

## **Cognitive Avoidance Among Members of Educational Bodies**

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### **Abstract**

*The current research aims to identify the cognitive avoidance among the members of the educational bodies in the center of AL-Qadisiyah Governorate.*

*After examining the literature, research and previous studies, the researchers adopted the cognitive avoidance scale according to the model of Barr, Kovik et al. (1994), which consisted of (21) paragraphs, in its final form, and each paragraph has five alternatives : it always applies to me , it applies to sometimes, it applies to rarely. It does not apply to me, it does not apply to me at all, and I was subjected to psychometric characteristics, and the result appeared that will be presented later. The study also presented a number of recommendations and proposals that will be presented later.*

**Keywords:** *cognitive avoidance, member of educational institutions.*

### **Introduction**

First: the research problem

People high in cognitive avoidance tend to avoid thoughts and situations that bring back unwanted experiences (Williams, 2015:53), while people low in avoidance

They are characterized by a negative orientation towards dealing with and solving problems, and are less compatible with various types of cognitive activities and have a greater tendency to worry (Kashdan, et al. 2006:120).

For the sad response and the rumination of negative memories, the tendency to think about the causes of negative thinking, and thus the level of anxiety and tension rises and may lead to negative results (Nolen, Hoeksma, Wisco, Lyuomirsk.2008:7))

Second: The importance of research

Cognitive avoidance is of great importance as it is the cognitive concealment of unwanted memories, as it helps to reduce the level of anxiety, which positively affects mental health. Problems, as he avoids what provokes negative emotions related to fear, and despite the ability of cognitive avoidance to learn, yet every individual possesses a certain level of avoidance, and individuals with high cognitive avoidance are able to avoid bad experiences more consistently and more accurately than others, and that the levels of cognitive avoidance vary between individuals of It could be due to several reasons, including readiness at the cerebral level and the style of socialization, as there are societies that urge their members within their prevailing culture to avoid ideas (Borkovec, 2002:93) to get rid of their negative influence.

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Cognitive avoidance is of great importance as it contributes to expanding the repertoire of what the individual possesses of avoidance experiences related to apparent and private behaviors, including (feeling and thinking) even in the presence of stressful circumstances and difficult emotions and helping the individual to alleviate suffering and get rid of the negative side of the self, and reduce depression and anxiety that He often finds himself in it, and encourages him to modify his relationships with emotions and perception by developing awareness of the current moment, highlighting the values that individuals believe in, achieving the goals that the individual tries to achieve personally, and increasing and enriching the effectiveness of individuals in the aspects (cognitive, behavioral, and emotional) in moving towards these values and goals (Hayes, 2006, 3)

Reducing some uncomfortable internal experiences, such as difficult thoughts, feelings, or physical sensations, plays an important role in making some teachers more able to cope and correct negative stress-related outcomes. (Erika,2012,26)

Third: Research objectives

The current research aims to identify:

- 1- To identify cognitive avoidance among members of educational bodies.
- 2- Detecting differences in cognitive avoidance according to the variables of gender (male-female), specialization (scientific-human) and length of service.

Fourth: Research limits

The current research is determined by members of educational bodies from the center of Al-Qadisiyah Governorate for the academic year (2022-2023), both genders (males and females), specialization (scientific - humanities), and length of service.

Fifth: Define terminology

-Cognitive avoidance:

Everyone knew him:

Borkovec: (Borkovec, 1994) as investing mental abilities to overcome unwanted experiences, thoughts, information and emotions (Borkovec, 1994, p: 80).

Harris: (Harris, 2007) The individual's tendency to change the form and repeat one's own negative thoughts even when these attempts cause harm.

psychological and behavioral harm to him. (Harris, 2007, 6)

### **Theoretical definition**

The researcher adopted the definition of Brokovec (Brokovec, 1994) as a theoretical definition for her research. For its dependence on the Burr and Kovic model

operational definition

The total score obtained by the respondent on the items of the cognitive avoidance scale

### **Theoretical framework:**

Brokovec's theory: (Borkovec, 1994) Many theories have tried to explain cognitive avoidance, but the most recent Borkovec 1994 theory is based primarily on four theoretical models, which are the Intolerance of Uncertain Model and the Post-Cognitive Processes Model (Borkovec, 1994). The Metacognitive Model, the Emotion deregulation Model, and the Acceptance based model of generalized anxiety disorder. Which discussed the relationships between cognitive avoidance, the style of weak cognitive certainty, metacognitive processes, and removing emotional restrictions by relying on anxiety as an

influential factor, depending on its severity and type, on the levels of cognitive avoidance. Brokovic produced a theory that represents a cognitive-emotional model to explain cognitive avoidance, which began the study of cognitive avoidance during her study conducted on the effects of anxiety that occur as a result of exposure to stressful situations and make individuals tend toward repeating negative memories, whether they are emotions or experiences.

Many researchers were interested in studying cognitive avoidance, including Gosslin, Morrison, and Sibrava, as they conducted many studies during the development of the current cognitive avoidance theory.

Avoidance is a normal survival response for individuals (Hayes, Wilson, Follette, & Strosahl, 1996). However, this strategy may be maladaptive when excessive or unnecessary and is considered a risk factor for the development and maintenance of affective disorders, such as depression and anxiety disorders (Barajas, Garra, 2007). (Ros, 2017, Stuijs al, 2018), which in turn prevents mental, physical and emotional images from entering the field of cognitive processing and thus prevents this experience from fear cognitively, and this is sufficient for what is called Successful Habituation) i.e. the return or successful extinction of the experience (Foa, & Kozak, 2006, p:60)

Cognitive avoidance aims to avoid thinking about unwanted situations and problems (Sagui, Henson, 2017). On the other hand, enhancing emotional and physical experiences can lead to processing them on the cognitive level in a more effective way. Therefore, habituation and extinction are linked to the level of exposure to the frightening stimulus itself and the response. The feared stimulus and the meanings behind the feared stimulus, which may be an unwanted situation, experience, or memory (Foa & Kozak, 1986:89).

Borkovj suggests that the sources of fear provoke anxiety, which she defines as an ineffective cognitive attempt to solve problems, and she pointed out the reason for describing this attempt as ineffective because it does not solve cognitive problems, but rather serves as an indicator towards solving them and thus helps reduce the threat (which is any situation, image, or mental image It is possible for an individual to experience fear because it regurgitates an unwanted memory while avoiding it at the same time, whether it is emotional or physical experiences. The basis of cognitive activity that prevents vivid mental and physical images and emotional activity is the avoidance of anxiety, and the avoidance that occurs occurs through inhibition. Cognitive Processing - Inhibition of re to physical and emotional experiences voluntarily, which prevents the emotional processing of fear as well. This matter theoretically requires successful habituation to extinguishing or eliminating unwanted experiences, images and thoughts.

### **Research methodology and procedures:**

First: Research methodology:

The researcher adopted the descriptive scientific method for her research, because it aims to describe psychological phenomena in general by collecting data, displaying and analyzing them statistically, and is concerned with studying the variables as they are among the sample members, and describes the psychological phenomenon in an accurate description, and expresses it quantitatively or qualitatively (Obaidat et al., 286.1996), and since the current research examines the correlation between its main variables, the researcher relied on correlational studies within this approach, in which the purpose of data collection is to determine the strength and direction of the relationship that quantitative variables relate to each other (Omar, 2009,69)

Second: The research community:

The current research community is determined by the members of the educational bodies from the center of Al-Qadisiyah Governorate (teachers) for both sexes (male - female)

and their number is (2014) male and female teachers from the governorate center for the academic year (2022-2023) and Table No. (1) shows that.

Table (1) It shows the distribution of members of the research community according to gender

School name	Male	Female	Total	School name	Male	Female	Total	School name	Male	Female	Total
Palestine	10	8	18	Ameen Al-Umah	17	22	39	Al-jamiea	10	34	44
Al-irshad	10	13	23	Al-Azhar Al-sharif	5	1	6	Al-ibaa	6	6	12
Al-qurtas	10	14	24	Al-Iraq	16	3	19	Al-hadbaa	6	4	10
Tariq bin Ziyad	6	12	18	Abdullah Ibn Abbas	11	10	21	Kumail Ibn Ziyad	16	9	25
Diyala	18	16	34	AlAbid	8	12	20	Abi Tarab	11	16	27
Al-Jumhuri a	6	14	20	Al-Majd	6	8	14	Al-Shahid Daim Al-Fuadi	11	5	16
Al-Tahtheeb	11	9	20	Ali Ibn Abi Talib	9	8	17	Al-Shahid Falih Muwat	14	2	16
Al-Watan Al-Arabi	13	13	26	Al-Ghadir	15	12	27	Al-Jood	21	7	28
Al-Mujahid	20	11	31	Al-dhafar	12	6	18	Al-Furatayn	13	22	35
Al-sumood	21	4	25	Al-suqoor	3	28	31	Al-Khwarizmi	11	3	14
Dar Al-Salam	12	33	45	AlGhari	11	22	33	Mohamed Al-Mustafa	10	6	16
Al-Fetwa	8	6	14	Quraysh	8	13	21	Al-Ruh Al-Amin	11	2	13
Al-Thaqafa	15	12	27	Al-Maarif	5	20	25	Qater Al-Nada	6	13	19
Al-Qadysia	15	33	48	Al-Zaytoun	6	39	45	Al-Dhayaee n	7	1	8
Al-Diwaniyah	12	18	30	Zamzam	18	7	25	Rehana Al-Mustafa	5	16	21
Dijlah	11	27	38	Al-Adab	8	15	23	Al-Sadiq Al-Ameen	5	1	6
Al-Fadaill	18	13	31	Al-Ikhaa	6	11	17	Al-Akramee n	10	10	20
Al-Rawad	14	7	21	Al-Nawars	9	7	16	Al-Bashir	11	7	18
Oran	11	21	32	Ishtar	16	25	41	Al-bayan	10	1	11

Al-Rasul	11	24	35	Al-rawasi	9	7	16	Al-fajr Aljadeed	9	6	15
Al-intifada	10	6	16	Al-hudaibi a	6	13	19	Al-Yaqoot	14	33	47
Al-Mithaq	6	9	15	Ohod	5	17	22	Al-mothanna Bin Haritha	8	9	17
Al-nahrain	8	25	33	Fadak	5	7	12	Al-rawafid	15	15	30
Safi Al-deen Al-heli	13	12	25	Al-jawadeen	8	11	19	Al-khairat	17	1	18
Al-orouba	8	13	21	Al-Massar a	7	5	12	Al-noreen	5	12	17
Malik Al-Ashtar	8	9		Al-khalany	11	4	15	Balad Al-khair	8	4	12
Al-Thuar	4	7		Baqiah Allah	5	3	8	Al-zahid	11	16	27
Al-tasafi	10	16		Shaheed Al-mihrab	6	17	23	Al-murslin	7	24	31
Al-hadarah	7	3		Al-burooj	6	7	13	Al-Ghad Al-Moshreq	9	3	12
Al-fadil	4	21		Tal Al-zaatar	7	2	9	Al-khawarnaq	14	5	19
Ibn Al-Sikkit	18	6						Total	923	1091	2014

The research sample:

In selecting the research sample, the researcher used the stratified method (Propositional Allocation): (Melhem, 251 and 2002), and its end was chosen in a proportional manner, a sample of (400) male and female teachers from the center of Al-Qadisiyah Governorate, with (183) male and female teachers with a percentage of (46%) and (217) female teachers with a percentage of ( 54%), and Table No. (2) shows this.

Table (2) shows the proportions of the research sample distributed by gender

School name	Females	Males	Total		School name	Females	Males	Total	
			%	Number				%	Number
Palestine	3	2	2%	5	Al-Rawad	4	2	2%	6
Al-irshad	3	4	3%	7	Oran	3	6	3%	9
Al-qurtas	3	4	3%	7	Al-Rasul	3	7	4%	10
Tariq bin Ziyad	2	3	2%	5	Al-intifada	3	2	2%	5
Diyala	5	5	4%2%	10	Al-Mithaq	2	3	2%	5
Al-Jumhuriya	2	4	2%	6	Al-Nahrain	2	7	3%	9
Al-Tahtheeb	3	3	2%	6	Safi Al-deen Al-Heli	4	3	3%	7
Al-Watan Al-Arabi	3	4	3%	_6	Al-orouba	3	4	2%	7

Al-Mujahid	6	3	3%	9	Malik Al-Ashtar	2	3	2%	5
Al-sumood	6	1	3%	7	Al-Thuar	1	2	1%	3
Dar Al-Salam	3	9	5%	12	Al-tasafi	3	5	3%	8
Al-Fetwa	2	2	1%	4	Al-hadarah	2	1	1%	3
Al-Thaqafa	4	3	3%	7	Al-fadil	1	6	3%	7
Al-Qadysia	4	9	5%	13	Tal Al-zaatar	2	1	1%	3
Al-Diwanzia	3	5	3%	8	Al-Akrameen	3	3	2%	6
Dijlah	3	8	4%	11	Al-Bashir	3	2	2%	5
Al-Fadaill	5	4	3%	9	Al-fajr Aljadeed	3	2	2%	5
Al-Khawarnaq	4	1	2%	5	Al-bayan	3	0	1%	3
Ibn Al-Sikkit	5	2	3%	7	Al-Yaqoot	4	9	5%	13
Al-noreen	1	3	2%	4	Al-mothanna Bin Haritha	2	3	2%	5
Total	80	72		152	Total	53	69		122

Search tool:

Cognitive avoidance scale:

The researcher relied on the model of Brokovec et al. (Brokovec, et al., 1994) for the cognitive avoidance scale, who defined it as (directing mental resources away from unwanted experiences, ideas, information, and emotions), which has 21 paragraphs. The researcher presented it to (22) Experts in educational and psychological sciences.

After collecting the opinions of the experts and analyzing them, the researcher adopted the value of the chi-square for independence, then compared the calculated value with the tabular value at the level of significance (0.05) and the degree of freedom (1), which was (3.84).

Table (9) Chi-square value of independence for the agreement of the judges (experts) on the validity of the cognitive avoidance items

Paragraph numbers	Number of approved experts		chi-square value		Significance and decision
	Supporters	Rejectors	Calculated	Tabulated	
1,2,3,4,5,6,7,8,9	22	0	22	3.84	The function to keep the paragraph as is
10,11,12,13,14	21	1	18.18		The function of the paragraph remaining after it is modified
15,16,17,18,19,20,21	20	2	14.73		The function of the paragraph remaining after it is modified

Response gradient and scale correction:

The researcher adopted the Likert method in developing answer alternatives for the items of the cognitive avoidance scale, and this means setting several alternatives for the respondent to choose the most applicable one to him, due to the flexibility of this method

and its gradation in small, non-sharp degrees (Abdul Rahman, 1998, p. 139) as well as adopting this method in A lot of studies and psychological measures, and personality measures because it does not require much effort in calculating the values of the paragraphs and their weights. (Al-Issawy, 1985, p. 391) and it often has a high degree of stability (Jalal, 1985, p. 253), so the answer alternatives and their weights were chosen as in Table (10), and the paragraphs were in the negative direction.

Table (10) It shows the answer alternatives and their weights for the items of the cognitive avoidance scale

Paragraphs direction	Always applies to me	applies to me sometimes	rarely apply to me	Doesn't apply to me	It never applies to me
Positive	5	4	3	2	1
Negative	1	2	3	4	5

-Clarity of scale instructions and paragraphs:

The instructions of the scale are the guide by which the respondent is guided in his answers to the paragraphs of the scale, so the instructions of the scale must be simple and understandable when preparing them, and it was emphasized that the respondent should choose the appropriate alternative that represents the paragraph's actual application to him, and the researcher mentioned in the instructions that the paragraphs were intended for the purposes of scientific research . Therefore, the instructions page did not include a paragraph for the respondent's name, and that there were no right and wrong answers, with an example showing how to answer.

-Statistical analysis of the items of the scale:

In order to keep the good vertebrae in the scale and to ensure their ability to distinguish between individuals in the measured trait. (Imam, 1990, p. 114), the scale was applied to a sample of (400) male and female teachers from the primary stage, and it is shown previously in Table (2).

A number of researchers point out that the appropriate sample for constructing psychological scales must be no less than (400) individuals. (Al-Zawbai et al., 1981, p. 73) Nunnally indicates that the ratio of the number of sample members to the number of paragraphs should not be less than (1-5) due to the relationship of this to reducing the chances of chance in the analysis, (Nunn ally, 1978, p. 262), and thus the ratio of the number of the sample in the current research to the number of paragraphs is (19-1), which is consistent with the scientific opinions in this regard.

The two end groups method, the relation of the item score to the total score of the scale, and confirmatory factor analysis are appropriate measures to ensure the retention of good items.

-The relationship of the paragraph score with the total score of the cognitive avoidance scale with its t-significance:

This method provides a standard that can be adopted in finding the relationship between the individuals' scores for each item and the total scores of the scale. The scale runs in, and Anastasi suggests that the overall score of the scale is the best internal criterion when an external criterion is not available. (Anastasi, 1976, p. 206): Therefore, the researcher used the Pearson correlation coefficient to extract the correlation coefficient between the scores of each paragraph and the total score of the scale (Habib, 1996, p. 307), then the researcher calculated the t-significance of the correlation, and compared it with the tabular t-value at Significance level (0.05) and a degree of freedom (398) of (1.96) (Al-Bayati 1979, 273-274), as the questionnaires subject to analysis in this method were (400) form, which are the same forms that were analyzed in the light of the method of the two end groups. It was found that all correlation coefficients were statistically significant, and Table (12) illustrates this.

Table (12) It shows the correlation coefficients of the paragraph with the total score of the cognitive avoidance scale with its t-significance

Paragraph sequence	Correlation coefficient	T-sig.	the decision	Paragraph sequence	Correlation coefficient	T-sig.	the decision
1	0.124	2.488	Function	12	0.389	8.428	Function
2	0.170	3.432	Function	13	0.283	5.895	Function
3	0.445	9.917	Function	14	0.321	6.770	Function
4	0.384	8.295	Function	15	0.240	4.937	Function
5	0.425	9.360	Function	16	0.332	7.024	Function
6	0.252	5.188	Function	17	0.262	5.409	Function
7	0.367	7.859	Function	18	0.385	8.315	Function
8	0.216	4.413	Function	19	0.263	5.446	Function
9	0.328	6.931	Function	20	0.361	7.732	Function
10	0.267	5.531	Function	21	0.307	6.426	Function
11	0.321	6.754	Function				

#### -Confirmatory Factor Analysis of the Cognitive Avoidance Scale:

“When we have a scale prepared in advance according to a specific model, the goal of the factor analysis will be for the purpose of verifying the extent of conformity of the model that was derived from a specific theory and to a set of data (Fahmy, 2005: 770) Since the cognitive avoidance scale was prepared and derived based on Brokovec’s theory, meaning that it has a theoretical basis that helps the researcher determine the way in which the variables are saturated with the factors, the researcher therefore carried out confirmatory factor analysis to confirm the field that makes up the cognitive avoidance scale as well. It was stated in the model, and confirmatory factor analysis was conducted according to the following steps:

A- The type of factorial model, including the number of factors: There are types of confirmatory analysis, as there is a unilateral, binary, or even multi-stage factorial model, and since the cognitive avoidance scale is composed of one domain, it is saturated with it, so the model was single-stage.

B- Determining measurement errors: It is represented in the rest of the variation that the worker could not explain for each of the measured indicators (T-Gaza, 2012: 189).

#### -Validity:

The concept of validity is one of the most important basic concepts in the field of psychological measurement, and its definitions have varied, but the most important of them is: ((the ability of the scale designed to measure what it was designed for)). (Shaugness & John, 1985, p. 15) The validity of the current scale was achieved through the following methods:

##### 1. Face Validity:

Kidder believes that obtaining virtual validity is one of the procedures for extracting the scale's validity coefficient. (Kidder, 1987, p. 132), and there is no doubt that the best way to extract apparent honesty is by presenting the scale items to a group of specialized experts and taking their opinions on the extent to which the scale items represent the trait to be measured. (Al-Gharib, 1985, p. 679). This kind of validity of the cognitive avoidance scale was achieved by presenting it to experts and taking their opinions on the validity of the items and instructions of the scale. Appendix (5).

##### 2. Construct Validity:

It means the extent to which the scale can refer to a specific theoretical building measurement or a specific characteristic. (Anastasi & urban, 1996, p. 126), and since the scale was designed to measure cognitive avoidance, it was necessary to check the items that measure this variable.

### 3. Logical Validity:

This kind of validity is achieved by defining the scale areas and through the logical design of the paragraphs so that they cover the important areas for each of the scale areas (Allen & Yen, 1979, p. 96).

-Statistical indicators of the cognitive avoidance scale:

The scientific literature indicated that among the statistical indicators that should be characterized by any test is to identify the nature of the normal distribution, which can be identified by two basic indicators, namely the arithmetic mean and the standard deviation (Al-Bayati, 1979: 217), and the arithmetic mean, even if it is defined as the sum of the values of The degrees divided by the number of those values, the standard deviation is expressed as the amount of the degree of deviation, or the distance of the variable values from the arithmetic mean, and that the lower the degree of the standard deviation and the closer it is to zero, this indicates the existence of a kind of homogeneity or convergence between the values of the distribution degrees.

Likewise, skewness and kurtosis, although they are two characteristics of the frequency distributions, where the skewness coefficient refers to the degree of concentration of frequencies at different values of the distribution, and the kurtosis coefficient indicates the concentration of frequencies in a region for a normal distribution (Odeh and Al-Khalili, 1988: 79 -81), it is possible to distinguish between distributions through the degree and type of skewness and kurtosis, as statistical indicators are usually used to express them (Odeh, 1998: 247).

Thus, we find that to know the degree and type of kurtosis of any distribution, this coefficient must be compared to a scale that is taken as a basis for that. It is usual to compare this with the corresponding kurtosis coefficient in the standard normal curve. By calculating this coefficient in the standard normal curve, we find that its value is equivalent to (0.263). If it increases Above this value, the distribution becomes flatter, and if it is less than this value, the distribution tends to be pointed (Al-Ani, Al-Gharabi, 1982: 66).

This required the researcher to use the Statistical Package for Social Sciences (SPSS) to extract these statistical indicators, as shown in Table (13).

Table (13) Statistical indicators of the cognitive avoidance scale

<b>Statistical indicator</b>	<b>the value</b>
Mean	74.34
Standard deviation	7.45
Median	74.5
Mode	72
Paragraphs number	21
Hypothetical mean	63
The highest actual score obtained	98
The lowest actual score obtained	48
Range	50
Skewness	0.049
Skewness error	0.122
Kurtosis	1.12
Kurtosis error	0.243

## Presentation, interpretation and discussion of results

The third objective: to identify cognitive avoidance among members of educational bodies.

To verify this goal, the researcher used the One Sample t-test to compare the sample mean of (74.43) with a standard deviation of (7.45) with the hypothesized mean of the scale (63). The calculated t-value was (46.77), which is significant at the level of significance. (0.05) and the degree of freedom (399) of ( $\pm 1.96$ ). Since the arithmetic mean of the sample is greater than the hypothesized mean, this means that members of educational bodies have cognitive avoidance in a statistically significant way. Table (19) illustrates this.

Table (19) It shows the results of the t-test for one sample to indicate the difference in cognitive avoidance among members of educational institutions

The group	Number	Hypothetical mean	Arithmetic mean	Standard deviation	Calculated t-value	Sig.	Decis.
Educational bodies members	400	63	74.43	7.45	46.77	Functional	They have cognitive avoidance

This result can be explained according to Borkowig's theory, that cognitive avoidance in general is a cognitive process whose function is to reduce the individual's sense of threat, whether real or imagined, and prepare for it, which in turn contributes to reducing stress and lowering the level of anxiety. Which enables the individual to socialize and interact with others more easily (Borkovec, 2000: 60).

The researcher explains that the sample members enjoy cognitive avoidance for several reasons, including that cognitive avoidance is an attempt to reduce stress and anxiety, readiness at the cerebral level and the method of socialization, as there are societies that urge their members within their prevailing culture to avoid ideas and suppress them to get rid of their negative impact, and individuals differ according to their experiences and expertise. They have cognitive avoidance, their level of anxiety is low, and their methods of dealing with problems are more positive, as they tend to avoid thoughts and situations that bring back unwanted or disturbing experiences in their memory.

Fourth Objective: To reveal differences in cognitive avoidance according to the variables of gender (females - males), specialization (humanitarian - scientific), and length of service (1-5 - (6-10) - (11- or more))

To achieve this goal, the researcher used a Three Way ANOVA analysis of variance, and the results were as shown below.

Table (20) It shows the results of the triple variance analysis to indicate the differences in cognitive avoidance according to the variables of gender (females - males), specialization (humanitarian - scientific), and length of service ((1-5) - (6-10) - (11- or more))

Contrast source	Sum of squares	Df	Mean of squares	F	Sig.	The decision
Gender	20.405	1	20.405	0.806	0.370	Non-functional
Specialization	11535.223	1	11535.223	455.713	0.000	Non-functional
Length of service	0.742	2	0.371	0.015	0.985	Non-functional
Gender*specialization	0.959	1	0.959	0.038	0.846	Non-functional

Gender*length of service	92.761	2	46.380	1.832	0.161	Non-functional
Specialization*length of service	8.623	2	4.311	0.170	0.843	Non-functional
Gender*specialization*length of service	20.556	2	10.278	0.406	0.667	Non-functional
Error	9821.243	388	25.312			
Total	2238090.000	400				
Corrected total	22160.040	399				

From observation in Table (20) it is clear that :

- **Gender:** From observing the F-value for the gender variable, it becomes clear that it is (0.806), which is smaller than the tabular value at the level of significance (0.05) and two degrees of freedom (1-399), amounting to (3.84), which means that there is no significant difference in cognitive avoidance among body members. Educational according to the gender variable (females - males), and the researcher attributes the reason for this to the fact that the process of cognitive avoidance is one of the learned capabilities of humans and is represented by the strategies in the skills through which the individual learns how to employ his mental processes in learning, remembering, thinking and solving problems as he avoids what raises negative emotions associated with it. With fear and anxiety. Although cognitive avoidance can be learned, everyone has a certain level of avoidance. And that individuals with cognitive avoidance are able to avoid bad experiences in a relatively more stable and more accurate way than others and in different situations, and that the variation in levels of cognitive avoidance among individuals may be due to several reasons, including readiness at the cerebral level and the style of socialization, as there are societies that urge their members within their culture The dominant people avoid thoughts and suppress them to get rid of their negative impact, which helps them to relax and thus discourages the customary processing of unwanted experiences and thoughts for the individual. Avoidance of social situations that may raise anxiety in the individual is one of the most important starting points for avoidance (Borkovec, 2002: 93), and Josslin indicates that there is no difference between males and females in the level of cognitive avoidance (Gosslin, 2001: 50).

- **Specialization:** From observing the F-value for the specialization variable, it turns out that it is (455.713), which is greater than the tabular value at the level of significance (0.05) and two degrees of freedom (1-399), amounting to (3.84), which means that there is a statistically significant difference in cognitive avoidance according to the specialization variable. Referring to the arithmetic averages, the arithmetic average for the scientific specialization (77.46) is greater than the arithmetic average for the human specialization (71.29), which means that the evidence is in favor of the scientific specialization. The researcher attributes the reason for this result to the variation in the level of cognitive avoidance among individuals, and this may be due to several reasons, including readiness at the level. The brain and the method of socialization, in addition to the nature of the experiences and knowledge to which those with a scientific orientation are exposed, are more inclined toward intellectual processes that require more focus and perseverance than those with a human orientation. Scientific subjects require understanding, perception, analysis, and deduction. These processes are related to the process of repeating and confronting cognitive experiences. The more The individual becomes more involved in cognitive avoidance and anxiety decreases, as less rumination on unwanted experiences means increased cognitive avoidance (Kelsey, 2012: 98).

- **Duration of service:** From observing the F value of the variable length of service, it becomes clear that it is (0.015), which is greater than the tabular value at the level of significance (0.05) and two degrees of freedom (2- 397), amounting to (3.00), which means that there is no statistically significant difference in cognitive avoidance. According to the length of service variable, this result can be interpreted in light of what

Brook and Vick indicated, as cognitive avoidance could be the result of the nature of socialization. Iraqi society urges individuals, even in its cultural and heritage heritage, to avoid negative and unwanted memories and experiences, especially in the academic field. We can say that the members of the educational staff are naturally more experienced and more effective and exert more effort to achieve the goals of the curriculum. The experience they possess is great and comes from a period of professional service, and all male and female teachers have gone through and are going through the same circumstances under the unified umbrella of education and the same cultural and societal environment and enjoy the same The rights and duties that apply to all teachers regardless of their length of service, there is no difference between them in the level of avoidance.

- The interaction of sex X specialization: From observing the f-value of the interaction of gender with specialization, it turns out that it is (0.038) smaller than the tabular value at the level of significance (0.05) and two degrees of freedom (1-399) and amounting to (3.84), which means that there is no statistically significant difference in Cognitive avoidance according to the interaction of gender with specialization. The researcher attributes the reason for this to the fact that the process of cognitive avoidance is one of the learned capabilities of the human being, and it is represented in the strategies in the skills through which the individual learns how to employ his mental processes in learning, remembering, thinking and solving problems, as both sexes are exposed to the same experiences, the same stressful situations and negative emotions associated with fear and anxiety in different ways. Their scientific and human specializations, and despite the ability of cognitive avoidance to learn, each individual has a certain level of avoidance.

- Interaction of sex x length of service: From observing the f value of the interaction of sex with length of service, it turns out that it is (1.832) smaller than the tabular value at the level of significance (0.05) and two degrees of freedom (2-397) amounting to (3.00), which means that there is no significant difference Statistics on cognitive avoidance according to the interaction of gender with length of service. This can be explained by the fact that cognitive avoidance is an attempt by individuals, whether male or female, to reduce stress and anxiety resulting from facing unwanted experiences, and the lack of rumination on unwanted experiences means an increase in cognitive avoidance. The more positive memories, the lower the level of anxiety and stress among the sample. Being and going through the same circumstances and experiences during their practice of the profession and enjoying the same rights and duties that apply to all teachers regardless of their term of service, there is no difference between them in the level of avoidance.

- The interaction of specialization x length of service: From observing the p-value of the interaction of specialization with the length of service, it turns out that it is (0.170) smaller than the tabular value at the level of significance (0.05) and two degrees of freedom (2-397) and amounting to (3.00), which means that there is no significant difference Statistics on cognitive avoidance according to the interaction of specialization with length of service. Which can be attributed to the fact that the sample members of the educational staff are exposed in the work environment to the same undesirable experiences and experiences that often make them more avoidant by resorting to strategies through which the individual learns how to employ his mental processes in learning, remembering, thinking and solving problems as he avoids what provokes Negative emotions associated with fear and anxiety, and therefore no discrepancy or difference appears in their levels of cognitive avoidance according to specialization and length of service.

- The interaction of sex x specialty x length of service: From observing the p-value of the interaction of sex x specialization x length of service, it turns out that it is (0.406) smaller than the tabular value at the level of significance (0.05) and two degrees of freedom (2-397) amounting to (3.00), which means that no There is a statistically significant difference in cognitive avoidance according to the interaction of gender × specialization ×

length of service. The reason for this can be attributed to the fact that members of the teaching staff of both sexes, regardless of their specialization and the varying duration of their practice of the profession, are exposed to unwanted and painful experiences or a stressful situation that raises anxiety or fear, as negative emotions rise and individuals tend to reduce the level of anxiety and relax through Dealing with stress in a way that leads to a reduction in tension, and discourages the cognitive re-processing of emotional experiences, unwanted information and thoughts.

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