of the important sub-components in the meta-behavioural skill. Knowing what (declarative knowledge) and how (procedural knowledge) is not enough if one does not know when and why it should be applied (conditional knowledge). All the three components of metacognitive knowledge should be emphasized so that students can plan, monitor and evaluate their behaviour effectively. Effort should be geared towards the development of students’ meta-behavioural skills so that they can self-regulate their behaviour, thus decreasing problematic behaviour among students.

References


