ABSTRACT

This research paper emphasizes the Metacognitive Awareness and Academic Self-Concept among the high school students of class eight in Sangareddy town, Telangana, India. In this research, Null hypothesis was formulated, Two standardized tool were used: Metacognitive Awareness Index Scale (Shraw and dennison-1994) and Academic Self Concept Scale [ASCS] developed by Reynolds, et al., (1980), Descriptive and inferential statistics were applied, Normality of sample Tested, final sample was taken 163 with simple random sampling technique was used in this study. According to Correlational Study, research finding is a positive correlation between academic self-concept and metacognitive awareness among the class 8th students in the study area.

Keywords: Metacognitive Awareness, and Academic Self-Concept

INTRODUCTION

How do children think? How do they think about their own thinking? Do they reflect on what they think and understand? Is there any relation between Metacognitive Awareness and Academic Self-Concept? In this study, the phrase “educational perspective” is delimited to academic self-concept. Metacognition was popularized by John Flavell (1979). It consists of both knowledge of metacognition and metacognitive experiences or regulation of cognition. Metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. He divided the idea of metacognitive knowledge into three categories: knowledge of person variables, task variables and strategy variables.

Therefore, Metacognition is a complex idea and multi dimensional phenomenon. Flavell coined the term ‘metacognition’ to mean “knowledge and cognition about cognitive phenomena,” or more simply “thinking about thinking”. Metacognition is thinking about thinking, knowing "what we know” and "what we don't know.” Just as an executive's job is management of an organization, a thinker's job is management of thinking. The basically his idea of metacognitive strategies such as Connecting new information to former knowledge, Selecting thinking strategies deliberately, and Planning, monitoring and evaluating thinking processes.

Metacognitive environment encourages awareness of thinking, and also higher order thinking capacity. In the creation of good environment through metacognition, one is teachers monitor and apply their knowledge, second one deliberately modeling metacognitive behavior to assist high school students in becoming aware of their own thinking.

Moreover, Problem-solving and research activities in all subjects provide opportunities for developing metacognitive strategies. Teachers need to focus on high school student’s attention on how tasks are
accomplished. Process goals, in addition to content goals, must be established and evaluated with students, so they discover that understanding and transferring thinking and higher order thinking processes improves the learning.

In this rapidly changing global world, the challengeable of teaching strategies help to students and develop skills which will not become obsolete. Metacognitive strategies are essential for the twenty-first century. They will enable students to successfully cope with new situations. Teachers and nourish on their talents as well as access a affluence of resources that will create a good metacognitive environment which nourishes the development of good thinkers who are successful problem-solvers and lifelong learners. Shraw (1998) considers metacognitive as a multidimensional phenomena with two aspects, knowledge of cognition and regulation of cognition. Schraw and Dennison (1994) developed the metacognitive awareness inventory as a quick and easy means to assess metacognitive awareness.

SIGNIFICANCE OF THE STUDY

Metacognitive environment encourages awareness of thinking. In the creation of a metacognitive environment, teachers monitor and apply their knowledge, deliberately modeling metacognitive behavior to assist students in becoming aware of their own thinking. Metacognitive strategies are already in teachers’ repertoires. We must become alert for these strategies, and consciously prototype them for the students. Problem-solving and research activities in all subjects provide opportunities for developing metacognitive strategies. Teachers need to focus on student’s attention on how tasks are accomplished. Process goals, in addition to content goals, must be established and evaluated with students, so they discover that understanding and transferring thinking processes improves learning.

In this rapidly changing world, the challenges of teaching help to students develop skills which will not become obsolete. Metacognitive strategies are essential for the twenty-first century. They will enable students to successfully cope with new situations. Teachers talents and capacities on their talents as well as access a wealth of resources. All the teachers academic standards will create a metacognitive environment which nourishes the development of good thinkers, who are successful problem-solvers and lifelong learners.

OBJECTIVE OF THE STUDY

The main purpose of this research is to investigate metacognition from educational perspective. Therefore, educational perspective is delimited to academic self-concept. The following objective is delineated on the basis of the statement of problem of the study.

-To study the relation between metacognitive awareness and academic self-concept.

METHODOLOGY

Tools used: Metacognitive Awareness Inventory (MAI)

Academic Self-Concept Scale (ASCS)

Statistical Technique used: Pearson’s product moment correlation.

Null Hypothesis: The following null hypothesis is formulated to test the research hypotheses. There is no significant correlation between metacognitive awareness as measured by MAI and ASCS of class 8th students.

DATA ANALYSIS

To test reliability of the tests, Cronbach alpha coefficients were calculated for the test used in the present study, namely, metacognitive awareness inventory (MAI), and academic self concept (ASCS) scales.
Table 1: Cronbach’s Alpha and means and SD values of the tests

<table>
<thead>
<tr>
<th>Tests</th>
<th>Cronbach Alpha</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAI</td>
<td>0.879</td>
<td>212.385</td>
<td>21.63</td>
</tr>
<tr>
<td>ASC</td>
<td>0.751</td>
<td>109.84</td>
<td>10.11</td>
</tr>
</tbody>
</table>

**OBSERVATION AND INTERPRETATION**

Table 2: Correlation between components of Metacognitive Awareness and Academic Self Concept (N=163)

<table>
<thead>
<tr>
<th>Academic-Self Concept</th>
<th>Knowledge about cognition</th>
<th>Regulation of cognition</th>
<th>Metacognitive Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.3954**</td>
<td>0.2413**</td>
<td>0.3132**</td>
</tr>
</tbody>
</table>

**Correlation significant at 0.01 level**

The result given in Table 2 indicates that there is a positive correlation between Metacognitive Awareness and Academic Self Concept of the students. Thus, hypothesis states as there is no correlation between Metacognitive Awareness and Academic Self Concept in standard 8th students is rejected. The Table-2 also shows that there is a positive correlation between Metacognitive Awareness and Academic Self-Concept of the students. Thus, hypothesis states as there would be no correlation between Metacognitive Awareness and Academic Self Concept has been rejected.

Above table 2 shows that there is a positive correlation between Metacognitive Awareness and Academic Self-Concept of the students. Thus, null hypothesis states as there is no correlation between Metacognitive Awareness and Academic Self Concept of standard class 8th students is rejected.

Discussion: This finding is partly explained in line with Mandelman et.al (2010) study, they have proposed that Academic Self-Concept is not only shaped by external input but metacognition may constitute a second source of input in forming self-concept. Schraw, & Dennison (1994) has elaborated that “skilled learners possess declarative, procedural, conditional knowledge about cognition. This knowledge usually improves performance”. And in turn affect academic self-concept. The present study denotes there is a positive correlation between metacognition and academic self concept. This correlation causes a ripple effect on performance thus improving the academic achievement.

Conclusion: There is a positive correlation between Metacognitive Awareness and Academic Self Concept of the 8th class students. In Mandelman et al. (2010) study, they have proposed that Academic self-concept is not only shaped by external input but metacognition may constitute a second source of input in forming self-concept. This proposition is found to be true in the present study. There is a positive relation between academic self concept and metacognitive awareness. When performances improve, the academic self concept also improves. Self regulation is a part of metacognitive awareness and hence teachers must teach the students metacognitive strategies and assist them to improve in their performance. The findings of the study provide information to school personnel, administration, and policy makers about the complex relationship between academic self-concept, and metacognitive awareness. Overall, this research shows that metacognitive awareness is an important construct in high school education; as high levels of metacognitive awareness are associated with high levels of academic self-concept. The present study was conducted on class 8th students. A replication of the across grade will be more helpful in understanding of metacognition especially in India.
REFERENCES


