

# **The Effect of Classroom Motivation and Self-Directed Learning on Academic Achievements of Students**

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## **Abstract**

The purpose of this study was to examine the effect of classroom motivation and self-directed learning on academic achievement of Grade 9 students. A total of 520 Grade 9 students participated in this study. They were selected from eight schools in four districts of Yangon Region by using stratified random sampling technique. The first aim of this study was to investigate the classroom motivation on academic achievement of Grade 9 students. Classroom motivation contains two independent motivations: mastery motivation and judgment motivation. Mastery motivation includes curiosity, independent mastery and preference for challenge and judgment motivation includes independent judgment and internal criteria. The current study used these variables to assess student's classroom motivation as it relates to academic achievement. As expected, mastery motivation was a significant predictor of academic achievement of Grade 9 students in this study.

The second aim of this study was to investigate the effect of self-directed learning on academic achievement of Grade 9 students. In this study, 520 Grade 9 students responded to a questionnaire tapping three psychological constructs implicated in Garrison's model of self-directed learning: self-management, desire of learning and self-monitoring. As expected, desire of learning was a significant predictor of academic achievement in this study. Implications of these findings for self-directed learning and academic achievement in a traditional classroom setting were discussed.

According to this study, significant differences were found in classroom motivation and self-directed learning. Independent sample t-test pointed out that female students were higher in mastery motivation, desire of learning and self-monitoring than male students.

**Key words:** Classroom motivation, Self-directed learning

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