

An Investigation into Students' Academic Achievement and Cognitive Processes of Learning

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Abstract

The purpose of the present study was to investigate students' cognitive processes of learning that depicts their academic achievement. Descriptive survey method was applied in this study. The Cognitive Process of Learning Questionnaire was used in this study. Total number of 600 Grade-10 students (295 males and 305 females) with the age ranging from 14 to 17 years old of the 2013-14 academic years from six Basic Education High Schools in Yangon City Development Area was randomly selected as the sample in this study. As the result of this study, it was found that female students who got higher scores in mastery goals, performance approach goals and deep approach were higher in academic achievement than male students. Moreover, the male students who were high mean scores achievers in hopelessness, performance-avoidance goals and surface approach got fewer achievement scores than female. Among the age group, most oldest students who were at the age of 17 performed in their academic subjects less than other ages (14, 15 and 16) of students. ANOVA Result reveals that BEHS (2) Bahan was the highest of six schools in Self-Esteem, Self-Efficacy, Mastery Goal, Performance-Approach Goal and Deep Approach. By specialization, the mean scores of science students in Academic Achievement, Self-Esteem, Self-Efficacy, Mastery Goal, Performance-Approach Goal, and Deep Approach were higher than that of (Arts + Science) students whereas the mean scores of science students in Hopelessness, Performance-Avoidance Goal and Surface Approach were lower than that of (Arts + Science) students.

The result of multiple regression analysis indicated that the combined effect of all predictor variables explained 33% of the variance in academic achievement. Regression analysis revealed that Surface Approach was the best predictor of Grade-10 students' academic achievement.

Key words: Cognitive Process, Self-Efficacy, Self-Esteem, Achievement Goals, Hopelessness, and Study-Processing Strategies

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