Metacognition and re-enforced learning are positively correlated. The more the learner is asked academic questions related to his/her area of study, the more the learner is asked about issues surrounding their environments and their applications within their environments, the more they perform better. As part of reinforcement learning, this improves their metacognition and problem solving abilities in class.

As part of the larger student population in class, the instructor is supposed to classify and range each student in accordance with their learning abilities and skills. Classification and clustering helps the learners to learn from other leaners who are ahead of them. Some of the metacognitive abilities are learned through observation.

Whereas some of the metacognitive abilities hidden deep inside an individual, it takes keen instructions and training to unearth them. Through innovation and innovating activities these talents can be brought to the surface of performance through enhanced motor activities

Learning institutions are supposed to embrace activities and extra-curricular engagements among students that will arouse their meta-reflexes. Through this, students are able to associate these reflexes and patterns surrounding their applications. As students engage their motor reflexes in these activities, their performance in class work is also improved consequentially.

**Summary and conclusions**

Learning and development go in tandem. There is a close relationship between the environment that an individuals in and what they observe. Correct enhancement of meta-cognitive skills require that the items that stir visual, smell, hearing and physical activities are all engaged to enhance the learning of an individual. Some of the metacognitive skills and abilities take time to sprout and so may require continuous reinforced learning and training to be realised.