

The Effectiveness of metacognition strategies training on Problem-Solving function in guidance school students

abstract

The main purpose of this study is to assign the effect and role of metacognition strategies trainings in problem-solving function. In other word, a comparison among-different educational methods in these skills and assigning the most effective strategy for training metacognition skills. For this reason, through a multi-stages clustral sampling, 62 senior guidance school students were selected as sample group in Tehran. Then, all the subjects completed children attribution styles Questionnaire (Peterson & Seligman, 1984) and Metacognition knowledye Questionnaire (Flavell, 1985) as pre-test. Also, each subject was exposed to Hanging situation individually.

Then, the sample group was devided to three exprimental groups include: Compound training, reciprocal training and attributional training, and a control group. After training, all four groups accomplished questionnaires as post-test.

The data gathered from pre-test and post-test were analyzed through nonpatametric procedures.

We concluded that metacognition strategies training has too effects on problem-solving functions in students.

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Key words: Metacognition strategy training / Problem solving function