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The present study explored the relationships between metacognition, perceived stress and negative emotion. A sample consisted of 150 high school teacher completed the following questionnaires: metacognitions questionnaire 30 (MCQ-30), perceived stress scale (PSS), and negative affect (PANAS). The data were analyzed applying hierarchical regression analysis. Metacognition was found to be significantly related with both perceived stress and negative emotion. hierarchical regression analysis showed that metacognition moderates the relationship between perceived stress and negative emotion. The results supported this hypothesis. These preliminary results would seem to suggest that individual differences in metacognition are relevant to understanding the link between perceived stress and negative emotion.

Key words: metacognition, perceived stress, negative emotion.