

Metacognitive Awareness and Achievement Focused Motivation as the Predictor of the Study Process

By

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Abstract

There is a large cycle of works on regarding metacognitive awareness, motivation and study process of pre-service teachers. However, no study has been found that has been conducted on the correlation among effect of metacognitive awareness, achievement focused motivation and study process and their explaining ratios of each other. The level of correlation and the effect of the metacognitive awareness, achievement focused motivation and study process with each other and explaining ratios of each other have been tested in this research. For this, five hypotheses were developed. The participant group in the research consists of 510 pre-service teachers in the Faculty of Vocational Education at Selcuk University and the Faculty of Education of Afyon Kocatepe University in the spring semester of the 2010-2011 academic year. The relational survey model was utilized while conducting the research. This research is done by using the metacognitive awareness, achievement focused motivation and study process scale. Exploratory factor analyses of scales were analyzed via SPSS 16.0 software. For the confirmatory factor analyses of scales and the structural equation modeling, AMOS 17.0 software was used. The fit index of the model built was obtained as follows. RMSEA=.054; SRMR=.052; CMIN\DF=2,501; GFI=.965; CFI=.956; AGFI=.923; NFI=.911 and $p=.000$. This result illustrates that the model fit index is at an acceptable and desired level. The most significant finding of this study is that metacognitive awareness and achievement focused motivation are important predictors of the study process.

Keywords: *Metacognitive awareness, achievement focused motivation, study process, structural equation modeling.*