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ROLE OF EMOTIONAL MATURITY, COGNITIVE AND METACOGNITIVE APPROACH IN PREDICTING HAPPINESS IN LAW ENFORCEMENT OFFICIALS OF SHIRAZ

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ABSTRACT

Current study is evaluation of the role of emotional maturity, cognitive and metacognitive approach in happiness of law enforcement officials in Shiraz. Statistical society of present study is composed of all personnel of law enforcement of Shiraz which a sample of 250 people were selected for sampling through available sampling. In order to evaluate studied variables, cognitive styles questionnaires (MSR), metacognitive beliefs questionnaires (MBS), Oxford happiness questionnaire (OHI) and emotional maturity questionnaire (EMS) were used. In order to data analysis, Pearson correlation and multiple regressions were used. Results of correlation analysis show that correlation coefficient between emotional maturity with happiness $r=0.357$ is meaningful, correlation coefficient between cognitive approach with happiness is meaningful and correlation coefficient between metacognitive approach with happiness is meaningful. Finally, it shows that multiple correlation coefficient is equal to $MR=0.413$ and determination coefficient is equal to $RS=0.170$ which is meaningful in level of $p<0.01$.

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Introduction

In one or two recent decades, positive psychological approach is taken into consideration of many psychologists (1). One of the subjects which is taken into consideration in positive psychological approach is happiness. Word happiness is a psychological concept that has different definition and dimensions. In glossaries, happiness is synonym with words such as glee, welfare, pleasure and exhilaration (2). In general level of people, happiness is being in glee and joy situation or other positive emotions, life satisfaction and lack of depreciation and other negative affections. In psychological discussions, happiness is categorized as one of the positive emotions which people experienced it in their daily activities.

Psychologists such as Argyle (3) also know happiness as a combination of lack of negative emotion and life satisfaction. Joy is one of the three elements of happiness or welfare. As it is determined in Argyle definition, two other dimensions of happiness, are life satisfaction and lack of negative emotion. Joy is emotional aspects of happiness and life satisfaction is its cognitive aspect (3). Happiness is an aspect of human emotions which has different aspects and individual-social, mental-physical and cognitive-emotional expressions. As happiness has many quantitative and qualitative effect on life, is considered and emphasized in development and transformation process. The aim of studies related to happiness, is to evaluate happiness causes and its productive processes, which some of its causes such as free time, positive mood and even causative factors such as characteristic are somewhat changeable. On the other hand, having happiness and good mood has applicable and practical consequences in life and occupational functions. Happiness stimulates individual activities, increases his awareness, empowers his creativity and simplifies his social relations also, happiness boosts political participation and cause to keep health and elongates individual life (4).

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Studies show that happiness, despite of how to obtain, can improve physical health. Some individuals are happy that feel more immunity, decide more easy, have more participative mood and have more satisfaction towards persons who live with them (5). Based on this, it is probable that emotional maturity is one of the factors which can effect on happiness of individuals.

Emotion maturity is a flow that individual characteristic attempts to express emotional health in terms of mentally and individually during it more than ever (6). Seven elements of intimate, sympathy, assertiveness, mental stability, independency, mental balance and ability of observing emotional subjects are introduced as a compete definition of emotional maturity. Emotional maturity is due to realize this understanding that nothing or nobody else can't annoy, irritate or provoke individual, unless, individual, himself, allows him or it; but maturity doesn't mean attitude capability and special function, but includes complete pleasure of them (7). The most outstanding sign of emotional maturity is ability of bearing tension and one other sign is indifference towards some kinds of motives which effect on individuals and make them impatient or being felt (8). In addition, mature emotional person has happiness and entertainment capacity. He enjoys of work and entertainment and keep balance between them (7).

In addition of emotional maturity, one of the other variables which can have a role in individual happiness is individual cognitive approach. Woolfolk (9) defines cognitive styles as different ways of receiving and organizing information. One of the most famous cognitive styles which is identified by Witkin is field dependent (FT) and field independent (FT). Field dependent individual are less distinctive from others mentally and from their outside environment and are more relied on environment signs in their cognitive activities. In contrary, independent individuals are distinctive from environment and other individuals mentally and are more responsive to signs which created themselves in their cognitive activities and are less dependent to external drivers (10). Field dependent individual are called holistic and field independent individual are called analytical thinking, because first group see form and field in a whole combination and therefore separation of form from field is difficult for them, but second group individuals see form and field separately and therefore can separate them easily (11). Individuals with different cognitive styles function in different ways in training and learning situations. In terms of information process, depends on cognitive styles, subjects pay attention to different aspects of information and function in encoding, storage and reminding information and in general in thought and comprehension in different ways.

Also, one of the other variables that has relationship with happiness is individual metacognitive approach. Metacognition is a multi-aspect conception which includes knowledge, processes and approaches which evaluate and observe on cognition. Flavell (12) knows metacognition as an individual knowledge about processes and cognitive results. Metacognitive beliefs have especial importance and effect on cognitive knowledge in different situations. Study results show that awareness and metacognitive knowledge are related with learning approaches and comprehension positively and every improvement in individual metacognitive belief effect on his learning abilities ((13; 14). Aleinsola believes that using metacognition causes to promote function and improve learning. This effect is especially impressive for learners who somehow encounter with problems in learning. Therefore, according to presented documents, it is expressed that we deal with the fact that if there is a relationship between emotional maturity, cognitive and metacognitive approaches with happiness in officials of law enforcement of Shiraz.

Research questions:

1. Have emotional relation, cognitive and metacognitive approaches relationship with happiness?
2. How much dose emotional maturities predict happiness?
3. How much dose cognitive approaches predict happiness?
4. How much dose metacognitive approaches predict happiness?

Statistical society, sample and sampling method

Present study is a surveying study of correlational kind and it has been designed by the aim of determining relationship of emotional maturity, cognitive and metacognitive approach with happiness in officials of law enforcement of Shiraz. In present study, statistical society of present research composed of al officials of law enforcement of Shiraz. Statistical society of present study is about 2600 persons which 335 persons should be selected for sampling in confidence level of 95% and adjacent mistake of 0.05% correlated with chi-square Krejesi statistic and Morgan (1970). In this study of correlation for every variable, 50 persons are selected for sampling (Campbell and Stanly, 1963), and as present study is correlation kind and has four variables, in sum 200 persons should be selected. In present study in order to raise external validity of study, a sample of 250 persons was selected for sampling for available.

Study instruments

In performing this study, some instruments were applied as follow:

Cognitive styles questionnaires (CSQ): learning styles questionnaires are constructed by Clomb in 1985 and have 12 questions. This test has four following scales as follow: converging, diverging, adaptive and attractive learning style. Its performing way is by pencil and paper. It is done as individually, collectively and self-report style. Each sentence has four proposed answers which score persons against every proposition from 1 to 4. If answer is consistent with learning completely it scores 4, if it is consistent somehow it scores 3, if it is consistent low it scores 2 and if it is consistent very low, it scores 1. Summation of scores of these choices is four scores which express four styles. As such, the first choice in every question is objective experience learning style, second choice is reflective observation learning style, third choice is abstractive conceptual learning style and fourth choice is active experimentation learning style. Stability of this test is obtained by Calb (1385) through Chronbach alpha for active experimentation 78%, abstractive thought 83%, and reflective observation 73% and objective experiment

82%. Validity of this questionnaire in Iran is evaluated by Azizi, Khan Zade and Hosseini (1380), as "evaluation of learning styles based on Calb theory" among medical students of medical science of Qazvin which its results are as follow: active experimentation 72%, abstractive thought 76%, reflective observation 64% and objective experiment 68%.

Metacognitive beliefs questionnaires (MBS): in order to evaluate and measure metacognitive belief standard card questionnaires of Write Hatton and Velz was used. This questionnaire is a 30-article self-report scale which evaluates individual beliefs about their thought. Answer to these questions is in the form of a four degrees scale of Likert; which is accounted from completely disagree 1 to completely agree 4 based on the highest score 120 and the lowest score 30 which subject obtains from metacognitive questionnaires. This questionnaire has five subscales, includes: 1. Cognitive cognition, 2. Positive beliefs about concerns, 3. Cognitive self-awareness, 4. Negative beliefs about uncontrollability of thoughts and risk and 5. Beliefs about need to control thoughts which every subscale include 6 questions. In Mahmood Ali lu et al (1394) metacognitive questionnaire beliefs has been reported through Chronbach alpha method 91%; and in Sa'id et a (1394) reported 90%.

Oxford happiness inventory (OHI): Oxford Happiness questionnaire is prepared by Argyl (3) and Luo in 1989. As Back test is one of the most successful scales of depression, Argyl after consult with Back, decide to reverse sentences of depression scales of Back. Therefore, 21 articles prepared. Then, 11 articles added to it to include other aspects of happiness. In Iran, NourBala and Alipour in an introductory evaluation obtained stability and validity of Oxford happiness questionnaire by spiting into two half by 101 student subjects, Chronbach alpha 0.93 and validity coefficient 0.92. In this test, every 29 articles include 4 ordered sentences such as Back depression inventory which its scores are from 0 to 3. Therefore, the highest subject score can be 87 and the lowest score can be 0.

Emotional maturity scale (EMS): this questionnaire has 48 questions which are designed by Yashuvir Sing and Mahish Bahar Gava and measure five region of emotional instability, social consistency, characteristic collapse and lack of independency. Scoring method is in this way that score 5 is dedicated to very much, score 4 to much, score 3 to undetermined, score 2 to maybe and score 1 to never. Stability of this scale was measured by retesting on students (150 persons) which includes girls and boys 20-24 years old. Time interval between these two performances was six months. Moment correlations was between two performances, internal analogy was determined by accounting correlation coefficients between total scores of each of five groups for emotional instability 75, emotional return 0.63, emotional inconsistency 0.58, characteristic collapse 0.86 and lack of independency 0.42. validity of current study was determined against external criteria, it means questionnaire of consistency of "Goha" region for students of college by Sinha and Sing.

Findings of study

Table 1 shows mean standard deviation, lowest and highest subject's scores in happiness, emotional maturity, cognitive approaches and metacognitive approaches variables.

Table 1: mean, standard deviation, lowest and highest scores related to study variables for all subjects

Statistical index	Mean	Standard deviation	Least score	Most score
Variable				
Happiness	47.83	8.28	26	70
Emotional maturity	144.66	9.49	116	171
Cognitive approach	29.41	4.35	19	38
Metacognitive approach	71.63	15.43	30	103

As it can be seen in table 1, mean and standard deviation of study variables are happiness variable 47.83 and 8.28, emotional maturity 144.66 and 9.49, cognitive approaches 29.41` and 4.35 and metacognitive approaches 71.63 and 15.43, respectively. Table 2 shows correlation coefficient of study results.

Table2. Correlation matrix of research variables

As it can be seen in table 2, correlation coefficient between emotional maturity with happiness is obtained r=0.357 which is meaningful in level P<0.01. Therefore, theory 1 is confirmed. Correlation coefficient is obtained between cognitive approaches with happiness r=0.202 which is in a meaningful level P<0.01.

Therefore, theory 2 is confirmed. Correlation coefficient between metacognitive approaches with happiness r=0.225 is obtained which is in a meaningful level of P<0.01. Therefore, theory 3 is confirmed. Other correlation coefficient is shown in table 2.

Table 3 show results of regression analysis by simultaneous entry method of emotional maturity, cognitive and metacognitive approaches variables with happiness in officials of law enforcement of Shiraz.

Table 3: results of regression analysis related to predictive variables with happiness by simultaneous entry method

Statistical indexes	MR	RS	F ratio P probability	Regression coefficient (β) and (B)				Constant value (a)
				1	2	3	4	
Predictive variables								
1.emotional maturity	0.413	0.170	F=16.825	0.269	0.235	0.084	B	-4.053
2.metacognitive approaches	0	0	P=0.000	0.308	0.124	0.157	B	
3.cognitive approach				5.164 0.001	2.077 0.039	2.651 0.009	t P	

As results of table 3 show, among predictive variables of emotional maturity ($\beta=0.308$, $P<0.001$), cognitive approaches ($\beta=0.124$, $P<0.039$) and metacognitive approaches ($\beta=0.157$, $p<0.009$), all three predict happiness variable among officials of law enforcement of Shiraz and totally express 17% of its variance.

Table 4 also shows regression analysis results by step by step methods of emotional maturity, cognition and metacognition approaches with happiness in officials of law enforcement of Shiraz.

Table 4: results of multiple regression analysis related to predicative variable with happiness by step by step method

Statistical indexes	MR	RS	F ratio P probability	Regression coefficient (β) and (B)				Constant value (a)
				1	2	3	4	
Predictive variables								
1.emotional maturity	0.357	0.127	F=36.119 P=0.000	0.311 0.357 6.010 0.001			B β t P	2.805
2.metacognitive approaches	0.395	0.156	F=22.775 P=0.000	0.287 0.329 5.543 0.001	0.92 0.171 2.891 0.004		B B t P	-0.242
3.cognitive approach	0.413	0.171	F=16.825 P=0.000	0.269 0.308 5.164 0.001	0.084 0.157 2.651 0.009	0.235 0.124 2.077 0.039	B β t P	-4.503

As results of table 4 show, among independent variables, all three variables are predicted happiness in officials of law enforcement. Multiple Correlation coefficient equals $MR=0.413$ and determination coefficient equals to $RS=0.170$ which is in a meaningful level of $p<0.01$. In other words, 17% of happiness related to officials of law enforcement of Shiraz are expressed by mentioned variable. As it can be seen, emotional maturity variables with $\beta=0.357$, metacognitive approaches with $\beta=0.171$ and cognitive approaches with $\beta=0.124$ are meaningful and are prediction of happiness among officials of law enforcement of Shiraz. Therefore, fourth theory also confirmed.

Discussion and conclusion

Question1. How much does emotional maturity predict happiness?

Findings of this study show that emotional maturity have a role in happiness, but any study aligned with test result of research hypothesis was not found. In expressing this theory, it can be said that happiness as a psychological construction is a mental situation which attribute to unstable and transient feelings in addition of stable joys of life. In other word, happiness is called for cognitive and emotional evaluation of individual life which is related to emotional reactions in one hand and is related to cognitive judgments about satisfaction and performing duties, on the other hand. Happiness is a expended mental conception which includes desired emotion experiments, low levels of negative emotion and high satisfaction of life. Happiness is reflected in understandings and individual evaluations of their life in emotional dimensions, psychological and social functions which emotional maturity is one of the important understandings that have a role in individual happiness. Emotional maturity is a current that individual characteristic attempts for obtaining emotional health more than ever during it mentally and physically (6, 15). Seven elements of intimacy, sympathy, assertiveness, mental stability, independence, mental balance and ability of observing emotional case are defined as a complete definition of emotional maturity (16). Emotional maturity is due to determine this understanding that nothing or nobody can't annoy anybody else, irritate him or provoke him, unless individual himself allow it or him (17). Based on it, it can be said that individuals who have high emotional maturity towards others have more happiness because they control their life themselves and don't give it to others and gets angry and provoked less and most of the time have a positive viewpoint towards life and have less sadness feelings.

Question2. How much do cognitive approaches predict happiness?

Findings of the study show that cognitive approaches have a role in happiness prediction. Findings of the study are aligned with Foulad Chang and Ab Roushan and Walters. In expressing this it can be said that Jonez mentioned that happiness in work place doesn't only depend on an attitude. Also, in order to obtain happiness, other's help also is needed and it can't be obtain solely. Happiness in work is a thought style; it means that having happiness requires awareness of situations which individuals are in them, whether these situations are bad and difficult or ideal and desired. Woolfolk (9) named this thought style about different situations "cognitive approach" and has defined cognitive approach as different ways of receiving and organizing information which aware individuals that always have a foresight about their situation and as a result manage their situation better.

In statistical sample of present study, according to the fact that personnel of governmental organization include work shift and official employees despite of occupational pressure bearing, high work rate, bearing adversities, ... imagine a future for themselves accompanied with increasing income, satisfaction feeling of their functions in the field of making social immunity among congeners and citizens, and having commitment feeling and promise kept to their duties, these cases cause to create happiness and exhilaration in work among personnel despite of problems and difficulties.

Question3. How much do metacognitive approaches predict happiness?

Findings of the study showed that metacognitive approaches have a role in happiness prediction. Results of the study are aligned with findings of Moradi, Ata Dokht et al and Maddahi and Javaheri. Flavell knows metacognitive as an individual knowledge about processes and cognitive results. Metacognitive have a especial importance in learning and effect on cognitive function in different situations. Study results show that awareness and metacognitive knowledge are related with learning approaches and comprehension positively and every improvement in person's metacognitive beliefs effect on his learning abilities. Akinsola believes that based on this fact in expressing above findings it can be said that paying attention to importance and increasing self-awareness in personnel means individual dominance on self-process method and also, increasing individual programming power since early years can have a considerable share in individual mental health in the following years and as metacognitive beliefs have an important role in cognitive welfare, therefore changing inefficiency metacognitive beliefs and substituting consistent interactional approaches instead of them can help to control psychological disturbance and cognitive welfare and also can help to promote individual cognitive welfare by changing metacognitions which increase general inconsistent negative thoughts.

Question4. Is there any relationship between emotional maturity, cognitive and metacognitive approaches with happiness?

Multiple Correlation coefficient is meaningful for emotional maturity, cognitive and metacognitive approach with happiness and equals to $MR=0.413$ and $RS=0.170$ in $p<0.01$. In other word, 17% of corresponding variance of risky behaviors is expressed by mentioned variable combinations. Results of this study are aligned with Moradi's, Atadokht, Maddahi and Javaheri, Foulad chang and Ab Roushan and Valters. In expressing these findings it can be said that emotional maturity is a flow that during it an individual attempts for authentication of emotional health mentally and physically more than before (6). Seven elements of intimacy, sympathy, assertiveness, mental stability, independence, mental balance and ability of observing emotional subject are introduced as a complete definition of emotional maturity. The most outstanding emotional maturity is ability of bearing tension and another sign is indifference toward some drivers which effect on individual and make him impatient or being felt (8). In addition, emotional mature person have capacity of happiness and entertainment continuously. He enjoys both work and entertainment and balance between them (7). Person who is in the high level in terms of cognitive and metacognitive approaches applies the best cognitive and metacognitive approaches for interacting with different situations and get free of drivers which effect on him negatively and creates balance between his work and entertainment and his capacity of entertainment and exhilaration gets more which its results are to increase happiness rate.

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