

Title: Study Skills and Metacognition of Graduate Students

Authors: Mary H. O'Phelan and Mary E. Haydon

Affiliation of the authors: Western Kentucky University

Address: Dept of Educational Administration, Leadership, & Research
Tate Page Hall 403
Western Kentucky University
Bowling Green, KY 42101

Email addresses: Mary.Ophelan@wku.edu and Marybeth.Haydon@wku.edu

Abstract:

The study examined the self-reported study skills and metacognitive behaviors of a sample of graduate students at a mid-southern comprehensive university. A random sample of 50 graduate classes was selected and the students in selected classes were asked to complete a Study Skills Survey containing 56 statements about their study and reading behaviors. Students were asked to rate how often they did each behavior on a five-point scale from Never to Always. Comparisons were made between graduate students reporting different grade point averages and between graduates and undergraduates (for which data were collected in a previous study). Implications for college retention and graduation rates as well as academic success are discussed.