

Relationship Between Motivational Orientations, Metacognitive Adaptations and Academic Successes of Doctorate Students

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Objective: Motivational orientations and metacognitive adaptations displayed in difficult situations are among two factors which affect the academic success of students. The aim of this study was to examine the relationship between motivational orientation, metacognitive adaptations and academic success of doctorate students who are educated in health sciences.

Method: In this study conducted with 139 students, the Modified Archer's Health Professions Motivation Survey, The Positive Metacognitions and Positive Meta-Emotions Questionnaire and performance evaluation forms for academic success were used.

Results: In this study, where metacognitive adaptation levels of doctorate students are found high, their self confidence levels in extinguishing perseverative thoughts and emotions were found to be significantly different in comparison to their levels of goal orientations towards performance, academic alienation and use of superficial learning strategies; and their self confidence levels in interpreting own emotions as cues, restraining from immediate reaction and mind setting for problem solving, establishing flexible and feasible hierarchy of goals were found to be significantly different in comparison to their levels of academic alienation, use of metacognitive learning strategies and internal control ($p<0.05$). It was observed that academic success of the students at course and thesis stages were found to be significantly different compared to their level of metacognitive learning strategies and self-confidence levels for setting flexible and feasible hierarchy of goals ($p<0.05$).

Conclusion: Metacognitive learning strategies and flexible, feasible hierarchy of goals were two standing out factors on academic success of doctorate students.

Key words: Postgraduate education, performance evaluation, learner's characteristics