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In their formulation, these two decades, individuals spend approximately 12,000 hr in

education and promote identification, leading to the desired educational goal.

While we also discuss social-contextual factors, the primary focus is on the role of self-regulated learning and metacognition. In this perspective, learning takes place through goal-setting, planning, monitoring, and self-regulatory processes. Research on self-regulated learning and motivation in education highlights the importance of student autonomy and control in learning processes. This perspective emphasizes the role of self-regulation in achieving educational goals and encourages students to take an active role in their learning. The Self-Determination Theory (Deci & Ryan, 1985) underpins the approach taken in this perspective.

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Self-Determination Perspective
Motivation and Education: The

Chapter 4, 1999, Lawrence Erlbaum Associates, Inc.

EDUCATIONAL PSYCHOLOGY: A DEGREE A 4, 1994-1986
behaviors (Schunk, 1996) and human needs external to the context of control (e.g.,

Behaviors (Schunk, 1996) and human needs external to the context of control (e.g.,

self-determination theory).

self-determination theory)
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Learning, Information Acquisition, and Information Processing

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Academic Self-Regulation (ASR). ASR has been defined as the academic self-regulation of performance, which involves the regulation of study behaviors, such as study habits, time management, and goal setting, to achieve academic success. ASR is an important construct in educational psychology, as it has been linked to student success in various academic settings.

Motivation and Educational Outcomes

As well as having distinct domains, research has shown that self-regulated learning and academic performance are highly interconnected. The relationship between self-regulated learning and academic performance has been extensively studied in educational psychology. In the academic setting, self-regulated learning involves the ability of students to set goals, plan, and monitor their own learning, and to adapt their strategies based on feedback. This process is thought to be influenced by the individual's level of motivation and the context in which learning takes place.

The role of motivation in self-regulated learning has been well-documented. Motivation has been defined as the internal drive to perform an activity, and it is thought to be a key factor in determining the level of effort and persistence that individuals exhibit in various academic tasks. Motivation is thought to influence the selection of goals, the allocation of resources, and the perseverance of effort in the face of challenges. The relationship between motivation and self-regulated learning is thought to be reciprocal, with self-regulated learning processes being influenced by the level of motivation and motivation being influenced by self-regulated learning outcomes.

In summary, the relationship between self-regulated learning and academic performance is complex and multifaceted. Understanding the interplay between these two constructs is important for educators, as it can provide insights into how to support students in developing effective self-regulated learning strategies and fostering academic success.
Social-Contingent Influences on Students

According to self-determination theory, supports for competence and relatedness on motivation

The effects of support for competence and relatedness on motivation

Support for Competence and Relatedness

variables

been explored by focusing on teachers' role in fostering students' competence and relatedness. Teachers play a critical role in fostering self-determination and intrinsic motivation. Teachers who provide challenging work and opportunities for students to develop new skills and knowledge can increase students' sense of competence and relatedness. Teachers who create a supportive and inclusive classroom environment can also foster students' relatedness.

Interactions with peers and expecting positive interactions from others can also increase students' sense of relatedness. Teachers who foster a sense of community and support among students can help students feel connected and valued.

Overall, with careful attention to fostering students' competence and relatedness, teachers can significantly impact students' motivation and academic success.
motivation of achieving integrated self-determination. Two such events have

One might ask whether there are any specific relations between

self-determination and other forms of interaction.

If, for example, an external, coercive focus on commitment and thus decreases

an individual's ability to identify with the goals of an organization, this could

lead to a decrease in commitment. For example, in a study of

salespeople, Cooper and his colleagues (1985) found that employees who

felt their work was meaningful and who were given opportunities to

contribute to the organization were more likely to exhibit high levels of

commitment. Similarly, in a study of nurses,同じ

Kramer and her colleagues (1986) found that nurses who felt

supported by their colleagues and who had opportunities to

contribute to the organization were more likely to exhibit high levels of

commitment.

Many researchers have explored the effects of self-determination on

motivation.

Support for self-determination

(e.g., Deci & Ryan, 1988; Côté & El, in press).

The assumption that self-determination is accompanied by support

for self-determination is that children have children who are more motivated and self-determined, and have also improved their parenting and teaching. This has been supported by a number of studies (e.g., Ryan, 1995). For example, Ryan and her colleagues (1995) found that children in self-determination groups who had opportunities to

contribute to the organization were more likely to exhibit high levels of

commitment.

Other studies have also supported the idea that self-determination

is accompanied by support. For example, Ryan and her colleagues (1995) found that children in self-determination groups who had opportunities to

contribute to the organization were more likely to exhibit high levels of

commitment.

The effects of self-determination on motivation and self-regulation

of learning.

The use of self-determination in education and research is

an important issue. However, the effectiveness of self-determination

in education and research is still under investigation. Some

studies have found that self-determination is accompanied by support

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contribute to the organization were more likely to exhibit high levels of

commitment.
Home contexts. Children's motivation toward school activities is influenced by the parents, teachers, and the school environment. Children who have positive relationships with their parents and teachers tend to have higher motivation and engagement in school activities, which in turn leads to better academic performance. Conversely, children who experience negative interactions with adults or peers are more likely to display disengagement and lower motivation levels.

In the Classroom. Motivation in the classroom is influenced by various factors, including the teacher's instructional style, classroom management practices, and the learning environment. Teachers who incorporate diverse teaching strategies, create a positive classroom atmosphere, and provide opportunities for students to participate actively tend to foster higher motivation levels. Conversely, classrooms with a focus on rote learning and high-stress environments can decrease students' motivation and engagement.

In the Home. Parents play a crucial role in shaping children's motivation toward school activities. Supportive home environments, where parents provide encouragement, set reasonable expectations, and create a positive learning space, are associated with higher motivation levels. In contrast, homes characterized by conflict, high stress, or a lack of support can hinder motivation development.

In conclusion, motivation is a complex construct influenced by multiple factors, including personal dispositions, home and classroom environments, and the individual's perceptions of the educational system. Understanding these factors can help educators and parents create more supportive and motivating learning spaces for children.
Life in situations where children and teenagers feel a sense of relatedness Ryne, A. Lynch (1989), has suggested that autonomy develops most easily when students are able to feel connected, related, and accepted by those around them. This feeling of relatedness is key to achieving a balance in learning and work. The importance of understanding the experiences and understanding in terms of providing information about experiences and understanding in terms of providing information about experiences can only be fully

The concept of self-determination is central to the educational and psychological development of children. The concept of self-determination is central to the educational and psychological development of children. The concept of self-determination is central to...
Classrooms are embedded in schools; schools are embedded in communities. Educational Policy: Future Directions

Failure occurs when people are left behind. When schools fail to deliver the expected educational outcomes, students and teachers are left feeling defeated. The education system needs to be reimagined to meet the needs of all students. This requires us to reevaluate our current models and develop new strategies that promote equity and excellence.

Influences on Teachers: Educational Policy

Determinism requires considerate empirical work. Theories and assumptions are developed to explain the development of children and their behavior. It is important to acknowledge that these theories are not definitive and that they continue to evolve as our understanding of human behavior grows.

Deci, Vallerand, Pelletier, Ryan
References

Conclusion
The office of the central punishment and performance center on
ecological studies of child development, the impact of personal
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SELF DETERMINATION THEORY

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