

Metacognition: Components and Relation to Academic Achievement in College

Amine Amzil

Faculty of Education, Mohammed V University-Souissi
Rabat, Morocco

Elizabeth A. L. Stine-Morrow

University of Illinois, Champaign-Urbana, USA

Abstract

We report an investigation into the relationships of metacognition with academic achievement in college and with confidence in academic achievement. Based on a three-component model of the Metacognitive Awareness Inventory (MAI by Schraw & Dennison, 1994), findings indicated that both metacognitive monitoring and control are good predictors of academic performance in college, while metacognitive knowledge is not. Moreover, consistent with the idea that relatively poor monitoring skills contribute to lower academic achievement, ratings of confidence revealed that low achievers tend to over-estimate their performance.

Keywords: academic achievement in higher education, metacognition, metacognitive regulation