ABSTRACT

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Metacognition” is often simply defined as “thinking about thinking.” In actuality, defining metacognition is not that simple. Although the term has been part of the vocabulary of educational psychologists for the last couple of decades and the concept for as long as humans have been able to reflect on their cognitive experiences, there is much debate over exactly what metacognition is. The study of metacognition has provided educational psychologists with insight about the cognitive processes involved in learning and what differentiates successful students from their less successful peers. So metacognition plays a key role in student’s cognitive and overall development. The problem solving ability and self-esteem of students directly influence the metacognition of the students. The present study titled “METACOGNITION AMONG SENIOR SECONDARY STUDENTS IN RELATION TO THEIR PROBLEM SOLVING ABILITY AND SELF-ESTEEM”, attempted to find out the effect of problem solving ability and self-esteem on metacognition. Main objectives of the study were to find out the relationship between metacognition and problem solving ability and metacognition and self-esteem among senior secondary students. Further the objectives of the study were to find out the significant difference among male & female and rural and urban senior secondary students regarding metacognition, problem solving ability and self-esteem. To attain the objectives null hypotheses were framed. Descriptive survey method of research was used in executing the present study. The investigator went through the sample of 320 senior secondary students studying in various senior secondary schools of district Jhajjar of Haryana. In order to keep to study manageable enough, a stratified random sampling procedure adopted in the study. The tools selected by the investigator for collecting authentic information from the respondents were: (i) Meta Cognition Inventory (MCI) by Punita Govil (2003); (ii) Problem Solving Ability Test (PSAT-d) by L. N. Dubey (2006) and (iii) Self-Esteem Inventory (SEI) by G.P. Thakur (1989). In order to
interpret the data were analyzed with the help of Karl Pearson Product Moment Correlation and ‘t’ test. The findings of the study revealed that (i) there is a positive and significant correlation between metacognition and problem solving ability; (ii) a positive and significant correlation found between metacognition and self-esteem; (iii) the urban students have more metacognition in comparison to rural senior secondary students; (iv) male students have more metacognition in comparison to female senior secondary students; (v) students having high problem solving ability have more metacognition in comparison to the students having low problem solving ability; (vi) students having high self-esteem have more metacognition in comparison to the students having low self-esteem; (vii) male students having high problem solving ability have more metacognition in comparison to the male students having low problem solving ability; (viii) female students having high problem solving ability have more metacognition in comparison to the female students having low problem solving ability; (ix) male students having high self-esteem have more metacognition in comparison to the male students having low self-esteem; (x) female students having high self-esteem have more metacognition in comparison to the female students having low self-esteem; (xi) rural senior secondary students having high problem solving ability have more metacognition in comparison to the rural senior secondary students having low problem solving ability; (xii) urban senior secondary students having high problem solving ability have more metacognition in comparison to the urban senior secondary students having low problem solving ability; (xiii) rural students having high self-esteem have more metacognition in comparison to the rural students having low self-esteem; and (xiv) urban students having high self-esteem have more metacognition in comparison to the urban students having low self-esteem.