

Investigating the Moderating Effect of Social Comparison Orientation on the Relationship between Enjoyment and Self-Regulated Learning

Robert John V. Almocera

Adventist International Institute of Advanced Studies

Abstract

The present study examined the moderating effect of social comparison orientation on the relationship between enjoyment and self-regulated learning among Filipino college students ($n = 206$) enrolled in a mathematics-related courses in university in the Philippines. The measures used in the study include the Academic Emotions Questionnaires (AEQ), Iowa-Netherlands Comparison Orientation Measures (INCOM), and the Motivated Strategies for Learning Questionnaire (MSLQ), and were administered to the respondents toward the end of the course. A. The results of the moderation analysis suggested that social comparison orientation moderates the relationship between enjoyment and self-regulated learning among the respondents $F(3, 202) = 7.624, p = .000$. Specifically, a buffering effect on the relationship between enjoyment and self-regulated learning is observed. Practical and theoretical implications are discussed.

Keywords: *social comparison orientation, self-regulated learning, academic emotions, enjoyment*