

Time Management and Emotional Control in High and Low Metacognitive Adolescents

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Abstract

Executive functions develop through childhood into adolescence and are important for adaptive goal-oriented behaviour (Apperly et al., 2009). Researches have shown that executive functions are a set of higher-order thought processes which help one in monitoring one's resources in order to achieve goals (McCalla, 2012). Students who are high on metacognitive strategies have been reported as more confident and more independent as learners due to their awareness of the intellectual needs of such learners (Halter, 2014). In today's emotion ridden life, executive functioning has assumed significance since it presides over the awareness as well as management of the mental resources of a person vis a vis his environment. In this context, the present study focused on the role of time management and emotional control in the present day learning scenario. Specifically, the relationship of high and low metacognition with emotional control and time management across gender was explored. A random sample of 100 males and 100 females was drawn from various colleges of Chandigarh. The age range of the subjects was from 16-18 years. The total sample was further segregated in high metacognition group (N= 30) and low metacognition group (N= 30), across gender. The final sample thus comprised of 60 male and 60 female subjects. t-ratios were used for data analysis. The results of the study have shown that students high on metacognition are significantly higher on time management as well as emotional control compared to the students who are low on metacognition.

Keywords: Executive function, metacognition, time management, emotional control, adolescents

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