

## Research Article

# Effect of Sociological Factors on Targeted Motivation of Students of Secondary Education

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### ABSTRACT

**Objective:** One of the effective factors on educational progress and improvement of learning process of students is targeted motivation. The theory of target or targeted motivation is one of the cognitive and social theories of motivation. The goal of this study is to investigate the effective sociological factors on targeted motivation of male students of secondary education in Shahrekord.

**Materials and methods:** The research method is of descriptive-analytical type using quantitative method and the statistical society is all the students of secondary education of Shahrekord including 11,567 students. The volume of the sample of research was estimated to be 229 students using Cochran formula and statistical units were selected using cluster-simple random method. The tools to collect data were two questionnaires including the standard questionnaire of targeted motivation of Bouffard and the questionnaire tailored by the researcher to assess the independent variables of the study. The collected data analyzed using one-way variance

analysis test and t-student by SPSS 21.00. The face and conceptual validity of the used tools were confirmed. The reliability was also tested using Cronbach's Alpha coefficient. It was 0.82 in the targeted motivation questionnaire and 0.80 another questionnaire tailored by the researcher for assessment. In the theoretical grounds of the current study, targeted motivation theory of Nicholls and Elliot and Deweck were used to explain the results.

**Findings:** The findings showed that among the seven socio-economic and family factors, the variables of socialization of children, anomia in family, method of raising children, father's level of education and gender were effective on targeted motivation of students. But the socio-economic status variables of provision of family economic welfare and mother's education were not effective on targeted motivation.

**Keywords:** sociological factors, students, targeted motivation, secondary education

### Introduction

One of the effective factors on educational progress and improvement of learning process of students is targeted motivation. The theory of target or targeted motivation is one of the cognitive and social theories of motivation. In this theory the goals such as recognition of individuals is one of the different goals to learn the development conditions, in other words, the targeted theory stresses on the importance of how individuals think about their responsibilities and performances.<sup>1-3</sup>

Ames<sup>1</sup> found targeted motivation the integrated model of beliefs, documents and emotions that give motivation to the individual's behaviour and different methods of approaching, engaging and responding to responsibilities are included in the progress situations. On this basis more studies emphasize on the role of targeted motivation as one of the predictors of educational progress in the recent 15 years.

In this regard, Deweck believed that targeted motivation can explain the relation between students' beliefs regarding educational achievements and getting involved and continuing to fulfil a learning duty. This relation can be studied by two types of targeted motivation that consist of dominating targeted motivation and motivation of functioning target. The emphasis is on skill development, development of new skills and improvement of ability level in targeted motivation. Students who select such goal for them are after challenges and are not afraid of getting involved in new issues. On the other hand the

students who have targeted motivation performance stress on their abilities and feeling of self-value. These students seek achieving scores and making positive judgments of others. Progress in this type of motivation is accompanied by the minimum attempt to achieve success.

### Research Background

To mention the relevant studies to the research topic, the following could be named:

Buffard *et al.* in a study on 702 students (263 female students and 239 male students) found out that female students use targeted motivation more than male students and are less inclined toward targeted motivation performance. Also, they concluded that the female students have higher internal motivation and higher self-esteem than the male students and that the female students use mostly the self-order, cognitive and Meta-cognitive strategies and have higher incentive and progress in comparison with the male students. Furthermore, Ames and Archer quoted Buffard *et al.* that they found out those boys high schools, they were mostly inclined toward cognitive strategies and application of these strategies.<sup>4</sup> They also concluded that the boy students try harder and as a result are inclined toward targeted motivation of learning. In line with these studies by Zimmerman *et al.* they found out that male students had less self-esteem while mostly use self-ordering strategies.<sup>5</sup>

Elliot *et al.* wrote a book called "predicted credit of targeted motivation: four-factor against three-factor model". This book

was the result of an experimental study.<sup>6</sup> This research studied the predictive credit of four factors against one 3-factor model of targeted motivation. The information was obtained from 237 participants in a longitudinal academic environment. The results showed that the four-factor model studies different relations with motivational variables and the educational results toward three-factor model. The issues relevant to measurement and to conduct the future studies were discussed about the structure goal in the working environment. In this study, it was found out that the social factors, family, environmental elements were effective on targeted motivation more than the individual factors. In this study, what was meant by three factors was social factor and what was meant by four factors was psychological, individual, hereditary and habit factors.

Midgley *et al.* mentioned regarding the role of different genders to predict progress goals in his book that there are not consistent findings and he showed in his study that men have stronger self-motivation than women.<sup>7</sup> The results from study by Dembo and Eaton and Duckworth *et al.* indicated the lack of a significant difference between men and women in the progress goals.<sup>8,9</sup>

Pajares *et al.* concluded in a study that was conducted in governmental schools of Sweden that there is a relation between social and cultural conditions of family and targets of students when studying.<sup>10</sup> The results of the study indicated that the children of immigrant families are strongly aimless in their studies and this depends on the social, educational and economic conditions governing the family.

In a study by Elliot and Thrash in Russia, the results from a research indicated the intensive reduction of levels of targeted motivation among new generations in comparison with the old generations.<sup>11</sup> These results showed that there is a deep relation between social and economic conditions such as intensive social changes like revolution as well as economic situation of society and following it in the family on the targeted motivation of teenagers and the youth. These results also show that after disintegration of Russia, the targeted motivations also dropped among the youth drastically.

Midgley and Urdan wrote a book titled 'Superior to a theory' and studied the two incentives and success: One case was social goals that read about the incentive of educational progress which is increasingly becoming the main goal.<sup>12</sup> The goals of work and abilities: Most of the studies are concentrated on two special types of goals toward achievements. In this study, we suggested a deeper understanding of educational motivations and progress in school: Goals of work and goals of ability. Most of these studies are concentrated on two special types of access goals. In this study, we suggest to have a more precise understanding of the educational motivation and progress in schools that expands educational goals.<sup>13</sup> If we have socially defined goals as perceived social goals for education, the goals of students' responsibility and ability are also raised. The results showed that we failed to achieve theoretical and social goals, social incentives and social effects on approaches toward school students and behaviour to develop the hypothesis regarding the records and results of social goals. In addition, there might be some ways to learn about environment that affect the social targeted motivation of students. Also, the results of this study showed that the social goals appear within the framework of individual goals. If the environmental and social conditions and social motivations in children are reinforced,

it will be helpful. Otherwise, the students do not have targeted social skills to return to the society and will have very few social skills and abilities for this end. Among these, social atmosphere should not be overlooked because the social environment that surrounds the students helps them to have targeted motivation.

According to Deweck each of the progress goals has a special plan that consists of decision-makings, expectations and different arguments. In this way each of the goals, emotions, thoughts and different behaviors are created and organized that result in different performance of the students. Targeted motivation is domination in different educational situations and indicates the individual's incentive to study and for this reason to know the inclination, reaction and responses that affect the learning situations.<sup>14-16</sup>

The main question is what factor is effective on targeted motivation and its different types in students. However special factors should affect this variable in students. Putting the psychological factors and individual characteristics aside, some social and environmental factors can affect this phenomenon in individuals.<sup>17</sup> The most important factors that could affect the mental characteristics of individuals are sociological phenomena. In this research the researcher aims to study the degree of effectiveness of sociological factors on targeted motivation of students of secondary education in Shahrekord from sociological perspectives in the academic year 2012-2013. Although in this study the targeted motivation was generally reviewed, its threefold dimension, i.e., targeted motivation pay attention to domination learning, motivational performance and avoidance performance and the effect of each of the sociological factors on these aspects are studied. The theoretical model of the research is according to figure 1.

## Research Method

This research is of survey studies and descriptive-analytical researches using quantitative method. The statistical society of the research was the female and male students of secondary education of Shahrekord. The tools to collect data were two questionnaires, the standard one was targeted motivation questionnaire by Bouffard *et al.* and the researcher's tailored questionnaire was made to assess the independent variables.<sup>18</sup>

## Research Hypotheses

1. Students' socialization method is effective on their targeted motivation.
2. Anomia in family is effective on children's targeted motivation.
3. Parents' method to raise children is effective on children's targeted motivation.
4. Socio-economic class of family is effective on children's targeted motivation.
5. The degree of family's welfare for children is effective on their targeted motivation.
6. The parents' level of education is effective on children's targeted motivation.
7. Students' gender is effective on children's targeted motivation.

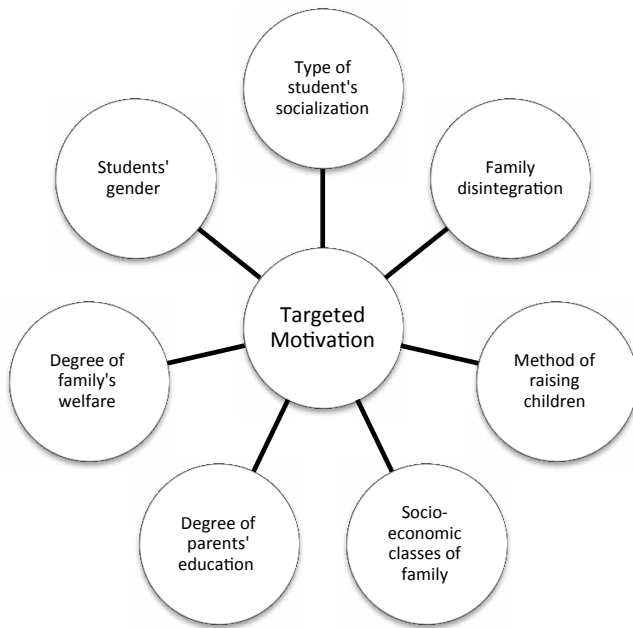


Figure 1: The theoretical model of the research.

### Statistical society

The statistical society of this research is all the female and male students of secondary education of theoretical branch of Shahrekord, Chahar Mahal Bakhtiari province in the academic year 2012-2013. According to the obtained statistics of the Department of Education of the province, there are 100 schools at secondary education level including 43 schools for girls and 57 schools for boys.<sup>19</sup> Out of the total students of these schools, 6084 are male students and 5483 are female students and the statistical society consists of total number of 11567 students.

### Sample volume

In this study, Cochran formula was used to estimate the volume of sample as follows:

$$n = \frac{\frac{(t)^2(Pq)}{(d)^2}}{1 + \left[ \frac{1}{N} \left( \frac{(t)^2(Pq)}{(d)^2} \right) \right]} = \frac{\frac{(1.96)^2(0.50 \times 0.50)}{(0.05)^2}}{1 + \left[ \frac{1}{11567} \left( \frac{(1.96)^2(0.50 \times 0.50)}{(0.05)^2} \right) \right]} = 229$$

Where,

N: is the total number of the statistical society.

n: is the volume of the research sample.

t: is the variable size in natural distribution = 1.96.

P: is the distribution percentage of the trait in the society = 0.5

q: is the percentage of individuals lacking that characteristics in the society = 0.5.

d: is the subtraction of real ratio of characteristic in the society and the degree of researcher's estimation for that characteristic in the society is the maximum ratio of 0.05, i.e.,  $a = 0.05$ .

### Sampling method

In this study, the sampling method is systematic and the cluster type was used. For this purpose since the statistical society is comprised of female and male students at different grades, the ratio of presence of students of both genders at every grade in the statistical society contributed to the volume of sample. Eventually within every cluster, the statistical units were selected using simple random sampling.<sup>20</sup>

### Data collection tools

In this study to collect statistical information required by the study, questionnaire was used as a tool. In this research two questionnaires, one standard questionnaire and one questionnaire tailored by the researcher were used. The standard questionnaire of the study was used to calculate the targeted motivation of students and the researcher's tailored questionnaire was used to estimate the independent variables of research.<sup>21</sup> The parameters of the questionnaire were as follows:

1. Socio-economic class: It is a parameter which is assessed by items 6 to 24 of the researcher's questionnaire.
2. Family's welfare provision: It is a parameter which is assessed by items 19 to 25 of the researcher's questionnaire.
3. Anomia in family: It is a parameter which is assessed by items 26 to 33 of the researcher's questionnaire.
4. Method to raise children: It is a parameter which is assessed by items 34 to 55 of the researcher's questionnaire.
5. Type of socialization: It is a parameter which is assessed by items 56 to 64 of the researcher's questionnaire.

### Targeted motivation questionnaire

To test the targeted motivation variable, targeted motivation questionnaire of Bouffard *et al.* was used. This questionnaire had 20 items including six items about learning (command), seven items about motivational performance and seven items about avoidance. In this study using questions 2-5-9-12-14-18, motivation toward learning is measured and using items 1-4-7-8-11-13-16, the motivation toward orientation performance is measured and using questions 3-6-10-15-17-19-20, the motivation toward avoidance performance is measured. This scale has five options (including I fully agree, I agree, I agree to some extent, I disagree and I fully disagree) and the students should choose one of these options. The method of scoring in this questionnaire is like granting positive scores for the following options as follows (I completely agree=5, I agree=4, I agree to some extent=3, I disagree=2, I completely disagree=1) and negative scores for reverse scoring.

### Reliability and validity of questionnaires

The validity of both questionnaires was confirmed using face and conceptual validity. For this purpose, questionnaires were made available to the experts of this area and their views were sought regarding the validity of the questionnaire.

In the current study to assess the validity of the research tools in the statistical society in question. The reliability assessment method was used by Cronbach's Alpha coefficient. For this

purpose, the researcher found the problems of the questions prior to final implementation of the questionnaire and final collection of data for the collected data during the introductory studies and the questions having problems were either eliminated or corrected. The Cronbach's Alpha test used to calculate the reliability coefficient using SPSS software program. The amount of Alpha coefficient in this study was estimated in all aspects of the questionnaire to exceed the standard level (0.70). This indicated the high reliability of the tools so that the degree of total reliability of the questionnaire and its aspects were as per the following table:

### Statistical methods

In this study, the following statistical methods were used:

A. Descriptive statistics: Abundance, average, percentage of criterion deviance, variance to describe the obtained information in the study.<sup>22</sup>

B. Inferential statistics: One-way variance analysis tests, t test of independent groups were used to test the research hypotheses.<sup>23</sup>

### Research findings

Testing the first and second hypotheses of the research:

First hypothesis: Students' socialization method is effective on their targeted motivation.

Second hypothesis: Anomia in family is effective on the children's targeted motivation.

Considering the given information in table 2, the results show that the targeted motivation in individuals who become sociable by internalization of values method is higher than the individuals who were raised using social control method. In other words, internalization of values method strengthens the targeted motivation in children in the families. Thus it should be accepted that students' socialization method affects their targeted motivation.

Also considering the information indicated in table 2, the precise results show that targeted motivation in individuals whose family do not show anomia or lack of norms is higher than the score of people whose family shows anomia or lack

of norms. In other words, anomia reduces the target motivation in children. Thus it should be accepted that anomia in family affects the children's targeted motivation.

### Testing the third and fourth hypothesis of research:

**Third hypothesis:** Method of parents' raising children affects the children's targeted motivation.

**Fourth hypothesis:** Socio-economic class of family affects the children's targeted motivation.

**Fifth hypothesis:** The family's welfare for children affects the degree of their targeted motivation.

Considering the information of table 3, since F statistic of 11.695 is more than the minimum acceptable score at standard certainty level (P Value=0.05) and F statistics and the error amount (0.001) is less than the maximum error amount, i.e. 0.05, there is a significant difference between the students' targeted motivation in different methods of raising children by their family and this result indicates that there is a logical relation between method of raising children and children's targeted motivation. Thus zero could be rejected and the research hypothesis is confirmed. To show precisely the existing different points in classes, HSD detection table is given.

The results of table 4 show that the high difference between average targeted motivation score of students lies in different methods of raising children in their family. According to the results of this table, the lower the degree of pressure on children's control is, the higher freedom the children will enjoy. The degree of targeted motivation in them will grow more as the above table shows so that the least degree of targeted motivation in individuals is seen in families who use dictatorship methods to raise children and in the second degree in the families who have logical methods to raise children, and the highest degree of targeted motivation is seen in the children of families who use free methods to raise children.

Also considering the information of table 3, since F statistic of 1.012 is less than the minimum acceptable score at standard certainty level (P value=0.05) and F statistics and the error amount (0.402) is much higher than the maximum error amount, i.e. 0.05, there is a significant difference between the students' targeted motivation in different socio-economic classes of the family and this result indicates that there is not a logical relation between socio-economic class of the family and students' targeted motivation. Thus it could be expressed that socio-economic class of family is not effective on the targeted motivation in children.

Considering the information of table 4, since F statistic of 0.138 is much less than the minimum acceptable score at standard certainty level (P value=0.05) and F statistics and the error amount (0.968) is much higher than the maximum error amount, i.e. 0.05, there is not a significant difference between the students' targeted motivation at different levels of their family's welfare and this result indicates that there is not a logical relation between welfare of the family and students' targeted motivation. Thus, the study could be rejected and H0 is confirmed. The obtained results could be accepted as follows: The family's welfare provided for the children is not effective on their targeted motivation.

**Table 1:** Co-worker Participants.

Degree of reliability	Questions	Variable name	Item
0.7	24-6	Socio-economic class	1
0.79	25-19	Degree of family welfare	2
0.79	33-26	Anomia in family	3
0.79	55-34	Method of raising a child	4
0.77	64-56	Type of socialization	5
0.72	20-1	Targeted motivation	6

**Table 2:** Study of effect of socialization and anomia in students for their targeted motivation using t-test of independent groups.

T amount	Certainty level	Degree of freedom	Criterion deviance	Deviance from average	Average	Number	Groups	Variable
-2.35	0.01	227	0.59	5.71	68.27	93	Social control	Method of socialization
			0.63	7.35	70.41	136	Internalization of values	
3.84	0.001	227	0.69	7.02	71.4	103	Not having anomia	Anomia
			0.59	6.24	68.03	126	Having anomia	

**Table 3:** Study of the effect of method of raising a child and socio-economic class of the family on degree of targeted motivation of children using variance analysis.

Test F Sig	Statistic	Average square of deviances (MS)	Total square of deviances (SS)	Degree of freedom	Sources of changes	Variable
0.001	11.695	494.118	988.237	2	Inter-group	Method of raising child
		42.25	9548.532	226	Intra-group	
			10536.769	228	Total	
0.402	1.012	46.768	187.073	4	Inter-group	Socio-economic status
		46.204	10349.695	224	Intra-group	
			10536.769	228	Total	
0.968	0.138	6.489	25.958	4	Inter-group	Supply of family welfare
		46.923	10510.811	224	Intra-group	
			10536.769	228	Total	

**Table 4:** HSD detection test to test the 3rd hypothesis.

Subgroups for alpha= 0.05	Number	Method of raising child	
Group 1	Group 2		
	65.64	11	Dictatorship
	67.98	119	Logical
71.86		99	Freedom

### Testing demographic variables of research

**Sixth hypothesis:** The parents' level of education affects the degree of students' targeted motivation.

The information of table 5 who that to test the effect of father's education on children's targeted motivation, the amount of F statistic of 2.28 at certainty level of 0.037 and F amount of 1.488 at certainty level of 0.218 were calculated so that the F from the effect of father's education is significant at a significant level and the F from the effect of mother's education is unacceptable at a significant level. Thus the result shows that the father's education of the students is effective on their targeted motivation, while the mother's education is not effective on their children's targeted motivation. Hence the degree of father's education rejects the children's targeted motivation and the research hypothesis is confirmed, but when it comes to mother's education, its effect on the children's targeted motivation is rejected and H<sub>0</sub> is confirmed. To show precisely the existing different points in the classes relevant to fathers' education, HSD detection table is also given in Table 6:

**Seventh hypothesis:** The students' gender affects the degree of students' targeted motivation (Table 7).

Considering the information in table 7, since the obtained t amount to test this hypothesis is -3/202 which is higher than the minimum acceptable score at certainty level of ( $p=0.05$  and  $t=$

1.96) and the t amount at certainly level (0.002) was calculated that was less than the maximum error amount, there is a significant and acceptable difference between targeted motivation in male and female students. The precise results show that the degree of targeted motivation in the male students with the average figure of 71.16 is higher than the female students with the average figure of 68.32. In other words, the students' gender is effective on their targeted motivation, thus it could be accepted that the students' gender is effective on their targeted motivation.

### Research Results

The general results of the study showed that targeted motivation is one of the personality characteristics of individuals which is also studied as a social characteristic. According to many scholars, targeted motivation is a changeable phenomenon that affects many environmental and social phenomena and environment and social parameters. In this study it was found out that among the seven socio-economic and family factors, the variables of socialization of children, Anomia in family, method of raising children, father's level of education and gender are effective on the students' targeted motivation, but the variables of socio-economic class, degree of family's economic welfare and mother's education are not effective on targeted motivation.

### Research Suggestions

According to the obtained results of the research hypotheses, the studied factors affect the targeted motivation of students and therefore it is suggested:

1. As the first hypothesis showed, the type of parents' socialization is effective on targeted motivation of children and that is why it is suggested that families in sociability and raising of their children use encouragement more than punishment because punishing provokes

**Table 5:** Study of the effect of parents' education on degree of targeted motivation of children using one-way variance analysis test.

Sig	Test F		Total square of deviances (SS)	Degree of freedom	Sources of changes	Variable
	Statistic	Average square of deviances (MS)				
0.037	2.28	102.05	612.302	6	Inter-group	Father's education
		44.705	9924.467	222	Intra-group	
			10536.769	228	Total	
0.218	1.488	68.35	205.05	3	Inter-group	Mother's education
		45.919	10331.719	225	Intra-group	
			10536.769	228	Total	

**Table 6:** HSD detection Test to test the 6th hypothesis .

Subgroups for alpha= 0.05				Number	Class of father's education
Group 2	Group 1				
	65.4			5	Bachelor's degree
	67.88			50	Junior high school
68.84	68.84			64	Illiterate
70.44	70.44			78	Primary school
71.3	71.3			23	Secondary education
72.17	72.17			6	Associate's degree
77.33				3	Master's degree

**Table 7:** Study of the effect of students' gender on their targeted motivation using t-test of independent groups.

t amount	Certainty level	Degree of freedom	Criterion deviance	Deviance from average	Average	Number	Groups	Variable
-3.202	0.002	227	0.58	6.63	68.32	130	Female	Gender
			0.67	6.71	71.16	99	Male	

complexes and shortages in human being more than having a suppressive aspect and prevents the emergence of talents and as a result blocks the targeted motivation of children.

2. According to the obtained results from the second hypothesis, it was shown that severance, anomia and absence of norms in family are effective on the degree of targeted motivation of children. It is suggested that parents remove the manifestations of severance in family from their children's point of view and turn the family to a secure environment and even if they have different problems together, they have to prevent the children from getting involved in the problems and should remember that these issues are considered as fragile factors for the children's morale and affect them drastically.
3. According to the obtained results from the third hypothesis, it was shown that the parents' method of raising children affects the targeted motivation of students. It is therefore suggested that physical punishment and violence against children are prevented, particularly against the teenagers who call for independence and personality and like to do a big test. For this purpose, it is suggested that in order to reinforce the targeted motivation in children, some

responsibilities are assigned to them in the family for the consistency of their age and ability and the children are allowed to prepare themselves for the future. This issue can be an important factor to practice better targeted motivation.

4. Although the fourth hypothesis of study has shown that socio-economic class of the family is not effective on the students' targeted goal, it is suggested that the parents prepare the minimum facilities including welfare facilities, educational materials, media and suitable nutrition for their children taking the priorities of life into consideration. Also the poor and low class families or in other words, families whose economic situation is below the poverty line are suggested to pay attention to the number of their children to avoid reduction of family's welfare. This factor is by itself a factor to prevent the level of socio-economic level of the families.
5. Although the obtained results of the fifth hypothesis also show that the degree of welfare of family for the children is effective on their degree of targeted motivation, it is suggested that the family takes serious actions to meet the basic needs of their children. They have to provide the children with the minimum facilities to enable them to meet their mental and emotional needs. Although it

is possible that some families suffer from aspects of poverty, the parents can respond to part of their children's reasonable demands by more precise and better planning to avoid inflicting their targeted motivation.

6. According to the results obtained from the sixth hypothesis, the degree of parents' education is effective on the degree of targeted motivation of students. Thus it is suggested that the parents try to achieve the minimum literacy by participating in the literacy classes and asking their children for help and thus not to be left behind from the speedy trend of science in the world. Also the results show that the father's literacy play a role in the children's targeted motivation, while the mother's education does not share the same effect because literate parents are better than illiterate ones and can guide their children more effectively and teach them how to make correct and targeted decisions in their lives.
- 7 According to the obtained results from the seventh hypothesis, it was shown that the students' gender is effective on the degree of their targeted motivation. It is suggested that parents pay attention to the gender differences of children when raising them and note this special and traditional issue, i.e., the girls should be paid more attention and their psychological traits such as targeted motivations should be improved.

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