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A Study on Metacognitive Awareness among Secondary School Students of Arunachal Pradesh: A Micro Study

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Abstract

Education prepares the child to grow and it helps them to socialize with each and every member of the society. Also it prepares child as a lifelong learners so it is very essential to developed skill education so that they can know their own weakness and strength and able to fight by them from removing all weakness from them. It increases self confidence as they can control their own activities. Metacognitive learning is an independent learning strategy in every age group as it develops self reflecting among them. It improves learning abilities, remembering things easily and achieving their own goals. To know oneself metacognition is very essential and it help the child to develop in a critical manner and it also help to develop personality of a child and develop creativity among them. Learners often show an increase in self confidence when they build metacognition skills. Self efficiency improves motivation as well as learning success. Metacognition improves the learning ability, retention as well as the achievement of the students. The regular activities of a classroom should be made in such a way that it encourages a reflective and strategic stance towards learning. In this present study the researchers will tried to study the metacognitive awareness among the secondary school students of Arunachal Pradesh.

Keywords: Metacognitive awareness, Secondary school students, Gender, Locality, Learning abilities

1. Introduction

The term metacognitive comes from the greek root word‘’Meta’’ meaning ‘’beyond’’ and the latin word ‘cognoscere’ meaning ‘getting to know’. In simple terms Metacogntive means ‘thinking beyond thinking’ or ‘knowing about knowing’. Metacogntive helps to understand oneself that is it makes aware of one own identity. ‘How much he she knows’ or ‘how much he she don’t know’. This concept was developed by American developmental psychologist Jhon Flavell in (1979) according to him ‘metacognition is the knowledge you have of your own cognitive process (your thinking). Metacognition is a concept that is becoming increasingly popular in education. It is totally a inner drive. It can takes place during any phase of the lesson and works best when students are regularly exposed to this way of thinking. It plays a critical role in successful learning and it is important for both students and teachers.

Metacognition is the process which helps the students to know their own weaknesses and strength which is beneficial for them. It develops critical thinking and creates critical awareness among them. For effective and successful learning metacognition helps a lot. Through this process one can solve their own problems. It is being aware of your own thinking.

Metacognition is self regulating process as it considered as highest form of thinking. One should use metacognition while studying then only they can learn easily and their learning remain permanent and from this they can use their own thinking’s. Metacognition is totally a internal process

Metacognition is a mind mapping process as it develops students self confidence and develop their intellectual side. Through metacognition one can challenge current new learning by their own self made questioning. Research says that one who is skilled in metacognition they can use more strategic and show their performance better than those who are unaware. Metacognition helps the students to accept the new challenges and enable the student to think by their own way. Through metacognition one can use their own brain. Metacognitive awareness means being aware of ‘how you think’. Good metacognition thinker is also good intentional learners. That is they able to learn the think in a proper way by understanding all the thinks and it also help the learning permanent. It has an active control over the cognitive process engaged in learning. It helps the students to do their work independently and in a flexible manner. Metacognitive plays significant role in successful learning .Metacognition also improves with appropriate instruction with empiral evidence supporting the notion that students can be taught to reflect on their own thinking. Metacognition is not directly observable.

The secondary stage of education is very crucial for the academic career of the students. In this stage the students started to decide their own academic career based on their interest and ability. After secondary stage of education the students proceed towards their choice stream for further education.

2. Rationale of the Study

Education prepares the child to grow and it helps them to socialize with each and every member of the society. Also it prepares child as a lifelong learns so it is very essential to developed skill education so that they can know their own weakness and strength and able to fight by them from removing all the weakness from them. It increases self confidence as they can control their own activities. The secondary stage of education deals with

the adolescent students who are facing rapid physical and emotional development. This stage of education is a deciding stage for the further career building of the students in academic field. Metacogntive learning/knowledge is an independent learning strategy in every age group as it develops self reflection among them. It improves learning abilities, remembering things easily and achieving their own goals. To know oneself metacognition is very essential and it help the child to develop in a critical manner and it also help to develop personality of a child and develop creativity among them .Learners often show an increase in self confidence when they build metacognition skills. Self efficiency improves motivation as well as learning success. Metacognition improves the learning ability, retention as well as the achievement of the students. The regular activities of a classroom should be made in such a way that it encourages a reflective and strategic stance towards learning.

Statement of the Problems

The statement of the problem is '**A Study on Metacognitive Awareness among Secondary School Students of Arunachal Pradesh: A Micro Study'**

3. Operational Term Used

- Metacognitive Awareness: - It is known as the 'thinking about thinking', here in this particular study it is assume as the secondary school students awareness about their learning strategy.
- Secondary Schools: - It refers to the schools having Class IX and X standards.

4. Objectives of the Study

a. To compare the level of metacognitive awareness among the secondary school students of Arunachal Pradesh in relation to gender (Male and Female).

b. To compare the level of metacognitive awareness among secondary school students in relation to locality in Arunachal Pradesh.

c. To compare the metacognitive awareness levels among secondary school students of Arunachal Pradesh in relation to Management.

5. Hypotheses of the Study

H01. There is no significant difference between the levels of metacognition awareness among the secondary school students of Arunachal Pradesh in relation to gender.

H02. There is no significant difference between the level of metacognitive awareness among Urban Private and Rural private secondary school students of Arunachal Pradesh.

H03. There is no significant difference between the levels of metacognitive awareness among secondary school students among urban government and rural government school students of Arunachal Pradesh.

H04. There is no significant difference between the levels of metacognitive awareness among secondary school students of Arunachal Pradesh in relation to Management (private and Government).

6. Analysis and Interpretation of the Study

Objective-1: To compare the level of metacognitive awareness among the secondary school students of Arunachal Pradesh in relation to gender (Male and Female).

For realizing the objective 1 of the study the researcher used the collected school of metacognitive awareness among secondary school students of Arunachal Pradesh. The data collected are tabulated and analysis below:

H01. There is no significant difference between the levels of metacognition awareness among the secondary school students of Arunachal Pradesh in relation to gender.

Table No.1: Summary of comparison Between Metacognitive Awareness levels in relation to Gender (Male and Female) of Secondary School Students of Arunachal Pradesh

Groups	N	Mean Scores	SD	SE_D	t-value
Male	111	102.9	11.805	1.4650	3.09
Female	120	107.44	10.34		

Interpretation:

The above table 1 reveal that computed t-value come out to be 3.09 which is greater than the criterion t-value(1.94) at 0.05 school of confidence and (2.60) at 0.01 school of confidence for df 229.The computed t-value (3.09) is significant at both 0.05 and 0.01 school of significance. Therefore, the formulated hypothesis "There is no significant difference between the levels of metacognition awareness among the secondary school students of Arunachal Pradesh in relation to gender" gets rejected.

From this it is understood that there is a significant difference in the levels of metacognition awareness among the secondary school students of Arunachal Pradesh in relation to gender. Also the computation signifies that the female learner (M-107) performed better than the male learners (M-102) according to their respective mean scores which have been shown in the above table no.1.

Objective 2. To compare the levels of metacognitive awareness among secondary school students in relation to locality in Arunachal Pradesh.

H02: There is no significant difference between the level of metacognitive awareness among Urban Private and Rural private secondary school students of Arunachal Pradesh.

Table No.2: Summary of comparison Between Metacognitive Awareness Lvels in relation to Locality (Urban Private and Rural private) among Secondary School Students ofArunachal Pradesh.

Groups	N	Mean Scores	SD	SE_D	t-value
Urban Private	62	98.64	13.75		
Rural private	67	109.6	9.2	2.073	5.28

Interpretation:

The above table 2 reveals that computed t-value come out to be 5.28 which is greater than the criterion t-value (1.66) at 0.05 school of confidence and (2.62) at 0.01 school of confidence for df 127.Therefore computed t-value (5.28) is significant at both 0.05 and 0.01 levels of confidence. Therefore, the formulated hypothesis "There is no significant difference between the level of metacognitive awareness among Urban Private and Rural private secondary school students of Arunachal Pradesh" get rejected. From this it is understood that there is a significant difference in the levels of metacognitive awareness among the secondary school students of Arunachal Pradesh in relation to Locality. Also the computation signifies that the rural private students (M-109.6) performed better than the urban private students (M-98.64) according to their respective mean scores which have been shown in the above table no.2.

Table No.3: Summary of comparison Between Metacognitive Awareness Levels in relation to Locality (Urban Government and Rural Government) among Secondary School Students of Arunachal Pradesh.

Groups	N	Mean Scores	SD	SE_D	t-value
Urban Government	**50**	**102.5**	**9.5**		
Rural Government	**55**	**107.27**	**6.48**	**1.602**	**2.97**

Interpretation:

The above table 3 reveals that computed t-value come out to be 2.97 greater than the criterion t-value (1.96) at 0.05 school of confidence and (2.63) at 0.01 school of confidence for df 103.Therefore computed t- value(2.97) is significant at both 0.05 and 0.01 school of significance.

Therefore, the formulated hypothesis "There is no significant difference between the levels of metacognitive awareness among secondary school students among urban government and rural government school students of Arunachal Pradesh" get rejected.

From this it is understood that there is a significant difference in the school of metacognitive awareness among the secondary school students of Arunachal Pradesh in relation to Locality. Also the computation signifies that the Rural Government students (M-107.27) Perform better than the Urban Government students (M-102.5) according to their respective mean scores which have shown in the above table no.3.

Objective 3. To compare the metacognitive awareness levels among secondary school students of Arunachal Pradesh in relation to Management.

Hypothesis-4: There is no significant difference between the levels of metacognitive awareness among secondary school students of Arunachal Pradesh in relation to Management (private and Government).

Table No.4. Summary of comparison Between Metacognitive Awareness Levels of Secondary School Students of Arunachal Pradesh in relation to Management(Private and Government).

Groups	N	Mean Scores	SD	SE_D	t-value
Private	129	104.625	12.62	1.3939	2.86
Government	105	105	8.634		

Interpretation:

The above table 4 reveals that computed t-value come out to be 2.86 greater than the criterion t-value (1.97) at 0.05 school of confidence. Therefore, the formulated hypothesis "There is no significant difference between the levels of metacognitive awareness among secondary school students of Arunachal Pradesh in relation to Management (private and Government)" get rejected. Further the table claimed that both government and private secondary school students are having almost same metacognitive levels.

7. Conclusion

The secondary education is the main education as after this the students have to faces real word. In this 21st century world is changing very rapidly the main work of the teachers and parents is to develop skills which is beneficial for them and that skill will not become obsolete. Metacognitive awareness are very much needed in this 21st century as it help the students to take their own decision and also their thinking process will become high and they can easily cooperated with this changing world. Metacognitive awareness foster the development of good thinkers who are successful problem solves and lifelong learners. Teachers should develop some project where students have to find their solution in this way the students can identify their own strength and strategies and also help the student to remain their study for long period of time.

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