



**NEAR EAST UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF GUIDANCE AND PSYCHOLOGICAL  
COUNSELING**

**THE RELATIONSHIP BETWEEN COGNITIVE SKILL AND  
PSYCHOLOGICAL TENSION AMONG UNIVERSITY STUDENTS**

**MASTER THESIS**

**Nirozh HASAN**

**Nicosia  
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## Approval

We certify that we have read the thesis submitted by **(Nirozh Haval Hasan)** titled **“Cognitive Skill and their Relationship to Psychological Tension among University Students Duhok”** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

Name-Surname	Signature
Head of the Committee: .....	.....
Supervisor: .....	.....
Committee Member: .....	.....
Head of the Department: .....	.....

Approved by the Graduate School of Educational Sciences

December/ /2020

Prof. Dr. Husnu Can Baser

### **Declaration**

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Nirozh Haval Hasan Mubarak

December/ /2020

## **ACKNOWLEDGMENTS**

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### **ABSTRACT**

In recent times, studies conducted worldwide have testified the reality on the level of anxiety. Face by student on or before examination periods. However, the impetus of this study is to investigate the relationship between cognitive skill and psychological tension among students studying at Duhok University. Quantitative research approach was used by the use of questionnaires to collect data from respondent. The sample of this study consisted of 229 graduate students from different department of Duhok University. The researcher to collect the data used 2 scales first update psychological tension that 31 items with 4 option other one is cognitive function self-assessment that includes 18 item with 5 options. In Other hand the researcher during collecting data from university of Duhok focused on all ethic demands Furthermore, the data was analyzed using Statistical Package for Science (SPSS) and also Microsoft Excel was use to plot tables and figures in the study. The study reveals by answering some vital research questions that were ask in the beginning of the study by showing there is significant relationship between cognitive skill and psychological tension among university students, also the analysis of T-test shows there are no differences between male and female cognitive skill (cognitive function). The study reveals that there is no significant relationship between the methods of cognitive independence among university student and also there are no differences between students level of studies in the university.

the necessity of conducting more research in this field on different samples such as high school students, taking new variables, economic and social factors and values affecting the cognitive method.

**Keywords:** Cognitive independence, Psychological tension, Cognitive functions impulsivity, Independence, Accreditation.

## ÖZET

Son zamanlarda, dünya çapında yapılan araştırmalar gerçek kaygı düzeyine özellikle sınav dönemlerinde veya öncesinde öğrenci ile yüz yüze yapılanlara tanıklık etti. Bu çalışmanın amacı Duhok Üniversitesi'nde okuyan öğrenciler arasında bilişsel stil ve psikolojik gerilim arasındaki ilişki düzeyini incelemektir. Katılımcılardan veri toplamak için anketlerin kullanılmasıyla nicel araştırma yaklaşımı kullanılmıştır. Veriler İstatistiksel Bilim Paketi (SPSS) kullanılarak analiz edilmiş ve ayrıca çalışmada tablo ve şekillerin grafiğini çizmek için Microsoft Excel kullanılmıştır. Bu çalışma üniversite öğrencileri arasında bilişsel stiller ile psikolojik gerginlik arasında anlamlı bir ilişki olduğunu göstermiştir. Çalışmanın başında sorulan araştırma soruları yanıtlanırken, t-testi analizi, erkek ve kadın bilişsel stillerine bakılmıştır. Çalışma, üniversite öğrencileri arasında fiziksel gerginlik yöntemleri arasında anlamlı bir ilişki olmadığını ve ayrıca üniversitedeki öğrencilerin öğrenim düzeyleri arasında fark olmadığını ortaya koymaktadır. Bu çalışma, bu alanda çalışacak olan diğer araştırmacılara yararlı olacağı düşünülmektedir. Lise öğrencileri, yeni değişkenler, ekonomik ve sosyal faktörler ve bilişsel yöntemi etkileyen değerler gibi farklı örneklemeler üzerinde bu alanda daha fazla araştırma yapılması gerekliliği düşünülmektedir. Müfredatı, öğrencinin bilişsel stilini göstermeye izin veren eğitim durumlarıyla ilişkilendirmek, böylece öğretmen materyali öğrencilerin bilişsel stillerindeki farklılıklarla orantılı bir şekilde sunabilir.

**Anahtar Kelimeler:** Bilişsel bağımsızlık, Psikolojik gerilim, Bilişsel tarz, Dürtüsellik, Bağımsızlık, Akreditasyon.

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## **LIST OF ABBREVIATIONS**

<b>TRNC:</b>	Turkish Republic of North Cyprus
<b>MNE :</b>	Ministry of National Education
<b>GAD:</b>	Generalized Anxiety Disorder
<b>GI :</b>	Gastrointestinal
<b>IS :</b>	Structure Intellect
<b>CRH :</b>	Corticotrophin Hormone
<b>SPS :</b>	Scientific Problem Solving
<b>SPSS :</b>	Statistical Package for Social Sciences

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 The Problem of the Study**

Experts in the field of human psychology believe that improving and maintain health status of university student in paramount in the society due to some internal and external stress that may develop to a serious psychological and mental problem to students. However, factors that affect university study which include lack of adequate familiarity with the culture of university, knowledge about the university, family issues, and psychological, moral and metal problems all originated from universities which will later develop to something else.

As a result of the development of psychological science and the emergence of cognitive psychology, interest in human variations in the area of information handling and processing has increased. This has aided in the exploration of yet another aspect of human diversity: cognitive methods. Cognitive approaches help us appreciate and perceive human nature, as well as the behavioral processes that an individual performs in most scenarios in his life. (Khudhaira & Zaeyrb ,2004). Cognitive approaches are also known for being pole wintering, and this feature plays a significant role in their importance. judgments, thus differs from crying and mental capabilities, so the individual who gets a high degree of intelligence test is better than the one who gets a low degree (Al-Omari et al., 2020).

Psychological tension is one of the most common psychological problems that people face in today's world, which is full of daily challenges that demand immediate confrontation and resolution. Fear, remorse, anxiety, social problems, and other psychological issues may all manifest themselves as psychological stress. According to estimates, psychological tension is the cause of 80% of modern diseases, 50% of community members seeking medical care are suffering from psychological stress in the first degree, and 25% of the population is suffering from one of the forms of stress. Stress is responsible for a variety of physical ailments (Rimawi & AL-Masri, 2021).

Psychological stress has physiological and hardening components. When a person is under psychological stress, such as preparing for an exam or delivering a lecture in front of a group of people, he experiences a rise in heart rate, rapid breathing, redness of the face, and muscle

strain. These physiological symptoms are used to explain psychological stress. Psychological signs of psychological stress include restlessness, forgetfulness, weak concentration, and distraction, as well as a bleak and pessimistic outlook. (Haridi et al., 2013).

According to research in the field of cognitive methods, there are significant and positive variations in the role of cognitive methods in enhancing individuals' reasoning and ability to respond to the environment (Kassymova et al., 2019). Most experts in the field of cognitive methods believe that (ALharbi, 2016). The most popular classifications, but also the most invasive. These methods amounted to 19 cognitive methods, which Mask demonstrated in terms of the pole's second dimensions.

## **1.2 Aim of and objective of the study**

The main aim of this study is to examine the relationship between cognitive skill and psychological tension among university students towards exposing the dependence, independence and impulsivity among university students of Duhok.

## **1.3 Research Questions**

Given the research gaps identified in subsequent sections, the study was designed to answer the following research questions to the problems.

- Does cognitive skill have any significant relationship with psychological tension among students of Duhok University?
- Is there is a significant difference in cognitive scale in the term of gender?
- Is there is a significant difference in cognitive scale in the term of education level of students at Duhok University?
- Is there is a significant difference between physic and psychology department in the term of cogitative scale?

## **1.4 Significance of the study**

As university student have become important segments towards the development of a nation. This study explores a reality check on the real importance for the people to live happily in order to attain their full potential in their social, political and academic lives. Consequently, Knowing the nature of the relationship between the concepts of the study, which may contribute to these specialists and academics factors in the educational process on how to detect students who are characterized by (impulsive irrigation) as well as (independence /

accreditation) to choose the appropriate method to deal with them and develop their capabilities.

This study can be useful in directing the attention of specialists and researchers to prepare and develop new extension programs considering the results of the current study. The researcher aspires that this study can be an addition to the psychological heritage that may contribute to enriching Palestinian and Arab psychological libraries and educational studies that would benefit student's Postgraduate studies and all those interested in the field of scientific research.

### **1.5. Limitations**

The study will be exclusively limited to exploring the relationship between cognitive methods and psychological tension among university students towards exposing the dependence, independence and impulsivity among university students of Duhok. This research is focus on the perception of male and female student on Cognitive skill and psychological tension due to their level of study. Finally, the target group is only students that are undergoing their university programs at Duhok University.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This section focuses on previous research on the relationship between cognitive skill and psychological tensions among Duhok University students, which is relevant to this review. This section will also explain the theoretical concept in the context of the analysis.

According to research in the field of cognitive methods, such as Vikili et al. (2017), cognitive methods play an important and positive role in the improvement of people's understanding and ability to respond to their surroundings. This research Yap, et al (2011), would rely on two methods: narration versus impulsivity and another form of dependency versus freedom. Both the method of dependency and the method of impulsion are dependent on the region versus epistemological represent the most famous cognitive methods in this field (Finne, & Svartdal, 2017).

Witkin's Method of Dependence /Independence from the Domain as defined by Wakkin et al.(1986) indicates the individual's ability to deal with issues as cognitive elements in the field, in his dependence on the field and his independence from it, meaning the individual Rimawi and ALMasri (2021) depending on the area and process of deliberation / impulsivity refers to variations in the way to choose solutions to certain issues that are marked by uncertain circumstances, some individuals prefer to wait and meditate in selecting the correct answer and they are known as offspring, these individuals make the fewest number of errors, while others prefer alternatives. Many are assumptions or foundations to solve situations or difficulties that they face and are referred to as instincts, although these people make the most errors in the shortest amount of time. Khaleghi et al. (2017), Cognitive approaches are useful in the study of personality because they help to assess both cognitive and non-cognitive aspects of personality. Lester et al. (2011), It is also concerned with how information is discovered or behavior is learned.

The present research addresses the study of cognitive methods and their relationship to psychological stress among university students in Duhok, which means grappling with the idea of psychological tension as a pent-up energy that does not find a way out, which affects the purity of thinking and feeling emotional. Muscular and organic discomfort (Lester et al.,2011), Similarly, there are several research that deal with psychological tension, such as

the analysis of Al-Sarry et al. (2020); Berg et al. (2013); and Cardak (2013). which, according to her experience, did not find Alp Urges. The importance of this study stems from the fact that it demonstrates the relationship between cognitive strategies (the use of benefit) (independence and dependence) and psychological stress among university students. Duhok, and they play an important role in history.

## **2.2 Theoretical Framework**

### **2.2.1 Cognitive Methods**

The modern culture has achieved a high level of sophistication, and people's specializations and functions have diversified. As a result, psychologists have analyzed these distinctions to differentiate between behavioral and emotional organizations and then social so that they can recognize the behavior that can be issued by individuals and the distinction between them and knowledge of preparations and capabilities between individuals.

The perception is the perceptual path. Duraku (2017) asserts that human behavior is the strongest contemporary paradigm for understanding certain facets of mental cognitive function correlated with this behavior and topic, and that there are several approaches that are responsible for individual variations in certain psychological mechanisms, neural and emotional variables. Individuality: Many experiments and analysis have been conducted on these approaches, which are known as Cognitive Styles. Specific cognitive style is no less significant for the educational process than intelligence percentage, and it plays an important role in the area of school instruction, so it was used as an arbitrator to understand the discrepancies in academic performance. According to the foregoing, the topic of cognitive methods is one of the primary topics that appeared in the field of cognitive psychology in the recent era of psychology's advancement, and interest in the subject of cognitive methods has risen in the various psychological and educational fields.

### **2.2.2 Dependent Field Independent:**

Cognitive methods are described as: a person's favorite colors of achievement in organizing what he sees and perceives around him, the process of organizing his memories in his head, and methods to remember what is retained in memory.



This was understood to be the way in which an individual is distinguished in his treatment of the subjects he is exposed to in his life, and accordingly, the Cognitive skill expresses the cognitive and cognitive activities of the individual.

It is known as: the differences between individuals in how they conduct cognitive processes such as perception and thought, problem solving, interpretation, remembering, imagining, and recalling knowledge.

Kassymova et al. (2019) reveal that the concept of cognitive methods derives from four sources in cognitive psychology research:

The evolution of the philosophy of cognition according to Gestalt theory, which examines the individual's perception of stimuli in a completely indivisible way, as well as the way in which the individual adapts to environmental stimuli by modifying cognitive and cognitive processes, imposing a particular method in coping with the stimuli in various environments.

Individuals prefer perceptual and mental representations during information processing processes, where these images direct individual cognitive behavior. Studying the components of personality and the degree of association between them, with a focus on the learning orientation. Associated with the elements of the interaction of these components determines how to deal with new learning situations, which means that the way these components interact determines how to deal with new learning situations.

As the preceding points demonstrate, cognitive approaches concentrate on individual differences in perception, recalling, dreaming, and thought, and reflect the differences that occur between individuals in their understanding, memorizing, transmitting, and using knowledge, implying that each individual has his or her own way of storing and extracting information.

### **2.2.3 The Historical Development of the Concept of Cognitive Methods:**

In the early 1900s, methods and data on mental tests were developed, which aided and enhanced these tests, as well as methods of global study on regression analysis, which became a standard method for assessing the consistency and sincerity of tests on determining human capacities, Spearman mental capabilities.

Using the degrees of mental skill tests, (Mohammadbeigi et al., 2019) assessed the primary abilities of general reasoning, inductive reasoning, deductive reasoning, verbal capability, normal ability, spatial ability, visual ability, memory, Verbal fluency, and cognitive speed. Thurston's mental skills were not representative of the variables calculated for degrees of mental assessment by the process of global examination (Al-Ara'ir & Mesbah ,2010). As a result, he created a model called "The model is with a Structure Intellect and symbolized by symbol (1.S)" that has three dimensions and represents the first operations, contents after the second, and outputs after the third.

Information processing paradigms, which recommend that information deals with processes that are guided by organizational processes and are referred to as techniques, have emerged as a result of advances in cognitive psychology, and information processing theory holds that individual variations in cognitive preparation are the main focus of current research.

- Individual differences are based on individual differences in information, since the more information a person has about a problem, the more he can solve it.
- Individual variations in information processing processes or structures, such as perception and memory, recall or retrieval, and information generation, are expressed.
- Individual differences are expressed in years rather than private or first, meaning that this source is close to the approaches used to solve major problems.

#### **2.2.4 Impulsivity Vs. Reflectivity**

Cognitive methods have become an important focus for studying and exploring individual differences between humans in higher cognitive processes such as perception, focus, attention, remembering, learning and the field of problem solving.

- Cognitive methods join simple variables as they express an important aspect of the associated cognitive activity arousal and response events, and according to this they are seen as organized factors.
- Cognitive methods are preferential methods for the reception of knowledge and its issuance in a manner that indicates its attachment to the process of processing or dealing with information in its various aspects.
- Cognitive methods are important variables to look at personality in its multiple aspects integrally it is not related to the cognitive aspect and unity of personality but also to emotional and motivational aspects.

Due to knowledge of the scientific foundations behind individuals' ways of dealing with various life situations, these methods aid us in understanding and interpreting human behavior, as well as understanding the mental activities that a person engages in in most situations throughout his life.

### **2.2.5 Cognitive Complexity vs. Cognitive Simplicity**

The cognitive methods are characterized by the following characteristics:

- Cognitive methods relate to a form or frame of the cognitive activity that an individual engages in a position that does not allow the intent of this activity, which makes it related to individual differences between individuals in how to practice different cognitive processes such as cognition, thinking, problem solving, and information generation.
- Cognitive methods are one of the cross-sectional dimensions of the personality which helps to consider in itself the determinants of personality as it transcends the traditional distinction between the cognitive side and the emotional side of the personality.
- Cognitive methods are relatively constant in individuals and this does not mean that they are not fully adjustable or change. Rather, this means that they do not change quickly or suddenly in the normal life of the individual and then we can wish for the behaviour of individuals in the following situations with a reasonable degree of total accuracy.
- Cognitive methods are two-dimensional dimensions on individuals and are classified according to a continuous that begins with one dimension (such as after the impulse, for example). This ends with another dimension after diminishing and this means that classification takes the form of the highest curve in relation to one method. Although the COGNITIVE SKILL is bipolar. Each pole has its value and importance under certain conditions associated with the Farmanian position.
- Cognitive methods can be measured by verbal and non-verbal means which greatly helps in avoiding many of the problems that arise from differences in the cultural levels of individuals. To which measurement procedures heavily dependent on the language are affected and they have the character of generality and diffusion.
- Cognitive methods relate to negative or positive relationships with many variables such as motivation, intelligence and academic success depending on the nature of the

task performed by the individual, the nature of the method or cognitive style is associated with high or low levels of motivation, intelligence, academic success or adaptation to life conditions.

- Cognitive methods are gained through the interaction of an individual with his external environment rather than inherited traits.

### **2.2.6 Classification of Cognitive Methods**

There are many classifications that display multiple forms of cognitive methods through which individuals try to deal with different life situations and interpretation of the components of personality to identify methods that help an individual to understand forms of human behavior, Witkin, who is one of the researchers most interested in studying cognitive methods. Other researchers, foreigners or Arabs who are interested in studying cognitive methods in general.

In light of the different perceptions that dealt with the classification of cognitive methods, the researcher presented the most famous of these methods as follows:

#### **1. Field-Dependent Field Independent:**

This dimension indicates the extent of individual differences that exist between individuals during their interactions with the experiences and attitudes surrounding them, where (Witkin) refers to the possibility of classifying individuals into two categories, the first can deal with elements with The relationship to the situation separately from the cognitive domain, i.e. the ability to distinguish the image from the background where these individuals are called independent of the cognitive domain. As for the second category, we describe individuals who cannot deal with the perceived subject independently from the related elements, these individuals are called dependent on the field

#### **2. Impulsivity versus meditation:**

Which means the individual's distinctive way of handling information, whether in receiving it or giving it, and distinct dealing with cognitive situations in general. With the formation of perceptions that consists of three dimensions: relational, analytical, and inferential, Cagan and his colleagues have concluded that those with an analytical tendency tend to quench the

response, causing an increase in response latency, as opposed to the speed of response to other individuals, and thus a new method has emerged that is impulsivity Versus Al-Troy

### **3. Cognitive simplicity versus cognitive complexity:**

This method is related to the differences between individuals in their tendency to explain the perceptions surrounding them, especially perceptions with social characteristics. The individual who is characterized by cognitive simplicity deals with perceptions better than it is with abstracts, and it is also less able to perceive the perceptions around it analytically, it is dominated by a holistic awareness of these perceptions. While it is characterized by an individual who tends to cognitive complexity that he is more able to deal with what he perceives in an integrative form.

### **4. Risk versus caution**

This method deals with the extent of the risk of the individual or cautious in making decisions and accepts unconventional and uncommon situations, which makes this methods are closely related to the factor of self-confidence and individuals who tend to risk are characterized as adventurers who accept facing new situations. With unexpected results, unlike individuals who tend to be cautious, they do not easily accept exposure situations in need of an adventurous spirit even if their results are certain.

### **5. Focusing Vs. Exclusiveness**

The term examination versus which is also referred to as the term cognitive control or focal attention, characterizes these differences between individuals in the treatment of stimuli, so when learners examine a field, they record and compare the verbal and visual characteristics obtained from the available information, and these differences appear here with respect to both strength and attention of these individuals.

### **6. Leveling vs. Showing**

This dimension relates to how to deal with experiences stored in the memory and how to integrate new experiences with the old, for individuals who tend to settle are difficult to call the memory stock accurately, as it is difficult for them to identify similarities and differences in this stock, while individuals who tend to highlight are less likely to be dispersed and they

can identify the similarities and differences in the male stock and thus facilitate the process of summoning them.

#### **7. Tolerance for Ambiguous or Unrealistic Experience:**

This method is related to the level of individuals' ability to accept the contradictions surrounding them and what they are subjected to form mysterious, unrealistic and unfamiliar subjects or ideas where a class of individuals can be dealing with ambiguous and unfamiliar situations, even strange and unrealistic, is met by another class who is not able to deal with such matters but rather prefer to deal with what is familiar and realistic.

#### **8. Inclusiveness Vs. Exclusiveness:**

This method is related to the differences between individuals in the tendency to classify stimuli and the situations of life they are exposed to as some individuals classify stimuli and situations in a more comprehensive way as they are more able to deal with multiple stimuli, while others tend to classify these stimuli in a way characterized by multiple stimuli.

#### **9. Conceptual Differentiation**

This method is related to the differences between individuals in classifying the perceived dimensions of similarity and difference to the stimuli that they are exposed to, and this method is also related to the way the individual follows in his formation of concepts, where some individuals depend on the formation of concepts or perceptions on the functional relationship between stimuli while others depend on The formation of perceptions and concepts to analyze and deal with the descriptive characteristics of stimuli, and there is a third group of individuals who depend on the formation of perceptions and concepts on their ability to elicit levels of relationships between stimuli that they are exposed to that researcher need to study these methods both on the one hand, the researcher focused this study on the two most important methods, namely: independence from the cognitive field, and the method of deliberation versus impulsivity, and these two methods will be talked about with more expansion.

### **2.3 Psychological Tension**

Under the new circumstances, the need to know the level of psychological tension and its sources increases in the most important segment of the educational community, that segment that is the cornerstone of building the state, namely university students, because of this knowledge of great importance in order to find solutions to the causes of this tension, To improve students' educational performance, and thus the effectiveness of the academic system in general.

Where our current life was characterized by psychological tension among individuals and groups, and we see man at this time less stable and happy than the past because of the many evidences he sees due to the increase in the scientific and technological progress and social changes in the complexity of the lifestyle of individuals, and to a degree that resulted in the emergence of psychological influences they have reflected on the strength of their products and their suffering from Frustrations caused by an inability to adapt to accelerated variables.

Tension is an attribute inherent to a person, because tension is the result of events that have occurred and pertain to the individual or expected events in the individual that raise the amount of his natural tension. Examples include the patient getting sick or passing a test or taking a competition or expecting bad results.

Psychological tension has become one of the most important problems facing people, as the frustrations and conflicts that individuals face are very numerous, and their sources are multiple, such as family life, work life, and environmental conditions surrounding individuals.

These conflicts raise psychological tension, and thus lead to a decrease in the productivity of individuals. Psychological tension prevents adaptation to oneself, and with the surrounding environment for the average person

This tension is the characteristic of the age and the other face of his currency. The human being has three elements, namely: the soul, the mind and the body Style (General Adaptation Syndrome) suggested that it consists of three stages:

**Alert and caution phase:** This stage represents the first line of defense to control the source of tension. When the individual is exposed to a threat to my body such as illness or psychological threat such as ending an intimate relationship or feeling anger, reaction to the

body is one in both cases, so the nervous and hormonal signals in the body begin to mobilize the energy needed for the emergency, the heart rate speeds up, blood pressure rises, muscles tense, and the secretion of sweat, respiratory rate, and adrenaline increases.

**The resistance phase:** At this stage, the individual congratulates himself for facing the source of tension, but his physiological and psychological engagement with the source of tension makes him more likely to develop physical and physical disorders such as high blood pressure, ulcers (stomach and colon), asthma and sexual problems. These disorders arise from the individual's attempts to deal with the source of tension and if these attempts are ineffective, they negatively affect the individual's ability to focus and think logically.

**The stage of exhaustion and fatigue:** At this stage, the individual's ability to deal with psychological stress decreases, so the source of tension becomes dominant over the individual, which makes him unable to protect his presence, thus weakening his resistance and entering the stage of fatigue and fatigue, and his situation becomes bad.

The researcher believes that psychological tension is a state of turmoil, a feeling of uneasiness and fear of future accidents, a feeling of distress and anxiety, pessimistic thinking in various matters of life, the expectation of evil from a specific problem or situation, and reluctance to deposit for fear of falling into a problem. Hasan et al.( 2017) says that stress is the pattern or style of the body's responses to influences, needs, or pressures, and these responses are sometimes pleasant and sometimes painful, sometimes beneficial, sometimes harmful and Levy is considered as one of the first to formulate a theory related to stress.

The main concepts of the certainty of the stress system are summarized in the following concepts:

1. **Energy:** It is assumed that the person is a complex system of energy, and the type of energy that performs psychological work is called in the name of psychological energy. The psychological energy is released when the hardening system tries to return to balance after it is placed In a state of imbalance, this imbalance results from the increased tension in one part of the device compared to the rest of its parts, whether that is the result of an external or



internal alert, when the tension inside the entire system is equal once the generation of energy stops and the whole trend is to rest.

2. Tension: Tension is a state of general feeling of emotional imbalance, accompanied by a willingness on the part of the individual to change his behavior.

3. Need: Increased tension in an internal personal area causes the need to be stimulated. This need may be physiological and may be a desire for something as a function. The need, then, is a motivational concept that is similar to other conventions such as utility, desire and emitter or motor.

4. Valence: Valence is a mental conceptual feature of the mental environment region, it is the value of this region for a person and there are two types of positive and negative value, the area with a positive value is that which contains the subject of have reduces tension if a person enters this region, but the region with value finance is what increases tension.

5.

Beech et al.(2013) classified the individual's reactions to psychological tension into several types: -

- Physiological reactions: increased heart rate, high blood pressure, muscle tension, gastrointestinal disturbance, and increased adrenaline excretion.
- Cognitive reactions: thinking disorder, decreased performance ability, reluctance to make decisions, and disturbing thinking style.
- Behavioral reactions: They are represented by decreased performance and avoidance of disturbing situations. The effects of stress appear through several monkey responses, namely:
  - Physical reactions: such as: loss of appetite, digestive disorders that appear on the skin, high blood pressure, and physical exhaustion.
  - Hardening reactions: fatigue, fatigue, loss of desire to work, anxiety, depression, and a decrease in self-perception.
  - Behavioral effects: Excessive accidents, injuries, use of sedative drugs, emotional frenzy, excessive eating, or loss of appetite, excessive smoking, and ease of arousal.
  - Mental and cognitive effects: such as: inability, reluctance to make decisions, forgetfulness, lack of focus, and increased critical sensitivity.
  - Physical effects: such as: increased blood sugar, high blood pressure, dryness of the throat, and difficulty breathing.

- Organizational effects: such as: frequent absence, weak human relations between workers, low productivity, frequent work accidents, aggression at work and dissatisfaction with work.

Quoting from Al-Omari et al.( 2020) there are two types of psychological tension: a type beneficial for the survival of the individual and a harmful type that impedes disorganization, and tension is a natural thing in our lives and it is impossible to avoid, and that a person needs a little reasonable tension, a reasonable tension is necessary for the individual if he works to activate it And support his abilities to achieve, but if tension increases naturally, then it turns into a factor that destroys the disability, natural, mental and physical human activities.

### **Symptoms of psychological berries:**

Stress has apparent symptoms such as loaning nails with teeth, licking the lips with the tongue, polarizing the forehead, pushing the voice in speech, frequent movement, smoking, addiction, and others. It also has internal symptoms such as stiffness and local pain in the case of muscle tension such as headache, fatigue, and weakness of concentration, while psychological tension appears in the form of an indeterminate constriction of the chest, shortness of breath and rapid pulse.

It is clear from the above that there are major symptoms of psychological tension such as mental distraction, dullness, forgetfulness, feeling depressed, tired and tired for the least effort. I add that there are secondary symptoms such as permanent blue, headache, illness illusion and fear, and the idea of death dominating the mind.

### **2.3.1 Sources of Psychological Tension:**

Psychological tension may arise when the monkey cannot overcome the difficulties of situations, or overcome the obstacles of the environment, because of its limited capabilities, or because of the lack of these capabilities, or its lack of physical membership), or mental, or social, and here the monkey suffers from a lack of compatibility And of tension, considering that compatibility refers to the individual's ability to get rid of psychological tension, without any consideration for the adaptive value, compatibility includes three important aspects: psychological compatibility, personal compatibility, and social harmony, and psychological tension represents a state of turmoil and a feeling of discomfort, Fear of future accidents,

feeling uncomfortable and carefree, pessimistic thinking in different matters of life, expect evil from a specific problem or situation, and refrain from creativity for fear of falling into a problem.

Psychological tension has two important aspects, one positive and the other negative:

**The positive side:** is the individual's resistance to psychological tension and controlling it, as this leads to the individual enjoying psychological stability, increasing his productivity and psychological compatibility, and the feeling of satisfaction resulting from his successful confrontation of the conflicts that he is exposed to, which indicates enjoyment Mental health.

**The negative side:** of stress is the failure of the individual to confront and resist it, and it reduces the chances of progress and creativity in him, and exposes him to psychological and organic diseases more than others, and this failure is reflected in the personality of the individual and his abilities to adapt to himself and with external circumstances.

The psychological stress factors and its sources are the main criterion that reveals the characteristics of the normal personality whose owner enjoys mental health and psychological compatibility with himself and his environment, where psychologists see that the most important characteristics of the normal personality are:

- The ability to face crises and difficulties and solve them boldly and wisely.
- The ability to feel happiness, contentment and psychological sufficiency is a positive feeling.
- The ability to adapt and internalize with the self, external to the surrounding environment, and the ability to form social relationships with others.
- The ability to group harmony and sense the needs and problems of its members, and work to help them solve these problems.

### **2.3.2 Negative Effects that Stress Leaves On Health First:**

**Stress triggers aging symptoms:** The researchers stressed that women are more affected by stress and sorrows than men, explaining that there are certain parts of the body that are more affected and feelings of stress and anxiety are reflected in them in particular. These parts are the wrinkles of the eye. Feelings of anxiety particularly affect this sensitive area. They are

exfoliation of the superficial skin layer, and the emergence of a very thin layer that makes the eye vulnerable to the surrounding factors from pollution and sunlight.

**Tension and rosacea:** severe tension also leads to the activation of a skin disease called "rosacea" which causes the appearance of red arteries on the cheeks and nose, and this disease is accompanied by painful symptoms, such as heat due to a rapid blood flow, which leads to the expansion of blood vessels.

**Gingivitis:** Studies at Harvard University have shown that 45% of people who feel angry and angry are more likely to develop gingivitis due to the high insulin hormone, which leads to inflammation of the thin gingival membranes.

**Acne:** A group of scientists at Stanford University confirmed that stress causes a lot of trouble to humans, because the hormones secreted by the body because of high tension increases acne. The researchers found that 22 students at the university suffer from varying degrees of acne, and their condition increased during periods of stress such as the period leading up to exams.

**Hair loss:** a medical group published by the events of the German National Academy of Sciences events that stress and psychological pressure in adolescents and young adults cause hair loss, and the researchers attributed the cause to the stress hormone known as the hormone corticotrophin (CRH), where its increase caused the activation of the oil glands in the body to raise its production, which It leads to pimples or worsens the mental skin condition.

**Weight gain:** Research has shown that angry women eat about 600 calories more, due to the hormone cortisol, which is secreted by the adrenaline gland when angry, and this hormone is dangerous that stimulates the body to store fat in a large amount, especially in the abdominal area, and leads to an increase in size.

## **2.4 Treatment of tension**

The means of treating tension usually begin by analyzing its roots to find out its causes, and the three muscle, mental and psychological tensions are like water tanks moistened with their sermons.

The treatment of muscle tension is based on dealing medically with chronic diseases, if any, and following preventive measures to prevent their complications, as well as moving away from wrong habits, dividing work periods, finding rest times as well as massaging the tense member, as for regular and simple sports such as walking and light jogging, there is nothing wrong with it as a method Kinetic discharge. As for mental tensions, they are addressed by verbally expressing them to the right person, not necessarily a physician. There is no doubt that time planning, focus, and organization have a great effect in excluding the causes of stress from daily life.

### **2.4.1 Strategies to Deal with Psychological Tension**

**First Muscle Relaxation:** which is considered one of the most common methods Effective in reducing the level of psychological tension. This method was developed by Edmund Jacobson, who trained individuals to relax by helping them focus their attention and distinguish between feelings of tension and feelings of relaxation. On it in the form of successive steps as for the physiological signs;

The second method used in controlling psychological tension is the method (Scientific Problem Solving): which is defined as employing a number of different strategies and skills using the principle of trial and error in order to reach possible solutions by choosing one of the appropriate alternatives or solutions. The method used to control psychological stress is the scientific method of problem solving (Scientific Problem Solving) and it is defined as employing a number of different strategies and skills using the principle of attempt and error in order to reach possible solutions through choosing one of the appropriate alternatives or solutions. It is noted from the foregoing that psychological stress has become an important topic in the field of academic research, and it has won the attention of many researchers and scientists who, despite their different seeming views on the concept of psychological tension and its manifestations, but they agreed to give a convergent interpretation of tension.

Where we find that most of the previous interpretations of psychological tension almost agree that psychological tension is a natural thing that happens to any individual, and it arises when the individual is exposed to pressures, influences and situations that he cannot adapt to.

## **2.5 Classroom Peer Status**

Development of children is significant to the way they are being admired and accepted in their classroom. (Nguyen et al., 2020) they studied psychological effect on mediating quality of psychology with respect of their parental upbringing, possibility of their family assisting them in mediating their socio economic status. The study was a quantitative research that involve 462 student in Chinese primary schools and it was found in the study that psychological involvement of student have a positive direct influence on primary students, Suzhi has also a direct mediating role with regards to relationship of classroom peers, role for mediating relationship between family does not have any significant relationship with psychological Suzhi and also it does not have any direct influence on peer group of primary students.

Higher-quality PEI would help primary school students develop their psychological Suzhi. Cheng et al (2020) discovered a positive relationship between PEI, psychological Suzhi, and high school students' classroom peer status. As a result of high-quality PEI, students' psychological Suzhi has increased, and psychological Suzhi has been linked to students' classroom peer status (Cheng et al., 2020). Psychological Suzhi, according to these results, mediates the relationship between PEI and students' classroom peer status.

## **2.6 Student Epidemic Ramification**

COVID-19's epidemic has had a wide range of significant ramifications for the nation and the rest of the world. In reality, it has had a negative impact on people's mental health. (Zhang, Y et al, 2021) studied psychological stress among college students in hard-hit areas like Hubei at various stages of epidemics. In addition, to emphasize the factors that influence their psychological states, with a focus on additional corresponding suggestions.

### **2.6.1 Generalized anxiety disorder**

Generalized anxiety disorder (GAD) is characterized, in part, by physical symptoms such as muscle tension and gastrointestinal (GI) distress. To date, little research has examined how changes in psychological symptoms associated with GAD may impact physical symptoms.

(Renna et al., 2021) investigated the reductions in worry, anxiety, and depression precede changes in muscle tension and GI distress throughout psychotherapy

### **Related study**

#### **Cognitive skill**

This study investigates the protective mental health function of high emotional intelligence (EI), and cognitive skills (CS) among Ghanaian adolescents when exposed to stressful life-events and violence. It examines, first, how exposure to stressful life-events and violent experiences is associated with mental health, indicated by depressive and psychological distress symptoms, and, second, whether EI and CS could serve as possible moderators between stress, violence and mental health problems. Participants were 415 Ghanaian secondary education students. They reported about their depressive symptoms (Bireleson), psychological distress (Strength and Difficult Questionnaire, SDQ), and emotional intelligence (Trait Emotional Intelligence Question-naire, TEIQue), cognitive skills (The Amsterdam Executive Function Inventory). They also reported their stressful life-events and violent experiences. Statistical analyses were conducted using structural equation modeling (SEM). As hypothesized, high level of stressful life events were associated with high levels of depressive symptoms and psychological distress. Yet violent experiences did not associate with mental health problems. Against hypothesis, high levels of EI and CS could not protect adolescent's mental health from negative effects of stressful life events or violent experiences. Direct effects were found between low level of EI and CS and high level of mental health problems. The results are discussed in relations to psychological and cultural factors present in EI and CS in adolescence (Nyarko et al.,2020).

Another study is determining the correlations between personality traits, academic mental skills and educational outcomes using a quantitative methodology, based on a nonexperimental, correlational study. In addition, the following variables are taken into consideration: gender, grade averages and school cycle. The sample is composed of 695 students: these are two institutions (middle and high school) under the provincial direction of Mediouna. In order to gather the information, participants were asked to complete the 16pf 5 questionnaire and scale measuring academic mental skills. Note that the results obtained are processed by the IBM SPSS 23 software. The results demonstrate that the 16 personality scales of the Cattell 16PF5 test and the 9 school grades have significant correlations: 77.77%

of all correlations, with essentially the following factors: abstractedness, tension, emotional stability, dominance, social-boldness, vigilance and apprehension maintain (8/9) significant and positive relationships with 38.88% and low intensity ( $r = 0.031$  to  $0.0465$ ). Additionally, mental skills (affective, cognitive and metacognitive strategies) and grades have significant correlations with 70.37% of all calculated correlations, with low, average and/or positive, negative intensities, according to each strategy with each grade of school subjects. In the end, it is necessary to make considerable efforts to better understanding the multidimensionality of school success and to ensure an effective and relevant pedagogical intervention.( Bouiri et al.,2021).

Set in the context of a statewide research university system, this study attempted to improve our understanding of cognitive skills development among international students. Specifically, this study examined how the patterns and predictors of cognitive skills development among this population differ from their domestic counterparts. The study utilized data from the 2010 University of California Undergraduate Experience Survey (UCUES). This study identified unique patterns in both cognitive skills development and college experiences among international students. Findings also suggest that some college experiences, such as research engagement with faculty and satisfaction with advising, can possibly facilitate greater gains in cognitive skills among international students. The study discusses the theoretical and practical implications of the findings (Kim et al., 2015).

Exams, tight deadlines and interpersonal conflicts are just a few examples of the many events that may result in high levels of stress in both students and teachers. Research over the past two decades identified stress and the hormones and neurotransmitters released during and after a stressful event as major modulators of human learning and memory processes, with critical implications for educational contexts. While stress around the time of learning is thought to enhance memory formation, thus leading to robust memories, stress markedly impairs memory retrieval, bearing, for instance, the risk of underachieving at exams. Recent evidence further indicates that stress may hamper the updating of memories in the light of new information and induce a shift from a flexible, ‘cognitive’ form of learning towards rather rigid, ‘habit’-like behavior. Together, these stress-induced changes may explain some of the difficulties of learning and remembering under stress in the classroom. Taking these



insights from psychology and neuroscience into account could bear the potential to facilitate processes of education for both students and teachers (Vogel & Schwabe, 2016).

### **Psychological Tension**

This research investigates the level of psychological tension among students of the college of Education for Humanities in the light of two variables; blood type and gender, and to reveal the relation between psychological tension and both blood type and gender. The sample comprises (719) male and female students. The subjects of the sample have responded to the research instrument (psychological tension scale) which has been prepared by the researcher. The instrument has been applied through Google Forms. As the tool was applied after verifying its validity by presenting it to a group of experts and arbitrators with specialization in educational psychology, measurement and evaluation, and the experts' agreement was approved at a rate of (80%) and above on the scale paragraphs. Alpha Cronbach was adopted to verify the stability of the scale, which reached (0.937). The researcher uses the SPSS package for social sciences which includes one-sample t-test, two independent samples t-test, Alfa-Cronbach coefficient, one-way ANOVA, and the compatibility coefficient. The results show that the subjects in the sample do not have psychological tension as the level is within the normal range (slightly less than the theoretical mean of the scale). There are some differences in the tension according to blood type variable but they are not statistically significant. Female students have more tension than male. The relation between psychological tension and both variables; blood type and gender are statistically significant. The researcher set number of recommendations and suggestions in the light of the findings above (Hussein,2021).

Medline and PubMed were searched to identify peer-reviewed English-language studies published between January 1980 and May 2005 reporting on depression, anxiety, and burnout among U.S. and Canadian medical students. Searches used combinations of the Medical Subject Heading terms *medical student* and *depression*, *depressive disorder major*, *depressive disorder*, *professional burnout*, *mental health*, *depersonalization*, *distress*, *anxiety*, or *emotional exhaustion*. Reference lists of retrieved articles were inspected to identify relevant additional articles. Demographic information, instruments used, prevalence data on student distress, and statistically significant associations were abstracted. The search identified 40 articles on medical student psychological distress (i.e., depression, anxiety, burnout, and related mental health problems) that met the authors' criteria. No studies of burnout among medical students were identified. The studies suggest a high prevalence of depression and anxiety among medical students, with levels of overall psychological distress consistently higher than in the general population and age-matched peers by the later years of training. Overall, the studies suggest psychological distress may be higher among female students. Limited data were available regarding the causes of student distress and its impact on academic performance, dropout rates, and professional development (Dyrbye et al.,2006).

In the contemporary society, depression, anxiety, and stress are much more common than it was in history. The recent studies have outlined that the young adults are experiencing depression and anxiety disorders that is affecting their emotional and mental well-being. Aim of this co-relational survey model study is to investigate the impact of anxiety, depression and stress on emotional stability in terms of gender, age, year of study, department and place they stay. The study adapted pre-designed questionnaires to collect data. The sample of the study consists of approximately 260 undergraduate university students from University of Sulaymaniyah in Northern Iraq. The researcher adapted two scales first Henry and Crawford scale that call DASS for measuring the level of anxiety, depression, and stress and second one to measure Emotional stability using a self-reported scale. The collected data was analyzed using SPSS version 22 to find result for this thesis. The results of the study outlined that there is a negative but significant correlation among depression, anxiety, and stress with emotional stability. Also there is no significant relationship between emotional stability in terms of gender and age, other findings of the study show that DASS has no significant relationship with age, and year of study and place of stay in generally, but there a significant difference between DASS in terms of gender and department (Ali Ahmed & Çerkez,2020).

## **CHAPTER 3**

### **METHOD**

This section of the study explain in detail all the methods and techniques that are used in the process of this study, this section is divided in the following sub-sections, design of the study, scope of the study, selection of sample, data collection methods.

#### **3.1 Design of Study**

The current study depends on the descriptive approach which means what is in reality and trying to explain it. It is concerned with identifying the conditions and difference that exist between the facts and then analysing and interpreting them by analysing it to reach awareness stage of its nature and try to develop solutions that contribute to its solution. The method of this study was survey pre-design questionnaire and quantitative method.

#### **3.2 Research population target**

The population target of this study is university students, as they build an important future in a society, with full awareness, the most age that affects the conditions of society. The study sample consists of 229 students from the College of Science, the Department of Physics, and the College of Education, Department of Psychology of Duhok University for the academic year 2020-2021.

#### **3.3 Data Collection Procedures**

The researcher, after verifying the validity of the tools, applied them to the sample members.

1. The researcher herself applied the study tools without assigning anyone to apply the study tools

2. The researcher explained clear instructions to the examiners regarding the necessity of adhering to the test instructions, its timing, and the importance of answering them clearly and honestly.
3. After completing the application procedures on the study sample, the tests were collected and dumped onto the computer to facilitate processing. This is to test the hypotheses of the study and then explain them

### 3.4 Data Collection and Instrument

The collection of data in this study includes the use of questionnaire, selection required sample, tabulation and distribution of results for data analysis. A quantitative research approach was used in this study by employing a well-structured questionnaire to be distributed to respective respondents of the study. The questionnaire was adopted from other literatures due to level and stages the development of new questionnaire for the purpose of research.

### 3.5 Data collection tools

There are two variables in the research, one independent variables cognitive skill and one depend variable that is psychological tension data for these The researcher collected the data for these two variables using pre-designed questionnaires.

#### 3.6.1 Psychological Tension Scale

The researcher adapted (Habe,1996 ) scale from Arabic language to Kurdish language for measuring the level of psychological tension which is a set of self-report scale had 31 items. The participants were asked to mark/rate the extent of severity to which they have been feeling with 4 options that start from strongly agree to strongly disagree.

**Table 3. 1:** scoring of Psychological Tension Scale

Responses	Numbers	Strongly agree	Agree	Disagree	Strongly Disagree
Positive	22 item	1	2	3	4
Negative	9 item	4	3	2	1

As shown in table 3.1 the researcher believes that psychological tension arises when the individual cannot overcome the difficulties of situations, or overcome the obstacles of the environment because of his limited capabilities or because of the lack of these capabilities or his physical, mental, or social insufficiency. Hence, the monkey suffers from poor

compatibility and psychological tension, and the researcher adds that psychological tension represents a state of turmoil, a feeling of discomfort, fear of future accidents, feeling upset and anxious. The contents of Psychological tension scale items are in appendix II.

### **3.6.2 Cognitive Function Self-Assessment Scale**

The researcher adapted (Annunziata, Muzzatti, Giovannini & Lucchini, 2012) “cognitive functioning self-assessment scale” (CFSS) questionnaire included 18 statements .participants were required to estimate, on a five-point scale anchored “never-always”, the frequency of each described situation in the past 12 months. The contents of CFSS items are in appendix III the researcher used English version.

### **3.7 Data analysis and procedure**

The information retrieve from this study was used in a computer application by inserting all necessary data into the computer application called Statistical Package for Scientific Studies (SPSS), the correlation information the study is obtained. Also Microsoft application software was used to demonstrate the demographic information after the data was retrieved for SPSS package.

### **3.8 Validity**

The validity of the study was conducted to have a reasonable tool for the efficient conduct of this research. Therefore the questionnaire was subjected to analysis by well experienced personals in the field of studies. Five PhD student at Near East wear given the questionnaire to analyses and make some recommendations before it is distributed the respective population respondents.

the researcher gave the scales to three linguistics , first linguistic to translate the original Arabic version into English , after which time it was translated back into Arabic., after compared all item of the two version if they similar or not both questionnaires were compared to correct any minor error. To know the content validity of the English version, the researcher gave the English version to experts, who have Doctorate of psychology to look at the scales and give their opinion on the appropriateness of each item for measuring variables .Also in psychological tension scale has 9 reversal item .Reliability is stability of measurement over a variety of conditions in which basically the same results should be obtained (Nunnally, 1978) .However, the questionnaire was approved and later used for data collection.

### 3.9 Pilot Study

This kind of study is normally done to by imitating all the procedures of the overall study to ascertain a level of confidence that the study can be feasibly completed. In this particular study, data obtained from 50 respondents was obtained and used for the study.

### 3.10 Reliability Test

The reliability of the pilot study was obtained at 0.75 using Cronbach Alpha coefficient of reliability. Several items within the data set that have some ambiguity were later addressed and improved to obtain a final reliability coefficient of 0.79. For psychological tension and 0.81 for cognitive functions scale

**Table 3.2 Reliability test**

Reliability Statistics	
Cronach's Alpha	N
.79	50
.81	50

As shown in table 3.2, the reliability of the pilot study is found to be 0.79 which make it visible for the conduct of this research.

### 3.11 Ethics

Ethical consideration is significant in any scientific research, it is expected to the respondent confidence that his/her information will be anonymously treated with high level of confidentiality. There for many ethical factors were duly considered in this research to give the respondent a sense of guarantee.

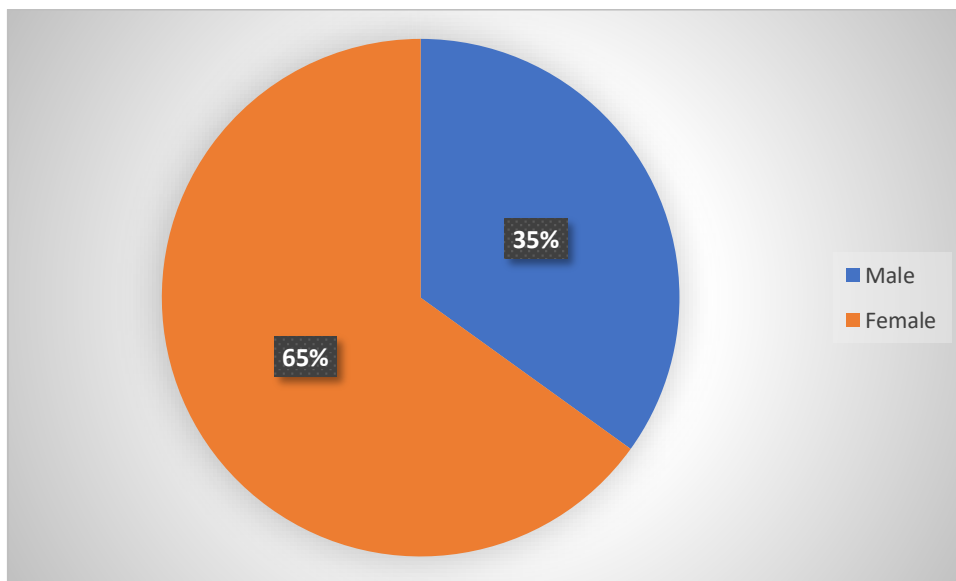
## CHAPTER 4

### RESULTS AND DISCUSSION

This section explains in the detail all the data and information obtained in this research. The demographic information the respective respondent of this research was demonstrated and also the research questions of this study was also found and demonstrated within the subsection of the study. A total number of 229 data obtained from the respondents was used and analysed to obtain the required information for effective conduct of the study. As mentioned in the subsequent chapter, Correlation coefficient of the research questions and standard T-test will be analysed to obtained information for interpretation.

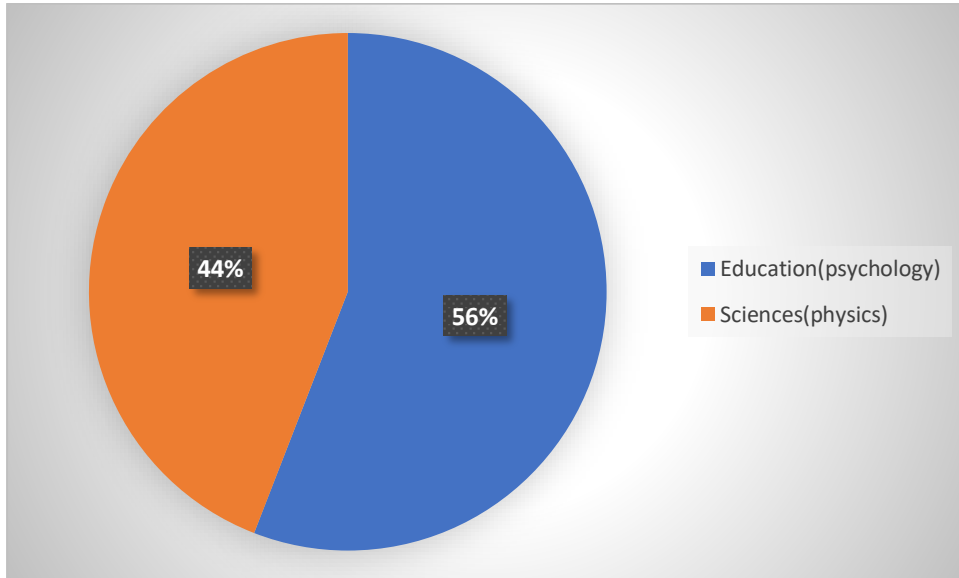
#### 4.1 Demographic Information of Respondents

Demographic information is recommended in any field of scientific survey. This information includes Age, Gender, department and academic level.



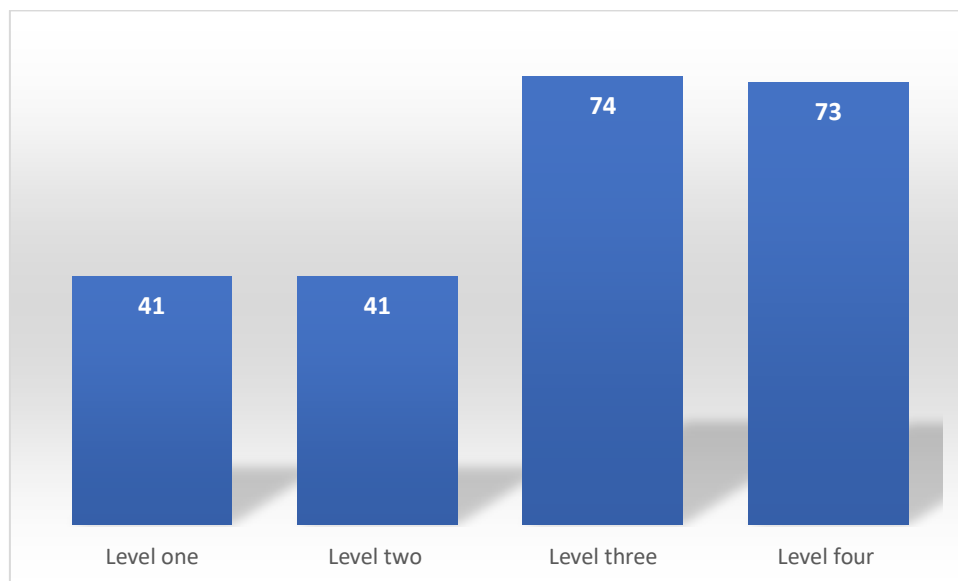
**Figure 4.1**gender distribution

As shown in figure 4.1, 35% of the respondents are male while 65% of the respondents are females.



**Figure 4. 2: Level of respondents**

As shown in figure 4.2, 56% of the respondent are from education (psychology) and 44% of the respondents are from science (physics).



**Figure 4.3 Education level**

As shown in figure 4.3, 18% of the respondents are in level one, 18% of the respondents are in level two, 32% of the respondents are in level three while 32% of the respondents are in level four.



**First Research Questions: Is there is a significant difference in cognitive scale in the term of gender?**

Table 4.1 Independent Sample T-test for cognitive independence and gender

Gender	N	Mean	SD	t	df	P
Male	80	21.387	2.835	3.3188	227	0.260
Female	149	21.886	3.358			

P= at 0.05

As shown in Table 4.1, there are no statistically significant differences at a significance level of 0.05 in the method of cognitive independence attributable to gender (males, females).

Through the previous table, it is clear that there are no statistically significant differences at a significance level of 0.05 in the method of cognitive independence attributable to gender (males, females). From the above it is clear that there are no differences in the style of cognitive independence (independence, dependence) between males and females, where the arithmetic mean of males in perceptual independence was 21,387 with a standard deviation of 3,835, and the arithmetic mean of females for perceptual independence was 21,886 with a standard deviation of 3,358. The results of the study differed with the study of El-Sherbiny (1992), whose results indicated that there are statistically significant differences between cognitively independent and cognitively dependent on the field in favor of males, Jaber's 1984 study, Ahmed 1990's study, Ellen's 1993 study, Abd al-Hadi's 1999 study, and the 2004 municipality study. another study indicate that Gender differences in cognitive functioning and achievement do not always favor one sex with the literature related to intelligence testing suggesting that males outperform females on tests of vision-spatial ability, and mathematical reasoning whereas females do better on tests involving memory and language use (Downing et al.,2008).

**The validity of internal consistency:**

The researcher calculated the internal consistency, where it was applied to an exploratory sample of 229 students. The values of the correlation coefficients ranged between the test items and the total score between (0.67 - 0.79) and all of these parameters are function at the

level of 0.05, which confirms the consistency of the test items with his total score, using the SPSS statistical program.

**Second Research Question: Does cognitive skill have any significant relationship with psychological tension among students of Duhok University?**

To verify the validity of this question, the researcher used the Pearson correlation coefficient to find out the relationship between the two studies variables. Coefficient test shows the level of significance between psychological tension and both cognitive independence) and (slowing and impulsivity).

**Table 4. 1** Correlation analysis

	Data	value
<b>Cognitive independence and psychological tension</b>	Correlation coefficient	0.070
	N	229
	Significance	0.288
<b>And deliberation, rush and psychological tension</b>	Correlation coefficient	0.014
	N	229
	Significance	0.837

P\*0.05

As shown in table 4.2, table, it is clear that there is no statistically significant relationship at a significance level of 0.05 between each of the two cognitive styles (cognitive independence) and (deliberation and impulsivity) and psychological tension for Duhok University students. It is evident from the previous table that the value of the correlation coefficient amounted to (0.070), which is a non-statistically significant value, and this indicates that there is no statistically significant relationship between cognitive independence and psychological stress, as well as the value of the correlation coefficient amounted to (0.014) and this indicates that there is no relationship Statistical significance between (sedation / impulsivity and psychological tension among university students in Duhok.

It is clear from the previous table that the value of the correlation coefficient amounted to (0.070), which is a non-statistically significant value, and this indicates that there is no statistically significant relationship between cognitive independence and psychological stress,

as well as the value of the correlation coefficient amounted to (0.014) and this indicates that there is no relevant relationship. Statistical significance between (sedation / impulsivity and psychological tension among university students in Duhok).

And no study was found to support or reject this result - within the limits of the researcher's knowledge - because the tendency to link cognitive methods (cognitive independence) and (impulsive reflection) and psychological tension is one of the modern trends. The individual who is distinguished by independence from the perceptual field perceives the parts of the domain in a separate or independent manner from the ground that organizes it, while the individual who is distinguished by relying on the perceptual domain is subject to the overall (Department of Psychology and Physics). The value of the correlation coefficient was (0.070),

organization (the total of the field), while the parts of the domain are aware of it in a vague manner. In view of the cognitive skill (impulse prudence), this method is related to individuals' tendency to respond quickly with exposure to risks. Impulse responses are often incorrect for the inaccuracy of addressing alternatives leading to solving the situation, while individuals who tend to meditate are distinguished by examining the data in the situation, the alternatives are carefully considered and verified before the publication of El Sharkawy Responses, 1992: (230).

Likewise, we find that the cognitive skill (deliberation / impulsivity) contributes greatly to the detection of individual differences between individuals in cognitive and perceptual components as this method relates a lot to emotional aspects and personality traits. This result indicated that the relationship between the two variables cognitive styles (cognitive independence) and (deliberation / impulsivity) and psychological tension did not rise to the level of statistical significance and this may be due to factors that would affect psychological tension among university students in Duhok, including social evidence. Which contributes greatly to the students' cognitive personality, in addition to academic achievement and the economic and social level, which may have a direct relationship with cognitive methods.

**Third research question : Is there is a significant difference in cognitive scale in the term of education level of students at Duhok University?**

Table 4.3 Analysis for educational level and cognitive independence

		<b>Df</b>	<b>F</b>	<b>Sig</b>
<b>cognitive independence</b>	Between groups	3	1.695	0.169
	Within groups	225		
	Total	228		

P\*0.05

Through the above table 4.3, it is clear that there are no statistically significant differences at a significant level of 0.05 in the style of cognitive independence due to the educational level variable. Where it was found through the previous table that the significance level is 0.169, which is not statistically significant at 0.05.  $p > 0.05$  and  $f(1.695) = 0.169$ . No study was found to support or reject this result.

**Fourth research question: Is there is a significant difference between physic and psychology department in the term of cogitative scale?**

Table 4.4 analysis between physic and psychology department in cogitative skill level

Scale	department	N	M	Std
Cognitive skill	Physic	98	57	4.56
	Psychology	131	60	5.25

The findings of the study suggest that there is a difference between the Physic and psychology department in the term of cognitive skill. Student in Psychology department have a more mean than student in physic department (60 and 57) respectively form total 90. That indicated the student in psychology department have a more cognitive skill compare to student in physic department .both have a cognitive skill but psychology department have a more cognitive skill. Interpret for that statement may because psychology student have more information about cognitive and how to improve their cognitive ability and skill.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

This section contains the, conclusions, and recommendation of the study based on the findings on investigating relationship between cognitive skill and psychological tension among university students in Duhok, in this chapter. Similarly, this chapter presents the recommendations for further research on this particular topic.

#### **5.1 Conclusion**

The current study reveals the relationship between cognitive skill and psychological tension among university students in Duhok, they are an important segment of society as they will build this country and push it towards advancement and urbanization .The subject of the study discovers its importance from the distinguished reality that the city of Dohuk lives together, as this reality is characterized by a set of challenges on several economic, political, and social levels. Identifying the nature of the relationship between the study concepts, which may contribute to helping specialists, academics and educators in the educational process on how to Detect students who are characterized by (impatience and impulsivity) as well as (independence / accreditation) and how to choose the appropriate method for dealing with them and developing their abilities.

In this study researcher try to find the some answer for research questions include :

Does cognitive skill have any significant relationship with psychological tension among students of Duhok University? it appeared that there is no relationship between cognitive skill and psychological tension among students of Duhok University. Another research question is about if there is a significant difference in cognitive scale in the term of gender? Another finding indicates that there is not a difference between cognitive independence and gender, meaning that sex has a no relationship with cognitive independence among university students in Duhok. On the other side , finding of the study try to predicted that there is a significant difference in cognitive scale in the term of education level of students at Duhok University? While the results of this research show that there is no relationship between

education level and cognitive independence. Another result that this thesis indicate is significant difference between physic and psychology department in the term of cogitative scale? Student in Psychology department have a more mean than student in physic department (60 and 57) respectively form total 90. That indicated the student in psychology department have a more cognitive skill compare to student in physic department.

## **5.2 Recommendations**

This study can be useful in opening the way for other research and studies that are concerned with other aspects revolving around the study concepts .In light of the results of the current study and in light of the results of previous studies, it is possible to benefit from the information obtained from the application of the measures of both cognitive skill (dependence of independence from the perceptual domain) and (impulse reflection), as well as a measure of psychological tension and in light of these results can be discharged with a set of recommendations from them. Providing university with tests and standards that reveal students' cognitive function and skills and consider the different professional and academic tendencies of students in order to enable the mentor and teacher to guide students in a sound manner

The necessity of conducting more research in this field on different samples such as high school students, taking new variables, economic and social factors and values affecting the cognitive method. Linking curricula with educational situations that allow showing the student's cognitive skills that the teacher can present the material in a manner commensurate with the differences in students' cognitive styles.

Preparing counseling programs to discuss the causes and sources of psychological tension and obtain information that helps in identifying symptoms and causes of psychological stress and then developing strategies to confront and overcome it by holding counseling seminars for students on an ongoing basis to help students develop skills to overcome problems that lead to raising the level of psychological stress, counseling seminars for students to work on reducing the level of psychological tension to the required level commensurate with the situation that calls for some psychological tension and Preparing counseling programs for various types of mental and behavioral disorders.

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## APPENDIX I

**Note:** If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

### **Appendix 2. A questionnaire tool for students of the University of Duhok**

**Dear Participant**

Master student  
Guidance and psychological counselling department

### **Section A: Personal information of Respondent**

This test includes a set of phrases that revolve around some of the behaviors that the subject may love and desire, and what is required is to read each phrase and clarify the extent of the individual's approval by placing a sign (☒) in one of the corresponding boxes expressing his opinion completely between (strongly agree, Agree, Disagree, Strongly disagree)

Master student  
Guidance and psychological counselling department

Personal data

Gender:                      Female ( )                      male ( )

Educational level:  
•New students:              first year ( )                      Second Year ( )  
•Old students:              third year ( )                      Fourth year ( )

Specialize:                      Science ( )                      literature ( )

### **APPENDIX II psychological tension**

I can easily make a friendship
I usually act fast
My moods change and fluctuate easily

<p>I Take the position of leader in the group when something needs to be done</p> <p>I often describe myself as failing</p> <p>Enjoy mental things</p> <p>I usually feel I have more problems than others</p> <p>I'm not nice with the people I don't like</p> <p>I am not easily fickle</p> <p>I enjoy reading books</p> <p>Sometimes I feel like I'm not (feeling well)</p> <p>When I'm in a group discussing a problem, I don't talk much</p> <p>I often I don't get nervous and upset, even when there is no reason for this</p> <p>My interests change quickly from one thing to another</p> <p>People often feel I'm incompatible</p> <p>Most people bear me</p> <p>I often feel sad and depressed</p> <p>It is difficult for me to focus on reading something longer than a newspaper article</p> <p>I am rarely moody</p> <p>I rarely think well in detail before I act</p> <p>I keep working easily even if it's under pressure</p> <p>I don't like discussions about serious problems or world affairs</p> <p>People think my moods are unpredictable</p> <p>It's hard to talk to a large audience</p> <p>I am thrust at most things</p> <p>Easily dampens my anxiety and determination</p> <p>Neither depend on me nor take responsibility</p> <p>I am depressed when I am alone</p> <p>I like to plan carefully in my work before doing anything</p> <p>Withdraw from some situations when I have to speak to a group</p> <p>My father has a great deal of self-control or self-control</p>	
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#### APPENDIX IV

##### Cognitive functioning scale

Items	Always	Usually	Often	Sometime	Never
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<b>1-</b> Lack of concentration					
<b>2-</b> Absent-mindedness					
<b>3-</b> Difficulty in performing two tasks simultaneously					
<b>4-</b> Difficulty in performing mental calculation					
<b>5-</b> Tip of the tongue phenomenon					
<b>6-</b> Absent-mindedness during intellectual/cognitive activities					
<b>7-</b> Difficulty in organizing extra-routine activities					
<b>8-</b> Difficulty in recalling recent information					
<b>9-</b> Difficulty in recalling old information					
<b>10-</b> Difficulty in recalling autobiographical events					
<b>11-</b> Forgetfulness					
<b>12-</b> Lack of concentration while reading					
<b>13-</b> Lack of motor coordination					
<b>14-</b> Slowness in the execution of movements					
<b>15-</b> Difficulty in finding the appropriate words					
<b>16-</b> Use of periphrases or generic terms instead of specific words					
<b>17-</b> Difficulty in spatial orientation					
<b>18-</b> Difficulty in temporal orientation					

## APPENDIX I IV

### Appendix 1. Ethics approval form

## BİLİMSEL ARAŞTIRMALAR ETİK KURULU

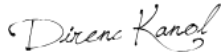
20.10.2020

Dear Nirozh Haval Hasan Mubarak

Your application titled “**COGNITIVE SKILLS and their relationship to psychological tension among of Duhak university students**” with the application number YDÜ/EB/2020/438 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee



### APPENDIX IV

## Nirozh Mobarak

### ORIJİNALLIK RAPORU

% **15**

BENZERLİK ENDEKSİ

% **12**

İNTERNET KAYNAKLARI

% **2**

YAYINLAR

% **10**

ÖĞRENCİ ÖDEVLERİ

### BİRİNCİL KAYNAKLAR

1	Submitted to Asia e University Öğrenci Ödevi	% <b>2</b>
2	docs.neu.edu.tr İnternet Kaynağı	% <b>1</b>
3	Submitted to Yakın Doğu Üniversitesi Öğrenci Ödevi	% <b>1</b>
4	kclpure.kcl.ac.uk İnternet Kaynağı	% <b>1</b>
5	Submitted to Rowan University Öğrenci Ödevi	% <b>1</b>
6	giapjournals.com İnternet Kaynağı	% <b>1</b>
7	www.ijicc.net İnternet Kaynağı	<% <b>1</b>
8	opentext.wsu.edu İnternet Kaynağı	<% <b>1</b>
9	Submitted to University Of Tasmania Öğrenci Ödevi	<% <b>1</b>

Activate