

## METACOGNITIVE AWARENESS AND ACADEMIC ACHIEVEMENT OF DEVADASIS CHILDREN

Mr. Anil G. Gungol<sup>1</sup> & Nagappa P. Shahapur<sup>2</sup>, Ph. D.

<sup>1</sup>Research Scholar, P G Department of Studies in Education, Karnatak University, Dharwad  
(Karnataka State) aggeography@gmail.com

<sup>2</sup>Professor of Education, P G Department of Studies in Education, Karnatak University,  
Dharwad (Karnataka State) nagappaps@yahoo.co.in

### Abstract

*Devadasis Cult and their family status also conducted number of case studies on Devadasis who were practicing Devadasis Cult. Present study is focusing on the problems of their children. Devadasi means 'Servants of God or Goddesses' and the practice of Devadasi were prevailed in ancient India. Metacognition is a regulatory system that helps a person understand and control his or her own cognitive performance. Metacognition allows people to take charge of their own learning. Regulation of cognition refers to activities regarding selfregulatory mechanisms during an ongoing attempt to learn. In this article, an attempt is made to study the Metacognitive Awareness and Academic Achievement of Children of Devadasis. The present study is involved a descriptive survey research method which was conducted on Devadasis Children. The present study involves 500 children of Devadasis drawn from the Belgaum, Bijapur and Bagalkot District the sample was drawn by using purposive and cluster sample procedure. The study was confined to only the children of the Devadasis who are studying in IX standard in the Residential school setup meant for Devadasis children.*

**Keywords:** Metacognitive Awareness, Academic Achievement, Devadasis Cult



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**Concept and Meaning of Devadasis:** Devadasi means 'Servants of God or Goddesses' and the practice of Devadasi were prevailed in ancient India. Currently, though it is banned by law, it is prevailed in North Karnataka, South Maharashtra and South-Western Andhra Pradesh. Under Devadasis practice, girls are dedicated, preferably as virgins, into temple service or religious mendicancy. Even a few of men were dedicated under Devadasis practice. Majority of the Devadasis are dedicated to temples of Sri RenukaYellamma of Saundatti and Chandragutti in Karnataka. The Devadasis were also called as Jogini, Jogamma (females) and Jogappa (Male) in Kannada. As stated by Kamala Hampana (2015), such practice was also prevailed in other countries such as Sumerian, Ancient Egypt, Ancient Babylonia, Syria, Israel, Libya, China, Greece and Japan.

Devadasis are mostly young girls given to the temple by their parents. There they are taught sacred dances and ceremonies pertaining to the God of the temple (Slavery

International, 2007). Devadasi literally means God's female servant (Dasi), who are young, pre-pubertal girls 'married off' or 'given away' in matrimony to God or local religious deity of the temple. These girls are not allowed to marry as they were married to the temple God. She had to serve the priests, inmates of the temple, the Zamindars (local landlords) and other men of money and power in the town and village. The 'service' given to these men is considered as equal to service of God. The Devadasi is dedicated to the service of the temple deity for life and there is no escape for her. If she wants to escape, the society would not accept her (Jordan, 2003). In Karnataka, the practice is found to exist in 6 districts- Bijapur, Belgam, Bagalkot, Raichur, Bellary and Gulbarga. The devadasi community is most marginalised and discriminated group. The practice is historically related to the worship of deities particular by the lower, Madiga caste (Schedule Caste). Extreme poverty and routine discrimination experienced by Madiga families further increases the incidences of dedication (Prasannakumar and Srinivasa, 2012).

**Concept of Metacognitive Awareness:** The term metacognition first surfaced in the literature in the 1970s. Because the study of metacognition is relatively new, many definitions and models of metacognition have surfaced, complicating the study of this concept. Multiple related researches constructs, such as self-regulation, self-efficacy, met comprehension, cognition, reflection, met memory, motivation, critical thinking, and others, add to the complexity of organizing and translating metacognition research (Tanner, 2012; Tarricone, 2011). Metacognition is often referred to as "thinking about thinking." But that's just a quick definition. Metacognition is a regulatory system that helps a person understand and control his or her own cognitive performance. Metacognition allows people to take charge of their own learning. It involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies. (Hacker, 2009).

**Importance of Metacognitive Awareness:** Today, one of the main goals of education is to make the students gain the thinking skills and strategies which they will use throughout their lives, rather than storing information. A good education should be able to show the students how to learn, how to remember, how to motivate themselves and how to control their own learning, so that they can teach how to learn. For all these reasons, to investigate the process of the metacognitive skills of students is quite important. Metacognition concept was put forward for the first time in 1976 by John Flavell and developed by many researchers until today. Some descriptions related to the concepts of metacognition made by different

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researchers are as follows: Flavell (1976) sees metacognition as “the cognitive processes or outcomes of individuals or the knowledge of anything about them.” According to Brown (1980) metacognition includes the capabilities such as the estimation of one’s own mental activities, planning, monitoring and evaluation. Brown (1987) divides metacognition into two broad categories: Knowledge of cognition and regulation of cognition. Knowledge of cognition refers to activities that involve conscious reflection on one cognitive abilities and activities. Regulation of cognition refers to activities regarding self regulatory mechanisms during an ongoing attempt to learn.

Shelia (1999) stated that, the fact that metacognition has been linked to increases in the academic achievement of learners at all ability levels is another reason for its use. Ellis (1999), Lippmann (2005) and Coquimbo (2007) in their contributions noted that metacognitive activity engages the student in the learning process and seeks to improve the critical thinking, reasoning, and problem-solving skills of the learner. Coquimbo (2007) again emphasized that as learners, some of who might normally "turn out" or refuse to speak out in a traditional

setting, become actively involved in the learning process through metacognition. Oz soy (2008) noted that every metacognitive strategy, when used appropriately, can enable students to move beyond the text, memorization of basic facts, and learning lower level skills. This method which results in cognitive restructuring leads to an increase in understanding of students.

Apart from academic benefits, metacognitive approach has been found to promote self-esteem, and improved attitudes toward school and peers (Magno, 2001). Kramarski et.al (2004) found that different metacognitive strategies can be employed to help low ability students to improve achievement, who had difficulties making success in the traditional classroom. In general, metacognitive strategies can be said to lead to the promotion of critical thinking, reasoning, and problem-solving behaviour (Sheila 1999; Lippman, 2005; Coutinbo, 2007).

**Statement of The Problem:** It has been observed by the researcher that many students, after learning addresses the various intelligences and learning styles, still choose not to participate in classroom discussions Based on the lack of response from the majority of students, many times the teacher assumes that students that do not speak up have mastered the material but the results of an assessment over that topic frequently indicate something different. Students can gain the metacognitive skills based on the constructivist approach. aims to educate  
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students who play an active role of engaging in deep knowledge, and use the information they have learnt rather than the students, who play a passive recipient role in information. The cooperative learning and inquiry based learning would be easy to put into metacognitive practice in the residential school setup the demand for marks from the parents. In this article, an attempt is made to study the Metacognitive Awareness and Academic Achievement of Children of Devadasis.

**Review of Related Literature:** Investigator has reviewed previous studies on metacognitive awareness and academic achievement of different disadvantaged child. But no studies were found related to specially Devadasis Children. Hence the present study has identified and stated.

### **Objectives of the Study:**

The present study is undertaken which the following objectives:

- To study whether there is a significant difference between Devadasi children belongs to different districts (Bagalkot, Belagavi and Bijapur) with respect to metacognitive awareness
- To study whether there is a significant difference between male and female Devadasi children with respect to metacognitive awareness in total samples Bagalkot, Belagavi and Bijapur districts
- To study whether there is a significant relationship between metacognitive awareness and academic achievement of Devadasis Children of Bagalkot, Belagavi and Bijapur districts

### **Hypothesis of the Study:**

The present study is undertaken which the following Hypothesis:

- There is no significant difference between Devadasi children belongs to different districts (Bagalkot, Belagavi and Bijapur districts) with respect to metacognitive awareness
- There is no significant difference between male and female Devadasi children with respect to metacognitive awareness scores in total samples and Bagalkot, Belagavi and Bijapur districts
- There is no significant relationship between metacognitive awareness and Academic Achievement of Devadasis Children of Bagalkot, Belagavi and Bijapur districts

**Tools Used for the Study:**The following tools were used for the Data collection

- **Metacognitive Awareness Scale:** The standardized tool for metacognitive awareness developed by Schraw and Dennison (1994) was used in the present study. It consists of 50 items. It is used and modify the scale as a metacognitive awareness tool by many

researchers especially Jayprabha G. has developed and modified the scale. The items help to identify the presence of metacognitive behaviour among students. In the present study, investigator has translated the scale of 50 item in to Kannada Version which was used for the Devadasis Children keep in mind different parameters of the learning environment of Devadasis children at Residential School Setup. The sum total of these score represents the Metacognitive Awareness of the students of Devadasis Children. The consistency reliability of the Kannada Version Metacognitive Awareness scale was found to be 0.83 and stability coefficient was found to be 0.78 and which were found statistically significant.

- **Academic Achievement:** It has been considered as the aggregate marks obtained in all subjects of IX standard in the annual examination conducted by the school.

**Sample for the Study:** The present study involves 500 children of Devadasis drawn from the Belgaum, Bijapur and Bagalkot District who are studying in the Residential schools meant for Devadasis Children. The sample was drawn by using purposive and cluster sample procedure.

**Method of Research:** The present study is involved a descriptive survey research method which was conducted on Devadasis Children. It is descriptive study were a survey was undertaken to assess the Metacognitive Awareness & Academic Achievement. The descriptive and predictive research were more appropriate to answer the research questions.

**Scope of the Study:** The study was confined to only the children of the Devadasis who are studying in IX standard in the Residential school setup meant for Devadasis children. The study was confined the area of Bijapur, Bagalkot and Belgaum District. The study was confined to Metacognitive Awareness and Academic Achievement and also studying in Kannada Medium Residential School.

**Data Analysis & Interpretation:**

Statistical calculations such as ANOVA, t-test, Co-relation and Tukeys Multiple posthoc procedures was used to analysis the data.

**Table 1: Results Of ANOVA Test between Devadasi Children belongs To Different Districts (Bagalkot, Belagavi and Bijapur) with respect to Metacognitive Awareness**

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Sig ni.
Between groups	2	20445.16	5111.29	55.9839	0.0001	
Within groups	497	45193.10	91.30		<0.05	S
Total	499	65638.26				

- The results of the above table, clearly showed that, there is a significant difference between Devadasi children belongs to different districts (Bagalkot, Belagavi and Bijapur) with respect to cognitive awareness scores ( $F=73.0603$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the Devadasi children belongs to different districts (Bagalkot, Belagavi and Bijapur) have different cognitive awareness level.
- If F significant, further, to know the pair wise comparison of Devadasi children belongs to different districts (Bagalkot, Belagavi and Bijapur) with respect to their cognitive awareness scores by applying the Tukeys multiple posthoc procedures and the results are presented in the following table.

**Table 2: Pair Wise Comparisons of Between Devadasi Children Belongs to Different Districts (Bagalkot, Belagavi And Bijapur Districts) with Respect to Metacognitive Awareness By Tukeys Multiple Posthoc Procedures**

Districts	Bagalkot	Belagavi	Bijapur
Mean	100.67	106.53	100.25
SD	9.37	12.71	10.71
Bagalkot	-		
Belagavi	p=0.0002*	-	
Bijapur	p=0.9981	p=0.0001*	-

The results of the above table, clearly showed that,

- Devadasi children belong to Bagalkot and Belagavi districts differ significantly with respect to cognitive awareness scores. It means that, the Devadasi children belong to Belagavi district have higher cognitive awareness scores as compared to Bagalkot district.
- Devadasi children belong to Bagalkot and Bijapur districts do not differ significantly with respect to cognitive awareness scores. It means that, the Devadasi children belong to Bagalkot district have similar cognitive awareness scores as compared to Bijapur district.

- Devadasi children belong to Belagavi and Bijapur districts differ significantly with respect to cognitive awareness scores. It means that, the Devadasi children belong to Belagavi district have higher cognitive awareness scores as compared to Bijapur district.

**Table 3: Results of t test between male and female Devadasi children with respect to Metacognitive Awareness in total samples and Bagalkot, Belagavi and Bijapur districts.**

Samples	Gender	Mean	SD	t-value	P-value	Signi.
Total	Male	95.58	10.46	-3.9357	0.0001	
	Female	99.56	12.10		<0.05	S
Bagalkot	Male	98.06	7.42	-2.7806	0.0065	
	Female	103.10	10.45		<0.05	S
Belagavi	Male	101.88	13.78	-3.9134	0.0002	
	Female	111.18	9.62		<0.05	S
Bijapur	Male	98.18	10.25	-1.9611	0.0527	
	Female	102.32	10.86		>0.05	NS

The results of the above table, clearly showed that,

- Male and female Devadasi children in total samples differs with respect to meta cognitive awareness scores ( $t=-3.9357$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the female Devadasi children have higher meta cognitive awareness scores as compared to male children in total samples.
- Male and female Devadasi children in Bagalkot district differs with respect to meta cognitive awareness scores ( $t=-2.7806$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the female Devadasi children have higher meta cognitive awareness scores as compared to male children in Bagalkot district.
- Male and female Devadasi children in Belagavi district differs with respect to meta cognitive awareness scores ( $t=-3.9134$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the female Devadasi children have higher meta cognitive awareness scores as compared to male children in Belagavi district.
- Male and female Devadasi children in Bijapur district do not differs with respect to meta cognitive awareness level ( $t=-1.9611$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female Devadasi children have similar metacognitive awareness level in Bijapur district.

**Table - 4: Results of Correlation, Coefficient between Academic Achievement with Metacognitive Awareness of Devadasi Children**

<b>Variable (Metacognitive Awareness Level)</b>	<b>Correlation, Achievement With Metacognitive</b>	<b>Coefficient Between Metacognitive</b>	<b>Academic Awareness Level</b>
<b>Total Sample</b>	r- value	t- value	P – value
	0.5157	13.4317	0.001
<b>Bagalkot</b>	0.7603	11.5874	0.001
<b>Belagavi</b>	0.7220	10.3306	0.001
<b>Bijapur</b>	0.2471	2.5248	0.05

The results of the above table, clearly showed that,

- A significant and positive correlation was observed between academic achievement and meta cognitive awareness scores of Devadasi children in total samples ( $r=0.5157$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and meta cognitive awareness scores of Devadasi children are dependent on each other in total samples.
- A significant and positive correlation was observed between academic achievement and meta cognitive awareness scores of Devadasi children in Bagalkot district ( $r=0.7603$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and meta cognitive awareness scores of Devadasi children are dependent on each other in Bagalkot district.
- A significant and positive correlation was observed between academic achievement and meta cognitive awareness scores of Devadasi children in Belagavi district ( $r=0.7220$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and meta cognitive awareness scores of Devadasi children are dependent on each other in Belagavi district.
- A significant and positive correlation was observed between academic achievement and meta cognitive awareness scores of Devadasi children in Bijapur district ( $r=0.2471$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and meta cognitive awareness scores of Devadasi children are dependent on each other in Bijapur district.



**Findings of the Study:** Following are the Findings of the Study:

- The Devadasi children belongs to different districts (Bagalkot, Belagavi and Bijapur) have different cognitive awareness scores.
- the Devadasi children belong to Belagavi district have higher cognitive awareness scores as compared to Bagalkot district.
- the Devadasi children belong to Bagalkot district have similar cognitive awareness scores as compared to Bijapur district.
- the Devadasi children belong to Belagavi district have higher cognitive awareness scores as compared to Bijapur district.
- the female Devadasi children have higher meta cognitive awareness scores as compared to male children in total samples.
- the female Devadasi children have higher meta cognitive awareness scores as compared to male children in Bagalkot district.
- the female Devadasi children have higher meta cognitive awareness scores as compared to male children in Belagavi district.
- the male and female Devadasi children have similar meta cognitive awareness scores in Bijapur district.
- the academic achievement and meta cognitive awareness scores of Devadasi children are dependent on each other in total samples.
- the academic achievement and meta cognitive awareness scores of Devadasi children are dependent on each other in Bagalkot district.
- the academic achievement and meta cognitive awareness scores of Devadasi children are dependent on each other in Belagavi district.
- the academic achievement and meta cognitive awareness scores of Devadasi children are dependent on each other in Bijapur district.

**Conclusion:** As described in the present study metacognitive awareness is a very viable and which promotes the level of academic achievement amongst learners of Devadasis children.

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