

## EDUCATIONAL ACHIEVEMENT WITH MEGA COGNITIVE INSIGHT IN READING STRATEGIES

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### ABSTRACT

The purpose of this research is to study the Relation between Mega cognitive insight in reading strategies with educational achievement. The research project is the correlation and statistical population is whole junior female student of high school in Yasouj city. Sample of current research after calculation consists of 260 subjects. Assessment tool is Mega cognitive insight questionnaire relating reading strategies and spontaneous strategies in learning. Data have been analyzed by Pierson order correlation and Simple linear regression and Variance by SPSS software. Findings of this research are: There is a positive significant relation between Mega cognitive insight in reading strategies with educational achievement at  $p < 0.01$  level. It means, the more students 'Mega cognitive insight rate is , the more educational achievement rate increases.

Key words: cognitive, strategies, female, insight.

### 1. INTRODUCTION

Nowadays, reading is one of the most remarkable ways of comprehension . . it may result to leading a life with insight as well as success. It would be idealistic if someone is capable of reading. Most of information one gets is through reading provided that one has not been used to it (Naemi, 1377).

Hamil and Bartel propose : importance of reading results in majority of instructors consider improvement of literation“ rather „, reading training“. Literation refers to Learning process (Learning how to read) and Results of reading.

Techniques and methods of Reading include flexibility in speed, comprehension and memory maintenance, concentration, critical evaluation . What is the best way of reading? It depends on the aspect of reading. The most beneficial activity to help children’s proper brain development, is reading. Obviously, children learn the effects of direct reading, theses effects not only lead to success in homework but it also helps them in their daily lives. While children learn how to read, they achieve to learn about the world around. Absence of this achievement causes them to be left behind. Reading strategies are listed as below:

PQ4R or PQ4R, Highlighting, Writing down, Marder , Interactional teaching and pair work.

In a research done by Slavin, it has been proved that reading strategies may cause increasing Students’ learning. It ends up students asking and organizing questions. Slaven (1387) says that pair work may increase understanding and speed of learning, Seif (1388) also supports the idea of cognitive strategies of education on reading, comprehension and speed of learning. Duffy and colleagues (2003) say that successful readers use more reading strategies in comparison with others. Clearly, comprehension has main role in children’s reading skill development leading to educational improvement.

Based on Steven and Shannon (2008), Mega cognitive strategies and teaching method which is significant, can make students improve their self-effectiveness. Weinstein and Hume (1998) have proved that instructors can help students to be better learners by teaching learning skills and cognitive and mega cognitive strategies. Cognitive abilities such as comprehension, perception, reading, etc have a positive relation with mega cognitive abilities, it also give the chance of one’s improvement in following skills. When learners can make to learn the cognitive and mega cognitive then are able to learn properly.

### 2.METHODOLOGY

**2.1.Statistical population,** sample size and sampling method: The population of this study is 818 junior students of high school .they were selected by multistage random cluster sampling and the number of students was 260 people.

**2.2.Research Tools:** Meta cognitive Questionnaire based on reading strategies. This questionnaire is a new self-assessment which is used for evaluating the Sixth to Twelfth students’ insight while students were studying scientific textbooks. By preparation specific information, we may increase students’ insight in perception process, it helps instructors to know students ‘needs.(Mokhtari and Richard ,2002; Navidi translation ,1383).

**2.3.Data Analysis:** After performance of test for sample group, data were analyzed by descriptive statics (average, standard deviation), inferential statistics (Pierson’s correlation coefficient, simple- linear regression, variance and Touki follow-up test) and SPSS software.

**3. FINDINGS**

Hypothesis 1, there is a relation between educational achievement and reading strategies.

Table1.The results found in correlation coefficient between two variables, Meta cognition in reading strategies and educational achievement is as below

Numbers	Analyzed factors of Pierson's correlation coefficient	Variables	
0/35 **	correlation coefficient	General reading strategies	Mega cognitive insight factors in reading strategies
0/000	Sufficient level		
260	Numbers		
0/11	correlation coefficient	Problem solving	
0/058	Sufficient level		
260	Numbers		
0/30**	correlation coefficient	Supportive reading	
0/000	Sufficient level		
260	Numbers		
0/27 **	correlation coefficient	Total	
0/000	Sufficient level		
260	Numbers		

0/01\*\*p<

Based on results in Pierson's correlation test (chart 1), there is a positive significant relation in p<0.01 level between Meta-cognition in reading strategies and educational achievement. Therefore, concerning %99 contingency we may reject null hypothesis, so research hypothesis will be acceptable. In other words, the rate of Meta cognition in reading strategies increases, the more students succeed in education. The chart above also demonstrates the same result.

Hypothesis 2, factors of Meta cognition in reading strategies predict educational achievement.

Table2.Summary of results in regression model between Meta cognition in reading strategies and educational achievement is as below

P )Coefficient level(	F	Coefficient of determination )R(	P )Coefficient level(	Value t	Coefficient B	
0/000	21/18	0/07	0/000	0/005	28/61	Amount
			0/000	4/60	0/02	strategy

Regarding the contingency (p=0.000 and F=21.18), Meta cognition in reading strategies (R=0.07) defines %7 educational achievement.

**CONCLUSION:** Learning and reading are the people's skills that are used in different ways. Use of learning strategies and reading strategies in particular can lead students towards greater academic achievement. The results showed that meta cognitive insight in reading strategies and academic achievement are related.(ESLAVIN,2006), reading methods and techniques which are to increase students' learning, it also directs students to use effective learning strategies, the research concluded that meta cognitive teaching strategies have positive effects on student performance (academic achievement, comprehension and creativity, etc.). Seif (1388) Effect of cognitive strategies on reading comprehension and speed of learning was confirmed. Pakdaman and Sawji (1379) The influence of meta cognition on comprehension strategies in students demonstrated Met cognition strategies have a positive impact on comprehension, and Jacob (1383) , positive impact of meta cognition strategies help instructors to teach dyslexic students improving reading function. Ebrahim Abadi (1377), the use of cognitive strategies , meta cognition in reading , learning ,academic achievement and a significant positive relationship was observed. The expression of the cognitive strategies and meta cognition of learning of learners can improve academic achievement. Duffy (2003) has stated that the good readers use more

reading strategies and comprehension rather than poor readers. Palynskar (1982) Given the above discussion we can conclude that the strategies of Meta cognition in reading achievement and learning has a positive impact on students. Vinman and Dozeti (2006), the research proving relationship between met cognitive knowledge and skills in reading and mathematics shows Meta cognition and auto regulation as well as their learning strategies that can make students read and understand the mathematics performance . Aslavyn (2006) has stated that the students' use of reading strategies and methods will lead to effective learning strategies including the question of meaning and organization to use. Santrok (2004) the results of their research showed that by becoming aware of the thinking (Met cognition itself) students are led to improvement comprehension ,while reading, writing, problem solving, learning increases academic progress Plysis (1996) showed that students with a GPA higher than 55% in exam have significantly higher scores areas of learning and study strategies. The investigation further revealed that the processing of information by students and learning in their academic success have a significant positive relationship. Henrikh (2001) showed that motivation, test strategies, study guide and an average final scores were significantly correlated wuth ability of reading and writing. Significance of the relationship between motives and reading skills in research revealed (2007). He concluded that the skills and motivation to read, affect each other.

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