Research Paper

Influence of Metacognition on Social Competence and Emotional Maturity in Young Adults

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ABSTRACT

This current research aims at exploring the influence of Metacognition on Social Competence and Emotional Maturity in young adults. At present, there is no prior research done on the same grounds in an Indian setting. For this purpose, 180 young adults (112 females and 68 males) from the age group 18-30 years were selected using convenience sampling. To measure metacognition, Metacognition Inventory by Dr. Punil Govil was used, Social Competence Scale by Dr. Punita Rani and Dr. Latika Sharma for measuring social competence and Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava for measuring emotional maturity were also used to collect data. For statistical analysis, correlation and regression was run on the data. The results indicated that there exists a positive correlation between Metacognition and Social Competence, as well as Metacognition and Emotional Maturity in young adults. Moreover, Metacognition emerged as a significant predictor for both Social Competence and Emotional Maturity in young adults.

Fundamental components of human development and functioning include managing interpersonal connections and understanding oneself. Emotional development, social skills, and metacognition are important cornerstones in this path of self-awareness and productive interpersonal communication. Reflecting on one's ideas, feelings, and behaviours is made possible by metacognition, which is the awareness and control of one's own cognitive processes. The skilful manoeuvring through social settings that includes communication, empathy, and dispute resolution is known as social competency. In contrast, emotional maturity refers to the capacity to identify, comprehend, and control one's emotions in a variety of situations, promoting adaptability and positive reactions to life's obstacles. These related ideas work together to create a basis for effective relationships, personal development, and general wellbeing. The importance of metacognition, social competence, and emotional maturity in promoting personal growth and enhancing interpersonal relationships will be discussed in this essay.

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Metacognition

The term "metacognition" is sometimes defined as "thinking about thinking." Defining metacognition is not that simple. Educational psychologists have been utilizing the term and idea of metacognition for as long as people have been able to reflect on their cognitive experiences. The precise meaning of this idea is still up for discussion, though.

The most credited author of the definition "metacognition" is John Flavell. According to Flavell, metacognition is the combination of metacognitive experiences or regulation and metacognitive knowledge.

John Flavell first proposed the idea of metacognition to the psychology community in 1979, more than thirty years ago. John Flavell, who is regarded as the "father of the field," initiated study in metacognition. Since then, a significant quantity of empirical and theoretical studies pertaining to metacognition has been documented.

Social Competence

According to one definition, social competence is a multifaceted and intricate process that encompasses social, emotional, cognitive, and behavioural competencies (such as prosocial behaviour, communication skills, moral development, and self-efficacy) that are essential for effective social adjustment. The Encyclopaedia of Children's Health defines social competence as "the possession of the social, emotional, and intellectual abilities and behaviours necessary for a child to be a contributing member of society." Social competence, then, refers to the social, emotional, cognitive, and adaptive behaviours and skills that children require for normal social growth and adaption. Some of the factors that affect a child's social competency are their confidence, understanding of social situations, and social skills. Research suggests that kids with a broad social skill set and high levels of social awareness and perception are the most likely to be socially competent.

According to Rani (2017), social competence is a set of knowledge, comprehension, skills, and emotional reactions that interact differently depending on the situation an individual finds themselves in. Rather than being a single trait or ability that each person possesses to varying degrees, social competence is a collection of these things. According to Rani (2017), social competence is also demonstrated by the capacity to build, preserve, and foster positive relationships with others; the capacity to recognize and value the opinions of others when they diverge from one's own in social contexts; the capacity to decipher the emotional responses of others and change one's own behaviour to something more considerate or thoughtful; and the capacity to modify one's own behaviour to suit the preferences of others.

Emotional Maturity

Emotional maturity, according to Walter et al. (1976), is the process by which the human personality constantly aspires to a better sense of intra-psychically and intra-personally sustained emotional health. Thus, there is growing attention for the study of emotional maturity. At any level, "mature emotional behaviour" is defined as behaviour that displays the results of typical emotional development. According to Chamberlain (1960), an emotionally mature person is one whose emotional life is well under control. A child with emotional stability can positively adjust to peers, family, and oneself (Smitson, 1974). Therefore, the most important measure of emotional maturity is the capacity to solve issues with purpose and to keep emotional stability and control—even under trying conditions. During adolescence, emotions have a significant impact on behaviour. According to Hall (1904), this is the time of intense storm and tension. Extreme emotions are expressed or

experienced during adolescence with the intensity of adulthood but without the maturity perspective. This emotional force is never as potent and perilous as it is during adolescence. Adolescents find it extremely challenging to regulate their emotions. He becomes restless due to the abrupt activation of his sexual glands and a sharp rise in physical activity. Adolescents also exhibit inconsistent emotional behaviour. During this phase, emotions change rapidly and frequently. They get cranky as a result. They experience severe sadness at times and extreme happiness at others in brief intervals. Thus, the nature of their emotional states is too ambiguous.

Metacognition and Social Competence

Adults' social competence is significantly shaped by metacognition, which helps them get a better knowledge of both their own and other people's cognitive processes. People who have a higher level of self-awareness are better able to identify their social strengths and shortcomings, which allows them to adjust and improve their interactions. Furthermore, metacognitive skills enable people to control their emotions and actions, which promotes improved communication and conflict resolution. Those who are skilled in taking perspectives are better able to relate to others and predict their responses, which promotes understanding and a sense of community. Additionally, metacognition improves problem-solving capabilities, enabling people to negotiate intricate social dynamics and continuously hone their social skills by drawing lessons from their past experiences. In the end, people can develop the self-awareness, flexibility, and empathy required for prospering in a variety of social circumstances by utilizing metacognitive skills.

Metacognition and Emotional Maturity

Adults' emotional maturity is greatly influenced by metacognition, which helps them better comprehend and control their own emotions. First, metacognition enables adults to identify and accept their feelings, along with the underlying causes, by means of self-awareness. People who possess this knowledge are better able to control their emotional reactions, which reduces their reactivity and increases their resilience in the face of difficulties. Furthermore, metacognitive techniques support emotional regulation by giving adults the means to keep an eye on and manage their emotions, enabling them to react to circumstances in a more composed and productive way. Furthermore, metacognition improves perspective-taking skills, allowing individuals to sympathize with diverse viewpoints and comprehend the emotions of others. This promotes improved interpersonal connections and the ability to resolve conflicts. Adults can grow in emotional maturity and insight by regularly thinking back on and taking lessons from their emotional experiences. This increases self-acceptance, honesty, and emotional well-being.

METHODOLOGY

Sample

A sample is essential for both doing research and interpreting the findings. For this study, a total of 180 persons were chosen as a sample; of them, 112 were female and 68 were male, with the age range of 18 to 30 coming from Indian cities. Convenient sampling was used to choose the sample. The introduction and a brief explanation of the research were given to the participants.

Instruments

Three measures were used in this study,

1. **Metacognition Inventory:** This test was made by Dr. Punita Govil, and it aims to measure the metacognition level of a subject. The test contains 30 items that are

divided in 2 major domains: (a) Knowledge of Cognition and (b) Recognition of Cognition. This questionnaire is 4-point Likert type scale. It has no time limit. The reliability was computed using Cronbach Alpha Co-efficient (N=700) and the reliability coefficient comes out to be 0.85. It was also computed using test-retest method (N=700) and the reliability coefficient comes out to be 0.82. This test has content validity. It speaks to how well the instrument captures the relevant content. Ten psychologists with extensive experience were seen the document in order to obtain content validation. As a result, adjustments were made.

2. **Social Competence Scale:** This test was given by Dr. Punita Rani and Dr. Latika Sharma, and it aims to compute the level of social competence of a subject. The test contains 47 items which are divided in 3 major domains: (a) Personal Adequacy, (b) Interpersonal Adequacy and (c) Communication Skills. This questionnaire is a 4-point Likert type scale. It has no time limit. The reliability for social competence scale was calculated by using the split half method. The Spearman Brown Prophecy formula was used to determine the reliability coefficient of the entire test based on the self-correlation of the half tests. According to Pearson's product moment coefficient of correlation, the half test self-correlation was 0.76**. It is significant at 0.01 level. Content validity of the social competency scale was determined by presenting the initial and revised drafts to specialists. The investigator spoke with ten topic matter experts. Subject matter experts in education and related fields received 200 items to review and provide feedback on. After seeking expert opinion from subject experts, some items were modified and final draft of 47 items were made. In the process of scale construction, the content validity was computed through the item test correlation of each item in the final draft of social competence scale. Each item of the social competence scale was correlated with the total scores of social competence scale and the scores of each sub scale of the social competence scale.

3. **Emotional Maturity Scale:** This test was given by Dr. Yashvir Singh and Dr. Mahesh Bhargava, and it aims to assess the emotional maturity level of a subject. The test contains 48 items which are divided in 5 major domains: (a) Emotional Progression, (b)Emotional Stability, (c) Independence, (d) Personality Integration, and (e) Social Adjustment. This questionnaire is a 5-point Likert type scale. It has no time limit. The test-retest reliability of the scale was assessed by administering it to a sample of 150 collegiate students, both male and female, ages 20 to 24. The two tests were separated by a period of six months. At the 0.01 level of significance, the product moment r between the two tests was 0.75, indicating significance. By figuring out the coefficient of correlation between the overall scores and the scores on each of the five areas, the scale's internal consistency was examined. Singh and Sinha used the Gha section of the adjustment inventory for college students as an external criterion to validate the scale. The Gha area of the assessment gauges college students' emotional adjustment. There are twenty-one things in this area. The overall scores on all twenty-one Gha items and the total scores on EMS showed a 0.64 product moment association (N = 46).

Procedure

The main idea of the research was to see the influence of metacognition on social competence and emotional maturity in young adults. The data was collected using questionnaires that were distributed to adults who were of 18 – 30 years of age range. The participants in the research were chosen using a convenient sampling method. Data was collected through Metacognition Inventory, Social Competence Scale and Emotional Maturity Scale standardized for Indian population. The adults received all the details

regarding the questionnaire forms, and any questions were answered beforehand. Once all the data had been collected, it was imported onto an Excel sheet and scored in accordance with the guidelines. The scores were then subjected to an examination of the findings using SPSS.

RESULTS

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MCI	180	61	118	84.31	11.236
SCS	180	96	185	120.19	10.871
EMS	180	115	194	165.87	17.770
Valid N (listwise)	180				

Table (1) provides information about the descriptive statistics summary for the variables used in the research. For Metacognition Inventory (MCI), the number of observations is 180. The minimum value is 61 and maximum value is 118. The computed mean comes out to be 84.31 and the standard deviation comes out to be 11.236. For Emotional Maturity Scale (EMS), the number of observations is 180. The minimum value is 115 and maximum value is 194. The computed mean comes out to be 165.87 and the standard deviation comes out to be 17.770. For Social Competence Scale (SCS), the number of observations is 180. The minimum value is 96 and maximum value is 185. The computed mean comes out to be 120.19 and the standard deviation comes out to be 10.871.

Table 2: Correlation of the sample for MCI, SCS and EMS

		MCI	SCS	EMS
MCI	Pearson Correlation	1	.353[**]	.211[**]
	Sig. (2-tailed)		<.001	.004
	N	180	180	180
SCS	Pearson Correlation	.353[**]	1	.043
	Sig. (2-tailed)	<.001		.566
	N	180	180	180
EMS	Pearson Correlation	.211[**]	.043	1
	Sig. (2-tailed)	.004	.566	
	N	180	180	180

**. Correlation is significant at the 0.01 level (2-tailed).

Table (2) shows the correlation between the independent variable i.e. Metacognition (MCI) and dependent variables i.e. Social Competence (SCS) and Emotional Maturity (EMS). The correlation was computed using Pearson Correlation method using SPSS. 'N' indicates the total number of participants i.e. 180 for all variables. A correlation coefficient of 0.353 indicates that there is a significant positive correlation between Metacognition (MCI) and Social Competence (SCS) where r = 0.353, p < 0.01 in young adults. This suggests that there is a significant relationship between these two variables. As metacognition increases, we can expect social competence to also increase. A correlation coefficient of 0.211 indicates that there is a significant positive correlation between Metacognition (MCI) and Emotional Maturity (EMS) where r = 0.211, p < 0.01 in young adults. This suggests that there is a significant relationship between these two variables. As metacognition increases, we can expect emotional maturity to also increase. It is crucial to remember that a correlation does not imply a cause, and more investigation is required to determine the underlying causes and

mechanisms of this association. These findings, however, also imply that treatments and initiatives targeted at improving metacognition might benefit young people' social skills and emotional development.

Table 3 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.353[a]	.125	.120	10.198

a. Predictors: (Constant), MCI

Table (3) shows the regression model summary which provides summary about the overall fit of the regression model. Here R indicates the correlation coefficient of the two variables i.e. metacognition and social competence which comes out to be 0.353. R square value comes out to be 0.125, indicating that approximately 12.5% of the variance in the outcome variable i.e. social competence is accounted for by the predictor variable i.e. Metacognition. Also, the standard error of the estimate comes out to be 10.1984 which indicates a measure of the accuracy of the prediction of the dependent variable i.e. social competence.

Table 3.1 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2640.226	1	2640.226	25.385	<.001[b]
	Residual	18513.352	178	104.008		
	Total	21153.578	179			

a. Dependent Variable: SCS
b. Predictors: (Constant), MCI

Table (3.1) provides information about the overall significance of the regression model. Here, the F value comes out to be 25.385 indicating that this regression model is statistically significant ($p < 0.05$), further indicating that the predictor variable i.e. Metacognition has a significant relationship with the outcome variable i.e. Social Competence.

Table 3.2 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	91.374	5.769		15.837	<.001
	MCI	.342	.068	.353	5.038	<.001

a. Dependent Variable: SCS

Table (3.2) shows the estimated correlation coefficients of independent variable i.e. metacognition on dependent variable i.e. social competence. The t value associated with MCI is 5.038 and the associated p-value of significance is less than 0.05, indicating that the coefficient for MCI is statistically significant. This table also provides information about the strength and direction of the relationship between the predictor variable i.e. Metacognition (MCI) and the dependent variable i.e. Social Competence (SCS).

Table 4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.211[a]	.045	.039	17.417

    a. Predictors: (Constant), MCI

Table (4) shows the regression model summary which provides summary about the overall fit of the regression model. Here R indicates the correlation coefficient of the two variables i.e. metacognition and emotional maturity which comes out to be 0.211. R square value comes out to be 0.045, indicating that approximately 4.5% of the variance in the outcome variable i.e. emotional maturity is accounted for by the predictor variable i.e. Metacognition. Also, the standard error of the estimate comes out to be 17.417 which indicates a measure of the accuracy of the prediction of the dependent variable i.e. emotional maturity.

Table 4.1 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2527.579	1	2527.579	8.332	.004[b]
	Residual	53996.482	178	303.351		
	Total	56524.061	179			

a. Dependent Variable: EMS
b. Predictors: (Constant), MCI

Table (4.1) provides information about the overall significance of the regression model. Here, the F value comes out to be 8.332 indicating that this regression model is statistically significant ($p < 0.05$), further indicating that the predictor variable i.e. Metacognition has a significant relationship with the outcome variable i.e. Emotional Maturity.

Table 4.2 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	137.678	9.853		13.973	<.001
	MCI	.334	.116	.211	2.887	.004

    a. Dependent Variable: EMS

Table (4.2) shows the estimated correlation coefficients of independent variable i.e. metacognition on dependent variable i.e. emotional maturity. The t value associated with MCI is 2.887 and the associated p-value of significance is less than 0.05, indicating that the coefficient for MCI is statistically significant. This table also provides information about the strength and direction of the relationship between the predictor variable i.e. Metacognition (MCI) and the dependent variable i.e. Emotional Maturity (EMS).

DISCUSSION

The present research aimed to study the influence of metacognition (MCI) on social competence (SCS) and emotional maturity (EMS) in young adults. Thus, the standardized test of Metacognition Inventory by Dr. Punita Govil; Social Competence Scale by Dr. Punita Rani and Dr. Latika Sharma; and Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava were used to collect the data. Young adults of ages between 18 – 30 years were selected as the sample for the research. In total, there were 112 females and 68 males. Convenient sampling selection method was used for the research. All the data was collected

offline through questionnaires. Once the data was collected, the scoring was done using Excel software. Further, the statistical analysis required was done using SPSS software.

Table (2) shows the correlation between metacognition and social competence in which the results indicates that there is a positive correlation between the metacognition and social competence in young adults. This means that if a young adult has high level of metacognition, then he/she will also be having high level of social competence and vice-versa. Hence, the hypothesis that states there exists a positive relationship between metacognition and social competence in young adults is accepted. As per my knowledge, there is no pertinent study or research on the relationship between metacognition and social competence. While the relationship between metacognition and social competence has been recognized, no prior research has been done that would provide credence to this notion except from the current study. Thus, further research is suggested.

Table (2) shows the correlation between metacognition and emotional maturity in which the results indicates that there is a positive correlation between the metacognition and emotional maturity in young adults. This means that if a young adult has high level of metacognition, then he/she will also be having high level of emotional maturity and vice-versa. Hence, the hypothesis There exists a positive relationship between metacognition and emotional maturity in young adults is accepted. As per my knowledge, there is no pertinent study or research on the relationship between metacognition and emotional maturity. While the relationship between metacognition and emotional maturity has been recognized, no prior research has been done that would provide credence to this notion except from the current study. Thus, further research is suggested.

Table (3), (3.1) and (3.2) shows the regression analysis between the metacognition and social competence in which the results indicated that there exists a significant relationship between the metacognition and social competence in young adults, suggesting that metacognition will significantly predict the social competence in young adults. Hence, hypothesis the metacognition will significantly predict the social competence in young adults is accepted. As per my knowledge, there is no pertinent study or research on the relationship between metacognition and social competence. While the relationship between metacognition and social competence has been recognized, no prior research has been done that would provide credence to this notion except from the current study. Thus, further research is suggested.

Table (4), (4.1) and (4.2) shows the regression analysis between the metacognition and emotional maturity in which the results indicated that there exists a significant relationship between the metacognition and emotional maturity in young adults, suggesting that metacognition will significantly predict the emotional maturity in young adults. Hence, hypothesis. The metacognition will significantly predict the emotional maturity in young adults is accepted. As per my knowledge, there is no pertinent study or research on the relationship between metacognition and emotional maturity. While the relationship between metacognition and emotional maturity has been recognized, no prior research has been done that would provide credence to this notion except from the current study. Thus, further research is suggested.

CONCLUSION

The present study aimed to study the influence of metacognition on social competence and emotional maturity among young adults. People who are very thoughtful for their every

action and think about their own thinking process tend to become more socially competent and emotionally mature in their adulthood. Thus, this research topic was selected to study the importance of metacognition, social competence and emotional maturity in young adults. It was also seen that there is no much research done on these variables namely metacognition, social competence and emotional maturity together, so a research gap was also noticed. Furthermore, the dearth of studies on this subject carried out inside the Indian community was also observed. Four hypotheses were drawn. Thus, the standardised test of Metacognition Inventory by Dr. Punita Govil, Social Competence Scale by Dr. Punita Rani and Latika Sharma and Emotional Maturity Scale by Dr. Yashvir Singh and Mahesh Bhargava were used to collect data. Young adults of the age group 18 – 30 years were selected for the study as the sample. Out of 180 participants, 112 were females and 68 were males. After the scoring of the data, statistical analysis was conducted using the SPSS software for finding out the correlation and regression. The results indicated that there exists a positive correlation between metacognition and social competence, hence first hypothesis was accepted. Metacognition significantly predicts social competence in young adults; hence, second hypothesis was accepted. There exists a positive correlation between metacognition and emotional maturity, hence third hypothesis was accepted. Also, metacognition significantly predicts emotional maturity in young adults, hence fourth hypothesis was also accepted.

It is important to note that this recent study is among the first in India to look into the relationship between metacognition and emotional maturity and social competence in the India's young adult population. It is important to recognize the limitations of the study. First off, there is an age requirement for participation in this research and a fairly small sample size (n=180). Therefore, assuming that this study is representative of all young adults in the nation may be overly optimistic. The generalizability of the findings should be carefully addressed, just like with any scientific work. Because the study's participants were restricted to a particular demographic or environment, it's possible that the findings cannot be applied to other demographics or situations. The experimental design can be employed in further studies to determine the causal relationship between metacognition and emotional maturity, as well as between metacognition and social competence. A more thorough knowledge of the ways in which metacognition, social competence, and emotional maturity appear across many groups would come from examining these concepts in a variety of cultural and contextual circumstances. Metacognition, social competence, and emotional maturity can be expressed and interpreted differently depending on cultural factors like values, conventions, and socialization practices. Prospective investigations ought to strive to integrate cross-cultural and cross-contextual viewpoints. Building on the results of this study, future research could concentrate on creating and assessing interventions meant to improve young people' social competence, emotional maturity, and metacognition skills. To assist people, these interventions could be used in community-based initiatives, workplaces, and educational environments.

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Conflict of Interest
The author(s) declared no conflict of interest.

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