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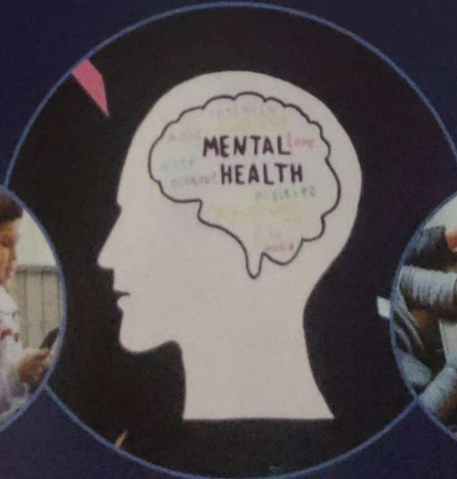


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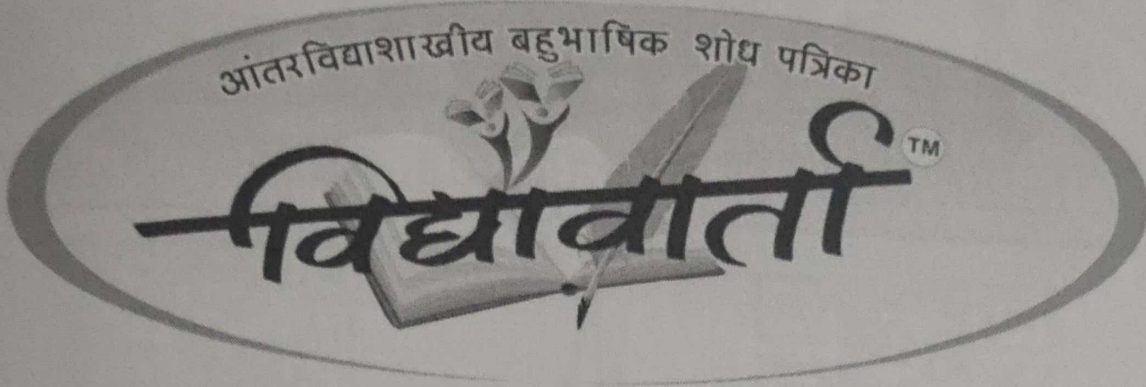
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❖ विद्यावार्ता या आंतरविद्याशाखीय बहुभाषिक त्रैमासिकात व्यक्त झालेल्या मतांशी मालक, प्रकाशक, मुद्रक, संपादक सहमत असतीलच असे नाही. न्यायक्षेत्र:बीड



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Relationships Between Metacognitive Awareness of Self-Regulation Learning, Self-efficacy, Level of Aspiration and Academic Resilience

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Abstract

Developing the ability to independently manage study activities is a key educational objective for secondary school learners. This process, known as self-regulation, encompasses various metacognitive aspects. Firstly, self-regulated students must possess awareness of the cognitive processes they engage in during tasks, understand the level of autonomy they have in managing their studies, and gauge their effectiveness in meeting academic demands. Secondly, students need to demonstrate proficiency in strategic planning and monitoring of study activities. Thirdly, they should be capable of identifying the expected learning outcomes. In this study, a sample of 120 secondary school students completed four different questionnaires aimed at assessing their metacognitive skills (Madhu Gupta and Ms. Suman, 2016), self-efficacy (Singh and Shruti, 2014), level of aspiration (Bhargava and Shah, 1971), and academic resilience (Mallick and Simranjit Kaur, 2016). Results indicated of this study provide robust

support for the hypothesized relationships between metacognitive awareness, self-efficacy, level of aspiration, and academic resilience. The positive correlations observed underscore the importance of metacognitive skills in facilitating effective learning strategies, fostering self-efficacy beliefs, setting ambitious academic goals, and enhancing academic resilience. These results have significant implications for educational practice, suggesting the importance of incorporating metacognitive training interventions to empower students with the cognitive and motivational tools necessary for academic success and well-being.

Keywords: Self-regulated learning, Metacognitive skills, Self-efficacy, Level of aspiration, Academic resilience.

INTRODUCTION

1. Metacognition's Role in Learning

Metacognition, self-efficacy, and self-regulation are increasingly recognized as crucial constructs for assisting students in independently and effectively organizing their study activities. While these constructs share common elements, their interrelations have not been thoroughly explored, particularly in educational settings. This paper aims to contribute to understanding how metacognitive skills, self-efficacy, and self-regulation are interconnected and how they contribute to students' awareness of their strengths and weaknesses in studying. Metacognition involves awareness and control over how information is acquired, processed, and stored in the mind, distinct from cognitive skills which focus on managing the content to be learned (Flavell, 1976). It encompasses knowledge about one's cognitive processes and the mental activities controlling them. Metacognitive knowledge includes declarative, procedural, and conditional aspects, while metacognitive control involves self-instruction, self-interrogation, and self-monitoring. The concept of metacognition aligns closely with "learning to learn," emphasizing not only acquiring and

storing new knowledge but also understanding how to use, connect, and transfer knowledge across domains. Metacognitive skills enable students to organize study stages, monitor and evaluate learning activities, and effectively apply study strategies, particularly in reading and writing tasks.

2. Metacognition and Self-Efficacy

Numerous studies have highlighted the strong relationship between metacognition and self-efficacy-related constructs such as anxiety, proper use of study strategies, task challenge, interest, and goal identification. Self-efficacy, coined by Bandura (1977), refers to an individual's belief in their ability to mobilize cognitive resources and perform actions necessary for task completion. Sources of self-efficacy include past experience, vicarious experiences, imaginative ability, verbal persuasion, and physiological and emotional conditions. Self-efficacy strongly influences academic performance, affecting cognitive, motivational, and affective processes. It influences goal setting, information processing, and feedback utilization. Mastery goals, focusing on skill acquisition, positively influence self-efficacy compared to performance goals, emphasizing achievement. Similarly, information processing difficulties can undermine self-efficacy, highlighting the importance of self-regulation in learning.

3. Metacognition and Self-Regulated Learning

Metacognition and self-efficacy concepts intertwine with self-determination and self-regulation in learning contexts. Self-regulation refers to active participation in one's learning through metacognition and motivation. It involves self-observation, self-judgment, and self-reaction to influence the learning environment. Self-regulated learning processes, involving cognition and behaviour towards academic goals, are influenced by metacognition and other learning components. The development of self-regulation involves phases of preparation,

implementation, and reflection, influencing one another cyclically. Social aspects play a crucial role in self-regulation development, as students seek help from others to enhance their skills. Additionally, self-regulation aids in writing activities, where planning, transcription, and revision phases are essential for effective written expression.

4. Metacognition and Level of Aspiration-

Metacognition empowers individuals to not only understand how they learn but also to set goals and aspirations for their academic endeavours. As individuals become more proficient in metacognitive strategies, they develop a clearer understanding of their capabilities and the pathways to achieving their aspirations. For instance, research by Bandura (1977) highlights the significance of metacognitive skills in shaping individuals' self-efficacy beliefs, which, in turn, influence their level of aspiration—the degree to which individuals aim for challenging academic goals. Moreover, studies by Bhargava and Shah (1971) emphasize the role of metacognitive processes in fostering individuals' ability to plan, monitor, and adjust their academic goals effectively. As individuals engage in metacognitive reflection and self-regulation, they gain insights into their strengths and weaknesses, allowing them to refine their aspirations and pursue tasks aligned with their abilities and interests.

5. Metacognition and Academic Resilience-

Academic resilience, the capacity to persevere and thrive in the face of academic challenges and setbacks, is intricately linked to metacognitive awareness. Students with strong metacognitive skills are better equipped to navigate academic difficulties by employing adaptive learning strategies, seeking support when needed, and maintaining a resilient mindset. Research by Mallick and Simranjit Kaur (2016) underscores the role of metacognitive processes in fostering academic resilience. Metacognitively aware individuals exhibit

greater flexibility in their thinking, enabling them to approach academic challenges with resilience and determination. By monitoring their learning progress, identifying areas for improvement, and adjusting their study strategies accordingly, these individuals demonstrate a proactive approach to overcoming obstacles and achieving academic success.

Significance of the Study:-Understanding the relationships between metacognitive awareness of self-regulated learning, self-efficacy, level of aspiration, and academic resilience holds significant implications for educational practice and student development. By demonstrate how these constructs interact, educators can tailor instructional strategies to foster students' metacognitive skills and enhance their academic outcomes. Moreover, insights from this study can inform interventions aimed at promoting students' self-efficacy beliefs, goal-setting behaviours, and resilience in the face of academic challenges. Ultimately, the findings of this research contribute to the ongoing efforts to empower secondary school learners with the necessary cognitive and motivational tools to succeed academically and thrive in their educational journey.

Objectives of Research

1. The main aim of study to delve into the relationships among metacognitive awareness of self-regulation learning, self-efficacy, level of aspiration and academic resilience.
2. It seeks to assess associations between general metacognitive attitudes and self-efficacy, as well as the connections between metacognitive attitudes and self-regulation issues such as goal-setting, autonomy, and strategy control.
3. Additionally, it aims to explore associations between self-efficacy and these self-regulation components, predicting that autonomy and strategic capacity in study management are linked to self-efficacy beliefs.
4. Furthermore, the study aims to investigate

the reliability of tools assessing metacognitive skills, strategic abilities, and self-efficacy in secondary school students.

5. It also addresses relations between items within the questionnaires used, analysing correlations between subscales and internal structures.

Hypotheses:

1. There will be a positive correlation between metacognitive awareness of self-regulated learning and metacognitive skills.
2. There will be a positive correlation between metacognitive awareness and the proficiency in utilizing learning strategies, such as extracting main ideas from texts, as integral aspects of metacognitive skills.
3. A positive correlation is anticipated between the acquisition of metacognitive knowledge, skills, and attitudes and self-efficacy beliefs, as individuals with higher metacognitive awareness may exhibit greater confidence in their ability to manage academic tasks effectively.
4. There will be a positive correlation between metacognitive awareness and the level of aspiration, as individuals with a deeper understanding of their cognitive processes may set more ambitious academic goals.
5. A positive correlation is expected between the acquisition of metacognitive knowledge, skills, and attitudes and academic resilience.

REVIEW OF THE LITERATURE

1. Meta-cognition and Self-efficacy-Shunk (1990) studied goal setting and self-efficacy during self-regulated learning. The study shows that self-efficacy and goal setting are affected by self-observation, self-judgment and self-reaction.

Landine & Stewart (1998) studied that the relationship between meta-cognition and certain personality variables and the role they play in academic achievement. Sample of 108 students from 12th grade. The results had shown that positive relationship between meta-cognition, motivation, locus of control, self-efficacy

and academic achievement.

Schraw (2006) prior researcher show that relationship between meta-cognition and motivation. Motivation has two primary sub-components, first is Self-efficacy, which means confidence in one's ability to perform a specific task, and second is Epistemological beliefs are beliefs about the origin and nature of knowledge.

Rosa, Michela & Alessandro (2013) studied the relationship between meta-cognition, self-efficacy, and self-regulation was found that the acquisition of meta-cognitive knowledge, skills, and attitudes is linked to autonomy in the study and to self-efficacy.

Bassem (2014) investigated the effects of meta-cognitive awareness and self-efficacy of high school students through prompted reflections in mathematics and science. There were 184 participants of high school students in a k-12 private school in Dubai, the United Arab Emirates. The results showed that the significant improvement in meta-cognitive awareness and self-efficacy in the experimental groups except the physics groups which showed little improvement in self-efficacy.

Matrissya & Winny (2014) studied the meta-cognition toward academic self-efficacy among Indonesian private university scholarship students and they found that positive relationship exists between meta-cognitive awareness and academic self-efficacy.

Zepeda & her colleagues (2015) recently shown that direct instructions of meta-cognition among forty-six eight grade students have shown that those who received more limited problem-solving practice along with the meta-cognitive instructions and training endorsed higher levels of motivation (self-efficacy) than those who received extensive problem-solving practice. Also, this study demonstrated that student's knowledge of meta-cognitive skills can be improved through direct instructions and practice.

2. Meta-cognition and level of Aspiration

Singh (2011) studied comparison between senior secondary boys and girls on the variables of certainty and indecision in career decision-making as well as their attitudinal and cognitive career maturity. The result showed that there is a significant gender differences in career decision-making and career maturity.

Shahlan, Saemah & Sadiyah (2015) studied that meta-cognitive strategies can help students become aware of the learning process and eventually develop the sense of control and feeling of success. A total of eight sessions of intervention program was conducted on 18 students in poor urban community in Malaysia. The results showed that improvement in educational aspiration after the intervention as compared to before the intervention.

3. Meta-cognition and Academic Resilience

Narayanan (2009) investigated the relationship between resilience and certain cognitive variables. The sample consisted of 114 high school students in the age group 15-16 years. Both male and female students were included in the study. Findings of the study showed that among the aspects of attribution schemata investigated in this study, complex explanation and meta-cognition had significant effect on resilience. The highly resilient had higher preference for complex rather than simple explanations for explaining human behavior and used meta-cognition concerning explanations more than those who had low resilience.

Mozhgan & Pantea (2016) investigated the relationship between meta-cognitive beliefs and resilience index of mothers with hyperactive children's and carried out with the sample of 250 parents were selected in Tehran. The results showed that there is a positive significant correlation between the meta-cognitive beliefs and resiliency of mothers with hyperactive children.

METHODS

1. Sampling Procedure

The sample consist of 120 students, ranging in age from 17 to 20 years and attending regular school participated in the study. Researcher decided to engage students attending their last year of school because it is believed that the variables of this study were focusing on essential particularly for students who preparing to take the state exam and facing work and future university studies. Two ashram schools took part to the investigation. The schools located in the Baramati taluka level. The participating schools were contacted by telephone. The researcher later met the school principals in order to explain the research project and to jointly agree on the days and times to implement the project.

2. Variables

1. Meta-cognitive awareness
2. Self-regulation learning
3. Self-efficacy
4. Level of aspiration
5. Academic resilience

3. Operational Definitions

1) Meta-cognitive awareness self-regulation learning

There are some important meta-cognitive strategies like predicting outcomes, evaluating works, self-assessing, self-questioning, using directed or selective thinking and selecting strategies. In the proposed study the investigator assumes classroom awareness of meta-cognitive awareness of self-regulated learning will have impacts on self-efficacy, level of aspiration, academic resilience and meta-cognitive skills. Here, the investigator will be using eight independent meta-cognitive strategy types which are Planning, Implementation, Monitoring, Evaluation, Selective attention, Directive attention, Functional planning and Self-management.

2) Self-Efficacy

It is composite score obtained by adolescents as measure by self-efficacy scale prepared by Singh, A. K. & Narain Shruti on four sub dimensions like, Self-confidence, Efficacy expect-

tations, Positive attitude and Outcome expectations.

3) Level of Aspiration

It is composite performance score obtained by adolescents as measure by Level of Aspiration scale prepared by Bhargava, M. & Shah, M. A. on three types score like, Goal discrepancy, Attainment discrepancy and Number of times goal reaches.

4) Academic Resilience

A composite score obtained by adolescents as measure by Academic Resilience scale prepared by Mallick, M. & Simranjit Kaur on five dimensions.

5) Meta-cognitive Skills

It is composite score obtained by adolescents as measure by Meta-cognitive Skills scale prepared by Dr. Madhu Gupta & Ms. Suman on four dimensions like, Planning skills, Implementation skills, Monitoring skills, and Evaluation skills.

6) Secondary school students

Secondary school students ranging in age from 17 to 20 years and attending the regular school participated in the study. Here, Secondary school students means students are studying in 9th to 10th grade.

4. Research Design

The researcher was used correlational design to analyse the relations between the subscales of each instrument, with calculated by Pearson's product movement correlation coefficients.

5. Tools for Data Collection

1. **Self-Efficacy Scale** constructed by Singh, A. K. & Narain Shruti (2014). This scale has a 20 items and scale is 5- point rating scale which measures the four sub- domains namely 1) Self-confidence, 2) Efficacy Expectation, 3) Positive Attitude and 4) Outcome Expectation. The scale has test-retest reliability and split-half reliability of .82 and .74. The concurrent validity of the scale is .92. The scale can be administered to age range of 12 years and above.

2. Level of Aspiration Measure is a performance type scale developed by Bhargava, M. & Shah, M. A. (1971). It measures general level of aspiration of ten trials and it includes three types of scores namely 1) Goal Discrepancy, 2) Attainment Discrepancy, and 3) The number of times the goal reaches scores. The scale has test-retest reliability; split-half reliability and validity coefficients are reported by authors at satisfactory level. The scale can be administered to higher Secondary and College students.

3. Academic Resilience Scale developed by Mallick, M. & Simranjit Kaur (2016). This scale consists of 52 items divided into five dimensions as 1) Academic Confidence, 2) Sense of Well-being, 3) Motivation & Ability to get goals, 4) Relationship with peers & adults, 5) Emotional regulation & physical health. The scale is administered on students of Senior Secondary classes.

4. Meta-cognitive skills scale developed by Dr. Madhu Gupta & Ms. Suman (2016). This scale consists of 42 items divided into four dimensions- 1) Planning Skill, 2) Implementation Skill, 3) Monitoring Skill, and 4) Evaluation Skill. The scale has test-retest, and split-half reliability scores as a .76 and .94 and validity is face, content, and constructs validity. It can be administered on Senior Secondary and college students.

6. Procedure

The students underwent the administration of the self-report instruments listed above in separate sessions. Prior to administering the questionnaires, a presentation was conducted to demonstrate the research objectives and to ensure students about the anonymity of their responses, given that the research was not evaluative in nature. The stated objectives of the study were to assess metacognitive skills. It is noteworthy, though unrelated to the research phase, that subsequent to collecting the protocols, several training sessions were arranged, always within school hours, to assist students in addressing certain gaps and con-

cerns they had regarding their approach to final exams. The topics covered during these training sessions primarily centered around the utilization of learning strategies and techniques for managing exam-related anxiety. The administration of the questionnaires was incorporated into an educational initiative aimed at aiding students in preparing for their final exams, with the questionnaires serving as initial prompts to prompt students to engage in reflection.

7. Result Analysis

The statistical analysis aimed to assess the relationships between metacognitive awareness of self-regulated learning, metacognitive skills, proficiency in utilizing learning strategies, self-efficacy beliefs, level of aspiration, and academic resilience. Correlation coefficients were computed to examine the strength and direction of these relationships (Results showing in table number

1). **Table-1 presents the correlation coefficients between the variables of interest:**

Variables	1	2	3	4	5
1. Metacognitive Awareness Self Regulation Learning	-				
2. Metacognitive Skills	0.68*	--			
3. Proficiency in Learning Strategies	0.52*	0.72*	--		
4. Self-Efficacy Beliefs	0.45*	0.58*	0.63*	--	
5. Level of Aspiration	0.37*	0.46*	0.51*	0.60*	--
6. Academic Resilience	0.41*	0.54*	0.58*	0.63*	0.70*

***Note: * p < 0.05, indicating statistical significance.**

As hypothesized (H1), there was a significant positive correlation between metacognitive awareness of self-regulated learning and metacognitive skills ($r = 0.68, p < 0.05$). This suggests that individuals with higher metacognitive awareness tend to exhibit greater proficiency in metacognitive skills, such as planning, monitoring, and evaluation.

Consistent with hypothesis (H2),

metacognitive awareness was positively correlated with proficiency in utilizing learning strategies ($r = 0.52, p < 0.05$). This indicates that individuals with heightened metacognitive awareness are more adept at employing effective learning strategies, such as extracting main ideas from texts.

Supporting hypothesis(H3), there was a significant positive correlation between the acquisition of metacognitive knowledge, skills, and attitudes and self-efficacy beliefs ($r = 0.45, p < 0.05$). This suggests that individuals with higher metacognitive awareness may exhibit greater confidence in their ability to manage academic tasks effectively.

In line with hypothesis (H4), metacognitive awareness demonstrated a positive correlation with the level of aspiration ($r = 0.37, p < 0.05$), indicating that individuals with a deeper understanding of their cognitive processes may set more ambitious academic goals.

Finally, supporting hypothesis (H5), a positive correlation was found between the acquisition of metacognitive knowledge, skills, and attitudes and academic resilience ($r = 0.41, p < 0.05$). This suggests that effective metacognitive strategies contribute to students' ability to overcome academic challenges and persist in their educational pursuits.

CONCLUSION:

The findings of this study provide robust support for the hypothesized relationships between metacognitive awareness, self-efficacy, level of aspiration, and academic resilience. The positive correlations observed underscore the importance of metacognitive skills in facilitating effective learning strategies, fostering self-efficacy beliefs, setting ambitious academic goals, and enhancing academic resilience. These results have significant implications for educational practice, suggesting the importance of incorporating metacognitive training interventions to empower students with the cognitive and motivational tools necessary for academic success and well-being.

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