

Mindfulness and Its Relationship With cognitive motivation Among University Students

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Abstract

In recent years, some topics which are classified within the Cognitive Behavior Therapy (CBT) on the deployment of mindful awareness in a reflexive, any individual usually learn to distinguish ideas and agitation that help to adapt the ideas and agitation not successful adjustment assistance. The study recommended the preparation of behavioral programs, knowledge of specialists in the fields of psychological and educational institutions to work to diagnose the problems and limitation of students and raise the level of personal efficiency have increased confidence in order to raise the case of cognitive motivation have recommended that increased attention to raising the level of scientific knowledge and the development of motivated students based on scientific principles and methodology. A study of the correlation between the concept of Mindfulness and its relationship with other cognitive styles, as well as relational study on the relationship of the cognitive motive other variables not studied by current research.

Keywords: Mindfulness, motivation cognition, university, Students

Introduction

The conduct of the individual depends on how aware, what the surrounding things and persons social systems, and dealing with the stimuli in the environment as understood and recognition, not as it is in reality, and the method of realizing individual people and things around him determines his behavior toward them, either the senses means striking stimuli from around the individual. (Nasser, 2003). Mindfulness to indicate a careful examination of the adoption of the individual expectations and thinking verification on the experiences of improving performance in important things in context and identify new aspects of the context that would foresight and functionality of the individual during the social dealings, and accept new ideas as people usually form are based on first impressions and stick to those views even when the opposition guide in what was called Langer) cognitive commitments, immature) individuals attentive mentally make available tools to improve their ability to understand and accept the new information which individuals mentally comes from multiple sources, so we see the owners of the vigilant thought themselves in the range of one vision or one way to solve problems, Mindfulness positive impact on learning, creative thinking and perception of the environment, motivation chanticleer apartment, toward the achievement (1987). In order to upgrade this rights toward progress, it must revitalize the motive of access to knowledge, and becomes a mental goal directed his thinking of ongoing research on new topics and information, exceeding the available information to what is more (Hammoudi, 2003). Many studies have indicated a link between scientific research and the cognitive motivation of a number of demographic variables and psychological (Petty, 1981) and the need of knowledge is one of the basic motivations because people with low cognitive motive be treated superficial information, as the ignorance of the non-core aspects, either persons of high cognitive motive to the contrary (Jaradat,

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2010) and we care specialists in the cognitive psychology of the possibility of an increase in the per capita investment information received through recognition, retrieval and methods addressed, the current times we characterized the progress of knowledge, which requires having a lot of knowledge and information to face the life of the mentality of the renovation and development (**Abdul Sattar, 2011**) motivation and was expanded by default refers to the internal and external situation which In the excitement and direction to affect behavior and maintain, this term falls under a wide range of terminology and concepts, such as sexual orientation, and love the survey, detection and attribution studies, the level of aspiration, and placement of Control (**desouki, 2006**). there is a two presidents in dealing with the concept of motivation are the curve derived from the traditional theory of motivation, which sees that the motivation is based on the emotional. And each has its own defended the case of conscience. The second curve is the cognitive models that motivation on the basis of the scheme of self-reliance and self-Schema owners motivation is seen as a cognitive phenomenon. (both traditional and conscientious) cognitive, aim to understand the behavior and interpretation well (**Khalifa, 2000**). Cognitive motivational is to rebuild the positions clearly and in a more integrated manner. (**Al-mashharawy, 2010**). The need for a person of knowledge and a desire to solve problems, so this remains a strong need for as long as the problem remains without a solution or increased requirements necessary to solve them (**Nouri, 2004**).

Literature Review

1. Mindfulness:

In recent years, some topics which are classified within the Cognitive Behavior Therapy (CBT) on the deployment of mindful awareness in a reflexive, any individual usually learn to distinguish ideas and agitation that help to adapt the ideas and agitation not successful adjustment assistance. There are three methods of treatment: 1) unilateral peremptory style direction (omission) Mindless (such as the inundation of simple emotions and experiences). 2) method of conceptual work (such as men rea and evaluating self-reliance and agitation that is consistent with many of the traditional ways of reconstruction). 3) method of Mindfulness Experience described to diversify, they include the experimental direct awareness of what is happening, or intuitive knowledge is not amenable to estimation which described the wise mentality (**Brown, 2007**).

Mindfulness is , scotch collie, acceptance, Texas Mahjong, trust, empathy, to protect their own thrones he encouraged, gentleness and generosity (**Kabat, 1990**)

As the concept of Mindfulness is composed Langer of four dimensions:

alertness to distinction, to protect their own thrones he encouraged the novelty, orientation in the present, the awareness of multiple perspectives (chanteclair apartment, 2002) (Swanson, 2004)

2. Cognitive motivation

That motivation and that the building was expanded by default refers to the internal and external situation affecting the excitement and direction of behavior and maintain it, this term falls under a wide range of terminology and concepts, such as sexual orientation, and love the survey, detection and attribution studies, the level of aspiration, and placement of Control (**Desouki, 2006**). There are four key dimensions of cognitive motivation and the desire of the individual to obtain information quickly, increased knowledge on the subject, and welcome the risk of access to knowledge, the treatment of the themes of knowledge (**Slimani, 2002**). There are four manifestations of cognitive motivation of Exploration Behavior (**Al-Kanani, 1995**) and Curiosity and inquiry and Problems Sensitivity (**Hammouri, 2011**).

3. The theories that dealt with the cognitive Motive

- The theory (Murray's Need - Press Theory): According to Lamourei, anything presses the person must affect the mental condition, and finds that the concepts of need and pressure key concepts in personal understanding and interpretation of human behavior to satisfy the requirements of the need (**Al-Moubadil, 2010**).
- The theory of Haider Wafistinker (**Hider, 1950**): These are called the theory of consistency (cognitive dissonance), was a message that when conflicting or incompatible intellectual aspects of the individual feel uncomfortable or cognitive dissonance, and search for the logic and common sense, and highlights the facts, and contradict the ideas and begin the search and exploration and investigation to reach a balance of knowledge and reduce tension (**Davydov, 1983**).
- The theory of Brunner (**Bruner, 1966**): Bruner, the best methods to raise the motivation of knowledge is through discovering learning, leading to an increase in the forms of investment of the stock of knowledge, and then to the renewal of the outputs of the treatment, which leads in the end to restore the balance of knowledge (**nouri, 2004**).
- Ozel's theory (**Ausubel, 1969**) called the theory based learning on, and contains two dimensions: The first is related to individual learning methods of knowledge, namely, the learning style reception or discovery. Ii: methods to introduce new information related to the construction of knowledge of the individual, namely, the way of the full, style and save production. As a result of the overlapping of the working methods of these dimensions have become patterns of education is learning the reception based on the full: (**Abu Riash, 2007**). The discovery learning based on the full (**Gamez, 2017**) learning of discovery based on conservation: (**al-Sharqawi, 1998**).

There are three motives become uncollectible linked by ties, and are changed per capita growth, and include these components:

A. Cognitive motivation: that is the need of the learner the eager desire to solve problems that may arise in daily life, if the learner described by these characteristics, this motivation can increase education (**Mohamed, 2011**). Thus, the motive of knowledge of one of the types of motives of the fundamental achievement of the learning process, called cognitive motive collection. It is believed that the motive of Ozel's cognitive motivation in the Conference on the importance of learning, it is located within the needs understanding and knowledge in the desire, detection, and knowledge of the facts (**Nasser, 2003**), and studies have shown that the levels of loving the poll, which is a manifestation of the cognitive motive, he noted (**Sarten, 1961**) that the first engine of scientific progress is the motive of knowledge, he (**Maw, 1964**) that the learner expresses the curiosity when showing a need, or a desire to learn more about himself or his environment (**Clark, 1999**).

B. the **self-realization**: this is linked to the motive of the production process, because production means the individual access to the social status of value, the individual when learn not only for the value of knowledge in itself, but to achieve social status, and the fear of failure and associated social level be conducive pupil diligence and perseverance (**Al-Azerjawi, 1991**).

C- The **need to belong**: this motivation stems from the desire of the individual to gain the consent of the adults in the community, and thus is an innate knowledge and strong motivation, and continues with individual growth while he defended the need to achieve self-reliance and strong, especially in the early stages of school education, the affiliation with the group defended it become strong with the growth of the individual, but his interest in the technical and professional aspects (**Nassar, 2003**).

Study Methodology: First: The Research Society: The Population of the Research: Current Research Society consisted of the students of the faculties of the University of Baghdad (jadiriyah complex), numbered (voters: 15208)* for the academic year 2018-19 Distributors (9) faculties of science and humane rose (6653) male and female(8555).

Study Sample: adopted, a researcher in the selection of a sample stratified random method discussed on the number of members of the sample (125) students selected from four faculties in the University of Baghdad are: (Faculty of Political Sciences, Faculty of Media, Faculty of Engineering, the Faculty of Science), distributed according to the macroeconomic variables and type. The following table shows that

Table (1) Search sample, distributed according to the macroeconomic variables and Type

No.	College	Gender		Total
		Male	Female	
1	Engineering	15	17	32
2	Sciences	14	21	35
3	Media	12	16	28
4	Political Science	13	17	30
Total		54	71	125

Search Scheduler (Mindfulness and motivation of Knowledge): The adoption of a measure of Mindfulness researcher prepared by (Mohamed, 2014), and that the adoption of the researcher on the same theory adopted by the researcher in the preparation of the scale of Mindfulness and its application to the university students and the chip itself adopted by current research. As the gauge consisted in final form of (36), the corresponding paragraph four alternatives, since given the option to apply to many (4) degrees, apply to moderate (3) degrees, apply to a few degree (2) degrees, does not apply to (1) Degree. The measure of cognitive motivation researcher has adopted the scale prepared by (the executioner, 2014). It is damaged and the gauge (49) clause, offset by five alternatives, given alternative ok completely (5) degrees, ok often (4) degrees, OK sometimes (3) degrees, ok rarely (2) degree, but ok never (1) Degree.

The validity of the paragraphs of the standards search:

For the purpose of identifying the validity of paragraphs (Virtual Truth) has offered a measure of Mindfulness paragraphs of the altimeter and the cognitive motivation of a group of specialists in education and psychology to determine the validity of the paragraphs, and in the light of the views of the specialists was to retain the paragraphs which got 80% or more constructive agreement to retain the all the paragraphs of the measure of Mindfulness and delete (11) Paragraph of cognitive motivation and gauge (38) a paragraph in the light of the views of the experts, with some modifications, simple language.

Statistical analysis of Mindfulness and paragraphs of the Richter Scale of cognitive motivation:

We have applied measurements of Mindfulness and motivation of knowledge (125) students and adopted this sample for analysis of the paragraphs as well as the applicable statute adopted a sample search, and that the objective of this measure is to maintain good paragraphs in both measurements and the use of the two extremes as action to analyze paragraphs as follows:

1. The two extremes: it identified the overall class for each application form from both measurements, and arranged the forms from the highest to the lowest degree of each measurement. The appointment of 27% of the forms in the higher grades in each gauge and 27% of the forms in the lower degrees, which represent the largest volume sets the maximum possible differentiation, the number of forms in each group (34) application form for each measure, then two independent test was applied to test the difference between the average temperatures of the top and the minimum in each paragraph of both measurements, promised t-value of an indicator to highlight each paragraph 402 of the

* Obtained from the Department of Planning and Follow-up studies/department of statistics and informatics at the University of Baghdad for the academic year 2018-19.

tabular value (2:00)* The paragraphs in the richter (Mindfulness) distinctive mental all at the level of significance (0.05), thus becoming the gauge the final form consists of (36) clause, the paragraphs of the measure (the motive of knowledge), were all highlighted at an indication (05, 0) gauge thus became the final form consists of (38) clause. And schedules (2, 3) clarify that.

Table (2)

discrimination force reinstated the measure of Mindfulness at the level of significance (0.05)

Item No.	Upper Group		Lower group		t. test	Item No.	Upper Group		Lower group		t. test
	Arithm Mean	Standard Deviat	Arithm Mean	Standard Deviat			Arithm Mean	Standard Deviat	Arithm Mean	Standard Deviat	
1	04.3	14.1	08.2	34.1	34.6	19	26.3	09.1	56.2	24.1	76.4
2	76.3	04.1	99.2	15.1	41.5	20	63.3	32.1	56.2	21.1	99.6
3	70.3	72.0	26.2	95.0	54.3	21	56.3	34.1	46.2	15.1	25.7
4	94.3	13.1	31.2	11.1	23.4	22	25.3	13.1	12.2	36.1	44.7
5	02.3	36.1	15.2	98.0	88.3	23	58.3	43.1	56.2	18.1	68.6
6	52.3	78.0	99.2	04.1	08.4	24	12.3	20.1	32.2	24.1	32.5
7	94.3	22.1	10.2	02.1	87.5	25	27.3	14.1	63.2	35.1	16.5
8	11.3	31.1	47.2	11.1	27.4	26	91.3	46.1	32.2	16.1	73.4
9	50.3	18.1	34.2	14.1	09.6	27	63.3	33.1	55.2	21.1	99.7
10	57.3	82.0	98.2	15.1	37.4	28	94.3	23.1	09.2	13.1	87.6
11	44.3	002.1	05.2	12.1	70.6	29	63.3	33.1	55.2	21.1	99.7
12	04.3	42.1	11.2	15.1	03.6	30	56.3	35.1	45.2	15.1	25.8
13	39.3	12.1	09.2	03.1	12.2	31	38.3	28.1	40.2	68.1	92.7
14	91.3	45.1	33.2	16.1	73.3	32	01.3	54.1	47.2	71.1	11.5
15	58.3	86.0	66.2	07.1	11.4	33	66.3	39.1	36.2	87.1	47.9
16	63.3	44.1	64.2	33.1	18.6	34	12.3	22.1	12.2	77.1	01.8
17	44.3	35.1	59.2	28.1	45.5	35	75.3	59.1	64.2	83.1	24.8
18	37.3	54.1	47.2	34.1	51.5	36	79.3	75.1	91.2	12.2	65.6

Table (3) discriminatory motive force of the measure of cognitive

* The Tabular trend value when the level of significance (0.05) and to a lesser extent freedom (66) equal (2,00)

T. test	Lower group		Upper Group		Item No.	T. test	Lower group		Upper Group		Item No.
	The Devi	Average	The Dev	Average			The Devi	Average	The Dev	Average	
	The stand	Arithme	The stand	Arithme			The stand	Arithme	The stand	Arithme	
3,33	1,52	3,25	1,64	4,82	20	3,79	1,92	2,86	2,30	3,61	1
5,08	1,62	3,79	1,47	4,65	21	4,79	1,81	3,76	2,34	4,70	2
2,99	1,64	3,17	1,62	4,69	22	8,16	2,02	3,45	1,53	4,93	3
5,59	1,14	3,16	1,96	4,25	23	4,31	1,33	3,76	0,96	4,55	4
9,16	2,02	3,45	1,53	4,93	24	3,62	1,94	3,66	1,65	4,32	5
5,31	1,33	3,76	0,96	4,55	25	6,81	2,07	3,47	1,74	4,75	6
4,62	1,94	3,66	1,65	4,32	26	5,92	1,68	3,40	1,28	4,38	7
7,81	2,07	3,47	1,74	4,75	27	3,11	1,71	3,47	1,54	4,01	8
6,92	1,68	3,40	1,28	4,38	28	7,47	1,87	3,36	1,39	4,66	9
4,11	1,71	3,47	1,54	4,01	29	6,01	1,77	3,12	1,22	4,12	10
8,47	1,87	3,36	1,39	4,66	30	6,24	1,83	3,64	1,59	4,75	11
7,01	1,77	3,12	1,22	4,12	31	4,65	2,12	3,91	1,75	4,79	12
7,24	1,83	3,64	1,59	4,75	32	7,85	1,87	3,36	1,62	4,77	13
5,65	2,12	3,91	1,75	4,79	33	4,65	1,48	3,85	0,83	4,53	14
8,85	1,87	3,36	1,62	4,77	34	6,09	2,12	3,64	1,59	4,88	15
10:16	2,02	3,45	1,53	4,83	35	4,96	1,90	3,15	1,57	4,04	16
6,31	1,33	3,76	1,96	4,51	36	5,38	1,82	3,81	1,62	4,77	17
5,62	1,94	3,66	1,65	4,32	37	7,03	1,83	3,24	1,21	4,42	18
8,81	2,07	3,47	1,74	4,75	38	7,47	1,91	3,69	1,56	4,03	19

The degree of relationship paragraph primarily faculty (internal consistency):

Pearson has been the use of link factor person correlation relational relationship between the degree of all of the paragraphs of the scale and degree college, the link correlation monitors transactions coefficient a function when compared with the tabular trend value (0:174) at the level of significance (0:05) and to a lesser extent the freedom of (123) in the measurement of Mindfulness, they are all a function of the measure of cognitive motivation, and schedules (4, 5) clarify that.

Table (4) paragraphs link transactions primarily macroeconomic measure Mindfulness

Item No	Correlation monitors Coefficient	Item No	Correlation monitors Coefficient	Item No	Correlation monitors Coefficient	Item No	Correlation monitors Coefficient	Item No	Correlation monitors Coefficient	Item No	Correlation monitors Coefficient
1	0,351	7	0,315	13	0,379	19	0,317	25	0,252	31	0,363
2	0,260	8	0,278	14	0,361	20	0,321	26	0,263	32	0,258
3	0,241	9	0,394	15	0,343	21	0,286	27	0,280	33	0,359
4	0,212	10	0,319	16	0,1998	22	0,264	28	0,224	34	0,327
5	0,244	11	0,733	17	0,227	23	0,509	29	0,273	35	0,258
6	0,239	12	0,354	18	0,329	24	0,480	30	0,242	36	0,313

Table (5) paragraphs link transactions motive primarily measure cognitive College

Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient
1	0,213	8	0,272	15	0,183	22	0,140	29	0,280	36	0.948
2	0,245	9	0.392	16	0,287	23	1.275	30	0,294	37	0.533
3	0,338	10	0.427	17	0,180	24	0.196	31	0,232	38	0.529
4	0,231	11	0.509	18	0,297	25	0.725	32	0,248		
5	0,173	12	0.599	19	0,295	26	0.594	33	0,247		
6	0,264	13	0.354	20	0,278	27	0,307	34	0.307		
7	0,288	14	0,300	21	0,304	28	0,276	35	0.606		

Psychometric characteristics of Mindfulness and motivation of Knowledge

The truth Validity

The truth is apparent face validity: virtual truth reference to what appears to be the yardstick for measuring the extent to which contained paragraphs appear to be linked to the variable which is measured and that the substance of the measure agreed with the purpose, which is the general appearance of the gauge as to the type of vocabulary and how the wording and clarity (**Forward,1990, p. 130**) This type of truth in these both measurements when presented paragraphs of each measurement on a group of experts and specialists to judge their qualification in the Measurement feature to be measured.

Consistency Reliability :

The current research used unchanged Cronbach in a way Alpha Cronbach Alfa formula to the test on all grades of the sample application forms and statistical analysis, the coefficient alpha flat (0, 79) measured by Mindfulness, and (0, 81) measured by cognitive motive.

Fourthly: statistical tools: statistical tools that have been used in the current research using SPSS statistical pouch is the following:

- test (T-test) two samples independent labs and pearson link, and the equation of Cronbach Alfa formula testing (T-test one sample, t-value transactions sign link, the percentage formula.

The results

1. To achieve the goal of **identifying the level of Mindfulness and substances to the students of the university** , a researcher with the analysis of statistical data and use T- Test one sample the result was that the sample of the research from the university students have mental alertness as set out in the following table:

Table (6)

The value of the test of the difference between the arithmetic average sample search in Mindfulness

S	Error frequency Mean	Std. Their price is always impossible	Hypothetical Mean	Df	T. Value		Sig. level (0.05)
					Tabular	Violence against Children Up	
125	95.02	6.18	90	124	9.96	1.96	Function

2. To achieve this goal to **identify the significance of the difference in Mindfulness substances depending on the variable type (male-female) to the students of the university**. the researcher uses T independent test results showed

the presence of difference d between males and females in Mindfulness for the sake of males as set out in the following table.

Table (7)

T Sample independent test of the difference in Mindfulness substances depending on the variable type (male and female).

Gender	No.	Error frequency?	Std. Their price is always impossible	T value		Fd. value	Sig. (0.05)
				Violence against children up v	Tabular		
Male	54	96.66	4.89	2.65	1.96	123	Function
Female	71	71	6.77				

3. To achieve the goal of identifying the level of cognitive motivation to university students the researcher uses T sample independent test results showed the presence of difference d between males and females in Mindfulness for the sake of males as set out in the following table.

Table (8)

value of the test of the difference between the arithmetic average research sample in the cognitive motive

S	Error frequency?	Std. Their price is always impossible	Hypothetical Mean	Freedom value	T value		Sig. (0.05)
					Violence against children up v.	Tabular	
125	119.90	5.05	114	124	13.07	1.96	Function

4. Identify the significance of the difference in cognitive motivation depending on the variable type (male-female) to university students: in order to achieve this goal, the researcher uses independent test results showed that there is no difference between males and females in the cognitive motivation as shown in table

Table (9)

independent test of the difference in cognitive motivation depending on the variable type (male and female).

Gender	No.	Error frequency?	Std. Their price is always impossible	T value		Freedom value	Sig.(0.05)
				Violence against children up v	Tabular		
M.	54	119.70	6.02	0.38	1.96	123	No Function
F.	71	120.05	4.20				

5. Identify the relationship between the research variables (relational Mindfulness and motivation of Knowledge) to the research sample as a whole. After the results were analyzed using the pearson correlation coefficient, there is a correlation between the cognitive and Mindfulness and motivation of the sample as a whole, since the value of correlation coefficient (0:151) and is less than the value of the pearson tabular (0:174), using the T test to find out the significance of correlation coefficient t value calculated (71, 1), the smallest of the Tabular trend value (96:1) at the level of significance (0:05) the degree of freedom (123), and table (11) shows it.

Table (11)

S	Person monitors Value	Correlation Coefficient	Person Tabular Value	Freedom value	Violence against children up Value	T. Value tabular
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125	0.151	0.174	123	1.71	1.96
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Recommendations

1. The preparation of the behavioral programs, knowledge of specialists in the fields of psychological and educational institutions to work to diagnose the problems and limitation of students and raise the level of personal efficiency have increased confidence in order to raise the case of cognitive motivation they have.
2. Increased attention to raising the level of scientific knowledge and the development of motivated students based on scientific principles and methodology.

The proposals

1. A study of the correlation between the concept of Mindfulness and its relationship with other cognitive styles.
2. Relational study on the relationship of the cognitive motive other variables not studied by current research.

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