

The relationship between Met cognitive components and Academic achievement in high school student of Nosrat Abad region

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ABSTRACT: The purpose of this study is Survey of Relationship among Met Cognitive Component and Academic Achievement in High School Students of Nosrat Abad Region. Method Performance Research Descriptive Type is Survey. The study population all Nosrat Abad Student of Sistan and Baluchestan, The person number 500 Per year 2013-2014 Is studying. Sample Statistics through Formula kukaran 218 person that to Method Sampling Random Simple Is done. Tool Data collection new two Questionnaire Researcher made (Met Cognitive Component with Scale Calibration of type Likert and by Stability 78%) and (Questionnaire Academic Achievement by Stability 71%) Are .the data at two Level Descriptive (Frequency Distribution Table and Drawing Diagram) and Illative (The correlation coefficient Pearson) with use of Software SPSS 21 is Decomposition and Analysis. Results Research Stating of It is that: There is Between Two Variable Met Cognitive Component and Academic Achievement. There is Direct and significant correlation, Between Two Variable self-examination and Desire to progress, There is Direct and significant correlation, Between Two Variable Interpretation of texts and Desire to progress, There is Direct and significant correlation, Between Two Variable Organize texts and Desire to progress, There is Direct and significant correlation, Between Two Variables Repeat of lessons and Desire to progress and institutional, There is Direct and significant correlation.

Keywords: Met Cognitive Component, self-examination, Interpretation of texts, Organize texts, Repeat of lessons, Students of Nosrat Abad Region.

INTRODUCTION

Met cognition term is said to our knowledge about our cognitive processes and the quality of their optimum use to achieve the learning purposes (Bayler & snoman). In the other words, it means the knowledge met cognition or the consciousness of person about his/her cognitive system or knowing about knowing. This knowledge helps us to consider our progression and evaluate our effort results and measure our dominant on the text during learning. In researches and theories related to learning and academic achievement, concepts of learning strategies, met cognition, progression aims and incentive variable have been presented as a single unit (Lenz, 2008).

Met cognition term is said to our knowledge about our cognitive processes and the quality of their optimum use to achieve the learning aims. Met cognitive processes have two independent but related aspects: met cognitive knowledge and met cognitive experience (Kadyvar, 2004).

But academic achievement is a term that refers to the obtained knowledge and learning that has been measured by academic achievement tests during teaching and finally we can judge and decide according to the obtained achievement (Biabangard, 2010).

Met cognition can be considered as one general aspect of cognition that involved in all cognitive activities. Met cognition is a multi faceted concept. This concept includes knowledge (beliefs) of processes and strategies to assess or control the knowledge (Musovi, 2002). Most cognitive activities depend on Meta cognitive factors that control them.

Met cognition components in this study include self – examination interpretation, organization and repeat. Self – examination means to test oneself for access to goal (samadi, 2002). Interpretation term means to open and explain more the various aspects of survey organization means the arrangement of components considering that one or more rules. It means that we can achieve the goals by dividing work, people and groups and coordination them.

Repeat component in met cognition is a method that rejection revises itself using this cognition and learning component.

MATERIALS AND METHODS

The present research method is descriptive of "survey" kind. In this type of research, the purpose is to study the distribution of one community characteristics and many management researches are of this type. In survey research, population parameters are investigated. The researcher investigates research variables by selecting a sample representative of the population (Habibi, 2012, 7). Considering that statistical volume is 500 individuals, this was evaluated 218 by kokran formula (140 boys) and (78 girls).

Table 1. Data analysis:

Five dimensions	Number of questions	The number of questions
Self-Assessment Criteria	1-2-3-4-5-6	6
Standard interpretation	7-8-9-10-11-12	6
Organizing criteria	13-14-15-16-17-18-19-20	8
Repeated measure	21-22-23-24-25-26-27-28	9

The correlation coefficient is a statistical tool to determine the type and degree of correlation of a quantitative variable with other variable correlation coefficient shows the intensity of the relationship and also the type of relationship (direct or reverse). This coefficient is between 1 to -1 and in the absence of relationship between two variables, it is zero. So, to answer these questions, person correlation test has been used.

First question:

is there a relationship between self – examination and desire to academic achievement of students?

To answer the research questions, 6 items (questions 1-2-3-4-5-6) have been mentioned in questionnaire that in table below, the results are raised.

Table 2 Results of Pearson correlation coefficient of self – examination with the desire to achievement

Desire to academic achievement	Correlation coefficient	Significant level	Number
	0.81	p <0.01	218

As shown, this is significant at confidence level 99% p<0.01. It means that there is a significant relationship between self – examination and desire to academic achievement of students.

Second question:

Is there relationship between interpretation of text and desire for academic achievement of students?

To answer this question, 6 items (questions 7-8-9-10-11-12) have been raised in questionnaire that given in below table.

Table 3. Results of Pearson correlation coefficient in interpretation of text with the desire to the achievement

Desire to academic achievement	Correlation coefficient	Significant level	Number
	0.79	P <0.04	218

Therth question:

Is there a relationship between between the two variables of organizing text contents and desire to academic achievement of students?

Table 4. results of correlation between the two variables of organizing text contents and desire to academic achievement

Desire to academic achievement	Correlation coefficient	Significant level	Number
	0.77	P <0.03	218

Table (4) shows the results of correlation between the two variables of organizing text contents and desire to academic achievement, as can be seen, it is significant at confidence level 95%, p<0.05. Thus there is a significant relationship between organizing text and desire to academic achievement of student.

Fourth question:

Is there a relationship between the repeat of text materials and the desire to academic achievement of students?

Table 5. Results of Pearson correlation coefficient of repeat of text materials with desire to development

Desire to academic achievement	Correlation coefficient	Significant level	Number
	0.69	P <0.09	218

Table (5) shows the results of the correlation between two variables, repeat of text materials and desire to academic achievement, as shown it is significant at confidence level 90%, $p < 0.10$. It means that there is significant relationship between the repeat of text materials and desire to academic achievement of student.

CONCLUSION

A comprehensive study on teacher is done using the more valid and reliable criteria that are an appropriate representative for met cognition and desire to achievement.

We can take an important step to improve this factor by providing by authorities and teachers.

Planning to create books that express the interpretation of materials as will.

According to the results obtained that there is a relationship between the repeat of text and the desire to academic achievement of high school student in Nosrat Abad region?

Wider and more comprehensive studies on student are done using the more reliable and valid criteria that are an appropriate representative for components of met cognition and the desire to academic achievement.

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