

Mental Distraction among Students of the Department of Educational and Psychological Sciences in Light of Some Variables

Noha Najm Abdullah Khader Al Nuaimi

Nineveh Education Directorate

nahanajm٤٩١@gmail.com

Abstract

The aim of the current research is to identify the level of mental distraction among students of the College of Education for Human Sciences in the light of some variables, namely the grade (second | fourth) and sex (males |females).

The research sample consisted of (٦٠) male and female students from the College of Education for Human Sciences for the academic year ٢٠٢٣-٢٠٢٤, randomly selected from the students of the Department of Educational and Psychological Sciences at the College of Education for Human Sciences, University of Mosul.

The researcher used Ibrahim's (٢٠٠٧) mental distraction scale, consisting of ٢٦ paragraphs, to measure distraction. The final version of the scale was then applied to the research sample once it had been reviewed by the committee. Following are the outcomes that were obtained through the collecting of data and statistical analysis:

- ١- The Faculty of Education for the Humanities experiences mental distraction among all genders, particularly in the second and fourth stages.
- ٢- The level of mental distraction experienced by male and female students at the College of Education for Human Sciences does not differ in a way that can be considered statistically significant.
- ٣- It has been shown that there is no statistically significant difference in the amount of mental distraction experienced by students attending the College of Education for Human Sciences based on the grade variable (specifically, second and fourth).

Among the recommendations for research conducted on university students, especially those that study psychological cases, the researcher also proposes several recommendations and suggested conducting similar studies with a variety of variables and samples.

Keywords: Mental distraction, Students, Educational and Psychological Sciences.

١. Introduction

Through their academic career, many students go through many problems that may affect their level of achievement and interaction during the lecture. One of these problems that affect the individual is the problem of mental distraction, and the individual is often exposed in his surroundings to many problems that negatively affect his daily life and hinder the performance of his tasks if it were not for the queen of God, the mind that God gave to man, addressing with its cognitive abilities and sensitivity to such problems, but they are often exacerbated to the extent of These problems are in the case of wandering of the mind to address them, which is the state of mental distraction, which many people complain about because of the fugue of this force that distinguishes him by God man from other creatures, which is the mind, the more these problems increase the individual's disability cognitively and subjectively, and although this problem appears significantly in the elderly, but it affects more severely in students being the most factors associated with the disability of the educational process in society, so that it may lead to a motivational disability Learning, which pushes them towards engaging in the educational process as the university is not a place to receive science and knowledge and conduct experiments and tests, but it is the middle of social and cultural interaction between its employees and there is no doubt that this interaction is affected by many factors and variables Faculty members, educational environment, curricula and others, and this interaction may result in many psychological and social problems for students that come from the nature of the physical and organizational construction or laws, regulations, instructions or colleagues at that university and may be The source of the environment or methods of socialization, which leads them to mental distraction, University education is a crucial educational phase, representing the apex of the educational hierarchy and designed to prepare numerous graduates in a structured and practical manner. Higher education, particularly at the university level, receives significant attention and care in both developed and developing nations. (Akaishi, ١, ٢٠٠١) University students are of great importance because of their cultural, social and economic role in society and they are the force of its growth, progress and construction, as they are a driving energy for the means of production and a cornerstone in shouldering the responsibilities and burdens of society. (Sultan, ١٨, ٢٠٠٩)

Therefore, the research problem is summarized in the following question: What is the level of mental distraction among students of the Department of Educational and Psychological Sciences in light of some variables?

The importance of research

University education is one of the most important educational stages, which aims to prepare students in an organized and life-oriented manner as the driving energy of the means of production as well as their cultural, social and economic role in society. Mental distraction may appear in the individual since the primary stage, especially in situations that require concentration of attention (Buss, ١٩٧٨, ١٨٤) and then this condition remains inherent to him to adolescence and beyond, which causes a low level of academic achievement (١٩٨٣, ٢٦٥ (Clarke, et, alThe university youth of the important sectors because it represents the strength of the nation and its effective renaissance in the processes of social, economic and cultural change, and the importance of this sector of the generation increases in that it represents one of the social segments full of vitality and activity and falls on the tasks of development and progress of society and its movement forward and the possibility of achieving these tasks remains dependent on the capabilities of Educated youth to bear the burdens, and this can only be achieved by ensuring the process of preparing university students "sound numbers integrated (Al-Akidi ١,٢٠٠٢) The university student is living a dual transition stage represents the transition to the world of adults, which results in specific developmental demands as they appear psychological and social needs that require satisfaction, and ambitions and goals that require achievement" and an urgent desire to achieve independence and uniqueness and the continuous search for self-formation or identification and that failure to do so leads to the emergence of the identity crisis and this in turn Leads to feelings of loneliness, alienation and misalignment, as well as feelings of failure, disappointment and shame (Hussein ٨٥١, ١٩٩٩)

The importance of the current research is summarized through the following points:

Theoretical significance.

The current research deals with university students, as university education is one of the most important educational stages, they are considered the basis of society The current study sheds light on the mental distraction variable, which is one of the variables that negatively affect the educational level of students

Applied importance

١). The results of this study may contribute to the detection of mental distraction rates among students and thus help in conducting experimental research or other research to address or mitigate it in students

٢). This study may raise some new research ideas among researchers in the field of education, which contributes to the deepening of educational research

III. Research Objectives

The current research aims to:

- ١). Identify the level of mental distraction among students of the Department of Educational and Psychological Sciences in general
- ٢). Detection of the level of mental distraction among students of the Department of Educational and Psychological Sciences according to the gender variable (males - females)
- ٣). Statement of the level of mental distraction among students of the Department of Educational and Psychological Sciences according to the variable of the grade (second - four).

Search limits

The current research is determined by the students of the University of Mosul / College of Education for Human Sciences, Department of Educational and Psychological Sciences for the academic year ٢٠٢٣-٢٠٢٤

Define terms

١. Atta (٢٠٠٠)

A problem that many people complain about worsens with age and many problems of life, a problem that disrupts the best human forces that are distinguished from other creatures, which are the mind and thought. (Atta, ٣, ٢٠٠٠)

٢. Jubaili (٢٠٠٦)

The ease of distracting the mind with any event and then thinking about that event adds an element of imagination to it. With (Jubaili, ٢٠٠٦, ١)

٣. Ibrahim (٢٠٠٧)

Poor ability to focus attention on a topic and ease of mind to think about other things unrelated to the topic to be focused on Ibrahim, (٢٠٠٧, ١١)

٤. Al Mazrouei (٢٠٠٠)

It is intended to sharpen and develop imagination, but on the other hand, the separation is considered gradual from reality, and this separation may be harmful, as the student loses his level of study, for example.

٥. Ansari (٢٠٢٢)

General weakness in concentration, which is a form of failure to pay attention, and occurs if you are preoccupied with something (Al-Sinani, ٢٠٢٠, ١١٣); (Al-Ansari, ٢٠٢٢)

٦. Hassan (٢٠٢٢)

It means a lot of distractions around the student at home, poor attention, or lack of interaction between the student and his teacher, which leads to mental distraction

Theoretical definition :

Defines mental distraction: the weak ability to focus attention on a topic and the ease of distracting the mind to think about other things unrelated to the topic to be focused on (Ibrahim: ٢٠٠٧)

Procedural definition :

is the score that the respondent gets by responding on the mental distraction scale

٧. Previous studies and the extent of their benefit

A_ Iraqi Studies

١- Among students at the University of Mosul, Daoud conducted a study that was linked with cognitive style independence - dependency and its relationship to the level of mental distraction. All of the research for this study was carried out in the city of Mosul in the year ٢٠١٧.

٢. This study aimed at the following:

٣- Identify the level of independence ... Accreditation for students in general

٤- Identify the level of mental distraction among students in general

٥- Identify the nature of the relationship between the two variables

The instrument that the researcher had devised was distributed to a total of four hundred students coming from the College of Education at the University of Mosul. These students included both male and female students. These students were divided into two groups: those in their second and fourth years of study, and they were classified according to their gender and academic level. In order to do a statistical analysis on the data, statistical means, chi-square, Pearson's correlation coefficient, and the SPSS program were utilized. Following the completion of the research project, a number of findings were gathered, the most important of which are as follows:

١- Students enrolled in the Faculty of Education do not possess the cognitive style known as independence, which is required for certification.

٢- In accordance with the variable of specialization, there is a correlation that may be considered statistically significant between cognitive style and mental distraction.

٣- The results also indicated a correlation between the cognitive style (independence - adoption). Mental distraction among male students

٢- Al-Hassan's study tagged with (mental richness and its relationship to teaching methods among university students) This study was conducted in the city of Basra in the year (٢٠٢٢)

This study sought to ascertain the extent of mental distraction among third-year students in the faculties of education at the University of Basra. The research involved the development of two instruments to assess mental distraction and instructional methods, grounded in theoretical literature and prior studies. In the case of independent samples, the utilization of statistical procedures such as the Pearson correlation coefficient and the T-test, the study yielded several findings, notably that numerous distractions in the home environment may contribute to mental distraction, and that insufficient interaction between students and instructors during lectures can result in a general decline in attention and concentration.

B_ Arabic Studies

٣- Ibrahim's study and tagged with (the effect of problem solving in reducing mental distraction among middle school students)

The purpose of this research, which was carried out in the Kingdom of Saudi Arabia in ٢٠١٧, was to determine whether or not the process of problem-solving can reduce the amount of mental distraction experienced by middle school students. The sample was comprised of thirty children who were in the fourth grade and were randomly separated into two groups: the group that participated in the experiment and the group that served as the control. Fifteen students were assigned to each of the groups. Utilized were the mental distraction scale and the problem-solving scale that were designed by the researcher individually. The box plot, the T-test, Pearson's correlation coefficient, the Wilcoxon test, the weighted mean, and the percentage weight were some of the statistical tools that were applied in order to accomplish the goals of the research. According to the findings, pupils in middle school demonstrated signs of mental distraction throughout the week.

٤ - study of the fox and tagged with (prevailing mental distraction (automatic - approved) between undergraduate students and postgraduate students at Qassim University)

This study was conducted in the Kingdom of Saudi Arabia in the year (٢٠٢١) and this study aimed to:

١- Detection of the predictive ability of mental distraction dimensions (automatic _ dependent). Through the dimensions of self-organized e-learning and the dimensions of academic pressures

٢- It also aimed to detect discrepancies in mental distraction according to the difference in the academic stage (undergraduate stage, and postgraduate stage).

On a sample of Qassim University students

The study found that the sample members of undergraduate students are high in the level of automatic mind wandering and averages in the adopted mind wandering dimension, as well as that the level of graduate students averages in both types of mind wandering as the results of the study indicated that the dimensions of self-organized e-learning predictive of the automatic dimension of mind wandering are (time management, and skills beyond knowledge)

C – Foreign Studies

Hao , Wu, Rumco, pina study (Hao, Wa, Ramco, and Pena

This study was carried out in the year and was tagged with mental distraction and its relationship to inventive thinking for a sample of university students (٢٠٠٥)

A scale of mental distraction was applied to the sample members, and a task was conducted in which they were asked to find multiple alternatives to Chinese chopsticks, and that task lasted ٢٠ minutes, and the participants occasionally had a signal asking them to clarify whether at the moment the signal appeared they were thinking about the desired task, or they were in a state of mental distraction. The results indicated that people with high mental distraction were less able to find original ideas, and in contrast, people low in mental distraction were able to find Higher original ideas, in addition to that people high in mental distraction showed an improvement in the manifestation of original ideas as time progresses on the task, and these results indicate that mental distraction while performing innovative thinking tasks disrupts innovative ideas.

Indicators on previous studies and the extent of their usefulness

١. Goals

Numerous studies sought to elucidate the correlation between mental distraction and various other characteristics, exemplified as Dawood's research (٢٠١٧), which aimed to identify the cognitive style of independence of accreditation and its relationship to the level of mental distraction among students of the University of Mosul, the study of Hassan (٢٠٢١), which aimed to identify mental distraction and its relationship to teaching methods among university students, and the study of Ibrahim (٢٠١٧), which aimed to identify the effect of problem solving in

reducing mental distraction among middle school students, and a study that overcomes (٢٠١٧), which aimed to identify the prevailing mental distraction spontaneous - deliberate among undergraduate and graduate students at Qassim University, and the study of (Howe, Wa, Ramco, and Bina (٢٠٠٥), which aimed to identify mental distraction and its relationship to innovative thinking for a sample of university students)

٢. Sample:

The size of the samples varied in proportion to the study population and also varied in gender variables, the study of Dawood (٢٠١٧) There were a total of four hundred male and female students included in the study sample, according to Al-Hassan (٢٠٢١). All forty male and female students were included in the study's sample, and Ibrahim's ٢٠١٧ research was also included. The sample for the study consisted of thirty male and thirty female students.

٣. Tool:

Most of the tools used in measuring mental distraction are ready researcher The tool of this research has adopted the researchers researchers mental distraction scale (Ibrahim (٢٠٠٧ - and be in its final form of ((٢٦ paragraphs and extracted the standard characteristics of it as we will note in the third chapter

٤. Honesty and consistency

Most of the studies relied on virtual honesty and the sincerity of construction in the honesty of the tool and stability by re-testing and the equation of Alfakronbach and the current research was relying on virtual honesty and stability by re-testing

٥. Statistical Methods

The arithmetic mean - standard deviation - T test - Pearson's correlation coefficient and the Fackeropenach equation were used in most of the previous studies and the current research will use appropriate statistical means to achieve its objectives

٦. Results

Previous studies have reached several results, and the student researcher will benefit from them in comparing them with the results of the current research

The extent of benefit from previous studies

١. Identify the scientific methodology of research
٢. Identify previous studies and choose the appropriate measures for the research sample
٣. The researcher benefited in determining the objectives of the current research and the appropriate statistical means in extracting the results

٤. Take advantage of the sources titles of the current research.

٣. Search Procedures

This chapter includes the procedures carried out by the researcher from determining the research population and the sample and choosing the appropriate statistical tool and means used in data processing to achieve the objectives of the research. The following is a presentation of the search procedures .

First, the research community:

The research community is determined by the students of the second and fourth grades of the departments of the College of Education for Human Sciences, which number (١٦٦٦) male and female students, by (١٢٣٣) from the second and fourth grades, numbering (٤٣٣) male and female students for the academic year ٢٠٢٤|٢٠٢٣ / morning study.

Table (١) representing the research community

#	Sections	Fourth grade		Second grade		Female	Total	Total
		Male	Total	Female	males			
١	Quran Sciences	٨٨	١٢٠	٣٣	٨٧	١٤٥	١٢٥	٥٩٨
٢	Arabic Language	١٢٥	٣١٣	٢٠٠	١١٣	٧٦	٢٠١	١٠٢٨
٣	Geography	١١٠	٢١٤	٩٤	١٢٠	٨٦	١٩٦	٨٢٠
٤	Date	١٧٤	٣٨٤	١٦٠	٢٢٤	١٠٨	٢٨٢	١٣٣٢
٥	English	٧٧	٤٠٩	٢٢٨	١٨١	١٠٥	١٨٢	١١٨٢
٦	Educational and psychological sciences	٨٤	٤٦٦	٢٣٠	٢٣٦	٦٤	١٤٦	١٢٢٦
Total		٦٥٦	١٩٠٦	٩٤٥	٩٦١	٨٤٥	٩٥٠	٦٢٦٣

Second: Research Sample

The research is being carried out within the community by the researcher, who is following to certain rules in order to correctly depict the neighborhood (Daoud and Anwar ٦٧,١٩٩٠), after determining the research community, an equal stratified random sample was drawn from the students of the College of Education

for Human Sciences, numbering (٦٠) male and female students, by (٣٠) from the second grade and (٣٠) from the fourth grade, and table (٢) shows that.

Table (٢) represents the research sample

Gender Class	Gender		Total
	females	males	
Second	١٥	١٥	٣٠
Fourth	١٥	١٥	٣٠
Total	٣٠	٣٠	٦٠

Third: _ Research Tool

The researcher adopted in the measurement of the mental distraction variable prepared by Ibrahim (٢٠٠٧) and applied by François ((٢٠١٢) and the scale consisted of (٢٦) items with five-point alternatives (always - often - sometimes - rarely - never)

A- Believe the scale

Apparent honesty refers to the extent to which a scale or test accurately measures its intended construct and serves as an initial procedure for evaluating the scale (Guarantor, ٢٠٠٧: ١١٣). Honesty refers to the accuracy with which a test or measure measures what should be measured or what it was developed for, or the extent of the test or measure of the function used to perform it). Samara et al., ١٩٨٩) By presenting the scale in a preliminary version, Appendix (١), to a panel of experts and arbitrators working in the Department of Educational and Psychological Sciences, the researcher was able to extract virtual honesty. The scale was applied in its current form, which consisted of twenty-six paragraphs, and no paragraph was removed from the scale.

B Scale stability:

It indicates the tool that delivers close results or the same outcomes if applied more than once in comparable conditions Abu Awad et al., (٢٠١٢: ٩١) and also defined by Abbasi and refers to the degree of stability or consistency in the scores achieved on the measurement tool with time, the test whose scores have stability is the test on which the grades are stable and continuous or consistent puts the student in the same category of halving in different measurement times.(Abbasi, ٢٠١٨: ٢٩٦)

The researcher extracted the stability by the method of repetition if the scale was applied to a sample of (٢٠) male and female students from the third grade of the Department of Educational and Psychological Sciences ١٩/١٠/٢٠٢٣ and the application was repeated again on ١١/٢٠٢/٢٣ with an interval of (١٤) days and does not find the relationship between the first application and the second application The correlation coefficient (Pearson) was used and the scale obtained a stability coefficient of (٨٢) Which confirms that the scale has a good stability coefficient and indicates instead of the that the stability coefficient if it obtains a stability rate (٧٠٪) can be considered a high constant coefficient instead of (٥٥١٩٩٨:) and thus the scale is ready for application in its final form Appendix (٣)

.Correction of the scale

The response pattern was determined on each paragraph of the scale, which is (always - often - sometimes - rarely - never) and the grades were determined (١,٢,٣,٤,٥) for the positive paragraphs respectively and the degrees of (٥,٤,٣,٢,١) respectively for the negative paragraphs, noting that the lowest score for the scale (٢٦) and the highest degree for the scale (١٣٠) and the hypothetical average of (٧٨)

Application of the scale:

After making sure of the truthfulness and stability of the scale, the scale was applied to the basic research sample consisting of (٦٠) male and female students from the second and fourth grades, Department of Educational and Psychological Sciences at the College of Education for Human Sciences at the University of Mosul, and according to Table (١), the application was made on ١١/٢٧/٢٠٢٣, as the scale was applied to the members of the sample, and before starting to distribute the scale, the researcher introduced himself and the scientific goal of conducting the research and clarifying the method of answering the scale, and that their answer will be confidential used for research purposes..

Sixth: Statistical Methods :

The following statistical methods were relied upon

١. T-test for one sample: to test the statistical significance of identifying the level of psychological and cognitive integration
٢. T-test for two independent samples: special statistical significance test to identify the differences between each of the gender (males and females) and the grade (second and fourth) for the variable cognitive flexibility
٣. Pearson's correlation coefficient for extracting stability by retest method

٤. Presentation and discussion of results

After the researcher completed the research procedures in the third semester. He applied the scale to a sample of students of the Department of Educational and Psychological Sciences and verified the data statistically using the statistical bag for social sciences (SPSS). In order to obtain results that achieve the objectives of the research represented in the following

١ Identify the level of mental distraction among students of the Department of Educational and Psychological Sciences in a way

٢ Detection of the level of mental distraction among students of the Department of Educational and Psychological Sciences (according to the gender variable (males, females)

٣ Statement of the level of mental distraction among students of the Department of Educational and Psychological Sciences according to the variable of the grade (fourth, second)

The following is a presentation of the results of the research and their interpretation according to the mentioned objectives:

The first objective: to identify the level of mental distraction among students, Department of Educational and Psychological Sciences in general

For the purpose of achieving this research, the arithmetic mean of the degrees of the ٦٠ members of the research sample was calculated , and it was found that the arithmetic mean of their scores (١١١.٣٦) with a standard deviation of (٥.٠٥٥٠٤) was also calculated the mean of the hypothesis of the mental distraction scale and its amount was (٧٨), where the tabular value (٢.٠٠١) and the withdrawn value (٥١.١٠٣) and km in Table No. (٣)

Table ٣ : Results of a T test for one sample to measure the level of mental distraction

Indication	T-value		Architectural deviation	Default average	Arithmetic mean	Number
	Tabular	Calculated				
There is a difference D	٢.٠٠١ (٥٩) (٠.٠٥)	٥١.١٠٣	٥.٠٥٥٠٤	٧٨	١١١.٣٥	٦٠

Looking at the arithmetic mean of the research sample, it is found that it is smaller than the mean hypothesis scale, which indicates a high level of mental distraction among the sample represented by the students of the Department of Educational and Psychological Sciences. Where the T test was relied on for one sample and it was found that the differences in statistical significance between two averages in

favor of the hypothesis mean and this percentage of mental distraction can be explained by the sample where the researcher consoles. The reason for this result is that students have mental distraction that may be due to exposure to external stimuli closer to themselves or exposure to socio-economic problems. Emotional (or because of the country's security conditions, all these reasons may work together or individually in the mental distraction of students.

Second Objective: Detecting the level of mental distraction among students of the Department of Educational and Psychological Sciences according to the gender variable (males and females)

For the purpose of achieving this goal, the arithmetic mean of the sample of (٦٠) male and female students was calculated. It was found that the arithmetic mean for males (١١١.٤٦) with a standard deviation of (٥.٨٥٢) while the arithmetic mean for females (١١١.٢٣٣٣) and standard deviation (٤.٢٠٧) where the second test was relied on for two independent samples and it was found that the withdrawn value (٠.١٧٧) and tabular (٢.٠٠٢) as in Table No. (٤)

Table ٤: T-test results for two independent samples to indicate the difference in the level of mental distraction

According to the gender variable

Indication	T-value		Architectural deviation	Arithmetic mean	Number	Sex
	Tabular	Calculated				
There is no difference D	٢.٠٠٢ (٥٨) (٠.٠٥)	٠.١٧٧	٥.٨٥٢٩٩	١١١.٤٦٦٧	٣٠	males
			٤.٢٠٧٤١	١١١.٢٣٣٣	٣٠	Female

When compared with the calculated value with the tabular it turns out that there is no significant difference between males and females and the reason for this may be due to the common circumstances of both sexes as well as the common learning atmosphere between the two parties and the common external influences of all sexes and therefore the sexes suffer in the second and fourth stage of mental distraction

The third objective: - A statement of the level of mental distraction among students of the Department of Educational and Psychological Sciences according to the variable of the grade (second - fourth)

The arithmetic mean of the second stage was on the mental distraction scale (١١٢.٤٠٠) with a standard deviation (٤.٥٧٥), while the arithmetic mean of the four

stage was (١١٠.٣٠٠٠) and a standard deviation (٥.٣٦٣) and after relying on the T-test for two independent samples, it was found that the withdrawn value (١.٦٣١) and the tabular (٢.٠٠٢) and that the tabular T value is greater than the T value calculated on it, there is no difference D and Table No. (٤)) explains that

Table ٥

T-test results for two independent samples to indicate the difference in the level of mental distraction

According to the grade variable

Indication	T-value		Architectural deviation	Arithmetic mean	Number	Sex
	Tabular	Calculated				
There is no difference D	٢.٠٠٢ (٥٨) (٠.٠٥)	١.٦٣١	٤.٥٧٥٨٠	١١٢.٤٠٠٠	٣٠	Second
			٥.٣٦٣٦٧	١١٠.٣٠٠٠	٣٠	Fourth

This indicates that the students of the second stage do not differ from the students of the fourth stage in the level of mental distraction. From the explanation of this, it is clear that the second and fourth stages have the same level of mental distraction, and this indicates the student's progress in the academic stages does not form a change in his personality.

Conclusions :

The current research has reached a number of results, the most important of which are.

١. The students of the Department of Educational and Psychological Sciences have mental distraction in general
٢. There is no statistically significant difference in the level of mental distraction according to the gender variable male-female, which indicates that both sexes have mental distraction
٣. There is no statistically significant difference in the level of mental distraction according to the grade variable.

Recommendations

- ١- Paying attention to the research conducted on university students, especially research that studies psychological cases, and taking the recommendations of researchers and scholars as preliminary starting points in reaching decisions that ensure the containment of psychological problems to which students are exposed.

- ٢- ٢ Opening counseling centers in each college of Iraqi universities, providing these centers with all the requirements of correct work, especially staff, and urging their employees to diagnose students' problems and work to develop programs and plans that ensure the development of quick solutions to them
- ٣- The need to adopt a counseling program to address cases of mental distraction among students.
- ٤- Attention to social, cultural and educational activities that increase students' concentration and correct health venting inside and outside universities.

Third: Proposals :

- ١- ١ Conducting a study on the similarity of the research variable for age stages other than the stages of university students
- ٢- ٢ Conducting studies to reveal the relationship of some aspects of personality in students' control points such as independence, self-confidence, disorders such as psychological trauma and exposure to repetitive events
- ٣- ٣ Conducting studies of the mental distraction variable with other variables such as psychological stress, psychological adjustment, social isolation and others

References

- Al-Akaishi, Bushra Muhammad Jassim (٢٠٠٩), Mental health and its relationship to emotional intelligence among young university women at the College of Education for Girls, University of Baghdad
- Al-Akidi, Rana Kamal (٢٠٠٢), The site of control among students of the University of Mosul and its relationship to values and self-concept, College of Education, University of Mosul / unpublished master's thesis
- Al-Jubaili, Ahmed (٢٠٠٦), Mental distraction: its causes and treatment, the educational network, the Internet.
- Al-Sultan, Ibstam Mahmoud Mohammed (٢٠٠٩), Social Support and Stressful Life Events, ١st Edition, Dar Safa for Distribution and Publishing _ Jordan
- Ansari, Khawla (٢٠٢٢). The effect of neurotic personality trait on the degree of mental distraction among health workers in Makkah Al-Mukarramah region. Publishing
- Atta, Mahmoud (((٢٠٠٠ Psychological and Educational Counseling Theoretical Approaches _ and Practice , ١st Edition, Dar Al-Khurahij for Publishing and Distribution_Riyadh. ,
- Buss, Arnold.H. (١٩٧٨): Temp peramental Theory and .personality Development, New York, Jon wiley& Sons

Clark, Alison, Loanne, Stewart and Koch, Barbara (١٩٨٣) Children Development Through Adolescence, New York, John Wiley & Sons

Daoud Zafar Hatem (٢٠١٧). Cognitive style Independence - dependence and its relationship to mental distraction among students of the College of Education at the University of Mosul, Kirkuk University Journal for Humanities, ٢١٣_٢٤٤, (١) ١٢

Hao, N.Wu, wandering fewer original ideas MRunco MA. & Pina J (٢٠١٥). More mind : Be not distracted during creative idea generation. Acta Psychologica, ١٦١, ١١٠-١١٦-

Hussein, Mahmoud Atta (١٩٩٩), University students' problems and their level of depression in the light of gender, specialization, GPA and academic level variables, Insights Magazine, Volume ٣, Issue ٢, p. ٥٨

Ibrahim, Hashem Jamil (٢٠٠٧), The Effect of Problem Solving in Reducing Mental distraction among Middle School Students, Unpublished Master's Thesis, Al-Mustansiriyah University, Baghdad

Jameel, Sri Asaad Khader, Wafaa Kanaan (٢٠١٧) Cognitive failure and its relationship to psychological resilience among university students Journal of Psychological Sciences, ٥٤٩٢_٤٧٣٦

Mazrouei, Afaf Mohammed Al-Hudaibi, Mustafa Abdul Mohsen (٢٠٠٠). Self-disability as a mediating variable between strategic optimism Defensive pessimism and quality of life among university students Journal of the Faculty of Education, Assiut University, ٣١(٥), ٤٤٨_٥٤٦

Taaleb Sabrin Salah (٢٠٢١) Predicting "automatic-deliberate" mindfulness in a virtual learning environment through self-organized e-learning and study stress among female students of Qassim University Egyptian Journal of Psychological Studies, ٣١ ٤٥٢_٣٨٣, (١١٣)