

Predictors of Academic Success in College: Actual Learning Skills

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Abstract

Self-regulatory behavior is considered to be one of the key components of academic success. In light of recent research, we have studied the presence of self-regulation and learning strategies and skills along with quantifiers of high-school academic skills and abilities in 106 undergraduate Romanian students, recruited from four different Universities, located in Cluj-Napoca. The study strategies and the self-regulation skills were assessed via LASSI (Learning and Study Strategies Inventory- 2nd edition). The intent was to outline the main variables in the profile of the successful undergraduates and we have put forward two predictive models for academic success, which highlighted the importance of general strategic learning skills compared to previous academic abilities. The criterion of academic performance was the last semester's weighted GPA. The key quantifier of high-school academic skills and abilities consisted of the Baccalaureate Average. Our results show significant correlations between the last semester's weighted GPA, the Baccalaureate score and every measure of strategic learning and study factors (Skill, Will, Self-Regulation) from LASSI Questionnaire. All these accounted for 31-32% variance in weighted GPA, but the most important variable in our predictive models seems to be the SKILL component from LASSI, which played a significant role in the prediction of success. These findings highlight that study and learning SKILLS seem to be really important in the enhancement of academic performance and they could be the bases for any intervention designed for underachieving undergraduates.

Keywords

strategic learning, study skills, self-regulation, LASSI, academic performance, prediction

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