Chapter 7

MOTIVATIONAL BELIEFS, META-COGNITIVE STRATEGIES, NEED FOR COGNITION AND ACADEMIC ACHIEVEMENT: A MIXED METHODS STUDY

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INTRODUCTION

The attempts to specify the determinants of academic achievement are an ongoing issue among researchers. Learners generally try to make sense of new learning atmospheres by applying their own judgments and preferences. The need to provide and regulate one's own learning when confronted with learning needs (Altun & Erden, 2006) and the fact that individuals' talents and skills cannot solely account for their academic achievement have paved the way for the emergence of self-regulated learning (SRL). SRL, which was initially named Information Processing, focuses on the view that self-regulation and motivation are of vital importance (Schunk, 2005) and inclusively makes emphasis on cognitive as well as motivational and affective variables (Pintrich, 2000). In this process, learners vigorously organize their cognitive and motivational behaviors, followed by self-regulatory processes (Garcia et al., 2018; Hofer & Yu, 2003).

Upon examining the various models to clarify SRL, it can ultimately be concluded that each model focuses on certain variables, and these variables can be grouped under two main dimensions: motivational beliefs and self-regulation strategies. To put it another way, SRL includes the arrangement of cognition as well as motivation and behaviors (Altun & Erden, 2006; Konrad, 2015).

Pintrich (1999), in his model, examined self-regulated learning strategies under two dimensions: cognitive strategies and resource management strategies. Cognitive strategies include cognitive processes and behaviors that students use during their learning experience in order to complete a task or perform learning. Cognitive strategies include meta-cognitive self-regulation, rehearsal, elaboration, organization, and critical thinking strategies. Resources management strategies help students adapt themselves to their environments and change their

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also expressed that learning strategies such as preparing outlines, going over their notes, memorizing target vocabulary, etc. help them increase their academic performance. Further, in the context of the need for cognition, they have stated that challenge and self-satisfaction as well as curiosity and having fun in the learning process enhance their need for cognition and naturally their academic achievement.

Recommendations

As the research was conducted on a limited number of participants, it is believed that studies in the future could apply the related data collection tools to a larger study group. Far more comprehensive research can be conducted in larger contexts and populations. Further, applying different tools that measure self-regulated learning could be helpful and beneficial. In addition, the other components of motivational beliefs (task value and test anxiety) and cognitive/meta-cognitive strategies (rehearsal and elaboration) together with time and study environment management (effort regulation, peer learning, help-seeking) could be included in future studies for a thorough analysis. This could provide a basis for a thorough evaluation and analysis of motivational beliefs, cognitive/meta-cognitive strategies, along with resource management strategies.

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