

## **Abstrak**

Kajian ini dijalankan untuk memeriksa hubungan antara metakognisi, motivasi dan pencapaian akademik di kalangan pelajar universiti. Sampel terdiri daripada 374 pelajar tahun dua yang dipilih daripada lima buah kolej kediaman di Universiti Kebangsaan Malaysia. Pengumpulan data dijalankan dalam dua fasa. Dalam fasa pertama, borang soal selidik laporan kendiri digunakan untuk mengukur kesedaran metakognisi, faktor-faktor motivasi dan pencapaian akademik pelajar. Dalam fasa kedua, temu bual berstruktur menggunakan Soalan Terbuka Kebolehan Metakognisi dijalankan ke atas sebelas orang pelajar. Satu model hubungan antara pembolehubah kajian dibina dan diuji menggunakan teknik Model Persamaan Berstruktur. Teknik statistik lain yang digunakan dalam kajian ini ialah Analisis Faktor Konfirmatori dan Analisis Varians '*Multivariate*'. Dapatan kajian menunjukkan kesedaran metakognisi mempunyai hubungan langsung positif yang signifikan dengan pencapaian akademik, manakala matlamat prestasi mempunyai hubungan langsung negatif yang signifikan dengan pencapaian akademik. Efikasi kendiri dan matlamat pembelajaran pula mempunyai hubungan tidak langsung dengan pencapaian akademik melalui kesedaran metakognisi. Ini selaras dengan keputusan kajian yang menunjukkan wujudnya hubungan positif yang signifikan antara efikasi kendiri dan matlamat pembelajaran dengan kesedaran metakognisi. Dapatan kajian juga menunjukkan pengaruh utama jantina yang signifikan dan pengaruh interaksi antara jantina dan bidang pengajian yang signifikan terhadap gabungan empat pembolehubah bersandar (Kesedaran metakognisi, efikasi kendiri, matlamat pembelajaran dan matlamat prestasi). Sementara itu dapatan kajian daripada temu bual menunjukkan pelajar di peringkat universiti masih perlu bimbingan untuk meningkatkan kebolehan metakognisi mereka. Secara am, dapatan kajian ini menyokong wujudnya hubungan antara metakognisi dan motivasi serta kepentingannya dalam membantu meningkatkan pencapaian akademik di kalangan pelajar universiti.

# **THE RELATIONSHIP BETWEEN METACOGNITION, MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG UNIVERSITY STUDENTS**

## **Abstract**

This study was conducted to examine the relationship between metacognition, motivation, and academic achievement among university students. The sample consisted of 374 second year university students drawn from five residence colleges in University Kebangsaan Malaysia. Data collection was conducted in two phases. In phase one, a self-report questionnaire measuring metacognitive awareness, motivational factors, and academic achievement was used. In phase two, a structured interview using open-ended questions in metacognitive ability was conducted with eleven students. A structural model of relationship among the variables in the study was hypothesized and tested using the Structural Equation Modeling (SEM) technique. Other statistical techniques used in this study include Confirmatory Factor Analysis, and Multivariate Analysis of Variance. Results of the study showed that metacognitive awareness had a direct, positive relationship with academic achievement while performance goal orientation had a direct but negative relationship with academic achievement. The results also showed that self-efficacy and learning goal orientation were indirectly related to academic achievement via metacognitive awareness. These results were consistent with the finding that there were significant positive relationship between both self-efficacy and learning goal orientation with metacognitive awareness. Results of the study also showed significant differences on the combined dependent variables (metacognitive awareness, self-efficacy, learning goal orientation and performance goal orientation) in the main effect of gender and the interaction effect between gender and area of study. Findings from the interview in the second phase of the study showed that university students still need guidance to improve their metacognitive ability. In summary, results of this study provide evidence in support of the relationship between metacognition and motivation and its importance in improving academic achievement among university students.