Metacognition Of Under Graduate Students In Relation To Self-Esteem

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ABSTRACT

Metacognitive strategies play an essential role in students' learning and achievement; therefore, identifying their antecedents should be considered. 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. these various cognitions about cognitions can be labeled 'meta perception', 'meta-comprehension' and 'meta memory' with 'metacognition' remaining the super ordinate term. Metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. This study indicated how self-esteem, as motivational beliefs, affects the meta-cognitive strategies of medical students using a SEM approach. In the present study simple random sampling technique is adopted and 200 under graduate students are selected as sample. Statistical techniques adopted percentage analysis; 't' test is employed. The finding of the study reveals that the under graduate students have above average level of metacognition in relation to their self-esteem.

KEY WORDS: Metacognition, Self-esteem, Knowledge, Learning and Achievement

INTRODUCTION

Metacognition is often simply defined as ―thinking about thinking. Inactuality, 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. One reason for this confusion is the fact that there are several terms currently used to describe the same basic phenomenon (e.g., self-regulation, executive control), or an aspect of that phenomenon (e.g.,

meta-memory) and these terms are often used interchangeably inthe literature. There are three main areas of research in which metacognition have prominent role: developmental psychology, with emphasis on theory of mind; experimental psychology, focusing mainly on meta-memory; and educational psychology, with emphasis on self-regulated learning.

SELF-ESTEEM

Self -esteem is a person's overall self-appraisal of his worth. It is also called self-confidence and self-respect Self-esteem is considered as all entering personality characteristic of an

individual. It is the value a person places on himself.

According to **Danna Walker Titeston (2004)** "self-esteem refers to the belief that one can be successful". It is something more fundamental than the normal "ups and downs"associated with situational change. **Hemachek (1971)** notes "self-esteem is the experience of being competent to cope with the basic challenges of life and being worthy of happiness".

Self-esteem is an attitude of acceptance toward self. It refers to how we like our self and feel good us. It influences our interaction with friends, teacher and family member and also influences the larger world around us. In short, our sense of self-esteem affects everything we do.

Self-esteem is the primary motives for the teacher to platform their activities in the best way. There are two aspects in self-esteem. Person with high self-esteem are desirable personalities. Persons with low self-esteem are undesirable personalities. Adolescence is a concept encompassing physical and emotional stages of transition from childhood to adulthood. With the dramatic physical changes anddevelopment, adolescents worldwide find themselves in a situation characterized byan uncertain status and events might affect their concept of their own. Self-esteem hasbeen described as the judgments that we make about our own worth and the feeling associated with those judgments. It has been ranked as among the most importantaspects of self-development since evaluation of our own competencies affect emotional experiences, future behaviour and long-term psychological adjustment.

OBJECTIVES OF THE STUDY

1. To assess the level of metacognition in relation to self-esteem of under graduate students in the Karur District.

2. To find out the level of metacognition of under graduate students in relation toself-esteem based on Gender.

3. To find out the level of metacognitionof under graduate students in relation to their self-esteem based on their Locality.

4. To find out the level of metacognitionof under graduate students in relation to their self-esteem based on their mode of instruction.

HYPOTHESES OF THE STUDY

1.The level of Metacognition in relation to Self-esteem of the under graduate students is
   not high.
2. There is no significant difference in their Metacognition in relation to Self-esteem for
   the under graduate students on the basis of their Gender
3.There is no significant difference in their Metacognition in relation to self-esteem for
   the under graduate students on the basis of their Locality
4.There is no significant difference in their Metacognition in relation to self-esteem for
   the under graduate students on the basis of their Mode of Instruction.

METHODOLOGY

The investigator followed the survey method for the study. Metacognition Inventory was standardized by Punitha Govil (2003) and Self-esteem scale was developed and administered by the investigator and Research Supervisor to the under graduate students in Karur District.

SAMPLE

The population for the study consisted of under graduate students in Karur District. The investigator selected 200 students from the selected Arts and Science College by using simple random sampling technique.

STATISTICAL TECHNIQUES USED

The obtained data were tabulated and statistically analyzed by adopting mean, standard deviation, t-test and also done percentage analysis.

DATA ANALYSIS

HYPOTHESIS - I

The level of Metacognition in relation to Self-esteem of the under graduate students is not high.

Table-1The Mean and Standard Deviation of Metacognition in relation to Self-esteem for the under graduate students

Variable	N	Mean	Maximum Score	S.D
Self-esteem	200	95.8	120	10.7

From the table (1) Self-esteem of the under graduate students are found to be above average. This is evidenced by the Mean value 95.8, which is for above the mid value 47.9 of maximum score 120. It is inferred that the under graduate students are found to be above average level

HYPOTHESIS – 2

There is no significant difference in their Metacognition in relation to Self-esteem for the under graduatestudents on the basis of their gender.

Table – 2 Self-esteem for the under graduate students on the basis of their Gender

Gender	N	Mean	S.D.	t-value	Level of Significance
Male	116	59.73	16.85		
Female	84	70.48	12.5	5.326	Significant

The table (2) presents the analysis of the Self-esteem mean scores of the under graduate students on the basis of their gender. As revealed by the table the sample consists of 116 male students and 84 female students. The Self-esteem mean scores of male students are 70.48 and that of the female students are 59.73. The Standard Deviations are 12.5 and 16.85 respectively. The calculated '**t**' value is 5.326 is higher than the critical value 2.58 at 0.01 level of significance. It implies that there is a significant difference in Self-esteem for the under graduatestudents between male and female. Further, the greater mean scores of females revealed that the Self-esteem for the under graduatestudents than the male.

HYPOTHESIS - 3

There is no significant difference in their Metacognition in relation to self-esteem for the under graduate students on the basis of their Locality

Table – 3 Self-esteem for the under graduate students on the basis of their Locality

Locality	N	Mean	S.D.	t-value	Level of significance
Rural	103	61.72	17.56		
Urban	97	63.80	15.12	1.95	Not Significant

The table (3) presents the analysis of the Self-esteem scores of the under graduate students, sub grouped on the basis of their locality. As revealed by the table the sample consists of 103 rural students and 97 urban students. The Self-esteem of the under graduate students mean scores of rural students is 61.72 and that of the urban students is 63.80. The Standard Deviations are 17.56 and 15.12 respectively. The calculated 't' value is less than the table value 1.95 at 0.05 level of significance. It implies that there is no significant difference in Self-esteem of the under graduatestudents between rural and urban.

HYPOTHESIS – 4

There is no significant difference in their Metacognition in relation to self-esteem for the under graduate students on the basis of their Mode of Instruction.

Table – 4 Self-esteem for the under graduatestudents on the basis of their Mode of Instruction

Mode of	N	Mean	S.D	't' Value	Level of

Instruction					Significance
Tamil	40	103.2	12.60		
English	160	94.12	11.10	4.51	Significant

The calculated t-value 4.51 is greater that the critical value 2.58 corresponding at 0.01 level of significance. This implies that the difference in the Self-esteem of the under graduatestudents mean scores under consideration is statistically significant. Hence, the hypothesis is rejected. Therefore, it is concluded that the under graduatestudents mode of instruction differ significantly in respect of their self-esteem. Further the greater Mean Scores of English medium students have a higher level of Self-esteem than the Tamil medium students.

FINDINGS OF THE STUDY

The findings of the study are stated as follows:

1. The level of Metacognition in relation to self-esteem for the under graduate students is at above average.
2. Significant difference is found in the Metacognitionin relation to self-esteem mean scores of under graduatestudents between male and female. The higher mean scores of under graduatefemale students have a greater level of the Metacognitionin relation to self-esteem than the male students.

3. No significant difference is found in Metacognition in relation to self-esteem between the under graduate students from rural and urban area. Both of them have a similar level of Metacognition in relation to self-esteem.

4. Significant difference is found in Metacognition in relation to self-esteem mean scores between Tamil and English mode of instruction of under graduate students. The higher mean scores of under graduate English mode of instruction students have a better level of Metacognition in relation to self-esteem than the Tamil mode of instruction students.

CONCLUSION

Self-esteem-related metacognition is linked to happiness and productive behaviour on a personal level. In order to achieve their personal and professional goals, every student has a healthy sense of self-esteem and works consistently and steadily to do so. When a student has high self-esteem, they recognise the unique qualities that make up their personality and work to develop those skills so they can positively impact learning both inside and outside of the classroom. Success and achievement in the sphere of education require a high level of self-esteem. The effective teaching possessing a positive self-esteem view of the students at any level as evolving and dynamic. Metacognition in relation to self-esteem gain greater confidence of the student and can solve problems in unique and advanced way.

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