



# METACOGNITION AND LEARNING STYLE OF B.ED STUDENTS

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## Abstract

The problem of the present study is titled as “**Metacognition and Learning Style of B.Ed. Students**”. The researcher adopted normative survey method. In the study 126 B.Ed. students from 3 education colleges in Salem District during the year 2020 -2021 were selected as sample by random sampling method. They were from government, government aided and private colleges. Three research tools were used to collect the required data. Percentage analysis and Pearson product moment correlation was done. It was noted that gender were playing a vital role in hindering the choice of metacognition and learning style. Research findings shows that there was a significant positive correlation between the metacognition and learning style of B.Ed. students.

**Key words:** Metacognition, Learning styles, B.Ed. students.

## Introduction

Education which shapes and moulds the quality of life of the people of a country and whose goals or extremely sacred and whose influences are permanent and developmental should be placed in the hands of appropriate and dedicated teachers who can be trusted to perform a noble and a challenging role in the educational process. Learning plays a vital role in our life. learning starts from one's birth and till to 'the end of his life'. It shapes, moulds and modifies human behaviour experiences bring about a change in the behaviour of the individual. It is a Universal human experience. It imparts an individual with all the power and necessities in making A Remarkable mark in any of the field it is one's education which decides what one can make out in their life.

Metacognitive learning is a new concept in the emerging field of education. Metacognition is the one of the holy grains of education. People engage in metacognitive activities everyday. Metacognition enables us to be successful learners and it has been associated with intelligence. Metacognition literally

means cognition about cognition or knowledge about knowing of learning. Metacognition is simply defined as "thinking about thinking". Metacognition refers to one's knowledge concerning one's own cognitive process and the products or anything related to them. It is higher order thinking which involves active control over the cognitive process engaged in learning. Metacognitive activities help the teacher to determine how students can be taught to apply their cognitive resources through metacognitive control.

Learning is a partial development and occurs in different ways for different people. Learning process occurs through different situations as student's observation; awareness and processing of information are varied. For instance, some individuals recognize incredible in real manner whereas some individuals perceive something in concrete and abstract manner.

Learning style addresses the biological uniqueness and developmental changes that make one person learn differently from another individuals do change in the way they learn similarly, development aspects related to how we learn but more predictable follower recognisable pattern. Learning styles as perception, thought, remembering or problem - solving of the individual in the way that student is used to do. Each person's individual learning style is unique as a signature. When a person has something difficult to learn, that students learn faster and enjoy learning more if student unique learning style a affirmed by the way the teacher teaches.

### **Review of Related Literature**

**Pradhan & Das (2021)** analysed the influence of Metacognition on Academic Achievement and Learning Style of Undergraduate Students in Tezpur University. The result showed that only 34-36% of the undergraduate students had above-average metacognitive skills. The undergraduate students had equal preferences in all the five learning styles rather than focusing on one learning style. There was a significant difference between metacognition levels and academic achievement of the undergraduate students of SOS, HSS and SOE. The metacognitive skill explicates only 43% variability of academic achievement of the undergraduate students which implies that the undergraduate student's metacognitive skills influence and determines their academic achievement to some extent.

**Saraswathy (2019)** aimed to investigate the relationship between learning strategies in mathematics and learning styles among IX standard students. Result showed that there was significant positive correlation between learning strategies in mathematics and learning styles.

### **Significance of the Study**

Today, all teachers are facing the on-going challenges of making their teaching more effective. Teachers must develop their skills to meet the students educational needs during their training period. The teacher trainee has to put his heart and soul on the course. As the duration of the B.Ed. programme is one year, the stresses more on the content then the development of attitudes, skills and competencies. All the B.Ed. students may not developed the desired level of teaching competence within the short duration of time. Soundness of judgement and the practical intelligence must be immediate in certain situations. The

capacity to do the right thing in the right way at the right time should be developed. So, the students are able to think about their thinking, understand and control their cognitive process.

### **Title of the problem**

The problem of the present study is selected and entitled as “**Metacognition and Learning Style of B.Ed. Students**”.

### **Operational definitions of the terms**

#### **Metacognition**

In this context metacognition refers to Knowledge of Cognition and Regulation of Cognition.

#### **Learning Styles**

In this context learning styles include three styles; Visual , Auditory and Kinesthetic.

#### **B.Ed. Students**

In this study B.Ed. students refers to those who are studying B.Ed. first year and B.Ed .second year students.

### **Objectives of the Study**

- To find out the level of metacognition of B.Ed. students.
- To find out the level of learning style of B.Ed. students.
- To find out the level of male and female B.Ed. students in their metacognition.
- To find out the level of male and female B.Ed. students in their learning style.
- To find out the relationship between metacognition and learning style of B.Ed. students.

### **Hypothesis of the Study**

- The level of metacognition of B.Ed. students is moderate.
- The level of learning style of B.Ed. students is moderate.
- The level of male and female B.Ed. students in their metacognition is moderate.
- The level of male and female B.Ed. students in their learning style is moderate.
- There is no relationship between metacognition and learning style of B.Ed. students.

### **Methodology**

The investigator has used the survey method for obtaining the data.

### **Population and Sample for the Study**

All the students studying in the colleges of education in Salem district. The investigator has randomly selected 126 B.Ed. students from Salem district.

### **Tools Used**

- 1.The Metacognitive inventory (MCI) by Punita Govil (2003).
2. The learning style tool developed by the investigator.

### **Statistical Techniques Used**

Percentage Analysis and Pearson Product Moment Correlation used for analysis of the data.

**Data Analysis****Hypothesis 1**

The level of metacognition of B.Ed. students is moderate.

**Table - 1****Level of Metacognition of B.Ed. Students**

Metacognition and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Knowledge of cognition	27	21.23	74	58.73	25	19.84
Regulation of cognition	18	14.29	87	69.05	21	16.67
<b>Metacognition</b>	21	16.67	82	65.0	23	18.25

It is inferred from the above table that 21.23% of the B.Ed. students have low 58.73 % of them have moderate and 19.84 % of them have high level of knowledge of cognition. Also it is inferred that 11.29% of the B.Ed. students have low, 69.05 % of them have moderate and 16.67% of them have high level of regulation of cognition.

On the whole, 16.67 % of the B.Ed. students have low, 65.0 % of them have moderate and 18.25% of them have high level of metacognition. Hence the hypothesis is accepted.

**Conclusion**

The level of metacognition of B.Ed. students is moderate.

**Hypothesis 2**

The level of learning style of B.Ed. students is moderate.

**Table - 2****Level of Learning Style of B.Ed. Students**

Learning Style and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Visual	23	18.25	68	53.96	35	27.78
Auditory	26	20.63	62	49.21	38	30.16
Kinesthetic	27	21.43	60	47.62	39	30.95
<b>Learning Style</b>	14	11.11	65	51.59	47	37.30

It is analysed from the above table that 18.25 % of the B.Ed. students have low 53.96 % of them have moderate and 27.7 % of them have high level of visual learning style. Also it is inferred that 20.63 % of the B.Ed. students have low, 49.21 % of them have moderate and 30.16 % of them have high level of auditory learning style. Meanwhile 21.43 % of the B.Ed. students have low 47.62 % of them have moderate and 30.95 % of them have high level of kinaesthetic learning style.

On the whole, 11.11 % of the B.Ed. students have low, 51.59 % of them have moderate and 37.30 % of them have high level of learning style. Hence the hypothesis is accepted.

### Conclusion

The level of learning style of B.Ed. students is moderate.

### Hypothesis 3

The level of male and female B.Ed. students in their metacognition is moderate.

**Table - 3**  
**Level of Metacognition of B.Ed. Students with regard to Gender**

Metacognition and its dimensions	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Knowledge of cognition	Male (73)	12	16.44	40	54.79	21	28.77
	Female ( 53)	8	15.09	34	64.15	11	20.75
Regulation of cognition	Male (73)	14	19.18	39	53.42	20	27.40
	Female (53)	7	13.21	32	60.38	14	26.42
<b>Metacognition</b>	Male (73)	11	15.07	41	56.16	21	28.77
	Female (53)	10	18.87	30	56.60	13	24.53

It is noticed from the above table that 16.44 % of the male B.Ed. students have low, 54.79 % of them have moderate and 28.77% of them have level of knowledge of cognition. Also it is preferred that 19.18% of the male B.Ed. students have low, 53.42% of them have moderate and the 27.40 % of them have high level of regulation of cognition. On the whole 15.07 % of the male B.Ed. students have low, 56.16 % of them have moderate and 28.77 % of them have high level of metacognition.

Again, it is inferred from the above table that 15.09% of the female B.Ed. students have low, 64.15% of them have moderate and 20.75 % of them have high level of knowledge of cognition. Also it is inferred that 13.21% of the female B.Ed. students have low, 60.38% of them have moderate and 26.42 % of them have high level of regulation of cognition. On the whole 18.87 % of the female B.Ed. students have low, 56.60 % of them have moderate and 24.53 % of them have high level of metacognition. Hence the hypothesis is accepted.

### Conclusion

The level of male and female B.Ed. students in their metacognition is moderate.

### Hypothesis 4

The level of male and female B.Ed. students in their learning style is moderate.

**Table - 4****Level of Learning Style of B.Ed. Students with regard to Gender**

Learning Style and its dimensions	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Visual	Male (73)	12	16.44	47	64.38	14	19.18
	Female ( 53)	8	15.09	34	64.15	11	20.75
Auditory	Male (73)	10	13.70	43	58.90	20	27.40
	Female (53)	7	13.21	32	60.38	14	26.42
Kinesthetic	Male (73)	13	17.81	41	56.16	19	26.03
	Female (53)	9	16.9	29	54.72	15	28.30
<b>Learning Style</b>	Male (73)	11	15.07	40	54.79	22	30.14
	Female (53)	8	15.09	33	62.26	12	22.65

It is inferred from the above table that 16.44% of the B.Ed. students have low, 64.38% of them have moderate and 19.18% of them have high level of visual learning. Also it is inferred that 13.70 % of the B.Ed. students have low, 58.90 % of them have moderate and 27.40% of them have high level of auditory learning. Also, it is inferred from the above table that 17.81% of the B.Ed. students have low, 56.16% of them have moderate and 26.03% of them have high level of kinesthetic learning. On the whole 15.07 % of the male B.Ed. students have low, 54.79% of them have moderate and 30.14% of them have high level of learning style.

It is inferred from the above table that 15.09% of the female B.Ed. students have low, 64.15% of them have moderate and 20.75 % of them have high level of visual learning. Also it is inferred that 13.21 % of the female B.Ed. students have low , 60.38 % of them have moderate and 26.42 % of them have high level of auditory learning . Also it is inferred from the above table that 16.9 % of the female B.Ed. students have low, 54.72% of them have moderate and 28.30% of them have high level of kinesthetic learning. On the whole, 15.09 % of the female B.Ed. students have low, 62.26% of them have moderate and 22.65 % of them have high level of learning style. Hence the hypothesis is accepted.

**Conclusion**

The level of male and female B.Ed. students in their learning style is moderate.

**Hypothesis 5**

There is no relationship between metacognition and learning style of B.Ed. students.

**Table – 5****Correlation Table showing the Metacognition and Learning style of B.Ed. students**

VARIABLE	'r' value
Metacognition	0.234**
Learning Style	(Significant at 0.01 level)

\*\* Table value of r for df 126 at 0.01 level is 0.134

There is significant positive correlation between the metacognition and learning style of B.Ed. students.

## MAJOR FINDINGS OF THE STUDY

- 16.67 % of the B.Ed. students have low, 65.0 % of them have moderate and 18.25% of them have high level of metacognition.
- 11.11 % of the B.Ed. students have low, 51.59 % of them have moderate and 37.30 % of them have high level of learning style
- 15.07 % of the male B.Ed. students have low, 56.16 % of them have moderate and 28.77 % of them have high level of metacognition.
- 18.87 % of the female B.Ed. students have low, 56.60 % of them have moderate and 24.53 % of them have high level of metacognition.
- 15.07 % of the male B.Ed. students have low, 54.79% of them have moderate and 30.14% of them have high level of learning style.
- 15.09 % of the female B.Ed. students have low, 62.26% of them have moderate and 22.65 % of them have high level of learning style.
- There is significant positive correlation between the metacognition and learning style of B.Ed. students.

## Conclusion

From the above study the investigator found that metacognition and the learning style are closely correlated. Therefore the investigator desire that educational institutions should provide training programs and give importance to metacognition in the regular classroom teaching and the learning process. It helps and enriches the skill of learning style of B.Ed. students in their walks of life.

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