

The effectiveness of teaching self-regulatory learning strategies (cognitive and metacognitive) on the components of self-efficacy and academic motivation of students in Astara

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Abstract

Introduction: This study investigates the effect of teaching self-regulatory learning strategies (cognitive and metacognitive) on the components of self-efficacy and academic motivation of students.

Methods: The statistical population included all first female high school students (second year) in Astara city in the academic year. Among these students, 46 people were selected by multi-stage cluster sampling method and were randomly matched and replaced in two experimental and control groups. The instruments used were the Pantrich and DeGroot Self-Regulated Learning Strategies Questionnaire, Walrand Academic Motivation, and Goldberg and Hiller General Health. This research is a real field experimental research of pre-test-post-test design with a control group. After conducting a pre-test for experimental and control groups, the experimental group in 8 sessions of 90 minutes under the training of cognitive and metacognitive learning strategies based on the theoretical background of research Nans et al. And the theory of cognitive and metacognitive strategies. Then post-test was performed for experimental and control groups.

Results: The results of multivariate analysis of variance (MANOVA) and univariate analysis of variance (ANOVA) showed a significant increase in self-efficacy, academic motivation, and on the other hand we saw a decrease in mental health component scores in the experimental group.

Conclusion: The results of this study showed that there is a significant difference in the mean scores of self-efficacies of the groups. This means that self-efficacy has increased in students who have been trained by learning leaders

Keywords: academic motivation" mental health" self-regulation" self-efficacy"

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