

# Zadovoljstvo i školski uspjeh učenika koji se školuju po redovnom programu uz individualizirane postupke: uloga ciljnih orijentacija i emocija postignuća

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**Martinac Dorčić, Tamara**

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# ZADOVOLJSTVO I ŠKOLSKI USPJEH UČENIKA KOJI SE ŠKOLUJU PO REDOVNOM PROGRAMU UZ INDIVIDUALIZIRANE POSTUPKE: ULOGA CILJNIH ORIJENTACIJA I EMOCIJA POSTIGNUĆA

## SATISFACTION AND ACADEMIC ACHIEVEMENTS OF STUDENTS ATTENDING REGULAR INDIVIDUALISED SCHOOL PROGRAMMES: THE ROLE OF GOAL ORIENTATIONS AND ACHIEVEMENT EMOTIONS

TAMARA MARTINAC DORČIĆ

University of Rijeka, Faculty of Humanities and Social Sciences, Sveučilišna avenija 4, Rijeka, Croatia,  
contact: tamaramd@ffri.uniri.hr

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**Sažetak:** Cilj ovog istraživanja bio je ispitati postoje li razlike u ciljnim orijentacijama, uvjerenju o djelovanju, emocijama postignuća, aspektima zadovoljstva te školskom uspjehu između učenika koji se školuju po redovnom programu uz individualizirane postupke i učenika koji se školuju po redovnom programu te ispitati doprinos motivacijskih i emocionalnih čimbenika u objašnjenju zadovoljstva i školskog uspjeha učenika redovnih programa uz individualizirane postupke. U istraživanju je sudjelovalo 417 učenika koji se školuju po redovnom programu uz individualizirane postupke (27.1% djevojaka) te 448 učenika iz redovnih programa (27.9% djevojaka) odabranih metodom slučajnih brojeva iz slučajnog uzorka vodeći računa o razredu (sedmi i osmi razredi osnovne škole te prvi i drugi razredi srednje škole) i spolu. Učenici su ispunjavali upitnik ciljnih orijentacija, skalu uvjerenja o djelovanju, upitnik emocija postignuća te dali procjenu zadovoljstva životom, sobom kao učenikom i odnosima s drugim učenicima, a dali su i podatke o školskom uspjehu. Rezultati analize varijance pokazuju da učenici koji se školuju po redovnom programu uz individualizirane postupke u manjoj mjeri izražavaju ekstrinzičnu orijentaciju na učenje te u manjoj mjeri procjenjuju da imaju dovoljno sposobnosti za postizanje uspjeha u školi, a imaju i slabiji školski uspjeh te niže zadovoljstvo životom, zadovoljstvo

**Abstract:** The aim of this study was to examine whether achievement goal orientations, agency beliefs, achievement emotions, aspects of satisfaction, and academic achievements differ between students attending the regular individualised school programmes and those attending the regular programme, as well as to determine the contribution of motivational and emotional factors in explaining satisfaction and academic achievements of students attending the regular individualised school programme. The sample comprised of 417 students enrolled in a regular individualised school programme (27.1% girls) and a comparison group of 448 students enrolled in a regular programme (27.9% girls). The comparison group of students was selected from a random sample using the random number method, while taking grade (seventh and eighth grades of primary school, and first and second grades of secondary school) and gender into account. The students completed a Goal Orientation Questionnaire, the Agency Beliefs Scale, and an Achievement Emotions Questionnaire, assessed their satisfaction with life, with themselves as students, and with their relationships with other students, as well as provided information about their academic achievements. The results of a two-way analysis of variance indicate that students attending the regular individualised school programme have lower mastery-

sobom kao učenikom te zadovoljstvo odnosom s drugim učenicima. Rezultati hijerarhijskih regresijskih analiza pokazuju da ciljne orijentacije, uvjerenja o djelovanju te emocije postignuća u većoj mjeri objašnjavaju zadovoljstvo sobom kao učenikom nego školski uspjeh. Pritom su se ciljne orijentacije pokazale važnijima za školski uspjeh (intrinzična i ekstrinzična orijentacija na učenje, izbjegavanje rada), a uvjerenja o djelovanju (procjena truda) za zadovoljstvo sobom kao učenikom.

**Ključne riječi:** učenici koji se školuju po redovnom programu uz individualizirane postupke, ciljne orijentacije postignuća, emocije postignuća, zadovoljstvo, školski uspjeh

## UVOD

Inkluzivno obrazovanje podrazumijeva odgojno-obrazovni proces koji je usmjeren na dijete, a kvaliteta i ishodi učenja i poučavanja djece odgovornost su obrazovnih sustava koji se trebaju organizirati tako da uvažavaju različitost odgojno-obrazovnih potreba učenika koje proizlaze iz njihovih bioloških i psiho-socijalnih karakteristika (Bouillet, 2019). Inkluzivno obrazovanje nije samo smještaj djeteta s teškoćama u redovni sustav već stvaranje okruženja koje će omogućiti svoj djeci, pa tako i djeci s teškoćama, priliku za razvoj svih svojih potencijala, ali i prevenciju razvoja sekundarnih teškoća. Ako se djetetu ne osiguraju primjereni postupci, moguće su negativne posljedice u učenju i poučavanju te postignuća niža u odnosu na sposobnosti (Ivančić i Stančić, 2013).

Prema aktualnim zakonskim okvirima u Republici Hrvatskoj u kategoriju učenika s teškoćama spadaju učenici s teškoćama u razvoju, učenici sa specifičnim teškoćama u učenju, problemima u ponašanju i emocionalnim problemima te učenici s teškoćama uvjetovanim odgojnim, socijalnim, ekonomskim, kulturnim ili jezičnim čimbenicima (Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi, 2008). Za svakog se od tih učenika određuje primjereni oblik školovanja koji može podrazumijevati školovanja po redovnom programu uz individualizirane postupke, redovnom programu uz prilagodbu sadržaja ili pak školovanje po posebnim programima. Prema podacima za školsku godinu 2021./2022. (MZO, 2019) od 313 073 uče-

extrinsic orientation, tend to underestimate their ability to be successful in school, and record lower academic achievements, as well as lower satisfaction with life, with themselves as students, and with their relationships with other students. The findings of the hierarchical regression analyses demonstrate that goal orientations, agency beliefs, and achievement emotions explain satisfaction with oneself as a student to a larger extent than academic achievements. In this regard, goal orientations have proved to be more significant for academic achievement (mastery-intrinsic and mastery-extrinsic orientation, work avoidance), while agency beliefs (effort assessment) are more significant for satisfaction with oneself as a student.

**Keywords:** students attending regular individualised school programme, achievement goal orientations, achievement emotions, satisfaction, academic achievement

## INTRODUCTION

Inclusive education involves a child-centred education process. Therefore, the quality and outcomes of learning and teaching children are the responsibility of education systems, which need to be organised in a way that respects students' educational needs arising from their biological and psychosocial characteristics (Bouillet, 2019). Inclusive education entails not only the placement of a child with disabilities in the regular system, but also creating an environment that will enable all children, including children with disabilities, to develop their full potential, and prevent the development of secondary disabilities. If adequate procedures are not put in place for the child, learning and teaching may be negatively affected, and achievements may be low when compared to the child's abilities (Ivančić & Stančić, 2013).

Under the current legal framework of the Republic of Croatia, students with disabilities include those with developmental disabilities, those with specific learning, behavioural, and emotional difficulties, as well as those with difficulties due to educational, social, economic, cultural, or language factors (Primary and Secondary School Education Act, 2008). For each of these students, an appropriate form of education is determined, which may consist of an individualised, adapted, or special programme. According to data for the school year 2021/2022 (Croatian Ministry of Science and Education – MZO, 2019), of the 313,073 primary school students in the Republic of Cro-

nika u osnovnim školama u Republici Hrvatskoj, 12 617 učenika školuje se po redovnom programu uz individualizirane postupke (4 %), 9 231 po redovnom programu uz prilagodbu sadržaja (3 %), a 3391 učenik po posebnim programima (1%).

Postojanje teškoća kod učenika, odnosno s tim u vezi često nepostojanje primjerene podrške unutar sustava, može se negativno odraziti na motivacijske i emocionalne čimbenike vezane uz akademsko okruženje te s tim povezano akademsko postignuće. Naime, istraživanja odrednica akademskog postignuća upućuju na važnost motivacijskih i emocionalnih čimbenika budući da se njihova uloga pokazala značajnom i povrh uloge kognitivnih faktora (npr. Pekrun, 2006; Schwab i Hessels, 2015; Steinmayr, Weidinger, Schwinger i Spinath, 2019).

### Motivacijski čimbenici

Osnovna je pretpostavka teorije ciljeva postignuća (Ames i Archer, 1988; Hulleman, Schragger, Bodmann i Harackiewicz, 2010) da se pojedinci uključuju u ponašanja povezana s postignućem zbog različitih razloga odnosno ciljeva. Ciljevi usmjeravaju razmišljanja i ponašanja učenika kroz različite situacije učenja i utječu na količinu motivacije koju će pojedinci uložiti u njihovo ostvarivanje (Rončević Zubković, Kolić-Vehovec i Pahljina-Reinić, 2020). Uobičajeno je razlikovanje dviju ciljnih orijentacija: na učenje i na izvedbu (Hulleman i sur., 2010). Ciljna orijentacija na učenje usmjerena je na razvoj osobne kompetentnosti, dok je ciljna orijentacija na izvedbu usmjerena na pokazivanje kompetencija u usporedbi s drugima (Ames i Archer, 1988). U kasnijim se konceptualizacijama uvela i dimenzija približavanja i izbjegavanja (Elliot i Harackiewicz, 1996), što je dovelo do prepoznavanja izbjegavajućeg oblika opisanih orijentacija.

Niemivirta (2002) pak razlikuje pet tipova ciljnih orijentacija učenika: intrinzična i ekstrinzična orijentacija na učenje, orijentacija na izvedbu približavanjem i izbjegavanjem te izbjegavanje rada. Orijetacija na učenje odnosi se na ovladavanje sadržajem i postizanje kompetencije (intrinzična motivacija), orijentacija na postignuće na nagla-

atia, 12,617 students attended an individualised school programme (4%), 9,231 students attended an adapted programme (3%), and 3,391 students attended a special programme (1%).

Students' disabilities, often coupled with a lack of adequate systemic support, may negatively affect not only motivational and emotional factors related to the academic environment, but also academic achievements associated with it. Specifically, research on the determinants of academic achievement has highlighted the importance of motivational and emotional factors, considering that they have proved to be significant beyond the role of cognitive factors (e.g., Pekrun, 2006; Schwab & Hessels, 2015; Steinmayr, Weidinger, Schwinger, & Spinath, 2019).

### Motivational factors

The basic assumption of the achievement goal theory (Ames & Archer, 1988; Hulleman, Schragger, Bodmann, & Harackiewicz, 2010) is that individuals adopt achievement-related behaviour for different reasons or goals. Goals direct the thinking and behaviour of students through different learning situations and affect the amount of motivation that individuals invest in achieving their goals (Rončević Zubković, Kolić-Vehovec, & Pahljina-Reinić, 2020). Usually, a distinction is made between two goal orientations: mastery and performance orientation (Hulleman et al., 2010). Mastery goal orientation is focused on developing personal competence, while performance goal orientation is focused on demonstrating competence in relation to others (Ames & Archer, 1988). Subsequent conceptualisations also introduced approach and avoidance dimensions (Elliot & Harackiewicz, 1996), leading to the recognition of an avoidant form of the orientations described above.

Niemivirta (2002) differentiated between five types of goal orientation observed among students: mastery-intrinsic and mastery-extrinsic goal orientation, performance-approach and performance-avoidance goal orientation, and work avoidance goal orientation. Mastery-intrinsic goal orientation refers to mastering the content and

šavanje vanjskih kriterija za procjenu vlastitog ovladavanja sadržajima (ekstrinzična motivacija na učenje), orijentacija na izvedbu približavanjem odnosi se na ciljeve demonstracije kompetencije i nadmašivanja drugih, a orijentacija na izvedbu izbjegavanjem odnosi se na izbjegavanje situacija doživljavanja neuspjeha. Izbjegavanje rada za cilj ima izbjegavanje napora i školskih obaveza (Niemivirta, 2002).

Ciljne orijentacije povezane su s različitim ishodima, emocionalnim, motivacijskim i kognitivnim, pri čemu rezultati nisu za sve ciljne orijentacije jednako konzistentni (Hrkač i Pahljina Reinić, 2016; Tuominen-Soini, Salmela-Aro i Niemivirta, 2008). Tako se dimenzija izbjegavanja kod ciljnih orijentacija na učenje i izvedbu negativno odražava na različite vrste ishoda, primjerice postignuća i negativne afekte, dok je efekt ciljnih orijentacija na učenje pozitivan u pogledu npr. emocija, interesa, ulaganja napora i slično (Tuominen-Soini i sur., 2008). S druge strane, manje su jasne veze između ciljeva izvedbe približavanjem i ishoda s obzirom na to da istraživanja demonstriraju kako pozitivne tako i negativne efekte (Hrkač i Pahljina Reinić, 2016; Tuominen-Soini i sur., 2008).

Među najsnažnijim uvjerenjima koja imaju efekte na školsku motivaciju su ona o sposobnostima, a kakvi će efekti biti ovisi o tome smatraju li pojedinci sposobnost promjenjivom ili nepromjenjivom osobinom (Woolfolk, 2016). Tako su postavljanju ciljeva izvedbe skloniji pojedinci koji vjeruju da su sposobnosti nepromjenjive, a ciljevima izvrsnosti skloniji oni koji vjeruju da su sposobnosti promjenjive.

## Emocionalni čimbenici

Ulogu emocija u obrazovnom kontekstu kroz teoriju kontrole i vrijednosti istaknuo je Pekrun (2006). On govori o emocijama postignuća i razlikuje emocije vezane u aktivnosti (npr. uživanje, dosada, ljutnja) i emocije prospektivno ili retrospektivno vezane za ishode (npr. nada, anksioznost, ponos, sram), pri čemu se one mogu promatrati i kao stanja u specifičnoj situaciji, ali i dispozicije odnosno emocije koje pojedinac tipično doživljava u odnosu na aktivnosti i ishode postignuća.

achieving competence, while mastery-extrinsic goal orientation focuses on extrinsic criteria for self-assessing content mastery. Performance-approach goal orientation is aimed at demonstrating competence and outperforming others, while performance-avoidance goal orientation refers to avoiding situations of failure. Work avoidance goal orientation is aimed at avoiding effort and school assignments (Niemivirta, 2002).

Different types of goal orientations are linked to different emotional, motivational, and cognitive outcomes, and the results are not equally consistent for all goal orientations (Hrkač & Pahljina Reinić, 2016; Tuominen-Soini, Salmela-Aro & Niemivirta, 2008). Thus, the avoidance dimension of mastery and performance goal orientations negatively impacts different outcomes, e.g., achievements and negative affect, while mastery goal orientations have a positive effect in terms of, for example, emotions, interests, or effort (Tuominen-Soini et al., 2008). On the other hand, the relationship between performance-approach goals and outcomes are less clear, considering that studies have reported both positive and negative effects (Hrkač & Pahljina Reinić, 2016; Tuominen-Soini et al., 2008).

Ability beliefs are among the most pronounced beliefs affecting school motivation, and their effect varies according to whether individuals consider ability to be a malleable or a fixed trait (Woolfolk, 2016). Individuals who believe that ability is fixed are more inclined towards setting performance goals, whereas those who believe that abilities are malleable are more driven towards mastery goals.

## Emotional factors

The role of emotions in the educational context is highlighted in Pekrun's control-value theory (2006). When addressing achievement emotions, Pekrun distinguishes between activity-related emotions (e.g., enjoyment, boredom, anger) and emotions that are prospectively or retrospectively associated with outcomes (e.g., hope, anxiety, pride, shame). These can be viewed as states in a specific situation, but also as traits, i.e., emotions that an individual typically experiences in relation

Emocije postignuća su rezultat kognitivne procjene kontrole (uspjeh odnosno kompetentnost) i vrijednosti (percipirana važnosti zadatka), pri čemu ciljne orijentacije svoje efekte na akademske emocije ostvaruju upravo preko efekata na kognitivnu procjenu kontrole i vrijednosti (Pekrun, Elliot i Maier, 2009).

Emocije postignuća odražavaju se na kognitivne, motivacijske i regulacijske procese koji posreduju u odnosu između učenja i postignuća, ali i dobrobiti, sreće i zadovoljstva životom (Pekrun, 2006; Pekrun, Goetz, Frenzel, Barchfeld i Perry, 2011). Pretpostavljeni su većinom pozitivni efekti za pozitivne emocije (npr. uživanje u učenju), a negativni za negativne (npr. dosada i beznadnost), ali i ambivalentni za emocije poput relaksiranosti i anksioznosti.

### **Motivacijski i emocionalni čimbenici u akademskom okruženju kod učenika s teškoćama**

Motivacijski čimbenici u akademskom okruženju kod učenika s teškoćama nisu bili često predmetom istraživanja, a kada je to i bio slučaj, tada su se najčešće promatrali kod učenika s teškoćama učenja, budući da se te učenike često opisuje kao slabije motivirane (Sideridis, 2006a). Provedena istraživanja nisu pokazala konzistentne rezultate s obzirom na ciljne orijentacije tih učenika, pa su u nekim istraživanjima učenici s teškoćama učenja pokazali izraženiju, a u drugima manje izraženu ciljnu orijentaciju na učenje u odnosu na učenike bez teškoća, a slična nekonzistentnost vrijedi i za ciljnu orijentaciju na izvedbu (npr. Carlson, Booth, Shin i Canu, 2002; Sideridis, 2006a). Osim toga, nejednoznačni su i rezultati o efektima ciljnih orijentacija na akademsko postignuće kod tih učenika pa je otvoreno pitanje vrijede li isti obrasci povezanosti između ciljnih orijentacija i ishoda i kod učenika bez teškoća i s teškoćama.

Specifičnosti motivacijskih čimbenika kod učenika s ostalim teškoćom bile su predmet manjeg broja istraživanja. Tako se utvrdilo da su učenici s posebnim obrazovnim potrebama postizali niže rezultate na ciljnoj orijentaciji na učenje, a više na ciljnoj orijentaciji na izvedbu izbjegava-

to activities and achievement outcomes. Achievement emotions are the result of a cognitive appraisal of control (success or competence) and values (perceived importance of the task), whereby the influence of goal orientations on academic emotions can arise specifically due to the effects on cognitive appraisal of control and values (Pekrun, Elliot, & Maier, 2009). Achievement emotions influence cognitive, motivational, and regulatory processes, which mediate the relationship between learning and achievement, but also between well-being, happiness, and life satisfaction (Pekrun, 2006; Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011). In general, positive effects are presumed for positive emotions (e.g., enjoyment of learning), negative effects for negative emotions (e.g., boredom and hopelessness), and ambivalent effects for emotions such as relaxation and anxiety.

### **Motivational and emotional factors in the academic environment affecting students with disabilities**

Motivational factors in the academic environment affecting students with disabilities have not been studied often. These aspects have been most frequently examined in students with learning disabilities, considering that these students are often described as being less motivated (Sideridis, 2006a). Previous studies did not show consistent results with regard to the goal orientations of these students. Students with learning disabilities showed higher mastery goal orientation in some studies and lower mastery goal orientation in other studies than students without disabilities, and similar inconsistencies were also found regarding performance goal orientation (e.g., Carlson, Booth, Shin, & Canu, 2002; Sideridis, 2006a). In addition, the results regarding the effects of goal orientations on academic achievement in these students are also ambiguous, so it remains unclear whether the same patterns of connection between goal orientations and outcomes apply to students with and without disabilities.

Very few studies have examined the specificities of motivational factors in students with other disabilities. In these studies, students with special educational needs were found to have

njem (Schwab i Hessels, 2015) odnosno općenito više izbjegavanja rada (Schwab, 2014).

Među malobrojnim istraživanjima koja su bila usmjerena na ispitivanje emocionalnih čimbenika kod učenika s teškoćama, može se spomenuti istraživanje koje su proveli Sainio, Eklund, Ahonen i Kiuru (2019). Oni su ispitali odnos između teškoća u učenju, akademskih emocija i akademskog postignuća. Njihovi su rezultati pokazali različite obrasce izraženosti akademskih emocija između učenika koji su imali teškoće u čitanju i pisanju i onih koji nisu imali takve teškoće: učenici s teškoćama u učenju imali su manju nadu i višu anksioznost. Također, akademske emocije pokazale su se medijatorom između teškoća u čitanju i matematici i specifičnog postignuća u tim domenama.

## CILJ I HIPOTEZE ISTRAŽIVANJA

S obzirom na to da je osiguravanje kvalitetnog obrazovanja za sve učenike jedan od izazova obrazovanja, a da obrazovnim postignućima osim kognitivnih doprinose i motivacijski i emocionalni čimbenici u akademskom okruženju koji su kod učenika s teškoćama nedovoljno istraženi, cilj je ovog istraživanja bio ispitati motivacijske i emocionalne čimbenike i njihovu ulogu kod učenika koji se školuju po redovnom programu uz individualizirane postupke. U skladu s tim postavljeni su sljedeći istraživački zadaci:

1. Ispitati postoje li razlike u ciljnim orijentacijama, uvjerenju o djelovanju, emocijama postignuća, aspektima zadovoljstva te školskom uspjehu između učenika koji se školuju po redovnom programu uz individualizirane postupke i učenika koji se školuju po redovnom programu.

2. Ispitati doprinos ciljnih orijentacija, uvjerenja o djelovanju i emocija postignuća u objašnjenju zadovoljstva i školskog uspjeha učenika koji se školuju po redovnom programu uz individualizirane postupke.

Budući da se na posebne obrazovne potrebe učenika s teškoćama često ne odgovara primjerenom dodatnom podrškom (Bouillett i Kudek-Mirošević, 2015), očekuju se razlike u promatranim motivacijskim i emocionalnim čimbenicima u

lower mastery goal orientation and higher performance-avoidance orientation (Schwab & Hessels, 2015), as well as higher work avoidance in general (Schwab, 2014).

Among the few studies focused on emotional factors affecting students with disabilities, a study conducted by Sainio, Eklund, Ahonen and Kiuru (2019) should be mentioned. They examined the relationship between learning difficulties, academic emotions, and academic achievement. Their results indicated different patterns of intensity of academic emotions between students with reading and writing difficulties and those without such difficulties: students with learning difficulties had lower levels of hope and higher anxiety. Moreover, academic emotions turned out to play a mediating role between difficulties in reading and mathematics and specific achievements in these domains.

## AIM AND HYPOTHESES OF THE PRESENT STUDY

Considering that ensuring quality education for all students is one of the challenges of the education system, and that motivational and emotional factors in the academic environment, which are poorly researched for students with disabilities, contribute to educational achievements in addition to cognitive factors, the aim of this study was to examine motivational and emotional factors and their role in students attending a regular individualised school programme. Accordingly, the following research tasks were set:

1. To examine the differences in goal orientations, agency beliefs, achievement emotions, aspects of satisfaction, and academic achievement between students attending the regular individualised school programme and those attending the regular programme.

2. To determine the contribution of goal orientations, agency beliefs, and achievement emotions in explaining satisfaction and academic achievement of students attending the regular individualised school programme.

Considering that the special educational needs of students with disabilities are often met with in-

akademsom okruženju kao i aspektima zadovoljstva i školskom uspjehu između učenika koji se školuju po redovnom programu uz individualizirane postupke (u daljnjem tekstu RP-IP) i učenika koji se školuju po redovnom programu (u daljnjem tekstu RP). Međutim, u pogledu uloge motivacijskih i emocionalnih čimbenika u objašnjenju zadovoljstva i školskog uspjeha kod učenika RP-IP, očekuju se povezanosti koje se dobivaju i na normativnim uzorcima: pozitivni efekt ciljnih orijentacija na učenje i pozitivnih emocija postignuća, a negativni efekt izbjegavanja i negativnih emocija (Hrkač i Pahljina Reinić, 2016; Pekrun, 2006; Tuominen-Soini i sur., 2008).

## METODA

### Sudionici

Za potrebe ovog istraživanja analiziran je dio podataka prikupljenih u sklopu projekta *Znanstveno istraživanje učinaka provedbe projekta: „e-Škole: Uspostava sustava razvoja digitalno zrelih škola (pilot-projekt)“*. U ispitivanju u sklopu projekta sudjelovao je reprezentativan uzorak učenika iz 151 škole uključenih u projekt tako što je metodom slučajnih brojeva određeno 10 % učenika iz svakog 7. i 8. razreda osnovnih škola te 1. i 2. razreda srednjih škola (N = 2675). Osim njih, u ispitivanju u sklopu projekta sudjelovali su i svi učenici koji se školuju po redovnom programu uz individualizirane postupke iz uključenih škola (N = 417).

Kako su ciljana skupina ovog istraživanja učenici koji se školuju po redovnom programu uz individualizirane postupke (N = 417; 27.1% djevojaka), radi adekvatne usporedbe između dviju skupina učenika, iz već opisanog reprezentativnog uzorka učenika (N = 2675) metodom slučajnog odabira (u programu SPSS), uvažavajući spol i razred, odabran je uzorak učenika za usporedbu (N = 448; 27.9% djevojaka). U Tablici 1 prikazan je broj učenika u svakoj skupini (redovni program i redovni program uz individualizirane postupke) s obzirom na obrazovnu razinu i spol.

adequate additional support (Bouillet & Kudek-Mirošević, 2015), differences between students attending the regular individualised school programme (RP-I) and those attending the regular programme (RP) are expected in the observed motivational and emotional factors in the academic environment, as well as in aspects of satisfaction and academic achievement. However, with regard to the role of motivational and emotional factors in explaining satisfaction and academic achievement in students attending the RP-I, the same relationships were expected as those observed in the normative sample of students: a positive effect of mastery goal orientation and positive achievement emotions, as well as a negative effect of avoidance goal orientation and negative emotions (Hrkač & Pahljina Reinić, 2016; Pekrun, 2006; Tuominen-Soini et al., 2008).

## METHODS

### Participants

For the purpose of this study, we analysed part of the data collected in the project *Scientific research on the effects of the project “E-Schools: Establishment of a System for the Development of Digitally Mature Schools (Pilot Project)”*. The project study included a representative sample of students from 151 schools participating in the project, representing 10% of students from every seventh and eighth grade of primary school, and first and second grade of secondary school (N = 2675), who were selected at random. In addition, the survey included all students attending an individualised programme in the participating schools (N = 417).

Considering that the target group of this study was students attending an individualised programme (N = 417, 27.1% girls), a comparative sample of students (N = 448, 27.9% girls) was selected randomly (using SPSS software) from the representative sample of students described above (N = 2675), after taking gender and grade into account. Table 1 lists the number of students in each group (regular and individualised programme) according to school and gender.



**Tablica 1.** Broj učenika po skupinama s obzirom na obrazovnu razinu i spol / **Table 1.** Number of students in study sample, stratified by school and gender

	Grade	N (%)	F (%)	M (%)
Regular programme (N = 448)	PS - seventh	148 (33)	42 (28.4)	106 (71.6)
	PS - eight	138 (30.8)	42 (30.4)	96 (69.6)
	SS - first	113 (25.2)	25 (22.1)	88 (77.9)
	SS - second	49 (10.9)	16 (32.6)	33 (67.4)
Regular individualised programme (N = 417)	PS - seventh	140 (33.6)	40 (28.6)	100 (71.4)
	PS - eight	131 (31.4)	39 (29.8)	92 (70.2)
	SS - first	105 (25.2)	22 (20.9)	83 (79.1)
	SS - second	41 (9.8)	12 (29.3)	29 (70.7)

## Instrumentarij

### Upitnik ciljnih orijentacija

Ciljne orijentacije učenika ispitane su skalama iz upitnika Niemivirte (2002), a suglasnost za korištenje upitnika u sklopu projekta dali su autori. Svaka se skala sastojala od triju čestica sa skalom procjene od sedam stupnjeva (1 – uopće se ne slažem, 7 – potpuno se slažem). Rezultati eksploratorne faktorske analize glavnih komponenta upućuju na izdvajanje pet faktora, što je u skladu s očekivanjima i originalnom strukturom skale (CPP, 2017).

Skala intrinzične orijentacije na učenje odnosi se na procjenu učenika o tome koliko im je važno u školi steći nova znanja ili naučiti što je moguće više. Dobiveni koeficijent pouzdanosti (Cronbachov alpha) govori o dobroj unutarnjoj konzistenciji ( $\alpha=.82$ ). Skala ekstrinzične orijentacije na učenje odnosi se na procjenu učenika o tome koliko im je važno biti uspješan i imati visok uspjeh u školi. Dobiveni koeficijent pouzdanosti (Cronbachov alpha) govori o dobroj unutarnjoj konzistenciji ( $\alpha=.78$ ).

Skala orijentacije na izvedbu približavanjem odnosi se na učeničke procjene o tome koliko im je važno biti uspješnijima i imati bolje ocjene od ostalih učenika. Unutarnja konzistencija ove skale (Cronbachov alpha) nešto je niža ( $\alpha=.64$ ). Skala orijentacije na izvedbu izbjegavanjem odnosi se na učeničke procjene o tome koliko im je važno da u školi ne dožive neuspjeh ili naprave pogreš-

## Instruments

### Goal orientations questionnaire

The goal orientations of the students were examined through Niemivirta's (2002) questionnaire, and permission to use the questionnaire in the project was obtained from the author. Each scale in the questionnaire consists of three items with a seven-point assessment scale (1 – Completely disagree and 7 – Completely agree). The results of the exploratory factor analysis (principal component) indicate the extraction of five factors, which is in accordance with expectations and the original structure of the scale (CPP, 2017).

The mastery-intrinsic orientation scale refers to the students' estimation of how important it is for them to gain new knowledge or learn as much as possible in school. The resulting reliability coefficient (Cronbach's alpha) indicates good internal consistency ( $\alpha = .82$ ). The mastery-extrinsic orientation scale refers to the students' estimation of how important it is for them to be successful and reach a high level of academic achievement. The resulting reliability coefficient (Cronbach's alpha) also indicates good internal consistency ( $\alpha = .78$ ).

The performance-approach goal orientation scale refers to the students' estimation of how important it is for them to be more successful and have better grades than other students. The internal consistency of this scale (Cronbach's alpha) is slightly lower ( $\alpha = .64$ ). The performance-avoidance goal orientation scale refers to the students'

ke. Koeficijent pouzdanosti tipa unutarnje konzistencije (Cronbachov alpha) govori o nešto nižoj konzistenciji skale ( $\alpha=.64$ ).

Skala orijentacije na izbjegavanje rada odnosi se na učeničke procjene o tome koliko su usmjereni na izbjegavanje izazova i ulaganje što je moguće manje truda u obavljanje zadataka. Dobiveni koeficijent pouzdanosti tipa unutarnje konzistencije (Cronbachov alpha) govori o nižoj unutarnjoj konzistenciji skale ( $\alpha=.60$ ).

### ***Skala uvjerenja o djelovanju***

Pored ciljnih orijentacija, ispitana su i druga motivacijska uvjerenja učenika, kao što su uvjerenja o djelovanju (Niemivirta, 1998; 2002). Za korištenje navedene skale autor je također dao suglasnost. Skala uvjerenja o djelovanju obuhvaća šest čestica, a učenici su svoje procjene davali na skali od sedam stupnjeva (1 – uopće se ne slažem, 7 – potpuno se slažem). Rezultati eksploratorne faktorske analize glavnih komponenata upućuju na izdvajanje dvaju faktora – sposobnost i trud, što je u skladu s očekivanjima i originalnom strukturom skale (CPP, 2017). Kod skale sposobnosti učenici procjenjuju imaju li dovoljno sposobnosti za postizanje uspjeha u školi, a kod skale truda procjenjuju vlastiti trud koji ulažu kako bi postigli uspjeh. Dobiveni koeficijenti pouzdanosti (Cronbachov alpha) govore o dobroj unutarnjoj konzistenciji skala ( $\alpha=.83$  i  $\alpha=.74$ ).

### ***Upitnik emocija postignuća***

Uz suglasnost autora skale primijenjena je skraćena Skala emocija vezanih za nastavu (Achievement Emotions Questionnaire, Pekrun i sur., 2011). Skalom se ispituje uobičajenost doživljavanja pet emocija (uživanje, ponos, ljutnja, anksioznost i dosada) na nastavi. Svaka je emocija bila ispitana s tri čestice, a za svaku su česticu učenici na skali Likertovog tipa označili stupanj slaganja (1-uopće se ne odnosi na mene, 5 – u potpunosti se odnosi na mene). Rezultati faktorske analize ne upućuju na čistu faktorsku strukturu u kojoj bi se jasno izdvojilo pet skala za pet odvojenih emocija, pa je provjerena sadržajna valjanost svake od skala (CPP, 2017). Na ovom su uzorku dobiveni

estimation of how important it is for them not to experience failure or make mistakes in school. The coefficient of internal consistency reliability (Cronbach's alpha) also indicates slightly lower consistency of the scale ( $\alpha = .64$ ).

The work avoidance goal orientation scale refers to the students' estimation of how oriented they are towards avoiding challenges and investing as little effort as possible in performing tasks. The resulting coefficient of internal consistency reliability (Cronbach's alpha) indicates slightly lower internal consistency of the scale ( $\alpha = .60$ ).

### ***Agency beliefs scale***

In addition to goal orientations, other motivational beliefs of students were examined, such as agency beliefs (Niemivirta, 1998; 2002). The permission to use the above-mentioned scale was obtained from the author. The agency beliefs scale consists of six items, and the students gave their estimations using a seven-point scale (1 – Completely disagree and 7 – Completely agree). The results of the exploratory factor analysis (principal component) indicate the extraction of two factors, ability and effort, which is in accordance with expectations and the original structure of the scale (CPP, 2017). On the ability scale, students estimated if their abilities were sufficient for academic achievements, and on the effort scale, they estimated the effort they invested in academic achievements. The resulting reliability coefficients (Cronbach's alpha) indicate good internal consistency of the scales ( $\alpha = .83$  and  $\alpha = .74$ , respectively).

### ***Achievement emotions questionnaire***

With the consent of the author of the scale, a shortened version of the Achievement Emotions Questionnaire (Pekrun et al., 2011) was applied. The scale examines the frequency of experiencing five emotions (enjoyment, pride, anger, anxiety, and boredom) in class. Each emotion was assessed through three items, and for every item, the students rated their level of agreement using a Likert scale (1 – Not at all true of me and 5 – Very true of me). The results of the factor analysis do not indicate a clear five-factor structure for five separate emotions, and

uglavnom zadovoljavajući koeficijenti pouzdanosti tipa unutarnje konzistencije (Cronbachov  $\alpha$ ): ponos  $\alpha=.73$ , uživanje  $\alpha=.70$ , anksioznost  $\alpha=.59$ , ljutnja  $\alpha=.73$ , dosada  $\alpha=.82$ .

### **Procjena zadovoljstva**

Učenici su procjenjivali tri različita aspekta zadovoljstva – zadovoljstvo sobom kao učenicom, zadovoljstvo odnosom s drugim učenicima te zadovoljstvo životom. Učenici su svoje procjene davali na skali Likertovog tipa od 5 stupnjeva (1-uopće se ne odnosi na mene, 5 – u potpunosti se odnosi na mene). Korelacije među pojedinim aspektima procjene zadovoljstva umjerene su i značajne (vrijednosti Pearsonovog koeficijenta korelacije kreću se od .41 do .42;  $p < .001$ ).

### **Školski uspjeh**

Učenici su odgovorili i na pitanje s kojim su uspjehom završili prethodni razred. Odgovori učenika bili su na ljestvici od 1 do 5.

### **Postupak**

Analizirani podaci samo su dio podataka prikupljenih u sklopu projekta *Znanstveno istraživanje učinaka provedbe projekta: „e-Škole: Uspostava sustava razvoja digitalno zrelih škola (pilot-projekt)“* čiji je naručitelj bio CARNET. Projekt se provodio tijekom dvije godine (od 2016. do 2018.), a u početnom i završnom *online* ispitivanju sudjelovali su reprezentativni uzorci nastavnika i učenika 101 osnovne i 50 srednjih škola. U ovom su radu analizirani podaci dobiveni na uzorku učenika koji su sudjelovali u *online* istraživanju u drugoj točki mjerenja (ožujak, 2018).

*Online* ispitivanje provedeno je putem aplikacije LimeSurvey tijekom redovne nastave uz vođenje nastavnika, a ispunjavanje upitnika trajalo je između 30 i 40 minuta. U istraživanju su sudjelovali oni učenici čiji su roditelji potpisali suglasnost za sudjelovanje u istraživanju nakon što su bili informirani o samom istraživanju te koji su i sami pristali sudjelovati u njemu. Provedba istraživanja dio je velikog projekta u kojem je partner

the content validity of each scale was verified (CPP, 2017). In this sample, internal consistency coefficients were mostly satisfactory (Cronbach's alpha): pride  $\alpha = .73$ , enjoyment  $\alpha = .70$ , anxiety  $\alpha = .59$ , anger  $\alpha = .73$ , boredom  $\alpha = .82$ .

### **Satisfaction assessment**

Students assessed three aspects of satisfaction – satisfaction with themselves as students, with their relationships with other students, and life satisfaction. The students gave their estimations using a five-point Likert scale (1 – Not at all true of me and 5 – Very true of me). The correlations between certain aspects of the satisfaction assessment were moderate and significant (Pearson's correlation coefficient values range from .41 to .42;  $p < .001$ ).

### **Academic achievement**

The students also indicated the average grade with which they completed the previous school year. Their responses were reported on a scale from 1 to 5.

### **Procedure**

The data analysed in the present study are part of the data collected as part of project *Scientific research on the effects of the project “E-Schools: Establishment of a System for the Development of Digitally Mature Schools (Pilot Project)”* commissioned by CARNET. The project was implemented over a period of two years (2016–2018), and the initial and final on-line survey included representative samples of teachers and students from 101 primary and 50 secondary schools. The present study analyses data obtained from a sample of students participating in the on-line survey conducted at the second measurement point (March 2018).

The online survey was administered via the LimeSurvey application during regular classes under the guidance of the teacher, and the questionnaire took between 30 and 40 minutes to complete. Participants included students whose parents gave consent to participate in the study after being informed about the study and who themselves agreed to participate in the study. The im-

Ministarstvo znanosti i obrazovanja Republike Hrvatske, a škole koje su sudjelovale u projektu same su se javile na poziv za sudjelovanje u projektu. Za provođenje istraživanja suglasnost je dalo Etičko povjerenstvo za znanstvena istraživanja matičnog fakulteta. Detaljni opis metodologije istraživanja učinaka pilot-projekta e-Škole dostupan je u monografiji o projektu (Kolić-Vehovec, 2020).

## REZULTATI

Deskriptivni podaci za sve varijable korištene u istraživanju kao i njihove međusobne korelacije prikazane su u Tablici 2 (za učenike redovnih programa) i Tablici 3 (za učenike redovnih programa uz individualizirane postupke). Na osnovi podataka o spljoštenosti i asimetričnosti distribucija može se reći da su distribucije varijabli približno normalne.

plementation of the study is part of a large project in which the Ministry of Science and Education of the Republic of Croatia is a partner, and the schools that participated in the project responded to the invitation to participate in the project. Approval for the study was obtained from the Ethics Committee of the institution. A detailed description of the methodology used for analysing the effect of projects is available in the project monograph (Kolić-Vehovec, 2020).

## RESULTS

Descriptives for all variables used in the study and their correlations are listed in Table 2 (for students attending the regular school programme) and Table 3 (for students attending the individualised programme). Based on data on kurtosis and skewness of the distributions, we found that the distributions of the variables was approximately normal.

**Tablica 2.** Deskriptivni podaci i Pearsonovi koeficijenti korelacija - uzorak učenika redovnih programa (N=448) / **Table 2.** Descriptive statistics and Pearson correlation coefficients of the study variables - sample of students in the regular school programme (N = 448)

	SS	SA	SC	Gender	GO M-I	GO M-E	GO P-AP	GO P-AV	GO WA	AB-AB	AB-EF	AE-B	AE-P	AE-EN	AE-ANX	AE-AN
SS	-															
AA	.26***	-														
SC	-.03	-.04	-													
Gender	.02	-.19***	.04	-												
GO M-I	.24***	.05	-.08	.05	-											
GO M-E	.26***	.22***	-.17***	.01	.46***	-										
GO P-AP	.15**	-.02	-.05	.11*	.17***	.46***	-									
GO P-AV	.03	.00	-.05	-.03	.14**	.30***	.40***	-								
GO WA	-.21***	-.06	.15**	.14**	-.34***	-.25***	.03	.03	-							
AB-AB	.36***	.25***	-.03	.08	.39***	.52***	.28***	.14**	-.17***	-						
AB-EF	.51***	.19***	-.11*	-.03	.56***	.52***	.24***	.16**	-.40***	.45***	-					
AEP-B	-.26***	-.13**	.08	-.07	-.37***	-.27***	-.01	.03	.51***	-.23***	-.48***	-				
AE-P	.56***	.18***	-.05	.06	.46***	.47***	.30***	.13**	-.34***	.54***	.63***	-.41***	-			
AE-EN	.43***	.08	-.02	.06	.50***	.38***	.20***	.08	-.39***	.37***	.60***	-.49***	.69***	-		
AE-ANX	-.23***	-.15**	.02	-.11*	-.11*	-.05	.13**	.33***	.29***	-.16***	.48***	-.20***	-.22***	-		
AE-AN	-.21***	-.05	.09*	-.06	-.31***	-.17***	.09*	.12*	.43***	-.18***	-.33***	.69***	-.23***	-.33***	.54***	-
M	3.73	4.27	-	-	5.67	5.80	4.46	4.47	3.58	6.01	5.22	2.89	3.80	3.44	2.95	2.54
SD	1.02	0.76	-	-	1.18	1.16	1.40	1.49	1.36	1.09	1.24	1.12	0.78	0.84	0.96	1.03
Skew	-0.81	-0.64	-	-	-1.13	-1.31	-0.30	-0.35	0.33	-1.33	-0.88	0.13	-0.76	-0.30	0.19	0.36
Kurt	0.28	-0.30	-	-	1.46	1.90	-0.54	-0.45	-0.32	1.95	0.44	-0.96	0.77	-0.24	-0.64	-0.61

SS, satisfaction as a student; AA, academic achievement; SC, school (1 = primary school, 2 = secondary school); Gender (1 = females, 2 = males); GO M-I, goal orientation: mastery-intrinsic; GO M-E, goal orientation: mastery-extrinsic; GO P-AP, goal orientation: performance-approach; GO P-AV, goal orientation: performance-avoidance; GO WA, goal orientation: work avoidance; AB-AB, agency beliefs – ability; AB-EF, agency beliefs – effort; AE-B, achievement emotions – boredom; AE-PR, achievement emotions – pride; AE-EN, achievement emotions – enjoyment; AE-ANX, achievement emotions – anxiety; AE-AN, achievement emotions – anger; Skew, skewness; Kurt, kurtosis; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

**Tablica 3.** Deskriptivni podaci i Pearsonovi koeficijenti korelacija - uzorak učenika redovnih programa uz individualizirane postupke (N=417) / **Table 3.** Descriptive statistics and Pearson correlation coefficients of the study variables - sample of students in the individualised programme (N = 417)

	SS	SA	SC	Gender	GO M-I	GO M-E	GO P-AP	GO P-AV	GO WA	AB-AB	AB-EF	AE-B	AE-P	AE-EN	AE-ANX	AE-AN
SS	-															
AA	.18***	-														
SC	-.09	-.21***	-													
Gender	.03	-.07	.06	-												
GO M-I	.21***	.06	-.14**	-.08	-											
GO M-E	.20***	.22***	-.20***	.00	.56***	-										
GO P-AP	.10*	.06	-.05	.12*	.27***	.49***	-									
GO P-AV	.05	.05	-.03	.02	.21**	.25***	.45***	-								
GO WA	-.05	-.17**	.13**	.13**	-.20***	-.05	.21***	.13*	-							
AB-AB	.28***	.13**	-.07	.04	.47***	.52***	.33***	.20***	-.02	-						
AB-EF	.35***	.16**	-.15**	-.08	.65***	.52***	.24***	.19***	-.24***	.46***	-					
AEP-B	-.07	-.06	.09	-.04	-.33***	-.17***	.09	.03	.45***	-.14**	-.42***	-				
AE-P	.42***	.08	-.07	.00	.53***	.40***	.25***	.11*	-.16**	.55***	.61***	-.24***	-			
AE-EN	.32***	.10*	-.06	-.08	.51***	.40***	.21***	.12*	-.33***	.39***	.59***	-.34***	.67***	-		
AE-ANX	.01	-.10*	.04	-.05	.00	.08	.26***	.26***	.25***	-.04	-.08	.49***	.01	-.02	-	
AE-AN	-.03	.17**	.17**	.05	-.29***	-.14**	.12*	.04	.37***	-.18***	-.31***	.63***	-.21***	-.29***	.50***	-
M	3.58	3.67	-	-	5.66	5.46	4.53	4.45	3.74	5.52	5.18	2.88	3.72	3.50	3.02	2.51
SD	1.11	0.78	-	-	1.27	1.26	1.40	1.47	1.48	1.23	1.22	1.13	0.85	0.85	0.98	0.99
Skew	-0.71	0.19	-	-	-1.20	-0.71	-0.29	-0.35	-0.02	-0.86	-0.61	0.06	-0.56	-0.28	-0.15	0.30
Kurt	-0.07	-0.50	-	-	1.29	-0.12	-0.46	-0.38	-0.61	0.48	-0.16	-0.87	0.10	-0.30	-0.42	-0.67

SS, satisfaction as a student; AA, academic achievement; SC, school (1 = primary school, 2 = secondary school); Gender (1 = females, 2 = males); GO M-I, goal orientation: mastery-intrinsic; GO M-E, goal orientation: mastery-extrinsic; GO P-AP, goal orientation: performance-approach; GO P-AV, goal orientation: performance-avoidance; GO WA, goal orientation: work avoidance; AB-AB, agency beliefs – ability; AB-EF, agency beliefs – effort; AE-B, achievement emotions – boredom; AE-PR, achievement emotions – pride; AE-EN, achievement emotions – enjoyment; AE-ANX, achievement emotions – anxiety; AE-AN, achievement emotions – anger; Skew, skewness; Kurt, kurtosis; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

Kako bi se ispitale razlike u motivacijskim i emocionalnim čimbenicima u akademskom okruženju između učenika RP i učenika RP-IP, a vodeći računa o tome pohađaju li učenici osnovnu ili srednju školu, provedene su dvosmjerne analize varijance. Rezultati su prikazani u Tablici 4, 5, 6 i 7.

To test the differences in motivational and emotional factors in the academic setting between students attending RP-I and those attending RP, considering whether the students attend primary or secondary school, two-way analyses of variance were conducted. The results are shown in Tables 4, 5, 6, and 7.

**Tablica 4.** Ciljne orijentacije učenika uključenih u redovni program ili u redovni program uz individualizirane postupke u osnovnim i srednjim školama / **Table 4.** Goal orientations of students attending regular school programmes and those attending regular individualised school programmes in primary and secondary schools

Goal orientation	Programme	Primary school		Secondary school		F Programme ( $\eta^2$ )	F School ( $\eta^2$ )	F Programme x School ( $\eta^2$ )
		M	SD	M	SD			
Mastery – intrinsic	RP	5.74	1.17	5.55	1.20	0.20	10.23**	1.02
	RP-I	5.79	1.22	5.42	1.32	-	(.01)	-
Mastery - Extrinsic	RP	5.94	1.09	5.54	1.23	17.69***	30.56***	0.61
	RP-I	5.64	1.21	5.12	1.29	(.02)	(.03)	-
Performance - approach	RP	4.52	1.39	4.36	1.41	0.35	2.39	0.00
	RP-I	4.58	1.42	4.42	1.36	-	-	-
Performance - avoidance	RP	4.53	1.52	4.38	1.44	0.02	1.36	0.08
	RP-I	4.48	1.50	4.39	1.43	-	-	-
Work avoidance	RP	3.43	1.29	3.86	1.44	2.39	17.62***	0.01
	RP-I	3.59	1.51	4.00	1.39	-	(.02)	-

RP, regular programme; RP-I, regular programme with individualisation; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ ;  $\eta^2$  effect size

Učinak programa pokazao se značajnim samo kod ekstrinzične orijentacije na učenje. Učenici redovnih programa imaju veću ekstrinzičnu orijentaciju na učenje od učenika redovnih programa uz individualizirane postupke. Učinak škole bio je značajan za intrinzičnu i ekstrinzičnu orijentaciju na učenje te za izbjegavanje rada. Učenici srednje škole imaju manju intrinzičnu i ekstrinzičnu orijentaciju na učenje od učenika osnovne škole te su više orijentirani na izbjegavanje rada. Interakcijski efekti programa i škole nisu značajni ni za jednu ciljnu orijentaciju.

The effect of the program proved significant only for extrinsic learning orientation. Students in regular programmes had greater extrinsic learning orientation than students in regular programmes with individualised procedures. The effect of school was significant for intrinsic and extrinsic goal orientation and work avoidance. Secondary students had lower intrinsic and extrinsic goal orientations than primary school students and were more oriented toward work avoidance. The interaction effects of programmes and school was not significant for any of the goal orientations.

**Tablica 5.** Uvjerenje o djelovanju kod učenika uključenih u redovni program ili u redovni program uz individualizirane postupke u osnovnim i srednjim školama / **Table 5.** Agency beliefs of students attending regular school programmes and those attending regular individualised school programmes in primary and secondary schools

Agency beliefs	Programme	Primary school		Secondary school		F Programme ( $\eta^2$ )	F School ( $\eta^2$ )	F Programme x School ( $\eta^2$ )
		M	SD	M	SD			
Ability	RP	6.04	1.08	5.98	1.13	38.79***	1.95	0.42
	RP-I	5.58	1.20	5.41	1.27	(.04)	-	-
Effort	RP	5.32	1.23	5.04	1.23	0.50	14.17***	0.31
	RP-I	5.31	1.21	4.93	1.22	-	(.02)	-

RP, regular programme; RP-I, regular programme with individualisation; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ ;  $\eta^2$  effect size

Učinak programa školovanja pokazao se značajnim samo za uvjerenja o sposobnostima, ali ne i za uvjerenja o trudu. Učenici uključeni u redovne programe u većoj mjeri procjenjuju da imaju dovoljno sposobnosti za postizanje uspjeha u školi u odnosu na učenike redovnih programa uz individualizirane postupke. Učinak škole dobiven je kod procjene truda. Učenici osnovne škole procjenjuju da ulažu više truda kako bi bili uspješni u školi od srednjoškolaca. Interakcijski efekti programa i škole nisu se pokazali značajnima.

The effect of the school programme proved significant only for agency beliefs about ability, but not for effort. Students participating in regular programmes were more likely to rate that they had sufficient ability to succeed in school than those in individualised programmes. Effect of school was significant for agency beliefs about effort. Primary school students estimated that they try harder to succeed in school than high school students. The interaction effects of programme and school were not significant.

**Tablica 6.** *Emocije postignuća kod učenika uključenih u redovni program ili u redovni program uz individualizirane postupke u osnovnim i srednjim školama / Table 6.* *Achievement emotions of students attending regular school programmes and those attending regular individualised school programmes in primary and secondary schools*

Achievement emotions	Programme	Primary school		Secondary school		F Programme ( $\eta^2$ )	F School ( $\eta^2$ )	F Programme x School ( $\eta^2$ )
		M	SD	M	SD			
Boredom	RP	2.82	1.16	3.01	1.04	0.01	6.28*	0.02
	RP-I	2.81	1.17	3.02	1.04	-	(.01)	-
Pride	RP	3.83	0.80	3.75	0.76	2.35	3.43	0.16
	RP-I	3.77	0.87	3.64	0.80	-	-	-
Enjoyment	RP	3.45	0.87	3.42	0.79	0.60	1.52	0.49
	RP-I	3.54	0.88	3.42	0.80	-	-	-
Anxiety	RP	2.93	0.99	2.97	0.93	1.25	0.82	0.05
	RP-I	2.99	1.00	3.07	0.93	-	-	-
Anger	RP	2.47	1.06	2.67	0.94	0.01	15.07***	1.13
	RP-I	2.39	1.00	2.74	0.92	-	(.02)	-

RP, regular programme; RP-I, regular programme with individualisation; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ ;  $\eta^2$  effect size

**Tablica 7.** *Aspekti zadovoljstva i uspjeh u školi kod učenika uključenih u redovni program ili u redovni program uz individualizirane postupke u osnovnim i srednjim školama / Table 7.* *Different aspects of satisfaction and academic achievement of students attending regular school programmes and those attending regular individualised school programmes in primary and secondary schools*

Different aspects of satisfaction	Programme	Primary school		Secondary school		F Programme ( $\eta^2$ )	F School ( $\eta^2$ )	F Programme x School ( $\eta^2$ )
		M	SD	M	SD			
Satisfaction with self as student	RP	3.75	1.02	3.69	1.03	5.76*	3.07	1.00
	RP-I	3.65	1.06	3.45	1.18	(.01)	-	-
Satisfaction with relationship with others	RP	3.97	0.96	4.00	0.90	13.63***	0.69	1.76
	RP-I	3.80	1.06	3.64	1.06	(.02)	-	-
Life satisfaction	RP	4.20	1.05	4.04	1.05	6.31*	7.83**	0.41
	RP-I	4.06	1.06	3.79	1.20	(.01)	(.01)	-
Academic achievement	RP	4.29	0.74	4.22	0.78	139.97***	14.09***	5.90*
	RP-I	3.79	0.74	3.45	0.80	(.14)	(.02)	(.01)

RP, regular programme; RP-I, regular programme with individualisation; \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ ;  $\eta^2$  effect size

Učinak programa školovanja pokazao se značajnim za sve promatrane aspekte zadovoljstva, ali ne i za akademske emocije. Učenici redovnih programa procjenjuju veće zadovoljstvo sobom kao učenicom, zadovoljniji su odnosom s drugim učenicima i općenito su zadovoljniji životom od učenika redovnih programa uz individualizirane postupke. Učinci škole pokazali su se značajnim za emocije dosade i ljutnje te za zadovoljstvo životom: učenici osnovnih škola imaju manje izražene emocije dosade i ljutnje i zadovoljniji su životom od srednjoškolaca. Po pitanju uspjeha u školi, svi učinci pokazali su statističku značajnost. Bolji uspjeh u školi imaju učenici redovnih programa te osnovnoškolci. Interakcijski efekt bio je značajan samo za školski uspjeh: kod učenika redovnih programa uz individualizirane postupke izraženiji je efekt slabijeg školskog uspjeha u srednjoj školi nego kod učenika redovnih programa.

Kako bi se ispitao doprinos motivacijskih i emocionalnih čimbenika u objašnjenju zadovoljstva i školskog uspjeha učenika s teškoćama uključenih u redovni program uz individualizirane postupke, provedene su hijerarhijske regresijske analize za dvije kriterijske varijable: zadovoljstvo sobom kao učenicom i školski uspjeh. U prvom su koraku kao prediktori uključeni spol i škola (osnovna ili srednja), u drugom ciljne orijentacije, u trećem uvjerenja o djelovanju, a u četvrtom emocije postignuća. Radi usporedbe, iste su analize napravljene i na uzroku učenika koji se školuju po redovnom programu. Rezultati su prikazani u Tablici 8.

The effect of the school programme proved significant for all observed aspects of satisfaction, but not for achievement emotions. Students in regular programmes estimated greater satisfaction with themselves as a student, were more satisfied with their relationships with other students, and were generally more satisfied with life than students in regular programmes with individualised procedures. School effects were found to be significant with respect to boredom and anger, as well as life satisfaction: primary school students had less pronounced emotions related to boredom and anger and were more satisfied with their lives than secondary school students. Regarding academic achievement, all effects showed statistical significance. Students in the regular programmes and primary school students had better academic achievements. The interaction effect was significant only for academic achievement: the effect of lower academic achievement in secondary school was more pronounced for students in regular programmes with individualised procedures than for those in regular programmes.

To examine the contribution of motivational and emotional factors in explaining the satisfaction and academic achievement of students with disabilities included in the regular programme with individualised procedures, hierarchical regression analyses were conducted for two criterion variables: self-satisfaction as a student and academic achievement. Gender and school (primary or secondary) were included as predictors in the first step, goal orientations in the second, agency beliefs in the third, and achievement emotions in the fourth. In order to compare the results, the same analyses were performed on the sample of students attending regular programme. The results are presented in Table 8.



**Tablica 8.** *Prediktori zadovoljstva i školskog uspjeha kod učenika redovnih programa uz individualizirane postupke i kod učenika redovnih programa / Table 8. Predictors of satisfaction and academic achievement of students attending regular individualised school programmes and those attending regular school programmes*

Predictors	Regular individualised school programme				Regular school programme			
	Satisfaction with self as a student		Academic achievement		Satisfaction with self as a student		Academic achievement	
	$\beta$	Model summary	$\beta$	Model summary	$\beta$	Model summary	$\beta$	Model summary
Step 1								
Gender	.03	$R^2 = .01$	-.06	$R^2 = .05^{***}$	.02	$R^2 = .00$	-.19 <sup>***</sup>	$R^2 = .04^{***}$
School	-.09		-.20 <sup>***</sup>		-.03		-.04	
Step 2								
Gender	.04	$R^2 = .06^{**}$	-.06	$R^2 = .11^{***}$	.02	$R^2 = .11^{***}$	-.19 <sup>***</sup>	$R^2 = .11^{***}$
School	-.05	$\Delta R^2 = .05^{**}$	-.15 <sup>**</sup>	$\Delta R^2 = .07^{***}$	.03	$\Delta R^2 = .11^{***}$	-.00	$\Delta R^2 = .07^{***}$
Mastery-intrinsic	.14*		-.15 <sup>**</sup>		.11*		-.06	
Mastery-extrinsic	.11		.27 <sup>***</sup>		.16 <sup>**</sup>		.33 <sup>***</sup>	
Performance-approach	.02		.00		.09		-.12*	
Performance-avoidance	-.02		.00		-.06		-.05	
Work avoidance	-.02		-.16 <sup>**</sup>		-.15 <sup>**</sup>		.03	
Step 3								
Gender	.04	$R^2 = .15^{***}$	-.06	$R^2 = .12^{***}$	.02	$R^2 = .30^{***}$	-.20 <sup>***</sup>	$R^2 = .16^{***}$
School	-.05	$\Delta R^2 = .09^{***}$	-.15 <sup>**</sup>	$\Delta R^2 = .01$	.02	$\Delta R^2 = .19^{***}$	-.01	$\Delta R^2 = .05^{***}$
Mastery-intrinsic	-.07		-.21 <sup>**</sup>		-.11*		-.15 <sup>**</sup>	
Mastery-extrinsic	-.02		.23 <sup>**</sup>		-.05		.20 <sup>**</sup>	
Performance-approach	.00		-.01		.04		-.14 <sup>**</sup>	
Performance-avoidance	-.03		-.00		-.06		-.04	
Work avoidance	.02		-.15 <sup>**</sup>		-.03		.07	
Ability	.17 <sup>**</sup>		.06		.20 <sup>***</sup>		.21 <sup>***</sup>	
Effort	.33 <sup>***</sup>		.08		.50 <sup>***</sup>		.14*	
Step 4								
Gender	.04	$R^2 = .22^{***}$	-.06	$R^2 = .14^{***}$	-.00	$R^2 = .39^{***}$	-.22 <sup>***</sup>	$R^2 = .18^{***}$
School	-.07	$\Delta R^2 = .07^{***}$	-.16 <sup>**</sup>	$\Delta R^2 = .02$	.01	$\Delta R^2 = .09^{***}$	-.02	$\Delta R^2 = .03^*$
Mastery-intrinsic	-.12		-.17 <sup>**</sup>		-.13 <sup>**</sup>		-.13*	
Mastery-extrinsic	.00		.24 <sup>***</sup>		-.06		.20 <sup>**</sup>	
Performance-approach	-.05		-.00		.00		-.14 <sup>**</sup>	
Performance-avoidance	.00		.02		-.01		.00	
Work avoidance	.03		-.17 <sup>**</sup>		.02		.10	
Ability	.07		.05		.06		.18 <sup>**</sup>	
Effort	.22 <sup>**</sup>		.11		.36 <sup>***</sup>		.11	
Boredom	.05		.06		.14*		-.12	
Pride	.29 <sup>***</sup>		-.02		.37 <sup>***</sup>		.08	
Enjoyment	.10		.00		.05		-.09	
Anxiety	-.02		-.17 <sup>**</sup>		-.13*		-.15 <sup>**</sup>	
Anger	.09		.14*		-.06		.13	

Note: Gender 1 = female, 2 = male; School 1 = primary, 2 = secondary. \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

Analize pokazuju da promatrani skup prediktora u većoj mjeri objašnjava kriterij zadovoljstva sobom kao učenikom ( $R^2 = .22$ ,  $F = 7.86$ ,  $p < .001$ ) nego kriterij školskog uspjeha ( $R^2 = .14$ ,  $F = 4.74$ ,  $p < .001$ ). Spol i škola nisu se pokazali značajnim prediktorom zadovoljstva sobom kao učenikom. Međutim, značajne doprinose objašnjenju zadovoljstva imale su ciljne orijentacije ( $\Delta R^2 = .05$ ,  $F = 4.15$ ,  $p < .01$ ), uvjerenja o djelovanju ( $\Delta R^2 = .09$ ,  $F = 21.17$ ,  $p < .001$ ) te emocije postignuća ( $\Delta R^2 = .07$ ,  $F = 7.07$ ,  $p < .001$ ). U posljednjem su se koraku kao samostalni pozitivni prediktori pokazali procjena truda ( $\beta = .22$ ,  $p < .01$ ) i emocija ponosa ( $\beta = .29$ ,  $p < .001$ ). Prediktori koji su se pokazali značajnim u koraku u kojem su uvršteni u analizu - intrinzična ciljna orijentacija na učenje i procjena sposobnosti – u posljednjem koraku nisu ostali značajnim prediktorima zadovoljstva sobom kao učenikom iako su u pozitivnoj korelaciji s kriterijem.

Što se tiče školskog uspjeha, spol se nije pokazao značajnim prediktorom, dok učenici srednjih škola imaju slabiji školski uspjeh ( $R^2 = .05$ ,  $F = 9.86$ ,  $p < .001$ ). Značajan doprinos objašnjenju školskog uspjeha imale su jedino još ciljne orijentacije ( $\Delta R^2 = .07$ ,  $F = 6.09$ ,  $p < .001$ ). Intrinzična orijentacija na učenje ( $\beta = -.17$ ,  $p < .05$ ) i izbjegavanje rada ( $\beta = -.17$ ,  $p < .01$ ) pokazale su se značajnim negativnim prediktorom, a ekstrinzična orijentacija na učenje ( $\beta = .24$ ,  $p < .001$ ) pozitivnim prediktorom školskog uspjeha. Uvjerenja o djelovanju i emocije postignuća nisu značajno doprinijeli objašnjenju varijance školskog uspjeha iako su se kao pojedinačni prediktori uspjeha izdvojili anksioznost ( $\beta = -.17$ ,  $p < .01$ ) i ljutnja ( $\beta = .14$ ,  $p < .05$ ).

Usporedna analiza na uzorku učenika RP pokazuje slične rezultate, ali s nekim razlikama u pogledu postotaka objašnjenje varijance te značajnosti nekih pojedinačnih prediktora. Može se uočiti da promatrani skup prediktorskih varijabli u većoj mjeri objašnjava zadovoljstvo sobom kao učenikom ( $R^2 = .39$ ,  $F = 19.90$ ,  $p < .001$ ) te školski uspjeh ( $R^2 = .18$ ,  $F = 6.92$ ,  $p < .001$ ) kod učenika RP nego kod učenika RP-IP. Pritom je zanimljivo da spol i vrsta škole pokazuju drukčiji obrazac povezanosti u dva subuzorka pa u uzorku učeni-

The results show that the observed set of predictor variables explained satisfaction with self as a student to a greater extent ( $R^2 = .22$ ,  $F = 7.86$ ,  $p < .001$ ) than academic achievement ( $R^2 = .14$ ,  $F = 4.74$ ,  $p < .001$ ). Gender and school did not prove to be significant predictors of satisfaction with self as a student. However, goal orientation contributed significantly to the explanation of satisfaction ( $\Delta R^2 = .05$ ,  $F = 4.15$ ,  $p < .01$ ), as well as agency beliefs ( $\Delta R^2 = .09$ ,  $F = 21.17$ ,  $p < .001$ ) and achievement emotions ( $\Delta R^2 = .07$ ,  $F = 7.07$ ,  $p < .001$ ). In the final step, the significant predictors were agency beliefs about effort ( $\beta = .22$ ,  $p < .01$ ) and pride ( $\beta = .29$ ,  $p < .001$ ). The predictors that proved significant in the step in which they were included in the analysis - intrinsic goal orientation and agency beliefs about ability - did not remain significant predictors of satisfaction with oneself as a student in the final step, although they showed a positive correlation with the criterion.

Regarding academic achievement, gender did not prove to be a significant predictor, while secondary school students had lower academic achievement ( $R^2 = .05$ ,  $F = 9.86$ ,  $p < .001$ ). Additionally, goal orientations made a significant contribution to explaining academic achievement ( $\Delta R^2 = .07$ ,  $F = 6.09$ ,  $p < .001$ ). Intrinsic goal orientation ( $\beta = -.17$ ,  $p < .05$ ) and work avoidance ( $\beta = -.17$ ,  $p < .01$ ) were significant negative predictors of academic achievement, and extrinsic orientation to learning ( $\beta = .24$ ,  $p < .001$ ) was a positive predictor of academic achievement. Agency beliefs and achievement emotions did not account for variance in academic achievement, although anxiety ( $\beta = -.17$ ,  $p < .01$ ) and anger ( $\beta = .14$ ,  $p < .05$ ) were singled out as significant predictors.

A comparative analysis of a sample of students attending the RP showed similar results, but with some differences in the amount of variance explained and the significance of some individual predictors. The observed set of predictor variables explained satisfaction with self as a student ( $R^2 = .39$ ,  $F = 19.90$ ,  $p < .001$ ) and academic achievement ( $R^2 = .18$ ,  $F = 6.92$ ,  $p < .001$ ) to a greater extent in students attending RP than those attending RP-I. At the same time, it is interesting to note that gender and school had different patterns of relationships in the

ka RP slabiji školski uspjeh pokazuju mladići, a u uzorku učenika RP-IP učenici srednjih škola. Osim toga, na uzorku učenika RP kao značajan pojedinačni prediktor školskog uspjeha izdvaja se i procjena sposobnosti, a gubi značajnost izbjegavanja rada.

## RASPRAVA

Cilj ovog istraživanja bio je ispitati postojanje razlika u ciljnim orijentacijama, uvjerenju o djelovanju, emocijama postignuća, aspektima zadovoljstva te školskom uspjehu između učenika redovnih programa uz individualizirane postupke i učenika redovnih programa. Dodatno, cilj je bio ispitati doprinos motivacijskih i emocionalnih čimbenika u objašnjenju zadovoljstva i školskog uspjeha učenika uključenih u redovne programe uz individualizirane postupke.

Vezano za razlike u ciljnim orijentacijama, dobiveni rezultati pokazuju da učenici RP imaju veću ekstrinzičnu orijentaciju na učenje od učenika RP-IP, pa učenici redovnih programa procjenjuju da im je važnije biti uspješan i imati visok uspjeh u školi, odnosno u većoj mjeri se usmjeravaju na naglašavanje vanjskih kriterija za procjenu vlastitog ovladavanja sadržajima od učenika redovnih programa uz individualizirane postupke. Nisu dobivene razlike ostalim ciljnim orijentacijama između učenika tih dviju skupina: u intrinzičnoj motivaciji na učenje te orijentacijama na izvedbu približavanjem i izbjegavanjem te izbjegavanju rada. Dobiveni rezultati samo su djelomično u skladu s rezultatima drugih istraživanja o razlikama u ciljnim orijentacijama kod tih populacija učenika. Naime, u tim se istraživanjima utvrdilo da učenici bez posebnih obrazovnih potreba postižu više rezultate u ciljnoj orijentaciji na učenje (Schwab, 2014; Schwab i Hessels, 2015), iako se u tim istraživanjima ne razmatraju zasebno intrinzična i ekstrinzična motivacija na učenje. Zanimljivo je da isti autori utvrđuju da se učenici ne razlikuju u orijentaciji na izvedbu približavanjem, ali učenici s posebnim obrazovnim potrebama imaju veću orijentaciju na izvedbu izbjegavanjem (Schwab i Hessels, 2015), odnosno izbjegavanje rada (Schwab, 2014). Kao moguće objašnjenje autori navode

two subsamples. In the sample of students attending RP, boys showed poorer academic achievement, while in the sample of students attending RP-I, secondary students showed poorer academic achievement. Moreover, in the sample of students attending RP, the assessment of abilities stands out as a significant individual predictor of academic achievement, while work avoidance lost its significance.

## DISCUSSION

The aim of this study was to examine differences in goal orientations, agency beliefs, achievement emotions, aspects of satisfaction, and academic achievement between students attending regular individualised school programmes and those attending regular school programmes. In addition, it aimed to determine the contribution of motivational and emotional factors in explaining satisfaction and academic achievement of students attending regular individualised school programmes.

With regard to differences in goal orientations, the results demonstrate higher mastery-extrinsic goal orientation in students attending RP than in students attending RP-I. Students attending regular programmes estimated that it was more important for them to be successful and reach a high level of academic achievement, i.e., they were more inclined to focus on external criteria to estimate their own level of content mastery than students attending individualised programmes. Between the two groups of students, no differences were found in other goal orientations: mastery-intrinsic goal orientation, performance-approach and performance-avoidance goal orientation, and work avoidance. The results obtained here are only partially consistent with the findings of other studies on the differences in goal orientations between these student populations. More specifically, studies have found that students without special educational needs score higher in mastery goal orientation (Schwab, 2014; Schwab & Hessels, 2015), although they do not distinguish between mastery-intrinsic and mastery-extrinsic motivation. It is interesting that the same authors found no differences between students regarding performance-approach orientation, but it was found that students with special educational needs demonstrate higher performance-avoidance (Schwab &

da upravo učenici koji imaju niže akademsko postignuće (a što je čest slučaj kod učenika s teškoćama) imaju veću orijentaciju na izvedbu izbjegavanjem te izbjegavanje rada. Mogući je razlog nesukladnosti rezultata ovog istraživanja s navedenima u činjenici da su u tim istraživanjima obje grupe ispitanika bile izjednačene po inteligenciji, pa su učenici obje grupa imali ispodprosječnu inteligenciju, a u ovom istraživanju nije se kontrolirao mogući učinak inteligencije. Spomenuti autori predlažu moguće razloge različitih ciljnih orijentacija učenika s i bez posebnih obrazovnih potreba među kojima su spoznaja učenika s posebnim obrazovnim potrebama da su različiti, odnosno da su slabiji učenici ili pak različito postupanje nastavnika prema učenicima. Kao mogući razlog razlika u ciljnim orijentacijama učenika s i bez teškoća mogu se spomenuti i neke druge okolinske varijable poput obiteljskih čimbenika. Naime, i roditelji svojim ponašanjima mogu u znatnoj mjeri doprinijeti načinu na koji njihova djeca prilaze postignuću (Hrkač i Pahljina-Reinić, 2016), a roditeljstvo djece s različitim teškoćama ima svoje specifičnosti, što se može odraziti na funkcioniranje njihove djece.

Rezultati ovog istraživanja pokazuju da učenici srednje škole imaju manju intrinzičnu i ekstrinzičnu orijentaciju na učenje od učenika osnovne škole te su više orijentirani na izbjegavanje rada. Već je prije utvrđeno da motivacija, posebno intrinzična, opada s dobi učenika (npr. Lepper i sur., 2005). To može biti posljedicom sve većih zahtjeva i kontrole škole u trenucima kada adolescenti traže više autonomije, sadržaja učenja koji nisu povezani sa svakodnevnim životom, ali i drugih faktora (Lepper, Corpus i Iyengar, 2005). Zanimljivo je da je efekt opadanja motivacije prisutan i kod učenika redovnih programa i kod učenika redovnih programa uz individualizirane postupke.

Po pitanju razlika u uvjerenjima o sposobnostima i trudu, dobiveni rezultati pokazuju da učenici uključeni u redovne programe u većoj mjeri procjenjuju da imaju dovoljno sposobnosti za postizanje uspjeha u školi u odnosu na učenike redovnih programa uz individualizirane postupke, dok razlike nema u procjeni truda. Prema Weine-

Hessels, 2015) and work avoidance orientation (Schwab, 2014). As a possible explanation, the authors suggested that students with lower academic achievement (which is often the case for students with disabilities) specifically show higher performance-avoidance and work avoidance orientation. The inconsistency of the results of the present study with the above-mentioned studies may be explained by the fact that, in those studies, both groups of respondents had the same, below-average level of intelligence, and the present study did not control for the potential impact of intelligence. The above-mentioned authors suggested possible reasons for the different goal orientations of students with and without special educational needs, including awareness of students with special educational needs that they are different, i.e., that they are weaker students, or differences in teachers' treatment of the students. Some other environmental variables, such as family factors, can also be possible reasons for differences in the goal orientations of students with and without disabilities. Specifically, parental behaviour can also contribute significantly to the way their children approach achievement (Hrkač & Pahljina-Reinić, 2016), and being a parent to children with different disabilities has its own specificities, which may reflect on the functioning of their children.

The results of the present study show that secondary school students have lower mastery-intrinsic and mastery-extrinsic goal orientation than primary school students and they are more work avoidance oriented. It has already been found that motivation, particularly intrinsic, declines with the students' age (e.g., Lepper et al., 2005). This may be a result of increasing school requirements and control just as students' autonomy needs begin to increase, as well as due to learning content that is not directly associated with daily life, and other factors (Lepper, Corpus, & Iyengar, 2005). It is interesting that the effect of declining motivation is present in students attending both regular and individualised programmes.

With respect to differences in agency beliefs about ability and effort, the results indicate that students attending regular programmes are more likely to estimate that their ability is sufficient for achieving success in school than students attending individual-

ru (1985), većina uzroka kojima učenici pripisuju svoje uspjehe i neuspjehe može se opisati kroz dimenzije lokusa, stabilnosti i kontrole. Pritom se sposobnost najčešće smatra stabilnim uzrokom koji je izvan kontrole pojedinca (Woolfolk, 2016). S obzirom na to da se najveći motivacijski problemi javljaju u situacijama kada učenici pripisuju neuspjehe stabilnim uzrocima koje je nemoguće kontrolirati (Woolfolk, 2016), slabije izraženo uvjerenje učenika s teškoćama o tome da imaju dovoljno sposobnosti za postizanje uspjeha može negativno utjecati na njihovu motivaciju, a onda i postignuće. U ovom je istraživanju veza između procjene sposobnosti i školskog uspjeha dobivena samo na uzorku učenika redovnih programa. Prethodna su istraživanja pokazala da učenici s posebnim obrazovnim potrebama rade drukčije atribucije uspjeha i neuspjeha. Primjerice, učenici s teškoćama učenja pokazuju sklonost pripisivanju uspjeha vanjskim faktorima, a neuspjeha sposobnostima, dok je kod učenika bez teškoća učenja situacija obrnuta (Schwab i Hessels, 2015). Učenici osnovne škole, bez obzira na to radi li se o učenicima RP ili RP-IP, procjenjuju da ulažu više truda kako bi bili uspješni u školi od srednjoškolaca. Ti se rezultati mogu povezati sa spomenutim razlozima opadanja motivacije kod starijih učenika.

Rezultati provedenog istraživanja ne upućuju na postojanje razlike između učenika RP i RP-IP u emocijama postignuća, kako onima koje su vezane za same školske aktivnosti (npr. uživanje, dosada, ljutnja) tako ni u onima koje su vezane za ishode (ponos, anksioznost). Pritom se, promatrajući deskriptivne parametre, može reći da su emocije ponosa i uživanja ipak izraženije u odnosu na ostale emocije kod učenika obiju skupina. Prethodna su istraživanja pokazala da učenici s teškoćama čitanja izvještavaju o manje nade i više anksioznosti, a učenici s teškoćama u matematici i o manje uživanja u povezanim sadržajima od učenika bez takvih teškoća (Sainio i sur., 2019). Razlog nesukladnosti rezultata ovog istraživanja s rezultatima navedenog istraživanja može biti taj što su se emocije postignuća u ovom istraživanju promatrale na razini uobičajenih osjećaja tijekom nastave, a ne vezano za neke specifične predme-

ised programmes, while there is no difference in the estimation of effort. According to Weiner (1985), the majority of student-perceived causes of success and failure can be attributed to three dimensions: locus, stability, and controllability. At the same time, ability is generally considered to be a stable cause that is out of the individual's control (Woolfolk, 2016). Considering that the most significant motivational problems occur in situations where students attribute failure to stable causes that are impossible to control (Woolfolk, 2016), lower belief among students with disabilities that their ability is sufficient for achieving success can negatively impact their motivation, and consequently their achievement. In the present study, the relationship between ability assessment and academic achievement was found only in a sample of students attending the regular school programme. Previous studies have already shown that students with special educational needs attribute success and failure differently. For example, students with learning disabilities show a tendency to attribute success to external factors and failure to their abilities, while the opposite applies for students without disabilities (Schwab & Hessels, 2015). Primary school students, students attending RP or students attending RP-I, estimate that they invest more effort in academic success than secondary school students. These results can be linked to the above-mentioned causes of declining motivation in older students.

The results of the present study do not show a difference between students attending RP and RP-I in achievement emotions related to school activities (e.g., enjoyment, boredom, anger) nor achievement emotions related to outcomes (e.g., pride, anxiety). At the same time, considering the descriptive parameters, it can be said that pride and enjoyment are still more pronounced than other emotions in both groups of students. Previous studies have shown that students with reading difficulties report lower hope and higher anxiety, while students who face difficulties with maths also report lower enjoyment than students without such difficulties (Sainio et al., 2019). The reason for the inconsistency of the results of the present study and the results of the above-mentioned study may be that in our study, achievement emo-

te što bi moglo utjecati na rezultate. Učinci škole pokazali su se značajnim samo za emocije dosade i ljutnje, pa učenici osnovnih škola imaju manje izražene emocije dosade i ljutnje od srednjoškolarca, što se može povezati s rezultatima o razlikama u različitim aspektima zadovoljstvu koje su komentirane u nastavku.

Zadovoljstvo životom je, uz ugodne i neugodne emocije i zadovoljstvo pojedinim područjima, jedna od komponenti subjektivne dobrobiti (Diener, Scollon i Lucas, 2009) i predstavlja kognitivnu evaluaciju vlastita cjelokupnog života (Penezić, 2006). Učinak programa školovanja pokazao se značajnim za sve promatrane aspekte zadovoljstva: učenici redovnih programa općenito su zadovoljniji životom, procjenjuju veće zadovoljstvo sobom kao učenicom i zadovoljniji su odnosom s drugim učenicima od učenika redovnih programa uz individualizirane postupke. U PISA istraživanju provedenom 2018. godine dobiven je podatak da je čak 48 % učenika u hrvatskim školama jako zadovoljno svojim životom, dok je prosjek za sve promatrane zemlje nešto manji od 35 % (OECD; 2019). Dobiveni podaci govore o tome da je postotak zadovoljnih učenika iz obiju skupina veći od prosjeka, ali ipak za učenike RP-IP manji u odnosu na podatke iz hrvatskih škola (OECD, 2019): izrazito je zadovoljno životom 46.4 % učenika RP i 37.9 % učenika RP-IP. Uglavnom je i izrazito zadovoljno sobom kao učenicom 67.9 % učenika RP i 60.7 % učenika RP-IP dok je odnosima s drugim učenicima iz razreda uglavnom i izrazito zadovoljno 87 % učenika RP i 67.4 % učenika RP-IP. Niže zadovoljstvo sobom kao učenicom kod učenika RP-IP može biti odraz slabijeg školskog uspjeha koji postižu ti učenici. Podaci o nižem zadovoljstvu različitim područjima funkcioniranja kod djece s teškoćama koja su uključena u redovne razrede mogu biti indikatorom nedovoljne uspješnosti inkluzivne prakse. Naime, društveni i emocionalni život djeteta nedovoljno je naglašen aspekt školskog iskustva, a poticanje socijalne interakcije i uključivanje djece s teškoćama u vršnjačke skupine često zanemareno što za posljedicu ima slabiju prihvaćenost djece s teškoćama od strane vršnjaka (Žic-Ralić i Ljubas, 2013).

tions were observed at the level of general feelings during class, and not in relation to specific subjects, which might affect the results. School effect proved significant only for emotions related to boredom and anger, with primary school students having less pronounced emotions of boredom and anger than secondary school students, which can be linked to the results concerning differences in various aspects of satisfaction discussed below.

Life satisfaction is, along with pleasant and unpleasant emotions and satisfaction in individual domains, one of the components of subjective well-being (Diener, Scollon, & Lucas, 2009) and represents a cognitive evaluation of one's life in its entirety (Penezić, 2006). The impact of the education programme has proved to be significant for all observed aspects of satisfaction: students attending regular programmes are generally more satisfied with their life, with themselves as students, and with their relationships with other students than students attending individualised programmes. The PISA study conducted in 2018 showed that as many as 48% of students in Croatian schools were very satisfied with their lives, while this percentage is slightly less than 35% on average for all observed countries (OECD, 2019). The obtained data suggests that both groups have an above-average percentage of satisfied students, but for students attending RP-I, this level is lower compared to data obtained from Croatian schools (OECD, 2019): 46.4% of students attending RP and 37.9% of students attending RP-I are extremely satisfied with their lives. Additionally, 67.9% of students attending RP and 60.7% of students attending RP-I are mostly and extremely satisfied with themselves as students, while 87% of students attending RP and 67.4% of students attending RP-I are mostly and extremely satisfied with their relationships with other students in their class. Students with disabilities have lower satisfaction with themselves as students and this may reflect lower academic achievement of these students. Data on lower satisfaction with different areas of functioning in children with disabilities enrolled in regular classes may indicate that the inclusive practice is not sufficiently successful. The social and emotional life of a child is not emphasised enough as an aspect of the school experience, and encouraging social inter-

Podatak da su učenici osnovne škole zadovoljniji životom od učenika srednje škole u skladu je s prethodnim istraživanjima (npr. Okun, Braver i Weir, 1990; Due i sur., 2019; Dogan i Celik, 2014). Moguće je da stariji učenici imaju manje zadovoljavajuće interakcije s nastavnicima, manju autonomiju i mogućnost utjecanja na donošenje odluka, ali i više obaveza i briga, što se može negativno odraziti na kvalitetu života (Diseth i Samdal, 2014; Vidić, 2022).

Po pitanju uspjeha u školi, svi učinci pokazali su statističku značajnost. Bolji uspjeh u školi imaju učenici redovnih programa te osnovnoškolci. Prethodna su istraživanja već pokazala da učenici s posebnim obrazovnim potrebama imaju lošije akademsko postignuće (npr. Dryer, Henning, Tyson i Shaw, 2016; Gilmour, Fuchs i Wehby, 2019; Schwab i Hessels, 2015), a na to ukazuju i podaci Ministarstva znanosti i obrazovanja (MZO, 2019). To može biti posljedica djelovanja niza različitih faktora: općih i specifičnih kognitivnih sposobnosti, metakognicije, strategija učenja, motivacije, psihološke dobrobiti, ali i primjerenosti podrške koje učenici s teškoćama primaju unutar sustava (Dryer i sur., 2016; Gilmour i sur., 2019; Sideridis, 2006b; Schwab i Hessels, 2015). Ovo posljednje dodatno naglašava pitanje primjerenosti inkluzivnog obrazovanja za svakog učenika s teškoćama, odnosno primjerenosti konkretne podrške koju učenik prima u redovnom razredu. Kod učenika redovnih programa uz individualizirane postupke izraženiji je efekt slabijeg školskog uspjeha u srednjoj školi nego kod učenika redovnih programa. To se također može objasniti primjerenošću kvalitete i kvantitete konkretne podrške koja je dostupna učenicima s teškoćama u redovnom sustavu. Naime, kako navode Kudek Mirošević i Bukvić (2017), individualizirana podrška učenicima s teškoćama učenja opada u višim razredima, pa je unutar redovnih programa značajno češća u četvrtim nego u šestim i osmim razredima, a učitelji u osmom razredu pružali su najmanje individualizirane podrške. Upravo se neprimjerenost podrške u situacijama povećanih obrazovnih zahtjeva, što je karakteristično za srednju školu, može dodatno negativno odraziti na školsko postignuće.

action and inclusion of children with disabilities in their peer groups is often neglected, which leads to lower acceptance of children with disabilities in the peer environment (Žic-Ralić & Ljubas, 2013).

The finding that primary school students are more satisfied with their lives than secondary school students is in line with previous studies (e.g., Okun, Braver, & Weir, 1990; Due et al., 2019; Dogan & Celik, 2014). It is possible that older students have less satisfactory interactions with teachers, less autonomy, and a reduced ability to influence decision-making, but also more responsibilities and concerns, which can negatively affect their quality of life (Diseth & Samdal, 2014; Vidić, 2022).

With regard to academic achievement, all effects showed statistical significance. Students attending regular school programmes and primary school students had higher academic achievement. Previous studies have already shown that students with special educational needs have lower academic achievement (e.g., Dryer, Henning, Tyson, & Shaw, 2016; Gilmour, Fuchs, & Wehby, 2019; Schwab & Hessels, 2015), which is supported by data from the Ministry of Science and Education (MZO, 2019). This may be due to several factors: general and specific cognitive abilities, metacognition, learning strategies, motivation, psychological well-being, but also the adequacy of support that students with disabilities receive within the system (Dryer et al., 2016; Gilmour et al., 2019; Sideridis, 2006b; Schwab & Hessels, 2015). The latter puts an additional emphasis on the question of adequacy of inclusive education for each student with disabilities, i.e., the adequacy of the concrete support that the student receives in the regular programme. For students attending individualised programmes, the effect of lower academic achievement in secondary school is more pronounced than in students attending regular programmes. This can also be explained by the adequacy of the quality and quantity of concrete support available to students with disabilities in the regular system. In fact, as stated by Kudek Mirošević and Bukvić (2017), the provision of individualised support to students with learning difficulties decreases in higher grades, so in regular programmes, it is significantly more frequent in fourth grade rather than in sixth and eighth grades,

U ovom su se radu promatrali prediktori dvaju različitih i relativno nezavisnih aspekata školskog funkcioniranja učenika RP-IP: zadovoljstvo sobom kao učenikom i školski uspjeh (koeficijent korelacije između ta dva aspekta iznosi .18), a promatrani skup prediktorskih varijabli bolje objašnjava prvi kriterij.

Značajne doprinose objašnjenju zadovoljstva sobom kao učenikom kod učenika RP-IP imale su ciljne orijentacije, uvjerenja o djelovanju te emocije postignuća. Intrinzična ciljna orijentacija na učenje i procjena sposobnosti u posljednjem koraku nisu ostali značajnim prediktorima zadovoljstva sobom kao učenikom iako su u pozitivnoj korelaciji s kriterijem. Veće zadovoljstvo sobom kao učenikom imaju oni učenici RP-IP koji procjenjuju da ulažu više truda kako bi bili uspješni te oni učenici koji češće osjećaju ponos zbog svog znanja. Što se tiče školskog uspjeha, uz školu značajni doprinos objašnjenju školskog uspjeha imale su jedino još ciljne orijentacije - intrinzična orijentacija na učenje i izbjegavanje rada pokazale su se značajnim negativnim prediktorom, a ekstrinzična orijentacija na učenje pozitivnim prediktorom školskog uspjeha. Uvjerenja o djelovanju i emocije postignuća nisu značajno doprinijeli objašnjenju varijance školskog uspjeha iako su se kao pojedinačni prediktori uspjeha u posljednjem koraku izdvojili anksioznost i ljutnja. Rezultati pokazuju da bolji školski uspjeh imaju učenici RP-IP koji pohađaju osnovnu školu, imaju više izraženu ekstrinzičnu orijentaciju na učenje, a manje izraženu intrinzičnu orijentaciju na učenje te ciljnu orijentaciju na izbjegavanje rada. Također, bolji školski uspjeh imaju učenici koji uobičajeno osjećaju manju anksioznost (strah, nervozu i brigu vezane za nastavu) te ljutnju, emocije koje se prema Pekrunu i sur. (2011) odnose na negativne aktivirajuće emocije.

Dobiveni rezultati o prediktorima školskog uspjeha djelomično su u skladu s rezultatima prethodnih istraživanja. Naime, rezultati (npr. Steinmayr i sur., 2019; Tuominen-Soini i sur., 2008) pokazuju da je efekt ciljnih orijentacija na učenje pozitivan, dok su u ovom istraživanju dobiveni različiti efekti za intrinzičnu i ekstrinzičnu orijentaciju na učenje. Tako oni učenici RP-IP koji su u

and teachers in the eighth grade provided the least amount of individualised support. In particular, the inadequacy of support in situations of increased educational requirements characteristic of secondary school can have an additional negative impact on academic achievement.

The present study observed predictors of two different and relatively independent aspects of school functioning of students attending RP-I: satisfaction with themselves as students and academic achievement (the correlation coefficient between these two aspects was .18). The first criterion was better explained by the observed set of predictor variables.

Goal orientations, agency beliefs, and achievement emotions significantly contributed to explaining satisfaction with oneself as a student in the sample of students who attended the RP-I. In the last step, mastery-intrinsic goal orientation and ability assessment did not remain significant predictors for satisfaction with oneself as a student, even though they were positively correlated with the criterion. Greater satisfaction with oneself as a student was observed in those students attending RP-I who estimated that they invested more effort in achievement and those students who were more likely to feel proud of their knowledge. Regarding academic achievement, in addition to attending primary or secondary schools, only goal orientation played a significant role: mastery-intrinsic goal orientation and work avoidance proved to be significant negative predictors, while mastery-extrinsic goal orientation proved to be a positive predictor of academic achievement. Agency beliefs and achievement emotions did not significantly contribute to explaining the variance in academic achievement, even though anxiety and anger were singled out as individual predictors of achievement in the last step. The results show that better academic achievement was observed in students in RP-I who were attending primary school and had higher mastery-extrinsic orientation, as well as lower mastery-intrinsic and work avoidance goal orientation. Additionally, higher academic achievement was observed in students who tend to feel lower anxiety (fear, nervousness, and concerns regarding school), as well as anger, which are, according to Pekrun et al. (2019), negative activating emotions.



manjoj mjeri usmjereni na ovladavanje sadržajem i postizanje kompetencije (intrinzična motivacija), a u većoj mjeri na naglašavanje vanjskih kriterija za procjenu vlastitog ovladavanja sadržajima (ekstrinzična motivacija) imaju bolje ocjene. I inače ciljna orijentacija na učenje uključivanjem, koja se može usporediti s intrinzičnom motivacijom (Pahljina-Reinić, 2022), iako posredno pozitivno utječe na postignuće, nije izravno povezana sa samim postignućem (Hrkač i Pahljina-Reinić, 2016). Nalaz o negativnom učinku izbjegavanja rada koji karakterizira težnja za izbjegavanjem izazova i ulaganje što manjeg truda u obavljanje zadataka konzistentan je nalazima drugih istraživanja (npr. Hrkač i Pahljina-Reinić, 2016). Također, nalaz o negativnim učincima negativnih emocija na postignuće u skladu je s očekivanjima (Pekrun, 2006; Pekrun i sur., 2011), a očekivani pozitivni učinci pozitivnih akademskih emocija dobiveni su samo za emociju ponosa u kontekstu objašnjenja zadovoljstva sobom kao učenikom. Kao mogući mehanizam djelovanja negativnih emocija na postignuće Sanio i sur. (2019) navode deaktiviranje, povećanje zabrinutosti (što umanjuje kapacitete za obavljanje zadataka) te izbjegavanje situacija postignuća koje bi mogle potaknuti negativne emocije.

Praktične implikacije ovog istraživanja odnose se na potrebu dodatnog osnaživanja nastavnika, ali i samih učenika. Nastavnike je potrebno educirati i senzibilizirati za preuzimanje odgovornosti u promišljanju i primjeni primjerenih individualiziranih postupaka u radu s učenicima s različitim teškoćama. Također, važno ih je uputiti na važnost emocionalnih i socijalnih aspekata školskog iskustva koji posredno mogu doprinijeti akademskom uspjehu, ali i sami za sebe predstavljaju vrijedan ishod. Kod učenika s teškoćama potrebno je poticati uvjerenje da imaju dovoljno sposobnosti za postizanje uspjeha. Kako bi se unaprijedili socijalni odnosi učenika s teškoćama, važno je kod njih, ali i kod ostalih učenika poticati razvoj socijalnih vještina.

Kao jedna od prednosti ovog istraživanja može se navesti relativno velik broj učenika RP-IP u uzorku te postojanje kontrolne skupine. Naime, u istraživanju su sudjelovali učenici redovnih

The results regarding academic achievement predictors are partly consistent with the results of previous studies. In particular, the results (e.g., Steinmayr et al., 2019; Tuominen-Soini et al., 2008) show that mastery goal orientations have a positive effect, while the present study observed different effects with regard to mastery-intrinsic and mastery-extrinsic orientation. Thus, better grades were recorded for those students attending RP-I who were less oriented towards mastering content and achieving competence (intrinsic motivation), and more focused on extrinsic criteria for assessing their own level of content mastery (extrinsic motivation). In general, mastery approach goal orientation, which is comparable to intrinsic motivation (Pahljina-Reinić, 2022), despite its indirect positive influence on achievement, is not directly linked to achievement itself (Hrkač & Pahljina-Reinić, 2016). The finding about the negative impact of work avoidance, characterised by the tendency to avoid challenges and invest as little effort as possible in performing tasks, is consistent with findings of other studies (e.g., Hrkač & Pahljina-Reinić, 2016). In addition, the finding about the negative effects of negative emotions on achievement is consistent with expectations (Pekrun, 2006; Pekrun et al., 2011), and the expected positive effects of positive academic emotions were found only for the emotion of pride in the context of explaining satisfaction with oneself as a student. According to Sainio et al. (2019), a possible mechanism through which negative emotions affect achievement encompasses deactivation, increased concern (which reduces the capacity to perform tasks), and avoiding situations of achievement that could trigger negative emotions.

The practical implications of the present study relate to the need to further empower teachers and students. Teachers need to be trained and sensitised to take responsibility for developing and applying appropriate individualised procedures when working with students with different difficulties. In addition, it is important to focus on the emotional and social aspects of the school experience, which can indirectly contribute to academic achievement and act as valuable outcomes by themselves. In students with disabilities, it is necessary to encour-

programa uz individualiziranim postupke iz čak 151 škole te kontrolna skupina učenika redovnih programa, pri čemu su učenici kontrolne skupine odabrani metodom slučajnih brojeva iz slučajnog uzorka vodeći računa o razredu i spolu, što omogućuje realniju usporedbu među skupinama te valjanije zaključke. Među nedostacima se može izdvojiti korelacijska priroda istraživanja koja ne omogućava uzročno-posljedičnu interpretaciju, budući da su mogući recipročni odnosi među varijablama (npr. u pogledu odnosa akademskih emocija i promatranih kriterijskih varijabli), ali i činjenica da su podaci prikupljeni putem samoprocjena te niže pouzdanosti nekih skala (npr. anksioznost, izbjegavanje rada). Također, iako su u istraživanje uključeni učenici koji se školuju po redovitom programu uz individualizirane postupke, radi se o vrlo heterogenoj skupini učenika koji mogu imati vrlo različite teškoće (npr. specifične teškoće u učenju, ali i raznolike teškoće u razvoju). Osim toga, podaci su prikupljeni u razdoblju prije pandemije, pa navedene odnose treba dodatno provjeriti u novim istraživanjima. Treba napomenuti da je, u skladu s većom zastupljenošću teškoća kod dječaka (Wicks-Nelson i Israel, 2021), ovaj uzorak dominantno muški, što treba uzeti u obzir kod generalizacije rezultata.

## ZAKLJUČAK

Rezultati istraživanja pokazuju da je ekstrinzična orijentacija na učenje manje izražena kod učenika RP-IP nego kod učenika RP te da nema razlike u ostalim ciljnim orijentacijama i emocijama postignuća. Učenici RP-IP u manjoj mjeri procjenjuju da imaju dovoljno sposobnosti za postizanje uspjeha u školi, a imaju i slabiji školski uspjeh te niže zadovoljstvo životom, zadovoljstvo sobom kao učenicom te zadovoljstvo odnosom s drugim učenicima u odnosu na učenike RP. Ciljne orijentacije, uvjerenja o djelovanju te emocije postignuća u većoj mjeri objašnjavaju zadovoljstvo sobom kao učenicom nego školski uspjeh kod učenika redovnih programa uz individualizirane postupke. Pritom su ciljne orijentacije važnije za školski uspjeh (intrinzična i ekstrinzična orijentacija na učenje, izbjegavanje rada), a uvjerenja o djelovanju (procjena truda) za zadovoljstvo sobom kao učenicom.

age the belief that they have sufficient abilities to achieve success. In order to improve the social relationships of students with disabilities, it is important to encourage the development of social skills in them, as well as in all other students.

One of the advantages of the present study is the relatively large number of students attending RP-I in the sample and the presence of a control group. The study included students attending regular individualised programmes from as many as 151 schools and a control group of students attending regular programmes. Students in the control group were randomly selected from a random sample, taking into account grade level and gender, which enabled a more realistic comparison between the groups and thus, more valid conclusions. The disadvantages of the present study include the correlational nature of the study, which does not enable a causal interpretation, as reciprocal relationships between variables are possible (e.g., regarding the relationship between academic emotions and the observed criterion variables), but also the fact that the data were collected using self-report questionnaires and that some of the scales have lower reliability (e.g., anxiety, work avoidance). Even though the study included students attending regular individualised school programmes, it was a very heterogeneous group of students who may have very different difficulties (e.g., specific learning difficulties, but also different developmental disorders). In addition, the data were collected in the pre-pandemic period, so the above relationships should be further verified in future research. It should be noted that, in accordance with the greater presence of disabilities among boys (Wicks-Nelson and Israel, 2021), this sample is predominantly male, which should be taken into account when generalising the findings.

## CONCLUSION

The results of the present study show that mastery-extrinsic orientation is less pronounced in students attending RP-I than in students attending RP, and that there is no difference regarding other goal orientations and achievement emotions. Students attending RP-I tend to underestimate their ability to be successful in school: they also have

Dobiveni rezultati potvrđuju primjenjivost koncepata ciljnih orijentacija i akademskih emocija kao važnih odrednica akademskih iskustava, budući da su obrasci povezanosti dobiveni na specifičnom uzorku učenika koji se školuju po redovnom programu uz individualizirane postupke slični obrascima povezanosti kod normativnih uzoraka.

lower academic achievement, as well as lower satisfaction with life, with themselves as students, and with their relationships with other students in comparison to students RP. In the sample of students attending regular individualised school programme, goal orientations, agency beliefs, and achievement emotions explain satisfaction with oneself as a student to a larger extent than academic achievement. In this regard, goal orientation is more significant for academic achievement (mastery-intrinsic and mastery-extrinsic orientation, work avoidance), while agency beliefs (effort assessment) are more significant for satisfaction with oneself as a student.

The results confirm the applicability of the concepts of goal orientation and academic emotions as important determinants of academic experiences, since the relationship patterns identified in a specific sample of students attending a regular individualised school programme are similar to the relationship patterns identified in normative samples.

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