Title page

Metacognition

Metacognition is a process of assessing how one processes feelings and thoughts. This is the best method of encouraging students to establish self-awareness skills. Examination of thought process allows reframing their way of thinking that helps them in adapting to new situations. Students after realizing how they learn create situations that promote learning (Tanner, 2012). It is an essential variable for promoting learning and skepticism. Metacognitive awareness improves students overall performance. It is an effective tool for enhancing memory, attention level, problem-solving skills, social cognition, and personal development. Evidence suggests that metacognition is linked to high intelligence and academic outcomes. Having knowledge of one's strengths and weaknesses will permit them to monitor their learning strategies and assessing readiness for specific tasks (Rahman, Yasin, Salamuddin, & Surat, 2014).

The academic experience is inadequate for articulating research skills set, so learners at a doctoral level need to establish high-order thinking competency. It is important for doctoral learners to understand their metacognitive processes because of its higher-level thinking and additional knowledge in the learning process. Doctoral learners can develop better memory skills and work through problems in an innovative way that will make them successful in academic and professional careers. Reflecting on learning processes will provide awareness about the learning process. As research skills are a key factor for exploring students success at the doctoral level, appropriate use of metacognition functions by learners will allow them to build research skills. Metacognitive is crucial because the learners improve planning and monitoring skills, required for evaluating the research problem and establishing problem statement for the project. The methodology will allow them to write dissertation research by comprehending a large amount of data. Metacognition will be used to plan, monitor and access one's understanding of the research problem. This will allow learners to overcome their confusions and develop retrospective assessment ability.

References

Rahman, S., Yasin, R. M., Salamuddin, N., & Surat, S. (2014). The Use of Metacognitive Strategies to Develop Research Skills among Postgraduate Students. *Asian Social Science, 10* (19).

Tanner, K. D. (2012). Promoting Student Metacognition . *CBE Life Sci Educ, 11* (2), 113–120.