



Measuring Reliability of Metacognitive Strategies in Reading Comprehension Questionnaire: A Pilot Study on First Year Engineering Students in Pakistan

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ABSTRACT

This study aimed to investigate the reliability (psychometric properties) of the metacognitive strategies questionnaire piloted on Pakistani engineering students of QUEST, Nawabshah. The questionnaire had four parts including demographic, reading comprehension, metacognition, and scaffolding having 53 questions that were tested on 37 first year engineering students. The Cronbach's Alpha reliability was measured through SPSS 17. The results showed that the Cronbach's Alpha reliability concerning reading comprehension ranged from .826-.842, metacognitive strategies ranged from .830-.839, and the reliability of scaffolding ranged from .829-.837. Therefore, the results from the pilot study showed that the questionnaire needed to be used without any modification in the actual study.

Keywords: metacognition; cognition; thought processes; meta-comprehension

INTRODUCTION

In Pakistan there was no trend of research in the field of metacognition and cognition. This study is an effort to support the trend of investigation in the field of cognition and metacognition strategies to develop reading comprehension of students. This research would be beneficial to pave the way for researchers, students of language, social, cog-

nitive, psychology, psychology, and health sciences to work in the area of cognition and metacognition. The primary intent of this research was to recommend suggestions for developing courses, syllabus in the field of metacognitions to develop reading comprehension in Pakistan. Metacognition has been defined differently by many researchers. Some researchers like Flavell (1999), Bogdan, (2000), Metcalfe, (2000) presented very simple definitions, and stated metacognition as the study or knowledge of thinking about thinking pro-

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