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Effectiveness of a Training Programme on Meta-Cognitive Thinking Skills for Elementary School Teachers in the Kingdom of Bahrain

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ABSTRACT

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This study aligns with the new attempts taken by the Ministry of Education (MOE) in the Kingdom of Bahrain to achieve a qualitative development in its educational system that is based on quality, perfection and creativity. As a result, this new trend in shaping the MOE efforts to upgrade the educational system requires more focus on the higher thinking skills and meta-cognitive thinking skills while redesigning curricula and educational plans to enable the teachers in the elementary education to participate in achieving this aim.

This study, therefore shed light on the elementary teachers and how they can improve their professional skills in teaching and developing their students’ meta-cognitive skills through a suggested training programme in which they become more competent in emphasizing higher thinking skills through their teaching inside the classroom. The major research problem investigated in this research was to what extent a suggested training programme in developing meta-cognitive skills was effective for elementary school teachers to develop their students’ higher thinking skills. The study attempted to answer the major question through answering four sub-questions. They were as follows:

- What is the outline of the suggested training programme on meta-cognitive skills for elementary teachers?
To what extent is this programme effective in achieving the cognitive objectives that are related to the teachers' performance enhancement?

To what extent is this programme effective in achieving the emotional objectives regarding changing the teachers' attitudes towards meta-cognitive skills?

The study implemented the pre-post independent group design which is classified as one type of the experimental research designs. The sample of this study were 39 teachers representing the basic subjects in the elementary stage (Arabic Language, Social Studies, Mathematics, and Science). The study was conducted in the first semester of the academic year 2011-2012.

In terms of its findings, the study revealed that there is a significant difference (0.001) in the means of teachers from both genders between their performance in the pre and post tests and their attitudes' survey to the part of the post test. Moreover, the findings revealed an adequate degree of effectiveness of the designed training programme in achieving.

Its cognitive objectives with 1.200 (Blake) and a lower degree 0.99 (Blake) of effectiveness for achieving its emotional objectives.

To conclude, the researcher states a recommendation to adopt the suggested programme and conduct further studies in this regard.