

A Study on the Relationship between Emotional Intelligence and Metacognition of the Students of Secondary Schools in Malda District.

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ABSTRACT

The present study was conducted on the study the relationship between Emotional Intelligence and Metacognition of the students of secondary level. The sample consisted of 800 students studying in the 10th standard from eight secondary schools of Malda districts which were selected by simple random sampling method, the result shows there is significant relationship between emotional intelligence and metacognition of the students of secondary level. Boys and girls do not differ in both emotional intelligence and metacognition of secondary level.

Keywords: Emotional Intelligence, Metacognition

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INTRODUCTION

The basic goal of education is to make an individual self-reliant for performing active role in the society. Academic progress of student is the essential responsibility of educational institutions by providing necessary support system. Educationists and psychologists are creating different strategies to increase academic achievement and students may perceive their task easily. As a result, students can take it in a very easy way and remember for a long time and apply the strategies in the proper situation. Because the present education system is achievement oriented. In this regard, some psychological mental activity like problem- solving ability, attention, memory, metacognition, emotional intelligence, learning and personality traits etc help to accelerate academic performance of the learners. Academic achievement is not restricted to very results in bookstore or class performance, indeed success depends on the uses of the knowledge and earned experience in real life or in work life.

The present education system is continuously trying to develop the whole entity, moreover aims at how to learn, how to remember, how to inspire oneself, how to behave and control emotions and so on. Among different psychological components the development of academic achievement depends on two psychological components namely emotional intelligence and metacognition, which help students in acquiring good tactics, mental balance for their future achievement. Emotional intelligence and metacognition are the emerging areas which need to be explored for the better schooling of children. Emphasis has been given on the importance of the mental ability of students; where there is need to take care of emotional intelligence, social intelligence, motivation, personality, and metacognition which help to develop a balanced personality. Therefore, metacognition and emotional intelligence affect the academic achievement of the students. So the present study was conducted on the interrelationship of the variables emotional intelligence and metacognition.

Emotional Intelligence:

The history of emotional intelligence is as old as the evolution of the human society. The dictionary meaning of emotional intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Daniel Goleman, father of emotional intelligence referred it as the ability to identify and manage one's emotions and the emotions of

others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating one's own emotions and cheering up or calming down other people.

Emotional intelligence definitely differs from the traditional concept of general intelligence especially in the sense of the potential of cognitive abilities. The measurement of this type of intelligence is provided in term of Emotional Quotient (EQ) in place of the usually known term Intelligence Quotient (IQ). It makes persons get proper awareness, appraisal, application and expression of his emotion in the right way, right time and the right amount. It helps an individual to use his/her emotions in getting desired success in their day to day life and the world of work. Emotional intelligent skills make a person a seek proper synthesis of the activities of head and heart for taking a suitable action, the situation leading to the betterment of performance and getting success in realizing of self-defined goals. It helps to the individuals in recognition and regulation of emotion in oneself and others for the better performance and adjustment also utilize the social skills associated with such type of intelligence.

Emotional intelligence helps individual in the utilization of emotions for the realization of the self-defined goals and accusing the capacity to know and manage the emotions of the self and others in a proper way. The abilities of intra personal to the art of knowing and managing the emotions and realize the proper way of self-defined goals.

Metacognition:

Metacognition is a combination of two words 'Meta' and 'Cognition'. The prefix 'meta' refers to something that covers the subject, whereas 'cognition' is the internal structure and process that is involved in the acquisition and use of knowledge including sensation, perception, attention, memory, thinking, and reasoning. So, it is referred to a level of thinking that involves active control over the process of thinking that is used in learning time, also involved in the way a person controls, modifies and appraises his own thoughts.

Metacognition is traditionally defined as the experience and knowledge we have about our own cognitive process, it the experience and knowledge about knowing and learning. This metacognitive knowledge is used to monitor and regulate cognitive processes such as reasoning, comprehension, problem-solving, and learning and so on.

Metacognition involves three kinds of knowledge;

1. Declarative knowledge
2. Procedural knowledge
3. Conditional knowledge

Declarative knowledge is about learner, the factors that influence learner's learning and memory, and the skill strategies and resource needed to perform a task knowing what to do. Procedural knowledge knows about how to use the strategies and lastly conditional knowledge to ensure the completion of the task of knowing when and why to apply the procedures and strategies (Burning, Schraw, Ronning, 1999).

Metacognition involves choosing the best way to approach a learning task. Students with good metacognitive skills set goals, organize their activities, select among various approaches to learning and finally change strategies if needed. It is referred to the knowledge about our own thinking process.

Metacognition simply defined as thinking about thinking. The basic concept of metacognition is the notion of thinking about one's own thoughts. Thinking of what one knows i.e., metacognitive knowledge, what one is currently doing i.e., metacognitive skills and what one's current cognitive or affective state i.e., metacognitive experience. The main differentiate of metacognitive thinking from other children of thinking. It is necessary to consider the source of thought. Therefore, metacognition sometimes has been defined simply as thinking about thinking, cognition of cognition (Flavell, 1979).

Metacognition is the process of regulating one's knowledge, process, and cognitive-affective states and the ability to consciously and deliberately monitor and regulate one's knowledge, process and cognitive and affective states.

Emergence of the problem:

In education, psychology and cognitive science it is important to compare emotional intelligence and metacognition, understanding how they work in education or on students to help with therapeutic approaches for disorder like depression, anxiety and indecision as well as better intervention for mental health, stress management and self-improvement. Emotional intelligence is the basic of all human performance and sources of motivation, enjoyment, sources of strength and endurance to body. Constant emotional tension may cause poor health like restlessness, headache, lack of hunger, chronic fatigue, insomnia that decrease the achievement rate. Metacognition is great importance in human thinking, learning and problem solving, and monitoring and control to choose goals, asses their own progress and

adopt new strategies. Students who pose emotional intelligence are better able to handle stress and interact with other in constructive ways, this suggest that these two variables can enhance teaching method and students achievement.

Objective of the study:

The following of the study are as follow

1. To estimate the relationship between emotional intelligence and metacognition of the students of secondary schools.
2. To compare the emotional intelligence of boys and girls of secondary schools.
3. To compare the metacognition of boys and girls of the secondary schools.

Hypothesis of the study:

The following hypotheses were framed to achieve the objectives of the study

1. There is no significant relationship between emotional intelligence and metacognition of the students of secondary schools.
2. There is no significant difference in emotional intelligence between boys and girls of secondary schools.
3. There is no significant difference in metacognition between boys and girls of secondary schools.

MATERIAL AND METHODS

Population and Sample:

The present study based on the population of secondary level students of different schools of Malda district, West Bengal. Simple random sampling technique was employed to select the students. The study was conducted on the sample of 800 students taken from eight secondary schools out of which 400 boys and 400 girls of 10th standard.

Tools used:

The following tools were used foe data collection.

1. Mangal Emotional Intelligence Inventory (2012) by Dr. S.K. Mangal & Mrs Subhra Mangal. Translated and standardized by the researcher before administrated.
2. Metacognition Inventory (MCI) originally constructed by Punita Govil (2003). Translated and standardized by the researcher before administrated.

Statistical Technique used:

The following statistical techniques were used for the analysis of the data.

1. Co-efficient of correlation was employed to examine the relationship between emotional intelligence and metacognition.
2. 't'- test was applied to test the significance of differences between boys and girls.

RESULTS AND DISCUSSION

Analysis of data pertaining to hypothesis-01

Table no.01: Showing the co-efficient of correlation between emotional intelligence and metacognition and its significance.

Variable	N	Mean	SD	Co-efficient of correlation	tr	Level of significance
Emotional Intelligence	800	56.02	7.56	0.093	2.56	0.01
Metacognition		83.82	11.59			

Interpretation:

The above table reveals that the value of 'r' is significant at 0.01 levels, meaning thereby both the variables are correlated significantly. So the null hypothesis is rejected. Result leads to infer that metacognition and emotional intelligence of the students of secondary schools are positively and significantly associated

Analysis of data pertaining to hypothesis-02

Table no-02: Showing 't' between mean scores of emotional intelligence of boys and girls of secondary

Group	N	M	SD	SED	t	Level of significance
Boys	400	56.15	7.5	.8	.51	N.S.
Girls	400	55.90	8.11			

Interpretation:

The above table represents that the value of '*t*' is not significant at .05 level. Meaning thereby both the group does not differ significantly on their emotional intelligence. So the null hypothesis is accepted, that means boys and girls do not differ on the nature of emotional intelligence significantly.

Analysis of data pertaining to hypothesis-03

Table no.03: Showing '*t*' between mean score of metacognition between boys and girls of secondary schools.

Group	N	M	SD	SED	<i>t</i>	Level of significance
Boys	400	83.65	11.01	.81	0.4	N.S.
Girls	400	83.96	12.15			

Interpretation:

The above table indicates that the value of '*t*' is not significant at .05 level. Meaning thereby both the group does not differ significantly on their metacognition. So the null hypothesis is accepted, that means boys and girls do not differ on the nature of metacognition significantly.

Findings pertaining to- Ho₁

Emotional intelligence and metacognition are positively and significantly related to each other of the students of secondary schools. Findings lead to infer that null hypothesis is rejected.

Findings pertaining to- Ho₂

It is observed from the result that '*t*' between boys and girls to their emotional intelligence is not significant at .05 level. Therefore both the group does not differ significantly in their emotional intelligence. Findings lead to infer that the null hypothesis is retained.

Findings pertaining to- Ho₃

It is observed from the result that '*t*' between boys and girls to their metacognition is not significant at .05 level. Therefore both the group does not differ significantly in their metacognition. Findings lead to infer that the null hypothesis is retained.

In the present study, emotional intelligence and metacognition are studied as interrelated and a positive and significant correlation between emotional intelligence and metacognition is found. This indicates that as the ability of emotional intelligence increases, the performance of metacognition also increases. It means those students with emotional potential and the ability to control their emotions they can perform better in cognitive tasks in daily life, so emotional intelligence directly influences metacognition among secondary students. The present study reveals no significant differences between boys and girls on both variables i.e. emotional intelligence and metacognition. Emotional intelligence can be very useful in social, family and personal relationship with others, as well as in the development of a healthy personality, and avoidance of stress, depression etc. Hence it can be said that the secondary stage of education is a key stage of the academic career; physical, social, mental and psychological changes are seen during this period so they must be aware of their emotional abilities and cognitive development.

CONCLUSION:

Emotional intelligence and metacognition support holistic self-regulation, improving resilience, flexibility and decision making. While emotional intelligence promotes emotional regulation and interpretation effectiveness. Metacognition helps people evaluate their cognitive processes which enhance learning and problem solving, for example metacognitive techniques help students who struggle with math anxiety it helps to understand the concepts better and control their emotions to cope with stress. Similar to this, students need to use emotional intelligence to establish rapport and keep their cool while using metacognition to hone tactics and make wise choices. People can improve their leadership, communication and personal growth by combining emotional intelligence and metacognition. Together they have a positive impact on wellbeing, emotional stability and cognitive function. This promotes to improve self-regulation, flexibility, long term learning and personal development in an academic, professional and personal context.

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