



META-COGNITIVE AWARENESS OF PRE-SERVICE TEACHERS IN SALEM DISTRICT

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ABSTRACT

Meta-cognitive awareness is more essential for pre-service teachers. Because thinking about thinking give more critical thinking knowledge to planning , monitoring and evaluating situations. The study explain meta-cognitive scores of pre-service teachers in Salem district. 321 pre-service teachers meta-cognitive scores discussed in this study. High score of pre-service teachers are very benefited person in the teaching learning process.

1.1.INTRODUCTION

Self-understanding of individual to develop the strengths and decrease the weakness of person, and give the direction to what way of life you learn. Good understanding give self-confidence of the human being. Meta-cognitive awareness to prevent the person in critical situation. Knowledge, planning, monitoring, evaluating are the main process in teaching profession. So the awareness of the dimensions very useful and supportive success professional skill of pre-service teachers.

1.2.NEED AND SIGNIFICANCE OF THE STUDY

Today's Pre-service teachers are the future role model of teachers in the younger generation. So the present and future problem solving knowledge will be acquire in the meta-cognitive awareness. In the class room and outer side of the class room monitored by the pre-service teachers with the help of awareness only.

1.3.STATEMENT OF THE PROBLEM

The present study is titled "**META-COGNITIVE AWARENESS OF PRE-SERVICE TEACHERS IN SALEM DISTRICT**".

1.4.DEFINITIONS OF KEY TERMS

Definitions of key terms in the title of the study are given below:

1.4.1.Meta-cognitive awareness

Meta-cognition is “thinking about thinking to improve learning”. Meta-cognition includes knowing what you know and don't know; understanding person, task, and strategy variables; planning, monitoring, evaluating and reflecting. Meta-cognition is an invaluable skill for learning in every area: academic, socio-emotional, the arts, physical education, and service education.(The little golden book of meta-cognition by Susan Stevens,2017)

Meta-cognitive awareness means being aware of how you think. Meta-cognition is the awareness of one's thinking and the strategies one is using. It enables students to be more mindful of what they are doing, and why, and of how the skills they are learning might be used differently in different situations.

1.4.2.Pre-service teachers

Pre-service teaching is a period of guided, supervised teaching. The student teacher is gradually introduced in to the teaching role by a or co-operating teacher. The student teacher begins as an observer and finishes the pre-service teaching experience as a competent of professional.

1.5.VARIABLES OF THE STUDY

The investigator has chosen the gender, locality, type of management and year of study the independent variables and meta-cognition the dependent variable.

1.6.OBJECTIVES OF THE STUDY

1. To understand the meta-cognition awareness of pre-service teachers.
2. To find out whether there is any significant difference in the meta-cognition awareness scores of pre-service teachers with respect to gender, locality, year of study and type of management.

1.7.HYPOTHESES OF THE STUDY

Keeping in view the objectives of the study the following null hypothesis have been framed:

1. There is no significant difference in the mean scores of meta-cognition awareness of pre-service teachers based on their gender.
2. There is no significant difference in the mean scores of meta-cognition awareness of pre-service teachers based on locality.
3. There is no significant difference in the mean scores of meta-cognition awareness of pre-service teachers based on their year of study.
4. There is no significant difference in the mean scores of meta-cognition awareness of pre-service teachers based on the type of management.

1.8.METHOD OF THE STUDY

As the present study deals with the meta-cognition awareness of pre-service teachers , the investigator adopted the survey method which was found suitable to gather the essential and relevant data.

1.9. STATISTICAL TECHNIQUES USED

The investigator used descriptive analysis for the preliminary analysis of the data. The t-test and ANOVA was used to find out the significant difference between the mean scores of different groups of variables.

1.10. DELIMITATIONS OF THE STUDY

Research studies in general will have limitations due to many factors. It is the responsibilities of the researcher to see that study is conducted with maximum care in order to be reliable. However, the following limitations were unavoidable in the present study.

1. The study was confined to only Pre-service teachers of Salem educational District, Tamil Nadu.
2. The study is delimited to Salem District of Tamil Nadu.

In spite of the above cited limitations, sufficient care has been taken in selecting the sample, gathering reliable data, and applying appropriate data and statistical analysis etc.

1.11. SAMPLE

The investigator selected four colleges in Salem Educational District. For this present study 321 pre-service teachers were selected as the sample from four colleges randomly. This sample includes male and female, study of first year and second year, rural and urban, government, aided and private pre-service teachers.

1.12. TOOL USED FOR COLLECTING DATA

The tool used to find the pre-service teachers meta-cognition awareness adopted the meta-cognition inventory scale, its reliability value was 0.83.

1.13. FINDINGS OF THE STUDY

The collected data were statically analyzed to realize the objectives of the study. In that process the following findings have been observed.

The mean difference in meta-cognition awareness of pre-service teachers based on gender was significant at 0.05 level. The mean score obtained for female pre-service teachers were found to be higher than male teachers. It shows that female teachers exhibit better awareness than male teachers.

The mean difference in meta-cognition awareness of pre-service teachers based on locality was significant at 0.01 level. The mean score obtained for pre-service teachers in urban were found to be higher than those in rural. It shows that pre-service teachers in urban exhibit better awareness than pre-service teachers in rural. The mean difference in meta-cognition awareness of pre-service teachers based on year of study was significant at 0.01 level. The mean difference in meta-cognition awareness of pre-service teachers based on the type of management was significant at 0.05 level. Pre-service teachers in aided were found to possess better awareness than pre-service teachers studied in government colleges. Also, pre-service teachers studied in private colleges were found to possess better awareness than pre-service teachers studied in government schools.

1.15.IMPLICATION OF THE STUDY

The findings of the study will be of immense use in understanding the meta-cognition awareness of pre-service teachers classified on the basis of gender, locality, year of study and type of management.

1.16.SUGGESTIONS FOR FURTHER RESEARCH

1. The present study was carried out in Salem district only. It can be extended all over the Tamil Nadu state.
2. The present study was confined to pre-service teachers . It may be extended to the teachers working at all levels.

1.17.CONCLUSION

Teaching-learning is a wonderful process. The process done by knowledge, planning of process, monitoring the situations, evaluating the knowledge with score are skill identification. In this process very effective and useful with the meta-cognitive awareness. So the pre-service teachers meta-cognitive awareness is more needed in present and future also.

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