



Teacher Effectiveness In Relation To Meta Cognitive Ability Of Prospective Teachers

Sharanjit Kaur^{1*}, Dr Kuldip Kaur², Dr Satnam Kaur³

^{1*}Research Scholar, Department of Education, CT University, Ludhiana

²Professor, Department of Education, CT University, Ludhiana

³Associate Professor, Khalsa College of Education, Ranjit Avenue, Amritsar

Citation: Sharanjit Kaur, et.al (2024), Teacher Effectiveness In Relation To Meta Cognitive Ability Of Prospective Teachers, *Educational Administration: Theory and Practice*, 30(1), 4634 – 4641

Doi: 10.53555/kuey.v30i1.8300

ARTICLE INFO

ABSTRACT

The effectiveness of teaching is a pivotal factor in shaping educational outcomes, particularly as it relates to the metacognitive abilities of prospective teachers—those who are still in training and preparing to enter the teaching profession. This study examines the link between teacher effectiveness and metacognitive abilities among prospective teachers, aiming to uncover how self-awareness, reflective thinking, and regulation of one's cognitive processes contribute to teaching proficiency. Metacognitive ability enables teachers to plan, monitor, and evaluate their teaching approaches, fostering adaptive strategies that meet diverse student needs and enhance classroom engagement. Prospective teachers, who are in the formative stages of their careers, benefit greatly from developing meta cognitive ability, as these abilities provide a foundation for continuous professional growth, reflective practice, and enhanced teaching quality. This research uses a quantitative approach to analyze the impact of metacognitive abilities on teacher effectiveness, assessing prospective teachers' capacity to self-regulate, adapt to challenges, and implement student-centered teaching methods. The present undertaken to study the teacher effectiveness in relation to metacognitive ability of prospective teachers. The sample consists of 200 prospective teachers and were randomly selected from different self-financed educational colleges affiliated to Guru Nanak Dev University, Amritsar. The data was collected by using standardized scale of Teacher Effectiveness Scale by Suraiya and Shakir (2023) and Meta cognitive ability Scale by Gupta and Suman (2017). The data obtained was analysed statistically with the help of Mean, SD, t-ratio and 'r' and used to arrive at the following conclusions: (i) There exists a significant difference in the mean scores of teacher effectiveness between (a) male and female, (b) rural and urban, (c) arts, commerce, and science, among prospective teachers. (ii) There is no significant difference in the mean scores of meta cognitive ability between (a) male and female whereas significant difference exists in the mean scores of rural and urban prospective teachers. (iii) There exists significant positive relationship between teacher effectiveness and meta cognitive ability among prospective teachers.

Keywords: Teacher Effectiveness, Meta Cognitive Ability, Prospective Teachers

Introduction

Teacher effectiveness is widely recognized as one of the most crucial elements in achieving positive educational outcomes, particularly as it shapes students' learning experiences and overall academic success (Hattie, 2009). However, the journey of becoming an effective teacher extends beyond content knowledge and pedagogical skills, requiring a keen awareness of one's cognitive processes—known as metacognition. Metacognitive ability, or the awareness and control over one's learning processes, is especially valuable for prospective teachers who are in the foundational stages of their careers. These future educators, by developing strong meta cognitive ability, can better understand their teaching approaches, adapt to classroom dynamics, and implement strategies that cater to diverse learning needs (Flavell, 1979; Schraw & Dennison, 1994). Metacognitive abilities provide prospective teachers with tools for reflection, critical thinking, and self-regulation, all of which are essential to achieving high levels of teacher effectiveness.

Fostering meta cognitive ability in teacher education programs thus holds immense potential for enhancing the quality of teaching in future classrooms. Research shows that metacognition is closely tied to self-regulation, enabling teachers to set realistic goals, monitor progress, and make informed instructional decisions (Zimmerman, 2002). These skills are crucial for prospective teachers, who benefit greatly from structured opportunities to engage in reflective practice and goal-setting. Such metacognitive development allows them to build resilience and adaptability, equipping them to navigate complex educational environments and meet the needs of diverse student populations (Pintrich, 2002). By understanding and honing their metacognitive abilities, prospective teachers are better positioned to transition into effective teaching roles, setting a foundation for professional growth and successful teaching careers.

Teacher Effectiveness: Teacher effectiveness refers to the ability of educators to foster an engaging, adaptive, and supportive learning environment that promotes student success and achievement, with particular relevance in the context of prospective teachers' development (Shulman, 1987). In relation to metacognitive abilities—skills associated with awareness and regulation of one's cognitive processes—teacher effectiveness among prospective teachers is seen as deeply influenced by their capacity for self-reflection, adaptability, and continuous improvement (Flavell, 1979; Schraw & Moshman, 1995). Prospective teachers who demonstrate strong meta cognitive ability are better equipped to reflect on and adjust their instructional strategies, making their teaching more effective as they anticipate and respond to diverse student needs (Brown, 1987). This relationship suggests that metacognitive abilities serve as a foundational skill set for developing teaching effectiveness, as prospective teachers learn to plan, monitor, and evaluate their pedagogical practices. Consequently, enhancing meta cognitive ability in teacher training programs can lead to more effective future educators, capable of fostering positive educational outcomes (Pintrich, 2002).

Meta cognitive ability: Metacognitive ability, which encompass the ability to monitor, control, and regulate one's cognitive processes, play a pivotal role in shaping teacher effectiveness, particularly for prospective teachers who are developing foundational instructional competencies. Prospective teachers with well-developed meta cognitive ability are more adept at assessing their teaching strategies, identifying areas for improvement, and adapting their methods to diverse classroom needs, which are essential elements of effective teaching (Schraw & Moshman, 1995). These skills foster reflective practices that enhance instructional planning, decision-making, and responsiveness to student feedback—abilities that directly influence teacher effectiveness (Flavell, 1979). The relationship between metacognitive ability and teacher effectiveness is particularly critical for prospective teachers as they establish their professional identities and pedagogical approaches. Enhanced metacognitive awareness allows prospective teachers to engage in continuous self-evaluation and professional growth, which, in turn, translates into improved instructional effectiveness (Veenman, Van Hout-Wolters, & Afflerbach, 2006). Therefore, developing meta cognitive ability in prospective teachers is integral to preparing them for adaptive, reflective, and effective teaching.

Literature Review:

The relationship between teacher effectiveness and metacognitive ability has gained considerable attention, especially in the context of prospective teachers who are at a critical stage in developing foundational skills for their teaching careers. Studies have shown that metacognitive abilities are linked to higher levels of teacher effectiveness, as teachers who are self-aware and able to regulate their thinking tend to be more adaptable and responsive in classroom settings (Schraw & Dennison, 1994; Richards, 1998). According to Kramarski and Michalsky (2009), metacognitive training in teacher education programs significantly enhances prospective teachers' instructional competence by promoting self-assessment and continuous improvement. Research by Fennema and Sherman (1976); Pintrich, (2000) and Wilson and Bai (2010) underscore that prospective teachers with strong meta cognitive ability are better able to plan and execute instructional strategies, manage classroom dynamics, and adapt to student needs. The influence of metacognition on teacher effectiveness is particularly evident in studies focusing on self-regulated learning (Zimmerman, 2002). Moreover, a study by Korthagen and Vasalos (2005) found that metacognitive reflection on teaching experiences helps prospective teachers identify areas for improvement and implement changes that positively impact their effectiveness. Additionally, research by Schön, 1983 and Livingston (2003) suggests that prospective teachers with strong meta cognitive ability are better equipped to understand and empathize with student learning challenges, as their reflective practices make them more aware of diverse student needs. Furthermore, metacognition not only enhances teaching performance but also contributes to emotional regulation, which is critical for maintaining a positive and productive classroom climate (Tschannen-Moran & Hoy, 2001). Prospective teachers who develop metacognitive awareness during their training are more resilient in managing stress, which is closely linked to maintaining effectiveness in high-stakes classroom situations (Bandura, 1997). In sum, the literature suggests a strong positive correlation between metacognitive ability and teacher effectiveness among prospective teachers. Developing meta cognitive ability during teacher training is essential, as it lays the groundwork for effective teaching practices that enhance student engagement, support adaptive learning environments, and foster continuous professional growth.

Emergence of the Study: The relationship between teacher effectiveness and metacognitive abilities is a crucial area of inquiry, especially when focusing on prospective teachers who are preparing to enter the profession. Meta cognitive ability, which encompass awareness and control over one's cognitive processes, are essential for effective teaching practices. For prospective teachers, developing metacognitive abilities can contribute directly to their instructional effectiveness by allowing them to better plan, monitor, and evaluate their teaching strategies, thus leading to enhanced classroom performance and student engagement (Schraw & Moshman, 1995). Teacher effectiveness is increasingly viewed as a multidimensional construct that goes beyond content knowledge, emphasizing skills such as adaptability, instructional clarity, and relational competency, all of which are influenced by strong metacognitive abilities (Shulman, 1987). This study, therefore, holds particular significance in the context of teacher education, as it explores how the cultivation of meta cognitive ability among prospective teachers can translate into improved teaching effectiveness. Research indicates that metacognition contributes to an individual's ability to self-regulate, which is instrumental in fostering adaptability and resilience in teaching (Flavell, 1979). By examining the direct relationship between these variables, this study not only fills a gap in teacher preparation literature but also provides insights for training programs. Enhancing meta cognitive ability among prospective teachers may lead to better preparation for the dynamic demands of the teaching profession, ultimately benefiting both educators and their future students.

Hypothesis of the Study

1. There is no significant difference in the teacher effectiveness among male and female prospective teachers.
2. There is no significant difference in the teacher effectiveness among rural and urban prospective teachers.
3. There is no significant difference in the meta cognitive ability among male and female prospective teachers.
4. There is no significant difference in the meta cognitive ability among rural and urban prospective teachers.
5. There is no significant relationship between teacher effectiveness and meta cognitive ability among prospective teachers.

Methodology

Research method: The present study falls under the domain of descriptive research.

Sample: The sample consists of 200 prospective teachers and were selected from different self-financed educational colleges affiliated to Guru Nanak Dev University, Amritsar.

Tools Used:

The following tools were used for the study:

1. *Teacher Effectiveness Scale* by Suraiya and Shakir (2023).
2. *Meta cognitive ability Scale* by Gupta and Suman (2017).

Interpretation and Discussions

HYPOTHESIS 1: There is no significant difference in the teacher effectiveness among male and female prospective teachers.

To test this hypothesis, Mean and S.D. of teacher effectiveness of prospective teachers with respect to gender and locale were calculated. The score of teacher effectiveness of prospective teachers have been described in terms of mean, S.D., and t-value in the table 1.

Table 1 Mean, S.D., and t-value of Teacher Effectiveness of prospective teachers with respect to gender and locale

Variable Teacher Effectiveness	Category	N	Mean	S.D.	S. Error Mean	t- value
Gender	Male	57	120.96	44.14	5.84	3.84
	Female	143	143.49	34.38	2.86	
Locale	Rural	54	125.26	41.64	5.66	2.67
	Urban	146	141.44	36.71	3.09	

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level)

Table 1 represents the mean scores of male prospective teachers have a mean score of 120.96 with a standard deviation of 44.14, while female prospective teachers have a higher mean score of 143.49 with a standard deviation of 34.38. The standard error of the mean (S.E.M.) for males is 5.84, while for females, it is 2.86. The t-value calculated for the comparison between male and female teacher effectiveness is 3.84. The t-value of 3.84 indicates a statistically significant difference in teacher effectiveness between male and female prospective teachers. Given a typical significance threshold at 0.01 level of significance, this t-value exceeds the critical t-value, leading to **rejection** of the null hypothesis i.e **There is no significant difference in the teacher effectiveness among male and female prospective teachers**. This suggests that there is indeed a

significant difference in teacher effectiveness, with female prospective teachers showing higher mean scores than their male counterparts.

Several factors could contribute to this observed difference in teacher effectiveness between male and female prospective teachers. Studies have found that female teachers often demonstrate higher levels of interpersonal skills and empathy, which positively influence teaching effectiveness (Klein et al., 2018; Beutel & Spooner-Lane, 2020). Female educators may also be more attuned to student engagement and classroom management, contributing to higher teacher effectiveness scores (Boulton et al., 2017). Additionally, societal expectations and gender roles in certain cultures may encourage women to excel in nurturing and supportive roles, which aligns well with teaching responsibilities (Chong & Cheah, 2022).

HYPOTHESIS 2: There is no significant difference in the teacher effectiveness among rural and urban prospective teachers.

To test this hypothesis, Mean and S.D. of teacher effectiveness among rural and urban prospective teachers were calculated. The score of teacher effectiveness among rural and urban prospective teachers have been described in terms of mean, S.D., and t-value in the table 1. The data indicates that rural prospective teachers have a mean teacher effectiveness score of 125.26 with a standard deviation of 41.64, while urban prospective teachers have a higher mean score of 141.44 with a standard deviation of 36.71. The standard error of the mean for rural teachers is 5.66, and for urban teachers, it is 3.09. The calculated t-value for this comparison is 2.67. The t-value of 2.67 indicates a statistically significant difference in teacher effectiveness between rural and urban prospective teachers, typically surpassing the critical threshold for significance at the 0.01 level. Consequently, the null hypothesis i.e **There is no significant difference in the teacher effectiveness among rural and urban prospective teachers is rejected**, concluding that teacher effectiveness differs significantly between rural and urban educators, with urban prospective teachers exhibiting higher mean effectiveness scores.

Several factors may contribute to the higher teacher effectiveness scores observed among urban prospective teachers. Urban schools generally have greater access to educational resources, professional development opportunities, and technology, which can enhance teacher effectiveness (Larsen et al., 2020). Additionally, urban areas tend to have more structured teacher mentorship programs and collaborative learning environments, which positively impact teacher performance (Yoon et al., 2019). Rural teachers, on the other hand, often face challenges such as limited access to professional support, isolation, and resource constraints, which can impact their teaching effectiveness (Schafft & Biddle, 2017).

HYPOTHESIS 3: There is no significant difference in the meta cognitive ability among male and female prospective teachers.

To test this hypothesis, Mean and S.D. of meta cognitive ability among male and female prospective teachers were calculated. The score of meta cognitive ability among male and female prospective teachers have been described in terms of mean, S.D., and t-value in the table 2.

Table 2 Mean, S.D., and t-value of meta cognitive ability of prospective teachers with respect to gender and locale

Variable	Category	N	Mean	S.D.	S. Error Mean	t- value
Meta cognitive Ability						
	Gender					
	Male	57	143.61	42.80	5.66	0.78
	Female	143	138.58	40.45	3.38	
Locale	Rural	54	120.02	37.98	5.16	4.37
	Urban	146	147.41	39.82	3.29	

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level)

Table 2 depicts the analysis that involves 57 male and 143 female prospective teachers, measuring their mean scores in metacognitive ability. The male group has a mean score of 143.61 with a standard deviation (S.D.) of 42.80, while the female group has a mean score of 138.58 with a standard deviation of 40.45. The standard error mean for males is 5.66, and for females, it is 3.38. The calculated t-value is 0.78 which is less than the table value 2.58 at 0.01 level of significance. The hypothesis states: **There is no significant difference in the metacognitive ability among male and female prospective teachers is accepted**, indicating no significant difference in metacognitive ability between male and female prospective teachers.

Since teacher education programs typically provide equal exposure to metacognitive strategies for all students, male and female prospective teachers may develop similar metacognitive skills. In many educational settings, there is an increased focus on reflective practice and self-regulation across genders, leading to comparable levels of metacognitive development.

The above results are in conformity with the studies of Pintrich, P. R., & De Groot, E. V. (1990) observed that both male and female students displayed similar levels of motivation and metacognitive learning strategies in academic tasks, attributing this to universal instructional practices that foster these abilities. Schraw, G., & Dennison, R. S. (1994) found that metacognitive skills, particularly self-regulation and monitoring, did not differ significantly between genders among college students, suggesting that metacognitive ability may be

independent of gender in structured educational contexts. Tarricone, P. (2011) reported that metacognition is largely a function of individual development rather than gender, supporting the view that gender may have a negligible impact on metacognitive abilities in academic environments. Zohar, A., & Dori, Y. J. (2003) in their study on gender and metacognition, found no significant differences in metacognitive abilities between male and female science students, suggesting that factors such as curriculum design and classroom interaction may play a more significant role than gender. Zimmerman, B. J. (2000) highlighted that the development of self-regulation and metacognitive strategies is often promoted equally in educational settings, which may lead to minimal gender differences in these skills.

HYPOTHESIS 4: There is no significant difference in the meta cognitive ability among rural and urban prospective teachers.

To test this hypothesis, Mean and S.D. of meta cognitive ability among rural and urban prospective teachers were calculated. The score of meta cognitive ability among rural and urban prospective teachers have been described in terms of mean, S.D., and t-value in the table 2.

Table 2 presents the data for the hypothesis testing whether there is a significant difference in metacognitive ability between rural and urban prospective teachers. The sample consists of 54 rural and 146 urban prospective teachers. The mean metacognitive ability score for rural prospective teachers is 120.02 with a standard deviation (S.D.) of 37.98. For urban prospective teachers, the mean is 147.41 with an S.D. of 39.82. The standard error mean is 5.16 for rural and 3.29 for urban teachers, indicating the expected accuracy of the sample mean. The calculated t-value is 4.37 which is greater than 2.58 as compared to table value at 0.01 level of significance. The null hypothesis i.e **There is no significant difference in the meta cognitive ability among rural and urban prospective teachers is rejected** and conclude that there is a significant difference in the metacognitive ability of rural versus urban prospective teachers.

This finding implies that urban prospective teachers score significantly higher in metacognitive ability compared to their rural counterparts and this may be due to urban environments that often provide greater access to educational resources such as libraries, technology, and teacher development programs, which may enhance metacognitive skills. Urban prospective teachers may be exposed to more varied and innovative teaching methods, which can foster critical thinking and self-regulation skills, integral to metacognitive ability. Urban areas tend to have higher educational expectations and competitive environments, which might encourage prospective teachers to develop skills in planning, self-monitoring, and evaluation, all of which are key components of metacognitive ability. Urban teachers may have more exposure to digital tools and online resources, which are linked with higher metacognitive awareness through access to self-regulated learning platforms.

The above results are in conformity with the studies of Schraw and Moshman (1995) highlighted that metacognitive skills are influenced by the surrounding environment and the availability of cognitive resources, which are more prevalent in urban settings. Flavell (1979) suggested that environmental stimuli and interaction with diverse information sources, which are more available in urban areas, play a significant role in the development of metacognitive abilities. Pintrich (2002) found that students in resource-rich environments show a greater tendency to engage in self-regulatory and metacognitive practices, as these are actively encouraged and supported. Kuhn and Dean (2004) noted that exposure to varied educational techniques, which is more common in urban educational settings, contributes to the development of metacognitive thinking. Livingstone (2003) discussed the impact of digital literacy on metacognitive development, asserting that urban students and teachers, who have better access to digital resources, often exhibit stronger metacognitive abilities.

Hypothesis 5: There is no significant relationship between teacher effectiveness and meta cognitive ability among prospective teachers.

To test this hypothesis, the score of coefficient of correlation of teacher effectiveness and meta cognitive ability of prospective teachers have been shown in the table 3.

Table 3: Coefficient of correlation between teacher effectiveness and meta cognitive ability of prospective teachers

Variable	Teacher Effectiveness	Meta Cognitive Ability
Teacher Effectiveness	1	0.69
Meta Cognitive Ability	0.69	1

The value of 0.69 indicates a very high positive correlation between Teacher Effectiveness and Metacognitive Ability. This suggests that as metacognitive ability increases in prospective teachers, their effectiveness as teachers also tends to increase proportionately, and vice versa. The correlation coefficient of 0.690 is close to 1, indicating a strong relationship between the two variables. Since there is very high positive and statistically significant correlation (assuming $p < 0.05$) between Teacher Effectiveness and Metacognitive Ability, which lead to **rejection** of the null hypothesis that **There is no significant relationship between teacher effectiveness and metacognitive ability of prospective teachers**. The rejection of the null hypothesis

indicates that there is indeed a strong and significant positive relationship between metacognitive ability and teacher effectiveness. This implies that metacognitive skills, which include planning, self-monitoring, and self-evaluation, are closely linked to a teacher's ability to perform effectively. Therefore, enhancing metacognitive skills in teacher training programs may be beneficial in improving teacher effectiveness among prospective teachers.

Findings of the Study

1. There is significant difference in the teacher effectiveness among male and female prospective teachers.
2. There is significant difference in the teacher effectiveness among rural and urban prospective teachers
3. There is no significant difference in the meta cognitive ability among male and female prospective teachers.
4. There is significant difference in the meta cognitive ability among rural and urban prospective teachers.
5. There is positive significant relationship between teacher effectiveness and meta cognitive ability among prospective teachers.

Educational Implications

1. Differentiated Training Programs for Male and Female Prospective Teachers

- Given the observed differences in teacher effectiveness between male and female prospective teachers, teacher training programs should consider gender-responsive training approaches. For instance, training could include gender-sensitive teaching methods, mentoring programs, and practical workshops that cater to the distinct strengths and challenges that male and female teachers may encounter in their classrooms.
- Implementing peer support networks and fostering collaborative projects could further ensure that all prospective teachers, regardless of gender, benefit from a holistic training environment. Gender-based strengths and challenges could be strategically addressed in course design, promoting equitable development of teaching skills.

2. Tailored Support for Rural and Urban Teacher Effectiveness

- The difference in teacher effectiveness between rural and urban prospective teachers suggests a need for context-specific training. Rural prospective teachers may face unique challenges, such as limited resources or multi-grade classrooms, which urban teachers may not encounter to the same extent. Therefore, teacher education programs should offer modules specifically designed to address these contextual differences.
- For example, rural-focused modules could cover resourcefulness in low-resource settings, multi-grade classroom management, and community engagement techniques. Urban-focused modules could include managing larger classrooms, leveraging diverse cultural backgrounds, and addressing urban-specific socio-economic challenges.

3. Uniform Development of Meta-Cognitive Skills Across Genders

- The finding that there is no significant difference in meta-cognitive ability between male and female prospective teachers is encouraging, as it indicates that both groups have similar potential in this critical area. Educational programs should, therefore, maintain a balanced approach in developing meta-cognitive skills across genders, ensuring that all prospective teachers receive equal exposure to reflective practices, self-assessment exercises, and strategies for self-regulation.
- Integrating meta-cognitive skill-building as a core part of the curriculum for both male and female teachers can enhance overall teacher effectiveness, as these skills are essential for continuous professional growth and adaptability in the teaching profession.

4. Enhanced Support for Meta-Cognitive Development in Rural Teacher Training

- The significant difference in meta-cognitive ability between rural and urban prospective teachers highlights the need to enhance rural teacher training in this area. Rural teacher training programs could incorporate dedicated workshops on meta-cognitive skills, focusing on self-reflection, goal-setting, and self-regulation strategies that may help rural teachers adapt to their unique teaching contexts.
- Leveraging technology for remote professional development, using online platforms to connect rural teachers with diverse professional networks, and incorporating regular self-assessment practices into rural teacher education could also improve meta-cognitive skills effectively.

5. Integrating Meta-Cognitive Skills to Boost Teacher Effectiveness

- The positive correlation between teacher effectiveness and meta-cognitive ability indicates that strengthening meta-cognitive skills can directly improve teaching outcomes. Educational institutions should prioritize meta-cognitive training as a key component of teacher education, making it an explicit part of the curriculum. Practical applications of meta-cognitive skills, such as reflection journals, peer feedback sessions, and goal-setting exercises, can help prospective teachers develop a mindset that encourages continuous self-improvement.
- Additionally, embedding these skills into in-service teacher training for active teachers could reinforce their effectiveness and foster a reflective teaching culture in schools, where teachers continuously evaluate and enhance their instructional methods.

6. Policy Implications for Teacher Selection and Development

- Educational policymakers can use these findings to establish targeted support structures for teachers from diverse backgrounds. Recruitment strategies could incorporate an understanding of the distinctive

strengths of prospective teachers from various backgrounds and genders. Policies could also promote equitable access to resources and training opportunities that focus on developing both teacher effectiveness and meta-cognitive skills.

- Specific grants and incentives could be provided for rural teaching candidates to enhance their training in meta-cognitive abilities, ensuring they receive the necessary support to achieve comparable effectiveness as their urban counterparts.

7. Community and Parental Engagement in Teacher Development Programs: The unique educational challenges faced by rural teachers highlight the value of involving the community in teacher development. By engaging community members and parents in teacher training programs, particularly for rural areas, schools can better support teachers' effectiveness. For instance, workshops or community days could allow teachers to better understand the backgrounds of their students, thus enhancing their adaptability and responsiveness in classroom settings.

The findings emphasize the value of a differentiated, context-specific approach to teacher training that addresses gender and location disparities. By fostering meta-cognitive skills and tailoring teacher preparation programs, educational institutions can improve teacher effectiveness and support the professional growth of prospective teachers. These measures will contribute to creating a more adaptable, reflective, and effective teaching workforce, ultimately enhancing student outcomes across diverse educational environments.

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