

Metacognitive Awareness Among Teachers in Owerri Education Zone 1

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Abstract

This study was carried out in quest of a solution toward the poor performance of students in academic achievement and their inability to solve their problems even after school. The study investigated metacognitive awareness among senior secondary school teachers in Owerri Education Zone 1 of Imo State Nigeria. The study used a sample of 400 government teachers in Owerri Education Zone 1. The researcher posed 6 research questions and formulated 6 hypothesis to guide the study. The instruments used was "Teachers Response on Metacognitive Awareness rating scale (TRMA)" constructed by the researcher. The research questions were answered using mean rating scores whereas hypothesis were tested using t-test of difference and one-way Analysis of Variance. The findings of the study was that teachers in senior secondary schools in Owerri Education Zone 1 possess metacognitive awareness and use it in teaching students. This mean that metacognitive teaching skills is not alien to teachers in Owerri Education Zone I. Finding of this study shows that teachers in senior secondary school uses metacognitive skills in delivering lessons and are interested in the acquisition of more skills. The findings also shows that gender, age and years of experience have influence in the acquisition of metacognitive awareness skills. Based on the findings and implications of the study the researcher recommended that regular evaluation of teachers metacognitive awareness be conducted by experts from the Ministry of Education.

Keywords: metacognitive awareness, hypothesis, t-test, analysis of variance, zone