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Research Article

INVESTIGATING THE RELATIONSHIP BETWEEN LEARNING STRATEGIES AND MOTIVATIONAL STRATEGIES WITH ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN THE ACADEMIC YEAR 2013-2014 IN LAMERD CITY

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ABSTRACT
This study aimed to investigate the relationship between learning strategies (metacognitive learning strategies for critical thinking and self-organized overview of Mental developed metacognitive regulation) and motivational strategies (for the purpose of self-improvement and test anxiety) and academic achievement of high school students was conducted in Lamerd. Community in this study, 1825 students from grades one, two, and three high schools in the opinion of Lamerd that 618 boys and girls who cluster sampling method, a random number of steps were taken for the purpose of gathering strategies motivation to learn Pyntrych and colleagues was used, the findings showed that the average academic achievement of students with a scale for measuring the exterior toward the goal of efficient order of 0.138 and 0.134 at 0.05 for case 2, the significant relationship between the mean progress valuable academic assignment 0.142 is significant. In the 0.01, and a negative relationship between test anxiety and academic achievement, but there are significant between metacognition and self-regulation and regulation of trying to arrange 0.116 and 0.129, there was a significant relationship with academic achievement in the 0.05 and the expansion of rehearsal and no significant relationship with academic achievement.

Keywords: *Academic Achievement, Mental Rehearsal, the Expansion, Organization, Learning Strategies, Critical Thinking*

INTRODUCTION
The problem of education today is educational attainment, one of the students, so that the rate of progress - students as an important indicator for evaluating the efficacy of the training and success in academic activities the attention of the authorities of education is set. It can be said that no phenomenon is a measure of academic achievement is indicative of the efficiency and success of educational systems. Another achievement has been to look for teachers, students, parents and educational theorists and researchers are important. Teachers are always seeking the best way to help students with their educational who not only understand the material presented in class well in school, but also a spontaneous, active, interested and successful. The most important source of information for the evaluation of school achievement is the main objective of the school is to increase student achievement (Seif, 2002). Despite the importance of using appropriate learning strategies, there are still many problems; sometimes while applying great effort in learning, students would not learn the root of the problem in the form of personal variables affecting academic achievement, motivation, 5, intelligence or gifted students should be sought. Intelligence or talent in many areas where it is not possible to create a learning environment or the use of incentives in environmental education you can motivate students through increased capacity to use their talent. Motivational Strategies resources framework as well as a proud act of thinking, feeling and imposing student puts in a certain area. Motivational strategies in the area, may be the subject of a favorable (due to optimism) or unfavorable (due to paranoia) and to learn its underlying positive or negative supply. A collection of motivational beliefs and values that are relevant students are guided to an area these values are the opinions of the efficiency or effectiveness of learning and teaching dates (Hashemi, 2007). Research conducted in recent years have expressed the importance of learning strategies to facilitate the learning process, remember and remind the role of cognitive

development in the use of learning strategies and motivational shows these results suggest that cognitive strategies learners learning effects are strongest and a significant positive relationship between learning style and academic achievement scores or the students. Appears in the current era of scientific progress increasing academic achievement in high school as a basis for continuing basis and will pay particular attention to the dynamic manipulation of knowledge. If a student in secondary education as a way to stir up or the motivation to learn strengthen itself or to correct practices in terms of learning strategies to achieve progress steps will go quickly, motivational strategies, and learning strategies have been identified as the most important determinants of academic achievement. Several studies in the psychology of learning shows that learning motivation is related to learning, because learning is an active process that requires a deliberate and conscious effort. If the student has a high ability to study and learn, not getting enough attention or did not show a significant effort will be able to learn. For students to take maximum benefit from the curriculum should be provided in the class area where inclusive participation and involvement in the learning activities is resurrected (Astypk, 2008). Theorists believe that advances the goals of the people to influence the attitudes associated with the development and behavior. Two different types of attitudes are associated with the development of task-oriented attitudes and self-centered attitudes, the main purpose of the position is task-based approach for understanding the motivational skills while the main objective of demonstrating the power of self-centered attitude is superior (Hashemi, 2012).

Given that a lot of young adolescents in secondary schools in the city Lamerd in its place, The main objective of this study was to investigate the role of meta-cognitive strategies and meta-cognitive and motivational strategies in the development of educational makers (high school in the city), and to repeat the strategy review and learning strategies, the development of semantic, rate organize and motivational strategies, expect that all the items in a collection of great learning and motivational strategies to fall and their role in the advancement of knowledge and the motivation to examine where we are in this research effort, it is important to examine the relationship between these two strategies (Learning and Motivation) and academic achievement of students is discussed. This research has been done in other studies, including: Mousavi (1987) examined the relationship between motivational beliefs and self-regulated learning strategies and academic achievement in third-year students pay and came to the conclusion that a significant positive correlation between some of the motivational component of self-efficacy, intrinsic value, test anxiety, and self-regulated learning strategies and academic achievement, there are cases the results of this study showed that self-regulation alone is positively correlated with academic achievement but such self-regulatory relationship with other variables interact with each other when they studied are not seen. Taheri (1989) examined the relationship of self-regulated learning strategies and academic achievement in literature courses in a sample of high school mathematics and first grade students in District 2 Shiraz payments in other words, the correlation between self-regulated learning and achievement in mathematics and boys respectively (Alborzi and Samani, 1989) to assess self-regulated learning strategies and motivational beliefs gifted boys and girls watched centers the positive relationship between girls and boys at the center of their strategies, regulatory factors, and each factor but motivational beliefs between bisexual relationship observed significantly higher mean girls. The significant positive correlation was found between the sexes in the self-efficacy and self-worth. (Jowkar, 2000) in a study to assess the relationship between goal orientation and various aspects of self-regulation in students of Shiraz University, he reports the results of coefficients of correlation and regression equation indicates a significant relationship between these two constructs but between the scores of girls and boys in the orientation and dimensions of regulating significant differences have been observed. A study (Rahmani, 2001) to assess motivational beliefs and self-regulated learning strategies and academic achievement among middle school students in Shiraz was blind and sighted a significant positive correlation was observed between motivational beliefs and self-regulation (Fars quoted Boroumand, 1968, 1984), the study concluded that the correct use of information obtained significantly better than students in other prospective students act out and so even if the information is outside the futurists and futurists are the same students who are introspective get more success and progress and the

futurists for goals and activities that are more highly valued skills is important (Alexander, 1985; by the Boroumand, 1984), differences in attitudes of 127 gifted students and 116 non-gifted students between the ages of 12 to 17 years examined. The results showed that the intelligent people from giving their intrinsic motivational factors such as effort and Feedback knew (Pyntryj and de Groot, 1990; quoting Boroumand, 1984) Investigate the relationship between the components of motivation and self-regulated learning and academic performance in science and English classes studied. The results showed that among girls and boys in the use of cognitive strategies and self-regulation and intrinsic value was not different. Boys are significantly more efficient and less test anxiety than girls. Test anxiety was not associated with cognitive strategies, but also significantly negatively correlated with self-regulation, respectively (Zimmerman and Martinez, 1990; quoted Rafsanjani, 2012; Belaghat) In an interview with students in grades five, eight and eleven to examine gender differences in the use of fourteen kinds of self-regulatory learning strategies found that girls are more strategic planning and goal setting, and self-development is more frequent in girls and boys are more structured environment which enhances their study (Zimmerman and Martinez, 1990) suggest, although educational attainment is associated with self-regulated learning strategies but the students who have higher academic achievement in the field of self-regulatory strategies are different. Pntryj *et al.*, (1991) a Motivational Strategies for Learning Questionnaire design. The purpose of the questionnaire was to get information on study skills, motivation and learning for school students to collect assignments. Results of (Sanders *et al.*, 1991) found a significant relationship between intelligence and motivation and academic performance there. In a study by Singh *et al.*, (1991) did Specific components of self-regulated learning and their relationship with the advances in mathematics, reading and science at the middle school students were surveyed, showed a significant relationship between achievement and self-regulated learning and cognitive variables significantly predicted academic achievement. Bofard (Vaziv and Bordlyo, 1995) based on cognitive model of three components, incentives for meta-cognitive and self-regulatory processes were considered in the modeling component of metacognition in the students planning on studying the strategies, such as timing, dialogue, summary of contents, and the primary component of this category. Cognitive component includes strategies for students to remember and understand the material better exploit and motivating factors include interest rates, the continued pursuit of the student with the course material. (Quoting Consolidated Pvrday and Hatti, 1996, 2002) in the study were that high school students have higher academic performance higher scores on the self-regulatory strategies than students with low performance gain. In this study, students of cultural differences in the use of self-regulatory strategies have been used and have shown that there is a wide range of cultural and educational differences between Western and Asian students become self-regulated learning behavior involved. Students who had high achievement, regardless of cultural and greater use of strategies have (Greene, 2007) pointed out the core of the relationship between control and educational attainment may be moderated by gender, age and gender differences after controlling core cultural because of environmental experiences in the two sexes in society and the type of feedback you receive is different from the results indicated there is a significant correlation between core internal control and academic achievement exists.

Research Hypotheses

1 there is a significant relationship between students' academic achievement and motivational strategies,
2 there is a significant relationship between academic achievement and self-regulation of students' learning strategies.

MATERIALS AND METHODS

Method

It describes the concept of a (non-test) and the study of the relationship between variables is a correlation. Society for the study of 1825 patient’s knowledge grade of primary, secondary and tertiary schools of theory in Lamerd that 618 boys and 807 girls who cluster sampling method, a random number of steps were taken for the purpose of gathering Motivational Strategies for Learning Pyntrych colleagues used data from the survey using descriptive and inferential statistics were analyzed.

Examples of Descriptive Indices

The population of students to describe the descriptive information on the scales of motivational strategies is presented in Tables 1 and 2.

Table 1: Descriptive characteristics scale of Motivational Strategies

Motivational Strategies Scale	Average Average	Middle	Facade	Standard deviation	Tilt	Elongation
Internal orientation relative to the target	5/32	5/50	6	1/18	-0/771	0/355
Exterior orientation relative to the target	5/94	6/50	7	1/21	-1/47	2/12
value of homework	5/49	5/67	7	1/09	-0/86	0/963
Control of learning beliefs	5/63	5/75	7	1/21	-0/94	0/919
Efficacy	5/41	5/63	6	1/086	-0/915	0/643
Test Anxiety	4/82	5	6	1/20	-0/599	0/226

According to the results of Table 5 is the average of all measures and while the 7 point Likert 4 is out; this means that students in all your top questions about the scale of assessments.

Lowest average test anxiety is acting towards middle school students is still high and the highest average of the exterior orientation is towards the goal of showing that more students are external to the mat inner orientation toward the target.

The distribution of all variables with respect to the mean, median and mode of negative curvature this means that the number of students who have questions about the scale a little bit about my options apply (5), somewhat true about me (6) and absolutely true in my case (7) the choices have little option does not apply in my case (3), A little about me is not true (2), and clearly does not apply in my case (1) is higher. In order to assess the normality or scale distribution of deformation and strain measures are used.

"The normal distribution is zero tilt and strain (Ferguson and Takanh, 1989; translation of Delaware and Naqshbandi, 2005)". If the amount of tilt and strain distribution is approximately normal distribution.

According to this rule, the greater the curvature distribution except for the outer scale is the number one goal of which is -1.47 the curvature. Long stretches of flat or in connection with the normal distribution refers to the distribution (ibid).

The distribution is drawn elongation index is greater than zero and the distribution is broad, stretching the index is smaller than zero. All scales are set according to Table 4-1, but the exterior orientation relative to the target than any other scale is drawn and this shows the response rates by students are close together.

Further investigation revealed that 10% of students in the scale-down and select option 4 and 4/50 in the top 90 percent of them have chosen option.

Over 50% of students have chosen the scale of figure 7. Considering the scale of the learning strategies scales each scale is described.

Table 2: Descriptive Index Scale Learning Strategies

Motivational Strategies Scale	Average Average	Middle	Facade	Standard deviation	Tilt	Elongation
Rehearsal	5/05	5/25	6	1/171	-0/370	-0/243
Expansion	4/80	4/83	5	1/172	-0/630	0/493
Organization	4/57	4/75	4	1/346	-0/493	-0/314
Critical Thinking	4/97	5	5*	1/135	-0/483	-0/176
Order your cognition	4/93	5	5	0/850	-0/118	-0/215
Time management and study environment	4/71	4/75	5	0/827	-0/419	0/204
Regulation efforts	4/30	4/25	4	1/067	0/305	0/303
Learning from peers	4/45	4/67	4	1/453	-0/451	-0/274
Help-seeking	4/76	4/75	5	1/235	-0/248	-0/357

** There are multiple shots of the smallest spss Facade has to offer.*

According to the results tables and explanations about the normality of the distributions mentioned Scale rehearsal of negative curvature distribution is flattened and stretched index but what about normal and non-normal distributions were told that this distribution is approx.

Expansion of the distribution is tilted and stretched. Organization also has a tilt and wide distribution and standard deviation of the response is superior to other measures.

Out of the bottom of the scale (4.5) was considerable. Critical thinking, self-regulation of cognition, peer learning and help seeking has a broad distribution of negative curvature.

Time management and study environment is also distributed between tilted and stretched but the order of the scale is the only attempt when you look out over the middle of the distribution of positive tilt the scales drawn while the standard deviation is also well above 1.

Among other measures, the average rehearsal learning strategies more regulation to try, learn from peers, organizing and seeking help are the least.

Meet the highest standard deviations were related to measures of learning from peers, organization, seeking help is the order of the lowest standard deviation of the self-regulation of effort and time management and study environment.

The Research Hypothesis

Hypothesis 1: Motivational strategies and academic achievement are related.

To investigate this hypothesis a Pearson correlation coefficient of two variables this results in the table.

Table 3: Pearson's correlation coefficients between measures of motivation and academic achievement

Scale	r value is multiplied by the correlation with academic achievement	Significant level
Internal orientation relative to the target	0/099	0/71
Exterior orientation relative to the target	0/138*	0/012
value of homework	0/142**	0/009
Control of learning beliefs	0/105	0/055
Efficacy	0/134*	0/014
Test Anxiety	-0/021	0/707

** Correlation is significant at the 0.05 for test 2*
Correlation is significant 0.01 levels for testing 2

According to data by the relationship between academic achievement the scale of the exterior orientation relative to the target, and self-efficacy in order to 0.138 and 0.134 in the 0.05 for test 2 is significant scope; the relationship between academic achievement and homework 0.142 value that is meaningful in the0. 01. According to the table it can be seen that the intrinsic orientation of the target and control of learning beliefs, no significant relationship with academic achievement between test anxiety and academic achievement, but also there is a significant negative relationship. Significant relationship between students' academic achievement and motivational strategies are in this hypothesis, the Pearson correlation coefficient for the variable is used the results shown in this table assume that the following hypothesis is that in this way. Since there was a positive correlation between self-efficacy and academic achievement, it's important to show that any student who enjoys higher settings have higher academic performance and between self-regulated learning and academic achievement, there is a positive significant relationship. The findings obtained in this part of the study's findings: Jalisi *et al.,* (2004). Eschel (Koavi, 2003), Amundsen (2003), Pop *et al.,* (2003), Ross *et al.,* (2003), Paterson (2003) and Netnerl (2001), and Altrz (1998), Ridley *et al.,* (1992), a positive and significant relationship between self-regulated learning have earned the academic performance of their research is aligned in the same direction. In explaining the results can be stated that gifted students than non-gifted students, often more effective than self-regulated learning strategies used this strategy can be extended to a new assignment and transfer and accordingly set to bring talented people to increase their academic achievement (Rayzmbrg and Zimmerman, 1992) so if your parents; learn self-control when students learned to control their behavior. Progress and outcome will be successful in school (Leung and Bvdrva, 2003). The findings were presented at the efficacy compared with other variables has a significant role in academic achievement and these findings are consistent with research findings (Elliott, 1999; Church *et al.*, 2001; Elliott and Mc Gregor, 2001; Green *et al.,* 2004; Veltz, 2004; Middleton and Midgley, 2007; Lim *et al.,* 2008; M.A., 2005, Abedi *et al.,* 2010). Self-regulation of Learning and Motivation in education is of the utmost importance and influence the diversification and expansion into areas such as education and school life is significant (Taheri, 1989). Self-regulated learning in comparison with other more adaptive motivational and cognitive learning models show that increased self-efficacy and intrinsic motivational orientation, effective use of self-regulatory strategies associated with academic success (Pyntrych, 1990) Test anxiety also creates the conditions of disadvantage for students (diphenhydramine run out, quoted

Abedi, 2001) and test anxiety can affect academic performance. Motivational variables in this study was to test anxiety, research shows that the relationship between test anxieties, academic progress is negative. The results of the research findings on the impact of test anxiety on academic achievement and Research (Pyntrych, 1989; Pyntrych *et al.*, 1993; Rooshir, 1990; Latifian, 1997; Alborz and Samani, 1989) are consistent. In explaining the results it can be concluded that test anxiety than the general Pyntrych emotional motivational model (1989) is considered. Research findings indicate that there is a negative relationship with the other components of the model (Pyntrych and de Groot, 1990; Pyntrych *et al.*, 1993, Latifian and Saif, 2001). Test anxiety is a set of negative emotions, including anxiety, tension, restlessness, confusion, frustration and dissatisfaction when faced with the opportunity to take the exam. Test anxiety is a state in response to abusive situations the lessons are linked in some way to try and threatening self-perception.

Hypothesis 2: There is a relationship between learning strategies and academic achievement.

Table 4: Pearson's correlation coefficients between measures of learning and academic achievement

Scale	r value is multiplied by the correlation with academic achievement	Significant level
Rehearsal	0/009	0/866
Expansion	0/005	0/932
Organization	-0/149**	0/006
Critical Thinking	0/010	0/862
Order your cognition	0/116*	0/034
Time management and study environment	0/104	0/056
Regulation efforts	0/129*	0/018
Learning from peers	-0/053	0/335
Help-seeking	0/032	0/559

** Correlation is significant at the 0.05 for test 2*
Correlation is significant at 0.01 levels for testing 2

According to the information table in the fourth quarter of metacognitive self-regulation and regulation effects arrange a 0.129 and 0.116 and significant relationship with achievement in 0.05. Also, the rehearsal, Expansion of, critical thinking, seeking help with time management and study environment, there is no significant relationship with academic achievement. According to the table it can be seen strategy of the organization with significant negative relationship between educational attainment levels is 0.01 Table 4-4 is a reflection points. Also, the strategy of peer learning and academic achievement significant negative relationship is that it also requires attention. Students learn how to understand the use of metacognitive strategies they often use cognitive strategies in most cases the task as a challenge to consider and they use it as an opportunity to teach (Bofard *et al.*, 2000). Among the cognitive strategies, namely rehearsal, Expansion and organization of just organizing the educational attainment showed a significant negative relationship this finding is consistent with findings (Pyntrych *et al.*, 1991), (Green *et al.*, 2004), (Lim *et al.*, 2008), Fathi and Hassani (2000), Dir and Banijamali (2009) findings of Ashoori (2010), Hossein (2011) was non-aligned.

Meta-cognitive self-regulation strategy that is both and the regulation of effort and academic achievement had a significant relationship with these findings are consistent with the findings of Mokhtari and Richard (2002), Wolters (2004), Lim *et al.*, (2008) Banijamali (2009).

The findings suggest that self-regulated learning strategy and there is a significant relationship between academic achievement this means that students who are self-regulated learning strategies in higher educational attainment. These findings and the results of Charlotte *et al.*, (2008), Avmn (2006), Nikos

(2005), Zimmerman *et al.*, (2004), Mohsen (Hejazi and Kyamnsh, 2007), Shabani and Abedi (2006); Kajbaf *et al.*, 2013) and Alborz and Saif (2002) are compatible. This can be noted in the explanation that students who are more self-regulatory strategies, at the same time trying to teach the teacher or the study of meaningful information, establish a logical connection with the previous data and control how the processes and create the appropriate learning environment, learn the material and raise their academic performance. On the other hand, (Peak and Brown, 1989) suggest that high self-efficacy; achievement motivation is to generate leads.

Conclusion

Test anxiety is commonly seen in all levels of school. Purpose of test anxiety is an unpleasant feeling or emotional state of mental and behavioral consequences of specific cognitive. The anxiety issue cannot be solved, but the solution to this problem is a sudden and immediate ways not possible. Infrastructure planning is needed to address this issue. Explore the effects of variables on academic achievement is not a simple matter. Studies on relationships and correlations must be tested in practice. Each of the results should occur several times to be sure of their authenticity. Results of this study showed that the average academic achievement scale exterior orientation relative to the target and efficiency in the order of 0.138 and 0.134 in the 0.05 is significant scope for testing 2 the relationship between academic achievement and homework worth 0.142 is significant. In the 0.01, and a negative relationship between test anxiety and academic achievement, but there are significant between metacognition and self-regulation and regulation of trying to arrange 0.116 and 0.129, there was a significant relationship with academic achievement in the 0.05 and the expansion and maintenance of rehearsal, no significant relationship with academic achievement.

Suggestions

Teachers with experience are more likely to develop the strategic skills and classroom study and motivational significance of the show. When you consider that class to administrative spending is lowered. Act quickly to restore order in the classroom and teaching methods of choosing the more responsibilities on the shoulders of the students. For this reason it is recommended that all attempts to practice as experienced teachers alike in the urban fringes of cities and rural areas to be used. It is so important to the fulfillment of this task requires the Department of Education along with this plan. Time that can be allocated to education has a great role in academic achievement. Broadly speaking, the teenagers and young adults spend more time to study. Learn more by fixing the remainder of the content. Note that the actual number of hours that can be allocated to training may vary from what appears on paper. There are many countries in which the school year is officially 240 days but in practice, students will visit 30 days of the school year due to public holiday's characters and teacher absenteeism due to illness, death, marriage and family, attending in-service, etc. are free. The actual number of day's school will be much less. It is therefore recommended that the length of time that should be devoted to teaching each subject and how many hours a week and for many years a subject should be taught educational planners this can be important because it plays a decisive role in creating the skills and motivation to learn is program and study strategies and motivational strategies appropriate for students who may be responsible for the design, this course aims to further prepare students for exams held in the main lessons can be very helpful program especially tests that would raise the student's self-regulation is widespread.

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