

THE EFFECT OF USING METACOGNITIVE STRATEGIES FOR ACHIEVEMENT AND THE TREND TOWARD SOCIAL STUDIES FOR INTERMEDIATE SCHOOLS STUDENTS IN SAUDI ARABIA

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ABSTRACT: *This study aims at determining the effect of metacognitive strategies in achievement and trend towards social studies for students of intermediate schools in Hafer Al Batin City in Saudi Arabia. In order to achieve the objectives of the study, the study uses sample consisting of (40) One-Grade male students selected by purposeful sampling In" tahfiidh al Quran School." The sample of the study was divided into two groups such that the experimental group consisted of (20) students who studied using the traditional method. The results of the study showed statistically significant differences in the achievement and trend towards social studies. From the research findings, the study gives recommended actions that Hafer Al Batin City stakeholders should apply in order to achieve the best in their educational system.*

KEYWORDS: Metacognitive Strategies, Achievement, the Trend, Social Studies.

INTRODUCTION

In most schools today, the word metacognitive strategies are very common in teaching students' skills of performing various educational tasks and achieving certain levels of knowledge. Intrinsically, many people rely on metacognition to achieve active learning. Various institutions have relied on the metacognitive skills that help in facilitating thought processes of the students. Idyllically, many students under metacognitive strategies tend to learn various aspects of education unique to the skills used. According to Piaget, metacognitive skills used in education play pivotal roles in the lives of many students. For instance, Piaget notes that metacognitive strategies help students in understanding how to verbalize the task become aware of thinking, and how to perform the practical skills (Kagan, 2013) . In this study, 40 students from grade one institution in Hafer Al Batin Saudi Arabia undergo testing to determine the effect of metacognitive strategies on the achievement and trends in the social media. This research paper will discuss the strategies used in metacognition, the importance as well as the limitations of metacognition.

Problem of the Study

It is assumed that the metacognitive skills among individuals are developed over a long period of time. Researchers claim that for individuals to have the metacognitive skills, they must have a knowledge base that facilitates and help them in developing the cognitive skills. For example, Kagan (2013) notes students must have the basic knowledge in mathematics before they can be able to solve certain mathematical problems. Some of the teaching designs that teachers in various institutions use in teaching the students do not help the students in developing adequate cognitive skills that they require. For this reason, many students end up failing to achieve some

of the fundamental skills that they need to prosper academically. In many cases, application of the metacognitive strategies is not applied accurately. As a result, this affects the academic achievement and future social studies among many students (Oxford, 2013). Some students do not have the metacognitive capabilities that can help them in understanding complex issues. The researcher observed that the instructional strategies the instructional studies that teacher's use could be responsible for the low achievement of learners in varied subjects. In addition, it had been observed that using an appropriate teaching strategy at any given learning objective enhanced students' achievement. Therefore, this study is set to find out if the Metacognitive teaching strategy could enhance learners' achievement at hafer albatin Intermediate Schools in Saudi Arabia.

the current study seeks to answer the following questions:

- What kind of effect does using Metacognitive Strategies have for Achievement in Social Studies for Intermediate Schools Students in Saudi Arabia?
- What kind of effect does using Metacognitive Strategies have for the Trend Toward Social Studies for Intermediate Schools Students in Saudi Arabia?

The Importance of the Study

This study has a great importance in helping educational institutions on ways through which they can improve the metacognitive capabilities of their students. Idyllically, the study will help individuals in understanding the reason students with adequate metacognitive skills are capable of achieving good academic grades as compared to those who have no metacognitive capabilities. This study also helps students in acquiring skills that they can use in resolving and understanding complex social studies ideas. acknowledges that metacognitive strategies help students in building the knowledge base. In this sense, teachers in various educational institutions may rely on the metacognitive strategies to ensure that their students learn the basics in resolving the academic problems.

The Study Limits

The study was conducted within the number of limits that were related to methodological base of the study, approaches used and features of the research scope..

- I. A sample of students at "tahfidh al quran" school in hafer albatin city in Saudi Arabia in the first semester of 2014/2015.
- II. The study discussed Metacognitive Strategies, hence, findings are limited to those variables within the used procedures

Procedures of Study

This study was performed in Hafer Al Batin City in Saudi Arabia where only 40 students out of 180 grade one students were selected to participate in the study. The students were chosen randomly to reduce the bias that could have resulted during the study.

The sample of 40-grade one students was divided into two equally. One group was the control group while the other was the experimental group. During the study, the two groups of students were taken into two different classrooms. The experimental group was exposed to various

metacognitive strategies including planning for exams, self-assessment, and evaluation of the progress after completion of the exams while the control group was left without exposure to any of the strategies. After this process, the two groups were subjected to a social study examination for 30-minutes. The scores from the two groups were then recorded for further analysis and interpretation.

The research study used both qualitative observation methods as well as the quantitative methods. The children who were involved in this research study underwent observation for basic problem-solving and interpretive skills before they were taken for study tests. One observer oversaw the processes in the control room as another observer remained in the experimental group. Two observers ensured that the students answered the social study-questions. Significant signs of base knowledge in problem-solving were identified from the two groups and recorded.

The one month training program is based on Metacognitive strategies containing 12 sessions within 45 minutes duration for each. Those sessions were carried out in the first semester

The program has been displayed on twelve judges from the faculty members at Universities, who expressed their views about the program in terms of relevance for the purposes of the study, nine judges out of twelve agreed with a rate of (75%) on the validity of this program.

LITERATURE REVIEW

The metacognitive strategies are the strategies that teachers often apply to help the students in understanding how they learn different skills in the learning environment. It helps the students in determining how they carry out the thinking processes (Oxford, 2013). Ideally, these processes make students aware of their own learning capabilities. Therefore, the teachers often use it in order to help the learners to become more strategic thinkers. It helps in influencing the brain processes that aid individuals in solving various routine problems. It can also involve scientific methods that can help in the assessment of one's thought processes

According to John Flavell, metacognitive strategies have two categories that are metacognitive knowledge and metacognitive regulation. According to Edwards et al. (2014), metacognitive knowledge is the awareness to one's thinking processes. It denotes a process through which individuals become aware of their thought processes. Alternatively, Oxford (2013) notes that metacognitive regulation is the ability of individual students to control their thinking processes. Researchers such as Steinbach (2010) have noted that these two categories are significant in informing the learning theories.

According to Badawy (2012), impacts of metacognition strategies in young children are far reaching and they need a redress to harmonize methods of learning and the natural settings of our minds as humans. The learning process should begin within provisions of natural settings of the mind. As Casey (2011), puts it, introduction of metacognition strategies in the foundation of learning affects our oral and literature abilities in wider senses. The effects of metacognition strategies in educating young children differ across disciplines. The effect may be worse in social studies than it could be in sciences (Zohar & Dori, 2012).

In social studies, pupils at these tender ages of grade 1 level face complexities in understanding and conceptualizing different issues in their learning courses. They face challenges of

understanding and being flexible in thinking because of metacognition approaches that teachers use (Shah, 2012). With reference to Kolencik (2011), metacognition approaches used in Saudi Arabia and most parts of the world, slow the learning processes as it sets out constrictive guidelines, which the learners must comply within to maintain relevance in the curriculum. This implies that pupils or students subjected in this kind of teaching faces the difficulty to be open-minded though very sharp in addressing and tackling the questions provided within their curricular (In Hartman, 2011). This is progressive in the line of pursuing education within the provisions of curricular.

The major reasons as to why most educationists use metacognitive approaches in education relate to the instant impact it has on the students (Bentahar, 2012). Metacognitive knowledge helps students in reflecting on what they are thinking or what they already know. Awareness of knowledge also helps the students to understand what they do not know (Cohen, 2014). For instance, children may have the knowledge of how individuals grow, but may not explain the process of growth. Moreover, metacognitive awareness can also help students to develop their ways of dealing with the difficult aspects of learning. For instance, students may decide to develop their shortcuts in solving problems (McInerney, 2013).

Steinbach (2010) identifies the strategies of metacognitive skills like planning, problem-solving, monitoring effectiveness, self-assessment, self-correction and evaluation with the view of progress. Students have the capacity of applying these processes involved in metacognitive strategies during learning. Although the young learners may not be readily composed of these strategies, Shah (2012) contends that learners in various institutions depend on these strategies to realize better academic achievements. Students will require metacognitive strategies to gain knowledge in social studies. These strategies will help them in understanding what they know about social studies, what they should do, what they have learned and whatever they can do to improve on what they have acquired (Zohar & Dori, 2012).

According to Schmorow, Fidopiastis, International Conference on Foundations of Augmented Cognition & International Conference on Human-Computer Interaction, HCI International (2013), most researchers emphasize on the value that different metacognitive approaches and strategies give the students, while failing to address the possible side effects of using the same approaches. The focus of studies on metacognitive effects in education has been conducted in most parts of the western world but the ideology on the geographical impact on the process and its outcomes have always been neglected. Research on the effect of metacognitive strategies in achievement and trend towards social studies for students of intermediate schools in Hafer Al Batin city in Saudi Arabia then prompts.

Literature of Related Studies

According to Evans & Jones (2013), metacognition strategies should undergo considerations in the development of oracy in different places in the world. Different students from diverse social backgrounds should be subjected to different approaches of learning not specifically metacognitive ones. Though metacognitive regulation helps in the direction of the learning processes, students should be set open to many teaching approaches (Azevedo & Aleven, 2013). After becoming aware of one's knowledge, students are capable of directing or manipulating their thought processes in various ways but always within the curriculum outputs. Students have the opportunities to tackle different questions but are limited to work within the limits of education curricular (Omrod, 20120).

As Smilkstein (2011) puts it, metacognitive strategies have myriad importance just as the insignificance of the same strategies on the pupils. Additionally, metacognitive strategies help the students to become self-directed learners. In this manner, students also help teachers in deciding some of the strategies they can apply to help the students in learning. On the same note, students using the metacognitive strategies can readily learn what they need in order to resolve the academic problems that they have as specified (Azevedo & Aleven, 2013).

On a different account of thoughts, the 2010 seminar on “Teaching Metacognitive Reading Strategies to Second Language Learners in a Classroom Setting” held in Munchen revealed different capabilities of learners in metacognition approach settings. Students are also capable of monitoring their learning progress upon which they will have to improve where necessary. According to Wathen (2010), self-assessment helps the students in reflecting on what they know and what they do not know. Through metacognition, students are capable of getting feedback for learning. This process helps in motivating the students improve their skills in learning. For instance Smilkstein (2011) postulates that it is only through metacognitive strategies that one may discover what he or she has learned and still needs to learn. It helps the students in accepting that they do not understand some concepts of learning. In this manner, it gives ways through which the teachers may apply in assisting the students in learning.

According to Evans & Jones (2013), metacognitive approaches in education infringe capabilities of different students to learn oral literature and acquire oral skills on one account while the approaches may improve. These depend on the geographical location, social backgrounds cultures and exposure to the world of the student considered as the subject. These factors require consideration in application of metacognitive approaches in learning in different regions. It is because of these outcomes that research need to be done on the effect of metacognition approaches in students in Intermediate Schools in Hafer Al Batin in learning social related studies.

Advantages of Metacognitive Strategies

The application of metacognitive approaches, for instance, self-monitoring or awareness helps in developing self-learners who have the ability to plan on their studies for the rest of their learning periods. This links to the self-guidance that the process inculcates in the lives of such learners. Through this, metacognition improves and develops learning experiences in the given field of study. Through improved learning experiences, learners are able to acquire higher problem-solving and learning skills. Metacognitive approaches help learners in evaluating their progress in learning and thus offer good guidance (Herrera, Holmes & Kavimandan, 2011).

Disadvantages of Metacognitive Strategies

However, Cullen (2013) notes that metacognition can also affect learners negatively. For instance, metacognition affects self-esteem of students. Ideally, poor metacognition makes students unable develop proper self-esteem. Individual students with poor self-esteem normally lack the valor and art of planning, assessing, and evaluating their learning skills. For this reason, metacognitive strategies cannot be applicable students who lack good self-esteem. Conversely, metacognitive strategies cannot work for students who lack proper reading and comprehension skills (Kagan Keskin, 2013). It requires students who are capable of understand the instructions and demands of the tasks given (Cohen, 2014).

Language and communication skills are also prerequisites of metacognition. Individual students should have proper language and communication skills to be able to execute some of the metacognitive strategies. For example, Oxford (2013) notes that for students to be able to plan for tasks, they must be able to communicate and write. Moreover, success in the society requires individuals with good knowledge (Edwards et al., 2014).

RESULTS OF THE STUDY

The study questions:

- What kind of effect does using Metacognitive Strategies have for Achievement in Social Studies for Intermediate Schools Students in Saudi Arabia?
- What kind of effect does using Metacognitive Strategies have for the Trend Toward Social Studies for Intermediate Schools Students in Saudi Arabia?

The study results indicate that there were differences between students in control and experimental groups. In this manner, there is evidence that the metacognitive strategies used by the experimental groups, improve the learning outcomes among the students in the group. After an evaluation exam as well as observational assessment, it was noted that most students in the experimental groups had better scores than those in the control group. This is a good indicator that metacognitive strategies help students in planning for their studies making them able to understand how to approach the social studies examinations.

The results are as shown in the tables below

Table 1: Averages, standard deviations, and the value of (T) and the level of significance of the response of the students on the pre-test for academic achievement

Group	Number	Average	The standard deviation	T	sig
Experimental	20	21.19	3.89	0.29	0.21
Control	20	19.48	3.61		

The post-test

Table 1: Averages, standard deviations, and the value of (T) and the level of significance of the response of the students on the post-test for academic achievement

Group	Number	Average	The standard deviation	T	sig
Experimental	20	26.86	7.81	8.3	0.001
Control	20	18.36	5.58		

The pre-test

Table 2: Averages, standard deviations, and the value of (T) and the level of significance of the response of the students on the pre-test for trend towards social studies

Group	Number	Average	The standard deviation	T	sig
Experimental	20	19.52	4.41	0.27	0.25
Control	20	18.17	3.94		

Table 2: Averages, standard deviations, and the value of (T) and the level of significance of the response of the students on the post-test for trend towards social studies

Group	Number	Average	The standard deviation	T	sig
Experimental	20	28.14	6.68	9.8	0.004
Control	20	20.42	7.51		

Summary of the study

From the study, it is evident that metacognitive strategies help individual students in understanding the learning skills that they are required to have in their classrooms. From this study, it is evident that the students with metacognitive strategies develop better learning skills compared to the others without such strategies. Idyllically, notes that the students in the experimental group recorded better achievements in social studies due to the strategic approaches that they used towards their social studies.

RECOMMENDATIONS

Metacognitive strategies should be used by students in order to improve the learning outcomes. Metacognitive strategies help in developing skills that children already have as well as the skills that they have not acquired. Children who apply the metacognitive strategies in their performance record high grades. Therefore, students in Hafer Al Batin should be able to use such strategies to improve their social studies' outcomes while considering the factors of geographical, cultural and exposure to the students they handle.

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