

The relationship between psychological needs and learning strategies with academic performance

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Abstract: In this study, the relationship between psychological needs and learning strategies with academic performance among Payam Noor university students of Ahwaz (Iran) was investigated. In this research 200 students were selected (100 boys and 100 girls) by stratified random manner. Questionnaires were used for data collection. Result showed that there were positive relation between psychological needs & deep learning strategies with academic performance, & there was negative relation between surface learning strategies & academic performance. [Karim Sevari, Mohammad Ardeshiri, Mahdi Hashemipure. **The relationship between psychological needs and learning strategies with academic performance.** *J Am Sci* 2012;8(7):286-288]. (ISSN: 1545-1003). <http://www.jofamericanscience.org>. 44

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1. Introduction

It was argued that the need for self-actualization as one important need. So people were trying to form hierarchical and consciously promote excellence and fulfillment in life. In other words, people are trying to make itself known to the great talents and potential abilities enabled her to reach self-actualization (Cartmill 1998).

Deci & Ryan (2002) argue that the psychological needs of the basic conditions for development, integration and welfare provides. What kinds of needs in this regard that the experts are idea difference. But failure to meet and satisfy these needs leads to failure in advance (Sheldon, Elliot, Kim & Kasser 2001; Reis, Sheldon, Gobble, Roscoe and Ryan, 2000; Sheldon, Ryan, and Reis, 1996).

According to Ryan and Deci (2002), the need for *autonomy* reflects feeling a sense of volition and self-endorsement in one's behavior. The need for *competence* refers to the need to interact effectively with one's environment and to experience opportunities for expressing or developing one's capacities. The need for *relatedness* refers to situations where individuals feel that they are authentically associated with significant others and experience a sense of belonging.

One integral component of the motivational approach taken by SDT is the concept of basic psychological needs (Deci & Ryan, 1985, 2002). In contrast with other theories that view psychological needs as any motivating force, including personal desires and goals (Ryan, 1995), Deci and Ryan contend that psychological needs represent essential conditions nourishing growth, integrity, and well-being (Deci & Ryan, 2002; Ryan, 1995).

Consequently, the approach taken by SDT is that the effects of satisfying basic psychological needs are universal such that environments that nourish these feelings will promote well-being, whereas contexts that hinder need satisfaction will impede motivational development and promote ill-being (Deci & Ryan, 2002; Ryan, 1995; Sheldon, Williams, & Joiner, 2003).

The psychological needs for competence, autonomy, and relatedness have been forwarded by Deci and Ryan (1985, 2002) as innate and essential for nurturing optimal development (Ryan, 1995). Competence refers to interacting effectively with one's environment while mastering challenging tasks (White, 1959). Autonomy involves feeling a sense of personal agency and volition such that one's behavior is perceived to emanate from an internal locus of causality (DeCharms, 1968). Finally, relatedness refers to a sense of meaningful connection in one's social milieu (Baumeister & Leary, 1995). Although the innate and universal nature of the psychological needs contained within SDT has not gone unchallenged (Iyengar & Lepper, 1999), an emerging body of evidence highlights the complementary nature of need-satisfying experiences and points to the positive effects stemming from need satisfaction on internalization, social adjustment, and psychological health (Deci & Ryan, 2002).

What is needed and how it is defined, Altschuld & Witkin (2000) argue that requires a voltage difference between the measured current position and expected position is ideal.

Whether the relationship between psychological needs and learning strategies and academic performance is or not, Black and Deci (cited Betoret & Artiga 2011) showed a positive

correlation between the satisfaction of psychological needs and progress there. Review of the Gagné & Deci (2005) also showed that satisfy psychological needs of employees increased intrinsic motivation and performance, business creativity, flexibility has a positive impact on cognitive and intellectual perception.

In another study Betoret & Artiga (2011) showed that satisfaction of psychological needs with a deep approach to learning and the satisfaction level is associated with learning. Referring to this introduction, the current research were studied relation psychological needs and learning strategies with academic performance.

2. Materials and Methods

Payam Noor University students of Ahwaz (Iran) have formed the current study population consisted of 200 university students (100 boys and 100 girls) were selected randomly. Questionnaires were used to measure psychological needs. Mentioned questionnaire of 20 questions and three factors as autonomy (7 questions), competence (5 questions) and dependence (8 questions) has been formed. Cronbach's alpha for the entire questionnaire 0.78 For autonomy subscales .67. For suitability .65. And the dependence of .70 Was obtained. Question its validity through correlation with scale of academic procrastination (Sevari, 2011) and determine its value -.812 Was that in .0001 is significant. For grading that questions, from completely disagree (score 1) to totally agree (score 5) occurs.

To measure surface and deep learning strategies questionnaires were used. This questionnaire has 20 questions and two factors as deep learning (13 questions) and surface learning (7 questions) is. Cronbach's alpha for the entire questionnaire .70, For deep learning .83 , and to Surface learning .74 Was obtained. Questions the validity of deep learning through correlation with of academic procrastination (Sevari, 2011) correlated the amount of- .478 , Which was achieved in .033 is significant. Questions the validity of surface learning were correlated with scale of academic procrastination (Sevari, 2011) .456, Calculated at .043 is significant. The grading scale, alpha from totally disagree (1 point) to totally agree (score 5) occurs. Grade Point Average of two semester prior to student academic performance was considered.

3. Results

The above table shows there were significant positive correlation between psychological needs and deep learning strategies with academic performance and there was a significant negative correlation

between surface the learning strategies and academic performance.

Table 1 Correlation coefficients psychological needs, deep and surface learning strategies with academic performance

Prediction variables	Correlation coefficients	p-value
Psychological needs	r =0.341	0.0001
deep learning strategies	r =0.337	0.0001
surface learning strategies	r = - 0.267	0.04

4. Discussion

Current research indicates that there is a significant positive relationship between psychological needs & academic performance. Research results of Black and Deci (cited Betoret & Artiga 2011) Gagné & Deci (2005) Betoret & Artiga (2011) support this. In interpreting these findings that should satisfy the psychological needs are more influential in academic performance is higher. Current research also showed that there is a significant positive relationship deep learning strategies and academic performance. Research results of Black and Deci (cited Betoret & Artiga 2011), Betoret & Artiga (2011), Gagné & Deci (2005) & Betoret & Artiga (2011) support this. Other findings of this study was that there is a significant negative relationship between the surface learning strategies and academic performance. Research results of Betoret & Artiga (2011) support this.

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