

How Metacognition and Personality Traits Shape Self-Regulated Learning?

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Abstract

Self-regulated learning (SRL) is essential for directing one's own learning. While its importance is widely recognized, empirical research on how SRL interacts with cognitive, metacognitive, and personality traits remains limited. This study extends our previous work by exploring how these traits influence children's information-seeking behaviors.

We interviewed 134 children (ages 8-11) about learning a concept independently and assessed metacognitive ability and personality traits using the Big Five Questionnaire – Children Version.

Results revealed that, while Extraversion did not predict the chosen source, other personality traits were significantly linked to SRL components. Children higher in Agreeableness were more likely to choose to learn from human-sources, and Openness to Experience was associated with greater enjoyment of learning ($p=0.039$).

Higher metacognitive ability was slightly associated with lower achievement expectancies, consistent with literature contrasting metacognition with wishful thinking.

These results underscore the role of individual variability in shaping SRL, informing tailored interventions to support SRL.