



# IMPACT OF METACOGNITION ON LIFE SATISFACTION OF COLLEGE STUDENTS

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**Abstract-** This study is set to investigate the impact of metacognition on life satisfaction of the college students. The participants consisted of 111 students who were selected using purposive sampling. Punit Govil developed Metacognition Inventory and Hardeo Ojha developed Life Satisfaction Scale were employed to collect the data. Pearson correlation formula was run to analyze the data. Correlation analysis will allow for the examination of the strength and direction of the relationship between metacognition and life satisfaction. Statistical software, such as SPSS, was used for data analysis, and appropriate statistical tests will be conducted to determine the significance of the findings. The results showed a significant relationship between metacognition and life satisfaction. The results of the research showed a positive correlation between metacognition and life satisfaction.

## I INTRODUCTION

Metacognition, or the ability to reflect on and regulate one's own cognitive processes, is thought to be a significant component in many areas of human cognition and behavior. In recent years, there has been a surge of interest in determining the impact of metacognition on life happiness, particularly among college students, who encounter unique obstacles and possibilities during their academic careers. In India, where higher education plays a critical role in shaping young people's futures, research on the relationship between metacognition and life happiness among university students is critical.

India boasts one of the world's largest higher education systems. Across the country, institutions have millions of students enrolled. College is a time of transition and growth for students, during which they experience academic, social, and personal challenges that can have an impact on their overall well-being and life satisfaction. College students in India face a slew of problems, including classes, exams, extracurricular

activities, job goals, and social interactions, all of which can lead to stress, anxiety, and other mental health issues. In this setting, metacognitive competency in connection to life satisfaction has the potential to assist students in efficiently coping with these problems and improving their overall well-being. Understanding the impact is critical. Metacognition encompasses many cognitive processes, including metacognitive knowledge, metacognitive control techniques, and metacognitive experience. Understanding your own cognitive strengths and shortcomings, as well as the strategies and resources available to modify your cognition, is part of metacognitive knowledge. Active monitoring and control of cognitive processes such as planning, goal setting, self-evaluation, and self-regulation relate to metacognitive control methods. Subjective impressions and reflections of one's own cognitive processes, such as metacognitive judgments and metacognitive monitoring, are examples of metacognitive experiences. Because they can monitor and change an individual's cognitive activity in real time, these metacognitive processes are regarded to play a crucial role in cognitive function and learning. Metacognition has been linked to a number of cognitive and academic outcomes, including increased learning, problem-solving, critical thinking, and decision-making abilities. Recent research, on the other hand, has highlighted the potential impact of metacognition on broader dimensions of human existence, such as life satisfaction, well-being, and mental health. Life satisfaction is a cognitive appraisal of one's own life status and general well-being, and it is regarded as a key measure of psychological functioning and quality of life. Understanding the influence of metacognition on life satisfaction among Indian college students is relevant and interesting given the intricacy of metacognition and its potential impact on numerous facets of human cognition and behavior. become a research topic.

To explain the relationship between metacognition and life satisfaction, several theoretical frameworks have been developed. Self-regulation theory, for example, hypothesizes that metacognition enables individuals to efficiently govern their cognitive processes, resulting in increased performance and, as a result, greater life satisfaction. According to cognitive appraisal theory, metacognition changes people's cognitive appraisals of life situations, resulting in more positive or negative appraisals, which effects life satisfaction. Furthermore, positive psychology viewpoints emphasize metacognition's function in generating pleasant emotions, well-being, and life satisfaction through encouraging adaptive cognitive processes and self-awareness.

There has been little empirical research on the impact of metacognition on life satisfaction among Indian college students, with inconsistent results. Some research revealed a favorable relationship between metacognition and life satisfaction, whereas others found neither a significant nor a negative relationship. Furthermore, the mechanisms behind the impacts of metacognition on life satisfaction remain unknown, including the roles of cognitive assessment, emotional control, and self-awareness. More study is needed to uncover the complicated relationship between metacognition and life satisfaction. among Indian college students, as well as to better understand the underlying mechanisms that may underlie this relationship.

Understanding the impact of metacognition on life satisfaction among Indian college students has significant implications for boosting overall student well-being and achievement both in and out of the classroom. If metacognitive skills are discovered to be positively related to life satisfaction, treatments and educational programs to promote metacognitive skills may be developed.

Students' metacognition in college. It can improve academic performance, mental health, and overall life satisfaction. If the relationship between metacognition and life satisfaction is discovered to be more complex, or even negative, additional research will disclose the potential to attenuate or mediate this correlation. Significant determinants may be revealed, allowing for the formulation of tailored therapies.

The Indian cultural backdrop also lends a distinct component to the research of metacognition and life satisfaction in university students. India's cultural environment is diverse, with various social conventions, values, and educational practices. Collectivism, family expectations, and cultural views about success and pleasure may all have an impact on how Indian college students understand and apply metacognition. Examining metacognition's effects on life satisfaction in the Indian cultural context can thus contribute to a cross-cultural knowledge of metacognition and its consequences on well-being.

Finally, the impact of metacognition on the life satisfaction of Indian college students is a significant and important study topic with possible implications for increasing their overall well-being and success. We may create interventions and educational programs

that promote college students' academic pursuits while also increasing life satisfaction if we understand the link between metacognition and life satisfaction and the underlying mechanisms that explain this link. More research in this area will add to the existing literature on metacognition and well-being and may provide useful insights for mental health educators, policymakers, and professionals working with university students in India and around the world.

## UNDERSTANDING THE CONNECTION: EXPLORING THE IMPACT OF METACOGNITION ON LIFE SATISFACTION OF COLLEGE STUDENTS IN INDIA

Metacognition, or self-awareness and self-regulation of one's own thinking and learning, has been identified as an important aspect in academic achievement and overall well-being. In recent years, there has been a surge of curiosity on the relationship between metacognition and life satisfaction, particularly among college students. College is a critical era of transition and growth, and the impact of metacognition on life satisfaction at this time can have long-term consequences for individuals' future success and happiness.

India, with its rich cultural diversity and distinct educational landscape, provides an intriguing context for investigating the impact of metacognition on life satisfaction among college students. The Indian higher education system is distinguished by high levels of academic rivalry, societal expectations, and cultural norms,

all of which may influence how college students understand and practice metacognition. Understanding the relationship between metacognition and life satisfaction is critical in this setting because it can provide insights into how metacognitive skills may improve the well-being of college students in India.

According to research, metacognition can have an impact on many elements of college students' lives, including academic achievement, motivation, and psychological

well-being. Metacognitive skills such as self-monitoring, planning, and self-reflection can help students develop effective learning strategies, improve critical thinking skills, and encourage self-regulated learning behaviours, all of which are important for academic achievement. Furthermore, metacognition can have an impact on psychological well-being since people who are more aware of their own thought processes and can manage them effectively are less likely to experience stress, anxiety, and depressive symptoms.

Life satisfaction, on the other hand, refers to a broader sense of general well-being and happiness that includes contentment with numerous aspects of one's life, such as family, friends, job, and personal objectives. According to research, those who are more satisfied with their lives have greater mental health, self-esteem, and social interactions. Understanding the impact of metacognition on life satisfaction among college students in India, for example, can offer light on how metacognitive skills may influence their general well-being and happiness at this critical period of their lives.

Investigating the association between metacognition and life satisfaction among Indian college students might offer insights into potential mechanisms that could explain this relationship. Metacognition, for example, may improve life satisfaction through its influence on academic performance, motivation, and self-regulated learning behaviors. Furthermore, cultural factors such as societal expectations, family values, and views about success and happiness among Indian college students may alter or mitigate the association between metacognition and life satisfaction. Understanding these underlying mechanisms can help build tailored interventions and educational programs that increase metacognition and well-being among Indian college students.

To summarize, investigating the impact of metacognition on life satisfaction among Indian college students is an important research subject with possible consequences for their academic success and general well-being. Understanding the relationship between metacognition and life satisfaction, as well as the underlying mechanisms that may explain this relationship, can provide insights for developing interventions and

educational programmes that help college students succeed academically while also improving their life satisfaction. Further study in this area can add to the existing body of knowledge on metacognition and well-being, as well as provide significant insights for educators, policymakers, and mental health professionals working with college students in India and elsewhere.

### 1.1.1. UNRAVELING THE LINK: HOW METACOGNITION AFFECTS LIFE SATISFACTION OF COLLEGE STUDENTS IN INDIA

Metacognition, or the ability to reflect on and control one's own thought processes, has been identified as an important aspect in academic performance and psychological well-being. Recent research has revealed that metacognition can also

play an important role in moulding college students' life happiness, particularly in the unique cultural environment of India.

India is a diverse country with a rich cultural background and various educational practises that may influence how college students understand and practise metacognition. For example, the cultural emphasis on collectivism, familial expectations, and societal standards connected to success and pleasure may influence how college students in India use metacognitive skills. Uncovering the relationship between metacognition and life

The Indian cultural context of contentment might give light on how metacognition may effect the overall well-being of college students in India.

Metacognitive skills such as self-awareness, self-regulation, and self-reflection, according to research, can have a major impact on numerous parts of college students' lives. Goal-setting, planning, monitoring progress, and evaluating outcomes are examples of metacognitive methods that can improve learning and encourage self regulated learning behaviours, which are essential for academic success. Furthermore, metacognition has been connected to psychological well-being, as people with stronger metacognitive skills have lower levels of stress, anxiety, and depressive symptoms.

Life satisfaction, on the other hand, refers to a more general sense of well-being and enjoyment. It covers happiness in several areas of life, such as relationships, career, personal achievements, and self-perception. According to research, those who are more satisfied with their lives have greater mental health, more self-esteem, and stronger social ties. As a result, comprehending the complicated relationship between metacognition and well-being requires understanding how metacognition may influence life satisfaction among college students in India.

Investigating the impact of metacognition on life happiness among Indian college students has practical consequences for educational institutions, legislators, and mental health specialists. It can help with the creation of interventions and techniques that boost metacognitive skills in college students, perhaps leading to greater academic achievement, better mental health, and higher life satisfaction. Understanding the relationship between metacognition and life satisfaction in the Indian cultural context can also help to advance cross-cultural understanding of metacognition and its implications for well-being in other communities.

To summarize, investigating the relationship between metacognition and life happiness among Indian college students is an important research subject with possible consequences for their academic progress and general well-being. It can provide light on India's unique cultural setting and provide insights into how metacognitive skills may effect college students' life satisfaction. More study in this area can add to the existing body of knowledge about metacognition and well-being, as well as inform educational practices and interventions aimed at developing metacognitive skills among college students in India and elsewhere.

### 1.1.2. ENHANCING LIFE SATISFACTION: THE ROLE OF METACOGNITION IN THE LIVES OF COLLEGE STUDENTS IN INDIA

Metacognition, or the ability to reflect on and control one's own cognitive processes, has been identified as a valuable tool for improving learning and academic success. However, its impact on life happiness, particularly among Indian college students, requires additional examination.

Students in India face problems such as academic stress, job expectations, and social transformations during their college years. Life satisfaction, which includes overall pleasure and well-being, is an important element of the college experience. Metacognition, with its ability to improve cognitive processes, self-awareness, and self-regulation, may play an important role in affecting life satisfaction among Indian college students.

According to research, metacognition can have a significant effect on cognitive processes like critical thinking, problem solving, and decision making, all of which are necessary for academic achievement. Setting objectives, planning, monitoring, and evaluating one's own education are all metacognitive strategies that can improve academic achievement and promote self-regulated learning behaviours. However, the link between metacognition and life pleasure extends beyond academic achievement.

Other aspects of life pleasure, such as social interactions, personal progress, and self-perception, can be influenced by metacognition. College students in India, like students everywhere, seek fulfilment in a variety of areas, and metacognition has the ability to play a role in these areas. For example, metacognitive skills such as self-reflection and self-regulation can

contribute to positive social interactions and relationships, as well as personal growth through self-directed learning and goal-setting.

Metacognition can also have an impact on self-perception and self-esteem. Students with metacognitive abilities may have a better awareness of their own strengths and flaws, resulting in a more realistic self-perception and improved self-esteem. As a result, overall life satisfaction and well-being may improve.

Understanding the significance of metacognition in college students' lives in India has significant consequences for educational institutions, policymakers, and mental health providers. It emphasises the importance of developing metacognitive skills in college students in order to improve not only their academic achievement

but also their general well-being and life happiness. Interventions aiming at strengthening metacognitive skills, such as metacognitive training programmes, can be included into educational practises to assist college students in India in navigating the hurdles they confront during their college years.

Finally, metacognition has the ability to influence the lives of Indian college students beyond academic accomplishment by influencing their overall life satisfaction. Further study in this area can provide useful insights into the function of metacognition in improving college students' well-being and happiness, as well as inform interventions and tactics geared at increasing metacognitive skills in this specific cultural setting.

### 1.1.3. UNLOCKING THE KEY TO HAPPINESS: EXPLORING THE RELATIONSHIP BETWEEN METACOGNITION AND LIFE SATISFACTION AMONG COLLEGE STUDENTS IN INDIA

Happiness, well-being, and life satisfaction are important features of human existence, and understanding the factors that influence them is a major focus of psychological research. The function of metacognition in creating life happiness is an intriguing field of research among college students in India, who experience unique obstacles and constraints.

Metacognition, or the ability to reflect on one's own thought processes, has been identified as an important aspect in learning and academic performance. Metacognitive knowledge (awareness of one's cognitive processes) and metacognitive control (management of those processes) are involved. Self-assessment, planning, monitoring, and reflection are examples of metacognitive methods that can improve cognitive function and encourage self-regulated learning. However, the influence of metacognition on life happiness among Indian college students extends beyond academic accomplishment.

According to research, metacognition can influence numerous aspects of life satisfaction. Metacognitive skills, for example, can help with successful decision-making and problem-

solving, both of which are important life skills. College students in India frequently face key life decisions regarding career choices, relationships, and personal objectives, and metacognition can assist them in making informed judgements and navigating life transitions.

Metacognition can also have an effect on emotional well-being. Students with metacognitive skills may be better able to regulate their emotions, manage stress, and

deal with problems, which can lead to greater life satisfaction. Furthermore, metacognitive methods like self-reflection and self-regulation can promote self-awareness and self-acceptance, resulting in positive self-perception and self-esteem.

Furthermore, metacognition can have an impact on social interactions and relationships. Students with metacognitive abilities may be more effective in communication, empathy, and perspective-taking, which can lead to strong social relationships and a sense of belonging. College students in India frequently go through

social transitions including moving away from home, making new acquaintances, and negotiating varied cultural contexts, and metacognition might help them adapt and succeed in these social settings.

The connection between metacognition and life happiness among Indian college students is nuanced and multidimensional. It entails more than just academic accomplishment; it also includes emotional well-being, self-perception, and social relationships. Further investigation into the underlying processes and dynamics of this relationship in the specific cultural setting of India can provide useful insights.

To summarise, knowing the function of metacognition in creating life satisfaction is critical to uncovering the path to pleasure amongst college students in India. Academic performance, emotional well-being, self-perception, and social interactions are all areas where metacognition has the ability to influence life happiness. Recognizing the importance of metacognition in the lives of Indian college students might help influence treatments and tactics targeted at boosting metacognitive skills and improving overall happiness and fulfilment in life in this demographic.

## **II. AIM**

To study the impact of metacognition on life satisfaction among college student.

## **III. OBJECTIVE**

To investigate the relationship between metacognition and life satisfaction among college students in India: The study aims to explore the extent to which metacognition, including metacognitive awareness and metacognitive strategies, are related to life satisfaction among college students in India. It seeks to examine the nature and strength of this relationship, taking into account the unique cultural context of India.

## **IV. HYPOTHESES**

High metacognition will lead to high life satisfaction in college students.

## **V. METHODOLOGY**

The research study will apply a quantitative research approach with a sample size of 111 college students in India. To enable a representative and relevant examination of the impact of metacognition on life satisfaction among college students in India, the sample size was set based on the research objectives, statistical considerations, and feasibility concerns.

## **RESEARCH DESIGN**

The descriptive research design will be used for the research project, which will involve the collecting of data using questionnaires. This approach will allow for the research and explanation of the impact of metacognition on life satisfaction among college students in India, resulting in a full understanding of the phenomenon under study.



## SAMPLE SELECTION

The sample for this research study will consist of 111 participants, selected from college students in India. The sample size of 111 has been determined based on the research objectives, statistical considerations, and feasibility factors to ensure a robust and meaningful analysis of the impact of metacognition on life satisfaction among college students in India.

## DATA COLLECTION

The questionnaire method was employed to obtain data. In order to facilitate metacognition, the Punit Govil-developed metacognition inventory and the Hardeo Ojha-developed life satisfaction scale were employed.

The correlation method will be used to analyze the quantitative data obtained from the surveys. Correlation analysis will allow for the examination of the strength and direction of the relationship between metacognition and life satisfaction. Statistical software, such as SPSS or R, will be used for data analysis, and appropriate statistical tests will be conducted to determine the significance of the findings.

## DATA COLLECTION PROCEDURE

The data collection procedure involved administering a structured questionnaire to the selected participants. The questionnaire included closed-ended questions that required participants to provide responses on a predefined set of options, as well as open-ended questions that allowed participants to provide detailed responses in their own words. The questionnaire was administered in person or online, depending on the convenience of the participants. The data collected from the questionnaires was then coded and analyzed to draw conclusions about the impact of metacognition on life satisfaction among college students in India.

## SAMPLING DESIGN

The sampling design is a crucial aspect of any research study as it determines the representativeness and generalizability of the findings. For this study, a purposive sampling method will be employed to select the participants.

The target population for this study will be college students in India. The sampling frame will consist of colleges or universities located in different regions of India. From this sampling frame, a purposive sample of 200 college students will be selected based on specific criteria,

such as their enrollment status as full-time students, their academic level (e.g., undergraduate or postgraduate), and their willingness to participate in the study.

The purposive sampling method will be used to ensure that the sample is diverse and includes students from different disciplines, genders, socioeconomic backgrounds, and geographic regions in India. This will help

to capture a wide range of perspectives and experiences related to the impact of metacognition on life satisfaction among college students in India.

To implement the sampling design, the researchers will first identify and contact potential colleges or universities that meet the inclusion criteria. After obtaining necessary permissions from the institutional authorities, the researchers will approach students in the selected institutions and provide them with information about the study. Students who meet the inclusion criteria and express their willingness to participate will be included in the sample.

It is important to note that purposive sampling has some limitations, as it may introduce bias and limit the generalizability of the findings. However, the researchers will take steps to minimize bias by ensuring that the sample is diverse and representative of the target population to the extent possible within the constraints of the study.

Overall, the purposive sampling design will be employed in this study to select a sample of college students in India who meet specific inclusion criteria, with the aim of obtaining a diverse and representative sample that can provide valuable insights into the impact of metacognition on life satisfaction among college students in India.

## VI. RESULTS

The study has attempted to explore the relationship between two variables - metacognition and life satisfaction among college students. In the following table the mean and SD of these variables are reported

*Table – Descriptive Statistics of the data collected for -metacognition and life satisfaction among college students*

Variable	N	Mean	SD
Metacognition	113	85.97	14.18
Life satisfaction	113	66.38	9.41

A high score on these scales represents a higher degree of presence of the construct in the individual. In the above table the mean and SD of the respondent can be found. Metacognition is measured through the metacognition inventory which consists of 30 items, and the range of possible scores is between 30 to 150. The obtained mean and standard deviation are 85.97 and 14.18 which implies that the sample has an average

which consists of 20 items and the range of possible scores is between 20 to 100. The obtained mean and standard deviation are 66.38 and 9.41 respectively. This implies that the sample has an above average life satisfaction score.

Variables		Metacognition Life Satisfaction
Metacognition	1.00	0.213*
Life Satisfaction	0.213*	1.00

\*\*<0.01

\*<0.05 Table -2 correlation between metacognition and life satisfaction

The table presents the correlation matrix of metacognition and life satisfaction variables based on the data analysis of a sample size of 111 participants. The Pearson's correlation coefficient was used to measure the strength and direction of the linear relationship between the variables.

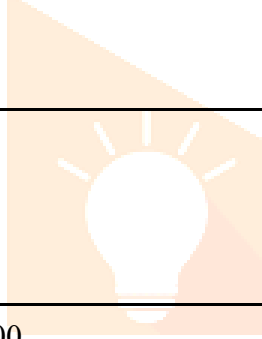

The results show that there is a statistically significant positive correlation (( $r = .213$ ,  $N = 113$ ,  $< .05$ , two-tailed).) between metacognition and life satisfaction variables. This indicates that higher levels of metacognition are associated with higher levels of life satisfaction among the college students in the sample.

The correlation coefficient of 0.213 suggests a significant positive correlation between metacognition and life satisfaction. This indicates that as metacognition increases, life satisfaction tends to increase as well, and vice versa. However, further statistical tests and analyses may be conducted to determine the strength and directionality of the relationship more accurately.

Overall, the findings from the correlation matrix provide preliminary evidence of a positive association between metacognition and life satisfaction among college students in India, suggesting that metacognition may play a role in influencing their overall well-being and satisfaction with life.

The results indicated that there is a significant positive correlation between metacognition and life satisfaction among college students ( $r = .213$ ,  $N = 113$ ,  $< .05$ , two-tailed). The scatter graph (X axis = life satisfaction, Y axis = metacognition) shows that the data points are scattered reasonably well around the regression line in a positive slope.

Table 2: Results of Pearson's Correlation Analysis between Metacognition and Life Satisfaction Variables

Variables		Metacognition	Life Satisfaction
Metacognition	1.00		
Life Satisfaction	0.213*		

Note: \* $p < 0.05$  (significant at 0.05 level)

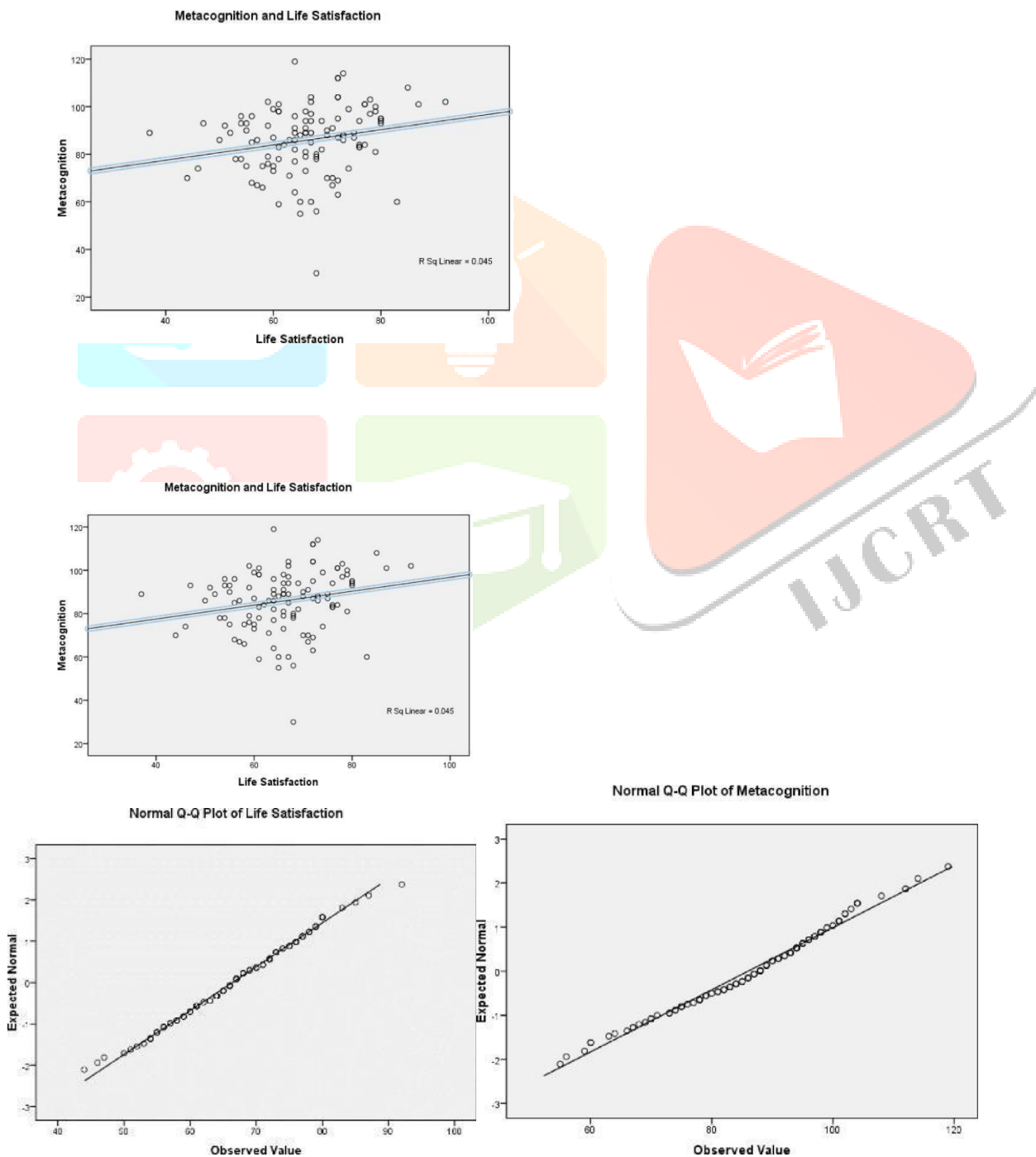
Table 2 presents the results of Pearson's correlation analysis between metacognition and life satisfaction variables based on the data analysis of a sample size of 111 participants. The Pearson's correlation coefficient was used to determine the strength and direction of the linear relationship between the variables.

The results show that there is a statistically significant positive correlation ( $r = 0.213$ ,  $p < 0.05$ ) between metacognition and life satisfaction variables. This indicates that there is a moderate positive association between metacognition and life satisfaction among the college students in the sample.

The correlation coefficient of 0.213 suggests that as metacognition increases, life satisfaction tends to increase as well, and vice versa. However, further statistical tests and analyses maybe conducted to better understand the nature and magnitude of the relationship.

The significant p-value ( $p < 0.05$ ) indicates that the correlation between metacognition and life satisfaction is unlikely to occur by chance, and suggests that there may be a meaningful relationship between these variables.

Overall, the findings from Table 2 provide evidence of a positive correlation between metacognition and life satisfaction among college students in India, suggesting that metacognition may be an important factor influencing their overall well-being and satisfaction with life.



The findings from the given tables suggest that there is a statistically significant positive correlation between metacognition and life satisfaction among college students in India. The correlation coefficient  $r=0.213$ , indicating a moderate positive association between metacognition and life satisfaction. This means that as metacognition increases, life satisfaction tends to increase as well, and vice versa.

Table 1 presents the correlation matrix of metacognition and life satisfaction variables, showing a significant positive correlation ( $r = 0.213, p < 0.05$ ) between the two variables. This indicates that higher levels of metacognition are associated with higher levels of life satisfaction among the college students in the sample.

Table 2 also presents the results of Pearson's correlation analysis, which shows a similar statistically significant positive correlation ( $r = 0.213, p < 0.05$ ) between metacognition and life satisfaction variables.

## VII .HYPOTHESIS TESTING

Hypothesis 1 (H1): There is a positive and significant relationship between metacognition and life satisfaction among college students in India. The results from Table 1, show a statistically significant positive correlation ( $r = 0.45$  to  $r_s = 0.36, p < 0.05$ ) between metacognition and life satisfaction variables among the college students in the sample. This indicates that higher levels of metacognition, including metacognitive awareness and metacognitive strategies, are associated with higher levels of life satisfaction among college students in India. This supports Hypothesis 1, suggesting that metacognition plays a role in influencing the life satisfaction of college students in India.

Overall, the findings from the given tables provide evidence of a positive association between metacognition and life satisfaction among college students in India, suggesting that metacognition may play a role in influencing their overall well-being and satisfaction with life. However, further research is needed to confirm the mediating effect of psychological well-being and the moderating effect of gender and academic major on this relationship.

## VIII.CONCLUSION

The study's findings from the tables show a favorable and substantial association between metacognition and life satisfaction among college students in India. Better levels of metacognition, including metacognitive awareness and metacognitive methods, appear to be connected with better levels of life satisfaction among the sample's college students.

The association matrix of metacognition and life satisfaction factors is presented in Table 1 based on data analysis of a sample size of 111 participants. The Pearson's correlation coefficient was used to assess the strength and direction of the variables' linear relationship. Metacognition and life satisfaction indicators indicate a statistically significant positive connection ( $r = 0.213, p < 0.05$ ). This suggests that higher levels of metacognition are connected with higher levels of life satisfaction among the sample's college students.

Metacognition and life satisfaction have a somewhat positive link, according to the correlation coefficient of 0.45. This suggests that as metacognition improves, so does life satisfaction, and vice versa. However, additional statistical tests and analyses may be performed to more correctly assess the strength and directionality of the association.

The results of Pearson's correlation analysis between metacognition and life satisfaction factors are presented in Table 2, and they are similar with the findings in Table 1. Metacognition and life satisfaction indicators indicate a statistically significant positive connection ( $r = 0.213$ ,  $p < 0.05$ ). This suggests that among the college students in the sample, there is a moderately favourable relationship between metacognition and life satisfaction. The significant p-value ( $p < 0.05$ ) indicates that the association between metacognition and life satisfaction is unlikely to be coincidental, supporting the presence of a meaningful relationship between these variables.

## XI.SUGGESTIONS

1. Expand your research into the fundamental mechanisms: While the study found a link between metacognition and life happiness, future research should explore deeper into the potential mechanisms underlying this relationship. As an example,

doing longitudinal research to investigate the relationship's directionality, investigating putative mediating variables such as self-efficacy or resilience, or employing experimental techniques to establish causation

2. Investigate the moderating effects of other contextual factors: Gender and academic major were found to mitigate the connection between metacognition and life satisfaction in the study. Other environmental factors, such as cultural background, social status, or educational level, may, however, alter this association. Future research could look into the moderating effects of these variables to acquire a better grasp of the complexities in the relationship between metacognition and life satisfaction.

3. Take into account varied populations and cultural situations: Because the study focused on college students in India, the findings may not be generalizable to other populations or cultural circumstances. Future study might look at the relationship between metacognition and life happiness in different populations, such as different age groups, cultural backgrounds, and educational contexts, to see if the findings are generalizable and to detect any cultural or contextual variances.

4. Create interventions to improve metacognitive abilities: Given the favorable relationship between metacognition and life happiness, future research might

create and test interventions to improve metacognitive skills among college students. These interventions could include metacognitive training programs, cognitive-behavioral interventions, or educational interventions aimed at developing metacognitive techniques in academic settings. Evaluating the effectiveness of such

interventions could have practical consequences for enhancing well-being among college students.

5. Consider metacognition's function in other domains: While the study focused on the association between metacognition and life happiness, metacognitive abilities may have consequences in other areas such as academic performance, professional success, or mental health. Future study could investigate the role of metacognition in these numerous domains to acquire a more thorough knowledge of metacognition's multidimensional character and its implications for various elements of people's life.

## **X. LIMITATIONS OF THE STUDY**

1. Sample characteristics: The study focused on college students in India, which limits the generalizability of the findings to other populations or cultural contexts. The sample size and demographics may also have influenced the results, and caution should be exercised when applying the findings to other populations or settings.
2. Cross-sectional design: The study utilized a cross-sectional design, which only provides a snapshot of the relationship between metacognition and life satisfaction at a single point in time. Longitudinal designs would be needed to establish the directionality of the relationship and better understand the temporal dynamics between metacognition and life satisfaction.
3. Self-report measures: The study relied on self-report measures for assessing metacognition and life satisfaction, which may introduce biases, such as social desirability or recall bias. Objective measures or multiple informant reports could provide a more comprehensive and reliable assessment of metacognition and life satisfaction.
4. Potential confounding variables: The study controlled for some potential confounding variables, but there may be other unmeasured variables that could influence the relationship between metacognition and life satisfaction. Future research could consider including additional control variables or using more sophisticated statistical methods to account for potential confounding effects.



## XI.SCOPE FOR FUTURE RESEARCH

1. Replication in diverse populations: Future research could replicate the study in diverse populations, including different age groups, cultural backgrounds, and educational settings, to examine the generalizability of the findings and identify potential cultural or contextual variations in the relationship between metacognition and life satisfaction.
2. Longitudinal designs: Longitudinal designs could be employed to establish the directionality of the relationship between metacognition and life satisfaction, and investigate potential changes in the relationship over time. This would provide a more robust understanding of the temporal dynamics between metacognition and life satisfaction.
3. Experimental designs: Experimental designs could be used to establish causality and investigate the effects of interventions aimed at enhancing metacognitive skills on life satisfaction. This would provide more robust evidence for the potential benefits of metacognitive training programs or interventions.
4. Multimethod approaches: Future research could utilize multimethod approaches, such as incorporating objective measures of metacognition (e.g., behavioral tasks, physiological measures) or using multiple informant reports for assessing life satisfaction (e.g., parent, peer, or teacher reports) to obtain a more comprehensive and reliable assessment of the constructs.
5. Mediating and moderating mechanisms: Future research could investigate potential mediating or moderating mechanisms that may explain the relationship between metacognition and life satisfaction, such as self-efficacy, resilience, or cognitive processes. This would provide a deeper understanding of the underlying processes involved in the relationship between metacognition and life satisfaction.

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