

**A Study of Pre-Service Teachers Views on Cultural Metacognition**<sup>1</sup>Savitri Karayat, & <sup>2</sup>Dr. Pawas Kumar Mandal<https://doi-ds.org/doi/10.2025-83456356/ADEDJ/V2/I2/SP>**Review: 08/07/2025****Acceptance: 20/07/2025****Publication: 14/08/2025****ABSTRACT**

The goal of the researcher is to investigate Cultural Metacognitive ideas and the modifying effect of points of view, taking in the interaction between intellectual and cultural metacognition. Studying with cultural presumptions could raise understanding, create confidence, and provide beneficial educational results. It has played an extremely important function in education. This chapter will help to establish a cultural metacognition knowledge base and encourage an understanding of its importance and impact on school improvement. The backdrop of this chapter will broaden the knowledge, thinking, and skills required to bridge the diverse difficulties of teaching and learning cultural metacognition in cross-cultural settings. This chapter will contribute to establishing cultural metacognition understanding while also encouraging an appreciation of its significance and impact on school improvement. The context of the present section will widen the understanding, thinking, and abilities needed to bridge the various challenges of educating and acquiring cultural mental agility in situations involving multiple cultures. The article will assist learners in enhancing their teaching techniques that foster cultural cognitive processing and its impact on multicultural learning processes. It also highlights how the main objective is to assist in enhancing instructing techniques for learning and research on the subject of cultural mental processing in multicultural classrooms.

**Keyword:** Cultural Intelligence, Metacognition, Cultural Metacognition.

**INTRODUCTION:**

Metacognition is the procedure of observing and altering thoughts and techniques as you gain new abilities (Flavell, 1979; Triandis, 1995). Cultural metacognition represents one of the four aspects The Cultural Intelligence (CQ) (stimulating, mental abilities metacognitive thinking, and social), based on Sternberg's numerous intelligence sites (Ang, Van Dyne, & Tan, 2011). Cultural metacognition involves focusing on beliefs about cultures in order to increase consciousness and confidence in interactions between cultures. Understanding cultural beliefs helps people prepare for, adjust to, and learn from global contacts (Earley & Ang, 2003; Earley, Ang, & Tan, 2006; Klafehn, Banerjee, & Chiu, 2008; Thomas, 2006).

Metacognition, referred to as "the act of Reflecting about oneself concepts" (Hacker et al., 1998), is the cognizant and purposeful Tracking and controlling one's newly acquired information concerning intellectual concerns as well as affective and cognitive activity (Flavell, 1987). Cultural metacognition is a higher-order mental activity that goes above the simple cognitive process of obtaining and processing cultural ability (Sharma, 2019). Additionally, it demonstrates people's willingness and ability to study, perceive, and modify their cultural wisdom and conceptual framework. Cultural metacognition has also been characterized as "a fresh path in multicultural competence studies" (Chiu et al., 2013) and as "fundamental to cross-cultural interaction ability" (Chin et al., 2022).

Morris (2012) suggests that identifying personal preconceptions can foster trust and lead to creative collaboration among team members. Effective management and teaching require cultural metacognition in the 21st century. Training students and managers in Metacognition habits is crucial for future better performance, both educationally and practically (Mor, Morris & Joh, 2013). Cultural metacognition is crucial, as individuals from diverse origins and socio-cultural groupings have unique worldviews, ethical standards, and social structures. Teachers, staff, and stakeholders complicate college decision-making due to cultural differences. Teachers require a thorough understanding of cultural metacognition to comprehend the significance of diverse cultures and their impact on management success (Moris, 2012).

**Metacognition:** Metacognition, the ability to characterize, observe, and govern current mental procedures, allows people to perform a wide range of tasks both independently and collaboratively. Metacognition, which is defined as the consciousness, monitoring, and analysis of a person's knowledge and thinking processes, Metacognition has a substantial impact on Personal accomplishments. The

<sup>1</sup>Savitri Karayat, Ph.D Research scholar, Faculty of Education, Teerthankar Mahaveer University, Moradabad (U.P.) India, Email: [savitri.scholar@tmu.ac.in](mailto:savitri.scholar@tmu.ac.in)

<sup>2</sup>Dr. Pawas Kumar Mandal, Assistant Professor, Faculty of Education, Teerthankar Mahaveer University, Moradabad (U.P.) India

\*Corresponding author Email: [pkm6282@gmail.com](mailto:pkm6282@gmail.com)

predominant part of this study Metacognition, which is defined to be the understanding, monitoring, or assessment of an individual's knowledge and mental processes, has a substantial impact on individual performance.

**Cultural intelligence** refers to a person's capacity to interact adequately in multicultural environments (Earley & Ang, 2003; Ang et al., 2006; Ang & Van Dyne, 2008). Earley and Ang's (2003) Sternberg's conceptual framework defined CQ as having four aspects: encouraging cognitive abilities mental processes, and social. (Ang et al. 2011). Intellectual CQ describes fundamental cultural understanding and comprehension; emotional CQ relates to the desire or activity focused on acquiring knowledge and operating in multilingual circumstances and interactions; and behavior cognitive ability refers to activities and connections within the intercultural environment. Metacognition is describe as considering thoughts (the understanding of and management of thought), and it encompasses the procedures of observing and modifying ideas and techniques when acquiring new skills (Flavell, 1979; Triandis, 1995; Lane, 2009).describes mental processing as having conscious supervision of mental processes while studying. Metacognitive competence is the understanding of one's individual thought and identity in relation to a variety of topics (Anderson & Krathwohl, 2016).

In this approach, someone may be driven to engage in cross-cultural business. They may learn (cognitive) about cultures and how to perform in specific situations. Metacognition, on the other hand, requires more critical and reflective thinking. For example, one can assess how efficient they are in their connections with others or they might identify their own prejudices and devise measures to better cross-cultural environment and custom pursuits. The execution of these tactics is known as behavioral CQ.

**Cultural metacognition** is another word for metacognition, one of the four components of CQ. Cultural metacognition, in particular, is the practice of focusing on beliefs about cultures with the goal to increase understanding as well as confidence in interactions between cultures. It is an emotive trait used to reflect on beliefs about culture, prepare to modify, or acquire knowledge from foreign interactions. Earley and Ang (2003); Earley et al. (2006); Klafehn et al. (2008); Thomas (2006).

#### **REVIEW OF LITERATURE:**

Flavell (1976, 1979, 1987) introduced an theoretical framework of cognitive monitoring using the term metacognition. This led educational researchers to create cognitive control-boosting therapies because they reasoned that more cognitive monitoring would result in improved learning.

According to Flavell's idea, metacognition is described as an individual's capacity to be aware of thinking (metacognition understanding) or govern conception (metacognition control) or techniques of action. According to Flavell, individuals are capable of monitoring, assessing, and modifying their thought and learning processes. Metacognition influences actions at the person's basis by fostering observation or modifications of individual choices (van der Plas et al. 2022).

R.Y. Chua, M.W. Morris, and S. Mor (2012) examined cultural metacognition and affective trust in innovative teamwork. The intention of this study is to establish relationships through cultural metacognition and creative collaboration. The study was divided into three groups. Study 1 improves multicultural intellectual teamwork. Study 2 demonstrates lesser intercultural creative collaboration. The third investigation allowed participants to collaborate on both. The findings of this study show that metacognition CQ improves creative collaboration.

Racicot, B. M., and Ferry, D. L. (2016) research how metacognition or motivational cultural competence behavior affects students' potential enthusiasm for employment and educational outside opportunities. Sixty undergraduate pupils from a prestigious public institution in the US' Mid-Atlantic region. The findings indicated that inspiring and Metacognitive capacity influenced cultural exposure.

Phelan, J. E. (2019). teaching and developing cultural metacognition in the context of sales and marketing education. Building trust and increasing awareness are two ways that cultural metacognition contributes to a successful life. Teaching methods for business instructors will be facilitated by this article. The ultimate objective is to improve cultural metacognition-related teaching, learning, and assessment in the field of education.

Shea, N., Frith, C. D., Heyes, C., Bang, D., & Fleming, S. M. (2020) Getting to know one another: Origins of metacognition in culture Cognitive processes that can be observed and managed are known as cultural metacognition. Metacognition also plays a role in making superpersonal decisions. Developing cultural metacognition enables us to do a lot of tasks when collaborating and behaving collaboratively.

#### **SIGNIFICANCE OF CULTURAL METAACOGNITION:**

In terms of the manner in which culture and mental agility enhance multicultural efficacy, Van Dyne et al. (2012) identify several independent cognitive processes occurring during global relationships: organizing, confirming, and monitoring. More specifically,

prior to a culturally diverse contact, organizing encourages people to think about exactly what they are required to do and develop specific strategies to achieve expected immediate or longer-term goals. (On how cultural mental agility leads to competence in multiple cultures, see Van Dyne et al. (2012). During and after talks, verification requires assessing and contesting assumptions, as well as changing mental models in reaction to unexpected events. Recognition must always be available since it involves being aware in the present moment about the way cultural elements affect one's own and others' mental functions or behaviors. Three elements in cultural metacognition collaborate to constantly transform ideas into cross-culturally acceptable acts (Van der Horst and Albertyn, 2018). But the challenge persists in engaging children in such metacognition procedures. Develop favorable intercultural attitudes.

**SUGGESTION:**

In the current study researcher analyze the role of cultural mental agility in global innovative collaborations. However, cooperation is possible in bigger organizations; it will concentrate on dyadic collaboration of simplicity. Businesspeople, like scientists, routinely debate suggestions & discuss solutions to problems with colleagues or professionals in their network. When such connections bring two previously unconnected notions together, creative solutions to challenges frequently emerge. The contribution of cognitive ability is especially important. Metacognitive CQ predicts social decisions and judgments. Metacognitive cognitive capacity forecasts cultural Perception and the decision-making process . Metacognitive CQ is additionally known to increase trust, resulting in more successful international collaboration and innovative idea exchange.

Metacognition CQ helps people succeed in a diverse work setting. It also aids in exploring cultural opportunities. Metacognition CQ is a top career choice goal; thus, we need to learn more about how it works for study abroad students. It is really beneficial for achieving positive educational outcomes. Cultural mental agility plays an important role in marketing, sales, and business success; thus, we can say that it has influenced our entire evolution. The cultural metacognition discussed in the prior article serves to magnify the understanding, concepts, and abilities required for analyzing varied education and instruction issues.

Effective intrapersonal decision-making in a variety of situations is facilitated by metacognition. For example, by assisting us in identifying our mistakes, controlling the use of executive functions, and identifying attention lapses, it helps guarantee the seamless operation of continuous thought and behavior. Additionally, metacognition is essential to supra personal decision-making. It allows people to broadcast and share otherwise private mental states with others, in addition to allowing them to keep an eye on their own cognitive processes.

Cultural learning, we have proposed, allows human agents to broadcast, understand, and distinguish metacognition representations. Making metacognition purpose-fit may also involve a deeper role for cultural learning. Public life, mental health, and education all benefit from metacognition. It enhances school learning, controls compulsive, anxiety, and depression, fosters successful leadership, and urges restraint in religious and political discourse. In addition to being a necessary component of our ability to understand ourselves, metacognition also enables us to make judgments as a group that are more rational, equitable, and well-informed than those we could make individually. cultural learning takes a dominate in enabling to intrapersonal orsuprapersonal functions of metacognition, which are also commutable role because of cultural selection. Social engagement are what tunes metacognition for social interaction.

**CONCLUSION:**

Cultural metacognition represents an important aspect of cross-cultural interaction in business education during the 21st century. A solid Perception of Culture Cognitive processing is required by learners as well as executives to realize The significance of various backgrounds and their impact on corporate success. Cultural Metacognition entails tracking, assessing, and organizing mental procedures in order to enhance multicultural corporate procedures. Effective multicultural management demands the establishment of strong professional connections that involve individuals from many cultures. Cultural Metacognition stresses values such as accountability, respect, fairness, trustworthiness, and honesty, which are essential to academic integrity. Learning these principles in practical ways helps develop and execute cultural metacognition knowledge. Developing cultural metacognition habits in students is crucial for their success, both educationally and practically.

Cultural metacognition is based on the core ideals of higher-order academic integrity (such as responsibility, consideration, impartiality, dependability, and integrity). Learning these principles in practical ways helps to develop and implement cultural metacognition knowledge bases. Finally, the pedagogical and practical implications of developing and utilizing cultural Metacognition habits in pupils are critical to success.

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