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PERSONAL AND MOTIVATIONAL ASPECTS OF STUDENTS STUDYING IN TRADITIONAL FACE-TO-FACE SYSTEM AND DISTANCE EDUCATION SYSTEM

Review. *Personal and motivational aspects of students studying in traditional face-to-face system and distance education system: As the popularity of distance higher education has been growing rapidly all over the world, the importance of understanding psycho-pedagogical issues of learners studying in distance education has been growing too. In this article an attempt has been made to present findings of a dissertation research on various psycho-pedagogical components like self-actualization, self-regulation, locus of control, achievement motivation, and academic performance. Research methodology: A number of scientific methods such as colligation, comparison, theoretical analysis of philosophy, pedagogical and psychological literature, regulation and guidance documents issued by the government of Russian Federation; empirical methods: observation, discussion, interview, test, questionnaire; psychological methods: test and questionnaire. Psychological tests: To reveal personal characteristics of students following tests, well-accepted and widely used in Russia and other countries, are used: Self-actualization Test (adapted and modified version of Personal Orientation Inventory developed by Everett Shostrom (Aloshina, Gozman, Jagik and Kruz) (Ю.Е. Алешина, Л.Я. Гозман, М.В. Загик, М.В. Кроз); Locus of control (based on Rotter but adapted and modified for using in Russia) (Bajhina, Golinika, Atkin) (Е.Ф. Бажина, Е.А. Голынкина, А.М. Эткин); Self-regulated behavior by Marasanova (В.И. Моросанова). A test originally developed Ryan and Yakunin (А.А. Реан и В.А. Якунина) but modified by Vadmaeva (Н.Ц. Бадмаевой) has been used to diagnose academic motivation of students. A test developed by А.А. Реана. "motivation to success or feature of failure" has been used for diagnosing achievement motivation level of students. The study reveals influence of the following psychological characteristics of students studying in the face-to-face and distance education: the student of the both forms of education show a similar pattern of personal development for the following characteristics: self-esteem and self-actualization value; distance learners exhibit higher level of self-actualization and internal locus of control but no significant difference is found in the level of self-regulated behavior. Achievement motivation is higher for distance learners; significant correlation exists between achievement motivation and various indicators of personal development of students of the both forms of education.*

Keywords: *self-actualization, self-regulation, locus of control, achievement motivation, academic performance, distance education, face-to-face, academic motivation, psycho-pedagogical aspects, personal development characteristics.*

Introduction: We are living in the age of hyper change, and Information and Communication Technologies (ICTs) have contributed considerably in this change, and these are directly connected with higher education, which is devoted to develop individual with creativity, competitiveness, and high professional and ethical standards, which are the utmost requirements of the competitive job market. It is necessary to form important cultural and professional competencies in order for developing individuals according to new standard of higher professional education. This leads to new requirements for both educational pro-

cesses and students themselves¹. For successful learning, in addition to cognitive abilities, it is necessary to have the following qualities: responsibility, independence (autonomy), organization (which indicates an increase in the volume of students' independent works), communicative abilities and high achievement motivation². All of these qualities are essential for cre-

¹ Гуманитарные исследования в Интернете / Отв. ред. А.Е. Войскунский. Можайск: Можайск-terra, 2000. 432 с.

² Уддин М.А. Индивидуальные различия студентов, обучающихся по программе дистанционного образования (об-

ating and developing an individual, which will help him to find his own place in the society and be successful in the chosen profession. Ability to self-development, development of one's qualifications and mastery skills, is considered as one the vital factors in the new education standard. Development of personal potential is the principal of contemporary paradigm of education, which is connected with self-development, self-education, self-actualization, self-regulation in educational process, and motivation in professional development in student's life.

Development of the above given qualities is difficult without the development of new technologies in higher professional education, including distance education (DE). In addition to that, according to new educational standard, it is necessary to create optimal condition for self-development of students when higher education is implemented with the help of distance education technologies. The didactics of distance education is initially based on the active role of students, internal motivation, and conscious wish to get necessary knowledge, which implies a certain level of achievement, and intellectual and personal development. It will be difficult for a student to continue education in distance without having the following qualities of Subjective development: self-management, self-control, self-regulation, internal locus of control, culture of intellectual labor, etc.

Thus, in order to increase the effectiveness of education, it is necessary to study the personal and motivational characteristics of students studying with the help of distance education technologies.

Importance of the study: The analysis of the current Russian literature on the topic has shown that the psychology of distance education has not yet been developed, it is in the process of development. Only a few years ago, psychologists and experts in DE have begun to pay more attention to the subject, but in general, in their studies, they considered separate aspects of psycho-pedagogy in computerization (Mashbitch, 1988; Petrovski and Nicheaev, 1987; Aysmontas, 2004) (Е.И. Машбиц, 1988; А.В. Петровский, Н.Н. Нечаев, 1987; Айсмонтас³ Б.Б., 2004); interrelationship among

participants of educational process (Skivski and Holina, 1999) (Э.Г. Скибицкий, Л.И. Холина, 1999); new relationship of "human-machine" (Harchenko) (В.В.Харченко); psychological problems arise in the distance education process (Soldatkin, 2002) (В.И. Солдаткин⁴ и др⁵, 2002); specialty of perception (Manushin, 2000, 2001) (Э.А. Манушин, 2000, 2001); motivational sphere of educational activities of students and use of modified copyright tests of Д. Джексона, В. Гарбузова, И. Сенина (Bolov et al., 2000) (В.Т. Волон и др., 2000); problem of psycho-cognitive barrier (Piliipenko and Marhavskaya, 2001) (А.И. Пилипенко, Н.В. Мараховская⁶, 2001); cognitive approach to education (Idiatulin, 2006) (В.С. Идиатулин, 2006); emotional factor of perception in educational materials (Isaev, 2008) (А.В. Исаев⁷, 2008).

A number of researchers have studied various psychological, and psycho-pedagogical aspects of distance education and to name a few: the formation of readiness to professional activities with the help of distance education technologies Hramova (М.В. Храмова), professional self-determination of college students in distance education system Tihonova (Э.А. Тихонов), the formation of self-control as a personal quality of learners in distance education Ohlopko (О.А. Охлопкова), specialty of personal-oriented education with the help of distance technologies in additional professional education Kravchova (В.В. Кравцов), the realization of an individual approach in distance education Fadeeva (Т.А. Фадеева), and etc.

Various aspects of learner autonomy/independent work in distance education have been studied by the following researchers: Novikova (Э.Б. Новикова) — Organizational problems of independent work of students in distance education and the project method; Duvrovskaya (Ю.А. Дубровская) — pedagogical support for self-education of students in distance educa-

зор зарубежных источников / М.А. Уддин [Электронный ресурс] // Современная зарубежная психология. 2013. № 3. (URL: <http://psyjournals.ru/jmfp/2013/n3/63513.shtml> (дата обращения: 15.12.2013)).

³ Айсмонтас Б.Б. Некоторые психолого-педагогические особенности создания и использования компьютерных обучающих программ в вузе // Психологическая наука и образование. 2004. № 4. С. 51–59.

⁴ Основы открытого образования / А.А. Андреев, С.Л. Каплан, Г.А. Краснова, С.Л. Лобачев, К.Ю. Лупанов, А.А. Поляков, А.А. Скамницкий, В.И. Солдаткин; Отв. ред. В.И. Солдаткин. Т. 2. М.: НИИЦ РАО, 2002. 676 с.

⁵ Андреев А.А., Солдаткин В.И. Дистанционное обучение: сущность, технология, организация. М., 1999. 196 с.

⁶ Мараховская Н.В. Психолого-педагогические средства преодоления познавательных барьеров в дистанционном обучении: Дисс. ... канд. пед. наук / Брянский гос. пед. ун-т. М., 2003. 127 с.

⁷ Исаев А.В. Психология дистанционного обучения: эмоциональный фактор восприятия учебного материала // Среднее профессиональное образование. 2008. № 7. С. 51–54.

tion; Abramov (С.М. Абрамов) — the genesis of self-education of students in distance education process; Jhdanova (Е.Г. Жданова) — pedagogical influence in formation of learner autonomy among students studying with the help of distance education technologies; Pochinalina (Л.Н. Починалина) — pedagogical support in independent works of university students studying in distance and etc.

It is clear from the above discussion that a comprehensive research is necessary to study the personal and motivational development of university students studying with the help of distance education technologies and identify their peculiarities compare with face-to-face students. A very few research have been carried out so far in the given field in spite of practical and theoretical importance, which encourage us to carry out a research on the topic: personal and motivational aspects of students studying in traditional face-to-face system and distance education system⁸.

Objectives of the study:

- To conduct a literature review on the topic in order for learning personal and motivational characteristics/aspects of an individual in student life, and provide a psychological evaluation of the effectiveness of the distance education system, which promote the necessity and principles of this type of education in higher education.
- To evaluate and select the complex psychodiagnostic techniques in order to identify personal and motivational characteristics of students in distance and face-to-face education.
- To reveal the differences of personal and motivational characteristics of students studying in distance and face-to-face.
- To identify the differences in dynamics of personal and motivational characteristics of students studying in distance and face-to-face.
- To reveal the interrelationship of personal and motivational characteristics of students studying in different forms of education.

Research methodology: A number of scientific methods such as colligation, comparison, theoretical analysis of philosophy, pedagogical and psychological literature, regulation and guidance documents issued

⁸ Балашова Ю.В. Когнитивные и личностные особенности студентов очного и дистанционного обучения: Дисс. ... канд. психол. наук / Моск. гос. гуманитар. ун-т им. М.А. Шолохова. М., 2011. 180 с.

by the government of Russian Federation; empirical methods: observation, discussion, interview, test, questionnaire; psychological methods: test and questionnaire.

Psychological tests: To reveal personal characteristics of students following tests, well-accepted and widely used in Russia and other countries, are used: **Self-actualization Test** (adapted and modified version of Personal Orientation Inventory developed by Everett Shostrom (Aloshina, Gozman, Jagik and Kruz) (Ю.Е. Алешина, Л.Я. Гозман, М.В. Загик, М.В. Кроз); **Locus of control** (based on Rotter but adapted and modified for using in Russia) (Bajhina, Golinika, Atkin) (Е.Ф. Бажина, Е.А. Голынкина, А.М. Эткин); **Self-regulated behavior** by Marasanova (В.И. Моросанова)⁹. A test originally developed Ryan and Yakunin (А.А. Реан и В.А. Якунина) but modified by Badmaeva (Н.Ц. Бадмаевой) has been used to diagnose **academic motivation of students**. A test developed by А.А. Реана. **“motivation to success or feature of failure”** has been used for diagnosing achievement motivation level of students.

Data analysis: Various descriptive and inferential statistical techniques have been used for analyzing the data by using statistical software SPSS 16.0. The method of analysis of nominative data (analysis of contingency tables, χ^2 Pearson), the method of correlation analysis (correlation coefficient r-Pearson), nonparametric methods of comparison samples (H-Test of Kruskal — Wallis — tests for several independent samples, Mann-Whitney U — two independent samples tests), and multivariate data analysis (Cluster analysis — Average Linkage).

Empirical base of the study: They study has been conducted at various faculties of the Moscow State University of Psychology and Education (MSUPE) and at the faculty of Distance Education, and a total of 278 students have participated.

Findings of the study:

In the following few paragraphs we are going to present empirical research on personal and motivational aspects and academic performance of the student of psychology at the faculty of distance education and face-to-face.

⁹ Моросанова В.И. Стиль саморегуляции поведения (ССПМ). М.: Когито-центр, 2004. 44 с.

The findings of the questionnaire, which was developed at the faculty of distance education of MSUPE, “influence of distance education technologies on personal development of students of psychology” are discussed. The questionnaire consists of 50 questions about different aspects of learning at the faculty (educational and methodological support, technical support, feedback, etc.). The survey was carried out online with the help of online survey program (www.surveymonkey.com) and 80 students of the distance education faculty participated in the survey.

On the question: “How do you think, distance education has influenced the development of your personal potential?” 70% students surveyed responded “influenced significantly” and only 12.5% said they “influenced slightly” (Table 1).

Table 1:
Influence of the distance education on the personal development of students

| № п/п | Characteristics of distance education influence on personal development | Percentage (%) |
|-------|--|----------------|
| 1 | No impact | 2,5 |
| 2 | Influenced very little | 2,5 |
| 3 | Influenced slightly | 12,5 |
| 4 | Influenced significantly | 70,0 |
| 5 | Distance education does not affect the development of individual potential | 2,5 |
| 6 | Difficult to answer | 10,0 |

According to students surveyed, distance education has significantly influenced the planning process

of their education, the organization of independent work, skills with the learning material (classification, organization, analysis, synthesis, the order of the discipline, etc.), the ability to articulate ideas in writing and speaking, the development of cognitive activity, the development of creative thinking, etc.

In this paragraph, a brief comparative analysis of personal characteristics of students of face-to-face and distance education, the findings of various personal aspects, self-actualization, locus of control, self-regulation of students of face-to-face (105) and distance education (93) are discussed.

When we rank the 14 scales of self-actualization test, self-acceptance is in the first place for students of both face-to-face and distance education. It indicates that students in the both forms education capable to highly value their own merit, positive characteristics, and respect themselves for it.

The findings of the study indicate 13 out of 14 scales for both groups average score exceed 50%. However, students of the distance education exceed the face-to-face students in 12 scales. In addition to that, six statistically significant differences have been identified, where distance learners are outperforming their counterparts in four scales including “time orientation” (U=3186, p<0,001) which is considered as one of the two main scales of self-actualization test. Average point in terms of percentage for distance learners is 10.08, which is 8.43 for face-to-face students. This confirms that students of the distance education are better at planning their time and evaluate adequately.

Table 2:
Indicators of self-actualization level among face-to-face and distance students

| № | Name of the scale | Maximum point | Face-to-face | | Distance education | | Significance |
|------|--------------------------|---------------|--------------|------|--------------------|------|--------------|
| | | | Point | % | Point | % | |
| I | Time orientation | 17 | 8,43 | 49,6 | 10,08 | 59,3 | U=3186*** |
| II | Support | 91 | 49,45 | 54,3 | 51,38 | 56,5 | |
| III | Self-actualization value | 20 | 12,66 | 63,3 | 12,89 | 64,5 | |
| IV | Behavior | 24 | 12,72 | 53 | 14,21 | 59,2 | U=3534*** |
| V | Sensitivity | 13 | 7,20 | 55,4 | 6,68 | 51,2 | U=4033,5* |
| VI | Spontaneity | 14 | 7,86 | 56,1 | 8,03 | 57,4 | |
| VII | Self-esteem | 15 | 9,65 | 64,3 | 10,14 | 67,6 | |
| VIII | Self-acceptance | 21 | 10,52 | 50,1 | 12,11 | 57,7 | U=3698** |
| IX | Human_nature | 10 | 5,57 | 55,7 | 5,89 | 58,9 | |
| X | Synergy | 7 | 3,94 | 56,3 | 4,07 | 58,1 | |
| XI | Acceptance of aggression | 16 | 8,47 | 52,9 | 7,77 | 48,6 | U=3933,5* |
| XII | Sociability | 20 | 10,58 | 52,9 | 11,40 | 57 | U=4035,5* |
| XIII | Cognitive need | 11 | 5,50 | 50 | 5,61 | 51 | |
| XIV | Creativity | 14 | 7,30 | 52,1 | 7,78 | 55,6 | |

* — p<0,05; **- p<0,01; *** — p<0,001 (Mann-Whitney U)

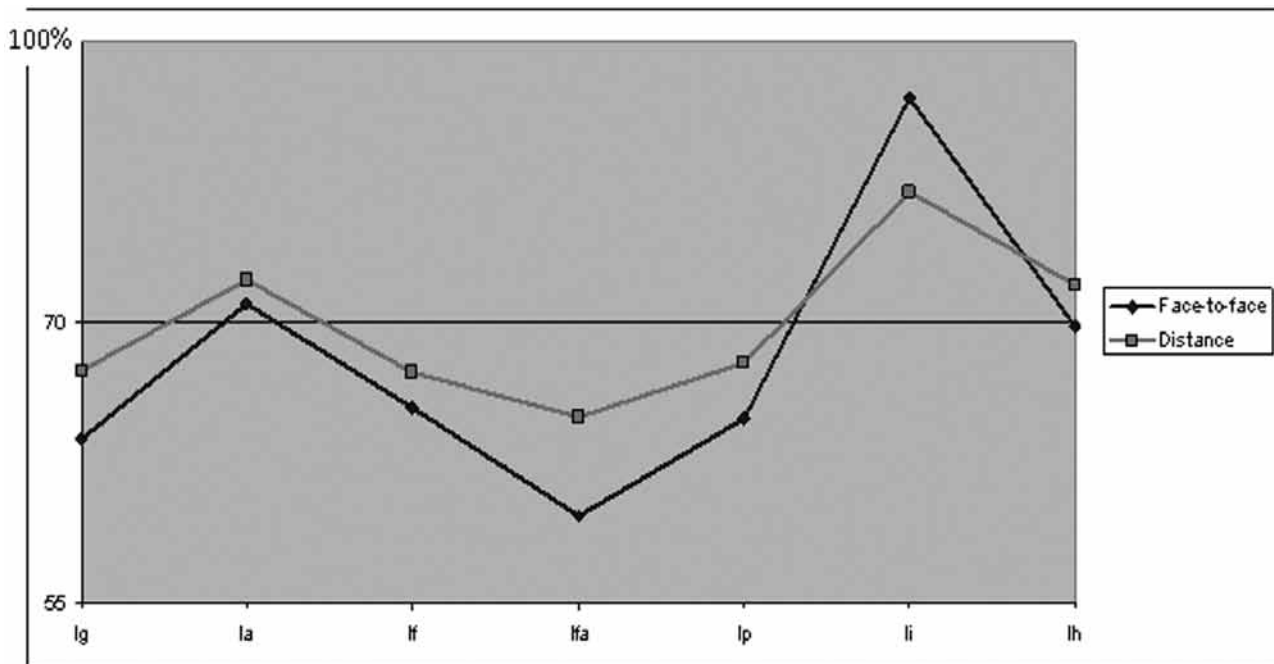


Figure: 1 Profile of seven parameters of the test 'locus of control' for students of face-to-face and distance education

lg – Locus of control; la – LOC in terms achievement; lf – LOC in terms of failure; lfa – LOC in terms of family relationship; lp – LOC in terms of productivity; li – LOC in terms of interpersonal relationship; lh – LOC in terms of health and illness

The findings of the psychological test “locus of control” are going to be discussed in the following section.

First of all, in all seven scales average point is above 50%. Distance learners outperform face-to-face students in six out of seven parameters. It shows that students studying in distance with the help of distance education technology, work independently and gradually get used to that, as a result, they become more autonomous and take responsibility of their learning.

A significant difference is identified between the two groups in the scale “Locus of control” (($U=4130$; $p \leq 0,05$), where the average score for distance learners is 29.64 and for face-to-face it is 28.04. This confirms distance learners exhibit higher level of internal locus of control compares to their counterparts, where they consider most of the important events in their life are the result of their own actions, it explains that they control their life and consequently they take all the responsibility of their life on their own hand.

In the following section, correlation analysis of personal and motivational aspects of distance and face-to-face learners, are presented. A Pearson criterion is used for carrying out correlation analysis, which gives a correlation matrix. Correlation graphs are created with the help of correlation matrix. At

first, correlation graphs are created, which shows the common traits of both groups of students based on correlations (Figure 2).

The analysis shows that distance learners have as many significant correlations as face-to-face learners in the scale of “flexibility” (7 positive correlation), “self-esteem” (5 positive correlation), “locus of control” (4 positive correlation), and “LOC in terms of achievement” (4 positive correlation).

Features of the student studying with the help of distance education technologies are presented by so called the “unique” correlation graph. The study shows that in this case, the scale “LOC in terms of family relationship” has the highest number of six significant positive and one negative correlation with other parameters, “locus of control” (5 positive correlation), “flexibility” (4 positive correlation), “cognitive need” (4 positive correlation), “LOC in terms of achievement” (3 positive and 1 negative correlation).

Similarly, features of students studying in traditional system are presented by so called the “unique” correlation graph. In this case, the following scales have the highest number of significant correlation: “LOC in terms of interpersonal relationship” (5 positive correlation), “sociability” (4 positive and 1 negative), “self-actualization value” (4 positive correlation), “LOC

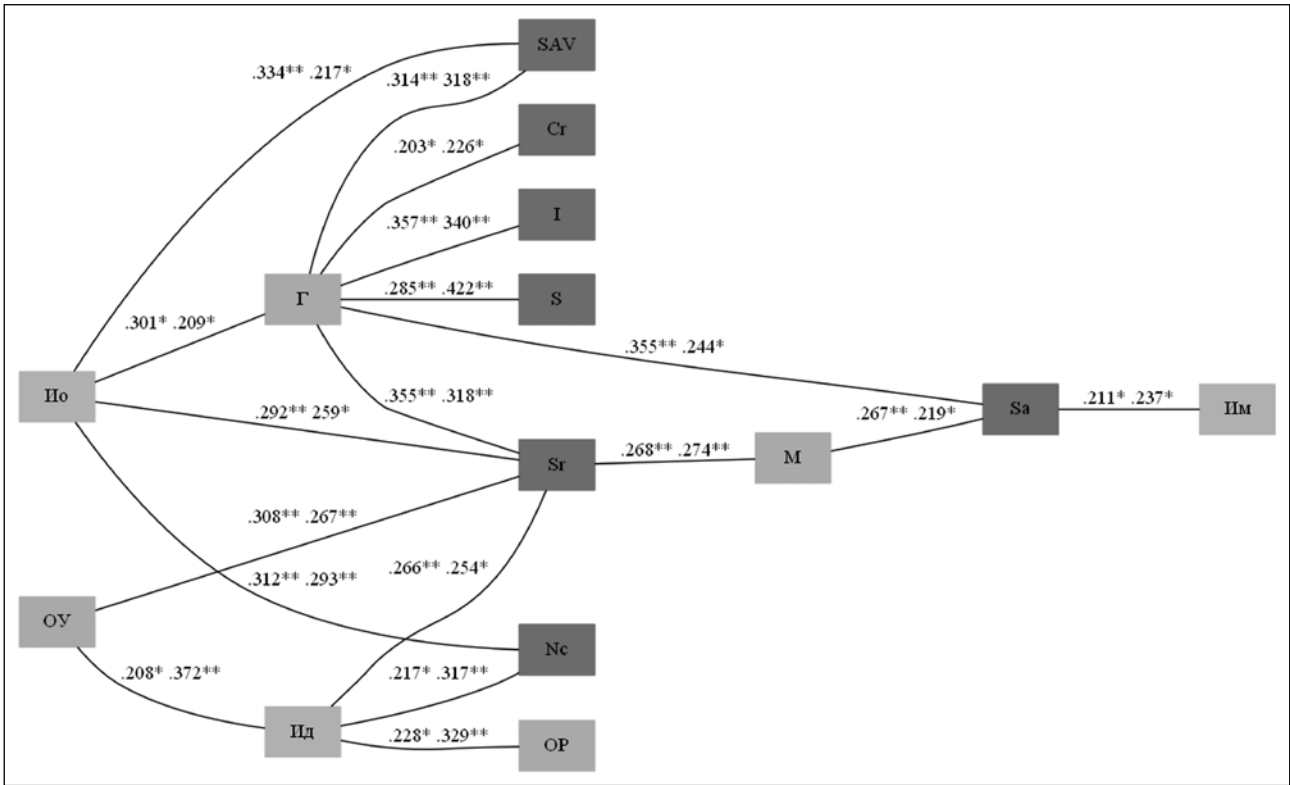


Figure 2: Common correlation graph of personal traits for distance and face-to-face learners
(Statistical significance * – $p \leq 0,05$; ** - $p \leq 0, 01$)

Annotation: **Self-actualization test:** I – Support; SAV – Self-actualization value; S – Spontaneity; Sr – Self-esteem; Sa – Self-acceptance; Nc – Human nature; Cr – Creativity.

Self-regulated behavior: M – Modelling; OP – Evaluation; Γ – Flexibility; OY – Self-regulation general;

Locus of control: Io – Locus of control; Id – LOC in terms achievement; Им – LOC in terms of interpersonal relationship;

in terms of failure” (4 positive correlation), “planning” (5 negative correlation), and “support” (3 positive and 1 negative correlation).

In this section, attention has been given to study various motivational aspects of academic activities of the distance and face-to-face learner. Firstly, differ-

ence in the level of achievement motivation has been presented (table 3).

The study shows that majority of the face-to-face and distance students show strong achievement motivation for success. Students who exhibit motivation to avoid failure are 5.8% and 4.2%, face-to-face and

Table 3:

Comparative analysis of achievement motivation of students studying in the first, third, and fifth year of education in distance and face-to-face system (in %).

| № п/п | | 1 year | | 3 year | | 5 year | | Common indicator of the sample population | |
|-------|--------------------------------------|--------|------|--------|------|--------|------|---|------|
| | | F2F | DE | F2F | DE | F2F | DE | F2F | DE |
| 1 | Motivation to avoid failure | 13,2 | 6,1 | 5,9 | 5,9 | 0 | 0 | 5,8 | 4,2 |
| 2 | Achievement motivation not expressed | 47,4 | 36,4 | 35,3 | 35,3 | 35,5 | 32,1 | 39,8 | 34,7 |
| 3 | Achievement motivation for success | 39,5 | 57,6 | 58,8 | 58,8 | 64,5 | 67,9 | 53,4 | 61,1 |

distance education respectively. In addition to that, achievement motivation not expressed for students studying in the traditional system is 5% higher than distance education. As a result, the analysis of the data shows statistically significant difference in the manifestation of achievement motivation for success: distance learners exhibit higher level compared to students of traditional system (at a significance level of $p \leq 0,05$).

Professional motive and motive for creative self-realization are the most dominant motive for students of both types of education. However, distance learners exhibit higher level than face-to-face students (for face-to-face mean scores are 3.64 and 3.60 respectively and for distance education 3.73 and 3.77 respectively). This confirms that students with higher level of these motives like their chosen profession, they study in order to be successful in their future professional activities, to provide actual solution to the problem; they show higher level of determination to become a good professional in their field, to apply their acquired knowledge, ability and aptitude to their chosen profession, Moreover, they study because they want to learn new things, to involve in creative activities, and to contribute in the social development.

In addition to that, the study shows achievement motivation is associated with such personal development parameters as: "locus of control", "planning", "flexibility", "self-esteem", "self-actualization value", "support", and "locus of control in terms of achievement".

Achievement motivation for success is strongly correlated with the level of self-regulation. As students with high level of self-regulation skill can independently, flexibly, and adequately react to the changing academic situation, they develop themselves and achieve their goals with high level of consciousness. In case of high level of achievement motivation for success, students able to formulate such type of self-regulation skills, which allow them to compensate the influence of personality traits, which create hindrance in achieving their goals. The higher the level of conscious self-regulation, the easier a person capture new types of activity, the more confident in unknown situations, and

the more stable in his academic success. Students with a high level of motivation for success is characterized by the formation of the need for conscious planning of activities, realistic, refined, hierarchical and stable plan, goals of the activity move forward independently. In addition to that, the higher the ability of self-evaluation in learning activities, which indicates the development and the adequacy of self-control, the formation and the stability of the subjective criteria for evaluation, the higher their academic performance. The ability to achieve such high results corresponds to a high level of subjective control over emotionally positive events. These students believe that all the best in their studies, they have achieved by themselves, and they are confident and able to go forward successfully to achieve their goals in the future. This can be achieved with the help of individual possibilities to take into account situations of educational activities and depending on it to define flexibly tactics of behavior. There is no doubt that, this is due to the ability of the student to appreciate their own merits, positive personality traits, self-esteem, recognition of the values inherent in self-actualizing personality.

In the final section, interrelationship of academic performance with personal and motivational aspects of the distance learner are discussed, the emphasis is given to the fact that the interrelationship of academic performance with personal and motivational aspects of the distance learner is one of the most important factors in studying personal and motivation aspects of the distance learner. As a result, the academic performance of only distance learners for the entire period of education prior to the study has been integrated into the research to find out the interrelationship with other personal and motivational aspects.

A cluster analysis is conducted with the data set to separate groups on academic performance for students studying in distance. By using this method, we identified three clusters (groups) of students on academic performance, cluster one — the average grade point (GPA) 13.37, cluster two — 11.86, cluster three — 10.06 (see the table 3).

Table 4:

Clusters on academic performance of the distance

| Number of cluster | Number of students | Average grading point | Minimum grading point | Maximum grading point | Standard deviation |
|-------------------|--------------------|-----------------------|-----------------------|-----------------------|--------------------|
| 1 | 25 | 13,3724 | 12,75 | 15,00 | 0,49419 |
| 2 | 25 | 11,8647 | 11,00 | 12,57 | 0,58764 |
| 3 | 43 | 10,056 | 8,94 | 10,89 | 0,46339 |

On the result of cluster analysis of the distance learner, cluster one is defined as “high performer”, cluster two “average performer”, cluster three “low performer”. The findings show that average values for the “high performer” (cluster one) exceed the corresponding parameters of the remaining groups (cluster two and three) of students: 9 out of 14 indicators in the “self-actualization test”, 5 out of 7 indicators in the “self-regulated behavior test”, and all 7 indicators in the “locus of control test”. Moreover, statistically significant differences are found in a number of scales. With the help of H-criteria of Kruskal-Wallis, it is revealed that among the three clusters exists significant differences in the following scales of “self-actualization test”: “human nature” ($H=11,495$; $p \leq 0,01$) and “creativity” ($H=10,932$ при $p \leq 0,05$). With the help of U-criteria Mann-Whitney, it is revealed that in the scale “creativity” exists significant difference between cluster two and three ($U=288,5$; $p \leq 0,001$), and in the scale “human nature” exists significant difference between cluster one and two ($U=280,5$; $p \leq 0,001$). Three statistically significant differences are found among three clusters in the “self-regulated behavior”: “programming” ($H=5,690$; $p \leq 0,05$), “flexibility” ($H=8,142$; $p \leq 0,05$), “level of self-regulation” ($H=6,044$; $p \leq 0,05$). In the “locus of control test”, average parameter for all scales are higher for “high performer” compare to other groups but no significant difference is found. This shows that “higher performers” are more active, independent at work, and have positive self-evaluation, which is associated with a strong self-confidence and patience to other people. These students believe that the success of their educational activities largely depend on themselves and their efforts. They consider themselves as the most important factor in organizing their own educational activities.

Conclusion:

Distance education is an emerging trend and recent development in ICTs is fostering the growth of this area. A substantial number of researches have been carried out for the last decade and so to explore the effectiveness of distance education (comparative analysis), impact of various technological tools, instructional design, content development, pedagogical issues, and learners’ individual differences. Physical and psychological separation of learners and teachers in distance education initiate various psycho-pedagogical issues and special attention must be given to accommodate this in content developments, pedagogical and instructional design. A very few attempts have been made to investigate such vital components of psycho-pedagogical issues as self-actualization, self-regulation, locus of control, and motivational aspects like academic and achievement motivation. The study reveals that students studying in the face-to-face and distance show similar pattern of personal development in the following properties: self-esteem, self-actualization value. Distance learners exhibit higher level of self-actualization and higher internal locus of control, no significant difference is found in the level of self-regulated behavior. Interestingly, no interrelationship is found between academic motivation and personal characteristics of students in the both forms of education. Achievement motivation for distance learners is higher than face-to-face; achievement motivation and various personal development characteristics are highly correlated for the student of the both forms of education. Finally, there are specific differences in the structure of academic motivation of students studying in the face-to-face and distance. Professional motive and creative self-realization motive are the most dominant motive for students studying in the both forms of education (face-to-face and distance). However, both motives are relatively higher for students studying in the distance.

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