

LEARNING ENVIRONMENT, MOTIVATION AND SELF-REGULATED LEARNING AMONG STUDENTS IN TECHNICAL FIELDS.

- **Source:** Journal of Education Research . 2016, Vol. 10 Issue 3, p201-213. 13p.

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Abstract: The way students perceive their learning environment has been suggested to influence the attitude of students to their learning and their academic performance. The attitude of the students is evident in their displayed motivation and self-regulated learning skills. In this study the influences of the learning environment on students' motivation and self-regulated learning are investigated. Data for the study were drawn from a questionnaire survey of architecture and engineering students in a University in Nigeria. The number of students that responded to the questionnaire was 343. The findings suggest high influence of the learning environment on students' motivation and self-regulated learning. The students' motivation was also found to influence their self-regulated learning. The aspects of the learning environment that influence motivation and self-regulated learning were identified. The findings of the study suggest the importance of confidence inspired in learning environment setting and the need to introduce constraints to motivate and encourage students in this field to self-regulate.