



# Metacognitive awareness in the structure of personal potential of students

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## Introduction

The authors use different terms when they try to describe the contribution of personnel in the self-regulation and self-determination: "potential" (Leontiev, D.A., 2011), "personal styles" (Morosanova, V.I., 2001), "personality resources" (Diener, E. & etc., 1985; Maddi, S.R., 2012) and others. Leontiev defines personal potential as "an integral system characteristic of individual psychological characteristics of an individual, which helps to maintain the stability of semantic orientations and the effectiveness of activities under pressures and changing external conditions" (Leontiev, D.A., 2011, p. 8).

Structure of personal potential isn't predetermined. New personality traits can be introduced in the personal potential on the basis of empirical data. Personal potential provides a wide range of possible reactions that may be useful in a different situations. Metacognition is defined as the human mental activity, in the process of which the study, control, and management of one's cognitive processes happen (Flavell, J., 1979). The relationship between metacognition, personal goals achievements and psychological health are studied for a long time in psychological practice (Fenigstein, A. & etc., 1975; Sheldon, K.M.; Kasser, T., 2001). Empirical studies have shown the relationship between metacognition and self-realization and self-actualization (Bernstein A & etc., 2015), and Self-Actualization, and Well-Being (Lobban, F. & etc., 2002; Kiaei, A.Y., 2014), with Self-Efficacy (Schunk, D.H., 1984).

**The purpose** of this study was to study the role of metacognition in the personal potential of educational success. This study examines the contribution of metacognition to the holistic development of a person towards self-realization.

## Participants

- 118 students of Saint-Petersburg State University
- 23% males and 77% of females
- mean ages  $19,2 \pm 0,5$  years

## Measures

- Metacognitive Awareness Inventory (MAI)
- The Scales of Psychological Well-Being (SPW)
- The Russian Emotional Intelligence (EI) questionnaire (EmIn)
- The Self-Organization of Activity Questionnaire (SOA)
- The Psychosomatic Behavior Styles
- Differential reflexivity test (DTR)

## Results

### Correlations between metacognitive awareness and the personal potential

	Metacognitive awareness
Autonomy	$r=0,317; p<0,001$
Personal growth	$r=0,507; p<0,0001$
Purpose in life	$r=0,384; p<0,001$
Understanding others' emotions	$r=0,401; p<0,001$
Understanding one's emotions	$r=0,314; p<0,01$
Managing others' emotions	$r=0,280; p<0,01$
Interpersonal EI	$r=0,419; p<0,001$
Emotion Comprehension	$r=0,361; p<0,001$
Emotion Management	$r=0,241; p<0,01$
Purposefulness	$r=0,260; p<0,01$
The total score of SOA	$r=0,263; p<0,01$
Cognitive style	$r=0,258; p<0,01$
Psychophysical style	$r=0,341; p<0,001$
Quasi-reflection	$r=-0,265; p<0,01$

## Factor analysis of the structure of the personal potential

	Personal potential	Psychological ill-being	Self-organization	Planning flexibility
Metacognitive awareness	0,619			
Environmental mastery	0,713	-0,421		
Balance of affect	-0,625	0,491		
Purpose in life	0,575	-0,474		
Self-acceptance	0,618	-0,487		
Personal growth	0,570			
Autonomy	0,515			
Positive relations with others	0,488			
Common scale SPW	0,570			
Understanding others' emotions	0,552	0,506		
Understanding one's emotions	0,731			
Managing others' emotions	0,580	0,406		
Emotion Management	0,714			
Emotion Comprehension	0,649	0,506		
Interpersonal EI	0,641	0,464		
Intrapersonal EI	0,640			
Purposefulness	0,575			
Self-Organization			0,545	
Fixation				-0,457
The total score of SOA		-0,410	0,521	-0,431
Cognitive style	0,503			0,413
Behavioral style	0,409			
Emotional style			0,727	
Psychophysical style			0,477	
Socio-cultural style			0,436	0,473
Introspection	-0,526			

## Conclusion

Metacognitive awareness revealed significant relations with the following scales of Psychological Well-being: Autonomy, Environmental mastery, Personal growth, Purpose in life. Factor analysis has demonstrated that metacognitive awareness is included in the structure of personal potential. Thus, metacognitive awareness could be considered as a potential comprehensive design in predicting personal success with various types of activities, as well as education.

## References

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