Metacognition


The relation between achievement and self-regulated learning (SRL) is more complex than originally believed. In this study, 222 seventh-grade students (53% boys) described their use of SRL strategies and rated their achievement goals (mastery, or focus on understanding material; and performance, or focus on high performance to verify ability). Students were high achievers, performing at or above the 97th percentile on a standardized achievement test. However, they ranged widely in their use of SRL strategies, suggesting that SRL strategies are not necessary for high achievement. Reasons for variation in SRL were examined. Advanced reasoning was not related to SRL. Mastery goal orientation and gender were significantly related to SRL. As mastery goals increased, so did the use of SRL strategies. Girls reported greater use of SRL strategies involving personal regulation or optimizing the environment and when completing difficult homework or engaged in reading and writing. SRL yields important information about how students engage in the learning process and why students of similar achievement levels may display future differences in their achievement.