



A CORRELATIONAL STUDY OF META-COGNITIVE SKILLS AND EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT: With the rapid development of information diffusion technologies, students can use the Internet, multimedia, and other digital instruments to acquire new knowledge with ease. However, in face of diverse e-learning environments, how they can choose useful information and monitor their self-learning process is an issue that educators should pay attention to. Review of related literature pointed out that metacognitive skill has the ability to associate important messages with prior knowledge, draw inferences, and monitor or assess personal performance demonstrated in the reading process. Gauggey (1998) recommended that instruction must encourage students to generate and use their own strategies and self questions. In order to design the curriculum in accordance with the student's learning level, it is important to arrange the learning events appropriate with the learning process that takes place insight the student's brain during the learning. The ability to knowing which learning strategies are effective, planning and approach to a learning task and using effective learning strategies to process and learning new material is important for the students. There are many factors like learning styles, locus of control, self efficacy, academic achievement, emotional intelligence etc. which are associated with metacognitive skills. In the present study researcher, find out the relationship between metacognitive skills and emotional intelligence. According to the nature and need of the study descriptive survey method was employed. In the present study data was collected through Meta Cognitive Skill scale developed and standardized by Prof. (Dr.) Madhu Gupta & Ms. Suman and Emotional Intelligence scale developed and standardized by Anukool Hyde & Sanjyot Pethe. Samples of 120 secondary school students from four schools from of Yamuna Nagar district of Haryana were selected by random sampling technique. A Positive and significant correlation between metacognitive skills and emotional intelligence of secondary school was found.

KEY WORDS USED: Metacognitive Skills, Emotional Intelligence, Secondary School Students

JUSTIFICATION OF THE STUDY

In a country like India, government sector is doing efforts to educate a mass number of people where education travels through various barriers and disbeliefs. There is a great need of educated persons in our country to make it a developed country as soon as possible. Students cannot go a long without achieving prior proper education. Schools plays an vital role in raising standards of achievement and reducing problems regarding wastage Schools contributes to eliminate the stagnation and special care can be taken among students, So there is a need to pay proper attention to the secondary school students specially. Factors like i.e mental, emotional and physical maturity rises in this period in a child. They feel self dependence in this period and a sense of belief in them rises as they grow with responsibilities of family and society. Thus a proper guidance is needed to channelize their energies to attain the goal in education system. Balancing a child's emotional intelligence with respect to their self belief on their mental and physical strength holds a central place in the field of education. Channelizing these factors are the outstanding inducement for the progress of individuals. It is the responsibility of all educational institutions to provide value education to promote all round development of the students. If a child develops in scholastic and co scholastic areas, then this is considered as the most desirable outcome of school life. The activities performed in schools for all round development of children actually revolves around the academic achievement of the students. Administrators, educators, curriculum planners, teachers and students come forward and work together to make teaching-learning process feasible for academic achievement and excellence. The success of students performance , their teacher's enormous efforts and vast educational curriculum aims to achieve the educational objectives. These three efforts are the index of academic achievement. Moreover emotional intelligence works as an elevator of the academic achievement of the adolescents as it opens the avenues of better occupation and job opportunities. Classroom performance of students is significantly related with meta cognitive skills. Although, all educational institutions aims at opening only those programs which maximizes the achievement of students. This is the main goal of institutions but the experiences reveals that students do not attain same level of success. There exist some individual differences in ability, interest and aptitude, which do not allow students to reach the same educational standard although all of them are quite capable of being improved upon. Thus there is a need to be aware of the factors which contributes towards high academic achievement and success of students. The barriers acting upon the achievement of students should also be well known. Research has been made in this study to see the effect of variables namely emotional intelligence and meta cognitive skills on the academic achievement of secondary school students. Nation can only be accelerated with the progress and success of secondary school students, thus time is utilized to justify the present problem, to know the unknown facts and factors in education system for high academic achievement. It can be achieved by guiding the students in career and creating their interest about their occupations. Therefore, the investigator due to her interest in exploring the various factors responsible for the low achievement and high achievement of secondary school students considered it worthwhile to study the emotional intelligence and meta cognitive skills as determinants of academic achievement of secondary school students for the present investigation.

OBJECTIVES OF THE STUDY

1. To study the significant relationship between meta cognitive skills and Emotional Intelligence among secondary school students.
2. To study the significant difference of metacognitive skills among secondary school students in relation to their gender.
3. To study the significant difference of metacognitive skills among secondary school students in relation to their residential background.
4. To study the significant difference of emotional intelligence among secondary school students in relation to their gender.
5. To study the significant difference of emotional intelligence among secondary school students in relation to their residential background.
- 6.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between metacognitive skills and emotional intelligence among secondary school students.
2. There exists no significant difference of metacognitive skills among secondary school students in relation to their gender.
3. There exists no significant difference of emotional intelligence among secondary school students in relation to their gender.
4. There exists no significant difference of metacognitive skills among secondary school students in relation to their residential background.
5. There exists no significant difference of emotional intelligence among secondary school students in relation to their residential background.

DELIMITATION OF THE STUDY

1. The present study is delimited only to Yamuna Nagar district of Haryana.
2. The study is delimited to secondary schools.
3. The study is delimited to class 11th students only.
4. The study is delimited for 4 schools only.

RESEARCH METHOD USED

The present investigation attempts to Study attitude towards teaching in relation to their personality and to achieve these objectives **descriptive survey method** was used.

POPULATION AND SAMPLING

A sample is a smaller representation of a large whole. In the present study, Students studying in the secondary schools of Yamuna Nagar district of Haryana were selected as population. In the present study, a sample of 120 secondary school students of class 11th from four secondary schools of district Yamuna Nagar were selected by random sampling technique. The detail description of the selection of the samples and schools given in table .

TOOLS USED

For present study, researcher used the following tools:

1. Meta Cognitive Skill scale developed and standardized by Prof. (Dr.) Madhu Gupta & Ms. Suman
2. Emotional Intelligence scale developed and standardized by Anukool Hyde & Sanjyot Pethe

STATISTICAL TECHNIQUES USED

The following statistical techniques were used by the investigator:

1. Descriptive Statistics
2. Co-efficient of Correlation (r)
3. t- Test

DATA ANALYSIS

TABLE 4.1

COEFFICIENT OF CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND META COGNITIVE SKILLS

Variables	DF	Coefficient of relation 'r'	Level of significance
Emotional Intelligence	118	0.641	Significant
Meta cognitive skills			

***significant at 0.641 level of significance with df/118**

Table 4.1 reveals that the calculated 'r' value (0.641) between attitude towards Emotional Intelligence and Meta cognitive skills is significant at 0.05 level of significance. The table value at 0.05 level is 0.174 and at 0.01 levels is 0.227. This shows that obtain value (0.641) is high than the table value, thus we can say that there is significant positive relationship between the emotional intelligence and Meta cognitive skills.

Hence, the null hypothesis No.1 which is stated earlier that there exists significant relationship between emotional intelligence and Meta cognitive skills is rejected.

Table 4.2

SIGNIFICANCE DIFFERENCE OF EMOTIONAL INTELLIGENCE AMONG MALE AND FEMALE SECONDARY SCHOOL STUDENTS

Gender	N	Mean	SD	t- ratio	Significant level
Male	61	122.91	13.64	0.393	Not significant
Female	59	125.16	15.10		

****Not Significant at 0.01 level of significance with df/ 118.**

In the above table 4.2 reveals that the Mean scores of the male & female attitudes are 122.91 & 125.16 and SD scores are 13.64 & 15.10 respectively. The calculated t-ratio of male & female of Emotional Intelligence is 0.393. The table value at 0.01 level is 2.58. It shows that the calculated value of t-test is less than the table value and there is no significant difference between the mean scores of male and female attitude towards teaching profession. So, the hypothesis which is stated earlier that there exists no significant difference of attitude among emotional intelligence in relation to their gender is accepted.

Table 4.3

SIGNIFICANCE DIFFERENCE OF METACOGNITIVE SKILLS AMONG MALE AND FEMALE SECONDARY SCHOOL STUDENTS

Gender	N	Mean	S.D	t- ratio	Significant level
Male	61	161.34	14.05	0.299	Not significant
Female	59	157.45	25.36		

****Not Significant at 0.01 level of significance with df/ 118**

In the above table, reveals that the Mean scores of the male & female personality are 161.34, 157.45 and scores SD scores are 14.05 & 25.36 respectively. The calculated t-ratio of male & female of meta cognitive skills is 0.299. The table value level at 0.01 level is 2.58 and we have obtain value of t-ratio is 0.299. It shows that the calculated value is less than the table value so we can say that there is no significant difference between the personality of male and female.

So the null hypothesis which is stated earlier that there exists no significant difference of meta cognitive skills in relation to their gender the hypotheses is accepted.

Table 4.4

SIGNIFICANCE DIFFERENCE OF EMOTIONAL INTELLIGENCE AMONG RURAL AND URBAN SECONDARY SCHOOL STUDENTS

Locality	N	Mean	S.D	t- ratio	Significant level
Rural	89	122.91	15.35	0.212	Not significant
Urban	31	127.36	10.44		

***Significant at 0.05 level of significance with df/ 118**

In the above table reveal that the Mean scores of the rural & urban attitude towards emotional intelligence are 122.91 & 127.36 and SD scores are 15.35 & 10.44 respectively. The calculated t-ratio of rural & urban attitude towards teaching of emotional intelligence is 0.212. The table value at 0.05 level is 1.96. It shows that the calculated value is less than the table value and there is no significant difference between the attitude towards emotional intelligence of rural and urban. So, the hypothesis which is stated earlier that there exists no significant difference emotional intelligence in relation to their residential background is accepted.

Table 4.5

SIGNIFICANCE DIFFERENCE OF META COGNITIVE SKILLS AMONG RURAL AND URBAN SECONDARY SCHOOL STUDENTS

Locality	N	Mean	S.D	t- ratio	Significant level
Rural	89	157.29	22.44	0.062	Not significant
Urban	31	165.43	10.71		

****No Significant 0.01 level of significance with df/118**

In the above table reveal that the Mean scores of the rural & urban personality are 157.29 & 165.43 and scores SD scores are 5.24 & 5.30 respectively. The calculated t-ratio of rural & urban personality of pre-service teachers is 0.062. The table value at 0.01 levels is 2.58. It shows that the calculated value is less than the table value and there is no significant difference between the personality of rural and urban personality of emotional intelligence. So, the hypothesis which is stated earlier that there exists no significant difference of metacognitive skills in relation to their residential background is accepted.

MAIN FINDINGS OF THE STUDY

1. A positive and significant correlation between variables Emotional intelligence and Meta cognitive skills was found. Hence study of emotional intelligence strongly affects meta cognitive skills.
2. No significant difference between the mean scores of emotional intelligence of secondary school students was found. Hence gender does not influence the study of emotional intelligence.
3. No significant difference in meta cognitive skills in relation to their gender was found. Hence the gender does not influence the meta cognitive skills of secondary school students.
4. No significant difference in study of emotional intelligence in relation to their residential background was found. Hence the residential background of secondary school students does not influences emotional intelligence.
5. No significant difference in personality of secondary school students in relation to their residential background was found. Hence the residential background does not influence the meta cognitive skills of secondary school students.

EDUCATIONAL IMPLICATIONS:-

The most outstanding characteristics of any research is that it must contribute something new to the development of an area concerned. Finding of present study have sample educational implication for teachers, parents and administrations and also for pre-service teachers. The study indicates that there is positive significant correlation between study of meta cognitive skills among secondary school students in relation to their emotional intelligence.

In the present study it have been found the personality does play a very important role in developing attitude towards meta cognitive skills of secondary school students. In the teaching-Learning process these skills must be developed with conditional approach. The present study shows that there exists positive significant relationship for the study of meta cognitive skills among secondary school students in relation to their emotional intelligence. Trainers should develop personality of secondary school students. The finding of the present study indicates that skills of secondary school students can be developed by developing their intelligence . They should also be motivated to attend seminars, conferences etc. for enhancing their competency level according to the demand of the present scenario. The result of the present study help to the educationists to adopt new methods, techniques, strategies and making more good curriculum for secondary school students to develop their outlook, attitude and skills.

On the basis of findings of the present study will help the educational planner, administration, education colleges and lecturer in the following ways:

1. Innovative methods and strategies should be used in order to recognize and excel the standard of secondary school students.
2. The teacher should provide eco-friendly in and outstanding the classroom
3. The difference of gender and residential background among the secondary school students must be ignore while teaching them,
4. The personality of secondary school students must be developed first, if we want to develop their skills towards intelligence.
5. More seminars, workshop and conference should be organized in the institution for nurturing their personality.
6. Personality and attitude tests should be organised while the admission time of these courses.

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