

Intuition (N) - Preference for using the imagination to envision what is possible - to look beyond the five senses. Jung calls this "unconscious perceiving".

3. **Deciding** - How a person decides:

Thinking (T) - Preference for organizing and structuring information to decide in a logical, objective way.

Feeling (F) - Preference for organizing and structuring information to decide in a personal, value-oriented way.

4. **Living** - Life style a person prefers:

Judgment (J) - Preference for living a planned and organized life.

Perception (P) - Preference for living a spontaneous and flexible life.

The Learning Styles of individuals are known from the combination of the four preferences. In all sixteen combinations have been identified.

What the Combinations mean? Myers and Briggs [21]

ISTJ- Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic, dependable. See to it that everything is well organized. Take responsibility. Make up their minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions

ISFJ- Quiet friendly, responsible, and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.

INFJ- Succeed by perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.

INTJ- Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it out with or without help. Skeptical, critical, independent determined, sometimes stubborn. Must learn to yield less important points in order to win the most important

ISTP- Cool onlookers. Quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in cause and effect-how and why mechanical things work, and in organizing facts use logical principles.

ISFP- Retiring, quiet, sensitive, kind, and modest about their abilities. Shun disagreements; do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the moment and do not want to spoil it by undue haste or exertion.

INFP- Full of enthusiasm and loyalties, but seldom talk of these until they know you well. Care about learning ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.

INTP- Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested mainly ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interests can be used and useful.

ESTP- Good at on the spot problem solving. Do not worry-enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. Adaptable, tolerant, generally conservative in values. Dislike long explanations. Are best with real things that can be worked, handled, taken apart, or put together.

ESFP- Outgoing, easygoing, accepting, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things happen. Know what is going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.

ENFP- Warmly enthusiastic, high spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.

ENTP- Quick, ingenious, good at many things. Stimulating company alert and outspoken. May argue for fun on either side of question. Resourceful in solving new and challenging problems but may neglect some routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.

ESTJ Practical, realistic, matter of fact with a natural head for business and mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May be good administrators, especially if they remember to consider others' feelings and points of view.

ESFJ- Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and practically help people's lives

ENFJ- Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.

ENTJ- Hearty, frank, decisive leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fun of knowledge. May sometimes appear more positive and confident than their experience in the area warrants.

1.5 Significance of the Study

Educationists are constantly on the lookout for new and better ways of helping the learners to learn. Classroom interactions would not be only to impart information, but to develop in the learners the skills to regulate and monitor their learning patterns. One can change and become a better learner, if one wants to.

The study will contribute towards:

- Designing learning experiences to suit the learning styles of students.
- Developing metacognitive strategies that would be suitable for the different learning styles.
- Provide guidance to parents and guardians to enhance the metacognitive abilities of their wards on the basis of their learning styles.

The ultimate goal of understanding learning and learning styles is to create congruence between instruction or design and information processing, matching the respective styles of each. The study would help the researchers develop teaching strategies that would support the desired learning style for students to enhance their metacognition. The results of the study would help curriculum developers suggest modifications. It would further pave way for more research in the field.

II. Objectives of the Study

The following objectives were framed for the study;

1. To analyze the level of metacognitive awareness of student teachers.
2. To analyze the learning styles of student teachers.
3. To identify the learning styles of student teachers at different levels of metacognition.
4. To compare the levels of metacognition of student teachers with different learning styles.

III. Hypothesis of the Study

The null hypothesis for the study was as follows;

1. There is no significant difference in the level of Metacognition of student teachers with the following learning styles;
 - Extroverts vs. Introverts
 - Sensate vs. Intuitive
 - Thinkers vs. Feelers
 - Judgers vs. Perceivers

IV. Method of Study

The present study was Descriptive in nature as it intended to study the metacognitive abilities and learning styles as they existed at present among student teachers.

V. Sample

Available sampling technique was used to select the colleges of education. Sample of the study included 172 student teachers from two colleges of education in Greater Mumbai. These colleges were selected on the basis of availability. The colleges were English medium colleges.

VI. Tools Used

The following tools were used for the present study:-

1. Tool measuring levels of Metacognition: **Metacognitive Awareness Inventory (Schraw and Dennison-1994) [22]**

This is a 52-item self-report instrument of adolescent and adult metacognitive awareness. The items are based on the Brown (1987) two-component model of metacognition, Knowledge of Cognition and Regulation of Cognition. Internal consistency coefficient (r) ranges from 0.90 to 0.95 with a test-retest reliability of about 0.85.