

Review of: "Influence of Meta-cognition, Self-efficacy, and Self-regulated Learning on Students' Achievement in Biology in Ibadan, Nigeria"

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Potential competing interests: No potential competing interests to declare.

The study examined the impact of meta-cognition, self-efficacy, and self-regulated learning on students' achievement in Biology in Ibadan, Nigeria. It was found that self-efficacy significantly influences students' achievement, while meta-cognition does not. Self-regulated strategies were also identified as significant influencers of achievement. Relationships were observed among meta-cognition, self-efficacy, and self-regulated strategies. However, gender was not found to significantly impact these factors in relation to academic achievement in biology.

The study suggests exposing students to various meta-cognitive skills and tasks to enhance self-efficacy.

Limitations included incomplete participation from some students and private schools. Recommendations for future research involve broadening the student population and considering additional mediating factors. In conclusion, the study emphasizes the importance of self-efficacy and self-regulated strategies as key predictors of students' motivation and performance in biology.