

Metacognition of B.Ed. students in relation to their attitude towards teaching.

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ABSTRACT

The primary concern of the present study is to describe the relationship between metacognition and attitude towards teaching. A sample of 200 adolescents studying in 12th class was taken for the present study from different senior secondary school of Fazilka district. In order to test the hypotheses teacher attitude inventory by Dr. S P Ahluwalia and Metacognition inventory by Punita Govil was used. It is inferred from the results that there is no significant relationship between metacognition and attitude towards teaching. There is significant relationship between metacognition and attitude towards teaching for male B.Ed students. There is no significant relationship between metacognition and attitude towards teaching for female B.Ed students. There is no significant relationship between metacognition and attitude towards teaching for urban B.Ed students. There is significant relationship between metacognition and attitude towards teaching for rural B.Ed students. There is not significant difference between metacognition male and female B.Ed students. There is significant difference between attitude towards teaching male and female B.Ed students.

INTRODUCTION

The world is spinning round and round. Right from the field of astronomical researchers to the field of agriculture, tremendous improvement have been observed. In this competitive world each individuals strives for excellence in one field or the other. As an impact frustration is developed in each and every person. Cognitive abilities are those which are unique to each individual. Every human being is blessed with a specific mental factuality. In the present scenario, the concept of understanding is lagging behind when compared to rote memory. Students are suppressed and confined to abstract matter. Without understanding of the real concepts, memory is the retention of information over time. Educational physiologist study how information is initially placed or encoded and how it is found or retrieved for a certain purpose later. Today, educational psychologist emphasize that it is important not to view memory in terms of how children add something to it, but rather, to underscore how children actively construct their memory. Thus a new emerging concept Meta cognition is highly imperative for the teacher as well as the taught.

METACOGNITION

Metacognition refers to awareness of one's own thoughts. It has recently become a popular topic for theorizing and empirical research and is of interest because it implies that models of teaching might be divided leading to more effective learning. In general, Meta cognition is thinking about thinking. Metacognition is defined as cognition about or knowing about knowing. It comes from the root word 'Meta' meaning beyond. This higher level cognition was given the label Meta cognition by American developmental psychologist John Flavell(1979). The term Metacognition literally means cognition about cognition, or more informally thinking about thinking. Flavell defined metacognition as knowledge about cognition and control of cognition. Metacognition also think about one's own thinking process such as study skills, memory capabilities, and the ability to monitor learning. This concept needs to be explicitly taught along with content instruction. It can take many forms. It includes knowledge about when and how to use particular strategies for learning or for problem solving. There are generally two components of Meta cognition: knowledge about cognition and Meta memory. Knowing about memory and mnemonic strategies is an especially important from of meta cognition in meta cognitive processing, but these across culture have not been widely studied but could provide better out comes in teachers and students.

Flavell (1976) see metacognition as the cognitive process or outcomes of individuals or the knowledge of anything about them.

Brown, Campione and Barley (1979) defined it as the control processes in which active learners perform various cognitive activities.

Brown (1980) Metacognition includes the capabilities such as the estimation of one's own mental activities, planning monitoring and evaluation.

ATTITUDE TOWARDS TEACHING

Attitude is a mental state of readiness. It is more or less a permanent enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way to any subject or situation with which it is related. Morgan holds that attitudes are literally mental postures, guide for conduct in which each new experience is flaked before response is made. Allport observes that an attitude is a mental and neural state of readiness, organized through experience, exerting a direct or dynamic influence upon the individual's response to all objects and situations with which it is related. Attitude towards teaching is an enduring perceptual organization of teacher's belief and learned tendency to react favorably to different degrees, which determine his actual or potential response towards teaching. A positive and favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavorable attitude makes the teaching task harder, more tedious and unpleasant.

ACCORDING TO THURSTONE(1946) An attitude is the sum of man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, threats and convictions about any specified topic. Attitude is a relatively enduring belief or opinion that predisposes people to respond in a positive, negative or ambivalent way to person, object or idea.

ACCORDING TO VERMUNT AND VERSCHAFFEL (2000) Attitude towards teaching means a person's feelings, behaviors and commitment to the professions or job. If the teacher has positive attitude then it is sure that his performance will be better and his efforts will be fruitful.

REVIEW OF RELATED STUDIES

Emimah (2011) Examined the influence of metacognition and self esteem on teaching competency of prospective teachers. The investigator adopted the survey method in the study. The result revealed significant influence of metacognition and self esteem in teaching competency of prospective teachers. No significant difference exists in self esteem of prospective teachers with respect to their age, gender, qualification, type of management, language of institution, location of college, parents' annual income and parents' occupation. **Narang & Saini(2013)** Conducted a study on Metacognition and Academic performance of rural adolescents. The study was carried out in rural schools of Block-I Ludhiana District. The sample comprised of 240 rural adolescents equally distributed over four Grades (7, 8, 9 and 10th), two sexes and two economic groups i.e. Middle and low socio-economic groups. Metacognitive skill subjects were assessed using a self structured questionnaire adapted from Metacognitive inventory and Metacognitive awareness. Results revealed that the major proportion of subjects with high level of metacognition also performed above average in academics. Further analysis depicted that both the components of cognition significantly contributed towards the academic performance of the adolescents. **Kiaei (2014)** Examined the relationship between metacognition, self actualization and well being among university students. This non experimental correlational study examined the relationships among self actualization, well being and metacognition. Need satisfaction and non-satisfaction were also tested as mediators in the relationship between metacognition and

self actualization. A battery of paper and pencil self report measures was administered to a sample of undergraduate and graduate student in a Public University in south florida. Correlation and hierarchical regression analysis and structural equations modeling for mediational analysis were used to test the hypotheses. The result shows that students with higher level of metacognitive competence were more likely to demonstrate higher level of need satisfaction, non defensiveness, self actualization and well being.

EMERGENCE OF THE PROBLEM

Everybody know meta cognitive strategies enable thinking processes and accelerate the thinking in good and correct manner to solve the problem easily, so this is needed for teachers as well as students. Cognition is a universal language of thought processes. Learners should be surrounded by construction and lovely things so that their cognition will continue to grow and deepen. One of crises that grips every teacher trainee is the inability to control and structure the cognitive processes in teaching and learning. The information processing approach of Metacognition has a influence over the learners' thinking process. In Meta cognition individual learners are made to confront with realities and are exemplified with self modification strategies in which information processing is associated with one of the affective domain function of attitude towards teaching. This accounts for the reason for instituting the present research into the relationship between metacognition and attitude towards teaching.

STATEMENT OF THE PROBLEM

Metacognition of B.Ed. students in relation to their attitude towards teaching.

OBJECTIVE OF THE STUDY

To find relation between metacognition and attitude towards teaching scores for secondary school teachers.

1. To find relation between metacognition and attitude towards teaching scores for male secondary school teachers.
2. To find relation between metacognition and attitude towards teaching scores for female secondary school teacher.
3. To find relation between metacognition and attitude towards teaching scores for urban secondary school teachers.
4. To find relation between metacognition and attitude towards teaching scores for rural secondary school teachers.
5. To compare metacognition of male and female secondary school teachers.
6. To compare attitude of male and female secondary school teachers towards teaching.

HYPOTHESES

1. There exists significant relation between metacognition and attitude towards teaching scores for secondary school teachers.
2. There exists significant relation between metacognition and attitude towards teaching scores for male secondary school teachers.
3. There exists significant relation between metacognition and attitude towards teaching scores for female secondary school teachers.
4. There exists significant relation between metacognition and attitude towards teaching scores for urban secondary school teachers.
5. There exists significant relation between metacognition and attitude towards teaching scores for rural secondary school teachers.
6. There exists no significant difference in metacognition of male and female secondary school teachers.
7. There exists no significant difference in attitude of male and female secondary school teachers towards teaching.

DESIGN OF THE STUDY

Present investigation employed survey method in order to collect data for present study. The primary concern of the present study was to describe the relationship between metacognition and attitude towards teaching.

SAMPLE OF THE STUDY

A sample of 200 adolescents studying in 12th class was taken for the present study from different senior secondary school of Fazilka district.

TOOLS USED

In order to test the hypotheses the following tools has been used

1. TEACHER ATTITUDE INVENTORY BY DR. S.P. AHLUWALIA
2. Metacognition inventory by Punita Govil(2003).

STATISTICAL TECHNIQUES USED

In the present investigation K-S test was used to check normality of data, product moment correlation will be used to find out correlation between variables and 't test' were used to see the significant difference among groups. The data consists of scores of Meta cogution and attitude towards teaching of B.Ed students.

1. K S Test was used to check the normality of data.
2. Pearson product moment correlation was calculated to find out the relationship between :-
 - a) Meta cogution and Attitude toward teaching.
 - b) Meta cogution and attitude of male B.ed students towards teaching.
 - c) Meta cogution and attitude of urban B.ed student towards teaching.
 - d) Meta cogution and attitude of rural B.ed student towards teaching.
 - e) Meta cogruition and attitude of rural B.ed students towards teaching.
3. T-ratio between :-

- a) Meta cogution male and female B.ed students.
 b) Attitude of male and female B.ed students

CONCLUSIONS

1. Coefficient of correlation between Metacognition and Attitude towards teaching B.Ed students.

Sr. No.	Variables	N	R	Level of significance
1.	Metacognition	200	0.14	Not Significant
2.	Attitude towards teaching	200		

It is inferred from the results that there is no significant relationship between metacognition and attitude towards teaching. So hypothesis-1 “There exists significant relation between metacognition and attitude towards teaching scores for B.Ed students” is rejected.

- II. Coefficient of correlation between Metacognition and Attitude towards teaching for male B.Ed students.

Sr. No.	Variables	N	R	Level of significance
1.	Metacognition	100	0.148	Significant at 0.05 level.
2.	Attitude towards teaching	100		

It is inferred from the results that there is significant relationship between metacognition and attitude towards teaching for male B.Ed students. So hypothesis-2, “There exists significant relation between metacognition and attitude towards teaching scores for male B.Ed students”, is accepted.

- III Coefficient of correlation between Metacognition and Attitude towards teaching for female B.Ed students.

Sr. No.	Variables	N	R	Level of significance
1.	Metacognition	100	-0.08	Not significant
2.	Attitude towards teaching	100		

It is inferred from the results that there is no significant relationship between metacognition and attitude towards teaching for female B.Ed students. So hypothesis-3, “There exists significant relation between metacognition and attitude towards teaching scores for female B.Ed students”, is rejected.

- IV. Coefficient of correlation between Metacognition and Attitude towards teaching for Urban B.Ed students.

Sr. No.	Variables	N	R	Level of significance
1.	Metacognition	100	-0.067	Not significant
2.	Attitude towards teaching	100		

It is inferred from the results that there is no significant relationship between metacognition and attitude towards teaching for urban B.Ed students. So hypothesis-4, “There exists significant relation between metacognition and attitude towards teaching scores for urban B.Ed students”, is rejected.

V Coefficient of correlation between Metacognition and Attitude towards teaching for Rural B.ed students.

Sr. No.	Variables	N	R	Level of significance
1.	Metacognition	100	0.20	Significant
2.	Attitude towards teaching	100		

It is inferred from the results that there is significant relationship between metacognition and attitude towards teaching for rural B.Ed students. So hypothesis-5, “There exists significant relation between metacognition and attitude towards teaching scores for rural B.Ed students”, is accepted.

VI **t-ratio between mean scores of Metacognition of male and female B.ed Students.**

Sub Sample	N	Mean	S.D	SED	t-ratio	Significance
Male	100	80.61	9.73	1.27	1.49	Not Significant
Female	100	82.5	8.16			

It is inferred from the results that there is not significant difference between metacognition male and female B.Ed students. So hypothesis-6 “There exists no significant difference in metacognition of male and female B.Ed students” is accepted.

VII **t-ratio between mean scores of Attitude towards teaching male and female B.Ed Students.**

Sub Sample	N	Mean	S.D	SED	t-ratio	Significance
Male	100	213.73	43.31	5.69	2.45	Significant at 0.05 level.
Female	100	227.7	36.96			

It is inferred from the results that there is significant difference between attitude towards teaching male and female B.Ed students. So hypothesis-7 “There exists no significant difference in metacognition of male and female B.Ed students” is rejected.

SIGNIFICANCE OF THE STUDY

Study will be of much significance as this will help the teachers to know his/her personal knowledge which is understanding of one’s own capabilities. It will help the teachers in memory monitoring, self regulation, meta reasoning, auto consciousness, these capacities will be used to regulate their own cognition, to maximize one’s potential to think, learn and to the evaluation of proper ethical/Moral rules. This relationship is the domain of interest of emergent systemic. It is studied in the domain of artificial intelligence and modeling and lastly findings from this research can be applied to the other areas of applied research.

SUGGESTIONS FOR FURTHER STUDY

1. The present study covers representative sample of B.Ed students from fazilka district only . The study may be replicated on a larger sample in order to get better understanding of variables under study.
2. Only two correlates of metacognition and attitude towards teaching have been taken, it would be desirable to take up more variables .
3. Instead of conducting the research on metacognition, sample may be drawn from students of different age groups.

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