

EMOTIONAL FLEXIBILITY AND ITS IMPACT ON THE ACHIEVEMENT OF HISTORY DEPARTMENT STUDENTS IN THE COURSE OF SOCIAL STUDIES TEACHING METHODS

Aliaa Jawad Kadhim¹, Marwa Mohammed², Jouda Zina Salih Mahdi al-mamoori³

¹University of Babylon / College of Basic Education

aliaa.abd.bscl@uobabylon.edu.iq

²University of Babylon / College of Basic Education

marwa.mohammed@uobabylon.edu.iq

³University of Babylon / College of Basic Education

zena.salah@uobabylon.edu.iq

Abstract

Statistics between the average scores of students in the emotional flexibility test at a significance level of (0.05) and the average scores of students in the students' achievement in emotional flexibility.

There are no statistically significant differences between the average scores of students on the emotional flexibility scale at a significance level of (0.05) in the gender variable. The research sample consisted of (92) male and female students from the College of Basic Education, History Department. The sample was chosen intentionally to achieve the research objectives, a resilience scale was constructed consisting of (24) multiple-choice optional items. The researcher used the statistical package (SPSS). The following results were reached: Students with good achievement enjoy good and high emotional resilience because they aspire to effective participation with their teachers and colleagues. Males enjoy greater freedom than females because they are more liberated than females. This is due to the customs and traditions that prevail in our local Iraqi society. The researcher reached a set of conclusions, including: There is a direct relationship between emotional resilience and students' academic achievement. The researcher suggested conducting a descriptive study to determine the emotional resilience of teachers. She also recommended:

Benefiting instructors in the scientific and educational specialization from the emotional resilience scale and its impact on student achievement.

Keywords: (Emotional resilience – achievement, Emotional resilience- achievement).

First: the research problem:

The advancement of technology, its diversity, and its availability to all age groups, both male and female, has led to the emergence of a generation with high skills, adding new responsibilities to the educational process. The ability to control emotions is the foundation of willpower and the formation of a strong, successful personality. Many intelligent individuals face failure in their emotional lives due to their lack of ability to regulate their emotions when critical decisions are required.

The nature of the society in which students grow up also plays a significant role in fostering emotional resilience, as this skill begins to form within the family and then develops in the school environment. It is a

mistake to raise children in isolation, assuming they will automatically become socialized upon reaching adulthood.

Poor emotional resilience can lead to a decline in academic achievement. The researcher noted a decline in academic performance compared to previous years, particularly after the COVID-19 pandemic, which shifted education from classrooms to cyberspace. This increased students' attachment to electronic devices and distanced them from reality, reducing their engagement with academic situations and weakening their ability to respond to and engage in the educational process.

In addition to reviewing some literature, the researcher noted that the target sample, which is students of the History Department, has a low level of emotional resilience due to its teaching in the same college, different levels, and multiple subjects. The study by Jaafar and Lubna (2018) confirmed the weakness of emotional resilience among university students, which prompted the researcher to conduct a scientific study to reveal emotional resilience and its relationship to students' achievement. Accordingly, the problem of the current research can be defined by answering the following question:

Does emotional flexibility play a role in the achievement of history department students in the Social Studies Teaching Methods course?

Secondly: The importance of research:

Technological advancements and their widespread adoption among all age groups, both male and female, have contributed to the emergence of a generation with advanced skills, adding new challenges and responsibilities to the educational process. The ability to control emotions is essential for building willpower and shaping a strong, successful personality. Many intelligent individuals face setbacks in their emotional lives due to their inability to control their emotions at critical moments that require careful decision-making (Hariri, 2016: 248).

The community in which students grow up plays a pivotal role in developing emotional resilience, as this skill begins to crystallize within the family before developing in the school environment. It is a mistake to believe that raising children away from social interaction will automatically make them socially responsible when they reach adulthood (Al-Tamimi, 2018: 64).

Lack of emotional resilience may also negatively impact academic achievement. The researcher noted a decline in academic performance compared to previous years, especially after the COVID-19 pandemic, which shifted education from classrooms to electronic platforms. This shift contributed to students' increased attachment to electronic devices, which limited their interaction with academic situations and weakened their ability to integrate and respond effectively (Al-Shaabi, 2012: 68) In the educational process.

Third: Research objectives:

1) There are no statistically significant differences between the average scores of students in the emotional flexibility test at a significance level of (0.05) and the average scores of students in the students' achievement in emotional flexibility.

2) There are no statistically significant differences between the average scores of students on the emotional flexibility scale at a significance level of (0.05) in the gender variable.

Fourth: Limits of research:

The current research is determined by the following:

Students of the College of Basic Education - Department of History - Third Stage Timeframe: Academic Year 2024-2025

Fifth: Defining terms:

First - emotional flexibility

1) It was known to (Jaafar and Lubna) that it is a psychological readiness that is removed, the individual has an emotional and sentimental feeling and performs a specific behaviour towards a person, group or specific idea (Jaafar and Lubna 2018;290).

Second - Collection:

1) Fakhri (2018) defined it as: “The sum of what students acquire from the educational process in terms of knowledge, information, skills, attitudes, and experiences as a result of their efforts during their learning at school or their studies at home, and it can be measured by regular school tests at the end of the year (Fakhri 2018;11).

Third - History Department students:

Those students who have successfully passed the preparatory stage in its scientific and literary branches and who have been centrally accepted into the colleges of basic education and are currently continuing their morning studies there (Ministry of Higher Education and Scientific Research, 2013, 2).

Fourth: Teaching methods:

1) Al-Masoudi (2012) defined it as: a general educational or teaching style that most teachers adopt in specific educational situations and may replace it with another style if the educational situation changes (Al-Masoudi 2012).

Chapter Two: Theoretical Framework and Previous Studies:

First: Emotional Flexibility:

Emotional flexibility is an important part of the human personality, as it affects the direction of human behavior and interferes to a large extent in the psychological health of individuals and their daily behavior. It also represents an important aspect in the comprehensive growth process, because it is one of the foundations that help in building a healthy personality. It works to determine and direct the correct and sound path of growth for that personality with all that it carries of thoughts, feelings, emotions and the different behavioral patterns that it achieves (Al-Awadi, 2021;36).

A person does not only need to drink and air that provide him with growth and life, but he also needs to

prepare an effective and emotionally healthy atmosphere and provide him with the opportunity to express his emotions and feelings and train him to control and manage them in a way that suits them from exciting situations. Expressing these emotions and feelings in a natural and effective manner is evidence of a flexible personality and emotional balance. Effectively, and exaggerating their expression is evidence of a sensitive, tense and emotionally unstable personality. Effectively, when an individual faces difficult and anger-inducing social situations, he takes a method in which he tries to confront these situations, relying on multiple factors such as the nature of the situation, its intensity and environmental characteristics, as well as the individual's experiences and his ability to endure and control himself in order to succeed in confronting such situations (Al-Tamimi, 2018;23).

The researcher adds that when a person faces a problem, he becomes in an unbalanced state, while the human mind tries to return the person to his normal balanced form, so the heart pumps larger quantities of blood. Therefore, we see the person in this state with redness in his face, his hair affected, and his limbs trembling. All of these changes are a reaction to return him to his normal state.

The concept of emotional resilience:

Many terms are ambiguous in their meaning, including the term resilience, which can be expressed as the individual's ability to endure crises, confront them, and quickly overcome the side effects in public life.

Meaning of emotion: It is a mental state that appears automatically in the nervous system and does not require effort. It is composed of several activities. It can be either a positive or negative psychological state. Positive emotions are characterized by multiple dimensions, i.e. the ability to adapt and conform to all external circumstances and threats and to invest all available and organized opportunities. As for emotional flexibility: It is the individual's ability to endure and adapt to psychological influences, which helps him to perform tasks and functions well and make sound decisions (Kieran, 2015:210).

Sacharin (2009:10) also sees flexibility as "adapting to difficult circumstances and meeting individual needs despite the threats they face, which helps them develop their skills and ability to deal with the conditions surrounding the organization. It is an important factor in generating ideas and classifying them as creative ideas that increase the breadth of knowledge".

Emotional flexibility refers to the assessments based on the individual's perception of what he wants to do and may indicate what he cannot do. In fact, emotional flexibility is not a negative description. It is based on mutual and democratic aspects in relationships, through which the needs of the individual and the needs of others are understood (Shamakh 2011: 19). Emotional flexibility provides the ability to quickly recover from the impact of change, crisis, or bad luck. Resilient people appear flexible in situations, able to endure, and optimistic, while emotional inflexibility is associated with fatigue, annoyance, frustration, impulsiveness, and sarcasm (Poley and Wakefield, 2009:11).

Theory Flexibility (Bernard,nd) Emotional Bernard:

Bernard believes that emotional resilience is the individual's ability to face problems, self-control, organization, and stability in all situations, and the individual's ability to control emotions, calmly make decisions, and organize behavior rationally to achieve his goals.

Bernard pointed out that there are two types of individualization:

The first type: individuals who work according to systems, beliefs and values with optimism and control different situations and have positive feelings and thinking.

The second type: They are individuals who do not work according to systems and beliefs. They are characterized by pessimism, negative thinking and feelings, and lack of control in the difficult situations they face. Bernard's delegation identified some concepts of emotional flexibility, which are as follows:

- 1) Awareness of others' feelings: The ability of individuals to understand what the individual aims for.
- 2) The ability to communicate with others and deal with them using emotional vocabulary.
- 3) The ability to regulate emotions.
- 4) Awareness of one's own emotions.

Bernard developed the You Can Do It (YCDL) program, which teaches individuals a set of positive thinking skills instead of negative thinking, and teaches them emotional responsibility, relaxation, and conflict resolution. These are coping skills that enable them to regulate their emotions, face problems, and how to behave in the face of the things they are exposed to and harsh treatment by others. According to Bernard, emotional flexibility is how to control oneself when extremely anxious and control behavior when the individual is in a state of excessive tension. Bernard pointed out some important points that. It helps build emotional resilience, as follows:

- 1) Positive self-thinking of the individual when he is exposed to failure or is rejected by others when he does not achieve a good result
- 2) Taking others' opinions on some matters that require accuracy and organization.
- 3) Not being bothered by boring and difficult things and tasks.
- 4) Dealing with others and understanding their feelings

Positive relationships with others can be built through emotional flexibility through mutual respect, participation in decision-making, giving appropriate choices, and how to respond to difficult situations and matters, taking into account social and emotional values. Emotional flexibility helps the individual face crises and hardships, adapt to adversity without difficulties, get rid of tension, anger and stress in the most difficult situations, and how to overcome obstacles. It works to regulate emotions and express them to others, and helps in negotiating and resolving conflicts that lead the individual to feel safe, comfortable and relaxed, which makes him able to achieve his goals in a positive way (Jaafar and Lubna 2018: 19,292).

Teaching emotional resilience skills: Individuals can be taught emotional resilience through the following points:

- 1) Avoid extreme anger when dealing with difficult situations and control yourself and remain calm. This is a great skill for those who have anger control.
- 2) Relax and avoid stress while doing work that requires precision.
- 3) To be flexible in dealing with the words spoken by others, whether positive or negative, and to know how to deal with them.

- 4) How to deal with negative or bad events anywhere, whether at home or at work, such as lack of achievement, rejection by others, dealing with...
(JOPSON, 2011:3) With her, with all flexibility.

Characteristics of emotionally resilient individuals:

1)The individual's view of himself:

It consists of three pillars: understanding, accepting and developing oneself. Understanding oneself means knowing one's strengths and weaknesses. Accepting them is the individual's acceptance of himself, both positively and negatively, otherwise he rejects or hates himself. The third dimension means that the individual does not accept himself as he is, but rather he must try to improve and develop himself.

2)Realism:

It means dealing with the facts of reality, which is not setting goals for himself that are difficult to achieve so that he does not feel like a failure, but rather works to achieve what can be achieved.

3) The individual's sense of security:

The individual feels generally safe and secure, and behaves in a way that directly solves the problem or removes the sources of threat, and resolves the matter by making the appropriate decision within the limits of his capabilities. (Al-Abidi 2016: 65).

Second: Previous studies:

By reviewing the sources and literature related to the study, the researcher obtained one of these studies.

• (Study of Saleh and Athir 2023)

The effect of a guidance program based on the self-control and self-assessment approach in developing emotional flexibility among middle school students. The research aims to identify "the effect of a guidance program based on the method of self-control and self-assessment in developing emotional flexibility among middle school students." The study was conducted in Diyala Governorate - Al-Khalis District. The researchers used the experimental method, and the research consisted of middle school students aged 18 years and above (their number 3642).

To achieve the research objectives, the researchers built a scale of emotional flexibility consisting of 24 items and another scale to know the style of self-control. To achieve the research objectives, the researchers used the following statistical methods (t-test for two independent samples, Pearson correlation coefficient, Z-test, Cronbach's alpha coefficient, factor analysis, and variance analysis). The study concluded that middle school students possess emotional flexibility, and the reason for this is the style of self-control and self-assessment that the researchers used in teaching the group. (Experimental Saleh and Athir 2023: A-192).

Chapter Three: Research Methodology and Procedures:

First: research methodology:

To achieve the research objectives, the researcher adopted the descriptive correlational research method, which is one of the most widely used and widespread research methods, as it cannot be dispensed with, as it

provides the researcher with accurate descriptions of the phenomenon he is trying to study (Azizo Abdul Hassan, 74:219).

This approach does not stop at the limits of describing the phenomenon that is the subject of the study, but rather goes beyond that to analysis, interpretation, comparison, and reaching generalizations. This approach uses tools to collect facts, information, and observations, such as testing, interviews, questionnaires, and observation of a phenomenon, goal, or problem (Certain. The guarantor 2007;135).

Since the current research aims to know the relationship between emotional flexibility and achievement, the researcher followed the descriptive correlational approach, which aims to know the size and direction of the relationship between the variables, meaning to what extent the variables are related to each other. This type of study is useful in estimating the relationship between two or more variables on the one hand and knowing the extent of this relationship on the other hand, as well as knowing the strength of the relationship between the research variables combined.

Second: The research community:

Society is meant to be a group of events or elements with common characteristics that can be observed and measured. (Al-Tamimi, 2021 14) The current research community consists of students of the History Department in the College of Basic Education, University of Babylon, for morning studies for the academic year (2024 2025), numbering (308) male and female students distributed according to the gender variable, males and females, where males represented the number) Table (2) The following table shows the research community distributed according to the gender variable.

Table (2) Research sample distributed according to gender and grade

S	Grades	Males	Females
1	First	14	18
2	Second	27	27
3	Third	45	48
4	Fourth	65	64
-	-	151	157

Third: The research sample:

A sample is a part of the population being researched. It is chosen according to specific rules to accurately represent the population, meaning it has the characteristics and features of the population being studied (Mona Al-Naimi 2014;6).

The researcher chose third-year students in the History Department using the intentional method to represent the research sample, where their number reached (92) students, 45 male students and 48 female students.

Fourth: Search tool:

Research tool means: the means by which information is collected Necessary to answer the research questions

or test its hypotheses (Al-Assaf 2006 100) To achieve the objectives of the current research, it was required to prepare a scale of emotional flexibility. The following are the procedures that were adopted:

The researcher preparing the scale:

Steps for constructing the emotional resilience scale according to Barnard's theory (Bernard, 1990):

1) Defining the concept: The researcher adopted Bernard's definition of emotional resilience, which he defined as: the individual's ability to regulate his emotions and negative practices that he suffers from in the presence of...Negative events (Bernard, 1990:2).

2) Formulating the scale paragraphs: The researcher reviewed some literature and studies to benefit from them in formulating the positions of the emotional flexibility scale, including the study of (Saleh and Athir2023).

Accordingly, the researcher formulated(24) paragraphs. In formulating the situations, the researcher tried to avoid students' differences in their interpretation, clarity, and ease of vocabulary. The researcher set three alternatives for answering them, and they were presented to a group of arbitrators and specialists in the field of education and psychology (Appendix 1).

●Preparing the scale instructions: The researcher prepared instructions for answering the scale paragraphs through which the paragraphs can be answered with ease and simplicity and without making the respondents face difficulty in how to answer. The instructions were summarized as follows:

a) Write the student's full name.

b) Do not leave a paragraph unanswered.

c) Answer honestly and accurately.

d)There are no right or wrong answers because all answers are correct as long as the answer expresses your opinion.

e) Put a check mark under the alternatives in front of each paragraph that express your reality and how you feel.

3) Presenting the tool to experts and arbitrators: After completing the preparation of the concept and fields of the emotional resilience scale and formulating (24) situational paragraphs in their initial formulation as in Appendix (2), and preparing the instructions and method of correcting the scale, where two marks were given to each paragraph, and the highest mark was (48) and the lowest mark was (zero), the researcher presented the scale to a group of professors specializing in education and psychology, Appendix (1), where the arbitrators explained the aim of the study and the approved theoretical definition, and the experts agreed to approve all fields of the scale, and approval was obtained for the scale instructions as well, its paragraphs, alternatives, and method of correcting it. The researcher considered a percentage of 80% as a criterion for accepting the paragraph, and all paragraphs obtained a percentage of 80% with some modifications from the linguistic aspect based on the opinions of the experts. The situations were modified.

4) To clarify the paragraphs and determine the time taken to answer all paragraphs of the scale, the researcher chose a sample of 40 male and female students from the Science Department (Biology Branch). The test was applied, and through the researcher's supervision of the application herself, she noticed that the answer instructions and paragraphs of the scale were clear, through the students' lack of inquiries about how to answer. The time taken to answer the paragraphs of the scale was (20-35 minutes, with an average of (27).

The researcher verified the validity of the scale using the following methods:

1) Apparent honesty:

Face validity is one of the types of validity. Face validity refers to the general appearance of the test as a means of measurement, meaning that it indicates the extent to which the test is appropriate for the students and the clarity of its instructions (Al-Kubaisi R, 2010 265).

To verify the apparent validity of the test, the researcher presented the emotional flexibility scale in its initial form to a group of experts and specialists in teaching methods, educational and psychological sciences (Appendix (1)) to express their opinions on the validity of the test items.

2) Construct validity:

This type of validity shows the extent of the relationship between the theoretical basis of the test and the test items, or in other words, to what extent the test measures the theoretical hypotheses upon which it is built, through a careful and organized examination of the number of items included in the test or scale to ensure that they represent the field that they were prepared to measure. A number of specialists believe that this type is consistent with Ebel's concept of validity, which is the saturation of the items with the general meaning. It is possible to reach this type of validity by relying on a theory in the field to be studied (Al-Zamli and others 2009; 379).

Second: stability:

Test stability:

Reliability is defined as the accuracy of distinguishing the apparent score from the real score or the degree of fluctuation of the apparent score when the measurement is repeated. Test reliability means the accuracy and confidence available in the measuring tool because the researcher cannot rely on a fluctuating tool, and its results cannot be taken into account, and it is a waste of time, effort and money. (Alam, 2006 (89) Reliability was calculated for the emotional flexibility scale in two ways.

• Retest method:

The period between: This method means re-administering the test to the same group after an appropriate period of time, and then calculating the correlation coefficient between the scores obtained by the sample individuals the first and second time. The correlation coefficient extracted in this way is called the stability factor of the test results during the period between the two applications of the peer test (Amro and others, 2010: 232).

To ensure reliability, the researcher applied the test to a sample of third-year Arabic Language Department students, numbering (100) male and female students, and reapplied it two weeks after the first application. Then, the Pearson correlation coefficient was calculated between the first and second applications. The value of the correlation coefficient reached (0.80), which is a good coefficient if Omar et al., (2010) indicate that the reliability coefficient that ranges between 0.70 - 10.90 is a good reliability coefficient (Omar et al., 2010 232).

2) Cronbach's alpha coefficient of internal consistency:

According to this method, reliability depends on the consistency of the individual's response to each situation on the scale and depends on the standard deviation of the scale as a whole and the standard deviation of each situation on the scale. Thus, the consistency equation extracted in this way gives us a good estimate of reliability in most situations (Al-Kubaisi, 2010: 46).

To extract the stability coefficient in this way, the Cronbach equation was applied to the scores of the sample individuals, which amounted to (100) male and female students, where the stability coefficient of the scale in this way reached (0.83), which is a good stability coefficient when compared to studies Previous.

Chapter Four: Presentation and Interpretation of Results First: Presentation of Results:

In order to confirm the first research objective ((there are no statistically significant differences between the average scores of students in a test of emotional flexibility at a significance level of (0.05) and the average scores of students in students' achievement in emotional flexibility)).

The researcher used the t-test for two independent samples to test the significance of the difference between the arithmetic mean of the students' achievement scores in the measurement and evaluation subject.

Variables	Sample size	arithmetic mean	Standard Deviation	Calculated Correlation Coefficient Value	Tabulated correlation coefficient value at a significance level of 0.05	Table correlation	coefficient value at a significance level of 0.01
Emotional Resilience	92	60.62	14.41	0.776	0.158	0.206	Statistically significant
Achievement	92	31.59	8.54				

From the table above, it appears that the arithmetic mean is (60.62) with a standard deviation of (14.41) for the emotional flexibility test, while the arithmetic mean for academic achievement in the Social Studies Teaching Methods subject is (31.59) with a standard deviation of (8.45). The calculated correlation coefficient value was (0.776), while the tabular value was (0.158) at a significance level of (0.05), and the table correlation coefficient value was (0.206) at a significance level of (0.01).

From the table it is clear that there is a direct correlation between the variables of emotional resilience and

academic achievement, as the value of the correlation coefficient reached (0.776) at a significance level of (0.01), which is a value greater than the tabular value. The current result is consistent with the study (Saleh and Athir, 2023) This is because high-achieving students have high emotional flexibility because they aspire to actively participate with their teachers and classmates, and participate with their classmates in all extracurricular activities, which require high flexibility and high adaptation to peers.

The second objective states:- There are no statistically significant differences between the average scores of students in the emotional flexibility scale at a significance level of (0.05) in the gender variable. The researcher used the t-test for two independent samples to test the significance of the difference between males and females in the emotional flexibility variable.

Table (4) shows the arithmetic mean, standard deviation, and the calculated and tabular t-values.

Gender	Sample size	arithmetic mean	Standard Deviation	Degrees of Freedom	T-value		moral significance
					calculated	table	
Males	45	73.73	8.996	152	13.949	1.96	Function
Females	45	51.78	9.943				

Table (4) shows that the arithmetic mean of emotional flexibility for males reached (73.73), while the arithmetic mean for females reached (51.78), with a standard deviation of (8.996), compared to (9.943) for females, and a degree of freedom of (152). Using the (t-test) for two independent samples, the calculated value of t was (13.949), which is greater than the table value of (1.96) at a significance level of (0.05). This means that males enjoy higher flexibility than females, which means that the moral significance is significant and in favor of males.

This is explained by the fact that males enjoy greater freedom than females, because they are more liberated than females, and this is due to the customs and traditions that prevail in our Iraqi society.

Chapter Five: Conclusions, Recommendations and Proposals

First: Conclusions:

- 1) University students have emotional flexibility.
- 2) There is a direct relationship between emotional flexibility and students' academic achievement.
- 3) Males have higher emotional flexibility than females.

Second: Recommendations:

- 1) The necessity of the humanities and science departments paying attention to the subject of measurement and evaluation, and for their professors to be specialists with experience in dealing with students.
- 2) Benefiting instructors in the scientific and educational specialization from the emotional flexibility scale and its impact on student achievement.
- 3) Continuing education units at the university should hold seminars and scientific workshops on how to deal positively with students.

Third: Proposals:

- 1) Conducting a descriptive study to determine the emotional flexibility of teachers.
- 2) Conducting a scientific study of other variables such as psychological flexibility.
- 3) Conduct a scientific study on the effect of emotional flexibility on other subjects.

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