

Metacognition and its relationship to mental rigidity among Al-Quds University students

Faris Kawanin

The study aimed to identify the level of metacognition and its relationship to mental rigidity among Al-Quds University students in light of the following demographic variables, that is, gender, place of residency, academic year and college. The study approached the literature as a multi-dimensional phenomenon which addressed both theoretical and applied research.

A 66-item questionnaire was divided into three sections as follows: general information of the participants; the second section dealt with the metacognition scale (33 items) introduced by Schraw & Dennison (1994) while the third section included the mental rigidity scale (30 items) introduced by Eysenck & Wilson (1976). The random stratified method was utilized which comprised of a sample size of 370 male and female students at Al-Quds University, main campus, Abu Dies. The collected data was statistically analyzed using the statistical package for social sciences (SPSS).

The results revealed that the students experienced a high level of metacognition (M 3.83 SD 0.45); while a moderate level of mental rigidity (M 3.12 SD 0.25). The results of the study revealed significant statistical differences in mental rigidity among the students due to gender, however, place of residency, academic year, and college did not indicate any significant differences. Moreover, there was no statistical difference in metacognition among the students as well. The findings indicated that there was no correlation between metacognition and mental rigidity among Al-Quds University students.

In the light of the findings and literature reviewed, the following is recommended: compile indicative programs that reduce the problem of mental rigidity among students in schools or universities; tutor the students against the dangers of this problem in order to avoid such a problem; and further research is essential to develop an understanding of mental rigidity and its measurable impact on personal aspects of students using the case study and qualitative research design.

Key words: Metacognition, students, mental rigidity, Al-Quds University.

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