

Influence of Self Esteem on Metacognitive Awareness in Teaching Among Student Teachers at Secondary Level

Dr. Seema Gopinath
Assistant Professor

Department of Education, Central University of Rajasthan

Abstract

Metacognition is often referred to in the literature as ‘thinking about one’s own thinking’, or as ‘cognitions about cognitions’. Self Esteem is described in terms of evaluative attitudes. It refers to an individual’s self evaluation or judgement of his/ her own worth. Teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teacher is the decisive element in the classroom. Our beliefs, emotions, philosophies about teaching, learning and students influence how we perform in the classroom. High self esteem and metacognitive awareness is essential for a teacher to become successful in teaching.

The present study examines the relationship between metacognitive awareness in teaching and self esteem of student teachers at secondary level. Normative Survey method was used for the study. Metacognitive Awareness Inventory in Teaching and Self Esteem Inventory were used as tools. Results revealed that there is a very high positive correlation between self esteem and metacognitive awareness in teaching.

Key words: Metacognitive awareness in Teaching, Self Esteem, Student teachers

Introduction

The term ‘metacognition’ refers to the awareness of one’s own knowledge—what one does and doesn’t know—and one’s ability to understand, control, and manipulate one’s cognitive processes. (Meichenbaum, 1985). Flavell (1979) viewed metacognition as learners’ knowledge of their own cognition, defining it as ‘knowledge and cognition about cognitive phenomena’. Metacognition is often referred

to in the literature as ‘thinking about one’s own thinking’, or as ‘cognitions about cognitions’.

Self Esteem is described in terms of evaluative attitudes. According to Rosenberg (1965), self esteem means the evaluation which individual makes and customarily maintains with regard to himself: it express an attitude of approval or disapproval. According to Bachman and O’Malley (1977) self esteem refers to an individual’s self evaluation or judgement of his/ her own worth. Metacognitive belief moderated the association

between stress and resultant negative affect and suspicious thinking. Individuals who placed greater emphasis on controlling their thoughts had greater variability in their self-esteem during the stress conditions which in turn predicted the severity of their attenuated psychotic phenomena. (Plamier- Claus *et al.*, 2011).

Teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Outstanding teaching is characterized by simulation of emotions associated with intellectual activity, the excitement of considering ideas, understanding abstract concepts and seeing their relevance to one's life and participating in the provision of discovery. Teacher is the decisive element in the classroom. Our beliefs, emotions, philosophies about teaching, learning and students influence how we perform in the classroom. Hence high self-esteem and metacognitive awareness is essential for a teacher to become successful in teaching.

The present study examines the relationship between metacognitive awareness in teaching and self-esteem of student teachers at secondary level.

Objectives

The objectives of the present study are

1. To find out the relationship between metacognitive awareness in teaching and self-esteem among student teachers at secondary level
2. To compare the level of metacognitive awareness in teaching among different subgroups based on
 - a) Subject of study
 - b) Locality of institution

3. To compare the level of self-esteem among different subgroups based on
 - a) Subject of study
 - b) Locality of institution
4. To find out the influence of self-esteem on metacognitive awareness in teaching among student teachers at secondary level

Hypotheses

The objectives of the present study are

1. There is significant positive correlation between metacognitive awareness in teaching and self-esteem among student teachers at secondary level.
2. There is no significant difference in metacognitive awareness in teaching among student teachers based on their
 - a) Subject of study
 - b) Locality of institution
3. There is no significant difference in self-esteem among student teachers based on their
 - a) Subject of study
 - b) Locality of institution
4. The self-esteem has a positive influence on the metacognitive awareness in teaching among student teachers at secondary level

Methodology in brief

Normative survey method is used for the study. The sample consists of 60 student teachers at secondary level from Kozhikode district in Kerala. The relevant data were collected using Self-esteem Inventory and Metacognitive Awareness Inventory in Teaching

Statistical Techniques Used

The statistical techniques used for the study are

1. Karl Pearson Product Moment Coefficient of Correlation
2. Test of significance of Coefficient of Correlation
3. Test of significance of difference between means
4. ANOVA
5. Tukey's HSD test

Analysis and Findings

The analysis and interpretation of the data collected are given below

1. Relationship between Self Esteem and Metacognitive Awareness in Teaching among student teachers at secondary level

The relationship between Self Esteem and Metacognitive Awareness in Teaching among student teachers at secondary level is calculated using Karl Pearson Product Moment Coefficient of Correlation. The calculated r value is tested for significance. The details are given in Table 1

Table 1: Table showing relationship between Self Esteem and Metacognitive Awareness in Teaching among student teachers at secondary level

Variables	N	r	t
Self esteem& Metacognitive Awareness in Teaching	60	0.87	20.51**

**p< 0.01

Table 1 shows that the coefficient of correlation between Self esteem and Metacognitive awareness in Teaching among student teachers at secondary level is 0.87. The t- value obtained is 20.51 which is greater than the tabled value 2.62 at 0.01 level. Hence the relationship is significant at 0.01 level. Therefore, we can say that there is significant positive correlation between self esteem and metacognitive awareness in teaching among student teachers at secondary level.

2. Comparison of Self esteem of different subgroups of student teachers at secondary level

The Arithmetic mean and Standard deviation of Self Esteem scores of subsamples based on subject of study and locality of institution of the student teachers were found out and tested for significance of difference between mean scores for large independent sample using critical ratio. The details are given in Table 2.

Table 2: Table showing comparison of Self esteem of different subgroups of student teachers at secondary level

Variable	Groups		N	M	SD	CR
Self Esteem	Subject of study	Arts	30	45	8.71	0.493
		Science	30	46	6.89	
	Locality of institution	Rural	30	43	6.33	1.92
		Urban	30	47	9.47	

The mean and standard deviation of Self esteem scores of student teachers of Arts stream are 45 and 8.71 respectively and that of Science stream are 46 and 6.89 respectively. The critical ratio obtained is 0.493 which is lower than the value of significance 2.58 at 0.01 level and 1.96 at 0.05 level. It indicates that there is no significant difference between the mean self esteem scores of student teachers belonging to Arts and Science groups

The mean and standard deviation of Self esteem scores of student teachers studying in colleges situated in rural area are 43 and 6.33 respectively and those studying in colleges situated in urban area are 47 and 9.47 respectively. The critical ratio obtained is 1.92 which is lower

than the value of significance 2.58 at 0.01 level and 1.96 at 0.05 level. It indicates that there is no significant difference between the mean self esteem scores of student teachers belonging to rural and urban colleges

3. Comparison of Metacognitive Awareness in Teaching among different subgroups of student teachers at secondary level

The Arithmetic mean and Standard deviation of Metacognitive Awareness in Teaching of subsamples based on subject of study and locality of institution of the student teachers were found out and tested for significance of difference between mean scores for large independent sample using critical ratio. The details are given in Table 3.

Table 3: Table showing comparison of metacognitive awareness in teaching among different subgroups of student teachers at secondary level

Variable	Groups		N	M	SD	CR
Metacognitive Awareness in Teaching	Subject of study	Arts	30	114.07	14.94	1.54
		Science	30	118.27	16.11	
	Locality of institution	Rural	30	116.32	15.79	0.2452
		Urban	30	118.45	16.48	

The mean and standard deviation of Metacognitive Awareness in Teachingscores of student teachers of Arts stream are 114.07 and 14.94 respectively and that of Science stream are 118.27 and 16.11 respectively. The critical ratio obtained is 1.54 which is lower than the value of significance 2.58 at 0.01 level and 1.96 at 0.05 level. It indicates that there is no significant difference between the mean Metacognitive Awareness in Teachingscores of student teachers belonging to Arts and Science groups

The mean and standard deviation of Metacognitive Awareness in Teachingscores of student teachers studying in colleges situated in rural area are 116.32 and 15.79 respectively and those studying in colleges situated in urban area are 118.45 and 16.48 respectively. The critical ratio obtained is 0.2452 which is lower than the value of significance 2.58 at 0.01 level and 1.96 at 0.05 level. It indicates that there is no significant difference between the mean Metacognitive Awareness in Teachingscores of student teachers belonging to rural and urban colleges

4. Influence of self esteem on metacognitive awareness towards teaching of student teachers at secondary level

To find out the influence of self esteem on metacognitive awareness in teaching of student teachers at secondary level the total sample was divided in to three groups based on their

Self esteem scores as above average category, average category and below average category. The corresponding scores of Metacognitive Awareness in Teaching were noted. The difference in Metacognitive Awareness in Teaching scores was found using ANOVA. The result is given in the table below.

Table 4: Summary of ANOVA for the significance of difference in Metacognitive Awareness in Teaching of student teachers at secondary level having different level of self Esteem

Source of variation	df	Sum of squares	Mean square variance	F value
Between groups	2	2359.71	1179.86	39.55**
Within groups	58	1730.05	29.83	

**P<0.01

The F value calculated is 39.55. The table value of F for df (2,58) is 3.15 at 0.05 level and 4.98 at 0.01 level. The calculated F is greater than the tabled value at 0.01 level. Therefore, there is significant difference in metacognitive awareness in teaching among student teachers having high, average and low levels of self esteem.

To ascertain the difference groups among the three categories a post hoc test was found necessary. For this Tukey's HSD is carried out. The HSD value is calculated is 10.53 at 0.05 level and 16.01 at 0.01 level. In order to find out the groups with significant difference for all possible pairs of sample means are computed which is represented in Table 5.

Table 5: Results of difference between pairs of scores of Metacognitive Awareness in Teaching having high, average and low level of Self Esteem

Groups	High Metacognitive Awareness in Teaching (140.25)	Average Metacognitive Awareness in Teaching (115.72)	Low Metacognitive Awareness in Teaching (97)
High Metacognitive Awareness in Teaching (140.25)	0	24.53	43.25
Average Metacognitive Awareness in Teaching (115.72)		0	18.72
Low Metacognitive Awareness in Teaching (97)			0

From the Table it is seen that the difference between Metacognitive Awareness in Teaching average group is 24.53 and that between high group and low group is 43.25 and that between average and low group is 18.72 . All these values are greater than the HSD value 10.53 at 0.05 level and 16.01 level of significance. Hence it is inferred that there exists a significance difference in self esteem among student teachers having high, average and low level of Metacognitive awareness in Teaching . Therefore self esteem has a positive influence on Metacognitive Awareness in Teaching of student teachers at secondary level.

Conclusion

The findings of the study indicate that there is significant positive correlation between Metacognitive Awareness in Teaching and Self Esteem of student teachers at secondary level. Subject of study and locality of institution does not influence Metacognitive Awareness in Teaching and Self Esteem of student teachers. Self Esteem has a positive influence on Metacognitive Awareness in Teaching . So it is important to practice cognitive activities among student teachers to develop self esteem in them which inturn develop metacognitive awareness in teaching to become outstanding teachers.

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