



Masters Research Report

**Metacognition and Daily Failures in Working Memory: A Deeper
Understanding of University Students' Academic Achievement.**

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Abstract

Working memory is said to be one's ability to keep newly absorbed information in mind for a period, all whilst using this knowledge for the activity that one is performing (Tariq & Noor, 2012). Whereas metacognition is the capacity to analyse, comprehend, and direct one's own learning (Schraw & Dennison, 1994). Literature suggests that deficits in working memory and metacognitive capacity may have an impact on academic performance, however, little is known whether this is the case of university students in SA. This study investigated correlations between metacognition and daily failures of working memory, and academic achievement in a sample of full-time university students in one university in Johannesburg (n=190). Participants were asked to complete the Metacognitive Awareness Inventory and the Working Memory Questionnaire. Additionally, the best three marks reported in percentages by the participants is used as the measure for academic achievement. Results indicated that there is a statistically significant correlation between working memory and metacognition ($r = -.288$, $n = 190$, $p = <.001$). However, working memory and metacognition, as assessed in this study, does not seem be linked to academic achievement.

Key words: working memory, metacognition, academic achievement, university students.