Cognitive Motive and its Relationship to (Concern of Professional Future) and (Metacognition) of University Students

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Abstract: *The current research aims at identifying the nature of the correlation between the research variables (cognitive motivation) of the students of the university and its relation to (the future of the professional future) and (awareness of knowledge processes), and the extent to which the variables of 'professional future anxiety' and 'awareness of cognitive processes' contribute to the overall variation of the cognitive variable. The research sample consisted of (248) students from the Faculty of Education for Pure Sciences / Ibn Al-Haytham, and the criteria of research were applied knowledge motivation,Professional future anxiety, awareness of cognitive processes, and the use of Pearson's correlation coefficient and t-test, and the equation of multiple regression analysis, the results showed a correlation between the three research variables. The variables (occupational future anxiety) and cognitive process awareness contribute to (35%)of the total variance of the variable (cognitive impulse).*

1. Research Problem

The motives of the topics are the basis for the interpretation of human behavior, the behavior of the individual must be caused by a certain motive, we can not explain a certain behavior without knowing the motives behind that behavior, and the motives are the starting point for any behavior of the individual,The cognitive impulse plays an important role in learning, especially in university education. This motivation is motivated by a desire for knowledge, understanding, mastering information and problem solving. Knowledge motivation may be the most powerful motivation for learning at all (Al-Rafi'i, 2010) (Hazmi, 2015 9), has been confirmed (Stemberg, 1977).

Cognitive processes, such as information processing and cognitive motivation, are linked to each other and none of them processes other processes. Rather, they depend on coherence, complementarity, and coherence in their functioning. The cognitive impulse depends on perception and desire.

And the achievement of goals and general information and language, and mental processes are based on the integration of cognitive processes basic (cognitive motivation) and reasoning and taking tasks to a high degree of complexity, and the importance of information processing strategy is less important than knowledge(Cognitive impulse) and its characteristics, but to reach an understanding and how to learn. (Al-Mubarak, 2009 56).

According to Nadia Qatami (1999), low motivation is a condition in which the learner's motivations weaken or decrease, in which the desire, arousal, progress, impulse, attention, awareness or control of the experi- ence are lost, leading to failure in achieving his aim or achieve harmony or balance of knowledge, or achieve happiness and avoid failure (Barika, 2007 28).

According to Menaspa, Sassi, Impellizzeri (2010), the direction of the future means the perception of the individual to his future, and that it is important and meaningful in his

life and is important for his motivation, and the concept of the future is closely related to (concern of the future professional), they are on both ends connected, To the extent that the future of the professional future is a catalyst for achievement, it is approaching the future. As far as the individual's future is concerned, he expresses his concern about this professional future and his defense against this concern.

If the future orientation in the extreme condition of the individual looking to the future career as a way to achieve the goals and achieve satisfaction, the (professional future concern) means a state of tension and uncertainty and fear of undesirable changes in the future professional and in his condition, And in his extreme case a threat that something will happen to the person, studies indicate that an individual who does not believe that the professional future will bring him satisfaction and satisfaction, this will lead him to deviate this professional future. (Awadha, 2015 :22).

Both Abbas and Hussein (1998) pointed to the increasing concern of university students not only for fear of failure to study, but also for fear of poor access to a job or career after graduation, which makes them add to the list of the unemployed , the so-called professional future concern. There is no doubt that such concern stems from the fear that the motives for security, family formation and self-assertion, the realization of the individual's legitimate aspirations as a human being and the self-realization that Maslow It is a need to grow and develop through the work of the profession it receives, and this concern is more when the individual imagines that he will not get a job in the future, to ensure the achievement of his goals and give him social value (Mahamid, Sufism, 2007 134).

Abu Zeid (1992) stressed that students in the university are living in a state of anxiety about their lives and future, their pessimistic outlook for the future, their frustration at not being able to achieve their goals or reaching them, or the failure to achieve these goals after the actual start.And the practical implementation to reach them, as well as the frustration that occurs for people of all ages, but it increases

in intensity in the youth, as a result of aspirations, aspirations, which characterize the students of the university (Abu Ghali, Abu Mustafa, 2016 108). According to (Talaat Mansour 1995).

The greatest concern for adolescents and young people is the future. When a young person feels unclear or uncertain about the professional future, he feels frustrated and anxious about himself, his future and his existence (Nadia, 2015, 124).

Studies on the variable (concern of the future professional), the study (Mahameed, and Alswafa, 2007) concern of the future professional Jordanian university students and its relationship to some variables, aimed at identifying the level (concern of professional future) of Jordanian university students,The results of the study showed that the respondents have a high level of (professional future anxiety), and that there are statistically significant differences in favor of students of scientific colleges, and the absence of differences andthe absence of differences according to the gender variable (males, females), there are statistically significant differences due to the interaction and in favor of male students in scientific colleges (Mahamid, Sufafa, 2007 128).

And the study (Sara, 2013) patterns of thinking among university students and (concern of the future professional), the study aimed to identify patterns of thinking (negative and positive) of university students and (concern of the future professional), and the results showed a negative correlation between statistically significant between thinking styles and the anxiety for the student of the university.

And the absence of statistically significant differences according to the gender variable in relation to the 'professional future anxiety' (Sara, 2013 c), and the study (Nadia, 2015):University Orientation and its Relation to Self-Esteem and the Future of Professional Future among the students of Al-Haj Lakhdar University - Batna,The study aimed at revealing the nature of the relationship between the university direction and self-esteem and the concern of the professional future among the university students. The results showed a statistically significant correlation between the university direction and the professional future concern.Is because the gender variables and specialization(Nadia,2015:5-6) and study of (Abu-Ghali and Abu Mustafa, 2016). Predicting the concern of the professional future in the light of the satisfaction of the study and the attitudes of achievement among the students of psychological counseling in the Faculty of Education, Al-Aqsa University,The study aimed to predict the future of the professional future in the light of the study and the directions of achievement of the extension students in the Faculty of Education at Al-Aqsa University .The results of the study showed no statistically significant differences between the results of the study and the results of the study(Abu Ghali and Abu Mustafa, 2016).

Metacognition is the starting point for the learner to plan, manage, and control the learning process. These processes are a strategy of thinking and learning that differ in their scope and depth from learner to learner, and that it was

agreed upon by researchers in this field that 'awareness of knowledge processes is acquired and can be learned' (Mona Abdel Sabour, 2000) , L, 1984)(Baraka, 2007).

Perkins (1992) points out that 'awareness of cognitive processes' represents the ability of the learner to plan and understand the steps and strategies he takes to solve problems, as well as the ability to assess the efficiency of his thinking, and focuses on the learner's interest in knowing how to think and learn,(Awareness of knowledge processes) is knowledge of how knowledge processes work, and awareness of understanding (Hasab Allah, 2005).

Pintrich (2002) emphasized that research has demonstrated the significant impact of cognitive awareness on students' achievement. Students with a high cognitive level can adjust their knowledge and thinking to be more consistent when solving problems.They are better able to convey their knowledge of learning strategies to new situations, and to learn and perform better than their fellow students with knowledge in knowledge process (Bin Sasi and Kuraishi, 2013)

So that (Darwazah, 1994) insist that 21st-century student should be self-reliant in acquiring knowledge, active in research, discovering knowledge, organizing, controlling its results, choosing its own parts, able to make the right decision and make judgments On the process of learning and aware of his way of thinking, believing in his abilities, confident of himself, taking responsibility for his decisions (Jaafar, Tamimi, 2015 230).

In light of the progress of the research problem, the answer to the question is: Is there a statistically significant correlation between cognitive motivation, professional future anxiety and awareness of cognitive processes among university students?

2. Research Importance

The significance of current research: in the following points:
1. The importance of the research sample The importance of the research comes from the importance of its type (university students) as they constitute an important human force in the life of each society. And extent.(Knowledge motivation) in building their personalities, and their ability to deal with events of concern to their professional future, contributes to the extension of the cognitive development of low-level students and increases the students' confidence in positive behavior.And awareness of cognitive processes. Awareness and understanding of knowledge processes performed by students is a key element in raising the level of achievement.

2.The importance of research variables (cognitive motivation) and (concern of the future professional) and (awareness of cognitive processes), as (Riffa, zigzag, 2007) that the most prominent psychologists of the importance (cognitive impulse) in human behavior to be closely related to the realization or Satisfying a lot of other motivations.Murray believes that cognitive motivation and the need for achievement are among the most important humanitarian motivations. Such motivation makes the

individual pioneer, experienced, and experienced. Many other motives are also realized (Hazmi, 2015, 10).

The motivation to learn and to explore knowledge is one of the fundamental variables for the student's success, progress and scholastic compatibility. From a humanitarian point of view, she took another approach that focused on helping the student to maximize his potential to achieve optimal cognitive learning and thus create a creative state.It is an internal process of arousal (of ideas and knowledge) and constant perseverance and continuity of performance aimed at satisfying the cognitive impulse to a state of cognitive equilibrium (Qatami, 1999, 170-172).

The study examined the relationship between learning skills and cognitive motivation in a sample of female students of the Faculty of Education at the University of Qatar.The study aimed to identify the relationship between learning skills, cognitive motivation and academic achievement. The results showed a statistically positive relationship between the cognitive motivation and its four components and the scholastic achievement in the total sample (Al-Khulaifi, 2000 13).

The results showed a positive correlation between the information processing and the cognitive motivation of the university students (Al-Mubarak, 2009, 54).

The study aimed to identify the cognitive motivation of the students of the Faculty of Basic Education at the University of Mosul, as well as the impact of gender variables (male and female) and the academic specialization (scientific, Humanity)On the motivation of knowledge, and the study cleared the high level of cognitive motivation of students of the Faculty of Basic Education, the existence of an impact of the variable specialization on the cognitive motivation and for the benefit of students of scientific specialization, while the gender variable did not have an impact on the cognitive motivation of students from the male and female (Yahia,2010:80).

Jeanne, Hinki, and Luzzo (2007) emphasized the importance of the professional future of the individual in the occurrence of anxiety, and felt that when the individual expected something bad about the professional future, anxiety arises so that any attempt to stop it becomes difficult.

This is because the concern of the future is often provoked by sociocultural factors. This means that the deterioration of conditions within society and the lack of effective and effective professional guidance for students may raise fear and anxiety about the future.The future may become a source of concern as a result of the misconception of future potential events and the student's lack of confidence in being able to deal with these events and view them in a negative way (Al-Sharifain, Mustapha, and Tashtoush, 2014 476).

The awareness of cognitive processes has received considerable attention in recent years because of its importance in improving the way learners think, as it increases learners' awareness of what they are studying. The student who is aware of cognitive processes performs several roles at the same time when facing a problem Or in the educational situation, where he plays the role of the generator of ideas, planner, critic, supportive of a particular idea and directed to a certain course, and organizes the steps of the solution, and sets before him several options, and assess each of them, and choose Mainasphe, and thus be thinker and producer (Aljarah, Obaidat,2011:146).

'The awareness of cognitive processes is the most important way to decipher the mystery of human thought, because, according to Flavell (1979), the theory of awareness of cognitive processes is its contribution to human consciousness and understanding as an organism of self-regulation(Al-Atoum, 2007, 268).

According to Costa (Kallick, 2003), 'consciousness of cognitive processes' is thought to occur in the cerebral cortex making it a human characteristic only, a unique human trait and expresses our ability to know what is forbidden and what we do not know, It also includes a convectionAnd the awareness of the steps and strategies used during the process of problem solving is one of the main components of (awareness of knowledge processes), and saw (Costa * Kallick, 2003) that the process of Evaluation and reflection on what has been accomplished is an integral component of this type of thinking (Abu Jado, 2007) in Farida Qamaz, 2011 (217). Among the studies that dealt with awareness of cognitive processes, the study of the relationship between awareness of knowledge processes and motivation for academic achievement of the students of higher schools.

(In the city of Algeria). The results showed a statistically significant positive correlation between cognitive process awareness and achievement motivation. There was a difference between males and females in the degrees of cognitive awareness and impulse motivation.For the benefit of females, there is a difference in the scientific and human section in the degrees of (awareness of cognitive processes) and (motivation of academic achievement) for the benefit of humanity (Barika, 2007 5).

3. Applied importance through the contribution of research results in the definition of variables (cognitive impulse) and (concern of the future professional)(Awareness of cognitive processes), as well as providing an opportunity for the intervention of psychological counseling in the development of the cognitive motivation of low-level students, and positive interaction with students of higher level in the (professional future concern) through the extension programs. 4. Enrich theoretical frameworksIn the field of research and the nature of the relationship between search variables.

Research Objectives
The current research aims at
1) Defining the cognitive motivation of university students.
2) Concern for the professional future of university students.
3) Awareness of the cognitive processes of university students.
4) The nature of the relationship between the cognitive impulse and the concern of the professional future(Awareness of cognitive processes) in the overall variation of the variable (cognitive impulse).

Limitations of research

The current research is determined by the students of the College of Education for Pure Sciences / Ibn Al-Haytham for the academic year (2017-2018) morning studies. Terminology The researcher adopted the theoretical definitions of the three search variables.

- Cognitive Motive : defined by (Uzbel,1978)Cognitive motivation A person's need for knowledge and the desire to solve his or her problems, so that this need remains strong as long as the problem remains unresolved or the requirements for solving it are increased (Executioner, 2014 28).
- Concern of future professional. An unpleasant emotional state is experienced by the student (s) when he feels the tension and distress accompanying him With fear and fear, stems from the expectation of a threat to his studies and specialization, as well as his career and his social and psychological stability.

The following (indicators of the future professional) are based on the following :

- Indicators of negative thinking towards the future.
- Thinking about the study and the prospects of specialization.
- Access to a profession and its importance.
- Achieving family and social stability(suhaila ahmadi, masoudasalmi, 2015 18-19).

Awareness of cognitive processes (Metacognition) :The ability of the learner to reflect on his ideas, discuss them, analyze them, monitor them and control them in different stages of the educational process (planning, implementation, evaluation). Awareness of cognitive processes is both skill and strategy.

The learner uses them as cognitive skills when faced with any educational problem, which is at the same time a cognitive strategy whose degree of depth and rootedness in the personality varies from learner to learner (Brekha, 2007: 48).

3. Theoretical framework

First theoretical framework

Motivation refers to the set of internal and external conditions that move the individual to restore the balance that has been compromised. Motive in this concept refers to the tendency to reach a certain goal.This goal may be to satisfy internal needs or external desires. The need is a condition that arises in the organism when the biological psychological conditions that are conducive to the survival of the individual are deflected or neutralized, and the goal is the individual's desire to receive and satisfy the motivation at the same time, when the goal is externally related to the external environment is called motivation or motivation, food is an incentive or emitter because it satisfies the motivation of hunger, then motivation is the internal cases of membership that move the behavior and directed towards the achievement of a particular purpose or purpose and maintain the behavior and directed towards the achievement of a particular purpose or purpose and maintainAnd maintain its

continuity until that objective is achieved. (Adas, and Tok, 1993 185).

The cognitive motivation: Cognitive Motive according to (Mahmoud, 2004:50-51) (Balkis, pasture, 1983:94) (Murray, 1938) first introduced a specific concept for (cognitive knowledge), was able to provide a preliminary list of the twenty needs an urgent basis several basis in regulating component (cognitive motivation), promise Needs that affect learners needs affecting study habits and how to organize them and had his position on such needs as the concept of the default, and it's based on psychology because it includes a powerful chemical in the brain and cognitive brainpower went to man, need upgrade The stress that individual tries to hide by satisfying the need, Murray was limited in its psychological, mental and social needs and physical needs were excluded, this is the list of best prepared about the motives and affecting student functions and affect their relationships with others and the most important needs that Affect the student tasks needs affecting the study habits and its system which includes the following dimensions: (knowledge, the need for exploration and the frequentation, desire to read and quest for knowledge, curiosity,And ask questions), and several of these dimensions by essentially building cognitive motive standards for students (Yahya, 2010:85-86).

As indicated (Petri * Govern, 2004) that motivation bilateral classified into four types, from her home (mechanical/cognitive motivation motivation): this type of classification indicates that there are ulterior motives (such as hunger, thirst, sex) communities, as the mechanic through changes in some of the Awa Ml such as blood sugar level or the fluid balance in the body, or concentration level of hormones.

In contrast, you see some theories that motivation is the nature (rational knowledge), this motivation believes that the way the information is interpreted by us in cases affect motivation, for example, when students attribute failure to subject to the difficulty of that article, Future motivation will be affected differently than someone who attribute his failure in that article to lack mental capacity (Alawneh, 2004:207). He assured (faramawy, 1985) (Murray, Murray, 1935) found that among the needs of the individual need for knowledge and desire to understand, and that among the most important characteristics that an individual enjoys high-cognitive motivation:

1) Uptake of mastering information, formulate and resolve problems of interest Cultural and scientific aspects.
2) The desire to face the risks and challenges in obtaining knowledge.
3) Desire consistency his ideas and trends and knowledge.
4) The mysterious topics gravitate towards that lack information about what boring is familiar and common ones (Al-khulaifi, 2000:14-15).

Theories explain a variable (cognitive motivation):

1. Cognitive theory: the theory of modern cognitive looking at him and work motivation, trying to answer how motivation arises to generate individual, as these theories

focus on the learning associated with the needs of the individual internal cognitive lodgings evoke To regulate and balance, as well as on the characteristics of learning the motivation which constitutes the target of balance and organization, and the use of learning strategies and classroom educational activities have an impact on development (cognitive motivation) learners contributing to raise permanent learner access The knowledge which makes it able to cope even if complex (Falcon, Ktami, 2000:428). He pointed out (Al-sharqawi, 2003): there is no difference among most Cognitive psychologists that cognitive psychology Cognitive Psychology is the science of making and eating of human Information Processing and Information outweigh Human knowledge Cognition is a topic of interest of this branch of science Self, the knowledge of different kinds of information, which we are gaining in decision making situations (Alsharkawi,2003;5-7).

According to (theory of cognitive knowledge), individuals not responding to external or internal stimuli and incidents automatically, but in the light of the results of the cognitive processes conducted by individuals on such incidents, stimuli, and considers that the process of perceptual and explanations given by individuals to accidents Hot or specify the nature of their behavior. The cognitive theory emphasizes that human reflex rational object has the free will enable him to take appropriate decisions and behavior as he sees fit, and interfering factors such as the purpose and intention and expectation and reasoning in behavior, it emphasizes the internal sources and prospects Concerns and plans that seeks individuals to achieve their bahaviors, and accordingly considers that active personnel and persevere and inefficient, and have the motivation and needs is seeking to understand the environment in which they live and control (Al-zghol, 2012:221).

Therefore, the phenomenon of curiosity, for example, is a kind of self-motivation imaginable as purpose aimed at securing information on a topic or incident or idea through exploratory behavior, where an individual wants to feel its effectiveness and its ability to self-tuning in this behavior (Day and Berlyne , 1971: Deci, 1975), and in that sense can count curiosity-and essential humanitarian impetus, the researchers noted (and Maw Maw, 1965) need cognitive motivation and its impact on learning, creativity and mental health, because learners can respond to new and exotic and mysterious elements as Positive, express the desire to learn more about themselves and their environment, and perseverance on research and exploration (a. nashawati, 2003:210).

2. Theory of cognitive dissonance (Festinger): I've pointed out (Edward Murray, 1988): focusing the attention of psychologists in recent years on a specific aspect of knowledge motives, although this side one side from the process, it may determine various aspects of exploration era of medicine. Cognitive functioning, this particular aspect to which we refer is the motive which leads one to be logical, internally consistent, even different intellectual operations are consistent with each other, Leon Festinger, Leon is going to go off and his colleagues to develop this idea to the greatest extent in his theory of (the dissonance The Gnostic),

since (it is going to go off) considered that specific ideas or pieces of information that are available to the person may be consistent or inconsistent with each other, were consistent, we found our State of harmony or agreement, and we weren't going to have a problem here, if we have two pieces of information not outgrowth Or contradictory, inconsistent with each other, we have a situation of discord be uncomfortable, and pay the person to reduce dissonance and restore harmony (Murray, 1988:158). In accordance with th According to the theory of cognitive dissonance, the need for mental or cognitive consistency often effects on behavior, and he grappled or cognitive aspects if there are differences in (information or ideas or perceptions) with each other, individuals feel uncomfortable, meanwhile, feel in motivation toward reducing cognitive dissonance Cognitive dissonance (anxiety caused by conflict and inconsistency), and in such cases usually looking for new information about individuals change their behavior or change attitudes (Davidoff, 1983:436), the cognitive dissonance is a State of negative motivation situations when Have individual fakrtnan contradictory and that individuals tend to loosen and reduction of dissonance and return to the damaged condition of cognitive (alazergaui, 1991:50).

Career concerns: anxiety: defined by:

- Freud: concern emotional experience painful result of perceiving danger in the outside world.
- (Hall, 1967:71) (MI, May, 1977): anxiety is aware of the threat to the individual values are essential to the quality of being a person.
- (Engler, 1985:470) (Aluqily, 2000:19). (COD, Good) concern is fear of looming evil or tension or suffering are characterized by fear and dread and uncertainty, often the source is unknown and undistinguished by the individual, perhaps the fear of future accidents, as in emotional reactions to any selected area or decision (hassan, 1983 : 29).

Worried about the future: defined by:
- (Abdul Khaliq 1989): future concern: emotionally unpleasant, joyless feeling threatened or are a resident, not to comfort and stability with a permanent sense of stress and tension, and fear not justified objectively and often comes to the fear of the unknown future.
- (Abdulkhaleq , 1989, 49 9.) (Alaukaily, 2000): future concern: an unpleasant emotional state arise when individual to expect events threaten him or turning him from realizing his humanity in the future — reduce physical or psychological or satisfy social, satisfying appropriate – raising has taken to achieve his humanity (Publicly, 2000: 21).

Career concerns: defined by:
- (alsvasfh and Mahamid, 2007): career anxiety: a State of uneasiness and tension and malaise and fear of an unknown future vocatijnal aspect, access to appropriate job opportunity to the student after graduating from University.
- (Mahameed, and alsvasfh, 2007: 135.)
- (Sarah, 2013): career anxiety: a State of uneasiness and tension and anticipation haunt The individual towards his

career and whether future work will get after graduating from University. (Sarah, 2013:14).

- (Mekhemar, 2013): career anxiety: a State of tension and uncertainty, and generalizations that career opportunities dwindle, and to get a profession with pride and good economic returns, it may be elusive, however the effort, whatever his qualifications and academic preparation (aweidah, 2015 : 21).

- (Suhailaahamadi, MassoudaSalmi, 2015:18-19) career concern: ' unpleasant emotional state experienced by the student (student) when he feels tension and distress accompanied by uncertainty and fear, predicted threat to his study and specialization, as well as his career and family and social stability ' (Suhailaahamadi, MassoudaSalmi, 2015:18-19).

The theories adopted in interpreting variable (career concern):
according to (al-Momani, M, A, M, M *, Naeem, 2013) career concern is a type of anxiety features a year preparing for it when the person and also lead to individual pessimism leads to change in the course of an individual's life, pessimism Careers includes worried thinking about careers and fear of future social problems resulting from not getting the right job (aweidah, 2015:27).

When looking at the theoretical frameworks, we find that there are multiple perspectives to interpret (career concern), such as:
1. The humanitarian theory: that the owners were preparing humanitarian doctrine (anxiety): fear of the future, and what the future may bring events may threaten human existence or threaten an individual's humanity, anxiety arises which Human are located that may happen, not anxiety originating from an individual's past (Abdul Ghaffar, 1977:126).

It was a look (Maslow Maslow) to man an optimistic view, gave importance to the future in his life, and the link between anxiety and not to satisfy, as stated in his theory: that person is not the same detective, is the beneficiary of its possibilities, will become dissatisfied and worried, and will frustrate the individual when it fails to satisfy any need (Schultz, 1983:295), (Maslow) did not believe that we are victims of early experiences, people can play effective roles in their own affairs, and that each individual is able to achieve vast potential (Schultz, 1983:307), and speaking of satisfying security (reassuring) said: he (requires tranquility And stability and protection system and freedom from fear and anxiety) (Schultz, 1983:292), speaking about the importance of physiological and psychological needs, stressed that: (mostly objective and Dominator prevailing here becomes not interested in current conditions and philosophy but also the philosophy of the future (aljaaly, 1985:65).

Either concern according to Rogers it arises when there is a mismatch between the self and experience the person would be incompatible Maladjusted or be vulnerable to anxiety and threat, then it behaves Defensive and defense arises when an individual experience as Intuit is not consistent with the structure of the self, and conditions The importance of almstdmgh, any individual armchair anxiety when faced with the same structure already existing threatening event,

and notes that Rogers had used the term Subceive Intuit instead Perceive realizes remote sensing is to discover what experience before entering into full consciousness, and in this way, the incident that carries Carries a threat (not shown) can be excluded or misrepresented (distorts) before it causes anxiety, and Ray Rogers to Defense Defense process consists of correcting experiences through tricks (denial and distortion) remains unsettled between Geek in unison with the structure, it is important to note that experience to deny or embellishing Ray Rogers because they Represent SIN or counter to community standards, but are excluded from the coding of consciousness because it clashes with the structure of the self (Alshanawy, 1994: 283).

2. Existential theory: according to this theory, the individual's inherent live experience anxiety and felt as a result of acute consciousness, and he must decide and do without knowing the result, authentic person must face the fact that if avoided him it would shrink and stop choosing future (invalid, 1986:177), and that the human lives the happening, live the future, always tends to the future, and he senses anxiety, and the experiences of his life's ambitions will thrill or the will or the will of change and rebellion or will meaning, that is not a satisfactory situation resulting from traumatic experiences of childhood, but components Particular components of, or as he said (kirkegard): that the individual cannot be achieved unless the character lived his anxiety and suffering in his life that have eliminated now, or as he said (tillisch): that is generated by the conflict between the to be or not to be, and the psychologists existential detectives collect that human characteristic Future vision is, he lives the past in the present for the future, and if you don't find the future he gets desperate depression (hefny, 1995:404-407).

He knew (May, 1955) existential anxiety, that individual relationships threat accompanied by apprehension social and some values that stick out and thinks it's important for his presence, and the resulting frustration and conflict in turn leads to feelings of anxiety (May, 1950:35).

III. Awareness of the cognitive processes Meta-cognition: misdeeds have many researchers translate the concept of Meta-cognition (beyond knowledge, click Meta cognitive knowledge), and these translations ambiguity and weakness reflect accurately their intended, it was build translated b (awareness of cognitive processes), Adoption of some researchers such as:(Ahmed bin Dania, 1991 and Ayman Amer, 2003) (live, 2007:34), and points beyond the prefix ' Meta ' in term of reflective consciousness Awareness of cognitive processes Reflective (Shaban, enlightening, 2012:62).
The longer (flavilwoilmanFlavell * Wellman, 1977) of the pioneers of Psychology who spoke about the concept (awareness of cognitive processes Meta-cognition), recalling that the concept is based on the principle of individual thinking his thoughts, and section (flavil) (awareness of cognitive processes) to three variables or Factors: specific to an individual (person), task (task), strategy (Strategy), and individual variable split to three factors:Self knowledge (Intraindividual) and include knowledge of individual interests, inclinations and aptitudes, and see others

(Interindividual) containing individual compared to others, and general knowledge Universal)) containing an individual's ideas about human knowledge, describe your variable The mission on the grounds that it was linked to how the nature of the information in the handling of this information, and finally describe strategic variable, as it relates to the way the individual in achieving its objectives (FIRAS Al-hammouri, Ahmad Abu mokh, 2011:1466).

According to (Hussein Mohamed Abu mokh, 2008) (flavil, 1985) more holistic definition for (awareness of cognitive processes Metacognition): ' is an individual's ability to think, is cognitive processes and knowledge refers to the knowledge of an individual based on his operations. The cognitive knowledge and its productions or anything associated, and he reveals himself through active surveillance for these operations and management approach, and the events of harmony among themselves, so that these processes affect the characteristics related to the information or data stored,Stored, in achieving the objectives .

(unique komaz, 2011:218) He mentioned (Koch, 2001) that (awareness of cognitive processes) running on that holds the learner took his mind and meditate slowly, pausing from time to time during the execution of a certain task, in order to review his plan, and modify it, and knowing that she walked toward the target, and if he would change his plans, either (ponds * ponds) he have mentioned that (awareness of cognitive operations): means an individual's awareness of cognitive processes, and the ability to organize, evaluate, and control his thinking, which allows an individual to more effectively control the processes of knowledge (Tarawneh, alkudhat, and Mana, 2015:119-120). Falafel made (Falafel, 1979) model (awareness of cognitive operations), consists of several knowledge:
1) Knowledge about (awareness of cognitive operations): this refers to individual holdings of information on building knowledge and nature of cognitive task.
2) Experience or expertise (awareness of cognitive operations): this refers to the processes linked together use learner cognitive activities to control access to her (that these experiences can occur at any time before or after or during cognitive task), this series of operations contribute to organize a to learn and make it more smoothly and effectively, and that experiences (cognitive operations awareness) likely to occur in the attitudes and stimulate a lot of conscious thinking on a job or study (slaves, 2004:9-11) in (rachid, 2013:193-194).

You select (Falafel, 1987) components (awareness of cognitive operations):
1) Know about Knowledge Cognition cognitive knowledge formations and tools of self-regulation, such as: Cognitive Control Cognitive tuning, Monitoring and control of knowledge formations consist of information and understanding The learner's thinking processes, as well as knowledge of different learning strategies used by different educational situations.
2) The second component (awareness of cognitive operations): cognitive control: expressing a learner to choose and use appropriate learning strategies and controls for each of the learning style and situation

(Flavell, 1981; Levin, 1988 * Brooks, 2000) (RIM were intact, 2014:276-277).

4. Research methodology and procedures

- **Research circular** : researcher descriptive research approach adopted, appropriate curriculum relational nature of the search, the search variables were examined as exist in reality and as expressed quantitatively via a digital description and illustrate the magnitude of its existence and the degree of associated with each sample search College students, and follow the procedures approved methodology in determining the research community and pull randomly appointed, and may adopt the seeker search metrics (cognitive motivation and career concerns and awareness of the cognitive processes) to measure search variables, checking validity and reliability indicators and application metrics, As well as the use of appropriate statistical methods to achieve the research objectives.
- Research sample and research community be appointed University of Baghdad/College of Education Sciences/Ibn alhaitham (male and female), for the academic year (2017-2018), have been pulling out of the research sample (248) students, (117) students and (131).
- Research Tools: researcher has adopted three standards, for the purpose of achieving research objectives, descriptive presentation and procedures that have been adopted to validate pointers.
  (1) Describe the metrics search: cognitive motivation : Cognitive Motive scale (cognitive motivation) preparation (OLA Ahmed Mohamed Switcher, 2014) master/University of Baghdad/College of Arts/Psychology Department, adopted the definition (auzbil, 1978) for cognitive motivation: need a person of knowledge and desire to solve problems, The rest of this need is strong as long as the problem of unresolved or resolved requirements abounded (Hangman, 2014:28), the scale consists of (49) a paragraph for each paragraph (5) alternatives: (just OK) and give him a degree (5), (not OK) and give him a degree (1), for paragraphs with topic, Paragraphs that are against it on the contrary given ratings: (just OK) give class (1) to (unfavorable) give class (5).
  (2) Career concern: scale (career concern) preparation (Suhailaahamadi, massoudasalmi, 2015) Letter masters Guide and direct, University of Shaheed parenchyma of Green Valley/Faculty of social sciences and Humanities/Algeria.

The researchers in the previous paper adopted the theories: existential and humanitarian and behavioral variable definition and interpretation (career concern), without adopting a specific theory, has known (career concern): an unpleasant emotional state experienced by the student (student) when he feels tension and distress accompanied and fear as a result of the predicted threat to his study and specialization, as well as his career and family and social stability. According to (career concern) through the following indicators:
- Negative thinking towards the future.
- Thinking about the study and the prospects of specialization.

- Access to a profession and its importance.
- Achieving family and social stability. The scale consists of (38) paragraphs divided into four areas, three

alternatives (OK, neutral, disagree)The following weights are taken (3, 2, 1) according to the three-way (Likert) method.

Paragraphs number	account	space
1, 5, 9, 13 17, 21, 25, 29	8	Negative thinking is the direction of the future and means the expression of wrong thoughts and negative expectations, the pessimistic student's view of the future, and his distorted perception of the past, present and future that is reflected on his psychological life.
2, 6, 10, 14 18, 22, 26, 30, 33	9	Thinking about the study and the horizons of specialization means expressing the thinking that occupies student in how he conducts his studies and the specialization he studies.
3, 7, 11, 15 19, 23, 27, 31 34, 35, 36, 37,38	13	The possibility of obtaining a profession and its significance means to and expreexpress The perception revolve in the mind of the individual about the possibilities available for a career and the advantages that available
4 , 8 , 12 , 16 20 , 24 , 28 , 32	8	Achieving family and social stability means expressing the ideas that revolve in the mind of the individual about the possibility of forming a family and how to achieve stability through the profession that may be mastered.

(Ahmadi, Salmi, 2015, p. 18, 19, 61, 67).

Metacognition scale
-(awareness of knowledge processes) prepared by (Abdelrahman Ben Brikha, 2007) PhD thesis / University of Algeria / Faculty of Humanities and Social Sciences - Department of Psychology and Science of Education, the researcher adopted the theory of knowledge in theCognitive psychology, to define a variable (awareness of cognitive processes) as a 'learner's ability to reflect on his ideas, discuss them, monitor and control them in different stages of the learning process (planning, implementation, evaluation)Awareness of cognitive processes is both a skill and a strategy. The learner uses it as cognitive skills when facing any educational problem. At the same time, it is a cognitive :strategy whose degree of depth and originality varies from learner to learner.(bareka,2007:48).

The scale of cognitive knowledge consists of 46 paragraphs which are distributed on 5 spaces , the scale has 5th variables, according to the mentioned way and it gives the weights of(1-5) in case of positive paragraphs and the reverse of 1-5 in case of the paragraphs of the inverse case (negative) as shown in following table:

account	Paragraph number	space	No.
12	1, 6, 11, 16, 21, 26, 31-35, 38-41, 44, 46	Understanding	1
6	2, 7, 12- 17, 22, 27	Planning and organization	2
10	3, 8, 13, 18, 23, 28, 32, 36, 39, 42	Analysis and expression	3
11	4, 9, 14, 19, 24, 29, 33, 37, 40, 43, 45	Setting and controlling	4
7	5, 10, 15, 20, 25, 30, 34	Monitoring and evaluation	5
46		total	

• Indicators of honesty first. Authentic honesty The standards were presented in a single file on a number of arbitrators specialized in psychological counseling, educational psychology, personality, measurement and evaluation. The percentage of agreement on the adoption of standards (100) with some observations, Thus, the standards of authenticity or honesty of arbitrators are met. Second. Paragraphs (paragraph recognition) The two endpoints were adopted by withdrawing (27) responses representing the highest scores of (67) members of the sample, and (27) of the responses representing the gradesThe minimum scores for 67 members of the sample to represent the two groups of

sample size of 248 students for each scale, then calculation of the arithmetical mean and standard deviation, and the application of the t-test for two independent samples, The upper and lower end groups of each of the measurement paragraphs. The value of the extracted value is an indicator for distinguishing the paragraph by comparing it to the table T value (1.96) at the level of (0.05) and the degree of freedom (132).It is clear that all paragraphs of the criteria are distinct, with the exception of paragraphs (5, 11 and 37) of the cognitive motivation scale, paragraphs (26, 31, 33 and 34) of the occupational future anxiety scale, and paragraphs 11, 13 and 35 , And this is an indicator of the honesty of construction of the contractors, This is an indicator of the validity of the construction of the measurements, as shown in Tables (1), (2) and (3).

Table 1: The coefficients of the measurement of the cognitive impulse scale

Calculated T value	low group		High group		paragraph
	Standard deviation	mean	Standard deviation	mean	
5.677	1.17258	2.5075	1.04533	3.5970	1
5.828	1.09147	3.0746	.91670	4.0896	2
3.804	1.11545	2.4030	1.01704	3.1045	3
3.170	1.23824	3.1642	.98197	3.7761	4
-1.809-	1.04576	1.7612	.95796	1.4478	5
6.400	1.15978	3.6716	.58281	4.6866	6
5.384	1.34655	2.6269	1.14861	3.7910	7
5.209	1.20398	3.3731	1.34655	2.6269	8
4.163	1.22539	2.6567	1.00496	3.4627	9
7.265	1.17931	3.1343	.77763	4.3881	10
.435	1.13115	2.5672	1.24988	2.6567	11
6.575	1.11322	3.1343	.77501	4.2239	12
8.194	1.19758	2.4627	1.28889	4.2239	13
3.712	1.28185	3.4328	.97851	4.1642	14
3.662	1.08482	2.3731	1.13235	3.0746	15
1.990	1.37645	2.8806	1.03008	3.2985	16
6.205	1.35659	3.0896	.98013	4.3582	17
8.489	.94608	3.7910	.42267	4.8657	18
4.287	1.07077	2.3731	1.14467	3.1940	19
5.582	1.21259	2.8806	1.00654	3.9552	20
3.013	1.30666	2.7463	1.15411	3.3881	21
6.299	1.29012	3.8209	.42267	4.8657	22
3.357	1.20511	2.1791	1.36308	2.9254	23
4.809	1.23165	3.4030	.80870	4.2687	24
7.783	1.21091	2.3284	.99887	3.8209	25
3.959	1.10813	3.8806	.78486	4.5373	26

5.303	1.30770	1.9552	1.48823	3.2388	**27**
5.099	1.28538	2.8806	.96173	3.8806	**28**
5.671	1.45877	2.4328	1.27708	3.7761	**29**
4.479	1.26588	3.0597	1.12132	3.9851	**30**
7.016	1.06675	2.3433	1.00090	3.5970	**31**
6.271	1.12414	3.3582	.83890	4.4328	**32**
7.452	1.18734	2.8806	1.03293	4.3134	**33**
6.749	1.17528	3.2687	.87660	4.4776	**34**
10.608	1.23110	2.7015	.72370	4.5522	**35**
8.110	1.12935	3.2388	.72245	4.5672	**36**
1.111	1.11808	2.1493	1.35909	2.3881	**37**
7.254	1.12454	3.0896	.80168	4.3134	**38**
9.516	1.23367	2.5672	.98565	4.4030	**39**
6.908	1.18237	3.1045	.89952	4.3582	**40**
7.368	1.21724	2.1343	1.12595	3.6269	**41**
5.074	1.02590	3.9104	.75908	4.7015	**42**
4.736	1.20229	2.3582	1.27726	3.3731	**43**
4.832	1.21631	3.2239	.98863	4.1493	**44**
10.162	1.16852	2.5970	.92579	4.4478	**45**
6.391	1.09065	3.1493	.93066	4.2687	**46**
8.654	1.28326	2.7463	.92358	4.4179	**47**
2.444	1.18772	3.6567	1.07161	4.1343	**48**
4.695	1.06929	2.0896	1.24280	3.0299	**49**

• The T-table value is 1.96 at the level of (0.05) and the degree of freedom (132).

Table 2: Discrimination coefficients of the occupational future anxiety scale

Calculated T value	low group		High group		paragraph
	Standard deviation	mean	Standard deviation	mean	
10.809	.98680	2.1045	1.11889	4.0746	**1**
7.205	1.06632	2.1194	1.09168	3.4627	**2**
10.446	1.05845	2.0299	1.10772	3.9851	**3**
3.622	1.10055	3.9701	.83755	4.5821	**4**
10.441	.97016	2.4030	.99887	4.1791	**5**
4.485	1.19758	3.4627	.98794	4.3134	**6**
6.590	1.12895	3.4030	.74616	4.4925	**7**
7.150	1.17470	2.7910	1.01882	4.1493	**8**
10.422	1.03773	2.2090	1.03446	4.0746	**9**
6.336	1.06228	2.8060	.92334	3.8955	**10**
10.445	1.07666	2.8507	.72557	4.5075	**11**
6.376	.91176	4.0448	.44711	4.8358	**12**
6.238	1.04382	3.6119	.65790	4.5522	**13**
10.650	1.15744	2.6866	.76620	4.4925	**14**
10.503	1.13395	3.0448	.66474	4.7313	**15**
3.604	1.00788	4.1194	.74647	4.6716	**16**
13.478	.95961	2.3284	.85783	4.4478	**17**
8.079	.99592	2.0896	1.03533	3.5075	**18**
8.084	1.16891	2.7612	.83349	4.1791	**19**
5.475	1.05073	2.0448	1.38758	3.2090	**20**
8.690	1.03315	2.5672	.97411	4.0746	**21**
6.015	1.11545	2.5970	1.06717	3.7313	**22**
9.277	1.13793	2.9104	.78544	4.4776	**23**
5.032	1.09850	2.2239	1.35976	3.2985	**24**
8.171	1.05887	2.0000	1.31666	3.6866	**25**
-.309-	1.09189	3.7463	1.14427	3.6866	**26**
8.667	1.04922	2.4627	1.04403	4.0299	**27**
4.641	1.00811	3.7910	.80450	4.5224	**28**
12.019	1.02700	2.2836	.83159	4.2239	**29**
10.600	.89700	2.3433	1.03751	4.1194	**30**
.440	1.18486	3.4627	1.17142	3.5522	**31**
6.402	1.10281	1.8955	1.36606	3.2687	**32**
.412	1.24752	3.5224	1.26677	3.6119	**33**
-.821-	1.16115	2.9851	1.15372	2.8209	**34**

4.193	1.38415	3.4328	.96946	4.2985	**35**
3.864	1.10813	3.8806	.84079	4.5373	**36**
5.259	1.27371	3.2090	.93454	4.2239	**37**
3.972	.92211	2.4030	1.19209	3.1343	**38**

The T-table value is 1.96 at the level of (0.05) and the degree of freedom (132).

Table 3: Parameters of the recognition of the cognitive processes

Calculated T value	low group		High group		paragraph
	Standard deviation	mean	Standard deviation	mean	
2.632	1.01926	3.5522	.87892	3.9851	**1**
6.211	1.10772	3.0149	1.00384	4.1493	**2**
4.884	1.04013	3.6418	.97504	4.4925	**3**
3.794	.90703	2.5821	1.08836	3.2388	**4**
3.312	1.04338	3.1791	1.09458	3.7910	**5**
6.551	.95843	3.0746	1.01860	4.1940	**6**
8.959	.90403	3.0299	.78917	4.3433	**7**
8.721	1.18619	3.0448	.74525	4.5373	**8**
8.760	1.03183	3.1045	.78573	4.4925	**9**
9.743	1.00226	3.4179	.54553	4.7761	**10**
-1.525-	1.06399	2.5224	1.08836	2.2388	**11**
6.350	1.07813	2.5224	1.09829	3.7164	**12**
.703	1.13135	3.1940	1.32061	3.3433	**13**
3.155	1.07708	2.5522	1.32044	3.2090	**14**
5.497	1.14269	3.2388	.95488	4.2388	**15**
7.106	.87065	3.7015	.64436	4.6418	**16**
1.947	1.12574	2.7761	1.26641	3.1791	**17**
8.630	1.00811	3.2090	.80197	4.5672	**18**
9.352	1.11484	3.2985	.54512	4.7164	**19**
8.837	.85545	3.4179	.61011	4.5522	**20**
6.135	1.15470	3.0000	.88303	4.0896	**21**
4.672	1.09230	2.4925	.97527	3.3284	**22**
9.311	.97828	3.2687	.72931	4.6567	**23**
3.007	1.03860	2.8358	1.08649	3.3881	**24**
10.119	.92456	2.6866	.83159	4.2239	**25**
3.139	1.05159	3.0149	.92579	3.5522	**26**
9.728	.90603	2.7612	.94081	4.3134	**27**
11.215	.90002	3.0896	.53252	4.5224	**28**
9.803	1.00811	3.2090	.64436	4.6418	**29**
5.961	1.01815	3.3134	1.01057	4.3582	**30**
11.586	.89296	2.9254	.72370	4.5522	**31**
8.902	1.10445	3.1493	.61196	4.5224	**32**
9.721	1.00384	3.1493	.73517	4.6269	**33**
10.387	.94608	3.2090	.67888	4.6866	**34**
1.110	1.14427	2.6866	1.19000	2.9104	**35**
7.800	.92627	3.0746	.86700	4.2836	**36**
6.194	.97828	3.2687	.85888	4.2537	**37**
7.211	1.13335	3.6716	.49511	4.7612	**38**
6.642	1.12595	3.3731	.85914	4.5224	**39**
5.212	1.03008	3.2985	1.12253	4.2687	**40**
3.243	1.18772	2.6567	1.10117	3.2985	**41**
2.614	.97851	2.8358	1.13096	3.3134	**42**
5.173	1.16153	3.1194	.85227	4.0299	**43**
5.760	.97365	3.4478	.78602	4.3284	**44**
6.747	1.07603	3.3134	.85783	4.4478	**45**
2.660	1.19890	3.0448	1.51145	3.6716	**46**

•t رشمعث equals (1.96) at (0.05) and the degree of freedom (132). III. Link style degree scale college class paragraph: according to this method the total grade for the responder is an indication of the sincerity of the scale, the researcher

usually seeks to find the relationship between link each paragraph of the scale and degree College (AlIssawi, 1974: 50), so have been using correlation coefficient (p. Version) to extract the correlation between the degree of each paragraph and college class for each sample scale forms under analysis (248) has been shown to form all correlation coefficients statistical function when compared with indexed value of the correlation coefficient (Pearson) (0.113) at (0.05) And the degree of freedom (246), with the exception of paragraphs (5, 11, 37) of cognitive motivation scale and paragraphs (26, 31, 33, 34) of career anxiety scale, and paragraphs (11, 13, 35) of cognitive processes awareness scale, an indication of the sincerity of the paragraphs, as shown in tables (4) and (5) and (6).

Table 4: Values of correlation degree college class paragraph cognitive motivation scale

significant	Coefficient value	paragraph	significant	Coefficient value	paragraph
significant	0.490	18	significant	0.327	1
significant	0.256	19	significant	0.403	2
significant	0.405	20	significant	0.239	3
significant	0.183	21	significant	0.269	4
significant	0.377	22	Not significant	-0.107-	5
significant	0.186	23	significant	0.430	6
significant	0.361	24	significant	0.352	7
significant	0.462	25	significant	0.339	8
significant	0.267	26	significant	0.217	9
significant	0.321	27	significant	0.508	10
significant	0.351	28	Not significant	0.047	11
significant	0.382	29	significant	0.404	12
significant	0.304	30	significant	0.510	13
significant	0.473	31	significant	0.330	14
significant	0.435	32	significant	0.273	15
significant	0.436	33	significant	0.226	16
significant	0.433	34	significant	0.367	17

* The correlation value of Pearson correlation coefficient (0.113) at (0.05) and degree of freedom (246).

Table 5: The values of the correlation coefficients of the degree of the paragraph in the overall degree of the measure of the professional future anxiety

significant	Coefficient value	paragraph	significant	Coefficient value	paragraph	significant	Coefficient value	paragraph
significant	0.511	27	significant	0.602	14	significant	0.543	1
significant	0.339	28	significant	0.632	15	significant	0.427	2
significant	0.658	29	significant	0.314	16	significant	0.596	3
significant	0.597	30	significant	0.710	17	significant	0.284	4
Not Significant	0.010	31	significant	0.434	18	significant	0.602	5
significant	0.426	32	significant	0.509	19	significant	0.305	6
Not Significant	0.058	33	significant	0.374	20	significant	0.409	7
Not Significant	0.055-	34	significant	0.492	21	significant	0.488	8
significant	0.356	35	significant	0.370	22	significant	0.620	9
significant	0.324	36	significant	0.573	23	significant	0.400	10
significant	0.334	37	significant	0.367	24	significant	0.593	11
significant	0.313	38	significant	0.512	25	significant	0.397	12
			Not Significant	0.036-	26	significant	0.423	13

* The correlation value of Pearson correlation coefficient (0.113) at (0.05) and degree of freedom (246).

Table 6: The values of the correlation coefficients of the degree of the paragraph in the overall degree of the cognitive process awareness scale

significant	Coefficient value	paragraph	significant	Coefficient value	paragraph	significant	Coefficient value	paragraph
significant	0.575	33	significant	0.159	17	significant	0.162	1
significant	0.561	34	significant	0.551	18	significant	0.412	2
Not Significant	0.063	35	significant	0.549	19	significant	0.322	3
significant	0.465	36	significant	0.524	20	significant	0.297	4
significant	0.407	37	significant	0.408	21	significant	0.218	5
significant	0.435	38	significant	0.319	22	significant	0.398	6
significant	0.408	39	significant	0.520	23	significant	0.524	7
significant	0.366	40	significant	0.278	24	significant	0.552	8
significant	0.181	41	significant	0.561	25	significant	0.566	9
significant	0.147	42	significant	0.207	26	significant	0.498	10
significant	0.365	43	significant	0.534	27	Not Significant	0.043-	11
significant	0.355	44	significant	0.588	28	significant	0.435	12
significant	0.433	45	significant	0.476	29	Not Significant	0.093	13
significant	0.207	46	significant	0.384	30	significant	0.216	14
			significant	0.639	31	significant	0.399	15
			significant	0.529	32	significant	0.480	16

* The indexed value of the correlation coefficient (Pearson) (0.113) at (0.05) and the degree of freedom (246). •reliability: reliability means that a trusted and reliable measure to give the same results when applied more than once (Jabber, Kazim, 1978:286), consistency is important for good measure the psychometric properties, because it addresses certain group grades match on a particular test as each Once again be tested, recalling the stability in per capita on the same test (Abbas, 1996:22), so verify the consistency reliability indicators search metrics:

First. Reliability test method and test (test-retest): (external consistency) on these search measures were applied method (package), and then rebuild the application with an interval (weeks) among a sample of applications (36) students, as steady values indicate the scales in table (7), and These values of values with statistical significance when compared to the value of the correlation coefficient (Pearson) (0.418) at table (0.01) and degree of freedom (34) (Alzamly, et al, 2009:482), which can be trusted.

Table 7: Consistently values metrics search testing and retesting

Awareness of Cognitive Processes	Concern for the academic Future	Cognitive motivation	scale
0.451	0.494	0.645	Stability Factor Value

II. Internal consistency:

Within this type of stability in two ways:

(1) retail way midterm: this method based segmentation desired standard set persistence factor into two halves ' equal ', so after applied to one group, and use the first half compared to the second half or so degrees may be used Individual figures for grades numbered (Rahman, 1998:167-168)., And then calculate the correlation coefficient between two halves of the scale using the Pearson correlation coefficient, thus the correlation coefficient between two halves of a scale (career concern) (0.752) and when the correct equation (Spearman-Brown) corrective fortitude to scale (0.859) and is consistently good. And this is an indication of the reliability scale.

(2) Alpha cronbach Alpha formula: coefficient (Alpha cronbach) average transactions resulting from the fragmentation of the scale to parts in different ways, so it represents the correlation coefficient between any two parts of the scale (Abdelrahman, 1998:172) and b, have been using this equation to factor extraction (alpha Cronbach) to measure (cognitive motivation), scale (awareness of cognitive processes) values were reliability coefficient (0.867), (0.879), respectively, and this is an indication of the consistency of their duration. Now search the psychometric properties enjoy, ready for the final version, the extension (1) and (2) and (3). The total number of paragraphs of each measure were as follows:

Number of final paragraphs	Excluded Paragraphs	Number of paragraphs	scale
46	.I try to avoid embarrassing situations. **.5** 11. I am interested in finding a solution to the problem rather than going into detail to understand its causes. 37. I want to communicate via the Internet on the search for information.	49	Cognitive motivation
34	.26.I see that my specialization provides me with many opportunities to work after graduating. 31. I think my professional future is full of pleasant surprises. 33. I think that my specialization at the university qualifies me for the work I want. 34. I feel that I will get a job immediately after graduation.	**38**	Future professional concern
43	.11.The best study is easy, so as not to strain myself to think. 13. Best read the lessons I review in full (as a) without summarizing them. 35. I think that the lessons provided by the professor are sufficient, and dispense with the use of other references.	**46**	Awareness of cognitive processes

5. Statistical Methods

1) T-test for one sample to test the difference between the mean and the mean of the sample scores on the research measures (knowledge motivation) and (professional future anxiety).
2) T-test of two independent samples to extract the discriminating force(Knowledge motivation), (and anxiety of the professional future) and (awareness of cognitive processes).
3) Pearson correlation coefficient used to know the relationship between each paragraph of the measures and the total score, and to extract the stability in the method of testing and re-testing, andAnd the relationship between search variables.

4) The Alpha Cronbach equation was used to calculate consistency in the internal consistency of the 'professional future anxiety' scale.
5) The Split-Half split method was used in the stability calculation in the internal consistency (Cognitive impulse).
6) The Spearman-Brown equation was used to correct the stability factor in the half-way distribution of the cognitive impulse scale.
7) Multivariate regression equation was used to determine the extent to which independent variables (occupational future anxiety) and (job awareness) contributedIndependent variables (professional future anxiety) and (operational awareness).

6. Results, Interpretation and Discussion

The first objective is to identify the cognitive motivation of the university students after the application of the cognitive motivation scale on the research sample. The results showed that the mean of the scores of the sample was 157.7056 degrees,And with a standard deviation of (20.74635).

When comparing this arithmetic mean with the mean mean of the scale, which was 138 degrees, using the T-test for one sample, the calculated T value was 14.958,, Which is larger than the T-table value (1.96). Therefore, it is statistically significant, at (0.05) and with a degree of freedom (247). This result indicates that the university students enjoy the cognitive impulse.

Table 8: The tally test for significance of differencesBetween the arithmetic mean and the average mean for university students on the scale (cognitive motivation)

Significant at 0.05 level	T value		Supposed mean	Standard deviation	mean	Sample size
	tabular	calculated				
Significant	1.96	14.958	138	20.74635	157.7056	248

7. Explanation and discussion of results

The outcome of the research is as the following:

First objective: you have shown the result of the first objective, the table (8) University students (cognitive motivation), this result was consistent with the theoretical framework, stressing (Murray Murray) to cognitive motivation and need for achievement of the main humanitarian motives, such Motivation makes the individual leading and discovered and tested, and how it achieved many other motives (Al-hazmi, 2015:10), and the motivation to learn and explore knowledge is one of the variables the basis for student success and progress and academic compatibility, and is from a humanitarian point of view I took another turn last had focus To help students to invest a maximum potential to achieve optimal cognitive learning and then to create the same situation work towards innovation, so is the process of raising internal (thoughts and knowledge) and continued urgency to continue the

performance aims to satisfy cognitive motivation down to equilibrium (kotamy, 1999 : 170-172).

This result also comes compatible with the outcome of the study (khulaifi, 2000) study (Mobarak, 2009), and study (Yahya, 2010).

Second objective: to know the career concern among college students: after applying the scale (career concern) the sample search results show that the arithmetic mean of the sample scores attained (117.8387), and by sheer normative (18.74542), and when you compare this arithmetic average This speculation to scale, which valued (102), and one sample t-test showed that the calculated mean (13.306) degree, which is greater than the value indexed t (1.96) degrees, so it is a statistical function, at a level (0.05) and the degree of freedom (247), and this result refers to something (Career anxiety) among college students, as shown in the table (9).

Table 9: t-test for significant differences between the arithmetic average and the possibility for university students on the scale (career concern)

Significant at 0.05 level	T value		Supposed mean	Standard deviation	mean	Sample size
	tabular	calculated				
دالة	1.96	13.306	102	18.74542	117.8387	248

Explain and discuss the outcome of the second objective: you have shown the result of the second target table (9) prevalence (career anxiety) among college students and this result came in line with the theoretical framework, the growing concern of University students not only because of the fear of failure in school, but the fear of weakness. Spatial job opportunities or career after graduation, making plus unemployed, which is called b (career concern), there is no doubt that such anxiety about fear of not achieving security motives, the composition of the family and assertiveness, realizing the legitimate aspirations of the individual Being a human right to live, and fulfillment that he sees (Maslow) they need to grow and develop through work in the profession, and that this concern is greater when an individual perceives that wouldn't get a job in the future, to ensure the realization of its goals and give social value (Abbas and Hussein, 1998).

And undergraduate students are living in fear for their lives and their future, pessimistic Outlook for the future, and their

frustration as a result of the inability to achieve their goals and reach or failure in achieving these goals after starting actual, practical implementation of reach, as well as the frustration Happens to all ages, but increased in its intensity in young adulthood, as a result of the aspirations, ambitions, characteristic of college students (Abu Zaid, 1992), and over what concerns among adolescents and youth is the future, as the young man when he feels the lack of clarity or career is not selected, it is Feel frustrated and worried about his future and his presence (Talat Mansour 1995). The result was consistent with a study (Mahamid and safasfa, 2007) study (Sarah, 2013) study (Nadia, 2015) study (Abu, Abu Mustafa, 2016).

Third objective: know (awareness of cognitive processes) University students: after applying a measure (awareness of cognitive processes) a sample search results show that the arithmetic mean of the sample has reached over degrees Ed (156.7944), and by sheer normative (18.61506), and when you compare this average Average arithmetic scale this

speculation, which worth (129), and one sample t-test, t-value calculated (23.514) degree, which is greater than the value indexed t (1.96) degrees, so it is a statistical function,

at a level (0.05) and the degree of freedom (247), a The result indicates the enjoyment of college students (awareness of cognitive processes), as shown in the table (10).

Table 10: t-test for significant differences between the arithmetic average and the possibility for students to measure (awareness of cognitive processes)

Significant at 0.05 level	T value		Supposed mean	Standard deviation	mean	Sample size
	tabular	calculated				
دالة	1.96	23.514	129	18.61506	156.7944	248

Interpret and discuss the outcome goal of third objectiveresult :showed a table (10) College students (awareness of cognitive processes), and this result came in line with the theoretical framework, (awareness of cognitive processes) increase awareness among learners of what they teach, student that has awareness processes pain. Martial, several roles at a time when faced with a problem, or during educational position, where the role of the generator of ideas, Planner, critic and supported for a specific idea for a particular course, to the steps of solution, and puts him several options, both of them, and choose what suit him, a thinker and a producer (aljarah, and obaidat, 2011:146), (awareness of cognitive processes) more ways to decipher human thinking, because (Flavell, 1979) ' that promise you can make that theory of cognitive processes awareness is its contribution in human consciousness and understood as an object of organizing, that element of his thinking ' (Alatom, 2007: 268), the result was identical with study (Bareqa, 2007).

Fourth objective: relational nature of the relationship between (cognitive motivation and career concerns and awareness of the cognitive processes) to college students, and the extent to which the variables (career concerns and awareness of the cognitive processes) in total contrast to variable (cognitive motivation). For the purpose of revealing the extent to which each of the variables (career concerns and awareness of the cognitive processes) in a variable (cognitive motivation), use statistical means of int (multiple regression tkhhalil Multiple Regression), correlation coefficients were calculated using the correlation coefficient (Pearson), And then choose a statistical function and variables that contribute to a variable (cognitive motivation), it was found that variables (career concerns and awareness of cognitive processes) contribute, results showed: that the matrix correlations between variables (career concerns and awareness of cognitive processes) and a variable (Cognitive motivation), statistical function, the values of the three variables, correlation coefficients greater than the value of the coefficient of correlation (Pearson) (0.113) table at (0.05) and the degree of freedom (246) (Alzamely, et al, 2009, 482),, Ie the existence of a correlation between the search variables, as shown in Table (11).

Table 11: Matrix of correlations between the three search variables

Awareness of cognitive processes value	Future professional concern value	Cognitive motivation value	variable
0.557	0.119-	1	Cognitive motivation
0.139	1		Future professional concern
1			Awareness of cognitive processes

The value of the correlation coefficient (0.113) at (0.05) and the degree of freedom (246). The multiple correlation coefficient (0.591), and after assigning the value of the total determination factor (R2) to (0.350) to the multiple regression analysis equation,It was found that the calculated alpha ratio is 65,846, which is greater than the numerical threshold of 2.995 and the freedom coefficient (2, 245). It is statistically significant at 0.05, as shown in Table (12).

Table 12: matrix of correlation between Three search variables

significant	F value F	Squared mean M.S	Freedom degree d.f	Square sum S.S	مصدر التباين
دالة	65.846	18583.352	2	37166.704	Downhill
		282.224	245	69144.808	error
			247	106311.512	total

When you convert multiple regression coefficients values to variables (career concerns and awareness of the cognitive processes) and standard error are standard regression coefficients (Beta) corresponding to each variable, which you can find out which of the variables has a greater effect on a variable (cognitive motivation), type That variable (awareness of cognitive operations) has a greater contribution, came in first, that no trace on the variable (cognitive motivation) because the standard regression coefficient (Beta) to a variable (awareness of cognitive processes) (0.585), for the purpose of statistical significance defined, the t-value (11. 239) is a statistical function at a level (0.05), either variable (career concern) was his contribution came in second in a variable (cognitive motivation), standard regression coefficient (Beta) to a variable (career concern) (0.201) and see significant t value amounted to statistical (3.855) And is statistically significant level function (0.05), and table (13) shows that, although variables contribute to (35) of the total variation of a variable (cognitive motivation).

Table 13: Regression coefficients of variables (career concerns and awareness of the cognitive processes) in variable degrees (cognitive motivation)

Significant	Calculated T value	regression coefficients mean	Std. Error	regression coefficientsB	variable
Significant	7.694	———————	10.617	81.686	*Constant Limitation*
Significant	3.855-	0.201-	0.058	0.222-	Career Concerns
Significant	11.239	0.585	0.058	0.652	Awareness of cognitive processes

8. Recommendations

In the light of the current research findings, the researcher recommends the following:
1) The importance of cognitive motivation. Many psychologists have highlighted this importance in human behavior as one of the most important human motives. It is related to achieving or satisfying many other motives.
2) The importance of the student's professional future in arousing anxiety, as often caused by sociocultural factors, and the lack of effective and effective student counseling, which provides a source of concern as a result of misperception of potential future events.
3) Importance (awareness of cognitive processes), as it improves the way learners think, and increases their awareness of what they are studying.

9. Proposals

1) Conduct a similar study on other samples.
2) Conduct a causal study involving the three variables of one of the segments of society.
3) Conduct a study of the future anxiety variableFor students of junior high school and their peers in regular high school students.
4) Build a mentoring program that reduces the 'professional future concern' by dealing positively with the events and circumstances.

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