



Relationship Between Metacognition And Academic Success

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Citation: Syal, U, et al (2024), Relationship Between Metacognition And Academic Success, *Educational Administration: Theory andPractice*, 30(4), 9081-9085

Doi: 10.53555/kuey.v30i4.3029

ARTICLE INFO

ABSTRACT

INTRODUCTION

Various researches have been done linking metacognition and academic success. The study is conducted on a sample of 120 students doing under-graduation drawn from students of different colleges of Delhi (NCR). This study examined the relationship between metacognition and academic success among college students.

METHODS

The current study aimed to examine whether and how metacognition influenced academic success of college students. The metacognition inventory, which was developed by Punit Govil, was used to measure metacognition of students. It was hypothesized that there will be a significant relationship between the two variables, i.e., Metacognition and Academic success in males and females. Pearson correlation and t-test were employed to statistically analyze the relationship and difference between variables.

RESULT & CONCLUSION

It can be concluded that metacognition has a significant impact on academic scores of the students. The research can help create awareness about metacognition for students. It can also help make this practice adopted by individuals in educational settings as well as can be used for accelerating personal growth.

Keywords: Metacognition, Academic Success, and College students

Metacognition is defined as a person's knowledge of one's own cognition. The term metacognition was first coined by John H. Flavell in 1979. Understanding and regulating one's own cognitive process involves thinking about and reflecting upon one's own thoughts, knowledge, and cognitive abilities as explained by David Perkins (1981). Therefore, metacognition involves being aware of what you know and don't know, recognizing when you are doing well or when you are struggling with a task and knowing what strategies or techniques work best for you.

As per numerous psychologists, for example, Sternberg (1985), the student needs metacognition abilities, in addition to cognitive components, to manage and monitor the problem-solving process. These skills assist the student with defining and distinguishing the problem, choosing the right strategy, and organizing the thinking process and the tasks of the solutions (Moussa et al., 2024; Iyer et al., 2024; Jaafari et al., 2023; Gilani et al., 2023; Tantry & Singh, 2016).

Academic Success can be put in various ways, but mostly, it is said to be related to achievements which are related to educational goals and results within the academic context. Successful students develop study habits and learning strategies that help them improve, retain and apply information. They are good at time management, organization, note-taking, and self-testing. According to Schraw and Moshman (1995), teaching metacognitive strategies like self-monitoring and self-regulation will improve students' learning outcomes. In 2002, Zimmerman found that students who possess strong metacognitive skills are more likely to get involved in self-learning behavior, which leads them to greater academic success (Gambiza et al., 2023; Yachna & Majeed, 2023; Sulthan et al., 2022; King & Hopwood, 2021; Tantry et al., 2018).

Aim:

To study the relationship between metacognition, problem-solving, and academic success among college students.

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Objectives:

1. To study the difference in the level of metacognition among males and females of college students.
2. To study the difference in the level of academic success among males and females of college students.
3. To study the relationship between metacognition and academic success of college students.

Hypotheses:

- **H1:** There would be a significant difference in metacognition between males and females of college students.
- **H2:** There would be a significant difference in the level of academic success among males and females of college students.
- **H3:** There would be a significant relationship between metacognition and academic success of college students.

Sample:

The representative sample consisted of 120 college students from different colleges of Delhi/NCR through purposive sampling. In which the sample was divided into 60 high achievers (30 males and 30 females) and further 60 low achievers (30 males and 30 females). Students' age varied from 18 to 24 years (Bhardwaj et al., 2023; Sabu et al., 2022; Brown & Barlow, 2022; Tantry & Ahmad, 2019; Majeed, 2019a, 2019b, 2019c; Cacioppo & Patrick, 2018).

Tools Description:

- **Metacognition Inventory (College Students) – (MIC):** The metacognition inventory was developed by Punit Govil. It was published in 2003 and consists of 30 items, each item being a statement followed by a four-point scale from (1) being not at all, (2) being somewhat, (3) being to a considerable extent, and (4) being very much so. It comprised two set domains: knowledge of cognition and

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regulation of cognition. The Cronbach alpha coefficient reliability was 0.84, and the Test-retest method reliability coefficient was found to be 0.82.

- **Academic Success – Data Collection:** Academic success is measured by grades of a student in this research. The researcher will check grades of students from the last semester, ensuring that the researcher has accurate and complete data for all students.

Procedure:

The undergraduate students of colleges were approached in person with the preliminary details of the study. The students agreed to participate and volunteer for filling up the tool: Metacognition Inventory (MIC) and Academic Success of students was checked. Before the tool was distributed to the participants for completion, the researcher briefly explained the objectives of the study and had an informal dialogue with them, which helped establish good rapport with the participants. Participants were told that their details would be kept confidential (Gernal et al., 2024; Khan et al., 2023; Tantry & Ali, 2020; Greenberg, 2019; Majeed, 2018a, 2018b; Tantry & Singh, 2017).

The data were collected over 10 visits from the students of different colleges in Delhi/NCR and it took around 15-20 minutes for each volunteer to fill up the questionnaire. The tool was not shared via electronic medium for completion as it is a paper-and-pencil test, and participants felt more ease to give their response.

Method of Data Analysis:

To address the research question of this study, SPSS 25.0 was used to conduct various tests. First, Pearson correlation was conducted to observe the inter-relationship among the variables for both male and female populations. Secondly, t-test was used to examine the difference between male and female populations. Further, to measure the impact of metacognition on academic success, regression was used (Sorour et al., 2024; Al Jaghoub et al., 2024; Mainali & Tantry, 2022; Nivetha & Majeed, 2022; Tantry & Singh, 2018).

RESULT

The research studies and compares the level of metacognition and Academic Success among college students. A population size of 120 male and female students, selected via random sampling, participated in the study. SPSS 25.0 was used to calculate Pearson Correlation and T-test. The results are tabulated and interpreted as below.

TABLE1MeanAndS.D

TABLE1aSummaryofMeanandSDofScoresMetacognition

Gender	N	Mean	Std.Deviation	Coefficientofvariation(C.V)
Male	60	84.6333	11.95750	7
Female	60	87.5000	12.70860	6

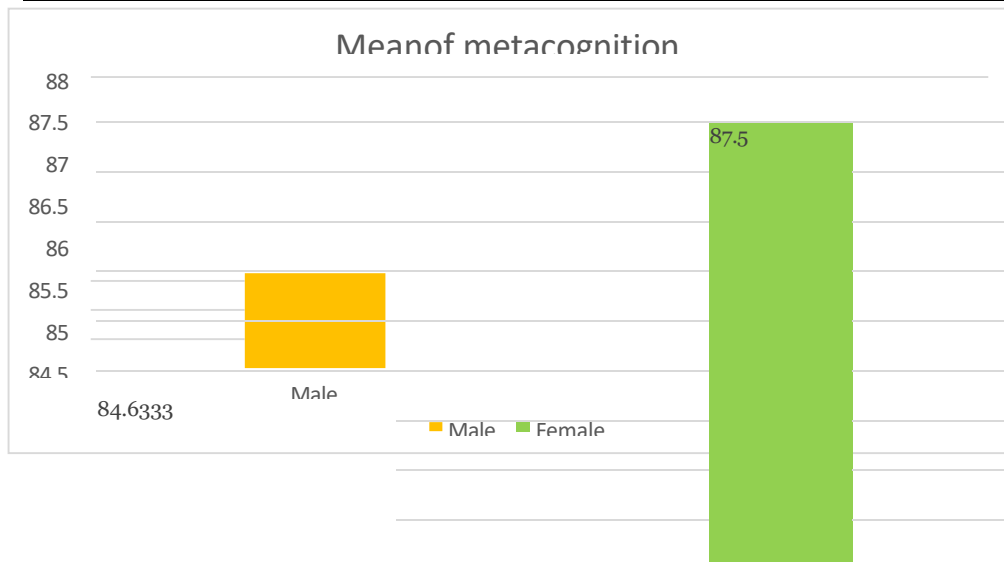


Fig:1.1

TABLE1bSummaryof Meanand SD of Scores Academic Success

Gender	N	Mean	Std.Deviation	Coefficientofvariation(C.V)
Male	60	83.4545	11.93935	7
Female	60	86.9200	12.45090	6

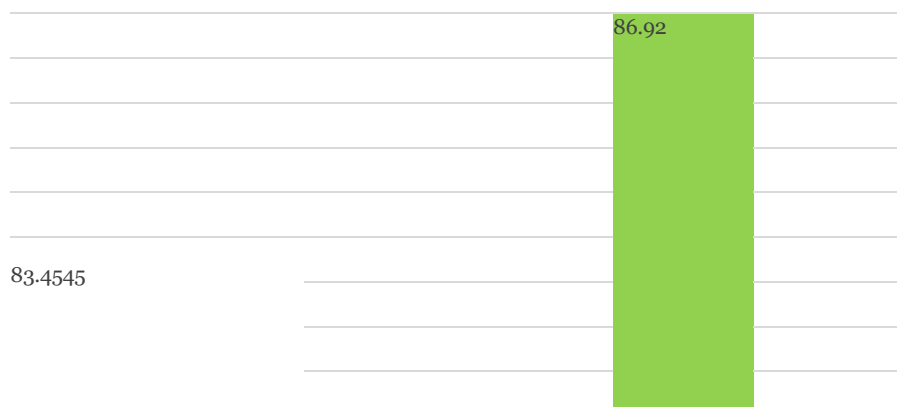


Fig:1.2

TABLE2(a)*T-test Result Comparing the Level of Meta cognition among Males and Females*

Metacognition	Mean	S.D	t-scores	Df	Sig.
Males	84.6333	11.9575	-1.273	118	0.206
Females	87.5	12.7086	-1.273	118	0.206

(a)T-testResult Comparing the Level of Academic Successamong Males and Females

AcademicSuccess	Mean	S.D	t-scores	Df	Sig.
Males	83.4545	11.9575	-0.202	238	0.209

	N	PEARSONCORRELATION METACOGNITION	PEARSONCORRELATION AS
METACOGNITION	120	1	0.1772713
AcademicSuccess	120	0.1772713	1

DISCUSSION AND CONCLUSION

This study is aimed at studying and comparing metacognition and academic success among male and female college-going students. A relationship between metacognition and academic success is studied among the male and female populations in this research, along with a difference in levels of metacognition and academic success in males and females.

T-test has been used to find the difference between the level of metacognition among males and females. The results obtained from the t-test (-1.273) show that there is an insignificant difference between the level of metacognition among males and females. This means that a person has metacognition skills awareness. There is also an insignificant difference between the level of academic success among males and females, which is (-0.202). This also indicates that the academic success of a person matters in their overall well-being and personality. The result for Pearson correlation shows that the correlation between metacognition and academic success is significant to each other. This means that metacognition and academic success are related to each other, and there is a positive correlation between them (Vibin & Majeed, 2024; Monika et al., 2023a, 2023b; Kendler & Prescott, 2021; Tantry et al., 2019; Gilani, 2014).

Therefore, it can be said that hypothesis 3 is proven to be correct.

Hypothesis 3: There would be a significant relationship between metacognition and academic success. Naful et al. (2017) conducted a study to look at whether there was a relationship between metacognitive awareness and students' achievement. Moreover, the researchers found that there were contrasts in metacognitive awareness in students' achievements, with connection to gender and discipline of study. The results showed that there was a significant relationship between metacognitive awareness and students' achievement.

CONCLUSION

The important finding in this research study suggests an insignificant negative relationship between metacognition and academic success. This is true for both male and female college-going students. No significant difference exists between male and female students in metacognition. No significant difference exists between male and female students in academic success. Hypotheses 1 & 2 are rejected, and 3 is proven in this study. Thus, it can be said that an increased level of metacognition can help in academic success in both male and female college-going students. It can also be said that both male and female students have similar levels of metacognition but vary in terms of academic success (Gilani et al., 2024; Farooq & Majeed, 2024; Achumi & Majeed, 2024; Hussein & Tantry, 2022).

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