Meta-Behavioural Skill: Students without Problem Behaviour vs. Students with Problem Behaviour

Abstract

This study aimed to identify the levels of meta-behavioural skills among students from the categories of students without problem behaviour (SWOPB) and students with problem behaviour (SWPB). The sample of the study comprised 803 respondents, 398 students from the SWOPB category and 405 from the SWPB category. Meta-Behavioural Self-Evaluation questionnaire was used to measure meta-behavioural skills of the respondents. Research findings show that the meta-behavioural skills of students from the SWOPB category were better compared to SWPB. The findings also show that both groups lack conditional knowledge which is an important aspect of effective behaviour regulation, but the score for the SWPB group is very low (mean=1.55) as compared to the SWOPB group (mean =2.34). It can be hypothesized that conditional knowledge is one of the factors that should be promoted to help decrease problematic behaviour in schools.

Keywords: metacognitive skills, meta-behavioural skills, self-regulation, students with problem behaviour, students without problem behaviour.

Introduction

In the 21st century educators face a lot of challenges in their efforts of developing the national human resource: students. Many studies have been conducted on the seriousness of behaviour problems among students nowadays, such as the research by Emmerova (2011), Antono Suryoputro et al. (2006), the National Board of Residents and Family Development (2004), and Abdullah al-Hadi et al. (2001).