Psychological trauma and its relationship to some variables among Secondary school students

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Abstract

The research aims to measure through a predictive study of a measure of the painful personal experience of university students. Ten goals were formulated, including building a two-dimensional traumatic personal experience scale, measuring the painful personal experience of university students, evaluating its statistical significance, measuring cognitive control among university students, and evaluating its statistical significance. Measuring the circumvention of university students and estimating the significance of statistical recognition of differences in personal experience. Pain is two-dimensional according to the variables of sex, age, and marital status and assessing its statistical significance. The research sample reached 293 students who underwent the psychometric characteristics of the scale, divided into two areas of cognitive control and avoidance, after extracting the psychometric characteristics using factor and exploratory analysis and confirmatory factor analysis.

Key words: Traumatic, personal, experience

I.   Introduction

Research problem

The world is now going through many challenges that differ somewhat from the rest of the challenges, which is the Corona epidemic, the biggest crisis of our time, in addition to other challenges that our society is going through, and university students are considered among the pillars of society, being higher education institutions one of its tasks is to prepare qualified cadres to face these challenges through Preparing empowered individuals to face the challenges imposed on the world in which creativity, innovation and the general need for them are shaped. The capabilities, the probability of their occurrence, and the external events and attitudes of all institutions have always been concerned with knowledge, nature, processes and mental process activity used in the processes of attention, perception, understanding and other thinking activities because knowledge, its processing, possession, storage, organization, development, employment and utilization form the basis that governs and directs human activity (Al-Abadi, 2014, 2). Through the researcher's work in the field of education,

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she felt a real problem in conjunction with the current situation, which is the Corona pandemic, as she found that some university students had suffered pain or loss as if they were injured or injured. A member of his family, relatives or friends, or the death of a person close to what he may have, exposes them to a difficult situation in any situation or circumstance.

Research importance

The theoretical side

1.An attempt to uncover the painful personal experiences of university students, and it is a pioneering attempt according to the researcher's knowledge in investigating the concept of painful personal experience, as this topic was not previously discussed within the limits of the researcher's knowledge by other researchers.

2.The current study may stimulate new ideas aimed at conducting new studies of benefit and value that contribute to the development of society.

3.The research may contribute to assessing the environment and determining the types of pressures facing the educational environment.

4.The scientific aspect

5.The study provides a measure of the traumatic personal experience that a subject could use in the field of education.

6.The most important result of the study that returns students if they had painful personal experiences.

7.The results of the study can expand the research circle in studying the research variable and preparing psychological and rehabilitation programs based on psychological characteristics.

8.Predictive studies give an accurate picture of the nature of the procedural-behavioral relationship between the variables and the degree and reliability of that relationship in the future. The occurrence of the behavior can be expected in light of the degree of prediction between those variables.

Research objectives :Target the current research

1.Building a traumatic personal experience scale A two-dimensional traumatic personal experience

2.Measuring the personal painful experience of university students and assessing its statistical importance

3.Measuring the cognitive control of university students and evaluating its statistical significance.

4.Measuring the extent of university students 'avoidance and estimating its statistical significance

5.Identifying the differences in the painful two-dimensional personal experience according to the variables of sex, age and marital status and assessing its statistical significance.

6.Identifying the differences in cognitive control among university students according to the variables of sex, age and marital status, and evaluating their statistical significance.

7.Identify the differences in avoiding university students on the variables of sex, age, and marital status and assess its statistical significance.

8. Measuring the ability of demographic variables to predict the traumatic personal experience and assess its statistical significance

9. Measuring the ability of cognitive control in predicting the traumatic personal experience and evaluating its statistical significance

10. Measuring the ability to avoidance to predict traumatic personal experience and assess its statistical significance

Search limits

The current research is specific for students of the College of Basic Education of the Department of Psychological Counseling for the academic year (2019-2020)

Define terminology

The researcher adopted the definition of 1993. As a result of a traumatic personal experience: - (A painful personal experience is an unpleasant emotion resulting from the negative side of the self and a feeling of inferiority and that this negative feeling is a result of the individual being exposed to a harsh experience or an uncomfortable feeling that may be the loss of something or failure to accomplish things. Which is closely related to the psychological needs of the individual. (P.15, 1993, Clages)

II.   Theoretical framework

The theory of effective learning processes with pain (Fordyce, 1976) and the concept of cognitive pain control in laboratory studies (Fernnose, 1986) were developed into the role of cognitive control variables as pain avoidance in the experience of personal trauma. The role of learning processes in avoidance behavior led to a response to perceived and expected pain (negative reinforcement) and outside of the time associated with feeling well rested the sense of relief increased as pain intensity became a prerequisite for withdrawal. An additional reinforcing effect can be seen when individuals with pain attribution see an opportunity to avoid unwanted situations and activities prior to exposure to a disease state. A prolonged consequence of decreased activities and contact with others is a loss of effective reinforcement, which may contribute to frequent reports of depressive comorbidity (Heathoniot et al., 1991). However, when patients maintain their usual activities, it is possible to verify hypotheses in predicting pain that could lead to an experience of pain reduction in situations where an increase in pain is expected in relation to efficacy and activity can be equal to the interface in the context of fear therapy (Lethr n & others p30, 1983). Self-reinforcing activities are self-control strategies to combat depression and are likely to contribute significantly to maintaining a more balanced mood in pain disease. The principle of positive reinforcement can be effective in social support provided by significant people who have a close relationship with the patient as an external consequence of pain expression behavior, and the effect of this reinforcement is not limited and is not discovered by the physician. Interaction partners. Interpretations of these types of influences are often strongly rejected at first, and there is a need for this. Significant therapeutic diplomacy when referring to these effects, the concept of the effect of social reinforcement during episodes of pain is consistent with the concept of acquired disability that was examined especially in patients with joint pain.

Chronic

Among the cognitive causes that have been experimentally and clinically proven for pain control are the components of programs aimed at helping patients cope with pain: relaxation, restlessness and self-education (Fernandezp.25, 1986). Aimed at helping patients cope (Turh. Et al., Pp. 30, 1983).

Studies on cognitive control and avoidance

The questionnaire was developed from a variety of items developed by Kohr (1982) with a scale (rationality of avoidance, expression of pain, deviation from path and social reinforcement). Then the number of paragraphs was reduced using a comparative factor analysis and for content reasons (reducing and even removing questions that express pain). The remaining paragraphs of the test showed coherent solutions to the factors accompanying patients suffering from the pain of the most common diseases in terms of epidemiology, such as headache and rheumatism, then finding four factors for both samples, which can be interpreted in terms of content as the following: avoidance, cognitive control, social support and activity. It is also found that these factors are independent of each other. Describing the variables and using factor analysis, then determining the elements for four measures that work as variables and in proportion, namely: -

    1.Avoidance reduces communication with others because of pain.

    2.Cognitive control such as coping skills, positive communication, relaxation, and the use of imagination and self-direction.

    3.Social support Support from the partner.

    4.Maintaining physical and social activities as well as social skills related to the disease.

Treatment programs for patients who suffer from chronic pain or who are in situations within the range of behavioral medicine methods are practically available in a way that assesses the indicators, especially in a specialized and virtual team. FSV secondary skills for dealing with pain and the use of scales based on four factors, which contribute to building foundations for pain management. The scale is: -

    1.Avoidance scale.

    2.Activity and effectiveness.

    3.Community support.

All are based on the theory of effective learning processes in pain, which considers that the experience of pain unfolds through reinforcement, describing this as the end of the hate withdrawal state and is facilitated through positive reinforcement by resorting to important people who alienate relationships from the patient and finally can be reduced through Encountering cognitive control and signaling relaxation skills and the ability to use imagination and self-direction as determined by experiences. , (s. 251993, Clages)

Cognitive control

It refers to the skills of relaxation and the ability to use imagination and direction as determined by experiences, as the learner uses many different cognitive activities within the classroom that depend on the goals he adopts or the goals that the educational institution has previously set, and in the era of globalization, the learner must be able to do many Of cognitive activities and he must have a high degree of cognitive control over these activities so that they can be used well in solving problems. Dealing with the situations that confront us on

the academic and daily side (Abdelkader & Khader, 2002, 102). The concept of cognitive control regains the impulse that the environment exerts on learners to participate in certain types of cognitive activity in addition to other activities, and the source of cognitive control power includes tasks and the environment of immediate separation, in addition to the distant effects of revolutions as defined by Giddussmann and Stodolsky (1944). Stevenson, 1998: 396) the concept of cognitive control is a psychosocial concept for the environmental drive of learners to use different types of cognitive activities. This term is derived from locus theory and environmental psychology to study the interactions between individuals and their environment and their effect on their behavior and theories of cognitive structures that are concerned with inferring the cognitive activity that learners use when addressing tasks. They are busy with it. (Stevnson & Meckarangh, 2002: 2) The power of cognitive control refers to the effort made by the learner's environment to push students to use different types of procedural knowledge, and the effort here refers to the positive or negative impact of learning environments on achieving the goal, and this effort is activated through The tasks required of students to face within the learner environment and the awareness of students and their interpretation of these tasks based on the internal structures of knowledge, and the proximity of important influence. From the environment (Walmsley, 2003, 60).

Avoidance

And he refers to reducing communication with others because of pain, as Abu Asaad 2020 indicated that the personality of avoidance avoids contact with others and fears insulting them and their negative evaluation because criticizing others harms the owners of this character and avoids others as if they had social relationships. Anxiety to avoid others who lack social skills, behavior, and avoidance aspects..

1. Extreme shyness and sensitivity to loss and rejection.

2. Poor self-esteem and a sense of incompatibility.

3. A desire to be closed to others and difficulty in linking relationships with people outside the family circle.

4. Avoid everything that is social, including school and work.

5. He is characterized by control for fear of saying inappropriate things, mocking section.

As for their emotions, Haddad (2013, p. 86) indicated that the most emotions felt among people who avoid:

Fragility, preoccupation, confinement ,safe fear as they are distinguished by defensive emotional attitudes such as- :

1. The tendency to be easily defamed by criticism and disapproval.

2. The tendency to not have a close friend outside the framework of the family structure.

3. Reserving social situations for fear of making inappropriate or stupid statements.

4. Fear of not being able to answer a question (Omar, 2018, 25)

Research community

And it consists of the University Of Diyala College Of Basic Education, morning study, which is 4453 students

The research sample

1.The analysis and construction sample amounted to 293 male and female students

2.And the application sample consisted of 220 male and female students

Search tools

In order to achieve the research objectives, it was required to construct a scale to measure traumatic personal experience. The researcher built the traumatic personal experience scale, and two areas of the theory adopted by the scientist Oler Klags scale (Ullrich klages) were chosen, namely, the field of cognitive control and avoidance and the possibility of investigating their psychometric properties on the research community. Where the researcher translated the paragraphs of the areas of control and cognitive avoidance and extracting truthfulness by translation, as the number of the scale paragraphs reached 16 paragraphs

Statistical analysis of the scale paragraphs

The process of statistical analysis of scale paragraphs is one of the basic steps and approval of paragraphs that have good psychometric properties on a more honest and stable scale (Anastasi, 1976; 208)

Discriminatory strength of scale paragraphs

In order to preserve the good paragraphs and the accuracy of detection in measuring what was developed to measure what the researcher analyzed the paragraphs of a statistical scale and revealed the relationship of the paragraph score and its accuracy with the total score of the scale, the paragraphs that possess the discriminatory power are the paragraphs that distinguish between respondents with high scores and respondents with low scores in the concept Scale is in paragraphs, and in the event that the paragraph is not able to distinguish according to this image, it is useless and must be deleted from the final image of the scale. It has been used by the researcher T of the two extremes, the degree of relationship, the university degree paragraph, in the two procedures, the appropriate process analysis paragraph.

First: the two extremes (Extreme Groups Method):

In order to calculate the discriminatory strength for each paragraph of the researcher's scale T, follow these steps:

1.Applying the scale to the analysis sample for (293) university students, then determining the total score for each questionnaire.

2.The forms are ranked in descending order of their total scores from highest to lowest.

3.Appointment of (27%) of the forms that obtained the highest marks and (27%) of the forms that obtained the lowest marks, which represent two groups of the largest size and the maximum possible differentiation. (Anastasi, 1976: 208), where the number of forms in each group reached (8 0) form.

Extract the arithmetic mean and standard deviation of the scores of the two subjects for each group for each paragraph of the scale paragraph, and then apply the T-test (T test) to two independent samples to test the differences between the scores of the upper group and the lower group for each paragraph at a level of significance (0.05). He found that all elements are distinct. Table No. (1) Shows that.

Table (1) the value of the paragraph distinction coefficient for the elements of the subjective traumatic experience scale

The result	T- test value	Lower group		Top group		the sample	T
		standard deviation	Arithmetic mean	standard deviation	Arithmetic mean		
Function	5.90	1.123	1.95	1.152	3.01	80	1
Function	5.46	0.974	1.98	1.131	2.9	80	2
Function	12.88	0.898	1.95	0.817	3.7	80	3
Function	5.89	0.775	1.57	1.169	2.5	80	4
Function	6.78	0.954	2.00	1.069	3.08	80	5
Function	10.04	0.993	1.97	0.941	3.51	80	6
Function	8.56	1.077	2.05	0.908	3.4	80	7
Function	10.75	0.920	1.98	0.810	3.46	80	8
Function	10.30	0.924	1.86	0.962	3.4	80	9
Function	10.67	1.054	2.46	0.683	3.96	80	10
Function	10.33	0.938	2.42	0.865	3.9	80	11
Function	10.41	0.961	2.01	0.841	3.5	80	12
Function	9.23	0.899	2.11	0.697	3.28	80	13
Function	9.81	0.826	1.97	0.910	3.32	80	14
Function	8.28	0.940	2.27	0.870	3.46	80	15th
Function	8.80	1.001	2.31	0.822	3.58	80	16

The tabular value (t) is (1.96) with a degree of freedom (581) in terms of (0.05).

The relationship of the paragraph to the overall score of the scale

Its purpose is to find the correlation coefficient between performance in each paragraph of the scale and performance on the entire scale, as one of the advantages of this method is to present a homogeneous measure in its paragraphs. The validity of the scale can be verified by linking its paragraphs to an external or internal test,

and the best internal criterion is the final score for the same scale for the purpose of verifying the validity of the scale and the need for strength. : 211). Where the Pearson correlation coefficient was used to extract the correlation between each paragraph and the overall score of the scale using the same sample analysis for (293) individuals, and it was found that all the items are related to the total score of the scale. The scale with statistical significance at the level of significance (0.05) Table (2) shows the correlation of the score paragraph with the total score of the scale.

Table of paragraph correlation coefficient for the total sum of the personal traumatic experience scaleTable (2)

Indication type of correlation at 0,05	The calculated t value	Paragraph number
Function	0.357	1
Function	0.381	2
Function	0.637	3
Function	0.411	4
Function	0.486	5
Function	0.558	6
Function	0.489	7
Function	0.584	8
Function	0.615	9
Function	0.616	10
Function	0.606	11
Function	0.624	12
Function	0.547	13
Function	0.535	14
Function	0.553	15th
Function	0.556	16

Note that the tabular value of (r) is (0.098) with a degree of freedom (2 91) for a level of significance (0.05)

Honesty

First: hypothetical honesty, and it depends on the sincerity and opinions of the rulers specialized in the field of the attribute, characteristic, or ability that was prepared for the measurement by expressing their opinions and impressions about the scale and its suitability for use in a particular sample. (Institution & Urbina 2015.125) Approval rate for paragraphs (85-100)

Second: The validity of the construction: The validity of the construction was extracted through the analysis of the exploratory factor and the analysis of confirmatory factors as follows:

1.Exploratory factor analysis: To achieve the construct validity and verify the global structure of the traumatic personal experience scale, the exploratory factor analysis was used in the main components method, where 293 questionnaires were subjected to analysis and the cost of analysis in the quality and validity of the correlation matrix for analysis according to the following criteria:

2.The correlation of most of the transactions was a statistical function that reached between (0.684 - 0.364) at a significance level of 0.05, which indicates the availability of minimum correlations between the variables.

3.The value of the Kaiser-Mayer-Ulkin index of the Kaiser-Mayer-Ulkin scale for the adequacy of the sampling was 0.852, which is more than 0.50, which indicates the suitability and adequacy of the research sample.

4.The correlation coefficients for the matrices were greater than 0.30 and a statistically significant function of 0.001

5.The value of chi-square in Bartlett's test, Bartlett's test for spherical factor analysis, was 1214.163, which is a statistically significant function at the level of significance 0.000 and the degree of freedom 120

6.Kimo and Bartlett test schedule for the validity of the research sample for factor analysis

Table (3)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.852
Bartlett's Test of Sphericity	Approx. Chi-Square	1214.163
	df	120
	Sig.	.000

As for the factor analysis, after rotating the factors using the main components method, it measures in the measure of the painful personal experience where 15 items were saturated, ranging between (0.684 - 0.364)

distributed among the employees Asasien.az The number of paragraphs of the first factor (9 poverty data) The Shvatha factor ranged between (0.684 - 0.364) (while the number of factor II (5) paragraphs was between (0.758 - 0.382) under the outcome of the results of the analysis and its results. Paragraphs were the first factor (naming control knowledge) consisting of 9 poverty statements and naming the second factor b (avoidance) and consisting of 5 paragraphs and deleting one paragraph is paragraph 2 (when I go somewhere, I don't stay for too long. For a long time because of pain.) Table No. (4) shows the scope, paragraphs and their ramifications

(4) Very good, the two-dimensional traumatic personal experience scale paragraphs, in a range of settings

the field	Saturation	Paragraph	T
the first	0.364	I am at the mercy of my intense pains.	1
Deleted	0.00	When I go somewhere, I don't stay very long, because of the pain.	2
The second	0.559	When the pain becomes too severe, cancel the appointments.	3
The second	0.382	Because of the pain I did not receive the guests	4
The second	0.688	Most of the time I don't fulfill my goals and plans, because I am in pain.	5
The second	0.714	When I have pain, I put my hobbies aside.	6
The second	0.758	Because of my pain, I quickly give up on the tasks assigned to me.	7
The second	0.679	My pain makes it difficult for me to arrange my leisure activities.	8
the first	0.617	The pain can be worse or less, depending on how you think about it.	9
the first	0.588	By relaxing, I can significantly reduce the pain.	10
the first	0.609	When I relax completely, I can reduce my pain.	11
the first	0.513	My attention could affect the severity of my pain.	12
the first	0.663	I know many effective pain defense strategies and can be used if desired.	13

the first	0.655	I often distract myself from my pain by using visualization.	14
the first	0.659	The way I evaluate my pain has a huge impact on its severity and resilience.	15th
the first	0.684	I can clearly discern what feelings are helping me or getting in the way of me getting over my pain.	16

Table: Some statistical indicators for the scale of (Traumatic Personal Experience) Table No. (6)

The second area is avoidance	The first area is cognitive control	A Scale of Traumatic Personal Experience	Pointers
20.5051	23.4403	43.9454	Arithmetic mean MEAN
21.0000	24.0000	45.0000	Mediator Median
23.00	20.00 ᵃ	44.00	Vein Mode
4.97433	5.40808	8.98346	standard deviation Std. Deviation
24.744	29.247	80.702	variance Variance
-.098-	-.524-	-.625-	Coefficient of torsion Skewness
.269	806	1.014	Kurtosis Kurtosis
26.00	30.00	51.00	Term Range
8.00	8.00	16.00	less value Minimum
34.00	38.00	67.00	The greatest value Maximum
293	293	293	the number

The graphs also illustrate the random distribution of the research sample
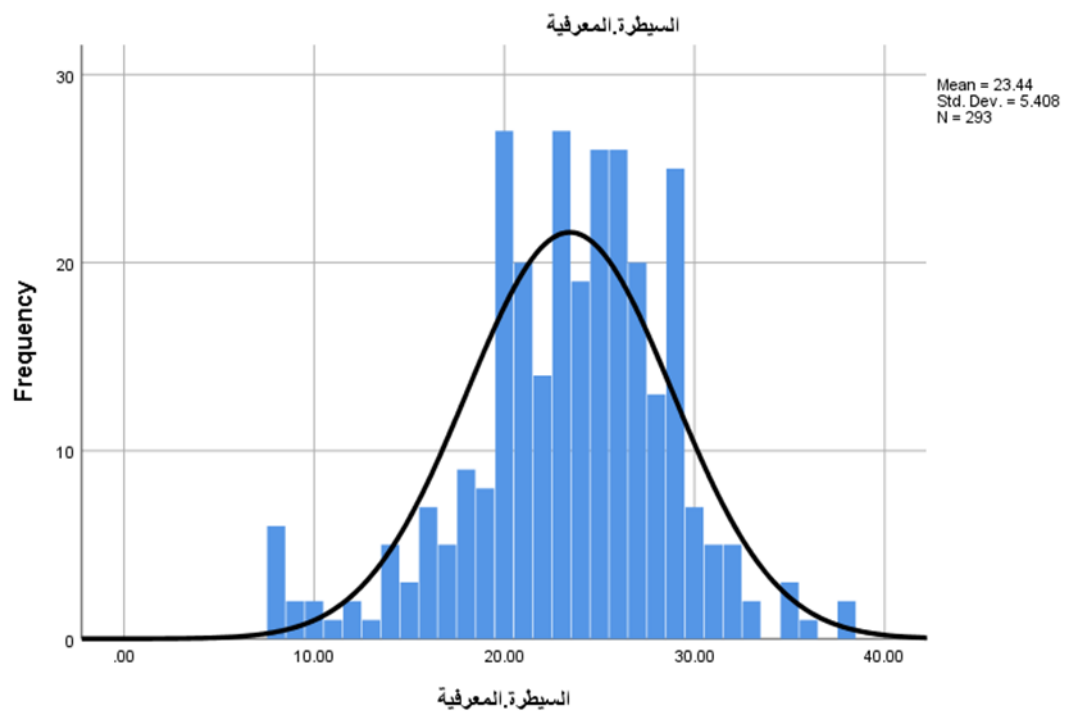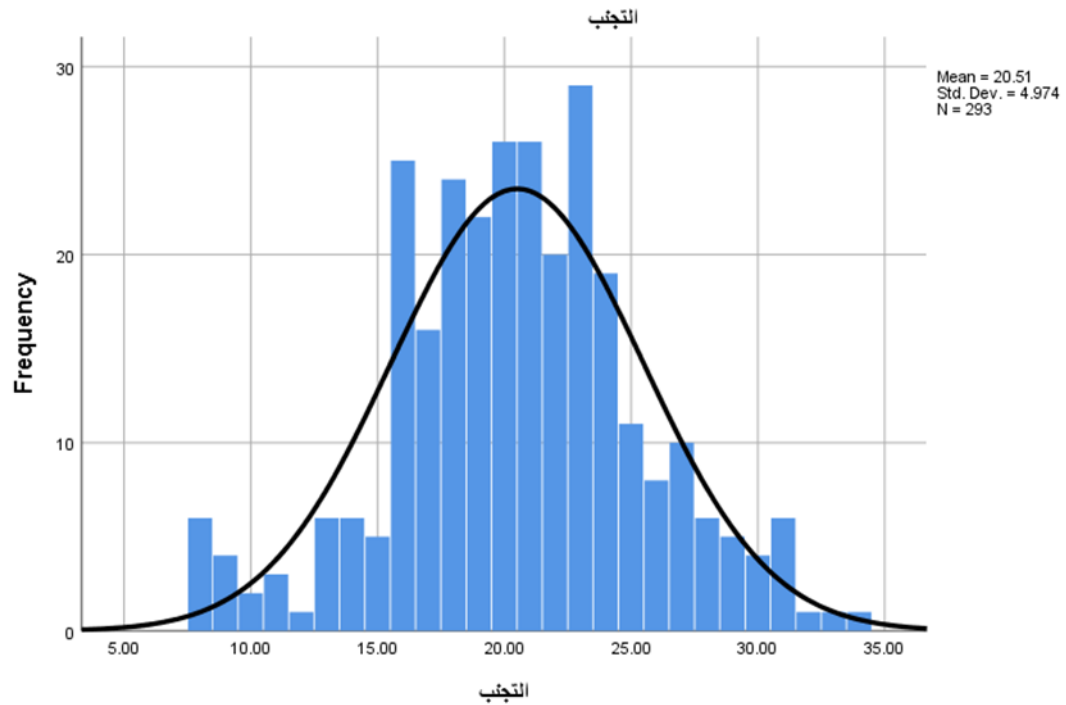
Identify the level of personal painful experience for university students and evaluate its statistical significance The results of the post-application research showed that a measure of the personal traumatic experience of a sample of applied research of 20 20 students showed that the average score for the personal traumatic experience of the students included in the research is (44.2227 (standard deviation) 9.14173) when comparing the average to the average building scale (*) and the adult (45). Note that it is smaller than the assumed mean of the scale. When testing the difference between the two averages using the equation of T-test for one sample (Al-Bayati, 1977, p. 254), it was found that it was not significant at the level of (0.05) and the degree of freedom (219) as shown in Table No. (7).

Table (7). T-test table for the difference between the mean scores of the traumatic personal experience and the hypothetical mean of the sample

Tabular T-value	The computed T-value	Hypothesized mean	standard deviation	Sample mean	Pain measured
1.960	-1.261	45	9.14173	44.2227	Traumatic personal experience

This indicates that the student sample has a moderate level of traumatic personal experience. Note that the table value for the next test is 1.960 at a level (0.05) and a degree of freedom (219), the result can be interpreted because it corresponds to our current situation in which we live and are going through it being the most traumatic event, which led to coexistence with the event and the exacerbation of pain and adaptation to the pain suffered From students while receiving social support among themselves (Houthton, et al., 1991, p. 40) Determine the level of students' cognitive control. University students and evaluate their statistical significance. The results of the research, after applying the cognitive control scale of the applied research sample of 20 male and female students, showed that the average field control score for research knowledge covered by students (23.6545 (standard deviation) 5.55576) when comparing the mean average building scale (*) and the adult (27). Note that it is smaller than the assumed mean of the scale. And when testing the difference between the two averages using the equation of T-test for one sample (Al-Bayati, 1977, p. 254), it was found that it has significant significance at (0.05) level and with a degree. Freedom (219) as shown in Table No. (8). Table T-test for the difference between the mean of the cognitive control scores and the default average for the sample Table No. (8)

Tabular T-value	The computed T-value	Hypothesized mean	standard deviation	Sample mean	Pain gone
1.960	8.9332-	27	5.55576	23.6545	Cognitive control

This indicates that the sample of students has a low level of cognitive control, noting that the value of the T-test table is 1.960 and a level (0.05) and a degree of freedom; the result can be interpreted in light of theory. Due to poor relaxation skills and the ability to use visualization and self-direction, determine the level of

avoidance among university students and assess its statistical significance. The results of the research showed, after applying the cognitive control scale to the applied research sample consisting of 220 male and female students, that the average degree of avoidance among students included in the research is (20.5682 (standard deviation) 5.01139) when compared to the average building scale (*) and adults (16). Note that it is smaller than the assumed mean of the scale. When testing the difference between the two averages using the equation of T-test for one sample (Al-Bayati, 1977, p. 254), it was found to be of significant significance at the level of (0.05) and with a degree of freedom (219) as shown in Table No. (9). Table T-test for the difference between the average cognitive control scores and the default average for the sample Table No. (9)

Tabular T-value	The computed T- value	Hypothesized mean	Standard deviation	Sample mean	Pain gone
1.960	7.6013	18	5.01139	20.5682	Avoidance

This indicates that the student sample has a low level of avoidance. Note that the T-test table value is 1.960 at (0.05) level and at (219) degree of freedom. The theoretical framework can be explained on the fact that the current situation of the students has led to interpersonal communication, because this period needs support and solidarity. (Clage, 1993, p. 30) The differences in the level of the personal painful experience of university students according to the gender variable and its statistical significance were assessed. To achieve this goal, the T-test was used for two independent samples to compare the students' score according to the variable of personal painful experience, where the value of T was calculated as a maximum value of T from the scheduling value of 1.960 at two degrees of freedom 20 and the level of significance 0.05. This indicates that there are differences in the personal painful experience between male and female students, and in favor of females, they are more sensitive and affected by current circumstances because males are more able to empty their feelings and painful experiences in our societies. Table (10) shows the T-test table for two independent samples to compare the average degree of a traumatic personal experience according to the gender variable Table (10)

The result	Tabular T-value	The computed T-value	standard deviation	SMA	the number	Sex
Function	1.960	2.025	8.39018	45.2835	127	Females
			9.94237	42.7742	93	Males

Knowing the differences in the level of cognitive control among undergraduate students according to the gender variable and evaluating the statistical significance. To achieve this goal, a T-test of two independent samples was used to compare the students' scores according to a variable cognitive control. The T-value was calculated as a maximum t of a scheduled T value of 1.960 at 2 degrees of freedom 20 and the significance level 0.05. This indicates that there are no differences in cognitive control between male and female students, which may be due to their exposure to the same cognitive experiences. Table 11 shows that the T-test table for two

independent samples to compare the average degree of cognitive control according to the gender variableTable (11)

The result	Tabular T-value	The computed T-value	standard deviation	SMA	the number	Sex
Not a function	1.960	1.549	4.72595	24.1496	127	Females
			6.48741	22.9785	93	Males

Knowing the differences in the level of avoidance among university students according to the gender variable and assessing its statistical significance. To achieve this goal, the T-test was used for two independent samples to compare the students of classes according to a convolution variable, where the value of T was calculated as a maximum value of T from the table value of 1.960 at 2 degrees of freedom 20 and a significance level 0.05. Which indicates the existence of differences in avoidance between male and female students and in favor of females, and this is due to the nature and upbringing of females in our society. Table (12) shows the T-test table for two independent samples to compare the average degree of avoidance according to the gender variable Table (12)

The result	Tabular T-value	The computed T-value	standard deviation	SMA	the number	Sex
Function	1.960	1.969	4.97352	21.1339	127	Females
			4.98598	19.7957	93	Males

The differences in the level of the personal painful experience of university students are determined according to the variable of the marital status and the evaluation of its statistical significance. To achieve this goal, the T-test was used for two independent samples to compare the students' score according to the variable of personal painful experience, where the value of T was calculated as a maximum value of T from the scheduling value of 1.960 at two degrees of freedom 20 and the level of significance 0.05. Which indicates that there are no differences in the personal experience painful between students, singles and married couples the fact that the personal painful experiences they face are the same for all cognitive individuals and table (13) shows the test schedule for two independent samples to compare the average degree of painful personal experience according to the variable of social statusTable (13)

The result	Tabular T-value	The computed T-	standard deviation	SMA	the number	Social status

The result	Tabular T-value	The computed T-value	standard deviation	SMA	the number	Social status
Not a function	1.960	-1.496	9.23911	43.8242	182	Unmarried
			8.51762	46.1316	38	Married

Knowing the differences in the level of cognitive control among university students A- according to the marital status variable and assessing its statistical significance. To achieve this goal, the T-test was used for two independent samples to compare the students 'score according to a cognitive control variable, where the value of T was calculated as a maximum value of T from the table value of 1.960 at two degrees of freedom 20 and the level of significance 0.05. Which indicates that there are no differences in cognitive control between bachelor students and married couples may explain that cognitive control is and one is on the same level, and Table (14) shows that the T-test table for two independent samples to compare the average degree of perception. Adjustment according to the marital status variable (14).

The result	Tabular T-value	The computed T-value	standard deviation	SMA	the number	Social status
Not a function	1.960	-0.623	5.72232	23.5604	182	Unmarried
			4.71793	24.1053	38	Married

The differences in the level of absconding among university students are determined according to the marital status variable and assessing its statistical significance. To achieve this goal, the T-test was used for two independent samples to compare the students of classes according to a convolution variable. The value of T was calculated as a maximum value of T from the table value of 1.960 at 2 degrees of freedom 20 and a significance level 0.05. This indicates that there are differences in avoidance between unmarried students and in favor of married people, and explains the fact that married people are more cautious and avoid being celibate and withdraw from the bachelor's degree because of their responsibilities. Table (15) shows a T-test table for two independent samples to compare the average degree of avoidance according to the social status variable Table (15)

The result	Tabular T-value	The computed T-value	standard deviation	SMA	the number	Social status
Function	1.960	1.985	5.13329	22.0263	38	Married
			4.94575	20.2637	182	Unmarried

The differences in the level of the personal painful experience of university students were determined according to the age variable and its statistical implications were evaluated. To achieve this goal, One Way ANOVA was used to compare students' personal traumatic experience scores according to the variable of age, as the calculated target value was 1.720 which is smaller than the scheduled fatal value of 2.65 at a significance level of 0.05 and two degrees of freedom (216, 3) Which indicates that there are no differences in the personal or traumatic experience of students according to the variable of age, and the difference between ages is not significant. Table (1-6) illustrates this. Table of first-degree analysis of variance to compare university students in the traumatic personal experience according to the variable of age Table (16)

Values F	Average sum of squares	Degree of freedom	Sum of Squares	The source of the contrast
1.720	142.375	3	427.125	Between groups Between group
	82.754	216	17874.962	Within groups Within group
		N = 219	18302.087	

The differences in the level of cognitive control among university students were determined according to the age variable, and statistical significance was assessed for it. To achieve this goal, One Way ANOVA was used to compare students' cognitive control scores according to the variable of age, reaching the calculated value of 0.854 which is smaller than the tabular lethal value of 2.65 at a significance level of 0.05 and two degrees of freedom (216, 3) than It indicates that there are no differences in cognitive control for students according to the variable of age because they pass the same cognitive experiences, and Table (17) illustrates that. Analysis of variance of the first degree for a comparison of university students in cognitive control according to the variable of age, Table (17)

Values F	Average sum of squares	Degree of freedom	Sum of Squares	The source of the contrast
0.854	26.425	3	79.274	Between groups Between group

	30.928		6680.471	Within groups
				Within group
		216		
		N = 219	6759.745	

Know the differences in the level of avoidance of university students according to the age variable and evaluate its statistical significance. To achieve this goal, One Way ANOVA was used to compare students' avoidance scores according to the variable of age, as the calculated FP value of 1.988 was reached which is smaller than the tabular fatal value of 2.65 at a significance level of 0.05 and two degrees of freedom (216, 3 This indicates that there are no differences in avoiding students according to the age variable because most of the students are of the same ages. This table (18) shows the first-degree analysis of variance table for a comparison of university students in avoidance according to the age variable Table (18)

Values F	Average sum of squares	Degree of freedom	Sum of Squares	The source of the contrast
	49.248	3	147.745	Between groups Between group
1.988	24.779	216	5352.233	Within groups Within group
		N = 219	5499.977	

Measuring the extent of the cognitive control variable's contribution to the personal painful experience of university students and assessing its statistical significance. To achieve this goal, the researcher used multiple regression analysis (multiple regression (input method ((found that the cognitive control variable))) was able to predict a traumatic subjective experience with a rate of 0.879, as the F value of the multiple regression.The coefficient was statistically significant at the degree of freedom 218 and the level of significance 0.05 Table (19) illustrates that multiple regression using the input method to predict the personal painful experience of university students, Table (19).

The result	Fatal valueF	Regression coefficient R	Predictor variable Independent	Dependent variable Dependent	T

| D. | 743.481 | | | |
| | 0.879 | Cognitive control | Traumatic personal experience | |

- Horizontal degree of freedom = number of predictive variables1 -

- Vertical degree of freedom = number of individuals in the sample - number of predictor variables -1 = 220-1-1 = 218

- The tabular FID value at two degrees of freedom (218.1) and the level of significance (0.05) = 3.89

It indicates that the cognitive control variable could predict an amount of 0.879 in a student's variable personality traumatic experience.

III.   Conclusions

1.The research sample individuals have an average level of painful personal experience

2.That the sample members have a low level of cognitive control

3.The research sample has a low level of avoidance

4.There are differences in the painful personal experience between male and female students in favor of females

5.There are no differences in cognitive control between male and female students

6.There are differences in favor of females Skirting

7.There is no difference in the cognitive control among students , singles and married couples

8.There are differences in between singles and Skirting married students in favor of married

9.There are no differences in the personal experience of pain according to the variable of age

10.   There were no differences in cognitive control according to the age variable

11.   No differences exist in Skirting for students according to age variable

12.   The cognitive control variable can predict the magnitude of 0.879 in the variable personal painful experience of the students

The proposals

Other studies include other similar groups in society, such as immigrants, widows, divorced women, and people with disabilities

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