

The Level of Having Supra-Cognitive Thinking for Law Students at Prince Mohammad Bin Fahd University Based on Some Variables from Their Own Perspective

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ABSTRACT

The objective of this study is to know the level of possessing supra-cognitive thinking skills for the students of the Faculty of Law at Prince Mohammed Bin Fahd University from their own point of view according to some demographic variables. The study followed the descriptive approach, and applied the study tool to a randomly selected sample of (500) students (102) male students, and (398) female students. The results of the study showed that: the study sample members sometimes agree that the law students possess three of the supra-cognitive thinking skills. The study also revealed that there are no statistically significant differences at the level of statistical index of (0.05) or less in the study sample selections about (supra-cognitive thinking skills) based on gender variable. While there are statistically significant differences at the level of statistical index of (0.05) or less, in the replies of the study sample about (supra -cognitive thinking skills) based on the difference of the variable of the study level.

Keywords: Thinking Skills, Supra-cognitive, Faculty of Law

INTRODUCTION

There are various forms and patterns of thinking, ranging from effective, critical, creative, comprehensive, abstract, philosophical and supra-cognitive thinking.

Supra-cognitive thinking was known as supra-cognitive thinking in the 1970s, as part of the cognitive psychology topics.

James described it in Al-Atum (2004), as the processes involving emotional self-learning when an individual thinks about what he is learning, as part of an information processing theory that aims to control knowledge in order to solve problems.

In this context, "Fisher confirmed that, the metacognition is the thinking of the individual in himself in order to know it through, determining what he learns, what he knows, identifying problems and their elements, and his ability to improve his learning and achievement, including the skills of sensing the problem, identification of its elements, planning solutions while monitoring his progress and evaluating the results [19]".

Touq and others consider that metacognition capabilities indicate the learner's monitoring of his or her performance and the use of different learning and remembering strategies. This includes the ability to identify and plan the key idea, identify strategies, and predict results while training and organizing information and making it easier to remember [6].

The metacognition thinking as per William Obeid includes a variety of mental activities such as planning, monitoring, exerting effort, speed of performance, decision-making and quality performance strategies. It is a good management of the thinking process, which is considered as one of the contemporaneous requirements of a distinguished person who is able to think in the thinking itself [11].

According to Imel, the term metacognition refers to the learner's ability to monitor and perceive his learning processes [9]. The term cognitive skills is used to perform a certain task, the metacognition processes are necessary processes to understand how that information is performed.

Supra-cognitive thinking is defined by Bonds & Bons as an individual's knowledge and awareness of thinking strategies and their division and organization [20].

Zaytoun described Supra-cognitive thinking as the ability to formulate a particular plan, monitor its implementation, review and address errors while focusing on the work before, during and after completion and then evaluate the thinking process [15].

Groan believes that supra-cognitive thinking includes complex mental skills that grow with age and gain experience to control problem-oriented thinking, which is one of the most important components of male behavior [16].

All definitions conclude that super-cognitive thinking is the individual's knowledge and awareness of his or her thinking, from which the processes of organization, observation and evaluation of thinking are branched out. Its processes that use cognitive resources for understanding, control, choice, rearrangement, implementation control, error identification and treatment to meet the task of thinking.

According to Al-Jabri and Al-Amri, a set of concepts has been linked to Supra-cognitive thinking such as meta-discussion, meta-analysis, meta-morality, meta-emotions, etc. [7].

Mohammed Confirmed that "the concern for Supra-cognitive thinking is to make the learner think for himself to find solutions to situations instead of giving him specific answers for memorization and recollection and to give attention to his r ideas in solving learning problems through the difficulties he faces in understanding the subjects and monitoring the performance

and steps that he has made. Thus, moving him from the level of quantitative learning to qualitative learning with the aim of preparing the learner and qualifying him, as he is the main core of the learning process" [13].

The metacognitive thinker is characterized by Abul Gheit as having full awareness of the task, determines his goal and the steps to achieve it, sets his plan with flexibility in implementing the same, whereupon he thinks deeply and act with the continuous evaluation of each step reached, and watches his thoughts and actions and does not let things go without consciousness or planning. In addition to the careful decision-making, he is convinced that learning and perseverance can identify and address weaknesses [1].

There are several ways for enhancing Supra-cognitive thinking:

First: According to Edous "the self-awareness method, which is a learning process that is more effective, and the teacher employs a range of activities for learners to enable them to know their own abilities and tendencies" [18].

Second: In Abdul Aziz Opinion the self-organizing method, in which the learner organizes the businesses and plans its programs by themselves from their ideas without the guidance of the teacher [2].

Third: The self-control method, which is one of the effective ways of training in thinking Supra-cognitive thinking, in which the teacher trains learners on planning, identify the goal, implementation and problem solving using alternative methods with observation and guidance.

Al-Wajibi and Awad referred to strategies of what do I know and what I do not, wherein the learner works according to his own knowledge structure by speaking loudly to gain some vocabulary to be used in the thinking process[3].

In addition, the thinking, self-assessment strategies means the ability to observe. Among the students who are supposed to possess the various thinking skills and supra-cognitive thinking skills, are students of the Faculty of Law. These students may become the perfect elite who will apply the rules and regulations in the community, by enrolling in the faculty of law, and we may find a number of them who do not possess the required skills of various thinking methods, especially the Supra-cognitive thinking skills. Hence, came the idea of the this current study, which aims at knowing the degree to which the students of the Faculty of Law at Prince Mohammad Bin Fahd University possess the skills of supra-cognitive thinking, from their point of view.

STUDY THEME

The Supra-cognitive thinking skills have significant importance in teaching and learning, as they enable the individual to attribute the success of his learning to himself and thereby increases his confidence in his abilities. It also gives him the opportunity to use skills to improve his performance, help him to transfer tasks to other experiences, change his position in the work, improve his adaptability, organize his behavior, and build awareness through the analysis of tasks and making judgments [17].

The theme of this study comes from the importance of the Supra-cognitive thinking and, to the best knowledge of the two researchers, the scarcity of studies, which addressed the extent of possessing such skills by the students of the Faculty of Law at Prince Mahammad Bin Fahd University.

Many studies conducted at different educational stages indicated that the level of thinking was different; the Khreisha study showed a low level of creative thinking for history teachers [4], while the study of Dulaimi and others showed high level of supra-cognitive thinking skills for doctoral students.

STUDY QUESTIONS

The current study seeks to answer the following questions:

What is the degree to which law school students possess Supra-cognitive thinking skills?

How do the different study variables affect the degree to which law students have supra-cognitive thinking skills?

OBJECTIVES OF THE STUDY

The current study aims to identify the degree to which law students possess the skills of supra-cognitive thinking, and the extent to which this degree varies according to the study variables.

STUDY BOUNDARIES

Subjective Boundary: The degree to which law students possess the skills of supra-cognitive thinking according to some variables.

Human Boundary: Students of the College of Law at Prince Muhammad Bin Fahd University in the Eastern Province.

Time Boundary: The first semester of the academic year 1442 AH.

STUDY TERMINOLOGIES

Degree of possession: it means the level of law students (study sample) possessing the skills which are the subject matter of the Study, and which is measured by answering the paragraphs of the relevant questionnaire.

Super-cognitive thinking: It means the individual's cognizance of his knowledge of the information he has, being aware thereof and having control over them with evaluation and reconstructing ideas [23].

Sema & Burcu considers that supra-cognitive thinking is the ability of the learner to think for himself to solve the learning status rather than giving him specific answers, self-reflection in his performance, and the steps he has taken by moving from quantitative learning to qualitative learning aimed at preparing and qualifying the learner [8]).

Supra-cognitive thinking skills: the ability to manage and use cognitive processes in information processing, (Al-Watban, referred to the components of metacognitive skills such as:

1. Identify the goal, which the learner should acquire from new behaviors and additional abilities or develop his previous experiences.
 2. Good planning, which is done by recognizing and organizing knowledge and identifying appropriate strategies to deal with it.
 3. Self-monitoring and follow up to evaluate the strategy, how to deal with it, and upgrade the input and link it to the previous experiences.
 4. Evaluation, which relates to the ability to judge the extent of success of the strategy used [13]
- Procedurally: The capabilities of students of the College of Law and their awareness of cognitive processes, which are the skills included in the questionnaire for the current study. Law students: Students of the Faculty of Law at Prince Mohammed Bin Fahd University in the Eastern Province.

PREVIOUS STUDIES

Khaisha conducted a study to find out the relationship between Supra-cognitive thinking and its relationship to exam anxiety among master students in the Department of Social Sciences, at the University of Al-Wadin. It was by adopting the descriptive approach and applying the measure of Supra-cognitive thinking and the examiner's anxiety to a sample of (90) students who were chosen in an exclusive random way. The results found that there is a statistically significant correlation at the level index of (0.05) between the level of Supra-cognitive thinking and the level of exam anxiety (before the exam) among the students of social sciences. While there is absence of a statistically significant correlation at the level index of (0.05) between the level of Supra-cognitive thinking and the level of exam anxiety among the students of social science [4].

Al-Dulaimi and others (2017) conducted a study aimed at identifying the degree to which graduate students in Jordanian universities possess the skills of supra-cognitive thinking from the point of view of the professors and students themselves. The study tool was applied to a random sample of (122) individuals: (69) professors, and (53) students, the results was a high degree of students' possession of Supra-cognitive thinking skills from their point of view, and medium from the professors' point of view [12].

Daghistani conducted a study aimed at finding out the level of need for perception and Supra-cognitive thinking among female students of kindergarten at the College of Education at King Saud University. The study was applied to (160) female students, and the results showed that the need for the level of perception was medium and the level of thinking was high [21].

Bukis conducted a study aimed at measuring supra-cognitive thinking and the level of problem solving among the students in Irbid district schools sponsored by UNRWA. The study was applied to a sample of (108) male and female students. The results showed a high level of Supra-cognitive thinking and a medium level of problem- solving [5].

Rasheed conducted a study aimed at detecting the level of Supra-cognitive thinking among the students of Baghdad University according to the variables of experience, specialization, and school stage. The study was applied to (250) students from different specializations. The results showed no statistically significant differences in the level of Supra-cognitive thinking depending on the variables of the study [12].

Alkhayat conducted a study aimed at identifying the levels of creative thinking and Supra-cognitive thinking skills among intermediary school students in Balqa, Jordan, the study was applied to a sample of (372) male and female students. The results showed statistically significant differences between the average performance of males and females on creative and Supra-cognitive thinking in favor of males [22].

RESEARCH METHODOLOGY

Study methodology: The study followed the descriptive approach.

Study Community: The study community will be the students of the Faculty of Law at Prince Mohammed Bin Fahd University in the Eastern Region in the first semester of the year (2021-1442 AH).

The study sample: The study sample consisted of (500) students, including (102) male and (398) female students during the period of the first semester of the academic year (2021 AD - 1442 AH).

Table 1. Shows the following.

Classification levels	Repetition	Percentage
Male	102	20.4
Female	398	79.6
Total	500	100%
First – Second	86	17.2
Third – Fourth	105	21.0
Fifth – Sixth	142	28.4
Seventh-Eighth	167	33.4
Total	500	100%

Gender variable: It appears that the most recurrent sample members are females with a percentage of 79.6%, while the least recurrent members are males with a percentage of 20.4%. Academic level variable: the most recurrent sample members are those at the seventh - eighth level shown to be 33.4%, while the lowest recurring are those at the first - second level at 17.2%.

Study tools and their construction procedures.

SUPRA-COGNITIVE THINKING SCALE

The scale was prepared with the aim of measuring the level of possessing Supra-cognitive thinking skills for students of the Faculty of Law at Prince Mohammad Bin Fahd University. The two researchers reviewed the theoretical literature and previous studies, which dealt with the subject of study and a number of measures. The researchers identified the concept of procedural Supra-cognitive thinking in the light of the definitions of the theoretical framework, and allowing the formulation of some items in the light of this definition to cover all the components of the Supra cognitive thinking concept and reflecting the degree of possessing it by the students who are the study sample.

The number of items of the scale in its final form amounted to (45) items after presenting it to the arbitrators of specialists in education and psychology. These items are answered by the members of the sample.

INTERNAL CONSISTENCY VALIDITY

After confirming the apparent validity of the study tool, the two researchers applied it in the field and on the data of the study sample. The Pearson correlation coefficient was calculated to find out the internal validity of the questionnaire, where the correlation coefficient between the degrees of each of the phrases of the Supra-cognitive thinking scale was calculated with the total degree of the scale to which the statement belongs, as illustrated in the following table:

Table 2. Pearson Correlation Coefficients for Supra-cognitive thinking Scale Phrases.

Phrase No	Correlation Ratio	Phrase No	Correlation Ratio
1	**0.498	24	**0.296
2	**0.412	25	**0.474
3	**0.412	26	**0.556
4	**0.462	27	**0.528
5	**0.471	28	**0.527
6	**0.486	29	**0.608
7	**0.486	30	**0.497
8	**0.515	31	**0.560
9	**0.328	32	**0.375
10	**0.391	33	**0.534
11	**0.506	34	**0.571
12	**0.532	35	**0.467
13	**0.508	36	**0.489
14	**0.560	37	**0.582
15	**0.558	38	**0.457
16	**0.518	39	**0.515
17	**0.499	40	**0.479
18	**0.564	41	**0.502
19	**0.562	42	**0.521
20	**0.589	43	**0.530
21	**0.486	44	**0.353
22	**0.536	45	**0.404
23	**0.590	-	-

**** D at 0.01 and below**

It is clear from table 2 that the values of the correlation ratio of each statement of psychological flow scale with the full number of the scale are positive and statistically functioning at the indicative level (0.01) or less, a matter that indicates that their consistency and reliability are true.

THE STABILITY OF THE STUDY TOOLS

To measure the stability of the study tools (measure of psychological reassurance), the researchers used Cronbach's Alpha (α) to confirm the stability of the study tools, and Table 3 shows the stability of the study tools.

Table 3. Cronbach Alpha Coefficient for Measuring the Stability of Study Tools.

Study scale	Number of phrases	Theme stability
Supra-cognitive thinking Scale	45	0.823

It is clear from Table 3 That the coefficient of reliability of the supra-cognitive thinking scale is high amounting to (0.823). This indicates that the tools have a high degree of stability that can be relied upon in the field application of the study.

Analysis, discussion and interpretation of the results of the study:

Question 1: What is the degree to which law students possess the skills of supra-cognitive thinking?

To find out the degree to which law students possess supra-cognitive thinking skills, the arithmetic averages, standard deviations, and grades were calculated for the answers of the study sample members on the degree to which students of the College of Law possess the skills of supra-cognitive thinking. The results were as illustrated by the following table:

Table 4. Responses of the study sample members to the statements of the degree to which law students possess the skills of supra-cognitive thinking, arranged in descending order according to the average of the answer

Phrase No	Phrase	Repetition	Degree of Responses			the Arithmetic Means	Correlation Coefficient	Order
		Percentage	Always	Sometimes	Rarely			
1	I am contemplating on what is required from me consciously and emotionally.	R	296	186	18	2.56	.5650	15
		%	59.2	37.2	3.6			
2	I'm building an operations system to control the required knowledge.	R	183	283	34	2.30	.5880	45
		%	36.6	56.6	6.8			
3	Plan the mission before I start it.	R	362	125	13	2.70	.5130	1
		%	72.4	25.0	2.6			
5	I evaluate my progress with what I do	%	69.2	28.6	2.2	2.53	0.571	20
		R	283	198	19			
6	I am constantly developing my ability to remember.	%	56.6	39.6	3.8	2.53	.6310	19
		R	302	161	37			
7	I am aware of the knowledge processes and their aspects.	%	60.4	32.2	7.4	2.45	0.587	33
		R	248	228	24			
8	I have the ability to classify and arrange things.	%	49.6	45.6	4.8	2.67	.5240	4
		R	347	140	13			
9	Rely on logical thinking and avoid superstitious thinking.	%	69.4	28.0	2.6	2.61	.5530	8
		R	324	159	17			
		%	64.8	31.8	3.4			
		R						

Phrase No	Phrase	Repetition	Degree of Responses			the Arithmetic Means	Correlation Coefficient	Order
		Percentage	Always	Sometimes	Rarely			
10	I tend to think intuitively and avoid trying and error.	R %	233 46.6	210 42.0	57 11.4	2.35	.6760	44
11	Have the ability to connect the theoretical side to the practical one.	R %	274 54.8	208 41.6	18 3.6	2.51	.568	22
12	I have the ability to direct my thinking towards solving the problem.	R %	345 69.0	140 28.0	15 3.0	2.66	.5340	5
13	I can correct incorrect evaluations.	R %	215 43.0	257 51.4	28 5.6	2.37	.5890	41
15	I can detect confusion, inconsistency, and weak interconnection	R %	279 55.8	204 40.8	17 3.4	2.52	.5640	21
16	I can create a treatment plan whenever I fail a mission.	R %	266 53.2	216 43.2	18 3.6	2.50	.5680	29
17	I have personal and emotional components that qualify me to do what is needed.	R %	308 61.6	167 33.4	25 5.0	2.57	.5890	14
18	I can well answer the questions of why, and how	R %	243 48.6	231 46.2	26 5.2	2.43	.5920	35
19	Have the ability to select the most appropriate measures to carry out the task	R %	265 53.0	218 43.6	17 3.4	2.50	.5640	28
20	I have the ability to detect flaws and correct the path to my goals.	R %	293 58.6	198 39.6	9 1.8	2.57	.5310	12
21	I'm working to harness all my energies creatively.	R %	234 46.8	240 48.0	26 5.2	2.42	.5900	39
22	I have a strong internal motivation to provide better chances for my success.	R %	313 62.6	171 34.2	16 3.2	2.59	.5530	10
23	I think about what's required of me rationally and flexibly.	R %	324 64.8	163 32.6	13 2.6	2.62	.5360	6
24	I accept criticism from others and myself about	R %	228 45.6	226 45.2	46 9.2	2.36	.6450	42

Phrase No	Phrase	Repetition	Degree of Responses			the Arithmetic Means	Correlation Coefficient	Order
		Percentage	Always	Sometimes	Rarely			
25	what I have accomplished. The model in acquiring and developing my skills influences me.	R %	253 50.6	222 44.4	25 5.0	2.46	.5910	32
26	I am investigating the accuracy of my work.	R %	321 64.2	162 32.4	17 3.4	2.61	.5540	9
27	I offer constructive suggestions about my findings.	R %	280 56.0	194 38.8	26 5.2	2.51	.5960	23
28	I have the ability to analyze and track processes.	R %	276 55.2	199 39.8	25 5.0	2.50	.5920	25
29	Make sure I get what I've accomplished to the point of perfection.	R %	307 61.4	173 34.6	20 4.0	2.57	.5700	11
30	I'm interested in creating relationships and reorganizing.	R %	294 58.8	184 36.8	22 4.4	2.54	.5800	16
31	I can set the required targets.	R %	326 65.2	156 31.2	18 3.6	2.62	.5560	7
32	I can predict the expected difficulties in getting the job done.	R %	297 59.4	189 37.8	14 2.8	2.57	.5500	13
33	I can diversify the alternatives to come up with a solution.	R %	247 49.4	220 44.0	33 6.6	2.43	.6140	37
34	I have the ability to activate my previous knowledge.	R %	279 55.8	192 38.4	29 5.8	2.50	.6060	26
35	I can think out loudly to convince others of my opinion.	R %	276 55.2	176 35.2	48 9.6	2.46	.6640	31
36	I have the ability to deal with the mysterious or ambiguous things.	R %	216 43.2	258 51.6	26 5.2	2.38	.5830	40
37	Have the ability to investigate to solve problems.	R %	245 49.0	231 46.2	24 4.8	2.44	.5860	34
38	I initiate new ideas	R %	255 51.0	207 41.4	38 7.6	2.43	.6310	36
39	I have the ability to focus my thinking on what is needed.	R %	289 57.8	193 38.6	18 3.6	2.54	.5660	17
40	I can ask stimulating and exciting questions.	R %	250 50.0	210 42.0	40 8.0	2.42	.6360	38

Phrase No	Phrase	Repetition	Degree of Responses			the Arithmetic Means	Correlation Coefficient	Order
		Percentage	Always	Sometimes	Rarely			
41	I have the ability to receive both physical and abstract information.	R %	268 53.6	214 42.8	18 3.6	2.50	.5680	27
42	I have the ability to receive information in both serial and random types.	R %	260 52.0	221 44.2	19 3.8	2.48	.5710	30
43	I discuss the information with others carefully and in depth.	R %	282 56.4	190 38.0	28 5.6	2.51	.6020	24
44	I can quickly get back to focus when I lose track of the sequence of events.	R %	210 42.0	257 51.4	33 6.6	2.35	.6010	43
45	I use my colleagues' ideas to come up with a new idea.	R %	348 69.6	140 28.0	12 2.4	2.67	.5190	2
Overall average						2.51	.2850	

It is clear from table 7 that: the study sample members always agree on the degree of law school students having supra-cognitive thinking skills with an average of 2.51 out of 3.00), an average that falls in the third category of the triple scale (from 2.36 to 3.00), and which indicates the option of "always" in the study tool. This method indicates that the degree to which students of the College of Law possesses Supra-cognitive thinking skills is high among students of the College of Law at Prince Muhammad bin Fahd University in the Eastern Region.

From the above results, it is clear that there is a variation in the approval of the study sample on the degree to which law school students have supra-cognitive thinking skills, ranging from 2.30 to 2.70, which fall in the second and third categories of the triple scale, which refers to (sometimes - always) in the study tool. The results show that the study sample always agree that the students of the faculty of law have forty-two supra-cognitive thinking skills, most notably the phrases No. (3, 45, 4, 8, 12), which were arranged in the descending order according to the approval of the study sample as follows:

The phrase "Plan for the mission before starting" came first in terms of the approval of the study sample members always with an average of 2.70 out of 3.

The, phrase "I use the ideas of my colleagues to come up with a new idea" came second in terms of the approval of the study sample with an average of 2.67 out of 3.

The phrase (4): "I monitor my understanding of the required matters," "came in third place in terms of the approval of the study sample with an average of 3.67 out of 3.

The phrase No.: "I have the ability to classify and arrange things," came in the fourth place in terms of the study sample's approval, with an average (2.61 out of 3).

The phrase "I have the ability to guide my thinking towards solving the problem" ranked fifth in terms of the approval of the study sample with an average of 2.57 out of 3.

The results show that: Study sample members sometimes agree that law students have three supra-cognitive thinking skills in phrases (44, 10, and 2), which are arranged in descending order according to the consent of the study sample members as follows:

Phrase 44: "I can quickly return to focus when I lose the sequence of events" came first in terms of the approval of the study sample members, with an average of 2.35 out of 3.

The phrase 10: "I tend to think intuitively and avoid attempt and error", came in second place in terms of the approval of the sample members of the study, with an average of 2.35 out of 3.

The phrase (2): "I build a system of processes to control the required knowledge", came in third place in terms of the approval of study sample with an average of 2.30 out of 3.

It was found that the members of the sample have varying levels of thinking beyond cognitive. This result differs with the study of Al- Kuzam (2002), Al-Mutairi (2005), and Rashid (2013), which all indicated that students had intermediate levels of Supra-cognitive thinking, as well as the result of the Study of Abadi and Abu- Asheerah (2010), which indicated that students had a low level of Supra-cognitive thinking skills. The result of the current study also differed with that of Obeidat (2009), Al- Hamouri, Abu Al-Mokh (2011), Al-Jarrah and Obeidat (2011) Al-Khayyat, (Al-khayat, 2012), Baqisa Study (2014) and (Daghistani, 2015), all of which indicated a high level of thinking.

The answer to the second question: Are there statistically significant differences between the averages of the study sample according to the different study variables (gender, academic level)?

First: Differences by type variable:

Table 5. Results of "Independent Sample T-test" for the differences in the averages of respondents of the study sample according to the variable gender difference.

	Gender	Number	Average Arithmetic	Standard Deviation	Value of T	The significance
Supra-cognitive thinking Skills	Male	102	2.52	0.293	0.303	0.762
	Female	398	2.51	0.283		

It is clear from table 5: there are no statistically significant differences at the level of statistical significance (0.05) and less in the respondents of the study sample on (Supra-cognitive thinking skills) according to the gender variable. This may be because the students who are admitted to the College of Law at Prince Mohammad Bin Fahd University, in Eastern Province, are subject to the same conditions, males and females. In addition to their presence in one academic

environment, they are taught together by the same faculty members and same educational program, and their assignments and exams are the same, which makes their thinking level the same.

Certain studies did not show a preference for thinking among a specific type. This result differed with the study of Bukis (2014), and Al Jarrah and Obaidat (2011, all of which indicated the existence of a statistically significant effect at the level of significance (0, 05 = α) due to the effect of the student's type in thinking beyond cognitive). All these studies differed with the study of Al-Khayyat (Alkhayat, 2012), for the existence of a statistically significant effect at the level of significance (0, 05 = α) in favor of males in the level of Supra-cognitive thinking. It agreed with the study of Al-Mutairi (2005) and the study of Ghobari and Abu Shaira (2010) and Rashid Study (2013) in the absence of differences due to the type of female students in the level of Supra-cognitive thinking.

Second: the Differences According to the Variable of the Academic Level

Table 6. The results of "One Way ANOVA "For the differences in the answers of the study sample individuals according to the different in the academic level

	Source of Variation	Total squares	Freedom degrees	Average squares	Value of F	Statistical significance
Supra-cognitive thinking skills	Between groups	1.162	3	0.387	4.896	.0020**
	Inside groups	39.232	496	0.079		

****statistical significance at level 0.01 & less.**

It is clear from table 6 that there are differences with statistical significance at level of statistical significance (0.05) & less between answers of study sample members about (Supra-cognitive thinking skills) according to the variable of the academic level.

To determine the benefit of the differences between each of the levels of the study group in the direction of the trend around this scale, the researchers used the LSD test, and these results are illustrated in the following table.

Table 7. LSD test results for the differences between the academic level categories.

	Academic level	N	Average	First-Second	Third-fourth	Fifth-sixth	Seventh-eighth
Supra-cognitive thinking	First-Second	86	2.58	-	*	**	
	Third-fourth	105	2.48		-		
	Fifth-sixth	145	2.45			-	
	Seventh-eighth	167	2.54			**	-

****statistical significance at level 0.01 & less.**

It is clear from Table 7 that:

There are statistically significant differences at the level of statistical significance (0.05) and less between the answers of the study sample at the first and second level, and the study sample

members at the third-fourth level on (Supra-cognitive thinking skills) in favor of the study sample members at the first and second level.

There are statistically significant differences at the level of statistical significance (0.01) and less between the respondents of the study sample at the first and second level, and the study sample members at the fifth and sixth level on (Supra-cognitive thinking skills) in favor of the study sample members at the first and second level. There are statistically significant differences at the level of statistical significance (0.01) and less between the respondents of the study sample at the seventh-eighth level, and the study sample members at the fifth and sixth level on (Supra-cognitive thinking skills) in favor of the study sample members at the seventh-eighth level.

It is clear from the result that there is a difference in the level of study in favor of students of the seventh-eighth levels and their possession of higher levels of Supra-cognitive thinking due to their experience in the requirements of studying at the college. In addition, to their gaining experience in dealing with academic courses and the use of learning resources with materials and research. Additionally, the seventh and eighth level may be more accommodating to the questionnaires in a better way than the students of the lower levels in understanding the phrase and skill and their choice of alternatives based on their understanding of the topic. The result agreed with the study of Al-Jarrah and Obaidat (2011). Moreover, the seventh-eighth levels reached the stage of mental maturity and they used the method of discussion, dialogue and commissioning of scientific research, which affected their cognitive awareness.

CONCLUSION

The current study explored the extent of possessing the skills of Supra-cognitive thinking by the law students at Prince Mohammad Bin Fahd University, based on some variables from their own perspective, by following the descriptive approach and applying the measure of supra-cognitive thinking. The study reached a number of results, the most important of which is the confirmation of the law students of having three skills of supra- cognitive thinking.

RECOMMENDATIONS

In the light of the findings of the study, the following can be recommended:

1. Focus on teaching students of the College of Law thinking skills
2. Encouraging the students of the College of Law to carry out researches dealing with the topic of thinking in its various patterns

PROPOSALS

Conducting studies on Supra-cognitive thinking and its relationship to some demographic variables-Conducting subsequent studies on the effectiveness of training programs in developing Supra-cognitive thinking.

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