The Role of Regulatory Mode Profile in Academic Achievement: What Fosters Success in Higher Education?

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Abstract

Assessment and Locomotion Regulatory Modes at high levels determine high regulation in human behavior and optimize accommodation to environment. There are studies which show the necessity of this profile in order to achieve academic success. Our research analyses the correlational relationship between the regulatory mode profile (assessment and locomotion preference) and academic performance from a longitudinal (High school GPA, Baccalaureate Score, Last semester's weighted GPA from college) and qualitative perspective (scholarships, failed exams). The participants were 146 volunteer undergraduates recruited from 5 different universities located in Cluj-Napoca, Romania, accredited according to the qualifications of the European Higher Education Area, following the Bologna Process. The instrument used in the study was the Regulatory Mode Questionnaire (RMQ, Krunglanski et al, 2000). Conversely with former findings, our results indicated a dominant Locomotion mode in the profile of the high achieving students. The association was small, but statistically significant and it also had a small, but statistically significant predictive power for academic success in this population (10%). A posteriori findings showed also the important role of previously acquired academic competences and skills for academic achievement in Higher Education. Together, the Locomotion Regulatory Mode and Baccalaureate score (as indicator of previously acquired academic skills and evidence of competence) could predict up to 17% of the variance in results, in relation to the last semester's weighted GPA, even if we controlled statistically for age, gender and year of study.

Keywords

regulation mode, assessment, locomotion, undergraduate, academic achievement, prediction, higher education.