

Nappali képzésen résztvevő és távoktatásos egyetemi hallgatók iskolai motivációjának, a beteljesülés iskolai késleltetésére való hajlandóságának és tanulási stratégia-alkalmazásának összehasonlítása

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Abstract

With emerging arguments that distance education has the potential to address many of society's current problems and contribute to the enhancement of human development, it is necessary to learn more about how this mode of education can be made more accessible to more people (Taplin & Jegede, 2001, p. 133). One way of determining the specific factors influencing student achievement in case of distance education learners is comparing the mentioned group with on-campus students. The results are controversial: most studies couldn't identify differences (Saba, 2000), others (Qureshi et al., 2002; Bennett et al., 2004; Stevens et al., 2006; Wighting et al., 2008) found contradicting results. The present paper follows the mentioned line of research: in our study we compared academic motivation, academic delay of gratification and learning strategy use among on-campus and distance education college students. The results partially supported our hypotheses: distance education students reported higher levels of intrinsic goal orientation, task value and intrinsic motivation (to learn), than on-campus students, who, in return, reported higher levels of extrinsic goal orientation and extrinsic motivation (external regulation and identified regulation). No differences in self-efficacy were found. Distance education learners also reported higher levels of academic delay of gratification and were more likely to report elaboration, critical thinking, metacognitive self-regulation and time and study environment management-involving strategy use, than on-campus students. Further research possibilities are discussed.

Keywords

academic motivation, academic delay of gratification, learning strategies, distance education, on-campus students