

Summary

Title of the study:

The Effect of Self-Regulated Learning Strategies on Academic Achievement with Regard to Brain Dominance Pattern.

The aims of the Study:

The current study aims to

- 1-Determine the effect of the self –regulated learning strategies on the academic achievement of university students.
- 2-Identify the effect of the self-regulated learning on the academic achievement of university students with regard to their brain dominance pattern.

The hypotheses of the Study:

1. There is a no statistically significant effect of the self-regulated strategies learning usage rate (low-average-high) on the academic achievement of university students with the right brain pattern.
2. There is a no statistically significant effect of the self-regulated strategies learning usage rate (low-average-high) on the academic achievement of university students with the left brain pattern.
3. There is a no statistically significant effect of the self-regulated strategies learning usage rate (low-average-high) on the academic achievement of university students with the integrated brain pattern.

Methodology:

Participants:

The study sample included 376 university students (first and fourth year). They were recruited from different colleges to include both literary and scientific based majors as (faculty of Arts, faculty of Science and Faculty of Arts). Mean of age (M)of the sample and its Standard Deviation(SD) were 19.7 and 1.45, respectively. To validate the psychometric properties of the study tools, a pilot sample of 122 university students were selected .

Tools:

To assess the study variables the researcher used the following

- 1- Academic Self- Regulated Learning (ASR), By: Parasatou Mokri, 2012) and the Arabic version is developed by the researcher & Wessam Abdel Moaty.
- 2- Torrence Scale of Thinking and Learning Styles(the Arabic version By: Salah Ahmed Mourad & Mohamed Mahmoud Mostafa, 1982).

Statistical Analysis:

The following statistics were used :

- 1- One Way-ANOVA.

Results of the Study:

The current study shows the following results:

- 1- There is a no statistically significant effect of any of the self -regulated learning strategies on the academic achievement of university students with the right brain pattern.
- 2- There is a no statistically significant effect of the total score of the self -regulated learning strategies on the academic achievement of university students with the right brain pattern.
- 3- There is a statistically significant effect of the controlling self -regulated learning strategies on the academic achievement of university students with the left brain pattern.
- 4- There is a no statistically significant effect of the total score of the self -regulated learning strategy on the academic achievement of university students with the left brain pattern.
- 5- There is a statistically significant effect of the goal-setting and planning self -regulated learning strategy on the academic achievement of university students with the integrated brain pattern.
- 6- There is a no statistically significant effect of the total score of the self -regulated learning strategy on the academic achievement of university students with the integrated brain pattern.

These results were finally discussed in the light of the theoretical background and the literature review.