METACOGNITION AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO SOCIAL INTELLIGENCE, GENDER, TYPE OF FAMILY AND LOCALE

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ABSTRACT

The present study was conducted with the intendto investigate the level of metacognition among secondary school students in relation to social intelligence, gender, type of family and locale.The study was conducted on a sample of 290 secondary schoolstudents of 10th class studying in Government schools of Samba district. Metacognition Inventory (MCI) (Govil, 2003) and Social Intelligence Scale developed (Chadda and Ganesan,2005) was used to collect the data.The collected data was analyzed with the help ofPearson's Product Moment Method of Correlation and Critical Ratio. The results of the studyshowed that there is significant difference in the level of metacognition among secondary school students with high and low level of social intelligence except for the variables 'male' and 'urban'.

Keywords: Metacognition,Social intelligence, gender, type of family and locale.

Our lives depend on how well we understand human nature and behavior. The better we understand ourselves and others, the more we can do to improve our society and our relationships. The field of social psychology is all discovering why we think and act the way we do and how other people affect us and we them. Thought can refer to the ideas or arrangement of ideas that result from thinking, the act of producing thoughts. Despite the fact that thought is a fundamental human activity familiar to everyone, there is no generally accepted agreement as to what thought is or how it is created. Thoughts are the result or product of spontaneous acts of thinking because thought underlies many human actions and interactions.Thinking allows humans to make sense of, interpret, represent and to make predictions about that world. Social attitudes and perceptions shape mental processes and behavior. How people think about things and the world we live in play a critical role in their approach to problems, social behavior and their overall well-being.

METACOGNITION

Metacognition is one of the latest buzzwords in educational psychology. It has been over 30 years since the notion of metacognition was introduced into the field of psychology by John Flavell in 1979. Research activity in metacognition began with John Flavell, who is considered to be the 'father of the field' and thereafter a considerable amount of empirical and theoretical research dealing with metacognition can be registered.

Metacognition is a concept that has been used to refer to variety of epistemological processes. Metacognition essentially means cognition about cognition; that is, it refers to second order cognitions: thoughts about thoughts, knowledge about knowledge, or reflections about actions. So if cognition involves perceiving, understanding, remembering, and so forth, then metacognition involves thinking about one's own perceiving, understanding, remembering etc.

Metacognition is a relatively new label for a body of theory and research that addresses learner's knowledge and use of their own cognitive resources (Applegate, Quinn and Applegate, 1994) Metacognitive knowledge or awareness is knowledge about ourselves, the tasks one faces, and the strategies he /she employs. Knowledge about how well we perform on certain types of tasks or our proficiency levels. According to Flavell (1976) "Meta

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cognition is knowledge concerning one's own cognitive processes and products or anything related to them, Metacognition refers among other thing, to the active monitoring and consequent regulations and orchestration of these processes in a relation to cognitive object or date ……….,"

Maqsud (1997) investigated the effects of metacognitive skills and non-verbal ability on academic achievement of high school pupils. He found that metacognitive ability tends to associate positively with high academic attainment of high school pupils.(Rahman,Jumani, Chaudry, Chisti, and Abassi ,2010)compared metacognitive awareness of secondary school teachers and found that the science teachers have high metacognitive abilities than English teachers.

SOCIAL INTELLIGENCE

The human capacity to understand what does happening in the world and responding to that understanding in a personally and socially effective manner. Social intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions. The socially intelligent person has the knack of getting along well with people. He makes friends easily and is tactful and understanding in human relationship.

Social intelligence is defined as the capacity to effectively negotiate complex social relationships and environment. Social intelligence is the ability to understand, to manage, to adjust, to solve problems and to adjust properly according to the demands of the situation. A person who can deal well, or behave effectively with people has good social intelligence. The abilities of emotional intelligence are the basis for the construct of human relations, communication ability, sensitivity, cooperation, tactfulness, and memory which are described as social intelligence. Social intelligence defines in terms of behavioral outcomes as one's ability to accomplish relevant objectives in specific social settings.

Kaur and Kalaramna (2004) conducted a study on the existing levels of inter-relationship between home environment, social intelligence and socio-economic status across various age levels and sexes. Results revealed that socio-economic status affect social intelligence. Home environment also showed

positive impact on social intelligence. Phipps (2007) showed that social intelligence is a key to workplace communication and innovation. Sembitan, Visvanathan and Subramani (2011) intended to find out the attitude towards regionalism of college students in relation to social intelligence. The results revealed that there is no significant relation between attitude towards regionalism and social intelligence of the college students. Jeloudar and Goodzarzi (2012) conducted a study on the relationship between social intelligence and job satisfaction among M.A and B.A teachers. The findings of the study showed that there is significant relationship between teacher´s social intelligence and their job satisfaction.Saxena and Jain (2013) conducted a study on social intelligence of undergraduate students in relation to their gender and subject stream. The findings of gender analysis indicate that female students possess more social intelligence than male students and analysis of stream indicates that arts students are having greater social intelligence than students of other streams. Honarmand, Abdolzahra and Roshani (2014) surveying the role of social intelligence and its components in life satisfaction of elderlies and the result showed that a positive significant correlation exists between the social intelligence and its components with life satisfaction.

Since 1979 when John Flavell coined the term "metacognition" it has become one of the more prominent constructs in cognitive and educational psychology. Since then it has triggered impressive amount of research in this field. The variety of areas and perspectives through which metacognition is being studied is due to the fact that metacognition is inextricably woven with awareness of mental states and with consciousness. In humans, it is at the roots of everyday memory and scientific thinking, as well as of social interactions that require awareness of one's and others' thinking and in order to have these social interactions one has to be socially intelligent because in everyday life one has to deal with others so he must have the ability to get along with others which is called the social intelligence of the person. Although, impressive amount of researches have been done in the field still there is a need for further research to establish its relation with other variables such as social intelligence, gender, type of the family,

and locale. To find the answers of various questions related to these variables and keeping in view their importance for the Policy Planners, Heads of the Institutions and Teachers the Investigator prompted to take up the study on metacognition in relation to the social intelligence, gender, type of family and locale.

OBJECTIVES OF THE STUDY

1. To find the relationship between social intelligence and metacognition among secondary school students.
2. To find the difference in the metacognition among high and low socially intelligent secondary school students.
3. To find the difference in the metacognition among high and low socially intelligent male secondary school students.
4. To find the difference in the metacognition among high and low socially intelligent female secondary school students.
5. To find the difference in the metacognition among high and low socially intelligent secondary school students belonging to the rural areas.
6. To find the difference in the metacognition among high and low socially intelligent secondary school students belonging to the urban areas.
7. To find the difference in the metacognition among high and low socially intelligent secondary school students belonging to the nuclear family.
8. To find the difference in the metacognition among high and low socially intelligent secondary school students belonging to the joint family.
9. To suggest the educational implications on the basis of conclusions drawn.

HYPOTHESES OF THE STUDY- To achieve the above mentioned objectives, following hypotheses were framed:
1. There will be significant positive relationship between social intelligence and metacognition among secondary school students.

2. There will be no significant difference in the metacognition among high and low socially intelligent secondary school students.
3. There will be no significant difference in the metacognition among high and low socially intelligent male secondary school students.
4. There will be no significant difference in the metacognition among high and low socially intelligent female secondary school students.
5. There will be no significant difference in the metacognition among high and low socially intelligent secondary school students belonging to the rural areas.
6. There will be no significant difference in the metacognition among high and low socially intelligent secondary school students belonging to the urban areas.
7. There will be no significant difference in the metacognition among high and low socially intelligent secondary school students belonging to the nuclear family.
8. There will be no significant difference in the metacognition among high and low socially intelligent secondary school students belonging to the joint family.

METHOD

Sample
In the present investigation, students studying in class 10th of Government High and Higher Secondary Schools of District Samba of J&K State constituted the population. In the present study 290 students studying in 10th class were randomly selected.

Measures
To collect requisite sample the following tools were selected:
(i)   Metacognition Inventory (MCI) (Govil,2003).
(ii)   Social Intelligence Scale developed (Chadda and Ganesan,2005)

Procedure
In the present study, the investigator followed the descriptive method to study the level of metacognition among secondary school students in

relation to social intelligence, gender, type of family and locale. The investigator visited the selected schools personally for the collection of data, pertaining to her problem. The investigator approached the heads of the institutions concerned and explained to them the nature and purpose of the investigation and also showed tools to them. They were kind enough to permit the investigator to use the Metacognition Inventory and Social Intelligence Scale in the classroom. The investigator also assured students that their responses would be kept confidential and utilized only for research purpose, so should try to be honest and sincere in responding to each question. The investigator thanked the students for their co- operation.

RESULTS AND DISCUSSION:

Table 1: Correlation between Metacognition and Social Intelligence

Hyp.	Variables	N	df (N-2)	r	Level of Significance	Result
1	Social Intelligence	290	288	0.29	Significant	Hyp.1 is accepted
	Metacognition	290				

Table 2: Consolidated Table on Critical Ratio of Metacognition

Hyp.	Groups	N	Mean	S.D	SE_{DM}	CR	Level of Significance	Result
2	High S.I.	95	81.92	11.01	1.67	4.17	Significant at 0.01 level	Hyp.2 is rejected
	Low S.I.	87	74.95	11.53				
3	High S.I. Male	34	75.20	9.50	2.29	0.65	Not Significant	Hyp. 3 is accepted
	Low S.I. Male	51	76.70	11.59				
4	High S.I. Female	61	85.67	10.13	2.26	5.84	Significant at 0.01 level	Hyp. 4 is rejected
	Low S.I. Female	36	72.47	11.14				
5	High S.I. Rural Areas Students	55	83.69	11.20	2.15	5.52	Significant at 0.01 level	Hyp. 5 is rejected
	Low S.I. Rural Areas Students	50	71.82	10.79				
6	High S.I. Urban Areas Students	40	79.5	10.56	2.49	0.12	Not Significant	Hyp. 6 is accepted
	Low S.I. Urban Areas Students	37	79.19	11.27				
7	High S.I. Nuclear Family Students	46	80.61	11.34	2.15	2.40	Significant at 0.05 level	Hyp. 7 is rejected
	Low S.I. Nuclear Family Students	41	75.44	8.63				
8	High S.I. Joint Family Students	49	83.16	10.79	2.54	3.40	Significant at 0.01 level	Hyp. 8 is rejected
	Low S.I. Joint Family Students	46	74.52	13.69				

CONCLUSIONS

From the analysis and interpretation of data following findings and conclusions may be drawn:

1. There is significant and positive relationship between metacognition and social intelligence among secondary school students.

2. There is significant difference in the metacognition among high and low socially intelligent secondary school students. Also the level of metacognition among secondary school students is significantly higher for the students with high level of social intelligence in

3. comparison to those students with low level of social intelligence.

4. There is no significant difference in the metacognition among high and low socially intelligent male secondary schoolstudents.

5. There is significant difference in the metacognition among high and low socially intelligent female secondary school students. Also the level of metacognition among female secondary school students is significantly higher for the students with high level of social intelligence in comparison to those students with low level of social intelligence.

6. There is significant difference in the metacognition among high and low socially intelligent secondary schoolstudents belonging to the rural areas. Also the level of metacognition among secondary school students belonging to the rural areas is significantly higher for the students with high level of social intelligence in comparison to those students with low level of social intelligence.

7. There is no significant difference in the metacognition among high and low socially intelligent secondary schoolstudents belonging to the urban areas.

8. There is significant difference in the metacognition among high and low socially intelligent secondary schoolstudents belonging to the nuclear family. Also the level of metacognition among secondary school students belonging to the nuclear

family is significantly higher for the students with high level of social intelligence in comparison to those students with low level of social intelligence.

9. There is significant difference in the metacognition among high and low socially intelligent secondary schoolstudents belonging to the joint family. Also the level of metacognition among secondary school students belonging to the joint family is significantly higher for the students with high level of social intelligence in comparison to those students with low level of social intelligence.

To conclude, it can be pointed out that there is significant difference in the level of metacognition among secondary school students with high and low level of social intelligence except for the variables 'male' and 'urban'.

EDUCATIONAL IMPLICATIONS

On the basis of the above findings and conclusions the following implications can be drawn:

1. IMPLICATIONS FOR CURRICULUM FRAMERS

Curriculum framers are an integral part of the educational system. Curriculum plays a vital role in the overall development of the personality of the students. Curriculum should be framed in consideration with the inclusion of such topics that reveals the importance of social relationships prevailing in the society so that the students can realize how to behave in the society, and the importance of being socially intelligent. Curriculum should also be developed in consideration with the inclusion such metacognitive activities which would help students in enhancing the metacognition.

2. IMPLICATIONS FOR TEACHERS

Teachers have a great role to play in improving the social intelligence and metacognition of the students and thereby in improving their social adjustment and performance. Teacher should create an environment in and outside the classroom in which each student gets equal opportunity for participation and learning. The teacher can make them experience freedom and comfort in which they can make smooth movements and behave according to the social norms of the society which leads to the improvement in the index

of social intelligence of the students. Teachers should organize group games, group discussions, dramas, excursions as well as educational trips and develop social characteristics.

3. IMPLICATIONS FOR PARENTS

It is indicated by the findings of the study that the level of social intelligence affects the metacognition of the students and thereby their performance. Therefore, parents are suggested to provide an environment of warmth, unconditional acceptance and guidance to their children. They are also suggested to function in coordination with the educational institutions to support the social adjustment of their children and make them socially intelligent. It is also important for the parents to give their child sufficient time in his course of development and help them to get acquainted with the metacognitive abilities so that they think twice before they act in the society.

Thus, it can be pointed out that metacognition and social intelligence play a significant role in the overall development of the students. It is therefore the joint responsibility of the all the stakeholders to recognize it and give their pushing hands for their development so that the future generations may contribute their best for the growth of not only the society but the Nation as a whole.

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