ENHANCING STUDENTS' ENGAGEMENT IN SCIENCE VIA METACOGNITIVE LEARNING STRATEGY

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ABSTRACT

The study investigated the effects of Metacognitive Learning Strategy (MLS) onstudents' engagement in science of MalinaoHigh School, Malinao, Banisilan, Cotabato, Philippines. A quasi-experimental research design involving two intact groups of Grade 7 students exposed to MLS and non- MLS was utilized. An adopted questionnaire was used to determine students' engagement. Independent t-test was used todetermine significant difference of students' learning engagement between groups. Findings of the study revealed that cognitive and affective engagement of bothgroups manifested students are very much engaged in learning science, however, engagement of students in MLS was significantly higher than thosein the non-MLS class. Metacognitive Learning Strategies may be employed to enhance students' engagement in science classes.

KEYWORDS: *Affective Engagement, Cognitive Engagement Metacognitive Learning Strategy, Science Class, Students' Engagement.*

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