METACOGNITIVE SKILLS AMONG THE B.ED TRAINEES OF DHEMAJI DISTRICT OF ASSAM

Bhagyashree Das

Abstract

The present piece of work has been carried out to explore the metacognitive skills among the B.Ed. trainees of Dhemaji district, Assam. In addition significant difference in regard to gender and locality of the B.Ed trainees has also studied. All the B.Ed. trainees of B.Ed. trainees comprise the population and the sample consists of 100 B.Ed. trainees of 4th semester selected purposively. For data analysis, mean, standard deviation and t-test has been employed and the results revealed that the B.Ed. trainees have average level of metacognitive skills. Significant difference was found in regard to gender and no significant difference was found in regard to their locality.

Keywords: Metacognition, B.Ed Trainees, Gender, Locality.

PhD Scholar, Rajiv Gandhi University, Arunachal Pradesh

Email: bhagyashreedas799@gmail.com

Introduction

Metacognition is the ability of a person to reflect his/her process of thinking as well as learning. It enables an individual to make proper use of his learning skills, be creative, productive in every kind of situation. In other words it is related to the person's ability to understand the process of his own cognition. A person who is capable of knowing how the knowledge has been acquired, what are its sources, what steps have been involved and what thinking process were involved, what the difficulties that occurred and what strategies were used tackle it, can be said to have metacognitive awareness, skills or abilities. It is the ability that helps an individual to reflect upon his own learning, as how he has learnt. With metacognitive skills the learner is not only aware of his own learning process but also have the confidence and ability to apply the skills and knowledge to different situations. The learner with metacognitive skill is a life-long learner, creative and more equipped with problem solving skills.

Review of related literatures

The past studies of **Pradhan and Das (2021), Maneesha and Ahmad (2021), Rasool and Bhat (2020), Gupta and Suman (2018), Kalita and Sonowal (2017), Gupta and Suman (2017)** have been reviewed and it was observed that metacognitive awareness, metacognitive skills have been explored among the secondary, undergraduate learners, student-teachers, university level students, etc. The demographic variables like gender, settlement, locality of the institutions, stream, etc has also been studied. Studies also found that academic achievement is highly influenced by metacognition. By reviewing the related literatures it is known that no such studies have been conducted on the B.Ed. trainees of Dhemaji district of Assam. Hence, the investigator has developed interest to study metacognitive skills among the B.Ed. trainees of Dhemaji district.

Significance of the Study

Teachers are the crucial part of an education system and their knowledge, skills, values is critical for the upliftment of a society. Again, the teacher education institutions are responsible for imbibing those values, skills, and knowledge among the trainees that are required in their real filed of teaching. National Education Policy (NEP) 2020 has given emphasis on the assessment of students on the basis of their Higher Order thinking skills, which will assess their competency and not their rote memorization skills. Moreover, the previous studies have also established the importance of metacognitive skills in enhancing the academic performance of the student-teachers. So, finding out the metacognitive skills will be beneficial, as the concerned authority will know about their possession of metacognitive skills, and accordingly be able to design the B.Ed. programme. So for effective teaching-learning, assessment of students, improvement of curriculum and for the promotion of higher order thinking skills, this study of finding out the Metacognitive skill of the B.Ed. trainees is necessary.

Objectives of the Study

1. To find out the level of metacognitive skills among the B.Ed. trainees.
2. To find out the significant difference in metacognitive skills of the B.Ed. trainees with regard to gender.
3. To find out the significant difference in metacognitive skills with regard to locality of the B.Ed. trainees.

Hypotheses of the Study

1. There is no significant difference in metacognitive skills between male and female B.Ed. trainees.

2. There is no significant difference in metacognitive skills between B.Ed. trainees of urban and rural area.

Population and Sample

The population of the study consists of all the B.Ed. trainees of Dhemaji district of Assam, which is 200 B.Ed trainees of both the semesters. For the selection of sample 4th semester B.Ed trainees have been selected through purposive sampling technique. In 4th semester of the B.Ed course the trainees need to be involved in practice teaching and community engagements, hence the investigator selected B.Ed. trainees of 4th semester purposively as the sample of the investigation. Thus the sample comprises of 100 B.Ed. trainees.

Tool Used

For the collection of data the investigator used Metacognitive Skills Scale by Gupta and Suman (2017). The scale has four dimension- planning, implementation, monitoring and evaluation skill. 42 items are there in the full scale and for validity item analysis and expert's opinion was considered. In test-retest method reliability co-efficient is 0.76 and split half method the reliability co-efficient is 0.94.

Data Analysis

For the analysis of the data descriptive statistics like mean, standard deviation has been used and inferential statistics i.e. t-test has been employed. The investigator took help of SPSS and the result is interpreted below:

Objective 1: To find out the level of metacognitive skills among the B.Ed. trainees.

Table 1: Norms for Metacognitive Skills Scale		
Sl No.	Range of Raw Scores	Levels
1	202 & above	Very High
2	183-201	High
3	164-182	Above Average
4	138-163	Average
5	119-137	Below Average
6	100-118	Low
7	99 & below	Very Low

The mean score of the B.Ed. trainees found out to be 160.66 and it lies in the average category as per the norms table 1. So, we can say that the metacognitive skills level of the B.Ed. trainees is **average**.

Objective 2: To find out the significant difference in metacognitive skills of the B.Ed. trainees with regard to gender.

Hypothesis 1: There is no significant difference in metacognitive skills between male and female B.Ed. trainees.

Table 2: Calculation of T-test with regard to gender							
Gender	**N**	**Mean**	**S.D.**	**SEd**	**df**	**'t'**	**Remark**
Male	43	170.91	11.74	4.67	98	3.84	Significant
Female	57	152.93	28.86				

From the table 2 it can be seen that the calculated 't' value (3.84) is greater than the table 't' value (1.98) at 0.05 level of significance for two tailed test and degrees of freedom 98. Thus, there exists a significant difference in metacognitive skills between the male and female B.Ed. trainees. Hence, hypothesis 1 stating that there is no significant difference in metacognitive skills between male and female B.Ed. trainees is **rejected**.

Objective 3: To find out the significant difference in metacognitive skills with regard to locality of the B.Ed. trainees.

Hypothesis 2: There is no significant difference in metacognitive skills between B.Ed. trainees of urban and rural area.

Table 3: Calculation of T-test with regard to their locality							
Locality	**N**	**Mean**	**S.D.**	**SEd**	**df**	**'t'**	**Remark**
Urban	30	158.73	17.54	5.41	98	0.51	Not Significant
Rural	70	161.49	27.26				

From the table 3 it can be seen that the calculated 't' value (0.51) is less than the table 't' value (1.98) at 0.05 level of significance for two tailed test and degrees of freedom 98. Thus, there does not exist a significant difference in metacognitive skills between the B.Ed. trainees of urban and rural area. Hence, hypothesis 2 stating that there is no significant difference in metacognitive skills between B.Ed. trainees of urban and rural area is **accepted**.

Conclusion

From the study it can be concluded that the B.Ed. trainees of Dhemaji district have average level of metacognitive skills. The Teacher Education Institutions and the concerned authority should focus on designing programmes to enhance their reflective thinking, planning, monitoring skills, etc. Results reveal that the male trainees are better in their metacognitive skills in compared to their female counterpart. So, emphasis should be paid on developing the metacognitive skills among the female B.Ed. trainees. Further studies can be conducted on different levels of education like secondary level, university level, graduate level, etc.

Reference

Goli, Z., et. Al. (2016). Effect of Metacognitive Skills Training on Metacognitive Awareness, Self-Efficacy and Academic Achievement of University Students. *International Archives of Health Sciences. 3*(4), 171-177. https://www.researchgate.net/publication/343097698_Effect_of_Metacognitive_Skills_Training_on_Metacognitive_Awareness_Self-Efficacy_and_Academic_Achievement_of_University_Students

Gupta, M., & Suman. (2017). Meta-cognitive Skills and Learning & Thinking Style: Predicting Academic Achievement among School Students. *International Journal of Advance Research, 6*(11), 46-59. https://garph.co.uk/IJARMSS/Nov2017/4.pdf

Gupta, M., & Suman. (2018). Metacognitive Skills: An analysis of their influence on academic achievement among school students. *Shikshan Anveshika, 8*(1), 11-24. http://dx.doi.org/10.5958/2348-7534.2018.00002.8

Jaleel, S., & Premachandran, P. (2016). A Study on the Metacognitive Awareness of Secondary School Students. *Universal Journal of Educational Research, 4*(1), 165-172. https://files.eric.ed.gov/fulltext/EJ1086242.pdf

Kalita, M., & Sonowal, M. (2017). Metacognitive Awareness and Academic Achievement of Higher Secondary Level Science stream students of Dibrugarh district, Assam. *International Education and Research Journal, 3*(6), 76-79. http://ierj.in/journal/index.php/ierj/article/view/1092

Maneesha & Ahmad, J. (2021). A Study on Metacognitive Skills among Senior Secondary Students in Relation to Subject Stream and Various Demographics. *Scholarly Research Journal for Interdisciplinary Studies, 8*, 15017-15028.

https://oaji.net/articles/2021/1174-1628509219.pdf

Rasool, R., & Bhat, M. (2020). Metacognitive Skills: An Empirical Study on Undergraduate Students of Kashmir Valley. International Journal of Advance Research in Science and Engineering, 9(2), 40-47. https://www.researchgate.net/publication/342476236_Meta-Cognitive_Skills_An_Empirical_Study_on_Undergraduate_Students_of_Kashmir_Valley

Schellings, G.L. M., Van Hout – Wolters, et al. (2013). Assessing Metacognitive activities: the in-depth Comparison of a Task-Specific Questionnaire with Think-aloud Protocols. *European Journal of Psychology of Education, 28,* 963-990. https://doi.org/10.1007/s10212-012-0149-y

Sawhney, N., & Bansal, S. (2015). Metacognitive Awareness of Undergraduate Students in Relation to their Academic Achievement. The International Journal of Indian Psychology, 3(1), 107-114. http://dx.doi.org/10.25215/0301.136

Veenman, & Bernadette. (2006). *Metacognition and Learning: Conceptual and Methodological Consideration.* https://fdocuments.in/document/metacognition-and-learning-conceptual-and-methodological-nschwartzveenman.html