

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.

Comments and suggestions

Title:	Qeios
Paper:	Influence of Meta-cognition, Self-efficacy, and Self-regulated Learning on Students' Achievement in Biology in Ibadan, Nigeria
Author(s):	Morufat Adeola Mustapha, Ganiyu Bello, Hafsat Imam Alabi

The author in this paper presents the influence of meta-cognition, self-efficacy, and self-regulated learning on students' achievement in biology in Ibadan, Nigeria. Indeed, the main objective of this study is to alleviate problems encountered by students in learning biology, improve students' conceptual learning of biology concepts, and improve their career prospects for studying biology-related fields in tertiary institutions; this will in turn lead to improved manpower for national development. To carry out this study, the author examined the influence of metacognition, self-efficacy, and self-regulated strategies on biology students.

The author investigated the influence of meta-cognition, self-efficacy, and self-regulated strategies on biology students' learning in Ibadan North, Nigeria. Specifically, the author...

At the end of this study, the author concluded that students' achievement is independent of their meta-cognition and gender, while students' achievement is influenced by their self-efficacy beliefs and self-regulated strategies irrespective of their gender in biology. He also concluded that relationships existed among students' meta-cognition, self-efficacy beliefs, and self-regulated strategies.

Some of the results of this study contradict results found by other researchers; for example:

-The meta-cognition significantly influenced students' achievements and also promoted students' academic achievement (Achufusi & Mgbemena, 2013; Eluemuno, 2013; Hayat et al., 2020; and Winnie & Azevedo, 2022).

-With regard to self-efficacy, Bwenvu (2023) shows that self-efficacy does not have a significant influence on student performance.

The author does not explain why there are these contradictions.

Are the results and recommendations of this study applicable to other countries in the world, for example, African countries, Asia, etc.?

Therefore, I think that this paper deserves to be published in Qeios after the above-mentioned points are considered.