

P-ISSN : 2663-2284

E-ISSN : 2663-7413

IF : 2.43

IF : 0.787

الرقم الدولي المعياري
الرقم الدولي المعياري الإلكتروني
معامل التأثير العربي
معامل التأثير (ISI)



P- ISSN (Print) : 2663-2284

E- ISSN (online) : 2663-7413

Arab Impact Factor IF: 2.43

Impact Factor (ISI) IF: 0.787

مجلة الدراسات المستدامة

مجلة فصلية علمية محكمة

مجلة الدراسات المستدامة

Journal of Sustainable Studies

Journal of Sustainable Studies

Refereed Academic Journal

السنة الرابعة / المجلد الرابع / العدد الثاني / ملحق (1)

لسنة ٢٠٢٢م - ١٤٤٣هـ



تصدر عن الجمعية العلمية للدراسات التربوية المستدامة

رقم الإيداع في دار الكتب والوثائق ٢٣٤٠ لسنة ٢٠١٩م



The Number of Deposit in The Book House and Documents 2340 for The Year 2019



No.:

الرقم: ب ت 4 / 3305

Date:

التاريخ: 2021/05/06



الجمعية العلمية للدراسات التربوية المستدامة

م/ مجلة الدراسات المستدامة

السلام عليكم ورحمة الله وبركاته ...

أشارة الى كتابكم ذي المرقم 1 في 29 / 3 / 2021 بشأن اعتماد مجلتكم لأغراض النشر والترقيات العلمية وتسجيلها ضمن موقع المجلات الاكاديمية العلمية العراقية ، حصلت موافقة السيد وكيل الوزارة لشؤون البحث العلمي بتاريخ 18/4/2021 على اعتماد المجلة المذكورة في الترقيات العلمية والنشاطات العلمية المختلفة الاخرى ، واعتباراً من المجلد الثالث - العدد الثاني - لسنة 2021 وتسجيل المجلة في موقع المجلات الاكاديمية العلمية العراقية. للفضل بالاطلاع وابلاغ مخول المجلة لمراجعة دائرتنا لتزويده باسم المستخدم وكلمة المرور ليتسنى له تسجيل المجلة ضمن موقع المجلات العلمية العراقية وفهرسة اعدادها ... مع التقدير.

أ.د. علاء عبد الحسن عطيه

م/ المدير العام لدائرة البحث والتطوير

٢٠٢١/٥/٧

السيد المدير العام المحترم

للتفضل بالتوقيع مع التقدير

د. هناء / المعاون

نسخة منه الي:

- مكتب السيد وكيل الوزارة لشؤون البحث العلمي / اشارة الى موافقة سيادته المذكورة أعلاه والمثبتة على اصل مذكرتنا المرقم ب ت 4 / 2209 في 20 / 4 / 2021 / للفضل بالاطلاع ... مع التقدير.
- قسم المشاريع الريادية / شعبة المشاريع الالكترونية / للفضل بالعلم واتخاذ مايلزم ... مع التقدير
- قسم الشؤون العلمية / شعبة التأليف والنشر والمجلات / مع الاوليات .
- الصادرة .

مهند ابراهيم
٦ / أيار

السنة الرابعة / المجلد الرابع/ العدد الثاني / ملحق(١) شهر(حزيران) لسنة ٢٠٢٢ م - ١٤٤٣ هـ

الهيئة الادارية

١. أ.م.د. علي عطيه عذاب / وزارة التربية / رئيس التحرير.
٢. م.د. محمد عبد الحسن ناصر/ وزارة التربية/ مدير التحرير.

هيئة التحرير

٣. أ.د. مصطفى يعلى / كلية القنيطرة /المملكة المغربية .
٤. أ.د. عادل السعيد ابراهيم البنا/ جامعة دمنهور - كلية التربية/ جمهورية مصر العربية .
٥. أ.د. عبد الله علام عبده علام / جامعة كفر الشيخ - كلية الآداب/ جمهورية مصر العربية.
٦. أ.د. عايش بن عطية بن عبد المعطي / جامعة أم القرى المعهد العالي/المملكة العربية السعودية .
٧. أ.د. عبد العظيم أحمد عبد العظيم مصطفى/ جامعة دمنهور - كلية الآداب / جمهورية مصر العربية.
٨. أ.د. قيس حاتم هاني الجنابي / جامعة بابل - كلية التربية الأساسية / جمهورية العراق .
٩. أ.د. نوال علي خليل المسيري/ جامعة اليمامة - كلية الخدمة الاجتماعية / المملكة العربية السعودية.
١٠. أ.د. هاني حتمل عبيدات / جامعة اليرموك - كلية التربية / المملكة الاردنية .
١١. أ.د. سلام عبد علي مهوس رحيمة العبادي/ جامعة بغداد - كلية الآداب / جمهورية العراق.
١٢. أ.د. أحمد سمير محمد ياسين/ جامعة كركوك/كلية القانون والعلوم السياسية / جمهورية العراق.
١٣. أ.م.د. معراج احمد معراج الندوي/ الجامعة العالمية كولكاتا / الهند.
١٤. أ.م.د. إشراقة أرياب حمد عبد الكريم/ جامعة الامام عبدالرحمن بن فيصل / جمهورية السودان.
١٥. أ.م.د. أزهار علوان كشاش/ جامعة بغداد - كلية التربية ابن رشد/ جمهورية العراق.
١٦. أ.م.د. أحمد صالح علي بأفضل / جامعة الأحقاف - كلية الشريعة والقانون/ الجمهورية اليمنية.
١٧. أ.م.د. عبدالرزاق رحيم صلال/ جامعة البصرة/ كلية الآداب/ جمهورية العراق.
١٨. أ.م.د. ساهرة عباس قنبر /الجامعة التكنولوجية / قسم الهندسة الكهروميكانيكية / جمهورية العراق .
١٩. أ.م.د. سميرة لغويل / جامعة باتنة / الجمهورية الجزائرية الديمقراطية الشعبية .
٢٠. أ.م.د. فرحان محمد حمزة البيضاني / الجامعة المستنصرية / كلية التربية / جمهورية العراق .
٢١. أ.م.د. رفاه عزيز كريم / الجامعة المستنصرية / كلية التربية / جمهورية العراق.
٢٢. أ.م.د. يوسف يعقوب شحادة/ جامعة بغداد - كلية التربية ابن رشد / جمهورية العراق.
٢٣. م.د. بشرى عبد الكاظم عبيد/ وزارة التربية -مركز البحوث والدراسات التربوية/ جمهورية العراق.
٢٤. م.د. وسام توفيق لطيف / وزارة التربية - المركز الوطني للمناهج والتقييم / جمهورية العراق.

رقم الايداع في دار الكتب والوثائق / ببغداد ٢٣٤٠ لسنة ٢٠١٩

مكتب الأمير للطباعة والنشر - بغداد - باب المعظم

شروط النشر في مجلة الدراسات المستدامة

- أن يكون البحث أكاديمياً، وتتوافر فيه شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها في كتابة البحوث الأكاديمية.
- أن يكون مطبوعاً على الحاسوب بنظام (office word) على قرص ليزري مدمج (CD) على شكل ملف واحد ، وتزود هيئة التحرير بثلاث نسخ ورقية .
- أن لا تزيد صفحات البحث عن (٢٥) صفحة، مطبوعة بحجم الخط ١٤ ونوع الخط المستخدم Simplified Arabic للعربية وخط Times New Roman للإنكليزية.
- يكتب الاسم ومكان العمل باللغتين العربية والإنكليزية واضحاً.
- يكتب ملخص للبحث باللغتين العربية والإنكليزية ، وتدرج الكلمات المفتاحية بعد الملخص العربي ، وباللغة الإنكليزية بعد الملخص الإنكليزي .
- يدخل البحث نظام كشف الاستلال الإلكتروني على وفق برنامج (Turnitin) .
- يُفضل أن تكون الجداول والأشكال مدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية الضرورية، ويُراعى ألا تتجاوز أبعاد الأشكال والجداول حجم الصفحة (١١) سم.
- أن يكون البحث ملتزماً بدقة التوثيق، وحسن استخدام المصادر والمراجع، وتثبيت هوامش البحث ومراجعته في نهاية البحث على النحو الآتي :
المصادر: يُثبت المصدر بذكر اسم المؤلف كاملاً، ثم عنوان الكتاب، ثم اسم المحقق أو المترجم، ثم رقم الطبعة إن وجدت، ثم اسم المطبعة ثم مكان الطبع، ثم سنة الطبع، ثم الجزء، ثم الصفحة (APA) .
- عند استخدام الدوريات (المجلات) بوصفها مراجع للبحث: يُذكر اسم صاحب المقالة كاملاً، عنوان المقالة، ثم اسم المجلة وتحتة خط، ثم رقم المجلد، ثم رقم العدد، ثم تاريخ الإصدار، ثم رقم الصفحات.
- تدرج الهوامش في نهاية البحث وبشكل نظامي.
- ألا يكون البحث قد سبق نشره أو قدّم للنشر في أي جهة أخرى.
- تحتفظ المجلة بحقوقها في إخراج البحث وإبراز عناوينه بما يتناسب وأسلوبها في النشر.
- ترسل البحوث على JournalofStudies2019@gmail.com
- يلتزم الباحث بدفع أجور النشر المحددة والبالغة (١٢٥,٠٠٠) مائة وخمسة وعشرون ألف دينار للعراقيين ، ولغير العراقيين (١٠٠) دولار أمريكي.
- يدفع الباحث مبلغ ١٠٠٠ ألف دينار عن كل صفحة إضافية تزيد عن ٢٥ صفحة.
- يحصل الباحث على مستل واحد لبحثه ، وإذا رغب في شراء نسخة المجلة يكون سعر المجلد الواحد (٢٥,٠٠٠) خمسة وعشرون ألف دينار عراقي من داخل العراق ، و (٢٥) دولاراً أمريكي من خارج العراق .
- لا يجوز الاعتراض على التقييم ، ولا يجوز المطالبة بكشف اسم المقوم .
- لا تلتزم المجلة بنشر البحوث التي تخل بشرط من هذه الشروط .

سياسة النشر في مجلة الدراسات المستدامة

قرارات النشر :

تكون هيئة التحرير هي الجهة المسؤولة عن إقرار نشر البحوث العلمية المقدمة للمجلة، بعد تقييمها وتأمين تلبيتها شروط وضوابط النشر المعتمدة، من دون النظر إلى العرق أو الجنس أو المعتقد الديني أو الجنسية أو الفلسفة السياسية. ويؤخذ بالحسبان القيمة العلمية، واعتماد معايير اخلاقيات البحث العلمي، وسلامة العمل، واللغة، وعدم الانتحال.

وتلتزم هيئة التحرير بالعمل المتواصل للإرتقاء بالرصانة العلمية للمجلة، استنادًا إلى أهمية البحث ووضوحه، وأصالته، وتلبيته لشروط النشر وضوابطه المعتمدة التي تعلن للباحثين.

الخصوصية :

يتقيد رئيس واعضاء هيئة التحرير بعدم الاعلان عن أية معلومة تخص البحوث المقدمة للمجلة عدا المخول من مؤلفيها والمحررين والاستشاريين والناشر حسب الضرورة.

تقييم البحوث ومسؤولية المحكميين:

- المساهمة في قرار هيئة التحرير :

إن عملية تقييم البحوث من المحكمين يساعد هيئة التحرير على اتخاذ القرار المناسب بخصوص البحث المقدم للمجلة، وهي بالضرورة تفيد الباحث في تحسين بحثه. وتلتزم هيئة التحرير بإحاطة المحكمين علمًا بضوابط النشر ومعاييرها، ومستوى رصانة البحوث التي تقبل للنشر في المجلة، كما تلتزم بعدم إعلان أسماء المحكمين إلا بموافقة خطية من المحكم نفسه في حالة الضرورة.

- الدقة في الوقت :

يقوم المحكمون بتقييم البحث في مدة لا تقل عن اسبوعين ولا تزيد عن شهر، وفي حالة اعتذاره عن التقييم يعلم هيئة التحرير بذلك في مدة لا تزيد عن اسبوع واحد.

- الخصوصية :

يتطلب من محكمي البحوث التعامل بسرية مع البحوث المرسله لهم. ولا يجوز الافصاح عنها أو مناقشتها مع الآخرين باستثناء رئيس تحرير المجلة أو من ينوب عنه .

- المعايير الموضوعية :

اعتماد المعايير الموضوعية في التحكيم، وتجاوز الانتقاد الشخصي للباحث. ويجب أن يكون التحكيم معززًا بأراء واضحة مع الحجج العلمية والتوثيق، ويتوافق مع ضوابط النشر ومعاييرها المعتمدة في المجلة.

اقرار المصدر:

يتوجب على المحكمين تقديم تقرير مفصل لهيئة التحرير في حالة عدم تقييد الباحث بضوابط النشر ومعاييرها في المجلة، والتثبت من سلامة الاستشهاد من المصادر، والتطابق بين المصادر المذكورة في متن البحث والمصادر المثبتة في قائمة المصادر. والتثبت من أن البحث خالٍ من السرقات العلمية. وعليه يجب إخبار رئيس التحرير عن وجود تشابه أو تداخل بين البحث قيد التحكيم والابحاث الأخرى المنشورة حسب اطلاع المحكم .

واجبات الباحث :

- معايير البحث:

على الباحث/ الباحثين الالتزام بتعليمات وضوابط النشر ومعاييرها المعتمدة في المجلة وبأسلوب كتابة البحث. وتأمين توافر معايير البحوث الرصينة، منها: وضوح هدف البحث، وعرض النتائج بنحو دقيق ومتسلسل، ومناقشة هذه النتائج بما يحقق اهداف البحث. ويجب أن يكون البحث معززًا بتفاصيل النشر للمراجع العلمية الحديثة. ويجب أن لا يحتوي البحث على نتائج لبحوث آخر. وعلى الباحث توقيع تعهد بذلك

- الانتحال العلمي:

على الباحث أن يتجنب الانتحال أو اقتباس عبارات أو افكار الآخرين وادرجها، كأنها من عمل الباحث الخاص، أو الاقتباس دون الإشارة إلى المصدر المقتبس منه. وإن كلَّ البحوث تخضع لبرنامج كشف الاستلال (Turnitin) قبل ارسالها الى المحكمين، ومنح قبولات نشر البحوث .

- النشر المتعدد او المتزامن او الزائد عن الحاجة :

يلتزم الباحث بعدم ارسال بحثه الى مجلة أو جهة أخرى بعد تسليم البحث للمجلة، وبخلافه يكون مخالف لتعليمات النشر، ويتحمل مسؤولية ذلك.

- القائمون على البحث :

يجب ذكر اسماء محددة للباحثين. ويتوجب تعيين احدهم كمنسق للمتابعة مع المجلة، ولا تلتزم المجلة بإعادة البحث ومستحقته المالية في حالة رفضه من المحكمين.

- يتوجب على الباحث أو الباحثين – الاخذ بجميع ملحوظات المحكمين وتصويباتهم مع الالتزام بمعايير النشر في المجلة.

- جميع الآراء الواردة في المجلة تعبر عن آراء كاتبها وليس بالضرورة أن تعكس وجهة نظر المجلة.

جميع الآراء الواردة في المجلة تعبر عن آراء كاتبها وليس

بالضرورة أن تعكس وجهة نظر المجلة

تعهد نقل حقوق الطبع والتوزيع

أني الباحث (.....) صاحب البحث
الموسوم (.....)
اتعهد بنقل حقوق الطبع والتوزيع والنشر إلى (مجلة الدراسات
المستدامة).

التوقيع:

التاريخ:



كلمة العدد

الحمد لله الذي يسر لنا سبيل المعرفة بعظيم قدرته، والصلاة والسلام على سيد المرسلين وآله وصحبه أجمعين.

الجدل كثير حول مستويات عدة يدور حول المتطلبات الثقافية والابداعية التي أفرزها تطور المجتمع العراقي والعربي بأثره الكتابي والمعرفي والحضاري لذلك عملت مجلتكم على توفير المادة البحثية العلمية التي تعكس من خلال مضمونها تلك التطورات. فهذا العدد الثاني الملحق (١) لسنة الرابعة من مجلة الدراسات المستدامة لسنة ٢٠٢٢ م - ١٤٤٣ هـ ، نقدمه الى الباحثين الكرام. ويمكن الحصول على أعداد المجلة المنشورة ورقياً من خلال مكتب المجلة والبحوث المنشورة إلكترونياً من خلال موقع المجلة المتوافر عبر شبكة الانترنت www.joss-iq.org . والتعرف بإصدارات المجلة وانشطتها عبر مواقع التواصل الاجتماعي Face book وإرسال البحوث المزمع نشرها والاجابة عن الاستفسارات من خلال البريد الالكتروني JournalofStudies2019@gmail.com . وتم تطبيق برنامج الاستلال (Turnitin) على جميع بحوث أعداد المجلة، ويسر هيئة التحرير أن تضع بين أيديكم هذا العدد الذي يضم موضوعات علمية مختلفة، وب تخصصات إنسانية متنوعة.

ومن الله التوفيق . .

الهيئة

الإدارية للمجلة

حقوق الطبع محفوظة للناشر

جميع حقوق الملكية الأدبية والفنية محفوظة لمجلة الدراسات المستدامة، ويحظر طبع أو تصوير أو ترجمة أو إعادة تنضيد المجلة كاملاً أو مجزأً أو إدخالها على الكمبيوتر أو نسخها على قرص (CD) إلا بموافقة الناشر خطياً، وعكسه يتم المقاضاة قانونياً أمام القضاء العراقي.

مدقق اللغة العربية: م.د. مناضل أحمد الحمداني

مدقق اللغة الإنكليزية: م.د. فاطمة رحيم حسن

محتويات العدد

الصفحة	أسم الباحث	عنوان البحث	ت
٢٧-١	Asst. Lecturer Zahraa Mohsin Abd Ali Alsalam university college	The Impact of Alienation on Shakespeare's Cressida and Nazik al-Malaika	١
٥٨-٢٨	م.م. ايناس يوسف مطرود أ.د. فاضل ناهي عبد عون جامعة القادسية/ كلية التربية طرائق تدريس اللغة العربية	تحليل موضوعات مادة الادب والنصوص للفص الخامس الإعدادي في ضوء مهارات التفكير التنسيقي	٢
٧٩-٥٨	أ.م.د. اسماعيل حسن عبد الله جامعة بغداد/كلية التربية/ابن رشد للعلوم الإنسانية/ قسم العلوم النفسية والتربوية	أثر انموذج رايجيليوث التوسيعي في تحصيل مادة الاجتماعيات لدى طلاب الصف الثاني متوسط	٣
١٠٩-٨٠	أ.م.د. عباس لفتة حسن أ.م.د. ناصر خضير سكران جامعة بغداد- كلية التربية - ابن رشد للعلوم الإنسانية	إعداد المعلم في ضوء الاتجاهات التربوية الحديثة	٤
١٢١-١١٠	معاذ باسط عايد أ.م.د. طلال قاسم إبراهيم التكاوي جامعة الموصل /كلية الزراعة والغابات	بعض الخواص الفيزيائية لخشب النيق والائل النامية في الموصل	٥
١٥٠-١٢٢	أ.د. عباس جخيور سدخان م.م. وسام مهدي أحمد جامعة ذي قار/ كلية التربية للعلوم الإنسانية	المضمر في دراسات الأمثال العربية الحديثة	٦
١٩٨-١٥١	م.م. حسام صبار هادي الزبيدي جامعة ذي قار/ كلية الآداب	التحليل المتقدم لأنماط التوزيع الجغرافي لجانحة كورونا في العراق باستخدام التقنيات الحديثة	٧
٢٢٣-١٩٩	أ.د. علي عبد الإمام مهلهل الباحث: إياد عبد الكاظم جابر كلية الآداب / جامعة ذي قار	الصورة التراجيدية في شعر ابن الفارض	٨
٢٥١-٢٢٤	م.م. أسيل عبد العباس محي كلية الإعلام / جامعة ذي قار / العراق	تشظي الهوية المسيحية وانكسار الذات قراءة نفسية في رواية يا مريم للكاتب سنان انطون	٩
٢٩٩-٢٥٢	أ.م. خلود حامد كامل كلية الآداب - جامعة ذي قار م.م. أحمد محمد حمودي م.م. هدى عبد الرضا محمد الأسدي كلية التربية البدنية وعلوم الرياضة- جامعة ذي قار	الإمام السجاد ودوره في الحياة العامة للمسلمين ٦١هـ- ٩٥هـ / ٦٨٠-٧١٣م.	١٠
٣٣٣-٣٠٠	م.د. غزوان اسحاق يعقوب المديرية العامة لتربية محافظة البصرة	دراسة لبعض مشكلات النمو الحضري في مدينة البصرة	١١
٣٥٣-٣٣٤	د. علي لفتة حيال راهي الأسدي جامعة الإمام الصادق (ع) / قسم علوم القرآن	من جهود الزمخشري في الإعجاز القرآني	١٢
٣٧٤-٣٥٤	م.م. هيثم احمد هذال حبيب المديرية العامة لتربية صلاح الدين / قسم تربية بلد	تشجيع الاستثمار الاجنبي في ظل الاقتصاد الرأسمالي والاشتراكي دراسة ميدانية مقارنة	١٣

٣٩١-٣٧٥	الأستاذ المساعد الدكتور فاضل جواد دهش الطالبة جنان حليو بشيت جامعة واسط/ كلية الادارة والاقتصاد	مفهوم واهمية المشروعات والقرارات الاستثمارية	١٤
٤١٨-٣٩٢	م.د. سجاد عباس حمزة وزارة التربية/ الكلية التربوية المفتوحة النجف الأشرف/العراق	مفردة النحو في الشعر العربي حتى نهاية القرن الثالث للهجرة	١٥
٤٣٦-٤١٩	م.م. سناء عباس زيارة العبادي جامعة ذي قار / كلية التربية للعلوم الإنسانية / قسم الجغرافيا	تحليل الواقع الأنتاجي والتسويقي لصناعه الحبوب في مدينة الناصرية	١٦
٤٥٥-٤٣٧	د. يوسف محمد احمد الربابعة استاذ مساعد جامعة جرش الاهلية / كلية الشريعة	زكاة الزيتون دراسة فقهية مقارنة	١٧
٤٨٨-٤٥٦	الباحثة. نبأ عباس أحمد أ.د. زهره حسن عليوي العامري الجامعة المستنصرية / كلية الادارة والاقتصاد	تقييم إداء المصارف العراقية نوعياً وإقتراح الإندماج كآلية لتحسين الإداء	١٨
٥١٣-٤٨٩	أ.م.د. خالد حمزة جريمط كلية الرشيد الجامعة/ قسم القانون	أثر الحروب السيبرانية على تغير مفهوم القوة في العلاقات الدولية	١٩
٥٣٤-٥١٤	طبيه محمد شكري مديرية تربية الكرخ الاولى / معهد الفنون الجميلة للنبات	الفن الرقمي المعاصر ودوره في ابراز القيم الجمالية للتصميم الطباعي	٢٠
٥٦٧-٥٣٥	أ.م.د. رسول مطلق محمد جامعة بغداد/ كلية الآداب/ قسم علم الاجتماع	دور العمل الاجتماعي في رصد مؤشرات المنجز الأمني لمواجهة التهديدات الإرهابية (دراسة اجتماعية تحليلية)	٢١
٥٩٨-٥٦٨	م.د. طالب حميد خلف جامعة الأنبار / كلية التربية البدنية وعلوم الرياضة	هل تجمع "حاجة" على "حوائج" دراسة صرفية نقدية لمنهج اللغويين العرب	٢٢
٦١٤-٥٩٩	م.د. محمد عبد كاظم غلام وزارة التربية ، مديرية تربية الرصافة الثالثة	جودة الخدمة التعليمية لطلبة الدراسات العليا في كلية التربية ابن رشد في ضوء أنموذج الفجوة (SERVQUAL)	٢٣
٦٣٦-٦١٥	م.د. وسن علي عبد الحسين معهد الفنون الجميلة الكاظمية المقدسة للبنين	الشريف المرتضى شاعراً وناقداً (ت ٤٣٦ هـ)	٢٤
٦٥٤-٦٣٧	م.د. ازهار علي مهدي المديرية العامة لتربية بغداد الرصافة / الثانية	استراتيجيات التعلم المنظم ذاتياً لدى معلمات الرياض	٢٥
٦٨٩-٦٥٥	م. رقية رافد شاكر الجامعة العراقية / كلية التربية للنبات	الكفاح الشخصي وعلاقته بالمعتقد الصحي لدى طالبات كلية التربية للنبات	٢٦
٧٢٥-٦٩٠	الباحث / حيدر كريم صبر جامعة ذي قار / كلية القانون	مدى كفاية اختصاصات المحكمة الأوروبية لحقوق الانسان في حماية حقوق الانسان الأوروبي	٢٧
٧٥٨-٧٢٦	أ.د. حسين مجيد رستم الحصونة م. صفاء عبد الكاظم حسين جامعة ذي قار / كلية التربية للعلوم الإنسانية	الحوار والمناظرة في روايات أصول الكافي	٢٨

٧٨١-٧٥٩	أ.د ابراهيم كاظم فرعون جامعة المثنى / كلية التربية الاساسية / قسم العلوم الباحث : علي حسين عجة جامعة سومر /كلية التربية الاساسية /قسم العلوم	التنوّر البيولوجي وعلاقته بدافعية الانجاز الدراسي عند طلبة اقسام علوم الحياة في جامعة المثنى	٢٩
٨١٣-٧٨٢	م.م. سندس احمد عبد القادر الرضمان مركز دراسات البصرة والخليج العربي	واقع وتحديات تخصيص قطع أراضي صناعية في محافظة البصرة (المناطق الصناعية في قضاء أبي الخصيب أنموذجاً)	٣٠
٨٣٥-٨١٤	ضياء نجم علي جديع الفراجي المديرية العامة لتربية محافظة الأنبار	الرقابة على دستورية القوانين (دراسة مقارنة)	٣١
٨٥٣-٨٣٦	م.م. مهند حاتم حامد سعود المديرية العامة لتربية الأنبار- إعدادية المغيرة بن شعبة للبنين	المؤسسات التربوية في ظل الخلافة العباسية	٣٢
٨٧٧-٨٥٤	أ.م. مصطفى عباس علي السوداني جامعة بغداد /كلية الفنون الجميلة/ قسم الفنون الموسيقية	واقع التجديد في أغاني التراث العراقي	٣٣
٩٢٠-٨٧٨	Asst. Prof. Dr. Sa'ad Salman Abdullah University of Basrah College of Education for Human Sciences Department of English Asst. Lect. Ali Sagban Saadoon Researcher	A Pragma-Lexical Collocational Analysis of Omicron Variant Outbreak in 'The Washington Post' and 'The New York Times'	٣٤
٩٥٣-٩٢١	أ.د. راند بايش كطران الركابي الباحث: مرتضى ابراهيم احمد الحسيناوي جامعة سومر/ كلية التربية الاساسية	أثر استراتيجية معلوماتي المتسلسلة في تحصيل طلاب الصف الثاني المتوسط في مادة العلوم	٣٥
٩٧٠-٩٥٤	م.م. زهراء صادق هاشم العبودي جامعة الإمام جعفر الصادق/ فرع ذي قار	المرويات التفسيرية للمفضل بن عمر في التأويل والجري والتطبيق دراسة موضوعية	٣٦
٩٩٥-٩٧١	احمد حسين علي المديرية العامة لتربية محافظة الانبار	تأثير المناخ العالمي على المستوى الدراسي للمرحلة الابتدائية في قضاء سامراء	٣٧
١٠٢٥-٩٩٦	م. بهاء حميد عبد علي الجميلي التدريسي في جامعة الانبار كلية العلوم الاسلامية / قسم العقيدة والدعوة والفكر	مسائل من العقيدة لعيسى بن صبيح المراد المعتزلي(ت: ٢٢٦هـ) دراسة مقارنة	٣٨
١٠٣٩-١٠٢٦	م.م. خديجة مهودر حسن المديرية العامة لتربية محافظة البصرة	الوعي البيئي بمخاطر التلوث الاشعاعي	٣٩
١٠٦٦-١٠٤٠	م.م. مهند موفق عبدالهادي المديرية العامة لتربية محافظة الأنبار	الرضا الوظيفي لدى معلم الصفوف الأولية وتأثيره على مستوى الأداء	٤٠
١٠٩٣-١٠٦٧	م.م. زينب ستار جاسم جامعة بغداد / كلية الآداب	دور الخدمة الاجتماعية في الوعي البيئي (دراسة ميدانية)	٤١

١١١٩-١٠٩٤	الباحثة دعاء عكلّة حسن أ.د. ضياء غني لفته جامعة ذي قار / كلية التربية للعلوم الإنسانية/قسم اللغة العربية	الراوي في كتاب "عجائب المخلوقات والحيوانات وغرائب الموجودات" زكريا بن محمد القزويني(٦٨٢هـ)	٤٢
١١٤١-١١٢٠	م. عماد حميد عبد الله عبيد الجامعة العراقية/ كلية التربية/ قسم اللغة العربية	ظاهرة التخفيف والتشديد وأثرهما في تعدد المعنى في تفسير البستان في إعراب مشكلات القرآن	٤٣
١١٧٧-١١٤٢	Dr. Asmaa Mustafa Ali El-Shokheby^{1,2*}, Dr. Maha Ahmed Hussein alkhatib	Meta-memory Components and Cognitive flexibility as Predictors of Test Anxiety for Prince Sattam bin Abdulaziz University Female Students	٤٤
١١٩٦-١١٧٨	ميسة عبد داود الموسوي باحثة في وزارة العمل والشؤون الاجتماعية أ.د. سلام عبد علي العبادي جامعة بغداد/ كلية الآداب / قسم علم الاجتماع	الفجوة الرقمية ومستقبل التنمية البشرية في العراق	٤٥
١٢١٧-١١٩٧	AHMED YOUNUS JABBAR Hadeel Moutaz Aldabbas Al iraqia University College of Islamic Sciences	Analyzing the structure of economic growth using the mathematical model used – product	٤٦
١٢٥٣-١٢١٨	م.د. محمود علي حسون المديرية العامة لتربية محافظة الأنبار	أثر سؤال العلماء عند وقوع النوازل والكوارث دراسة أصولية	٤٧
١٢٩٨-١٢٥٤	م.د. عبد القادر عبد الرحيم عطوي ديوان الوقف السني / دائرة التعليم الديني والدراسات الإسلامية	موقف الأحزاب السياسية السودانية من اتفاق كوكادام ١٩٨٦م.	٤٨
١٣٣٢-١٢٩٩	م.م. ايمان ارحيم خميس جامعة بغداد / كلية الآداب / قسم علم الاجتماع	الاتجاهات التربوية المعاصرة في تنمية رأس المال الاجتماعي	٤٩
١٣٤٠-١٣٣٣	د. محمد صادق جميل الحمداني المديرية العامة لتربية بغداد الرصافة / الاولى ثانوية القادة المتفوقين	مقالة (قلب العالم الجديد)	٥٠

Meta-memory Components and Cognitive flexibility as Predictors of Test Anxiety for Prince Sattam bin Abdulaziz University Female Students

Dr. Asmaa Mustafa Ali El-Shokheby^{1,2*}, Dr. Maha Ahmed Hussein alkhatib¹

¹Assistant Professor, Educational Psychology(Cognitive Psychology), College of Education-Dilam Psychology Department, Prince Sattam Bin Abdulaziz University, Saudi Arabia.

²Assistant Professor, Department of Psychology(Cognitive Psychology), Faculty of Arts, Kafrelsheikh University,Egypt.

³Assistant Professor, Educational Psychology (Developmental psychology), College of Education-Dilam Psychology Department, Prince Sattam Bin Abdulaziz University, Saudi Arabia.

***Correspondence: Tel:+966546665449 Email: a.elshokheby@psau.edu.sa**

Abstract:

The current study aimed to reveal the predictive ability of the meta-memory components and cognitive flexibility in test anxiety in a sample of (324) female students (138 attending scientific colleges and 186 attending humanitarian colleges) in Prince Sattam bin Abdulaziz University. three scales, the Meta-memory components scale (Sokar, 2010), cognitive flexibility (Hassan,

2017), and the test anxiety scale (prepared by the two researchers) was conducted electronically. Results revealed a positive, statistically significant correlation between the total score of both meta-memory and cognitive flexibility, and a statistically significant negative relationship between meta-memory and test anxiety, while the relationship between cognitive flexibility and test anxiety was not statistically significant. As well. There were differences in meta-memory related to academic specialization in favour of humanitarian colleges of those with a high level of academic achievement. As for cognitive flexibility, a high academic achievement surpassed others because the specialization did not have any statistical significance, level of test anxiety was higher among the female students of scientific colleges and those with average achievement. Results confirmed that the meta-memory scale contributed to explaining 43% of the test anxiety. Cognitive flexibility did not exceed 12%, therefore, test anxiety could be predicted through meta-memory rather than cognitive flexibility. The study recommends Developing effective programs to increase the level of meta-memory and cognitive flexibility which will affect the increasing of the achievement student level.

Keywords:(Meta-memory components, cognitive flexibility, test anxiety).

مكونات الذاكرة الفوقية والمرونة المعرفية كمتنبئات لاختبار القلق لدى طالبات جامعة الأمير سطاتم بن عبد العزيز

اسماء مصطفى علي الشخبي ٢٠١ * د.مها احمد حسين الخطيب ١

1أستاذ مساعد ، علم النفس التربوي (علم النفس المعرفي) ، كلية التربية ، قسم علم نفس الدلم ، جامعة الأمير سطاتم بن عبد العزيز ، المملكة العربية السعودية.

2أستاذ مساعد بقسم علم النفس (علم النفس المعرفي) ، كلية الآداب ، جامعة كفر الشيخ ، مصر.

3- أستاذ مساعد ، علم النفس التربوي (علم النفس التنموي) ، كلية التربية ، قسم علم نفس الدلم ، جامعة الأمير سطاتم بن عبد العزيز ، المملكة العربية السعودية.

: Tel: +966546665449 Email: a.elshokheby@psau.edu.sa

الملخص:

هدفت الدراسة الحالية إلى الكشف عن القدرة التنبؤية لمكونات الذاكرة الفوقية والمرونة المعرفية في القلق من الاختبار في عينة قوامها (٣٢٤) طالبة (١٣٨ طالباً في الكليات العلمية و ١٨٦ طالباً في الكليات الإنسانية) بجامعة الأمير سطاتم بن عبد العزيز. ثلاثة مقاييس ، مقياس مكونات الذاكرة الفوقية (سكر ، ٢٠١٠) ، المرونة المعرفية (حسن ، ٢٠١٧) ، ومقياس القلق من الاختبار (أعداه الباحثان) تم إجراؤها إلكترونياً. كشفت النتائج عن وجود علاقة إيجابية ذات دلالة إحصائية بين النتيجة الإجمالية لكل من الذاكرة الفوقية والمرونة المعرفية ، وعلاقة سلبية ذات دلالة إحصائية بين الذاكرة الوصفية وقلق الاختبار ، بينما لم تكن العلاقة بين المرونة المعرفية وقلق الاختبار ذات دلالة إحصائية. كذلك كانت هناك فروق في الذاكرة الوصفية المتعلقة بالتخصص الأكاديمي لصالح الكليات الإنسانية لذوي المستوى العالي من التحصيل الدراسي. أما فيما يتعلق بالمرونة المعرفية ، فقد تفوق التحصيل الدراسي العالي على غيره لأن التخصص لم يكن له أي دلالة إحصائية ، وكان مستوى القلق من الاختبار أعلى بين طالبات الكليات العلمية وذات التحصيل المتوسط. أكدت النتائج أن مقياس الذاكرة الوصفية ساهم في تفسير ٤٣٪ من قلق الاختبار. لم تتجاوز المرونة المعرفية ١٢٪ ، لذلك يمكن التنبؤ بقلق الاختبار من خلال الذاكرة الوصفية بدلاً من المرونة المعرفية. أوصت الدراسة بوضع برامج فعالة لزيادة مستوى الذاكرة الفوقية والمرونة المعرفية التي ستؤثر على زيادة مستوى التحصيل لدى الطالب.

الكلمات المفتاحية: (مكونات الذاكرة الفوقية ، المرونة المعرفية ، قلق الاختبار).

Introduction

Metacognition is one of the main concepts that impact individuals' perception in the learning processes Bisharah& Alateyat, (2010), which can be defined as the knowledge that is self-formed around one's memory. also, metacognition can be affected by the changes of individuals' personality, strategy, and remembering style, and by variety of practical and professional situations that people face and what influences their metacognition such as motivation, fear, depression, anxiety and other aspects, such as emotionality and self-awareness, (Zelink & Gilewski,2004)

Bisharah et al, (2012) conducted that many sub-concepts have stemmed from the main concept of metacognition, such as (Meta-memory, meta-writing, meta-language, meta-learning, and meta-comprehension), but the most important sub-concept is meta memory as conducted by Flavell,1938 and he defined it as the knowledge of memory processes and their contents Nasser (2011), he also used the concept to refer to any aspect of the relationship between consciousness and memory. As a result, Meta-memory refers to the knowledge and awareness of individuals own memory processes (Schwartz, Bennett,2014).

Consequently, Meta-memory provides the necessary feedback as it is one of the most basic requirements in the educational process for students who aim to achieve the best results in learning by following up on their performance and learning process.

Abu Ghazal, (2007) pointed out that Meta-memory include many components such as emotional state related to memory, memory self-efficacy, self-monitoring, and factual knowledge while Troyer& Rich, (2002) added strategy, the ability to perceive memory errors, and the satisfaction with memory components, Meyer, (2009) believed that the individuals who know many strategies are more inclined towards using these strategies for various tasks. However, the changing and stability of these strategies controlled by remembering experience that contributes

in increasing the capacity, efficiency, and effectiveness of memory and supports operations, and capabilities of the information processing system (Khalifa et al, 2010).

Many studies, such as Abdel Fattah et al, (2005); Zakari,2008; Al-Baqie, (2013); Sobh & Zayzafoon, (2016) confirmed that meta-memory plays an influential role in processing information and improving memory performance in different ways depending on the aspects involved in the process. This affects students' learning and academic achievement and provides the necessary feedback to the students who are interested in monitoring their learning in the pursuit of achieving their best possible academic success, Abu Ghazal, (2007); Bisharah et al, (2012) added that Meta-memory skills increase motivation for academic achievement and prompt choosing the best strategies to achieve the required results. However, academic accomplishment results varied in regards to the academic majors selected as well as students' gender.

One of the most important Cognitive concepts that the studied referred to its strong relation with meta- memory is cognitive flexibility that considered to be one of the most important dimensions of the human personality, It is the ability to recognise both options and alternatives of a certain situation and adapt a response accordingly, Buitenweg et al, (2012) defined it as the ability to adjust one's responses to the demand of a new situation, Cognitive flexibility is a core executive function, facilitating the functioning of higher order functions, This makes it essential for both cognitive and everyday functioning. (Logue & Gould, 2014; Berry et al., 2016; Buttelmann & Karbach, 2017)

Additionally, Çelikkaleli, (2014) study conducted that Cognitive flexibility is positively correlated with problem-solving, decision-making, and directed anxiety. The obstacles to cognitive flexibility lie in the difficulty in using the correct thinking strategies to face the situations that an individual is going through (Mohsen& Al-Samawi, 2018).

As for the student's way when dealing with information it can be affected by several factors, some of these factors depend on the individual's cognitive structure, and others depend on the type of information, the extent of its importance to the student, and the ability to store and retrieve information, Muhammad, (2017) believed that exam anxiety is a crucial issue that affect the students and their achievement despite their good preparation and confidence. Thus, they become more forgetful when presenting the exam, Anxiety is a state of feeling tension, uneasiness, and turmoil about what may happen in the future. It includes feelings of distress, a preoccupation of thought, uneasiness about pain, or an expected or imminent problem. Hence, the anxiety that most students experience is normal and a familiar behaviour as long as it is to its acceptable degree. It is considered to be positive sometimes to accomplish fruitful achievement. But if it takes the form of abnormal symptoms such as sleeplessness, loss of appetite, lack of focus, excessive thinking about the exam, inability to recall information, and preoccupation with the results, then these symptoms confuse the students and hinder their required performance during the exam. It results in the so-called exam anxiety.

The main purpose of the research was to explore the relationship between meta-memory, test anxiety and cognitive flexibility and if we can predict test anxiety from meta-memory and cognitive flexibility among university female students considering some demographic variables. To this end, were sought to following questions:

- Is there a statistically significant relationship between meta-memory, cognitive flexibility, and test anxiety at the level of significance ($\alpha \leq 0.05$) among female students of PSAU?
- Are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the mean of the study sample in a meta-memory component variable within the

demographic characteristic, academic specialization, and the academic achievement among female students of PSAU?

- Are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the mean of the study sample in cognitive flexibility within the demographic characteristic (academic specialization, academic achievement) among the female students of PSAU?
- Are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the mean of the study sample in test anxiety because of the demographic characteristic (academic specialization, academic achievement) among female students of PSAU?
- Do each of the components of meta-memory and cognitive flexibility contribute to test anxiety among students of PSAU?
- Can test anxiety be predicted through each of the components of meta-memory and cognitive flexibility among the female students of PSAU?

The research contributes to the existing knowledge in a way that there are no studies available in the literature which cover these aspects, especially for university students in Saudi Arabia. Therefore, the study results will expand knowledge related to the effects of metamemory and cognitive flexibility and its impact on university achievement. Also, the importance of university students as a research sample is that they are the main pillar of progress, development, and production. They are the builders of the present and the future.

literature review

A significant body of research has been conducted dealing with test anxiety such as Stöber& Esser (2001) study that aimed to investigate the relationship between test anxiety and meta-

memory, from the perspective of storage selection in extended memory systems. a sample of 56 university students with scores in the upper or lower thirds of the distribution for the Test Anxiety Inventory, participants showed whether they would choose internal memory storage (neurophysiological memory) or external storage (external memory aids) to remember the information. Results showed that test-anxious participants displayed a general preference for external over internal storage, independent of the importance attached to remembering. The low estimated success of internal storage emerged as a potential reason for this preference.

Abu Ghazal (2007) aimed to uncover the interrelationships between meta-memory and academic achievement motivation among Yarmouk University students. Further, it aimed to reveal if there were statistically significant differences in the level of metacognition because of gender or specialization. a correlational descriptive approach was used the study sample (426) male and female undergraduate students at Yarmouk University, meta-memory scale (Zhou and George,2001) and (Troyer and Rich,2002) and Academic Achievement Scale were applied as a tool to collect data, results showed that the levels of metacognition and academic achievement of undergraduate students at Yarmouk University were average, also showed a positive correlation between metacognition and academic achievement.

Al-Jarrah (2009) aimed to uncover levels of meta-memory (task, strategy, anxiety, achievement, efficiency, change, and control) and to find out whether these components differ according to the student's gender, academic achievement, and test anxiety or not. A sample comprised 463 students (176 males and 287 females) of Yarmouk University students. The meta-memory scale was applied (Hultsch, Hertzog, & Dixon, 1987). The results showed that the components of control, achievement, and task were high, while anxiety, efficiency, and response components were

moderate. Further, the females outperformed males in the components of strategy, anxiety, and control. A general difference for those with higher achievement was reported.

Al- Baqei (2013) aimed to uncover the relationship between meta-memory and cognitive flexibility in a sample of (224) from the Faculty of Educational Sciences and Arts university first-year students. The meta-memory scale and the cognitive flexibility scale were applied. Results showed the students had a moderate degree of cognitive flexibility and meta-memory. also, there were statistically significant differences in specialization in favor of the scientific section, but there were no differences in gender on both scales. results also confirmed the existence of a statistically significant relationship between meta-memory and cognitive flexibility on one hand, and between the two dimensions of memory (satisfaction and memory strategies) and cognitive flexibility on the other hand.

Salem (2016) aimed to examine test anxiety and its relationship to control psychological stress, and the academic achievement of (515) students of the College of Education at the University of Hail. The researcher used the analytical descriptive approach. The personal scale and the control scale (prepared by the researcher) were used to measure test anxiety. psychological pressure scale (Dukhan & Al-Hijaz). Results showed that test anxiety level has risen with the external control, and that psychological pressures (family, social, personal, academic, and economic) raised the level of test anxiety. also proven that there is a negative relationship between test anxiety and academic achievement. so, if the level of test anxiety increases, the level of academic achievement decreases, and vice versa.

Mohsen & Al-Samawi (2018) aimed to measure the cognitive flexibility of university students, considering the variables of gender and specialization. cognitive flexibility scale (prepared by the researchers) was applied to a sample of (400) male and female

students. Results showed a high level of cognitive flexibility among the university students, but there were no significant differences because of gender or specialization.

Al said (2018) The study aimed to reveal the implementation of a training program based on meta-memory skills and its impact on both cognitive flexibility and academic self-concept among female students of the College of Science and Arts at King Khalid University, in addition to identifying the correlation between cognitive flexibility and academic self-concept. The sample consisted of 66 students from the Department of Chemistry, the semi-experimental approach was used and a test prepared by the researcher was applied. The results showed a correlation between cognitive flexibility and academic self-concept.

From a review of previous studies, the two researchers found that most of studies followed the descriptive approach, and the studies dealt with cognitive flexibility or anxiety and its relationship to memory, the studies of Stöber& Esser ,2001; Al-Jarrah ,2009) conducted the relationship between Meta-memory and anxiety, or the relationship between cognitive flexibility and meta-memory (Al- Baqei ,2013; alsaid,2018) also, studies about cognitive flexibility of university students (Mohsen & Al-Samawi ,2018), but its seen that none of the studies given above indicated the relationship between meta-memory, test anxiety and cognitive flexibility specially to university students. Therefore, this study differs from other studies in terms of investigating the relationship and the prediction of test anxiety from meta-memory and cognitive flexibility among university students.

Methodology

Research design

The Correlation approach was used to achieve its objectives, three questionnaires were conducted electronically (Meta-memory; Cognitive Flexibility; Test Anxiety) for all members of the study

sample, Data was collected and analysed using SPSS 18.0 to find the relationship between the three variables of the study.

Population and sample:

The population of the study comprised all female students at PSAU- Saudi Arabia registered in the scientific and humanitarian departments for the first semester 2020-2021. **Study Sample:**

A sample of 324 female university students were simply randomly chosen from scientific and humanitarian colleges at PSAU, first semester 2020/2021, before the study, approval to research with human participants was obtained from the university's ethical committee. The following Table 1 shows the distribution of the study sample according to the demographic variables.

Table 1: *Distribution of participant according to demographic variables*

<i>Academic achievement</i>	<i>(3.00-5.00)</i>	<i>(2.00-3.50) Average</i>	<i>(1.00-2.50)</i>	<i>Sum</i>
<i>Specialization</i>	<i>High</i>		<i>Low</i>	
<i>Scientific</i>	<i>57</i>	<i>81</i>	<i>-</i>	<i>138</i>
<i>Humanitarian</i>	<i>57</i>	<i>114</i>	<i>15</i>	<i>186</i>
<i>Total</i>	<i>114</i>	<i>195</i>	<i>15</i>	<i>324</i>

Study Tools

We used three questionnaires Meta-memory Scale, Cognitive Flexibility Scale, Test Anxiety Scale, which was constructed by the researchers. For Saudi Arabia environment, we gave details Bellow :

1. Meta-memory component Scale (MMCS)

Meta-memory component scale is a 57-item scale conducted by (Sokar,2010) comprises three subscales including (memory satisfaction [18 items], ability [20 items], and strategies [19 items]). We rate each item on a five-point Likert scale ranging

from 1 (never) to 5 (always) for positive items and vice versa for negative items. The original scale has a reliability score of (0.79). As for the scale in its current version, we have calculated the validity and reliability of the scale in the pilot study. Appendix (1,2) shows the degrees of formative validity of the scale and positive. Correlation coefficients that are statistically significant between the dimensions, Cronbach's coefficient alpha for the questionnaire tested in a sample of 100 participants. The Cronbach's alpha for all participants was (0.960) This score shows good internal consistency for the MMCS. The Spearman-Brown coefficient was (0.841), appendix (3) The coefficient of the whole participants was (0.87).

2. Cognitive Flexibility Scale (CFS)

The cognitive flexibility scale is a 26 items scale, comprises two subscales (adaptive flexibility [13] items ; automatic flexibility [13] items). We rate each item on a five-point Likert scale ranging from (never = 1 : always = 5). The original scale has a high validity degree. The values of the correlation coefficients of the adaptive flexibility ranged from 0.283 to 0.620 with its dimension, and from 0.280 to 0.531 with the total score. All the values were statistically significant at the level of significance (0.05-0.01). Cronbach's coefficient alpha for the questionnaire was tested in a sample of 100 participants. The Cronbach's alpha for all participants was (0,85). This score shows good internal consistency for the CFS. The spearman-Brown coefficient was (0.766), a value that also showed that the scale was of high reliability (appendix 4).

3. Test Anxiety Scale (TAS)

The Anxiety Scale is a 10-item scale, derived from previous Arabic literature considering test Anxiety (Aldhafri et al,2013 ; Ammar,2020). We rate each item on a five-point Likert scale ranging from (Never = 1 : Always = 5) A total score ranges from (50 to 10). Cronbach's coefficient alpha for the scale tested in a

sample of 100 participants. The Cronbach's alphas for all participants were (0.896). This score shows good internal consistency for the TAS. The reliability was verified by the corrected split-half reliability (Spearman-Brown) and its value reached (0.876). This value also showed high reliability. All correlation coefficients were significant at $p < 0.001$ (table-3). We extracted validity in several ways, including the jury validity, the content validity, and the construct validity(table-2).

<i>No.</i>	<i>Scale Mean if Item Deleted</i>	<i>Cronbach's Alpha if Item Deleted</i>	<i>No.</i>	<i>Scale Mean if Item Deleted</i>	<i>Cronbach's Alpha if Item Deleted</i>
1	28.26	0.878	6	28.66	0.884
2	27.56	0.881	7	27.81	0.887
3	28.56	0.887	8	27.53	0.891
4	27.70	0.884	9	28.05	0.887
5	28.83	0.895	10	27.68	0.888

The previous table shows the values of the correlation coefficient in case of omission, where the values show the extent of the contribution of each of the items and their contribution to the. The internal consistency also verified the reliability of the test anxiety scale.

Table 3: *Reliability coefficient values for internal consistency and split half of Test Anxiety*

<i>N</i>	<i>Domain</i>	<i>Internal consistency Alpha</i>	<i>the corrected split-half reliability (Spearman Brown)</i>
<i>1</i>	<i>Test Anxiety Scale</i>	<i>0.896</i>	<i>0.876</i>

Results

Question 1: Is there a statistically significant relationship between meta-memory, cognitive flexibility, and test anxiety at the level of significance ($\alpha \leq 0.05$) among female students of PSAU?

To answer this question Pearson's method of meta-memory three dimensions scale (satisfaction with memory, capabilities, and strategies) and cognitive flexibility two dimensions scale (adaptive flexibility and automatic flexibility) and the test anxiety scale has been conducted.

Table 4: *Results of Pearson correlation coefficients between cognitive Flexibility, the meta-memory, and the test Anxiety*

		Memory satisfaction dimension	ability dimension	Strategies dimension	Meta-memory dimension	Adaptive flexibility dimension	Automatic flexibility dimension	cognitive flexibility scale	Test Anxiety Scale
Memory satisfaction dimension	Pearson Correlation								
	Sig. (2-tailed)								
Capacity dimension	Pearson Correlation	**0.486							
	Sig. (2-tailed)	0.000							
Strategies dimension	Pearson Correlation	**0.434	**0.776						
	Sig. (2-tailed)	0.000	0.000						
Meta-memory dimension	Pearson Correlation	**0.737	**0.901	**0.889					
	Sig. (2-tailed)	0.000	0.000	0.000					
Adaptive flexibility dimension	Pearson Correlation	0.067	**0.157	-0.067	0.058				

<i>n</i>	<i>ation</i>								
	<i>Sig. (2-tailed)</i>	0.229	0.005	0.229	0.301				
<i>Automatic flexibility dimension</i>	<i>Pearson Correlation</i>	**0.160	**0.325	*0.121	**0.238	**0.68			
	<i>Sig. (2-tailed)</i>	0.004	0.000	0.029	0.000	0.000			
<i>Cognitive flexibility scale</i>	<i>Pearson Correlation</i>	*0.128	**0.271	0.039	**0.170	**0.90	**0.931		
	<i>Sig. (2-tailed)</i>	0.021	0.000	0.486	0.002	0.000	0.000		
<i>Test Anxiety Scale</i>	<i>Pearson Correlation</i>	** -0.446	**_0.520	**_0.680	**_0.656	0.021	-0.077	-0.035	
	<i>Sig. (2-tailed)</i>	0.000	0.000	0.000	0.000	0.711	0.168	0.526	

*. Correlation is significant at the.05 level (2-tailed).

** . Correlation is significant at the.01 level (2-tailed).

As shown in Table 4, we can sum the results up in the following points.

First: Meta-memory dimensions.

***Memory satisfaction.**

The results shows in Table 4 indicates that there was a statistically significant positive correlation at the level of significance ($\alpha = .05$) between memory satisfaction and ability and strategies ($r=.486, .434, N=324$), between memory satisfaction and overall degree of meta-memory ($r =.737, N=324$), between memory satisfaction and adaptive flexibility ($r=.067, N=324$), also a positive, between Memory satisfaction and automatic flexibility ($r=.160, N=324$), but weak and statistically insignificant relationship between memory satisfaction and adaptive flexibility ($r=.229, N=324$), but a negative but significant correlation between memory satisfaction and total score of test anxiety scale ($r=.446 -, N=324$) that means that the greater satisfaction with the memory, the less the test anxiety.

***Ability.**

The results shown in Table 4 indicate that there was a statistically significant positive correlation at the level of significance ($\alpha = 0.05$) between ability and adaptive elasticity ($r=.157, N=324$). between ability and adaptive flexibility ($r=.325, N=324$) between ability and automatic elasticity, tween ability, and total score of cognitive flexibility ($r=.271, N=324$), but there was a statistically significant negative correlation between ability dimension and the overall score of the test anxiety ($r=.520 -, N=324$), that means that there was a strong negative statistically significant correlation between the ability and the overall score of the test anxiety.

***Strategy.**

The results shown in Table 4 indicate that there was a statistically significant positive correlation at the level of significance ($\alpha = .05$)

between strategy and automatic elasticity ($r=.121$, $N=324$), between strategy and overall degree of the cognitive flexibility ($r=.039$, $N=324$). But there was a statistically significant negative correlation between strategy and the overall score of test anxiety ($r= (-.680$, $N=324$). Results overall showed the more use of metamemory strategies, the less test anxiety.

Also, table 4 indicates that there was a statistically insignificant positive correlation at the level of significance ($\alpha =.05$) between meta-memory and adaptive flexibility ($r=.058$, $N=324$). That means the correlation between the meta-memory scale and the adaptive flexibility was direct, weak, and statistically insignificant. But there was a statistically significant, positive correlation between meta-memory and automatic flexibility ($r=.238$, $N=324$), between Meta-memory and automatic flexibility ($r=.170$, $N=324$) that means the higher the individual's score on the meta-memory scale, the higher his score on the cognitive flexibility scale.

table 4 indicates that there was a statistically negative, statistically significant correlation at the level of significance ($\alpha =.05$) between the Meta-memory scale related to the overall score of the test anxiety scale ($r=-.656$, $N=324$) that means the higher the individual's score on the meta-memory scale, the less test anxiety they have.

Second: Cognitive flexibility dimensions.

*Adaptive flexibility.

The results shown in Table 4 indicate that there was a statistically significant positive correlation at the level of significance ($\alpha =.05$) between adaptive flexibility and automatic flexibility ($r=.680$, $N=324$), between adaptive flexibility and overall degree of the cognitive flexibility ($r=.900$, $N=324$). But there was a non-statistically significant positive correlation between adaptive flexibility and an overall score of test anxiety ($r=.021$, $N=324$).

Results overall showed the higher the score of adaptive flexibility, the higher the cognitive flexibility.

*Automatic flexibility.

The results shown in Table 4 indicates that there was a statistically significant positive correlation at the level of significance ($\alpha = .05$) between automatic flexibility and the total degree of cognitive flexibility ($r=.931$, $N=324$), but there was anon between adaptive flexibility and overall degree of the cognitive flexibility ($r=.900$, $N=324$). But there was a negative non-statistically significant correlation between automatic flexibility and the overall score of test anxiety ($r=-.077$, $N=324$). Results overall showed the higher degree of automatic flexibility, the higher the cognitive flexibility.

*Cognitive flexibility.

The results shown in Table 4 indicate that there was a statistically insignificant negative correlation at the level of significance ($\alpha = .05$) between cognitive flexibility and test anxiety ($r=-.035$, $N=324$).

Question 2: Are there any significant differences at the level of significance ($\alpha \leq .05$) between the mean of the study sample in a meta-memory component variable because of the demographic characteristic, academic specialization, and the academic achievement among female students of PSAU?

To answer this question, the mean and the standard deviation were presented to the demographic variables' academic specialization(humanitarian-scientific) and academic achievement (high, medium, or low) according to the meta-memory scores of participants, shows the existence of differences in the meta-memory scale according to the categories of academic specialization and academic achievement. The two-Way ANOVA was conducted to know the significance of these differences.

Table 5 : Results of the two- Way ANOVA or demographic variables in meta-memory

<i>Source</i>	<i>Type III Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Corrected Model</i>	<i>53528.708a</i>	<i>4.000</i>	<i>13382.177</i>	<i>10.929</i>	<i>0.000</i>
<i>Intercept</i>	<i>6121968.664</i>	<i>1.000</i>	<i>6121968.664</i>	<i>4999.889</i>	<i>0.000</i>
<i>Academic Specialization</i>	<i>18706.011</i>	<i>1.000</i>	<i>18706.011</i>	<i>15.277</i>	<i>0.000</i>
<i>Academic Achievement</i>	<i>31451.386</i>	<i>2.000</i>	<i>15725.693</i>	<i>12.843</i>	<i>0.000</i>
<i>*Academic Specialization Academic Achievement</i>	<i>3029.418</i>	<i>1.000</i>	<i>3029.418</i>	<i>2.474</i>	<i>0.117</i>

<i>Error</i>	390590.292	319.000	1224.421	-	-
<i>Total</i>	12631200.000	324.000	-	-	-
<i>Corrected Total</i>	444119.000	323.000	-	-	-
<i>a. R Squared = .121 (Adjusted R Squared = .109)</i>					

As shown in table 5 there are statistically significant differences between the mean values according to the academic specialization variable $F(4,1) = 15.277$ $P=0.000$, in favour of the Humanitarian College, also, there are statistically significant differences between the mean values according to the academic achievement variable $F(4,1) = 12.843$, $P=.000$. depending on the significance of the calculated values of (F) shown in the previous table at the significance level ($\alpha =.05$), Schefft Test (post-hoc test) was conducted to know in favour of the three groups (high, medium, or low) these differences were.

Table 6: *Scheffe Test (post-hoc test)*

<i>Dependent variable</i>	<i>Comparison</i>		<i>Mean Difference</i>	<i>Sig</i>
<i>Meta-memory</i>	<i>High</i>	<i>Medium</i>	* 18.445	.000
		<i>Low</i>	- 14.632	0.315
	<i>Medium</i>	<i>Low</i>	* - 33.077	0.002

*. The mean difference is significant at the .05level.

As shown in table 6 there is a significant difference between high-achieving students with medium-achieving ones ($M=18.445$) $P=.000$, In favour of high achieving students also, between medium achievement with those with low achievement($M=33.077$) $P=.002$ in favour of low achievers, but there were no statistically significant differences between high-achieving students with low-achieving ones ($M=14,632$) $P=.315$.

Question 3: Are there any significant differences at the level of significance ($\alpha \leq 0.05$) between the mean of the study sample in cognitive flexibility due to demographic characteristics (academic specialization, academic achievement) among the female students of PSAU?

To answer this question, the mean and the standard deviation were presented to the demographic variable's academic specialization (humanitarian-scientific) and the academic achievement (high, medium, or low) according to the cognitive flexibility scores of participants, results shows that there are obvious differences between the mean values of the responses of the sample according to the two demographic variables (specialization and academic achievement) in cognitive flexibility), A tow- way between subjects' ANOVA, was conducted to compare the effect of cognitive flexibility on demographic variables.

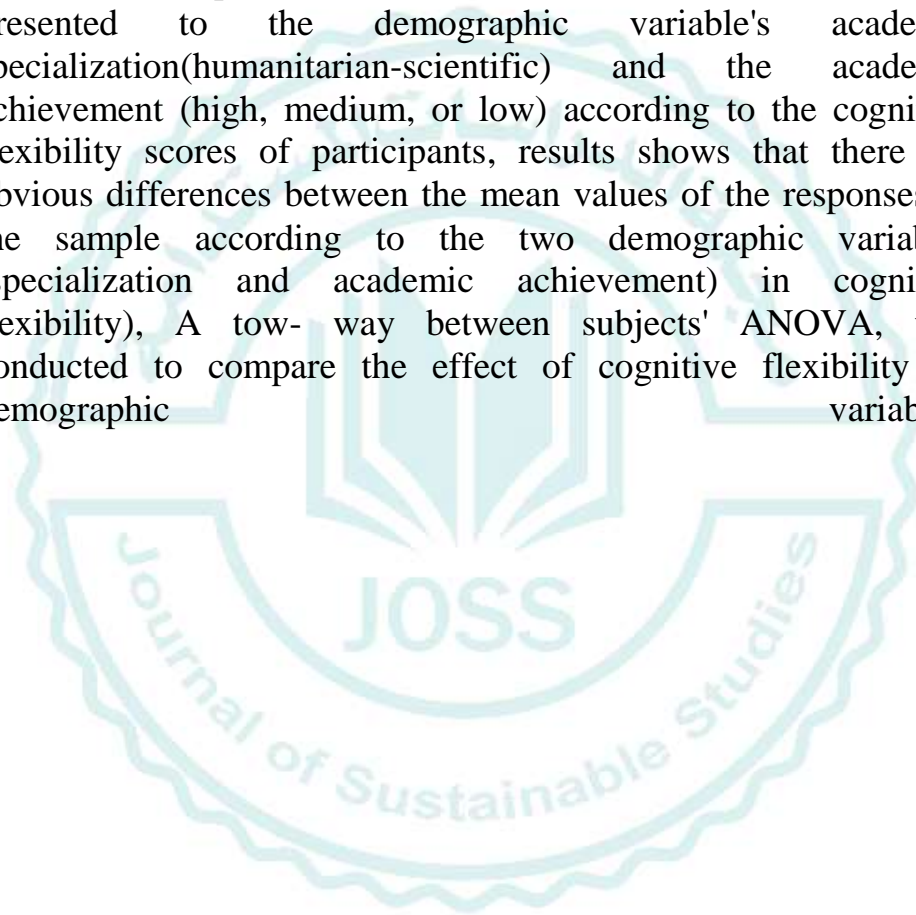


Table 7 : A Two-Way ANOVA for demographic variables in cognitive Flexibility

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3108.504a	4	777.126	3.657	0.006
Intercept	2120111.782	1	2120111.782	9977.553	0.000
Academic Specialization	103.868	1	103.868	0.489	0.485
Academic Achievement	2050.127	2	1025.063	4.824	0.009
*Academic Specialization Academic Achievement	992.488	1	992.488	4.671	0.031
Error	67783.719	319	212.488		
Total	4602114.000	324			
Corrected Total	70892.222	323			
R Squared =.044 (Adjusted R Squared =.032)					

As shown in table 7 there are no statistically significant differences between the mean values according to the academic specialization variable $F(4,1) = .489$ $P=0.485$, also, there were statistically significant differences between the mean values

according to the academic achievement variable $F(4,1)= 4.824$, $P=.009$, depending on the significance of the calculated values of (F) shown in the previous table at the significance level ($\alpha =.05$), Schefft Test (post-hoc test) was conducted to know in favour of the three groups (high, medium, or low) these differences were.

Table 8 : *Scheffee test (post-hoc test)*

<i>Dependent variable</i>	<i>Comparison</i>		<i>Mean Difference</i>	<i>Sig</i>
<i>Cognitive flexibility</i>	<i>High</i>	<i>Medium</i>	4.5004*	0.034
		<i>Low</i>	7.5158	0.173
	<i>Medium</i>	<i>Low</i>	3.0154	0.743

*. The mean difference is significant at the.05 level.

As shown in table 8 there is a significant difference between high-achieving students with medium-achieving ones ($M=4.5004$) $P=.034$, In favour of high achieving students, but there were no statistically significant differences between the remaining comparisons.in general Students with high achievement are more cognitively flexible than those with medium achievement.

Question 4: Are there any significant differences at the level of significance ($\alpha \leq .05$) between the mean of the study sample in test anxiety because of the demographic characteristic (academic specialization, academic achievement) among female students of PSAU?

To answer this question, mean and the standard deviation was presented to the demographic variables' academic specialization (humanitarian- scientific) and academic achievement (high,

medium, and low) according to test anxiety. Results show there are obvious differences between the mean values of the responses of the sample according to the two demographic variables (specialization and academic achievement) in test anxiety, A tow-way between subjects' ANOVA, was conducted to compare the effect of test anxiety on demographic variables.

Table 9 : Two-Way ANOVA for demographic variables in test Anxiety

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3739.279 ^a	4	934.820	11.311	0.000
Intercept	127273.178	1	127273.178	1539.898	0.000
Academic specialization	373.674	1	373.674	4.521	0.034
Academic achievement	2435.295	2	1217.648	14.733	0.000
*Academic specialization Academic achievement	720.699	1	720.699	8.720	0.003
Error	26365.471	319	82.650		
Total	345387.000	324			
Corrected Total	30104.750	323			
a. R Squared =.124 (Adjusted R Squared =.113)					

As shown in table 9 there are statistically significant differences between the mean values according to the academic specialization variable $F(4,1) = 4.521, P=.034$, in favour of scientific colleges ,also, there were statistically significant differences between the mean values according to the academic achievement variable $F(4,1)= 14.733, P=0.000$, depending on the significance of the calculated values of (F) shown in the previous table at the significance level ($\alpha = 0.05$), Schefft Test (post-hoc test) was conducted to know in favour of the three groups (high, medium, or low) these differences were.

Table 10 : *Schefft (post-hoc) test*

<i>Dependent variable</i>	<i>Comparison</i>		<i>Mean Difference</i>	<i>Sig</i>
<i>Test anxiety</i>	<i>High</i>	<i>medium</i>	<i>4.314* -</i>	<i>0.000</i>
		<i>Low</i>	<i>7.547</i>	<i>0.01</i>
	<i>medium</i>	<i>Low</i>	<i>11.861*</i>	<i>.000</i>

*. The mean difference is significant at the.05 level.

As shown in table 10 there is a significant difference between high-achieving students with medium-achieving ones ($M=4.314$) $P=.000$, In favour of medium achievement students, also, there were statistically significant differences between high-achievement students with those of low achievement($M=7,547$) $P=.011$. there were statistically significant differences between medium -achievement students with those of low achievement($M=11.861$) $P=.000$, in general Students with medium achievement are more concerned about the tests than those with high achieving or those of low achievement, and Students with high achievement are more concerned about exams than low-achieving students.

Question 5: Do each of the components of meta-memory and cognitive flexibility contribute to test anxiety among students of PSAU?

To answer this question, A person product-moment correlation coefficient was conducted to assess the relationship between test anxiety, meta-memory and cognitive flexibility.

Table 11 : *Person correlation for test Anxiety, meta-memory and cognitive Flexibility*

		<i>Test anxiety</i>	<i>Cognitive flexibility</i>	<i>Meta-memory</i>
<i>Test anxiety</i>	<i>Pearson Correlation</i>		-0.035	-.656-**
	<i>Sig. (2-tailed)</i>		0.526	0.000
<i>Cognitive flexibility</i>	<i>Pearson Correlation</i>			.170**
	<i>Sig. (2-tailed)</i>			0.002
<i>Meta-memory</i>	<i>Pearson Correlation</i>			
	<i>Sig. (2-tailed)</i>			

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

The results shown in Table 11 indicates that there was a negative non statistically significant correlation between test anxiety and cognitive flexibility ($r=-.035$, $N=324$), between test anxiety and meta-memory ($r=-.656$, $N=324$), but a positive statistically significant correlation between meta-memory and cognitive flexibility ($r=.170$, $N=324$). Results overall Showed that the greater the amount of cognitive flexibility student has, the less test anxiety he/she has, and the higher meta-memory the student has the less test anxiety he/she has, last the higher cognitive flexibility, the higher meta-memory.

Question 6: Can test anxiety predicted through each of the components of meta-memory and cognitive flexibility among the female students of PSAU?

To answer this question, A one- way between subjects' ANOVA, was conducted to predict test anxiety from the meta-memory and the cognitive flexibility.

Table 12 : *One-Way ANOVA for test Anxiety, meta-memory and cognitive Flexibility*

	<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	13130.782	2	6565.391	124.160	.000?
	<i>Residual</i>	16973.968	321	52.878		
	<i>Total</i>	30104.750	323			
a. Dependent Variable: test anxiety						
b. Predictors: (Constant), meta-memory and cognitive flexibility						

As shown Table 12 there were a statistically significant attributed for meta-memory and cognitive flexibility in predicting test anxiety $F(323,2) = 124.160$, $P=.000$, a linear regression test was performed to conduct the prediction.

Table 13 : *Regression Coefficients.*

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	<i>(Constant)</i>	58.954	3.623		16.272	0.000
	<i>Cognitive flexibility</i>	0.051	0.028	0.078	1.840	<i>P</i>
	<i>Meta-memory</i>	-0.174	0.011	-0.669	-15.736	0.000

a. Dependent Variable: test anxiety

As shown in table 13 Simple linear regression was used to test if [meta-memory and cognitive flexibility significantly predicted test anxiety.

the overall regression was statistically significant ($R^2 = 58.954$, $p = .000$). It was found that Meta-memory significantly predicted test anxiety ($\beta = -.174$, $T = -15.736$, $p = .000$). It was found that cognitive flexibility did not significantly predict test anxiety ($\beta = .051$, $T = 1.840$, $p = .067$).

The prediction equation: Test anxiety = 58.954 -.174* meta-memory

Through the previous equation, the inverse relationship between the test anxiety scale and the meta-memory scale is quite clear, and we can predict the test anxiety through the meta-memory values. The higher the meta-memory values, the lower anxiety values. Thus, if the student meta-memory value was zero, test anxiety would be 58.954, and as the meta-memory value increases, the test anxiety value decreases.

Discussion

This study results showed that there is a positive relationship between meta-memory and cognitive flexibility in PSAU female students, these results are consistent with the study of

(Baqie,2013),also, the results conducted that female students have high degrees in (memory satisfaction and awareness as well as the use of remembering strategies), Furthermore, there was a strong negative relationship between meta-memory and test anxiety, thus, the greater the student score on meta-memory, the less test anxiety. These results are consistent with the studies of (Al-Quthami ,2013; Stöber & Esser ,2001). The results also pointed out that the relationship between cognitive flexibility and test anxiety was a very weak, negative, non-statistically significant one, this could be due to the difficulty of the application and selection of female students and the small size of the sample due to the COVID-19 pandemic.

In addition, there were differences in meta-memory in regards to the academic specialization and academic achievement. These results differed from (Al-Rabee & AlShboul,2019) study which conducted that there were no statistically significant differences between the means of the responses on meta-memory scale attributed to the specialization, meta-memory has a positive and statistically significant correlation with the overall degree of cognitive flexibility, the higher the student score on the meta-memory scale, the higher his/her score on the cognitive flexibility scale.

On the other hand, this study found differences in cognitive flexibility in regards to the academic specialization and academic achievement, these results are consistent with (Hassan,2017; Mohsen & Al-Samawi,2018). In their study they concluded that cognitive flexibility is a mental capacity possessed by all students of different specializations, and this capacity grows with age through the accumulation of experiences and facing a variety of educational situations, especially tests.

Additionally, these results showed that there is also a correlation between test anxiety differ regarding to academic specialization and academic achievement. These results are consistent with (Salem,2016), which confirmed that the relationship between test anxiety and academic achievement is a negative one.

Furthermore, the results showed that meta-memory and cognitive flexibility explain 55% of test anxiety and that there was a negative relationship between test anxiety and meta-memory. Consequently, this brings the possibility of predicting test anxiety through the meta-memory values, as a result, when the meta-memory value increase, the test anxiety values decrease.

Due to the results, we believe that female student's awareness of their beliefs about the efficacy of their memory and the extent of their awareness of tasks performance and the factors that could positively or negatively affect the meta-memory processes besides their awareness of choosing the strategies for their potentials on one hand and the task on the other. Also, the elements of cognitive flexibility that include evaluating various characteristics of tasks and alternatives and differentiation and then choosing alternatives when doing the test, situations, or tasks.

Conclusion

On the basis of these findings, it can be concluded that meta-memory and cognitive flexibility have a significant impact on test anxiety among university female students, and it was also found that a negative statistically significant relationship between meta-memory and test anxiety and between cognitive flexibility and test anxiety, Consequently, If the meta-memory was low, the test anxiety will be high. Also, Academic specialization and the level of academic achievement have an impact on meta-memory in favour of humanitarian colleges and students with high level of academic achievement. In regards to the test anxiety of female students in the scientific colleges, those with average achievement had higher test anxiety than others.

While meta-memory scale contributed to explaining 43% of the test anxiety, cognitive flexibility contribution did not exceed 12%. Therefore, test anxiety could be predicted through metacognition rather than cognitive flexibility. The accumulation of knowledge should assist academic leaders in higher education institutions to

identify the factors that significantly affect lowering the level of test anxiety and raising the factors such as meta-memory components, among students to help them achieve their future aspirations, underlying psychological factors.

This study is limited to female university students, and it used only descriptive approach methods to examine the relationship between the variables of the study to reach general conclusions.

Future studies are needed to use training programmers and different statistical analyses in order to draw conclusions for the potential link between meta-memory aspects to other variables. Also, the two researchers recommend training programs aiming at developing Meta-memory and cognitive flexibility among university students, as well as subjecting students with medium and low grades to training programs aiming at improve their Meta-memory and cognitive flexibility.

Recommendations:

- 1- Conducting studies related to the impact of meta- memory and cognitive flexibility on other variables within university education to raise the level of efficiency of university outcomes.
- 2- Developing effective programs to increase the level of meta-memory which will affect the level of achievement
- 3- Increasing studies dealing with the cognitive flexibility variable and its impact on the various educational variables.

Limitations

Temporal limits: The study was applied to the university students in the first academic semester of 2021 at PSAU in the Kingdom of Saudi Arabia.

Spatial limits: It was applied to university students at PSAU, Humanities and practical Faculties, in the Kingdom of Saudi Arabia.

Human limits: The sample was limited to (324) university students who were randomly selected within the campus of PSAU within the demographic variables.

Objective limits: Three scales were applied: meta-memory, cognitive flexibility and test anxiety which were electronically distributed to the study sample.

Acknowledgments

The Deanship of Scientific Research supported this research at Prince Sattam bin Abdulaziz University. (Under the research project 2020/02/17041).

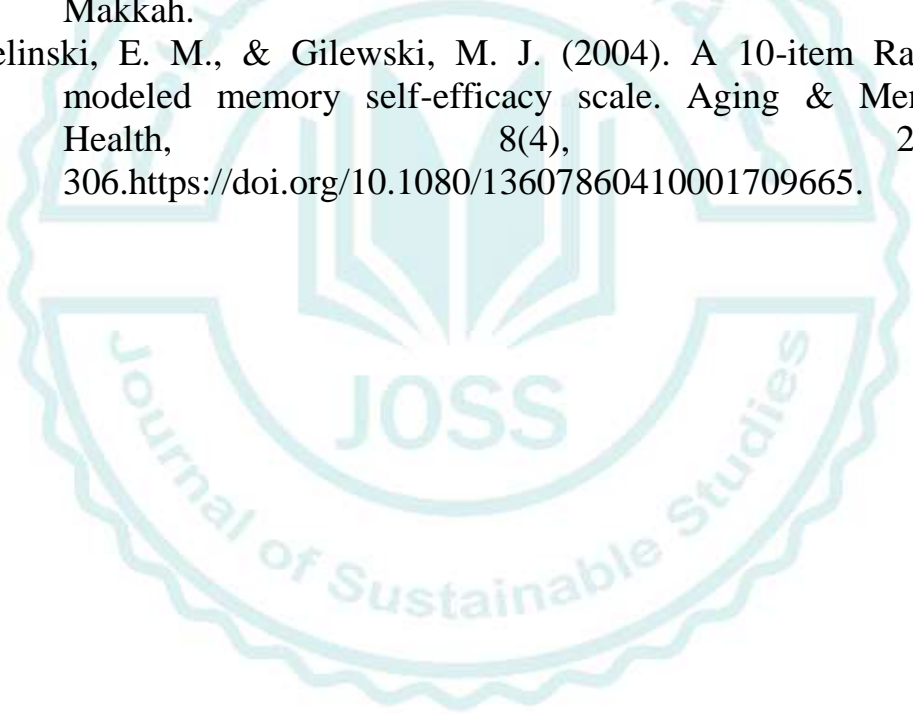
References

- Abd al-Fattah, F., & Jaber, A. G. (2005). Cognitive psychology between theory and practice. Dar-I-Fikr Al-Arabi, Cairo.
- Abu Ghazal, M. M. (2007). The relationship between meta-memory and academic achievement motivation among Yarmouk University students. The Jordanian Journal of Educational Sciences, 3 (1), 89-105.
- Al-Baqie, N. A. (2013). Meta-memory and cognitive flexibility among first-year students. Journal of Educational and Psychological Sciences, 14 (3), 329-358.
- Aldhafri, S., Alkharusi, H., & Alismaili, A. (2015). Predicting English test anxiety: How memorization and critical thinking function? Theory and Practice in Language Studies, 5 (6) , 1159 - 1165.
- Aljarrah, A. A. (2009). Meta-memory among Yarmouk University Students as Related to Gender, Test Anxiety and Academic Achievement. University of Sharjah Journal of Humanities and Social Sciences, 7 (1), 27-57.
- Al said Ahmed, Mimi (2018) The effectiveness of a training program based on meta-memory skills and its impact on both cognitive flexibility and academic self-concept among university students, The Arab Journal of Educational and Psychological Sciences. P5, pp. 173-210.

- Ammar, Osama (2020) Strategies of cognitive burden theory in teaching psychology to develop basic thinking skills and reduce test anxiety in students with slow secondary school learning, Educational Journal, Assut university, DOI: 10.12816/EDUSOHAG. 2020. 105592.
- Berry, A. S., Shah, V. D., Baker, S. L., Vogel, J. W., O'Neil, J. P., Janabi, M., Jagust, W. J. (2016). Aging affects dopaminergic neural mechanisms of cognitive flexibility. *The Journal of Neuroscience: the Official Journal of the Society for Neuroscience*, 36(50), 12559–12569. JNEUROSCI.0626-16.2016[pii].
- Bisharah, M. S., Al-Shuraida, M. K., & El-Ghzw, M. K. (2012). The relationship between meta-memory and academic achievement among Al-Hussein Bin Talal University students. *Journal of the Association of Arab Universities for Education and Psychology*, 10 (1), 52-170.
- Bisharah, M., & Alateyat, K. (2010). The effect of information quantity on developing meta-memory among a sample of university students. *An-Najah University Journal for Research: Humanities*, 24 (3), 693-728.
- Buitenweg, J. I., Murre, J. M., & Ridderinkhof, K. R. (2012). Brain training in progress: A review of trainability in healthy seniors. *Frontiers in Human Neuroscience*, 6, 183
- Buttelmann, F., & Karbach, J. (2017). Development and plasticity of cognitive flexibility in early and middle childhood. *Frontiers in Psychology*, 8, 1040
- Çelikkaleli O. (2014) The validity and reliability of the cognitive flexibility scale. *Edu Sci* 2014; 39:339-46
- Flavell, J. H. (2004). Theory-of-Mind development: Retrospect and prospect. *Merrill-Palmer Quarterly*, 50(3), 274-290. <https://doi.org/10.1353/mpq.2004.0018>.
- Khalifa, W. A., Al-Maria, A. A., & Saad, M. A. (2010). Memory and Meta-memory for the mentally retarded students in the light of cognitive psychology. Alexandria, Dar Al-Wafa.

- Logue, S. F., & Gould, T. J. (2014). The neural and genetic basis of executive function: Attention, cognitive flexibility, and response inhibition. *Pharmacology Biochemistry and Behaviour*, 123, 45– 54. Society for Neuroscience, 36(50), 12559–12569. JNEUROSCI.0626-16.2016[pii]
- Mohsen, A., & Al-Samawi, F. (2018). Cognitive flexibility for university students. *Journal of Basra researches for Human Sciences*, 2(43), 297-313.
- Muhammad, A. J. (2017). Measuring test anxiety among students of the College of Arts, Department of Psychology Al-Qadisiyah University, Iraq. [Unpublished doctoral dissertation].
- Myers, S. A., Bogdan, L. M., Eidsness, M. A., Johnson, A. N., Schoo, M. E., Smith, N. A., ... & Zackery, B. A. (2009). Taking a trait approach to understanding college students' perception of group work. *College Student Journal*, 43, 822.
- Nasser, K. K. (2011). *Memory and Meta-memory*. Dar-l-ruwad, Damascus.
- Salem, H. M. (2016). Test anxiety and its relationship to the position of control and psychological stress and academic achievement for the students of the College of Education of the University of Hail in the Kingdom of Saudi Arabia. *Educational Sciences*, 3 (1), 823-653.
- Schwartz, Bennett L (2014) *Metamemory*, Access science, MC crow hill, <https://www.accessscience.com/content/metamemory/YB150981>
- Sobh, S., & Zayzafoon, A. (2016). Skills of Meta-memory According to Some Variables (Field Study for Sample of Tishreen University Students). *Tishreen University Journal for Research and Scientific Studies - Arts and Humanities Series*, 28(6).
- Stöber, J., & Esser, K. B. (2001). Test anxiety and meta-memory: General preference for external over internal information

- storage. *Personality and Individual Differences*, 30(5), 775-781. [https://doi.org/10.1016/s0191-8869\(00\)00069-6](https://doi.org/10.1016/s0191-8869(00)00069-6).
- Troyer, A. K., & Rich, J. B. (2002). Psychometric properties of a new Metamemory questionnaire for older adults. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 57(1), P19-P27. <https://doi.org/10.1093/geronb/57.1.p19>.
- Zakri, N. M. (2008). Meta-Memory, Strategies of Memory and Locus of Control Among A Sample of Average and Above Average Female students at College of Education, Jazan [Unpublished master's thesis]. Umm al Qura University, Makkah.
- Zelinski, E. M., & Gilewski, M. J. (2004). A 10-item Rasch modeled memory self-efficacy scale. *Aging & Mental Health*, 8(4), 293-306. <https://doi.org/10.1080/13607860410001709665>.



Manage the Journal

1. Assist. Prof. Dr. Ali Atiyh Adhab / Ministry of Education / Editor in Chief
2. Dr. Mohammed Abdul Hassan Nasser/ Ministry of Education/ Managing Editor .

Editorial board

3. Prof. Dr. Mustafa Yaala / College of Kenitra / Kingdom of Morocco.
4. Prof. Dr. Adel Elsaied Ibrahim ElBanna /Damanhour University- faculty of education/ Egypt .
5. Prof. Dr. Abdullah Allam Abdo Allam / KFS University- Faculty of Arts / Egypt.
6. Prof. Dr. Ayesh bin Attia bin Abdul Muti / Umm Al-Qura University Higher Institute / Kingdom of Saudi Arabia.
7. Prof. Dr. Abdul Azim Ahmed Abdel Azim Mustafa / Damanhour University – Faculty of Arts / Egypt.
8. Prof. Dr. Qais Hatim Hani Al-Janabi /University of Babylon /College of Basic Education / Iraq
9. Prof. Dr. Nawal Aly Khalil El Messeiry / Al Yamama University-College of Social work/ Kingdom of Saudi Arabia .
10. Prof. Dr Hani Hatmel Obeidat / Yarmouk university-College of education /Jordan .
11. Prof. Dr.Salam Abed Ali al Ibadi. /University of Baghdad-College of Arts / Iraq.
12. Prof. Dr. Ahmed Samir Mohamed Yassin/ Kirkuk University -College of Law and Political Science/ Iraq .
13. Assist. Prof. Dr. Meraj Ahmad Meraj / Aliah University-kolkata- Department of Arabic /India .
14. Assist. Prof. Dr. Ishraqa Hamad Abdul Karim / University of Imam Abdul Rahman bin Faisal / Sudan.
15. Assist. Prof. Dr. 'azhar eulwan kashash / University of Baghdad college of Education Ibn Rushd / Iraq.
16. Assist. Prof. Dr. Ahmed Saleh Ali Bafadhl / University of Quran and Islamic sciences / Yemen .
17. Assist. Prof.Dr. Abdul Razzaq Rahim Salal/ University of Basra/ College of Arts / Iraq.

18. Assist. Prof.Dr. Sahira Abbas Qanbar Al-Saadi/ University of Technology -Department of Electromechanical Engineering/ Iraq.
19. Assist. Prof. Dr. Samira Laghouil / University of Batna / Algeria.
20. Assist. Prof. Dr. Farhan Muhammad Hamza al-Baidani / University of Al-Mustansiriya - College of Education / Iraq.
21. Assist. Prof. Dr. Rafah Aziz Karim / University of Al-Mustansiriya - College of Education / Iraq .
22. Assist. Prof. Dr. yusuf yaequb shahadha / University of Baghdad college of Education Ibn Rushd / Iraq.
23. Dr. Bushra Abdul Kadhim Obaid / Ministry of Education -Center for Research and Educational Studies / Iraq.
24. Dr. Wissam Tawfiq Latif / Ministry of Education / National Center for Curriculum and Evaluation / Iraq.



Terms of publication in the Journal of Sustainable Studies

- The research should be academic, and it fulfills the conditions for scientific research based on the scientific and methodological principles recognized in writing academic research.
- It should be printed on the computer system (office word) on a CD in the form of a single file, and the editorial board should be provided with three hard copies.
- The search pages should not exceed (25) pages, printed with 14 font size, the font used for Simplified Arabic for Arabic and Times New Roman for English.
- The name and place of work are clearly written in Arabic and English.
- Writes a summary of the research in both Arabic and English, and insert the key words after the Arabic abstract, and in English after the English abstract.
- The research introduces an electronic detection system according to the program (Turnitin).
- It is preferable for tables and figures to be listed in their correct places, and to include titles and the necessary explanatory data, and it is taken into account that the dimensions of the figures and tables do not exceed the page size (11 cm).
- That the research be committed to accurate documentation, good use of sources and references, and fixing margins for research and reviewing it at the end of the research as follows:
Sources: The source is proven by stating the full name of the author, then the title of the book, then the name of the investigator or translator, then the edition number if any, then the name of the printing press, then the place of printing, then the year of printing, then the part, then the page (APA).
- When using periodicals (magazines) as references for research: the full name of the article is mentioned, the article title, then the journal name and underlined it, then the volume number, then the issue number, then the date of issue, then the number of pages. Margins are included at the end of the research and systematically.
- The research has not been previously published or submitted for publication in any other body.
- The journal reserves the right to produce the research and highlight its titles in proportion to its publishing style.
- Send papers to JournalofStudies2019@gmail.com
- The researcher shall pay the specified publishing fees amounting to (125,000) one hundred and twenty five thousand dinars for Iraqis, and for non-Iraqis (100) US dollars.
- The researcher pays 1000 thousand dinars for each additional page that exceeds 25 pages.
- The researcher gets one extra for his research, and if he wants to buy a copy of the magazine, the price of one volume is (25,000) twenty five thousand Iraqi dinars from inside Iraq, and (25) US dollars from outside Iraq.
- It is not permissible to object to the evaluation, and it is not permissible to demand to reveal the name of the evaluator.
- The journal is not obligated to publish research that violates one of these conditions.

word number

Praise be to God, who facilitated for us the path of knowledge of His great power, and blessings and peace be upon the Master of the Messengers, his family and all his companions.

There is a lot of controversy about several levels revolving around the cultural and creative requirements produced by the development of Iraqi and Arab society with its biblical, cognitive and civilized heritage. Therefore, your magazine worked to provide scientific research material that reflects through its content these developments. This second issue, Supplement (1), for the fourth year of the Journal of Sustainable Studies for the year 2022 AD - 1443 AH, we present to the honorable researchers. The issues of the journal published in paper can be obtained through the journal's office and the research published electronically through the journal's website, which is available on the Internet: www.joss-iq.org. Familiarize yourself with the magazine's publications and activities through the Face book social networking sites, send the research to be published and answer inquiries through the e-mail JournalofStudies2019@gmail.com. The Turnitin program has been applied to all research issues of the journal, and the editorial board is pleased to put in your hands this issue, which includes various scientific topics, with various humanitarian specializations.

It is God's success. .

the body

The magazine's management

Copyrights reserved to the publisher

All literary and artistic property rights are reserved for the Journal of Sustainable Studies, and it is prohibited to print, photocopy, translate, reprint the entire journal, or distribute it to a computer or copy it to a (CD) without the written permission of the publisher, and vice versa.

Arabic Language Checker: Dr. Manadil Ahmed Al-Hamdani

English Language Examiner: Dr. Fatima Rahim Hassan

Contents of the issue

T	search title	Researcher Name	page
1	The Impact of Alienation on Shakespeare's Cressida and Nazik al-Malaika	Asst. Lecturer Zahraa Mohsin Abd Ali Alsalam university college	1-27
2	Analysis of literature and text topics for the fifth grade of middle school in the light of coordination thinking skills	Inas Youssef Matroud a. Dr. Fadel Nahi Abed Aoun Al-Qadisiyah University/College of Education Methods of teaching Arabic language	28-58
3	The Effect of the Expansive Raygelyoth Model on the Achievement of Social Studies Average Second Year Students	Dr. Ismael Hassan Abdullah College of Education /IbnRushid for Human Sciences	59-79
4	Teacher preparation in light of modern educational trends	dr. Abbas Lafta Hassan dr. Nasser Khudair Sakran University of Baghdad - College of Education - Ibn Rushd for the Humanities	80-109
5	Some physical properties of buckthorn wood and tamarisk grown in Mosul	Moaz Basit Ayed Talal Qassem Ibrahim Al-Takay Mosul University/College of Agriculture and Forestry	110-121
6	The implicit in the studies of modern Arabic proverbs	Dr. Abbas Jakhour Sedkhan Wissam Mahdi Ahmed Dhi Qar University/ College of Education for Human Sciences	122-150
7	Advanced analysis of the geographical distribution patterns of the Corona pandemic in Iraq using modern technologies	Husam Sabar Hadi Al-Ziyadi Dhi Qar University/ College of Arts	151-198
8	The tragic image in the poetry of Ibn al-Farid	Dr. Ali Abdul-Imam Muhallhal Researcher: Iyad Abdel-Kazim Jaber College of Arts, University of Dhi Qar	199-223
9	The fragmentation of the Christian identity and the breaking of the self, a psychological reading in the novel Ya Maryam by the writer Sinan Antoun	Eng. Aseel Abdel Abbas Mohi College of Mass Communication / University of Dhi Qar / Iraq	224-251
10	Imam al-Sajjad and his role in the public life of Muslims 61AH-95AH/680-713AD	Kholoud Hamed Kamel College of Arts - University of Dhi Qar Ahmed Mohamed Hamoudi College of Physical Education and Sports Sciences - University of Dhi Qar Hoda Abdel Reda Mohamed Al Asadi College of Physical Education and Sports Sciences - University of Dhi Qar	252-299
11	A study of some problems of urban growth in the city of Basra	Dr. Ghazwan Ishaq Yaqoob General Directorate of Education of Basra Governorate	300-333
12	From the efforts of Al-Zamakhshari in the Qur'anic miracles	Dr. Ali Gesture towards Rahi Al Asadi Imam Al-Sadiq University (peace be upon him) / Department of Quranic Sciences	334-353

13	Encouraging foreign investment in light of the capitalist and socialist economy, a comparative field study	Haitham Ahmed Hazal Habib The General Directorate of Education of Salah al-Din / Department of Education of the Country Al-Bahli mixed school	354-374
14	The concept and importance of projects and investment decisions	Dr. requesting Fadel Jawad Dahesh Janan Heliw Beshit Wasit University/ College of Administration and Economics	375-391
15	The singular grammar in Arabic poetry until the end of the third century AH	dr. Sajjad Abbas Hamza Ministry of Education/Open Educational College Al-Najaf Al-Ashraf / Iraq	392-418
16	Analysis of the production and marketing reality of the grain industry in the city of Nasiriyah	snaa' ebaas zyaar aalebaady Dhi Qar University - College of Education for Human Sciences - Geography Department	419-436
17	The Zakat of Olives is a Comparative Jurisprudential Study	Yousef mohammad ahmad alrababah Assistant Professor, Jerash Private University / College of Sharia	437-455
18	Evaluating the performance of Iraqi banks qualitatively and proposing merger as a mechanism to improve performance	researcher. naba Abbas Ahmed Prof. Zahra Hassan Alawi Al Ameri Al-Mustansiriya University / College of Administration and Economics	456-488
19	The impact of cyber wars on changing the concept of power in international relations	dr. Khaled Hamza Jremit Al-Rasheed University College/Department of Law	489-513
20	Contemporary digital art and its role in highlighting the aesthetic values of typographic design	tayibuh muhamad shukri Karkh First Directorate of Education / Institute of Fine Arts for Girls	514-534
21	The role of social work in monitoring indicators of security achievement to confront terrorist threats (Social Analytical Study)	Dr. rasul mutlaq muhamad University of Baghdad/College of Arts/Department of Sociology	535-567
22	Does "Need" collect on the "needs" of a critical exchange study of the approach of Arab linguists	Dr. Talib Hamid Khalaf University of Anbar / College of Physical Education and Sports Sciences	568-598
23	The quality of educational service for graduate students at the College of Education Ibn Rushd in the light of the gap model (SERQUAL)	dr. Muhammad Abed Kazem Ghulam Ministry of Education, Rusafa Third Directorate of Education	599-614
24	Al-Sharif Al-Murtada poet and critic (d. 436 AH)	Dr. Wassan Ali Abdul Hussein Place of work: Al-Kadhimiya Al-Maqdisa Institute of Fine Arts for Boys	615-636
25	Strategies for self-organized learning among kindergarten teachers	Dr. azhar ali mahdi General Directorate of Education, Baghdad, Rusafa / second	637-654
26	Personal struggle and its relationship to health belief among female students of the College of Education for Girls	Ruqaya Rafid Shaker Iraqi University / College of Education for Girls	655-689
27	The adequacy of the jurisdictions of the European Court of Human Rights in protecting European human rights	Haider Kareem Sabr. Dhi Qar University / College of Law	690-725

28	Dialogue and debate in the novels of Usul al-kafi	Dr. Hussain Majid Al-Husunih Safaa abed al-kathem Hussain College of education for humanities University of Thi Qar	726-758
29	Biological enlightenment and its relationship to the motivation for academic achievement among students of the departments of life sciences at the University of Al-Muthanna	Prof. Ibrahim Kazem Pharaon Al-Muthanna University/College of Basic Education/Department of Science Ali Hussein Ojeh Sumer University/Faculty of Basic Education/Department of Science	759-781
30	The reality and challenges of allocating industrial plots in Basra Governorate (Industrial areas in the district of Abi Al-Khasib as a model)	Sundus Ahmed Abdul Qadir AL-ramadan Center for Studies of Basra and the Arabian Gulf	782-813
31	Oversight of the constitutionality of laws (Comparative study)	Diaa Najm Ali Judea Al-Faragy The General Directorate of Education of Anbar Province	814-835
32	Educational institutions under the Abbasid Caliphate	Muhannad Hatem Hamed Saud The General Directorate of Anbar Education - Al-Mughirah Bin Shuba Preparatory School for Boys	836-853
33	The reality of renewal in Iraqi heritage songs	Mustafa Abbas Ali AlSudani / University of Baghdad / College of Fine Arts / Department of Musical Arts.	854-877
34	A Pragma-Lexical Collocational Analysis of Omicron Variant Outbreak in 'The Washington Post' and 'The New York Times'	Asst. Prof. Dr. Sa'ad Salman Dr. Sa'ad Salman Abdullah Ali Sagban Saadoon University of Basrah College of Education for Human Sciences Department of English	878-920
35	The effect of my sequential information strategy on the achievement of second-grade intermediate students in science	Dr. Raed Bayesh Katran Al-Rikabi Mortada Ibrahim Ahmed Al- Husseinawi Sumer University / College of Basic Education	921-953
36	exegetical narratives of Mufaddal ibn Omar in interpretation, running and application objective study	Zahraa Sadiq Hashem Al-Aboudi Imam Jaafar Al-Sadiq University / Dhi Qar Branch	954-970
37	The effect of the family climate on the primary school level in the Samarra district	Ahmed Hussein Ali The General Directorate of Education in Anbar Province	971-995
38	Issues from the Creed of Isa bin Subaih Al-Mardar Al-Mu'tazili (T.: 226 A.H.) A comparative study	Baha Hamid Abdul Ali Al Jumaily Lecturer at the University of Anbar, College of Islamic Sciences Department of Creed, Dawah and Thought	996-1025
39	Environmental awareness of the dangers of radioactive pollution in Basra province	Khadija Mohdur Hassan Directorate General of Education of Basra .Province	1026-1039
40	Job satisfaction of the primary grade teacher and its impact on the level of performance	Muhannad Mowaffaq Abdulhadi The General Directorate of Education in Anbar Province	1040-1066
41	The role of social service in environmental awareness Empirical Study	Zainab Star Jassim University of Baghdad / College of Arts	1067-1093

42	The Narrator in The book "The Wonders of Creatures , Animals and the Strangeness of Beings" Zakaria bin Muhammad al-Qazwini (682 AH)	Professor Dr. Diya' Ghaniun Lafta. Thi Qar University College of Education for Human Sciences/Arabic Language Department Researcher Duea' Eakalat Hasan Thi Qar University College of Education for Human Sciences/Arabic Language Department	1094-1119
43	The phenomenon of mitigation and stress and their impact on the multiplicity of meaning in the interpretation of Al-Bustan in expressing the problems of the Qur'an Iraqi University - College of Education - Department of Arabic Language	Teacher - Emad Hamid Abdullah Obaid Iraqi University/College of Education/Arabic Language Department	1120-1141
44	Meta-memory Components and Cognitive flexibility as Predictors of Test Anxiety for Prince Sattam bin Abdulaziz University Female Students	Dr. Asmaa Mustafa Ali El-Shokheby^{1,2*}, Dr. Maha Ahmed Hussein alkhatab¹ ¹Assistant Professor, Educational Psychology(Cognitive Psychology), College of Education-Dilam Psychology Department, Prince Sattam Bin Abdulaziz University, Saudi Arabia. ²Assistant Professor, Department of Psychology(Cognitive Psychology), Faculty of Arts, Kafrelsheikh University,Egypt. ³Assistant Professor, Educational Psychology (Developmental psychology), College of Education-Dilam Psychology Department, Prince Sattam Bin Abdulaziz University, Saudi Arabia.	1142-1177
45	The digital divide and the future of human development in Iraq	Maysa Abed Daoud Al-Moussawi Researcher at Ministry of Labor and Social Affairs Dr. salam Abdul Ali Al-Abadi University of Baghdad/College of Arts/Department of Sociology	1178-1196
46	Analyzing the structure of economic growth using the mathematical model used – product	(1) AHMED YOUNUS JABBAR (2) Hadeel Moutaz Aldabbas Al iraqia University College of Islamic Science College of Islamic Sciences	1197-1217
47	The effect of asking scholars when catastrophes and disasters occur fundamentalist study	dr. Mahmoud Ali Hassoun The General Directorate of Education in Anbar Province	1218-1253
48	The position of the Sudanese political parties on the 1986 Kokadam Agreement	dr.Abdul Qadir Abdul Rahim Attiwi Diwan Al-waqf Al-sunni Department of Religious Education and Islamic Studies	1254-1298
49	Contemporary educational trends in the development of social capital	Iman Rahim Khamis Baghdad University/College of Arts/Department of Sociology	1299-1332
50	Article (Heart of the New World)	Dr.. Muhammad Sadiq Jamil Al-Hamdani General Directorate of Education, Baghdad, Rusafa / First Outstanding Leaders High School	1333-1340