

## **PREDICTION OF ACHIEVEMENT MOTIVATION IN LEARNING BASED ON THE EDUCATIONAL PHILOSOPHIES AMONG THE STUDENTS**

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### **ABSTRACT**

This study aims at predicting the achievement motivation in learning based on the educational philosophies, namely the idealism, East, behaviorism and pragmatism among the students. The research has descriptive (correlative) method in terms of data collection and is applied according to the objective. The statistical population of this research consists of all 1545 male and female students in different courses of Faculty of Educational Sciences and Counseling at Islamic Azad University of Roudehen during 2013-14. The sample size is estimated equal to 306 according to Morgan Table and the simple random sampling is utilized for selecting the samples. Achievement Motivation in Learning Questionnaire by Sharifi (2008) with alpha coefficient of 0.82 and the researcher-made questionnaire of educational philosophies with alpha coefficient of 0.79 at a 5-point scale are the data collection tools in this research. Pearson correlation coefficient and regression analysis are utilized for data analysis. The obtained results indicate that there is a correlation between the achievement motivation in learning and educational philosophies and 45.6% of variance in achievement motivation in learning can be explained by dimensions of educational philosophies (idealisms, east, behaviorism, and pragmatism).

**Keywords:** *Achievement Motivation in Learning, Educational Philosophy, Idealism, East, Behaviorism, Pragmatism*

### **INTRODUCTION**

Learning process is created simultaneously with the creation of human; its path is specified by obtaining the information (learning to live); its tools are determined by taking the control of information (learning to do) and its result is known by taking the control of life (learning to live). The dynamism and survival in the science and practice of the world requires meaningful, deep and persistent learning. The today's world is the arena of vast information production and delivery. The data transfer speed is equal to the speed of light, but the human groups have not achieved the full wisdom and knowledge yet. With the influx of different types of information, the human mind has less capacity for keeping them every day. Accordingly, the education experts consider the achievement of scientific thinking for students as the main purpose of educational institutions in order to provide the infrastructure for various challenges and competition in current changing world by creating the mental and physical strength in them (Shabani, 2003).

Unfortunately, the lecture method is now the predominant method in most of the classes of schools and universities in our country. The lecture structure of teaching is the respectable and desirable method for providing and disseminating the content in education, but this method does not encourage active learning and critical thinking for some of the learners. The novices in teaching profession often utilize the lecture and speech methods because this method is teacher-centered and has the roots in strong and school tradition. Unfortunately, increasing the critical thinking skill by lecture structure is difficult and the issues are consecutively discussed rather than critically. The students tend to memorize the contents because the lecture method facilitates a large volume of information. Since the teacher always plays the role of lecturer and questioner, he thinks more than others and thus the students have the passive roles (Sedaghatbin, 2010).

The research findings also indicate that the students apply a few meaningful learning techniques. Novak (1990) studied the students' learning models at Cornell University of America and concluded that most of

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the students spent much of their time on non-meaningful learning (Mesrabadi, 2005). Despite the existence of research evidence and since most of the education experts emphasize on the utilization of active learning models and motivating the learning participation in students instead of the traditional teacher-based methods, most of the teachers have not paid enough attention to this issue yet, thus our teaching methods require changes to underlie the development of information processing in student's mind, strengthened construction, knowledge, critical and logical thinking skills, problem solving, decision making, and judgment during learning.

The education makes sense in developing the students' innate talents and the training, which maintains the facts and information, is not called the education (Behrangi *et al.*, 2007). The concept of learning has been one of the considered concepts throughout the human life. In addition to the existing factors such as the personality, intelligence, family background, gender and age, the acquisitive factors, such as the motivational strategies and educational approaches for learning affect this issue. After the environmental and genetic factors in learning opportunities, the motivational factors (general state) and motivation (allocation force) are the main reasons for difference in learning performance. Despite the fact that the heredity factors cannot be increased or the environmental conditions can be partially improved, the self-actualization can be achieved by increasing the motivation.

The necessity of attention to motivation is made as it has an accurate correlation with independent thinking and management as well as the correlation with people nature and characteristics and thus it is an abstract issue (Hernandez and Meyer, translated by Keyghobadi, 2006).

The motivation is a process through which the purposeful behavior is operated and maintained. In fact, the motivation gives the energy to learner and guides his activity. The motivation to learn is considered as the most superior way of learning, so that the more the motivation for learning and education is enhanced in individual, the more he will undergo activity and distress to achieve the ultimate goal. For instance, if a learner has high learning motivation, he pays more attention to lessons and serious attention to homework as well as trying to learn more information than what he learns in classroom (Eslamieh, 2013).

The achievement motivation is an important social motivation which affects the human behavior. This motivation can be defined as a desire to outdo a special normative behavior (Corman, 1976). The achievement motivation means that a person has willing to perform well an affair and does the self-assessment of practice. Clelland (1953) has concluded that the achievement motivation can facilitate learning; those with higher achievement motivation educate with higher effort. In this regard, Azobel writes: There is a two-sided correlation between the motivation and learning, not one-sided; there is no need to delay the learning activities to grow the interests and motivations. The best way to teach the students without the motivation often is the temporary ignorance of his motivation and teaching him effectively as much as possible (Gagne, translated by Zand, 1989).

In general, the studies indicate that the more the intensity of achievement motivation is increased, the more the individual success will be enhanced. Furthermore, the achievement motivation is considered as one of the basic prerequisites for learning. The achievement motivation has high effect on the individual performance.

According to most of the psychologists and educators like Bloom and Weiner (1972), the motivation is one of the motivating factors in classroom and most of the teachers agree with Bioglesky who believe that the motivation is the main factor of achievement motivation (Amirafshari, 2001).

Despite the fact that the researchers have strong interest in applied research now, this situation does not affect the importance and role of theoretical research; particularly the learning theories have still confused situation. In general, the studies on the learning approaches are affected by the change in the orientation of theories about these approaches. In recent decades, the teachers, who have had ideological conflict with each other, have sought to develop the teaching-learning approaches relying on the views of behaviorism, cognitivism and humanism (Amouzgar, 2000).

The educational philosophy is a fundamental concept which refers to the application of philosophical opinions in educational issues; with the same certainty, it can be argued that the educational measures lead to the modified and refined philosophical ideas. From this perspective, the educational philosophy is

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not merely a tool for looking at the ideas, but is a tool to learn how to use thoughts with the best possible way. The educational philosophies pursue different purposes as summarized below:

**1- Idealism Philosophy:** The idealists agree that the education should not only focus on the intellectual development, but it should encourage the researchers to focus on all issue associated with the sustainable values. Along with Plato, they believe that the aim of education should be directed to the investigation of real thoughts. The character development is the idealists' another important objective because the research for achieving the truth requires the personal discipline.

**2- East Philosophy:** The east philosophies have no single educational purposes. The original authors' purpose was to provide the information about the forces of nature in order to better deal with them. These forces are often capricious and demand the satisfaction. The authors in this sect help to make these forces more understandable with an anthropomorphic appearance and finally the ordinary people also reach this belief that the nature is unreliable like the human. Furthermore, these texts recommend the ways by which the human can overcome the forces of nature, or convince them to leave their demands or quench the anger. Generally, the east philosophy emphasizes on the intuition, inner calm, peacefulness, renewal of approach and mysticism.

**3- The Philosophy of Pragmatism:** The pragmatists believe that the education is a necessity of life. The education makes the life fresh and thus enables the humans to face the problems by interacting with environment. According to their views, the education is basically an art and the teachers create the superior concept of this art while making them far from the routine life and boredom. All ways of life are grower, but the social life helps us to find the pure meaning of education. According to their views, the education is the continuous reconstruction of experiences and thus aims at development. The purpose of education is to reach the democratic society and refers to the reconstruction and organization of experience and thus adding its significance and depth and developing the ability to direct the flow of experience (Ozman and Craver, translated by Mottaghifar, 2008).

**4- Behaviorism Philosophy:** The behaviorists' main aim is to determine or explore the rules governing the learning because learning is the real and objective factor of behavior. Aristotle, the Great Greek philosopher, is almost the first thinker who introduced the behaviorism by utilizing the concept of "association of ideas" (Shoarinejad, 2004). In terms of behaviorism, the behavior refers to whatever we do and is directly observable. According to the behaviorists, the thoughts, emotions and motivations are not the appropriate issues for behavior science since they are not directly observable. This approach also emphasizes on the importance of link between the experience and the inclusive behavior (Santrak, translated by Omidian, 2006). According to the behaviorists, the habits are resulted from learning and created as the result of three main laws: 1. Making the respondent conditional, 2. proximity learning, and 3. Making the actor conditional (Beyrami, 2009).

According to the objectives of mentioned educational philosophies, the following cases are essential to make logical decisions about the teacher's performance in the classroom and drawing the new horizons in learning approaches: 1. The philosophical principles of these sects should be investigated and then the approaches of learning should be described and compared according to these sects: 2- The degree of importance and status of each approach should be determined in achieving the various objectives of education system. Therefore, according to what was mentioned, it is concluded that the purposive and deep learning cannot be possible without motivation because every person should have the need for learning in order to face with problems and solve them in daily life, otherwise this type of education, which is without motivation and is only for gaining the score and degree. Given the problems in this research, we seek to find whether different educational philosophies can solve these problems and motivate the students to learn? Because we are looking for a deep and effective learning and are seeking to investigate the methods which are utilized by universities, training centers and educational institutions to promote the students' knowledge. Accordingly, the main question is to what extent the educational philosophies have the ability to predict the achievement motivation in students' learning? To answer this question, four independent variables are utilized along with the dependent variable (achievement motivation in learning) in order to determine the variance of achievement motivation in learning. These

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four independent variables are as follows: Idealism, east, behaviorism and pragmatism. In fact, the more the effect of each educational philosophy is enhanced, the more the possibility of progress in learning is increased. When the students feel that the educational goals of an educational philosophy have the greatest impact on them, their achievement motivation levels become higher. Based on the above reasoning and according to our theoretical view, the dimensions of educational philosophies can explain the distribution of achievement motivation in learning. Figure 1 shows the theoretical framework of research.

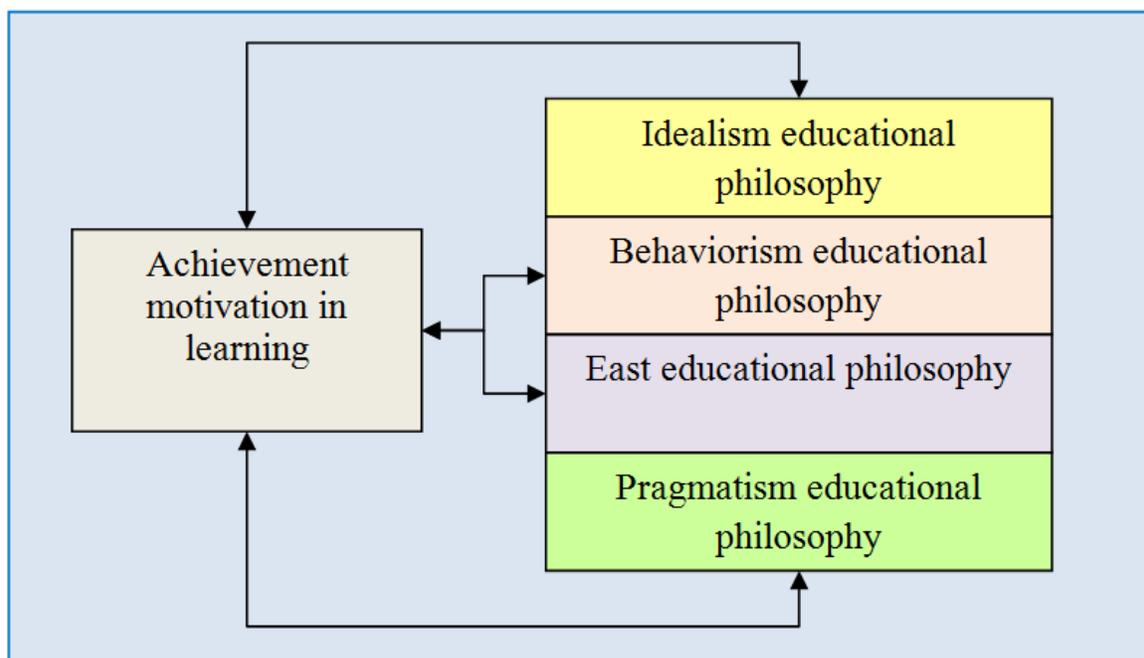


Figure 1: Theoretical framework of research

### MATERIALS AND METHODS

**Research Method:** This research has descriptive (correlative) method in terms of data collection and is applied according to the objective.

**Statistical Population, Sample and Sampling Method:** The statistical population consists of all 1545 male and female students in different fields at the Faculty of Educational Sciences and Counseling at Islamic Azad University of Roudehen during the academic year of 2013-14. The sample size is estimated equal to 306 by Morgan Table. The simple random sampling is also utilized for sampling.

**Data Collection Tools:** Two questionnaires are utilized in this study with the characteristics as follows:

1. **Achievement Motivation in Learning Questionnaire:** This questionnaire, which is designed to assess the students' achievement motivation in learning, is introduced in Pasha Sharifi's book (2008), the research questionnaires, as a valid tool for assessment of students' achievement motivation in learning. This questionnaire contains 60 questions with 5 choices with totally disagree option with score of 1 and totally agree with score of 5. This questionnaire is implemented on a group of 276 students from high schools of Tehran and its content validity is confirmed according to the experts' views and it has an evidence for appropriate construct validity according to the measured internal consistency coefficients. The validity coefficient of this questionnaire is reported equal to 0.90 by manufacturer according to Cronbach's alpha. It is obtained equal to 0.82 in this study by implementation of questionnaire on a sample of 35 students through Cronbach's alpha.

2. **Educational Philosophy Questionnaire:** This questionnaire is designed by researcher according to the educational philosophies of idealism, East, behaviorism and pragmatism and based on the study and utilization of theoretical principles and research background. Scoring the questions of questionnaire is

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based on five-point Likert scale, so that the score 1 represents the minimum value and the score 5 indicates the maximum value.

The validity of questionnaire is confirmed by experts and the reliability coefficient is obtained equal to 0.79 by implementing the questionnaire on a sample of 35 students through Cronbach's alpha.

*Data Analysis Method:* The Pearson correlation coefficient and regression methods are utilized for data analysis and SPSS software is applied at all stages.

**RESULTS AND DISCUSSION**

**Results**

*Research Hypothesis:* The dimensions of educational philosophies (idealism, East, behaviorism and pragmatism) significantly explain the dispersion in achievement motivation in learning.

**Table 1: Results of Pearson correlation coefficient for research hypothesis**

Component	Indices	Achievement motivation in learning
Idealism educational philosophy	r	0.314 **
	Sig	0.000
	N	306
East educational philosophy	r	0.260 **
	Sig	0.000
	N	306
Behaviorism educational philosophy	r	0.448 **
	Sig	0.000
	N	306
Pragmatism educational philosophy	r	0.579 **
	Sig	0.000
	N	306

The results of Pearson correlation coefficient test (Table 1) indicate that there is a correlation between the motivation achievement in learning and educational philosophies at the level of 0.05, so that the maximum correlation is between the achievement motivation in learning and pragmatism educational philosophy with coefficient of 0.579 and the minimum correlation is between the achievement motivation in learning and East educational philosophy with coefficient of 0.260.

**Table 2: Summary of regression models between dimensions of educational philosophies and the achievement motivation in learning**

Multiple correlation	Coefficient determination	of Adjusted coefficient determination	of Error approximation
0.681a	0.463	0.456	0.26271

Shown in Table 2, the multiple correlations between the achievement motivation in learning and the educational philosophies is equal to 0.681 and the obtained adjusted coefficient of determination equal to 0.546, indicating that 45.6% of variance in achievement motivation in learning can be explained by dimensions of educational philosophies (idealism, East, behaviorism and pragmatism). F test is utilized to investigate the significance of multiple-correlation coefficient.

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**Table 3: F test for significance of regression and linear relationship between dimensions of educational philosophies and the achievement motivation in learning**

Model	Sum of squares	Degrees of freedom	Mean square	F	Sig
Regression	17.932	4	4.483		
Residual	20.774	301	0.069	64.95	0.000a
Total	38.707	305			

As shown in Table 3, the calculated F (64.95) with degree of freedom equal to 305 at the significance level of 0.05 is greater than the critical F value (2.37), thus it can be concluded that the obtained correlation between dimensions of educational philosophies (idealism, east, behaviorism and pragmatism) and the achievement motivation in learning is significant at the confidence level of 95%. The micro coefficient of determination (beta) is utilized to determine the contribution of each component.

**Table 4: Results of multivariate regression for dimensions of educational philosophies with achievement motivation in learning**

Model	Standardized coefficient	beta	t	Sig
Constant value			-0.211	0.833
Idealism educational philosophy	0.052		1.115	0.266
East educational philosophy	0.215		4.92	0.000
Behaviorism educational philosophy	0.042		0.243	5.314
Pragmatism educational philosophy	0.488		10	0.000

As shown in Table 4, it is found according to beta coefficient that: 1- The contribution of pragmatism educational philosophy in explaining the achievement motivation in learning is equal to 0.488 and a one unit change in this variable causes 0.488 unit change in explanation of achievement motivation in learning. 2- The contribution of east educational philosophy component in explaining the achievement motivation in learning is equal to 0.215, and a one unit change in this variable causes 0.215 unit change in explaining the achievement motivation in learning.

**Discussion**

The obtained results of this study indicate that there is a significant correlation between the achievement motivation in learning and educational philosophies, so that the maximum correlation is between the achievement motivation in learning and pragmatism educational philosophy with coefficient of 0.579 and the minimum correlation between the achievement motivation in learning and east educational philosophy with coefficient of 0.260. Generally, 45.6% of variance in achievement motivation in learning can be explained by dimensions of educational philosophies (idealism, East, behaviorism and pragmatism). This obtained finding is consistent with the obtained results by Hosseini (2007) and Cheraghcheshm (2007) who obtained the same results and in fact consider the achievement motivation and performance in learning resulted from the creative and innovative teaching methods by teachers in teaching-learning process, and thus these methods are manifested as the learner-based methods in teachers' educational philosophies especially the pragmatism educational philosophy instead of being teacher-based and it emphasize on the creative thinking and also has the maximum effect in this research. According to the obtained result, it is suggested encouraging the university professors in further utilization of this style as well as holding the classes and in-service education courses for them in this regard according to high correlation coefficient and the high impact of pragmatism educational philosophy on the students' achievement motivation in learning.

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