cognitive strategies, using metacognitive strategies to oversee cognitive strategies to improve their progress. The main two-way metacognitive strategies are knowledge management (commitment, attitude and attention), and knowledge of process control (planning, valuation, and governance) (Marzano, 2016). Regarding cognitive theories and meta-cognitive knowledge, today, a successful person is one who has mastered the proper way of reading and is able to master his physical and psychological state. Some students may fail to succeed in learning due to a lack of learning ability or a weakness in memorizing the content. Many students and students are always blaming themselves on why they do not get a good look at their efforts. In some research, researchers came to the conclusion that what is important in terms of study is habits and study skills. Study habits are a learned pattern of study that can be used with or without knowledge of individuals. Study skills are a set of processing methods that facilitate learning, preservation and application of knowledge (Jahantab, 2007). Badele et al.'s study showed that more than two-thirds of students had insufficient study skills (Badele, Hosseini, Jafari, & Bakhsha, 2015). Also, in Fereidouni Moghadam and Cheraghian (2015)'s study, only 8 percent of nursing students had good study habits. Having unsuccessful learners at the end of the course will result in a significant loss of investment in training. It also causes social concerns, including the inability to respond to social needs.

Several studies have confirmed the relationship between the variables under study in this research, as Shirard, Mirzaian and Hasanzadeh (2012) showed a significant relationship between the motivation of progress and self-control, Pourtaaharian (2016) showed the relationship between study habits and Metacognitive strategy training has been approved with motivation for progress. Miltado (2014) also showed that there is a relationship between academic performance and student motivation.

The results of longitudinal studies on the role of self-regulating strategies in academic performance have shown that learning goals are a good predictor of high-level cognitive strategies, adherence, time management skills, and "value of a task", and these have a direct relationship with performance and academic achievement (Wolters, 2015). While the relationship between the goals of academic excellence and academic achievement is confirmed by the research findings (Parker, 2014), the results of some studies have also shown that functional goals reinforce superficial processing strategies, which have led to

heterogeneous results (Midgley, Kaplan, Middleton & Maehr, 2017).

On the other hand, according to the studies, the status of the students' motivation in the school period is not favorable. As a study concluded, only 39% of the high school students in Kerman had high school education and 18% of knowledge students had low academic motivation while 43% had moderate academic motivation (Karimi & Farahbakhsh, 2011).

According to the literature, self-regulation of learning comes from several factors one of which is academic motivation considering the mediating role of study habits. Although there is a comprehensive study in this regard, the relationship between self-regulation and students' learning motivation, particularly high school students, has not been studied in deprived cities such as Kerman, and even when they explored the relationship between these variables, they have presented contradictory results. Therefore, to fill the gap, the present study aimed at determining the mediating role of study habits in the relationship between academic motivation and self-regulation of secondary school students in the second part of Kerman. In light of the foregoing, the researchers sought to answer this question: Do study habits have a mediator role in the relationship between the motivation for progress and the self-regulation of student learning?

Method

This research was a descriptive study in which correlation method was used.

Participants

The statistical population of this study included all 3rd grade high school girl and boy students in district 2 of Kerman, with 3900 students in the academic year of 1396-97. Morgan table was used to determine the sample size. Based on this, 350 people were selected by stratified random sampling method (gender ratio of students).

Instruments

In this research, the data gathering tool consisted of three questionnaires as follows: Buffard et al. (1994)'s questionnaire was used to assess students' self-monitoring. This questionnaire had 14 items and had been standardized by Kadivar (4). Also, its structural validity has been confirmed and its reliability coefficient was obtained by Cronbach's alpha to be 0.81. In this research, the reliability coefficient of this questionnaire was obtained by Cronbach's alpha

(0/70). Also, the Kazemi questionnaire (2007) was used to measure the motivation of academic achievement. This questionnaire contains 40 questions, 5 options, from totally agree, to totally disagree. The reliability coefficient of this questionnaire was reported as 0.83 using Cronbach's alpha. And the validity of this questionnaire is given by the 0.87. In this research, the reliability coefficient of this questionnaire was obtained using Cronbach's alpha of 0.87. To assess the habits of the study, the PSSHI study questionnaire of Pulsani and Sharma (1989), was utilized. This questionnaire consists of 45 items. In this research, the reliability coefficient of this questionnaire was obtained through Cronbach's alpha was 0.92.

Procedure

After selection of the participants, they were asked to complete all the questionnaires and then the data were analyzed using statistical computations. The data were analyzed using SPSS software version 23 and descriptive statistics including mean and standard deviation as well as inferential statistics of Pearson correlation coefficient and Sobel test were used.

Findings

Description of demographic indicators

Gender: Among the respondents, 240 (68.6%) were female and 110 (31.4%) were boys.

Educational background: Among the respondents, 82 (23.4%) of the first bases, 158 (45.1%) were second and 110 (31.4%) were the third baseline (Table 1).

Table 1.

Frequency Distribution of Gender of the Respondents

Variable		F	Percent
Sex	Girl	240	68/6
	Boy	110	31/4
academic grade	First	□□	□□□□

Table 3.

Sobel Test Statistics (Mediating role of The Study Habits in the Relationship between Student's Progress and Self-Regulation Learning Motivation)

Advancement motivation * Study habits * Self-regulation	A	Sb	C	Sa	Sb	z	VAF	sig
	0/583	0/373	0/389	0/36	0/26	8/73	0/35	0/001

Therefore, study habits in the relationship between the motivation for progress and self-regulation of the students' moderate student learning. The value of VAF is 0.35, which means that 0.35 percent of the relationship between student's progress and self-

Variable		F	Percent
	Second	158	□□□□
	Third	110	31/4

Table 2.

The Correlation Matrix of the Research Variables

variables	1	2	3
1= study habits	1		
2= motivation of progress	0/582**	1	
3= self-regulation	0/373**	0/379**	1

Table 2 shows the correlation matrix of the research variables. Data analysis showed that Pearson correlation coefficient between two variables of motivation and self-regulation learning is 0.398 with value of 0.001 and smaller than the significance level of 0.05. Therefore, at this level of assumption It means that there is no relationship between them and consequently there is a meaningful relationship between the motivation of progress and the self-regulation of students' learning. The Pearson correlation coefficient between two variables of developmental motivation and study habits is equal to 582/0 with p value (significance) of 0.001 and smaller than the significance level of 0.05. Consequently, at this level, the assumption means that the absence of the relationship is rejected, and there is a meaningful relationship between the motivation of progress and the students' habits. Pearson correlation coefficient between two variables of study habits and self-regulation is equal to 0.337 with p value (significance) of 0.001 and smaller than the significance level of 0.05. Therefore, at this level of assumption, the absence of a relationship is rejected, and as a result, it shows a significant relationship between students' study habits and self-regulation of student learning. The positive correlation coefficient indicates the direct relationship between these two variables.

regulation of student learning is indirectly explained by the mediating role of study habits.

Discussion and Conclusion

As the results of the research show, there is a positive and significant relationship between student's progress

and self-regulation in student learning, so that when the motivation for student progress is high, they will be more self-regulated and vice versa. The findings of this study are in line with the results found by Shirdih, Mirzaei, Hassanzadeh (2012) showing that there is a meaningful relationship between self-regulation learning strategies and student's motivation, and those of Nouri Samarin, Boroumand Nasabm, Siraj Khorrami (2010) who concluded that there was a difference between the motivation and self-regulation of gifted students. Considering these findings, it can be said that the motivation for academic achievement has an impact on the way in which a tutorial is conducted and shows tendencies in learning competence (Harquiwis et al., 1997). People with a high need for development respond to the tendencies of hope, pride and predictive happiness, while those with little progression need to respond to avoidance, excitement, anxiety, defensive status, and fear of failure. On this basis, it can be stated that when students are happy and active at the school and have friendly and constructive relationships with their classmates, they participate in discussions and are interested in school and curricula, and they can motivate themselves to be self-efficient and autonomous.

Also, when good students study to prove themselves, they prefer doing homework for fun and hobbies, they tend to do their homework best, rank first and advance. It's important for them to have classmates, they feel important when they get successful in homework, and they do a lot of efforts in doing their homework and they are willing to do their part, and they are self-disciplined. In this way, their education improves and they behave in a way to learn to choose, build and create the environment. They close to learning assignments with confidence, perseverance and expertise, and their academic achievement improves. In that case, they can plan, organize to self-study, and try to improve their self-esteem and self-assess in their curriculum and learning. In this regard, it can be said that self-disciplined learners are those who are effectively able to organize their learning in different ways. From a theoretical viewpoint of the learner, he regulates the cognitive and metacognitive strategies of his academic achievement. Also, he is able to adapt his goals and motives to the educational environment and make the necessary effort to reach them. Such people are able to manage and control their training activities and, if necessary, make the appropriate decision to achieve their learning goals.

According to the results of this research, there is a direct and meaningful relationship between the motivation of progress and the habits of students'

study, that is, by increasing the student's motivation for progress, their study habits are also more effective and useful. These results are consistent with the findings of Pourtaaharian (2012), and Arianfar (2013), who confirmed the relationship between progress and study habits. Accordingly, when students are more interested in earning their specialization in the field of study than in future acquisition, when the teacher is instructing, they pay attention to the lessons if they are in need of classroom instruction. They are willing to voluntarily answer teacher's questions and in the classrooms do more to encourage others to do things and achieve their goal.

The results of the research also showed that there is a direct and significant relationship between the study habits and self-regulation of students' learning. In other words, the students' self-regulation will be more effective in their study habits. These results are consistent with the findings of Pourtaaharian (2012), Zare (2011) and Karimi and Farahshan's (2010). When studying the course topics, they are interested in the subject matter, understand the importance of the subject for a possible job in the future, try to read it after reading the story and read the main points before reading the chapter, in order to plan the study time. It takes time to study precisely. When they study, and when they are studying, they try to communicate between the content provided in the classroom and the book's contents.

The results also displayed that the study habits have a mediator role in the relationship between student's progress and self-regulation of student learning. In that way, the motivation to progress improves the study habits of a person and the good habits of study will strengthen student self-regulation. These results are confirmed by the findings of Pourtaaharian et al. (24), which confirmed the relationship between reading habits and meta-cognitive strategies with motivation for progress.

Considering the results of the study and its limitations, it is suggested that school administrators, counselors and teachers try to create academic motivation through lectures and appropriate rewards for students. It is also recommended that good and effective study habits be identified and presented to students, and the skills needed for each study habits for students should be described. Besides, administrators should try to develop motivated students through the distribution of motivational and promising brass curricula.

It is also recommended that good and effective study habits be identified and presented to students and the skills needed for each study habits for students are described. It is suggested that counselors and

teachers review the study habits of students, and identify any habits that are inappropriate for studying and correct counseling and training for bad and inappropriate habits be provided to create and reinforce motivation in their students.

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