

عنوان مقاله:

The Effectiveness of Training Metacognition-Based Study Skill on the Students' Achievement Motivation, Self-Efficacy, Satisfaction with School and Resilience

محل انتشار:

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خلاصه مقاله:

Introduction: Giving attention to the various factors affecting the academic achievement of student's results in their better academic performance. The aim of the current study was to examine the effectiveness of training metacognition-based study skill on the achievement motivation, self-efficacy, satisfaction with school and resilience of the female secondary students in Isfahan. Method: The statistical population of the present study included all the female secondary students in Isfahan in the 2014-2015 academic sessions among whom 30 students were selected by the multistage cluster random sampling method and were designated by the experimental research design of pretest – posttest type with control group. The interventions is related to the training study skill based on the metacognition approach drawn from Seif's educational psychology which were conducted on the test group students during 20 educational sessions. The tools used included the achievement motivation questionnaire with Cronbach's alpha reliability coefficient 0.80, the construct validity with factor loading 0.39, the multidimensional scale of students' life satisfaction with reliability coefficient 0.70 to 0.90 and with validity coefficient 0.50, the self-efficacy scale with reliability coefficient 0.86 through Cronbach's alpha and the validity coefficient of correlation -0.34, the resilience with reliability coefficient 0.86 through Cronbach's alpha and the validity coefficient of correlation 0.64. The data were analyzed through multivariable covariance analysis and the SPSS software version 22. Results: The results of the research revealed a significant difference between the test and control groups ($p = 0.001$, $F(4,21)=6.92$, Hotelling effect=1.31) thus indicating the effectiveness of metacognition training method on the achievement motivation, self-efficacy, satisfaction with school and resilience. It signifies that the metacognition training method explains 47, 43, 33 and 39 percent of changes of the dependent variable respectively ($p < 0.005$). Conclusion: The findings revealed that the metacognitive study skills results in the increase of the students' achievement motivation, self-efficacy, satisfaction with school and the academic resilience and it can be applied in the educational counseling of kids and teens

کلمات کلیدی:

Metacognition Knowledge, Achievement Motivation, Self-efficacy, Resilience

