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Research Paper

Metacognition and Decision-Making in Educational Administration: A Study of District Education Officers

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ABSTRACT

Decision-making is the key aspect of the District Education Officers to improve school education. There is hardly any study that elaborates on the decision-making of District Education Officers. On the other side, metacognition is an emerging area in the field of decision-making as it helps in error monitoring, selecting alternatives, and improving decision accuracy. Thus, the growing significance of metacognition in decision-making provides a gateway to studying its role and working in the decision-making of District Education Officers (DEO) including District Inspector of Schools (DIOS) and Basic Education Officer/ Basic Shiksha Adhikari (BSA). So, the present study explored the role of metacognition and how it works in the decision-making of District Education Officers, including the planning, monitoring, and evaluation dimension of metacognition. The researcher employed the qualitative method while conducting interviews with District Education Officers of Uttar Pradesh, a state of India. Further, the findings of the study highlighted that using metacognition consciously have the potential to enhance decision-making capacity, which in turn helps to address the challenges posed by the complexities involved in the roles and responsibilities performed by District Education Officers.

Keywords: *Decision-Making, Metacognition, Planning, Monitoring, Evaluation, District Education Officers, District Inspector of Schools (DIOS), Basic Education Officer/ Basic Shiksha Adhikari (BSA)*

Decision-Making is part of the everyday life of human beings, and one has to make choices in every step of life like a school principal has to make choices regarding school timetable, students have to make choices regarding their career, even in day to day transactions, one has to select clothes from the shop. The process of decision-making entails identifying and defining the problem, understanding the challenges in the current situation, creating criteria for a good solution, developing plans, and putting the plan into action (with monitoring, communicating and reviewing) (Hoy and Miskel, 2005). It may be tracked back to the classical model of decision-making, which concentrated on optimising choices and individual rationality, which subsequently led to Herbert Simon's bounded rationality of decision-making, where he understood that every choice is impossible to evaluate (Hoy and Miskel, 2005). The rational model entails a favourable and consequent

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decision-making process that resolves problems such as what should be feasible alternatives and their conceivable consequences, how these outcomes satisfy desired preferences and the decision based on the preference (Dahl, 1998). The bounded rationality model is engaged with executing and choosing satisfactory alternatives, in place of maximising the decision-making process (Simon, 1972). Thereafter many developments have occurred in recent years, including the organisational procedural, incrementalist view, garbage can model, political view, multiple perspective viewpoints, individual difference perspective and so on (Turpin and Marais, 2006).

On the other side it is said that decision-making is not restricted to a single context, it has importance in many disciplines. Simon, (1966) highlighted that decision-making is explored in psychology where the study of personality, behaviour, motivation, and the cognitive process determines consumers' decision-making. Busenitz and Barney (1997) described that decision-makers use varied heuristics according to their information-processing capacity to make choices. Therefore, we can explore cognitive functions involved in the process of making decisions as it is just not a mechanical process or Ad-hoc consideration. According to Martinez (2006) every person has their own cognitive structure to act and capability to monitor its functions. This is termed as metacognition 'thinking upon cognition'(Flavell, 1979). The importance of metacognition in decision-making can be seen in recent developments. Yeung and Summerfield (2012) in their study, concluded that metacognition helps in error monitoring in the process of decision-making. It also influences consumers' decisions regarding brand selection (Lee and Shavitt, 2009) and with the help of metacognition one can do counterfactual analysis in the process of making choices (Arora et al., 2013a). Moreover, a person with high metacognitive ability can make a more consistent decision than a person with low metacognitive ability (Robert Mitchell et al., 2011). However, there is much to study concerning decision-making and metacognition as many things are unexplored. Most of the studies highlighted what metacognition does and why it is essential in decision-making, whereas few studies indicated how it is helpful in the process of decision-making. On the other side in school administration, decision-making plays a vital role and have a direct and indirect impact. District Inspector of Schools (DIOS) and Basic Education Officer/ Basic Shiksha Adhikari (BSA) as the part of educational administration of Uttar Pradesh a state in India claims an important place in decision-making for optimizing schools' learning outcomes. Thus, the increased importance of metacognition in decision-making opens the door to research into its function in DIOS and BSA decision-making. As a result, the current study will answer what is the role of metacognitive strategy in the decision-making of District education officers in the state of Uttar Pradesh and how metacognitive strategies works in the decision-making of District Education officers in the state of Uttar Pradesh. Also, the current research is based my M.Phil. work (Anand, 2021).

What is Metacognition?

Metacognition deals with the conscious level of the human mind, it is all about the conscious engagement of a person while performing any activity. It originated with two words meta and cognition in which 'meta' refers to thinking about itself and cognition refers to developing knowledge with the help of various mental processes, thus it is thinking about various mental processes (Rosenthal, 2000). Jacobs and Paris (1987) categorised two types of metacognition, knowledge of cognition and regulation of cognition. The regulation of cognition is termed as metacognitive strategy by later developments in the field which the researcher uses in the present research. Further, the two components of metacognition are divided into sub-phases as knowledge of cognition is divided into declarative, procedural,

and conditional knowledge. The regulation of knowledge is divided into planning, monitoring, and evaluation of cognition. Declarative knowledge relates to understanding one's cognitive structure and how it is influenced by various factors (Schwarz, 2004). That is to say, an individual gradually becomes aware of his or her ability to perform a task. Knowledge of how to continue further is referred to as procedural knowledge. King (1991) observed that fifth graders who were gone through procedural training were able to use this skill in solving problems. Decision-makers can think about how they'll make a decision and which technique they'll use if they have procedural knowledge. Finally, conditional knowledge allows you to understand why and when you should utilise different cognitive actions. Lorch et al. (1993) in a study on college students found that they are able to locate which strategy is useful in different types of reading as they selected different strategies in different situations where ever it was needed. This component, for example, will assist decision-makers in determining why and when to apply a particular strategy during the decision-making process.

In the regulation of cognition, the term "planning" means the process of devising a strategy before carrying out a task. Before beginning the task, the decision-maker will establish a plan, devise a strategy, and set aside sufficient time. In one of the studies, the researcher found that adults are very much indulged in planning before writing something in comparison to children but it starts from childhood and with the passage of time it improves, however, experienced writers are better at planning in writing they develop strategies for logical sequencing in the text (Baker, 1989). While performing activities, monitoring involves a conscious observation of every approach and action. In one study researchers find out that training improves monitoring skills whereas literature shows this ability develops slowly in comparison to other metacognitive skills (Delclos and Harrington, 1991). For example, decision-makers will be able to make changes to the decision-making process with the aid of monitoring. Finally, evaluation is the process of examining each phase of a task in order to diagnose the entire process; it is simply an assessment of the process and outcome. Baker (1989) point out that it is the diagnostic step that enables an individual to modify the strategy, task and cognitive structure for future utilization. Decision-makers will be able to diagnose flaws in the process with the help of evaluation. So, there are two parts of metacognition preceding one is about only having awareness of own cognition and the later part is for regulating which is termed as a strategy. This study highlighted how these strategies work in the process of decision-making.

Metacognition and Decision Making

Metacognition and decision-making are two distinct cognitive processes that play crucial roles in human thinking and problem-solving. Metacognition is implicitly found in decision-making literature helping consumers to select among choices more wisely. Yeung and Summerfield (2012) argued that metacognition helps to monitor the decision-making process to decrease the chances of errors and enable one to make modifications wherever needed; in general, more conscious monitoring at every stage of decision-making improves decision quality and decision confidence. Similarly, Wan et al. (2009) described that monitoring and evaluation help in the products' brand judgment. In another research, it was highlighted that new experience (metacognitive experience) influences decision-making and evaluating products with less favourable to more favourable products would help select a particular brand (Lee and Shavitt, 2009). Further, Arora et al. (2013b) specified that counterfactual thinking of an entrepreneur's decision making is part of a metacognitive strategy where evaluating past action is done by asking what if I had done this. On the other

hand, Haynie et al. (2012) highlighted different points of view that metacognitive experiences and metacognitive knowledge help entrepreneurs to regulate/control cognitive processes with planning, monitoring, and evaluating (i.e., using of metacognitive strategy) for making decisions in a novel situation as they cited an example of a market situation where an entrepreneur decide with cognizance of two things one in which he analyzes the past experience of market demand for investing and in other regulated existing cognitive structure with planning, monitoring and evaluation for making a new investment. Similarly, metacognitive strategy and metacognitive knowledge together enable the decision-maker to do task revision with providing an opportunity of regulating cognition through analyzing decision situations in multiple ways, more conscious effort to consider different alternatives and, learning and planning from present errors for future decisions (Staw and Boettger, 1990). Apart from this in the setup of participatory decision-making, 'shared metacognitive strategy' (i.e., planning, monitoring, and evaluation of group's cognition) contributes to the group's collective perceptual decision processes (Bahrami et al., 2012)**.** Based on the above discussion, we can say that the metacognition in the decision-making process allows making modifications in the ongoing process of decision-making, enabling multiple ways of analyzing different alternatives, giving understanding for future decisions, and enabling ways for planning in a novel situation. Thus, it increases decision confidence and decision accuracy, so it is essential in decision-making.

A few types of research explicitly explained how metacognition works in the decision-making process. However, Yeung and Summerfield (2012) elaborated that error monitoring is done by retrieving previous decisions and integrating ongoing decision processes, simultaneously predicting every step with their outcome. In an experimental study Rosi et al. (2019) developed a metacognitive-strategy based training programme for improving decision making in old adults and highlighted the practice of metacognitive-strategy questions (like for monitoring decision process- asking about sufficient information and additional information needed to make a decision, for evaluation asking who will be affected with my decision, etc.) for every decision problem, using of interactive imagery of whole decision process, and for evaluation giving weightage to different alternatives and elimination by aspects will improve decision accuracy. Further, using analogy, heuristics, and careful analysis of every detail is part of the metacognitive strategy used in the decision-making process (Colombo et al., 2010). In another experimental study, Turner (2016) gave metacognitive-strategy based instruction to students of business study to see its effect on decision accuracy in which they elaborated think aloud and visualization help in planning, monitoring, and evaluating cognition of decision-makers. Similarly, Fogarty (1994) developed different metacognitive strategies like a self-administered checklist, journaling, portfolio registries, think aloud, and stem statement for planning, monitoring, and evaluation of teaching metacognition reflection to students in which he highlighted that it was also helpful for the decision-making process of students regarding their learning. Thus, using different metacognitive strategies enables the decision-maker to control his/her cognition so as the decision process. The majority of the studies in this area answered what metacognition does in the process of decision-making, whereas how it will be done is not explored. Moreover, studies employed experimental and descriptive survey methods to answer questions, while qualitative methods will be used to explore the process involves in metacognition and decision-making. As a result, metacognition in decision-making is limited to a few domains, despite its enormous potential to improve decision-making efficiency.

District Education Officers in Uttar Pradesh, India

School administration in Uttar Pradesh, India at the District level is categorized into two levels: the department of secondary education (generally 6-12th grades) and the basic education department (1-5 grades). District Inspector Schools (DIOS) lead the secondary education department, while Basic Education Officers, also known as Basic Shiksha Adhikari (BSA), lead the basic education department. District Inspector of Schools and Basic Education Officer are responsible for their jurisdiction includes government, government-aided, and government-recognized schools. DIOS at the secondary level has the responsibility to do the inspections of duties of teachers, schools and other employees of Schools and Inter Colleges. Further disposal of financial matters, marking of confidential reports of teachers, principals, and non-teaching staff, and distribution of the grant received for the payment of the salary for the employees of schools are also among the responsibilities of the District Inspector of Schools at the secondary level (Intermediate Act 1921, 1921; Intermediate Act 1921. Amendment. 2007, 2007). In matters of primary education, the Basic Education Officer has more authority than the DIOS in matters of secondary education. They approve various leaves for male and female recruits of lower rank, make decisions on pensions, gratuities, and other benefits until they reach the rank of Licentiates Teacher (LT), recruit 3rd and 4th class employees and take appropriate action against them, and he/she has been designated as the first reporting officer in terms of confidential reports for primary education. BSA leads the teacher selection committee, inspects teachers and principals, and recommends sanctions as necessary. They also organize junior high school examinations. They examine the inspection report and take steps to resolve issues, as well as oversee Licentiate Teachers (LT) transfers (Basic Education Act 1972, 1972; Basic Education Act Amendment, 2000).

The officers have some programmed and non-programmed decision-making authority. Programmed decisions are routine decisions in which higher authorities give directions to make a decision (Hoy and Miskel, 2005). Likewise, DIOS and BSA have not much say in matters like in implementation of policies, releasing funds for the infrastructure of schools, and transfers of teachers (Basic Education Act 1972, 1972; Basic Education Act Amendment, 2000; Intermediate Act 1921, 1921; Intermediate Act 1921. Amendment. 2007, 2007). While non-programmed decisions referred to those decisions in which administrators have the freedom to use their reasons to make choices (Hoy and Miskel, 2005). In the present context, District Education Officers can withhold teacher salaries, take appropriate action against unrecognised schools, make decisions to resolve management conflicts, take action against teachers and Principals, make decisions when Principals and Teachers approach them about school monitoring, debar schools from board examinations when corrupt practices are discovered, and so on (Basic Education Act Amendment, 2000; Intermediate Act 1921. Amendment. (2007), 2007). Thus, on these matters, District Education Officers may involve cognitive processes to make decisions, which were studied in the present research.

Moreover, National Education Policy 2020 talked about delegation of power from Directorate of School Education to school complexes where the roles and function of DEOs can be seen. Document emphasized to form groups of school which will share different resources among themselves such as teachers, lab equipment, play grounds, etc. Here District Education Officers given a role to interact and help these school complexes to become semi-autonomous unit. Officers will facilitate them to innovate with curriculum and pedagogies in accordance with National Curriculum Framework (NCF) and State

Curriculum Framework (SCF). Moreover, District Education Officers are directed to work with Directorate of School Education to implement policies pertaining to setting standards (National Education Policy, 2020).

METHOD

Research Participants

The current study was conducted on District Education Officers of Uttar Pradesh a state of India. The study was held on western, eastern, and central regions of the state of Uttar Pradesh including 16 districts out of a total of 75 districts. The study was carried out based on the appointments given by the officers. A total of 25 District Education Officers were the participants of the study out of which 14 were District Inspector of Schools (DIOS) and 11 were Basic Education Officers/ Basic Shiksha Adhikari (BSA). The Non-random purposive sampling technique was used based on appointments given by the District Education Officers and their availability. The researcher approached 27 District Education officers in person by visiting 14 districts of Uttar Pradesh in the month of January and February 2021. 7 Basic Education Officers/ Basic Shiksha Adhikari (BSA) and 8 District Inspector of Schools (DIOS) were given appointments. Thereafter rest of the study was conducted through telephonic interviews. In this researcher tried to contact a total of 24 District Education Officers out of which 4 Basic Education Officers and 6 District Inspector of Schools responded, the rest were either refused or not available. Due to a lack of time, and resources, as well as the unavailability to schedule an appointment with the District Education Officers, the sample was chosen using a non-randomized sampling technique.

Data Collection Procedure

The data was obtained in two parts with the help of semi-structured interviews which were developed with the help of experts and get validated: in the first part, the researcher conducted face-to-face semi-structured interviews, and in the second part, the researcher conducted telephone interviews. Although, due to the corona pandemic, conducting face-to-face interviews with all of the respondents was difficult. Further, questions were posed based on the objectives and theoretical framework of the current study. Every officer was asked to describe a situation in which they had to make a non-programmed decision (autonomous decisions). This question provided insight into a variety of scenarios in which people made independent decisions. Moreover, to answer what is the role of metacognition and how it works in the decision-making of District Education Officers, the researcher asked questions like what steps officers took to teach children who did not have smartphones during the corona pandemic as the online classes were conducted with the help of smartphones and computer. This type of query provided insight into the potential options and strategies they made before reaching a decision (Rosi et al., 2019). It was investigated whether individuals were making direct decisions without fully considering the problem for the other dimensions of metacognition (Turner, 2016). Questions were also asked regarding who will be affected by their decision and how they prioritise different techniques and alternatives. These questions were based on the responses and narration given by the District Education Officers regarding non-programmed decision situations. Further to analyse the data researcher used Creswell (2014); and Saldaña (2021) coding scheme.

RESULT

The result of the study was analysed based on the in-depth enquiry of qualitative data and categories were made such as regulation of cognition was split into broader topics of planning, monitoring, and evaluation. Further categories were identified from the interview

data and fit into the broader themes (described below in **Table 1**). The planning theme was categorized into possible choices and strategies were made by the District Education Officers. Monitoring was categorized in understanding the problem completely and the opportunity given for modification. This category implies that when District Education Officers made decisions while thinking about the problem from every angle without making an immediate decision. Finally, the evaluation theme is categorized in priority and effect of the decision, here it means the preferences officers sought to make decisions. It was discovered that during the pandemic, District Education Officers had to come up with alternate options because there were areas in Uttar Pradesh where pupils reported not having smartphones. They assessed the scenario and determined that the majority of homes had televisions, so they devised techniques to instruct children using this medium. They made video lectures, ppts, and arrange classes in the Panchayat Bhawan with local networks airing. *"We made video lectures of teachers, ppt in corona pandemic and with the help of District Magistrate arranged classes for village students in Panchayat Bhawan."* These Strategies and alternatives represent their thought process as they considered various options and methods for making judgments. In numerous circumstances, District Education Officers made statements about thinking about the problem before making a decision. Even while making unilateral decisions, they pause to consider and double-check records and previous decisions. District Education Officers sought to comprehend the problem entirely before making fast choices and thought of ways to prevent mistakes in topics such as teachers and principals arriving late, signing the confidential report, investigating committee reports, and so on. *"Before signing on the confidential report I thought why is everything written is good if every aspect is that good then why this school is not well-performing."* Nonetheless, the District Education Officers described several occasions in which they examined preferences and considered the repercussions of their actions. For example, before instructing one of the instructors to teach Sanskrit in a school where there was no teacher of the subject, the officer considered who should be given priority in the classroom and the impact of the decision on pupils.*"I had given priority to the teacher who had Sanskrit as a subject in graduation and not anyone because it will affect students' learning). Before taking a decision I think about what will be the effect of it on the public."* He stated that the instructor who has Sanskrit as one of his degree subjects should be given preference. He stated that directing a person who does not understand the subject is unfair to the students. As a result, it represents his thoughts on preference, consequence, and decision. Furthermore, he was aware of another consequence of an alternative: if he leaves the matter entirely to the recruitment procedure, it would take a long time, and students will have difficulties in the interim.

Table 1. Role of metacognition and how it works in the decision-making of District Education Officers

Themes	Category	Evidence from the data
Planning	Possible choices & strategy	*"We made video lectures of teachers, ppt in corona pandemic and with the help of DM arranged classes for village students in Panchayat Bhawan."* *"We found that many houses of students do not have smartphones, so we planned a strategy that if we reach students with T.V then we will able to teach them as almost everyone has T.V in their houses."* *"I decided to use local channels for broadcasting*

Themes	Category	Evidence from the data
		video lectures of teachers with consulting Principals and teachers."
Monitoring	Opportunity for modification & understanding Problem completely	*"I tried to find out the reason when the teacher was caught late in school before taking an immediate decision."* *"Before signing on the confidential report I thought why is everything written is good if every aspect is that good then why this school is not well-performing."* *"If the invigilating committee report is against the Principal then also we think upon measures which can improve him."* *"If there is a complaint about a teacher who is not teaching well, then I try to find out why he is it so, instead of taking concluding decisions."*
Evaluation	Priority & effect of the decision	*"I had given priority to the teacher who had Sanskrit as a subject in graduation and not anyone because it will affect students' learning). Before taking a decision I think about what will be the effect of it on the public."* *"I prioritize my decision on three things duty, rules and authenticity of the matter."*

DISCUSSION

The District Inspector of Schools and Basic Education Officers were able to develop a variety of methods in unexpected situations due to the planning aspect of metacognition. According to the findings, officers planned and considered tactics to make decisions in new circumstances and how to improve their effectiveness. Rosi et al. (2019) found that the planning aspect of metacognition helped explore multiple options for decision-making. Similarly, during the COVID-19 outbreak, officers said *"we found that many students' families do not have smartphones, so we devised a strategy that if we reach students with T.V., we will be able to teach them since almost everyone has a T.V. in their homes"*. In another instance, a Basic Education Officer devised ways to combat teachers' fraudulent activities. These examples illustrate various scenarios in which officers have created different strategies in novel situations. Furthermore, they demonstrate how the planning aspect of metacognition enables District Education Officers to generate diverse solutions in new situations by allowing them to consider different options and approaches. By guiding their thinking, strategic meta-cognitive processes assist decision-makers in internalising the key elements of an organised decision-making process (Colombo et al., 2010).

Secondly, it was found that officers use the monitoring component of metacognition to avoid making mistakes and modify their current decision-making process. Continuous monitoring of every phase of the decision-making process aids in the prevention of errors and the modification of decision-making procedures, ultimately improving decision quality (Yeung and Summerfield, 2012). According to the findings of the current study, officers in some cases attempted to determine the cause of teachers' tardiness before imposing a penalty or making a hasty decision. *"I tried to find out the reason when the teacher was caught late in school before taking an immediate decision."* In another case, before signing a

confidential report presented by the clerk of a particular aided school, the District Inspector of Schools tried to figure out why everything was written in the same handwriting about teaching and learning, infrastructure, teachers' and principals' attendance records, and so on, even in the section where the clerk had to write and the section where the principals had to give comments. *"Before signing on the confidential report I thought why is everything written is good if every aspect is that good then why this school is not well-performing."* In these cases, the officer should pause and reflect, asking himself, "Am I fully comprehending the problem and considering sufficient information?" This depicts how the monitoring dimension affects the decision-making of District Education Officers. Previous research has also shown that when it comes to the monitoring dimension of metacognition, one must consider whether there is enough information and whether further information is required to make a decision (Colombo et al., 2010; Rosi et al., 2019; Turner, 2016). Finally, the evaluation component of metacognition aids officers in making decisions by allowing them to prioritise among several options. In general, District Education Officers weighed the pros and cons of several options before making a choice. To choose the optimal option, the decision-maker weighs the pros and cons of each option (Lee and Shavitt, 2009). While directing a teacher to teach Sanskrit in a situation where there was no teacher in the school, the District Inspector of Schools considered the repercussions of various options. *"I had given priority to the teacher who had Sanskrit as a subject in graduation and not anyone because it will affect students' learning). Before taking a decision I think about what will be the effect of it on the public."* What influence will it have on students' learning if I assign a non-Sanskrit background teacher to teach Sanskrit? And what effect will it have on pupils' learning if I leave the topic to the government's recruitment process? It normally takes a long time. Basic Shiksha Adhikari/ Basic Education Officer stated in one case that he prioritise his decisions on duty, rules, and the validity of the matter, as well as the influence of his judgements on the public. These were circumstances in which officers weighed the pros and cons of each option and inquired who would be affected by their decision, demonstrating how the evaluation component of metacognition is used by District Education Officers in their decision-making. In a previous study, (Rosi et al., 2019) discovered that when making a decision, the decision-maker assigns weight to many options in order to select the best available option, which improves decision accuracy. Furthermore, below Figure 1, the researcher aimed to illustrate the role and functioning of the three components of metacognition in the decision-making process of District Education Officers. The role of the planning dimension of metacognition in decision-making was found to facilitate planning in novel situations; when officers consider different strategies for a particular situation, it demonstrates how the planning dimension operates in decision-making. The second, monitoring dimension, enabled decision-makers to prevent mistakes before they occurred and to make adjustments to the decision-making process as it unfolded. Additionally, the solution to how the monitoring dimension influences District Education Officers' decision-making was identified lorsquney pause to think, questioning whether they truly understood the problem and considering sufficient data. Finally, the metacognition evaluation component allows District Education Officers to prioritise among several options. Officers were found to evaluate decisions by analysing the effects of each alternative and asking who would be affected by their decision.

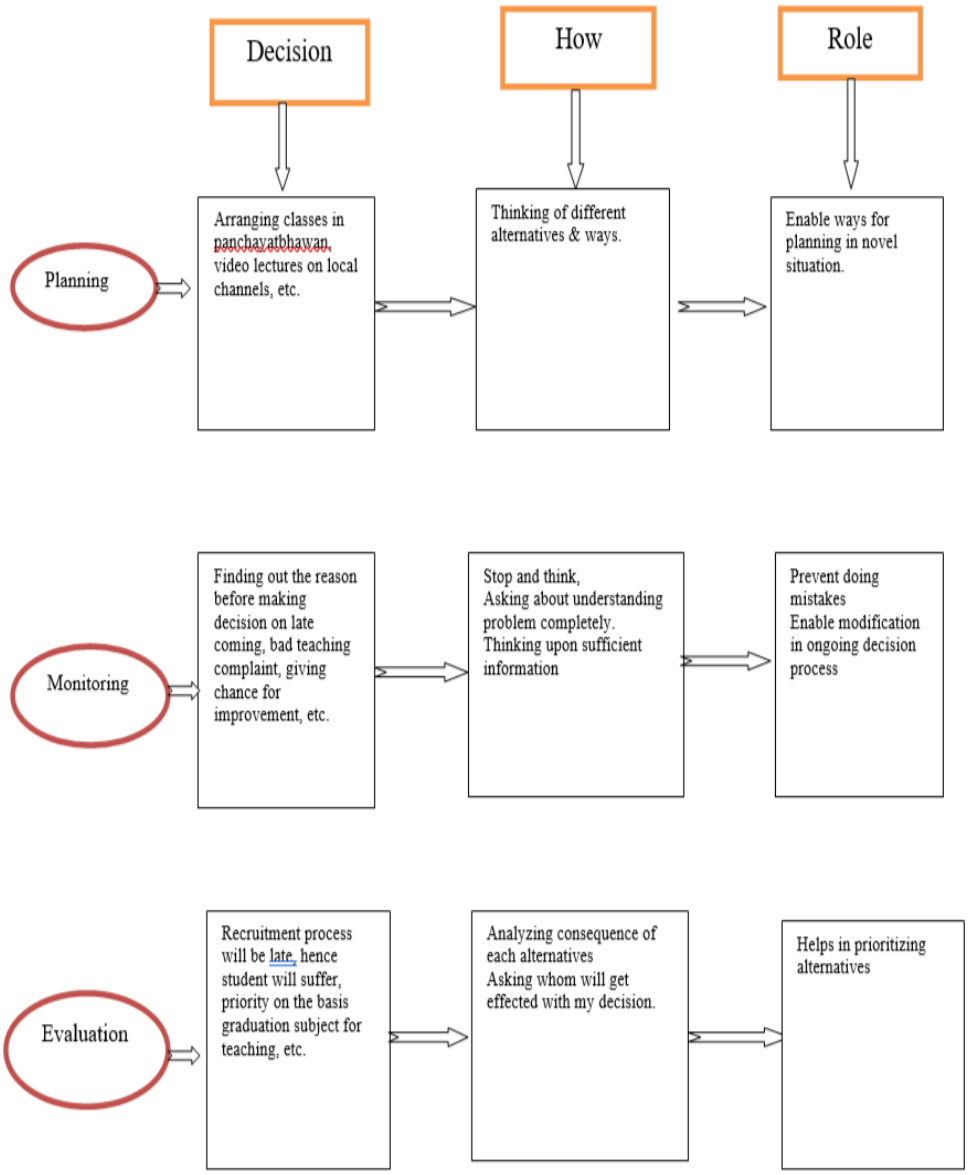


Figure 1: Metacognition in Decision-Making Patterns of District Education Officers

CONCLUSION

This study has contributed to the expanding body of literature on metacognition and decision-making of District Education Officers by giving a variety of insights into the decision-making capacity at the level of school administration. Officers who were unaware that they were using metacognition to make choices discovered that the planning dimension of metacognition assisted them in making plans in novel scenarios. Officers consider various techniques in situations such as streaming courses on local channels, finding students who have smartphones in the area and assigning them to counsel students nearby who do not have smartphones. They also made the arrangement of offline classes in big halls of panchayat Bhavan during the corona pandemic with accounting safety protocols. Although it is conceivable that this may not apply to all District Education Officers at both the primary and secondary levels, as some officers claimed that they do not prepare plans to make decisions and on the other side some officers outlined strategies and options they considered

while making decisions. In some circumstances, District Education Officers monitor the decision-making process before making a final judgement. As an example, in one scenario, an officer attempted to determine the cause of a teacher's tardiness and to fully comprehend the problem of why a teacher is not teaching effectively. In other circumstances, officers did not fully comprehend the problem or attempt to determine the cause before making a decision. In a similar case, when the District Inspector of Schools' clerical staff reported that teachers usually came late, he promptly issued a warning requiring principals and instructors to be on time. This aspect highlights the monitoring dimension of metacognition where they paused and think upon information and problem once again which enabled them to prevent committing mistakes. Further, before making a choice, District Education Officers examined the advantages and disadvantages of several options. In general, they weigh the pros and cons before making a decision. There were numerous instances where officers considered the repercussions of various options. Officers to avoid making mistakes and to adjust the ongoing decision process. Officers weigh the pros and disadvantages of each option and consider who would be impacted by their choice. This demonstrates how the evaluative dimension of metacognition is used by District Education Officers in their decision-making. Moreover, the interviews with officers also indicated the role of personality traits in between their metacognition and decision-making which is a matter of future research. The findings of the study also revealed that some officers do planning and some officers do not plan, so it is advised to investigate in future that what high and low metacognitive ability plays role in the decision-making of District Education Officers. Furthermore, one can study knowledge of cognition with decision-making in future as it was not studied in the present research due to lack of time, and finally one can use mix method or quantitative method to increase the reliability and validity of the result. Despite that, every research study has gone through some limitations so as the current study. Likewise, many District Education Officers cited the situation of the pandemic and did not give appointments, the hectic schedule of District Inspector of Schools and Basic Education Officers restricted the researcher to only conduct interviews, and the time restriction resulted in not including other variables in the study.

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Conflict of Interest

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