Metacognitive Awareness Of Reading Strategies And Socioeconomic Status Of University Students

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Abstract

The current study aimed to seek the association between metacognitive awareness of reading strategies (MARS), and socioeconomic status (SES) of undergraduate business students. MARS has three basic classifications – problem solving, global and support reading strategies. Metacognitive Awareness of Reading Strategies Inventory (Mokhtari and Reichard, 2002) was employed whereas some items to assess SES of students were developed for this study. The reliability and validity were established. The pupils of private and public universities at tertiary level participated in it voluntarily. The results revealed that Socioeconomic Status is a significant predictor of Metacognitive Awareness of Reading Strategies of university students. The findings suggest that conducting workshops or training sessions for promoting MARS may be helpful to enhance students' concentration towards the reading process that may affect their learning and reading habits. MARS should be made a part of curriculum of preservice teachers' degree or certificate programs.

Keywords: metacognitive awareness of reading strategies, socioeconomic status, undergraduate students.

Introduction

Reading strategies can not be neglected whenever there is any discourse on reading, as these strategies demonstrate the competence level of reading skills of an individual; hence, acquiring these strategies is identically significant for the pupils. Different researchers such as Baker and Brown (1984) and Yang (2002) explained that the capability to think associated with the procedure of reading comprehension is called metacognitive strategic knowledge. Moreover, these strategies can be adopted by the students during reading to enhance their reading comprehension. Through guidance, students can learn to identify the techniques to process information and can become strategic thinkers, but in Pakistan, there is a dearth regarding the teaching and learning of these strategies at almost all levels (Zahoor, Khurram & Bangash 2019; Ayub, Khan, & Ashfaq 2019).

Socioeconomic status (SES) is the level of a person or family based on their earnings, academic qualification, profession and family members. Demarest et al., (1993) argued the significance of a family's SES as a vital aspect for the young students' advancement and achievement. Hence, there was a need to investigate the impact of SES on MARS.

Research Questions and Hypotheses:

The current study aimed to explore the association between undergraduate students' Metacognitive Awareness of Reading Strategies

(MARS) and their Socioeconomic Status (SES). Thus, to investigate the issue, the following questions were raised:

RQ1: Does SES of students significantly predict their Metacognitive Awareness of Reading Strategies (MARS): Support, Global and Problem-solving strategies?

RQ2: Does SES of students significantly predict their Support Reading Strategies?

RQ3: Does SES of students significantly predict their Global Reading Strategies?

RQ4: Does SES of students significantly predict their Problem-solving Reading Strategies?

H_1:   SES of students significantly predicts their MARS.

H_2:   SES of students significantly predicts their Support reading strategies.

H_3:   SES of students significantly predicts their Global reading strategies.

H_4:   SES of students significantly predicts their Problem-solving reading strategies.

Literature Review

Reading

The role of reading is very significant for all round grooming and progress of an individual as well the society. Several intellectuals and research scholars are determined to investigate the factors influencing reading. Dadzie (2008) defines reading as someone's capability to comprehend a text and to employ the knowledge for his or her individual advancement and progress. According to Du Toit (2001), reading is a process of thinking, recalling and relating concepts under the functioning of written words, therefore, reading is the ability to perceive and analyze words or sentences and comprehend the

data. According to Sheikh et al (2019), the students at the higher level of education have some ideas about MARS but they may not be sure about its application. Umar (2018) explored that teaching practices of English language teachers do not adequately align with the objectives set for reading skills by the National Curriculum Wing of the Federal Government of Pakistan at the higher secondary level.

Though reading turned out to be considerably more perplexing and included the comprehension of an entire content made up of composed signs, a reader understands the meaning of words in context or isolation through comprehension skills (Palani, 2012). Moreover, reading is an ability to understand and interpret words contained in a document or recorded information either printed or non-printed and utilize it for personal development and growth (Dadzie, 2008).

Metacognitive Awareness of Reading Strategies (MARS)

Metacognition means awareness and understanding of an individual's own thought processes; therefore, we can say that it is thinking about one's assessment about his own brain's processing. According to Baker and Brown (1984) and Yang (2002), an ability to think associated with the procedure of reading comprehension is called metacognitive strategic knowledge. Moreover, these strategies can be adopted by the students during reading to enhance their reading comprehension. Through guidance, students can learn to identify the techniques to process information and can become strategic thinkers. Metacognition confirms that the students are able to construct meanings from texts as well as to react to their thought processing and recognize strategies related to reading. Metacognitive knowledge offers a foundation of awareness related to a learner's s own mental processes while reading (Sheikh et al., 2019). This is part of a student's

information that comprises brainy activities, actions, aims and experiences. It largely includes awareness or beliefs about the contributing factors and the ways of interaction, which influence the progression as well as the cerebral enterprising results.

Flavell (1979) discusses three forms of metacognitive knowledge: person, task and strategy. Person knowledge contains an individual's beliefs for others as well as his/her own nature as mental procedures. According to Wenden (1998), task knowledge deals with readers' information about the objectives, demands and types of learning tasks. Finally, Wenden (1998) also explains strategy knowledge as the use of effective strategies in accomplishing sub goals as well as the objectives in diverse types of cognitive activities. Garner (1990) clarifies it through instances as oral practice and explanation of support material for recovery and re-assessment of the manuscript during reading as well as for the assistance to respond queries.

Metacognitive knowledge offers a foundation of awareness related to a student's own mental processes while reading. They can learn better with an awareness of thinking about thinking and using metacognitive reading strategies. According to Garner (1990), metacognitive experiences are found in three phases of reading: before, while and after. The first phase belongs to an individual's own information, second belongs to strategy information and the third belongs to task information.

Mukhtari and Sheory (2002), lay forth three significant reading strategies: (a) global reading strategies; (b) problem-solving strategies; and (c) support reading strategies. These three metacognitive reading strategies are defined as follows:

a) Global Reading Strategies: Global reading strategies are intentional and carefully planned techniques which are used to manage or monitor reading by any learner.

b) Problem-Solving Reading Strategies: Problem-solving reading strategies are the actions and processes as well as localised and focused techniques that readers use when they face difficulties in comprehending any text.

c) Support Reading Strategies: Support reading strategies are explained as a basic system that can help readers understand any textual information.

A number of studies have focused on metacognitive awareness of reading strategies (MARS) and the factors contributing to their development, such as motivation, SES and the role of teachers and educational institutions. Baki (2018), and Meniado (2016) found a significant association between reading motivation and reading strategies. In the same view, Callan et al. (2016) deduced that SES significantly predicts the MARS. He also reached the conclusion that teacher-training schools do not provide preschool teachers opportunities to learn MARS thus, in many schools teaching of reading strategies is being neglected. Sheikh et al. (2019) also found that MARS significantly predicts academic attainments of university students.

Socioeconomic Status (SES)

Socioeconomic status (SES) is a person or family's financial and societal position based on earnings, academic qualifications, professions as well as the number of family members at home (Saifi & Mehmood, 2011). To measure a family's socio-economic status, the mother's and father's education, their occupations and collective earnings are observed (GOP, 2008). There can be different levels of socioeconomic status according to the educational, financial, occupational and societal level of an individual and a family. A child's SES level is based on parental education, parental occupation, family income and family size. The researchers across

the globe have been struggling to look for the impacts of SES, specifically on education. Demarest et al., (1993) described the significance of a family's SES as a main aspect for the young students' all round grooming and accomplishments in personal as well as professional life. Family earnings, education level of parents, their professions and their social status are major contributors to find out the families' SES. Different studies are evident that children's initial reading progression and skills can be predicted well on the basis of their socioeconomic status (Bradley & Corwyn, 2002; Kieffer, 2010). Kieffer (2012) argues that realizing the relationship of young learners' socioeconomic status to their future reading comprehension skills is significantly important because low-SES background can possibly place students at higher risk for reading problems. Additionally, Bowey, (1995) and Kieffer (2010, 2012) investigated relationship between SES and reading progress in different Western societies. Bas (2012) and Anastasiadou (2009) verified that parents' educational level significantly predicts the reading attitudes of students. It proves that SES background especially; parents' educational level affects the students' reading habits. Family income level is also a leading contributor to enhance or deter the reading habits of learners, as the less educated parents who do small jobs with fewer earnings can hardly spare any amount for their children's education. Ünal (2010) observed the relationship between reading attitudes of students and professions of their father and mother and found no significant difference between both variables. However, Bas (2012) successfully explored a significant difference in students' reading attitudes and their parents' profession. Similarly, his findings also revealed a significant difference in students' reading attitudes on the basis of the income level of their parents. This shows that parents whose income level is high can easily provide their children with the essential comforts for learning such as books,

newspapers, magazines etc. as compared to the parents whose income level is not high. The same factor was analyzed by Keleş (2006) and it confirmed the relationship between both variables. Ismail et al. (2018) concludes that SES is a significant predictor of MARS. The students with higher level of SES have higher level of reading strategies. At the same time, Kirsch, De Jong, Lafontaine, McQueen, Mendelovits and Monseur, (2003) referred to Programme for International Student Assessment (PISA) survey report on different countries and concluded that SES significantly predicts the MARS. They conducted a comparative study through a large survey in different countries and analyzed MARS based on SES of different countries. The study also discovered a difference between MARS of low SES and high SES countries' students. On the other hand, Zailaini, Ismail, and Muzammil (2014) conducted a study in Malaysia and found that the SES of students and MARS do not relate significantly. The present study looked for whether Pakistani students' reading habits have any relationship with their SES background, more importantly, I also investigated any link among reading practices, motivation for reading and MARS and if all had any relationship with the students SES as well as their academic attainments. The issue of reading is more in consideration for some decades as it is experiencing the descending tendency, particularly among the younger generation.

This discussion opens the door for an argument that though the number of educational institutions, teachers and students has increased but in Pakistan, especially in Karachi many libraries either have been closed or the number of visitors has decreased (Tabassum, Batool, Ameen, & Hassan 2019). It has been observed that the bookshops are closing at a face space due to negligible number of customers. Similarly, books, journals, magazines, and newspapers publications have decreased to a great extent.

Methodology

Research Design

The present study primarily employed a survey design with a quantitative approach. All data collection was completed through a paper-based questionnaire that consisted of close-ended questions.

Research Instruments

A paper-based self-administered questionnaire was used as the primary mean of data collection for this study. It was accompanied by a cover letter to inform participant about the study and seek their consent for their participation in it. The questionnaire consisted of (a) Demographic, (b) Socio-economic Status, (c) Reading Strategies sections:

Metacognitive awareness of reading strategies.

To measure the metacognitive awareness of reading strategies of the participants, an instrument Metacognitive Awareness of Reading Strategies Instrument (MARSI) developed by Mokhtari and Reichard (2002) was adopted. It has 30 items focusing on three strategies for reading: Global Reading Strategies (13 items), Problem-solving Reading Strategies (8 items) and Support Reading Strategies (9 items).

The values of Cronbach of all subscales were between 0.89 and 0.93; whereas the reliability of the whole instrument was 0.93. Thus, the reliability and validity of the instrument MARSI were established.

Socio-economic status (SES).

Already available reliable and valid SES scales are found too long thus, to examine SES of the participants, 10 items were developed with the support of SES scale (Aggarwal et al. ,2005). Ten items were developed to know their parents' education, occupation, the family income, family size and the size and type of house along with the facilities they are using, and if they have ever travelled for recreation inside or outside the country.

The first and the second item of the SES scale recorded the education of participants' mother and father. Item 3 focused to know participants' total family income. Item 4 was prepared to record the total number of family members of the participants. Through item 5, the participants' nature of house was recorded. Similarly, in item 6, they were asked about the type of their houses. With the help of item 7, the participants informed the size of their houses. In item number 8, the participants were asked to share about the facilities available to them such as bicycle, motorcycle, car, computer, air conditioner, separate bedroom and servant/maid. In items 9 and 10, they were asked to inform if they had ever travelled within the country or abroad for holidays.

To check the reliability and content validity of the construct items, experts' opinions were requested, and retrospective interviews were conducted. The experts were invited to suggest and confirm if those items were suitable and necessary indicators of the construct. After receiving their expert opinion, the necessary changes were made in a few items as per their suggestions. Then, retrospective interviews were conducted and the items with confusing terms were revised to resolve the issues.

Participants

For the collection of data, a purposive sampling technique was employed. Only the students, studying from the second year to the fourth year of BBA, were considered for the study. A total of 768 male and female students enrolled in BBA programs of three public and three private sector universities or degree awarding institutes of Karachi participated in the study.

Procedures for Data Collection

For the data collection from the respondents using the questionnaire, permission was sought from the departments. For this purpose, the researcher personally visited the selected universities. All the students who were present and volunteered for the participation to fill in the questionnaire were the respondents.

Procedures for Data Analysis

The data were collected and entered in Statistical Package for the Social Sciences (SPSS) by the researcher. Pearson correlation test was used to seek any significant relationship between the variables whereas; regression test was used to examine the effect of independent variables on the dependent variables. Socio-economic status of the students was calculated with the simple addition of all items of the SES section as it is the combined total of a students' parental education, their occupation, the family income, family size and the available facilities. Finally, the results were analyzed, and recommendations were made.

Results and Discussions

Descriptive Statistics of the Key Variables

To know the socio-economic background of the respondents, they were asked to report their mother and father's education levels and professions, total family income, number of family members, the type and size of house, the facilities they were using at home. The SES score ranged from 1 to 50. There were 10 items to examine the SES level of participants. All options in each item had separate score against them. The combined total of all items' scores was the SES level score of the participants. The participants were divided into five groups based on five intervals of the possible values of SES variable. The majority of the participants (n=348, 45%) fell in the third interval SES score between 21 to 30 (see Table 1).

Table 1 Distribution of Participants by their SES score

SES (1—50)	Frequency	Percentage %
1-10	21	3%
11-20	233	31%
21-30	348	45%
31-40	149	19%
41-50	17	2%

Effect of students' socio-economic status on metacognitive awareness of reading strategies. The research question focused to examine the effect of undergraduate business students' socio-economic status (SES) on their metacognitive awareness of reading strategies (MARS). Thus, the hypothesis of the first question sought the effect of SES of students on their overall MARS.

H_{a1}:   SES of students significantly predicts their MARS.

In order to test the above hypothesis, a standard regression analysis was performed with the dependent variable (metacognitive awareness of reading strategies) and the independent variable (socioeconomic status). Regression analysis revealed that the standardized regression weight of SES (Beta =0.48, t= 13.19, p<0.05) showed that Socioeconomic Status was a significant predictor of students' Metacognitive Awareness of Reading Strategies. R^2 for the model was 0.23 and Adjusted R^2 was 0.23.

Therefore, the null hypothesis was rejected and the alternative hypothesis (H_{a1}) was supported.

The result indicated that SES was a significant predictor of students' MARS (See Table 2).

Table 2 Regression Analysis of SES and MARS (N=768)

	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	T
Constant	2.44	0.07		33.81
SES	0.27*	0.02	0.48*	13.19
R^2	0.23			
Adjusted R^2	0.23			
F	112.17			

*P<0.05

Effect of students' socio-economic status on support reading strategies.

To test the impact of SES specific types of reading strategies: Support, Global and Problem-solving strategies, three additional hypotheses were formulated. To explore the effect of SES on Support Reading Strategies, the following hypothesis was tested.

> H_{a2}:   SES of students significantly predicts their Support Reading Strategies.

In order to test the above hypothesis, a standard regression analysis was performed with the dependent variable (support reading strategies) and the independent variable (socioeconomic status). Regression analysis revealed that the standardized regression weight of SES (Beta =0.42, t= 11.31, p<0.05) showed that Socioeconomic Status was a significant predictor of students' support reading strategies. R^2 for the model was 0.19 and Adjusted R^2 was 0.18. Therefore, the null hypothesis was rejected and the alternative hypothesis (H_{a2}) was supported. The result indicated that socioeconomic status was a significant predictor of students' support reading strategies (See Table 3).

Table 3   Regression Analysis of SES and Support Reading Strategies

	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	t
Constant	2.58	0.07		33.02
SES	0.25*	0.02	0.42*	11.31
R^2	0.19			
Adjusted R^2	0.18			
F	128.34			

*P<0.05

Mokhtari and Sheorey (2002) explained support reading strategies as a basic system that can help readers in understanding any textual information such as using different material or taking notes for comprehending the text. The above finding of the hypothesis (H_{a2}) indicated that students who have a knowledge and understanding of support reading strategies belonged to higher SES background.

Effect of students' socio-economic status on global reading strategies.
The third hypothesis of the question investigated the effect of socio-economic status of students on their Global Reading Strategies.

Ha 3:   SES of students significantly predicts their Global Reading Strategies.

In order to test the above hypothesis, a standard regression analysis was performed with the dependent variable (Global Reading Strategies) and the independent variable (socioeconomic status). Regression analysis revealed that the standardized regression weight of SES (Beta =0.43, t= 11.50, p<0.05) showed that Socioeconomic Status was a significant predictor of students' Global Reading Strategies. R^2 for the model was 0.19 and Adjusted R^2 was 0.19. Therefore, the null hypothesis was rejected, and the alternative hypothesis (H_{a3}) was supported. The result indicated that Socioeconomic Status was a significant predictor of students' Global Reading Strategies (See Table 4).

Table 4 Regression Analysis of SES and Global Reading Strategies

	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	t
Constant	2.55	0.08		31.71
SES	0.26*	0.02	0.43*	11.50
R^2	0.19			
Adjusted R^2	0.19			
F	132.46			

*P<0.05

Effect of students' socio-economic status on problem-solving reading strategies.
The fourth hypothesis of the question investigated the effect of socio-economic status of students on their problem-solving reading strategies.

Ha4:   SES of students significantly predicts their Problem-solving reading strategies.

In order to test the above hypothesis, a standard regression analysis was performed with the dependent variable (Problem-solving Reading Strategies) and the independent variable (socioeconomic status). Regression analysis revealed that the standardized regression weight of SES (Beta =0.43, t= 11.44, p<0.05) showed that Socioeconomic Status was a significant predictor of students' Problem-solving Reading Strategies. R^2 for the model was 0.19 and Adjusted R^2 was 0.18. Therefore, the null hypothesis was rejected, and the alternative hypothesis (H_{a4}) was supported. The result indicated that Socioeconomic Status was a significant predictor of students' Problem-solving Reading Strategies (see Table 5).

Table 5 Regression Analysis of SES and Problem-solving Reading Strategies

	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	
Constant	2.19	0.09		
SES	0.30*	0.03	0.43*	11.44
R^2	0.19			
Adjusted R^2	0.18			
F	130.8			

*P<0.05

The current study also focused to examine the effect of undergraduate business students' socio-economic status (SES) on their metacognitive awareness of reading strategies (MARS). The result support different studies such as Ismail et al. (2018) concluded that SES is a significant predictor of MARS. If there is high level of SES of any student, his MARS will be higher as well. Similarly, Callan et al. (2016) referenced PISA survey report and concluded that SES significantly predicts the MARS of the participants in different parts of the world. They conducted a comparative study through a large survey in different countries and analyzed MARS on the basis of SES of different countries. The study explored a difference between MARS of low SES and high SES countries' students.

Contrarily, Zailaini, et al. (2014) conducted a study in Malaysia and explored that SES of students and their MARS do not correlate significantly. There can be multiple reasons for the inconsistency of the present study's finding with their study such as the age group, education level and socio and cultural differences of the participants. Supporting this phenomenon, Khezrlou (2012) confirmed that metacognitive strategies differ according to the age and education levels. There is also a possibility that the participants of Zailaini, et al (2014) had already received the same knowledge about reading strategies at their schools irrespective their SES backgrounds.

Hence, the result concluded that the students who have higher SES level may find guidance at their houses as well as their educational institutes regarding reading strategies. Further in depth studies may assist in exploring the causes of lack of MARS among students of lower SES backgrounds. The findings also indicated a need of research to look into the teaching methodology for reading strategies at public and private educational institutions. The teachers-training to spread awareness of reading strategies can also be helpful.

The present study examined the impact of SES on specific types of reading strategies: Support, Global and Problem-solving strategies. The study found out that socioeconomic status was a significant predictor of students' support reading strategies. Mokhtari and Sheorey (2002) explained support reading strategies as a basic system that can help readers in understanding any textual information such as using different material or taking notes for comprehending the text. The finding indicated that students who have a knowledge and understanding of support reading strategies belonged to higher SES background.

The result is indicating two aspects of learning: the role of family support (including parents' education and family income) and the support provided by educational institutions (including highly qualified teachers and other learning opportunities). Xiang and Yu (2018)

explored that family income predicts students' learning performance. Adding to it, Mughal, et.al (2019) highlighted the intensity of the problems related to education in Pakistan and reported that around 73% of children drop out before completing their school education due to their low SES in the country and other underprivileged students face lack of facilities and quality education. Similarly, Shoukat et. al (2013) conducted a study in Pakistan and concluded that the parents' qualification is highly correlated with their children's learning and academic achievement. They further described that the family environment plays a significant role in a students' conduct for learning. Therefore, the learning of students mainly depends upon their family income and parents' education. It means students require support material such as extra books, notebooks, dictionaries, computers, tabs and others to acquire support reading strategies and the low SES students face lack of these support material.

Support reading strategies, like other reading strategies, require proper guidance and trainings from well-educated and properly trained teachers. Pritula (2012) described the role of teachers by highlighting the fact that teacher training schools are not providing preschool teachers the opportunities to learn metacognitive awareness of reading strategies (MARS). Thus, the most teachers ignore teaching of reading strategies at their schools. Such ignorance towards teaching MARS can be the reason behind the students' lack of awareness towards those strategies. High financial and educational status of people enables them to admit their children to expensive educational institutions where highly educated and trained teachers provide education whereas middle- and lower-class people cannot afford the fee of such institutions and their children remain bereft from such advantages. In Pakistan, several educational institutions are providing education to some specific social classes. Firstly, the educational institutions for

the students of elite class provide quality and expensive education. Education is quite expensive at such institutions due to their infrastructure, facilities, and high-quality learning environment. These educational institutions hire highly qualified and well-trained teachers to ensure high quality education to meet international standards. Such teachers and learning environments help students to learn and excel in different subjects. Secondly, the institutes which provide education to students of middle and lower classes do not provide such facilities and learning environment. The fees of such educational institutes are low thus they cannot hire highly qualified and well-trained teachers and thus compromise on quality. As a result, students do not get opportunity to learn these reading strategies.

Therefore, the family environment, parents' educational and financial positions and well-trained teachers play significant role in the development of reading strategies including support reading strategies. The government may overcome the situation by providing high quality and uniform education to all social classes of the society. There is a need to review the curricula and include reading strategies in it. Moreover, there is also a requirement to improve the teaching methodologies at all educational levels and to spread the awareness for learning reading strategies. NGOs can also play a significant role in making situation better by providing support material to low SES students. These NGOs can be much beneficial in spreading awareness for learning reading strategies as well as conducting trainings for teachers, parents and students.

The study found out that Socioeconomic Status was a significant predictor of students' Global Reading Strategies. According to Mokhtari and Sheorey (2002), global reading strategies are intentional and carefully planned techniques used to manage or monitor reading by any learner deciding the purpose for reading or the useful text. These are practices which we

usually employ to plan our reading such as to learn the purpose and the type of text for reading. These strategies require an understanding with the goals of a person as well as the text they read. These strategies include evolving an objective before or during reading, background knowledge and understanding of a learner to select the right material for reading, evaluating the reading material with reading objective during reading and learning from charts, tables, figures, bolded or italicized items and pictures to enhance learning.

The findings of the present study show that SES background of students predicts their awareness and use of global reading strategies. It means that students having high SES may be more conscious about deciding the purpose, selection and understanding of text than students having low SES background. The result is not very surprising as students who find reading and learning environment at home, educated and financially stable parents to support as well as highly qualified and well-trained teachers to train them, may learn the purpose of reading. Such students also employ the techniques for reading such as how to select a material and assess it based on objective and understand the highlighted important points while reading.

Pakistan is one of the countries where a vast majority of poor children are unable to complete school education and the rest of such underprivileged children face difficulties related to facilities at schools including the availability of well-educated and trained teachers. The problem is so deep that there are sometimes no teachers to teach them, no library, no books, notebooks and other learning material. Most of the teachers in public schools are unaware of teaching techniques and grooming students to be good readers. Therefore, global reading strategies also depend upon the SES and the government, educationalists and scholars can design curricula to overcome this problem.

The study also investigated the effect of socio-economic status of students on their problem-solving reading strategies and found that Socioeconomic Status was a significant predictor of students' Problem-solving Reading Strategies. Mokhtari and Sheorey (2002) defined problem-solving reading strategies as the actions and processes as well as localised and focused techniques that readers use when they face difficulties in comprehending any text. By employing the problem-solving strategies, the readers may adjust or set their speeds if facing difficulty in reading. It means whenever readers face any difficulty, they may apply different techniques to overcome it such as they may slow down the speed of their reading to comprehend the text, go back to understand anything that is hindering in their learning, stop for a while to review and get the right idea and visualize the ideas to have a better understanding with text. Students with the understanding of all these strategies can overcome their problems in reading better than those who do not know their reading problems and the strategies to overcome them. Problem-solving strategies are very important due to the difficulties every reader faces and he/she requires these strategies to overcome them.

The finding of the current study suggested that higher level of SES predicted higher level of Problem-solving Strategies for reading. The real issue that students with low SES face lack of facilities such as better schools, fully equipped and well-maintained libraries, well trained teachers, educated parents, supportive family environment and access to reading material. As a result, they do not have proper knowledge of these reading strategies. The results are self-reporting the cause of the issue that students with no or less facilities for learning are facing the lack of reading strategies.

Conclusion

The study also investigated the effect of Socioeconomic Status (SES) on students' metacognitive awareness of reading strategies (MARS). The students who have higher SES level find guidance at their houses as well as their educational institutes regarding reading strategies. The teachers-training to spread awareness of reading strategies can also be helpful. Similarly, the study explored SES as a significant predictor of students' reading strategies separately which include support reading strategies, global reading strategies and problem-solving reading strategies. For the development of support reading strategies, parents' education and family income and the assistance provided by educational institutions play significant role. Therefore, the learning of students mainly depends upon their family income and parents' education. The students require support material such as extra books, notebooks, dictionaries, computers, tabs and others to acquire support reading strategies and the low SES students face lack of these support material. These strategies require proper guidance and trainings, and well-educated and properly trained teachers can provide proper guidance about them. Parents with high SES level admit their children to the expensive educational institutions where highly educated and trained teachers provide education whereas middle and lower class cannot afford such schools. As a result, low SES students cannot get such opportunities to learn these reading strategies. Therefore, the family environment, parents' educational and financial positions play an important role in the development of reading strategies including support reading strategies.

Moreover, Socioeconomic Status has a significant effect on global reading Strategies. The result indicated that students having high SES were more conscious about deciding the purpose, selection and understanding of text than the students having low SES backgrounds.

Students who get reading and learning environment at home, educated and financially stable parents to support as well as highly qualified and well-trained teachers to train them may learn the purpose of reading and employing other techniques in reading such as how to select a material and assess it on the basis of objective and understand the highlighted important points while reading. Students with high SES find opportunities to read according to the purposes since their school days. They are given different assignments or research projects for which they read different material. Their parents help them in deciding how to choose and what to choose. Thus, they learn how to recognize the required material within text and how to mark, underline, highlight them to memorize and use. All these strategies require guidance that they find from their parents, teachers and siblings.

Like other reading strategies, socioeconomic status proved to be significant predictor of students' problem-solving strategies. Students with high SES level find many books or other reading material around. Their family environment supports them in acquiring reading habits since their early years of studies. While reading they come across different problems and they start recognizing them and identifying the need to use different strategies to overcome them such as adjusting their pace of reading, going back and forth to get the right meaning of the text. In contrast, students with low SES face the lack of educational facilities such as better schools, fully equipped and well-maintained libraries, highly educated teachers and parents, family environment and access to the learning and reading material. As a result, they do not have proper knowledge of these reading strategies.

Recommendations

Based on the findings and literature review, the study recommends the following for the betterment in the condition of reading:

The study suggests that administrations of educational institutions should pay more attention to train teachers for motivating and guiding students to acquire reading strategies and reading habits. The administration should ensure campus libraries fully equipped with the latest editions of books, journals and a free access to e-books so that the poor student's could get opportunities to read books easily. Moreover, The educational institutes should provide some counseling and career guidance to the students specially the underprivileged students. The low SES students may also get some training for MARS from their educational institutions which they cannot get from their families.

Teachers should play their roles in motivating students to read books and in encouraging them to have reading strategies by boosting up their confidence to face and overcome the difficulties related to reading. They should design activities to provide students more and more opportunities to learn and acquire the reading strategies. Teachers may train them by giving assignments and activities based on MARS for this purpose. The teachers should plan training sessions for students to get reading strategies. As the current study explored a significant effect of SES on MARS thus, teachers should plan to focus the low SES students to develop and enhance their reading strategies.

The students should understand the importance of reading for their own benefits. They should be able to realize the fact that reading is not only necessary to score points in exams. They can learn the reading strategies through reading different books or articles, and by watching YouTube videos.

The government should build high quality schools, colleges and universities with fully equipped modern libraries where the underprivileged students may have an encouraging environment for reading.

Teacher-training curriculum should be revised to focus more on enhancing their teaching methodologies for making students avid readers with better reading strategies and higher level of motivation for reading. Similarly, the government should also plan to educate poor parents the ways to motivate their children to read and excel in the life. The government should give subsidies on printed and electronic books to enhance the reading motivation and reading practices among poor students.

For enhancing reading culture in society, NGOs should start some movement. They should motivate well-off people to donate some money and books for the needy students. They may develop some online system for providing books to the needy students.

. The parents who are educated can easily guide and motivate their children, but the problem rises for uneducated or less educated parents as they lack knowledge and confidence. They should maintain a proper reading environment at home by facilitating their children with interesting books, magazines, and newspapers. At the same time, they should restrict them from too much use of cell phone, internet, and social media. The underprivileged parents can take their children to some educated people for better guidance and inspiration so that students may get some reading strategies.

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