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Impact of Academic Self-Concept and Metacognition on Academic Performance of Medical Students in A Private University in Malaysia

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Introduction: This research study investigates the impact of Academic Self-Concept (ASC) and metacognition on academic performance of medical students in a private university in Malaysia. This study looked at the role of ASC, and the metacognitive aspects of ASC which influence exam performance. The research utilizes Liu and Wang's ASC scale, previously unexplored among medical students in Malaysia, to measure ASC. Metacognitive aspects of the ASC questionnaire were identified and compared against exam performance.

Methods: The research employs a cross-sectional design and includes data from medical students under the MBBS program in IMU, International Medical University (IMU). 111 medical students participated in the research. A questionnaire developed by Liu and Wang was used as the study instrument. We compared the sociodemographic factors, ASC scores as well as academic performance of the students. Metacognitive components of ASC questions were identified and compared against academic performance.

Results: Findings indicate a significant correlation between age and ASC scores, with ASC scores declining as students advance in age. However, no statistically significant associations are found between ASC scores and gender, nationality, or semester. Notably, students who reported previous exam failures displayed significantly higher ASC scores. Academic performance does not correlate ASC scores, contrary to existing literature. However metacognitive aspects of ASC correlate with academic performance.

Conclusion: There were two factors that were found to be significantly associated with ASC scores which are age and the experience of ever failing an exam. Metacognitive aspects of ASC are associated with academic performance and correlate with ASC score. While the research is pioneering in its focus on medical students in Malaysia, it raises questions about the multifaceted dynamics between metacognition, ASC and academic performance. Has ASC as a concept come of age? Is metacognitive awareness more relevant as a pedagogical strategy in current clinical medical education? More research and discussion are needed to determine this.