

An Exploratory Study of Cognitive Learning Strategies of MEd Students in Yangon Institute of Education

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Abstract

The main purpose of this study was to examine the effect of cognitive learning strategies on students' academic achievement. Then, it was intended to investigate whether there would be direct relation between students' effort and their self-regulation in learning or not. Quantitative approach was used in this study. A total of 113 MEd students (7 male; 106 female) were surveyed from Yangon Institute of Education. Data was collected using 22 items from the Cognitive learning Strategies for learning Questionnaire. Data analysis included Descriptive Statistic, Correlation and Independent Sample t-test. Almost all students include in this study possesses high Rehearsal Strategies to their learning. The results of t-test showed that there was no significant difference between First Year and Second Year. MEd students for three cognitive learning strategies in this study. Moreover, correlation coefficient results revealed that three cognitive learning strategies of MEd students have positive relationship.

Key words: Rehearsal Strategies, Elaboration Strategies, Organizational Strategies

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