

## Analysis of Academic motivation and Self-regulation in Youth

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Modern society has demanded more from people professionally and personally, so a lot of young people would like to get higher education and be more competitive so the youth is the age of professional self-determination. For successful functioning in educational, professional and any other activity, the initiating factor of this activity, namely motivation is particular important.

Motivation could certainly be perceived as one of the most important psychological concepts in education, which energises and directs behavior toward a goal (Eggen & Kauchak, 1994). It is an inner desire and drive required for successful performance among students. The concept “motive” is narrower than the concepts of “motivation”. Motive is understood as a stable, internal psychological cause of human behavior and actions.

According to Bundura’s definition - academic motivation refers to the cause of behaviors that are in some way related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavors they choose to pursue, and how persistent they are when faced problems. As we could see academic motivation consists effective regulation of students’ work problems what can be related to self-regulation.

The problem of self-regulation is most fully developed in the works of V. Morosanova, the self-regulation is conscious activity of a person, an integral system of psychic means by which a person is able to control his purposeful activity, and these psychic means provide a systematic movement to the goals and their achievement. Conscious self-regulation avoids overwork and focuses on working capacity.

V. Morosanova proposed stylistic features of self-regulation that are determined the main components of self-regulation system such as goals planning, modeling of significant conditions, and programming of actions and estimation of results and personal traits - independence and flexibility.

So in youth based on academic motivation and systematic activity which is aimed to achieve the goal, successful educational and professional activities occur. This is confirmed by the results of the study, the hypothesis of relation of academic motivation and self-regulation in youth. During the study 187 students in age from 18 to 22 were examined.

To achieve the goal, the following methods were used: “The study of the motives of educational activities students” A.A. Reana, V.A. Yakunin, “The Self-Regulation Profile Questionnaire - SRQM” V.I. Morosanova.

The dominant motives for educational activities among students are receiving a certificate of higher education (45%), successful studies, success in future professional activities (23%), the continuing of successful training (18%), acquiring of deep knowledge (12%), to be an example for other students (2%).

Based on result of correlation analysis r-Pearson, a direct correlation between the motive for obtaining a certificate and the need for planning of activities was found ( $r = 0.165$ ;  $p = 0,000$ ). Also motive of successful studying and passing exams is associated with the conscious planning of educational activities ( $r = 0.148$ ;  $p = 0.044$ ). The certificate can be the final goal of education, the successful studying and passing exams allow to set nearby goals.

The motive of acquiring new and deep knowledge is interconnected with goal setting ( $r = 0.182$ ;  $p = 0.012$ ), with modeling of adequate conditions ( $r = 0.183$ ;  $p = 0.012$ ), and also with the formation of a person to think about programs of their own actions ( $r = 0.174$ ;  $p = 0.017$ ), which are developed independently and stable in the presence of interference.

The motive of continuing studies allows to build stable plans ( $r = 0.192$ ;  $p = 0.008$ ), highlight significant conditions ( $r = 0.145$ ;  $p = 0.048$ ), to develop detailed programs ( $r = 0.129$ ;  $p = 0.078$ ), with the ability to evaluate the results of activities ( $r = 0.192$ ;  $p = 0.009$ ).

Also direct relationship was found between motive to be constantly ready for classes and general level of self-regulation ( $r = 0.196$ ;  $p = 0.007$ ), this motive contributes to the formation of individual systems of self-regulation.

Motives of prestige ensure success of future professional activities in setting goals ( $r = 0.270$ ;  $p = 0.000$ ), taking into account external and internal conditions ( $r = 0.210$ ;  $p = 0.004$ ), developing the necessary programs ( $r = 0.188$ ;  $p = 0.010$ ). The desire to fulfill pedagogical requirements contributes to the formation of stable subjective criteria for results evaluation, development of adequate self-esteem ( $r = 0.215$ ;  $p = 0.003$ ).

The motive of getting teachers or parents' respect is associated with the development of regulatory autonomy ( $r = 0.169$ ;  $p = 0.021$ ). This motive promotes autonomy in the organization of student activity. The motive of obtaining intellectual satisfaction contributes to the development of the ability to rebuild the system of self-regulation in connection with changes of conditions ( $r = 0.215$ ;  $p = 0.003$ ). These students easily rebuild the action plans and programs.

Thus, the results of the study prove that the academic motivation is interconnected with the self-regulation. However, dominant academic motivations such as getting a certificate and successful studies ensure successful activity only at the planning stage. It should be noted that the complex of motives such as getting a certificate, successful graduation study, obtaining the deep knowledge, constant readiness for classes, desire to be successful specialist in the future, execution pedagogical requirements, the desire to conquer respect and be an example for others allow to form such a style of self-regulation that provides achievement of educational goals and the goals of further different activities.

## References

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