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Original Article (Quantitative)

Predicting Students' Academic Engagement and Academic Vitality Based on the Components of Cognitive Functions at Islamic Azad University of Ahvaz

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Abstract

The present study aimed to predict students' academic engagement and academic vitality based on the components of cognitive functions at Islamic Azad University, Ahvaz Branch. The research was applied in terms of purpose and descriptive-correlational in terms of methodology. The statistical population consisted of all undergraduate and graduate students of Islamic Azad University, Ahvaz Branch, during the academic year 2023–2024, with a total number of 432 students. The sample size was determined based on Morgan's table and selected through stratified random sampling. Data were collected using standard questionnaires, including Najati's Cognitive Abilities Questionnaire (2013), Reeve's Academic Engagement Questionnaire (2013), and Chari and Dehghani-Zadeh's Academic Vitality Questionnaire (2012). The collected data were analyzed using descriptive statistics and inferential statistical methods. The Kolmogorov–Smirnov test was used to examine the assumptions of normality, and multiple regression analysis was employed to test the research hypotheses. The findings indicated a positive and significant relationship between cognitive function components and students' academic engagement and academic vitality. Moreover, cognitive function components significantly predicted students' academic engagement and academic vitality. Based on these findings, enhancing students' cognitive functions can provide a foundation for increasing active participation in the learning process, improving academic motivation, and promoting academic vitality.

Keywords: Cognitive Functions, Academic Engagement, Academic Vitality, Students.

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