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Flexibility at the female teachers at the kindergarten

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Abstract--The research aims to know: Flexibility among kindergarten teachers, Flexibility of married and unmarried kindergarten teachers, Flexibility of kindergarten teachers according to years of service. In her study, the researcher relied on the descriptive approach in the study, where the research sample consisted of (250) female teachers for statistical analysis out of (301) female teachers, out of a total of (180) female teachers in the Najaf Education Directorate, and out of a total of (70) female teachers in the Kufa Education Branch. And out of a total of (51) female teachers in the Manathira Education Branch, and they were randomly selected from the General Directorate of Education in the Najaf Governorate and its branches, the Manathira Education Branch and the Kufa Education Branch, for the governorate with its center, districts, and all its districts, for the academic year (2021-2022) , and the researcher built The research scale represented by (the flexibility scale), which is as follows: Flexibility scale. which is based on the theory of Dillon and Vignard (Dilon & Vineyard), where the scale consisted of (45) items distributed over three areas: (flexible coding) from paragraph (1) to paragraph (15), (flexible aggregation) from paragraph (16) to paragraph (30), (Flexible comparison) from paragraph (31) to paragraph (45), as each field consists of (15) paragraphs. The validity and reliability of the scale were verified by extracting the validity by (the two extreme groups) and (finding the relationship between the paragraph score and the total score of the scale) and (finding the relationship between the field degree and the total score of the scale), while the reliability was extracted by (retest method) and (Alpha Cronbach's coefficient), and accordingly, the flexibility scale in the final formula consisted of (45) items, in which the highest degree is (225) degrees, the lowest degree

is (45) degrees, and the hypothetical average is (135) degrees. Statistical means: 1- T-test for one sample. 2 - Test (Test)T-Test for two independent samples. The research reached the following results: Kindergarten teachers are flexible. The married female kindergarten teachers are more flexible than the unmarried female teachers. Kindergarten teachers who have years of service more than (15) years have more flexibility than female teachers who have years of service less than (15) years.

Keywords---flexibility, teacher, kindergarten teachers.

Introduction

Research problem

Kindergarten develops the child's various skills and develops his personality according to his sound social upbringing, which is the responsibility of the teachers. Hence, the role of the kindergarten and its great impact on children in this age stage emerges. Sound development (Students, 2012: 23). It is necessary to develop and develop the skills and capabilities of Riyadh teachers, because of their impact on children's behavior (Zaydan, 2014: 11). Therefore, care must be taken that teachers are specialists and aware in this field, because of their diverse and many roles and tasks that require different technical skills that are difficult to define precisely, and in order for the kindergarten teacher to avoid or face problems as much as possible, this requires flexibility in thinking to be able to deal With problems and finding solutions to them and trying to avoid them in several ways (Hutaiba, 2007: 86). Working in kindergarten is very important, especially in how to deal with the child, which requires a personality with multiple dimensions and aspects and various characteristics that the kindergarten teacher enjoys (Jaber, 2000: 52). The kindergarten teacher, who does not have flexibility and her ability to understand and control reality and find tactical solutions to reach consensus, all of this affects how she manages the psychological pressures she is exposed to within the work environment and thus it will be difficult to deal with children (Dillon & Vinyard, 1999: 120).

Research Importance

Hence the interest of educators in selecting and preparing kindergarten teachers with a high degree of efficiency (Al-Dosari, 1985: 135), so the kindergarten teacher comes in second place after the family in terms of importance, which has the complementary role of the family in guiding and raising children in the kindergarten stage, where she works on Achieving educational goals because of their critical role in helping the child adapt and accept the new environment, in addition to helping the child develop his talent and skills (Ahmed, 2000: 12). It requires the kindergarten teacher to be flexible and dignified, have patience and perseverance, deal intelligently with children, approach their minds and understand the age stage in dealing with their and intellectual level, and have the ability to follow the best educational and educational methods in line with each child by taking into account the differences individual, and mastered the art of

management through managing the classroom and controlling the data in the performance of her task with the child (Elliott, 2003: 59-62). And she has the ability to act and solve problems she encounters in the kindergarten, her ability to innovate and be creative, and she has an abundance of information and wide knowledge (Zaydan, 2014: 21). The kindergarten teacher has an effective influence on the child's emotional and emotional development, health and trends in general, and this effect can be negative or positive, as educational and psychologists stressed the importance of the child's enrollment in kindergarten, where the role of the teacher comes here with her personal characteristics that distinguish her, And that depends on the personality characteristics of the teacher and the extent to which she possesses competence and experiences and enjoys the smoothness and flexibility of thinking and avoiding intellectual stagnation (Abdel-Raouf, 2008: 45). flexibility is an essential component of creative thinking. It is a type of high-level thinking that includes giving opinions and using various judgments and criteria (Rushka, 2009: 120). flexibility is one of the important skills in an individual's life, which helps him to adapt effectively to the challenges and difficulties he faces. The individual's weakness of flexibility leads to the emergence of many personal, social and psychological problems that stand in the way of his interaction and adaptation with others (Moore, 2013: 319 - 330). flexibility is the basis of the innovation process, as it is the individual's ability to generate many new and unconventional ideas, and the individual's need for it lies in developing a willingness to accept all ideas and trying to deviate from the ordinary to find new ideas (Spinet & zelazo, 2013: 10-15). Psychologists pointed out that cognitive processes and abilities are linked and considered part of the brain regions with high flexibility, which expresses the extent to which an individual examines information and processes that control behavior and then takes appropriate decisions, and has a relationship with abilities, which encourages and stimulates achievement (Bock, et al. al , 2015 : 20 - 23). They add that there is a negative relationship between flexibility related to the amount of change in brain networks over time and the pattern that determines the degree of linkage between the parts of the brain responsible for simple and specific tasks, and they point out that individuals who divide tasks into units typically show their minds less flexibility, while people who They are characterized by highly flexible minds that are less stereotypical (Brewster, et al, 2013: 554). The importance of flexibility lies in being, the key to success in many areas of life, whether in work or social relationships, and gives the individual the ability to face difficult situations and crises. It is important to avoid rigidity in the thinking pattern, except for some circumstances that require it (Brewster, et al, 2013 : 554 - 557). The scientists pointed out that flexibility is a skill that enables us to switch between different concepts, or to adapt behavior to achieve goals in a new or changing environment. It is fundamentally about learning to learn and being able to be flexible about the way we learn, and this has included changing strategies to make the best decision. In our ongoing research, we are trying to come up with the best ways in which people can enhance their flexibility (Knight & Stuss, 2002: 577). Both Dajani and Uddin (Dijani & Uddin, 2015) concluded that flexibility in normal adults includes a network of active axes, extending primarily from the front and including the frontal and parietal components of the ventro medial prefrontal cortex. (Dajini & Uddin, 2013: 114) and therefore the importance of the research can be summarized as follows: Uddin , 2015) indicates that in normal adults, flexibility involves a network of active axons, extending primarily from the

front, including the frontal and parietal components of the ventro medial prefrontal cortex. (Dajani & Uddin , 2013: 114) and accordingly, the importance of the research can be summarized as follows: Uddin , 2015) indicates that in normal adults, flexibility involves a network of active axons, extending primarily from the front, including the frontal and parietal components of the ventro medial prefrontal cortex. (Dajani & Uddin , 2013: 114) and therefore the importance of the research can be summarized as follows:

There is no doubt that flexibility is the basic variable in managing cognitive processes, which has an important role in the success and failure of the kindergarten teacher. Flexibility is a tool for innovation, with the help of the Riyadh teacher to generate many new ideas. The Riyadh teacher's enjoyment of flexibility helps her in developing a set of methods and strategies on how to manage stressful daily events.

Aims of Research

The current research aims to identify

- 1- Flexibility among kindergarten teachers.
- 2- Flexibility of married and unmarried kindergarten teachers.
- 3- Flexibility of kindergarten teachers according to years of service.

Limitations of Research

- 1- Objective limits: flexibility.
- 2- Human limits: Kindergarten teachers.
- 3- Spatial boundaries: Najaf Directorate of Education.
- 4- Time limits: 2021-2022.

Definition of terms

First: Flexibility, known by:

- (May Tan, 2005):
The individual's intellectual flexibility and the extent to which he is able to adapt and absorb new ideas according to changing circumstances and different points of view . May Tan, 2005: 43-54).
- Debbets and others (Dibbets & et al, 2006):
The individual's ability to quickly produce and diversify ideas and transform his mental orientation in proportion to the situation. (Dibbets et al, 2006, 35).
- Abdel Wahab (2011):
The individual's ability to generate many diverse and unconventional ideas, (Abd al- Wahhab , 2011: 25).

Theoretical definition

The researcher adopted the definition of (Dillon and Vineyard) (Dillon & Vineyard, 1999): The researchers knew: The ability to understand and control

reality, and it begins with encoding information received from outside and then collecting this coded information to reach the creative ends, and finally the flexible comparison process between the ends according to changing tasks, which helps to change the tactical solutions to reach consensus (Dillon & Vineyard, 1999: 120).

Procedural definition

It is the total score obtained by Riyadh teachers through their answers to the paragraphs of the flexibility scale that was built in the current research.

Secondly, the Kindergarten Teacher know her :

Badr (2009)

It is the basis of the educational process in the kindergarten. It bears the greatest burden in achieving the message of the kindergarten, and the success of the teacher in her mission at this important, difficult and critical stage in the child's life is considered the success of the kindergarten in achieving its goals, (Badr , 2009: 285).

The theoretical framework and previous studies

First, the concept of mental flexibility The concept of flexibility

Flexibility is related to the personal ability to adapt and our willingness to change our thinking patterns to respond to certain situations in less stringent ways. (Crone & et al, 2006: 11239). (Dajani & Uddin , 2015) indicated that flexibility is the ability to switch between tasks and stimulating groups in a quick and flexible manner (Dajani and Uddin, 2015: 572).

The genesis of runaway flexibility

There is a link between the development of our biological history and human developments that are characterized by cognition and culture. Flexibility was included as a skill among the skills of creative thinking, and it was the beginnings of the emergence of cognitive theories in creativity and the first pioneers Guilford (Guildford, 1950), was followed by Torrance (Torrance, 1962 - 1965), then came Arieti (Arieti, 1976), as they viewed it as one of the components of creative thinking (Al-Zayyat, 2006: 64-65).

The growth of flexibility

Flexibility depends on the frontal lobe of the brain, which is the structure of the brain that takes longer to mature, as children are characterized by poor stamina and impatience quickly, get upset when they face a change in routine, and tend to tantrums, all of these behaviors can be explained by weakness They have flexibility, as they are still in the early stages of development and have not yet fully matured (Taylor et al, 2012: 19-25). Flexibility develops rapidly in preschool and steadily increases well in adolescence and young adulthood, reflecting the

growth of neural networks involving the prefrontal cortex. Children in the first year of their life show basic forms of flexibility and develop during the preschool years (Zelazo, 2006: 297-301).

Is flexibility acquired or inherited?

Some scholars, such as (Canas , Quesada , Antoli and Fajardo that flexibility is an ability that includes a set of processes related to learning, that is, through the individual's accumulated experiences and exposure to renewed situations in his life that he can acquire (Canas , 2006: 296-301). . While Piaget believes that flexibility is one of the features and characteristics possessed by man since his birth, but it does not appear clearly in his early stages, thinking is limited and characterized by self-centeredness and selfishness. As he grows, his mental flexibility increases, so young children are less flexible than adults (Khader , 2008: 45).

The mechanism of flexible thinking and the importance of flexibility

When we are mentally resilient, we find new solutions to the challenges we face. Flexibility transcends confusion, allowing us to see things from different points of view and appreciate another person's point of view, which reduces emotional stumbling and helps us keep pace with life. All of this not only supports problem solving. Rather, we can live better with others Lazarus, 1999: 3-19). Flexibility is the key to creativity - in other words the ability to think of new ideas, make new connections between ideas, and create new inventions (Dajani and Uddin , 2015 : 576) and that people who are flexible are better at recognizing potential mistakes in themselves and using Strategies to overcome these errors flexibility refers to the ability to withdraw from one task and respond to another, or to think about multiple concepts at the same time. Flexible people can think more creatively, be quick learners and are able to adapt to new situations more effectively (Wendelken et al, 2012: 329-339). Flexible thinking, which experts call flexibility, helps the individual to change his attitudes and think about a particular thing in several ways, instead of thinking from one point of view.

Advantages of flexibility

The advantages of a flexible mind is its ability to adapt quickly, because people have the ability to make several adjustments about what happens to them in their daily lives, so we must choose flexibility and practice it. We all possess it, and we can learn it in order to reach success in our work and keep pace with continuous changes. that occur in our daily life Lazaros, 1999: 3-19).

The biological basis of poor mental

An area of the brain called the anterior cingulate gyrus tends to be overactive in people who have difficulty with flexibility (Stevens et al, 2001: 121 - 125). The front part of the brain is involved in shifting attention well, it allows us to focus on one thing, and then switch to focus on something else, however when the activity is excessive and people tend to stumble, it leads to poor flexibility (Bailer & Kaye, 2011 : 59-79).

Disorders and diseases associated with impaired flexibility

It is very common for mental rigidity to exist among many disorders, either because it directly affects flexibility or because the functions of the brain used by flexibility change, and weakness in the flexibility of the individual often accompanies the emergence of a feature of many neurological and psychological disorders, such as children Young children who have had difficulties with attention, people who have suffered traumatic brain injury, car accident, illness, stroke, or complex disorders such as ADHD, schizophrenia, autism spectrum disorder, obsessive-compulsive disorder and eating disorders (anorexia nervosa), often Older people suffer from problems related to flexibility, as aging in the brain refers to functional and physical changes in the brain that lead to damage to brain processing and cognitive performance (Seth, 2014: 210-220).

Forms of mental flexibility

First, adaptive flexibility Automatic flexibility

It is the ability of the individual to control his cognitive direction and change his old ideas to new ideas in proportion to the situation in order to be able to adapt to new situations or situations, and it can be called the positive side of adaptation. Flexibility is called adaptive here because it requires a direct and intentional change in the behavior of the individual to reach a set of diverse and successful solutions (Mohammed, 1979: 19), and it is also called the skill of survival. Humans are considered the most adaptive species through their ability to control their environments and adapt them with their needs.

The following are three areas that an individual must master in order to achieve adaptive flexibility:

- 1- Perceptual field Perceptual field.
- 2- Emotional field Emotional field .
- 3- Tilt field Tilt field .

Second, automatic flexibility

It means that the individual is characterized by spontaneity in generating and producing new ideas, in addition to searching for new solutions, as well as meaning that the individual is characterized by speed in his ability to generate these ideas and understand situations. This stage develops with age by means of continuous exercises in order to reach spontaneous flexibility (Knab & Steffens, 2021: 225 - 242).

Explanatory theories of flexibility, Dillon and Vinard's

Where between (Dillon and Vineyard) (Dillon & Vineyard , 1999) in their study on the importance of flexible thinking and problem solving, as educational and professional requirements change at an accelerating rate in our society, often requiring individuals to be able to combine elements of motivation or situation in more than one way to reach a correct solution to a problem. Dillon's multi

component information processing model is an elaboration of the theory, flexibility in turn consists of three components: flexible coding, flexible assembly or flexible comparison, and the main distinguishing feature of development is the ability to apply strategies flexibly and appropriately (Dillon & Vineyard, 1999 : 6-10).

The three components are the result of empirical studies conducted to measure mental flexibility, and they are as follows :

1. Flex coding Flex coding: It is the ability of individuals to encode several meanings for each environmental stimulus.
2. Flexible assembly Flexible assembly: This component helps to generate and produce multiple tactics and ideas to reach appropriate solutions to problems.
3. Flexible comparison Flexible comparison: This component helps to develop the ability of individuals to change or replace tactical solutions when a change in tasks occurs.

Dillon and Vinard explained (Dillon & Vineyard) that flexibility is not new, it has been recognized for a long time, and considered that the ability to change the individual's approach to solving complex problems is an important factor in achieving successful results, and the ability to view the problem from a flexible position, where consideration is given to Freely alternate choices, which is an important feature of intelligent behavior, and is also particularly important in high-order cognitive performance, and flexibility is believed to be important because it allows a person to think about a variety of choices or behavioral solutions before performing an explicit command (Cosden & et al, 1979: 386 - 395).

Improving or training mental flexibility

Scientists have proven that flexibility can be trained through psychotherapy based on cognitive behavioral therapy that helps people change their patterns of thoughts and behavior. Cognitive - behavioural, the goal is to rebuild their thinking to consider more flexible options, such as having a friend busy or unable to contact them. Studies have shown the benefits of the importance of flexibility training, for example in children with autism, after flexibility training, children showed not only improved performance on tasks, but also improved social interaction and communication. Autistic people and the elderly.

Among the important steps that should be taken to improve flexibility are

The individual tries to pay attention and look at everything around him and express different points of view. The individual changing some things in his environment, which leads to a change in his thinking. Trying to get psychological support on a regular basis by accompanying or babysitting people who support it . Dillon & Vineyard, 1999: 11).

Second / previous studies that dealt with flexibility Arabic Studies

- 1- Abdel Wahab Study (2011)
Flexibility and its relationship to both the future time perspective and achievement goals among faculty members at the university.
- 2- Bin Hassan Study (2017)
Flexibility and its relationship to meta cognitive thinking among a sample of Umm Al- Qura University students.

Foreign Studies

- 1- The study by Allen et al. (Eylon & et al, 2011)
The effect of autism spectrum disorder on poor flexibility.
The effect of autism spectrum disorder on poor flexibility

Research Methodology and Procedures

This chapter includes a presentation of a Research procedures, which ensure achieving its objectives in terms of the research community and the method of selecting its sample, determining the research tools and procedures for constructing the flexibility scales and a Managing psychological stress, as well as specifying the statistical methods used in data analysis .

Research Methodology

A The researcher followed the descriptive approach This method is based on studying the phenomenon and describing it accurately . explaining its properties , a It collects data , expressed in a quantitative manner that gives a description .digitally . between The size and amount of the phenomenon to be studied (Nawfal, 2006:75).This method is appropriate .For the current study in a It is based on data collection to describe the mental flexibility of kindergarten teachers a children .

Or not/research community

The research community is represented by the total group of elements that the researcher seeks to generalize the results of his research on (back , 1998:160) , The current research community has been identified with the parameters of Riyadh Al-a Children in the Directorate of education Najaf Governor a tea honor for the academic year 2021-2022) , of their number (301) Teacher, They are distributed over a district education Najaf a Honor and number (180)Teacher ,And branch Kufa education, which is numbered (70)Teacher ,And branch The number of Manathira breeding51)Teacher .

Secondly/The research sample

The research sample represents a part . from the research community a pray , Complete a Chosen by researcher Bayou will Dr Mother a different styles and represent the characteristics of that community and showed a To be used in

research for a It saves time and effort (Obeid at , 1984:102) . In order to achieve the objectives of the research in investigating the level of flexibility among kindergarten teachers, a Children, the researcher did a Choosing a sample for research, as follows : A The sample parameters were selected using the stratified random method. Directorate of Education Najaf Governorate a Sharaf and its branches (250)Teacher.

Third /perform Research

Mental flexibility scale ,has a The researcher followed the following steps in constructing the Flexibility Scale, 1Determine the flexibility variable, 2Drafting the paragraphs of the flexibility scale. Three main areas have been identified , It includes the concept of flexibility according to the theory (Dillon and venard) , no tea These areas are agreed upon in all previous studies, and they are: :

Firstly.: Domain I/Flexible Coding Flexible Encoding .

Secondly :Domain Two / Flexible Aggregation Flexible Compilation .

Third/Domain III / Flexible comparison Flexible Comparison.

Findings suggestions and recommendations

This chapter includes a presentation, interpretation and discussion of the findings alt has the current research with the results of previous studies and its interpretation according to .Of a Theoretical and a goals, and it also includes presenting a number of recommendations recommended by the researcher , And a good .Suggestions according to the search results. Below is a display of the search results that were found a her in the light Uh Duff, and will be displayed according to . to sequence a The search goal is as follows :

Target awol / Knowing the flexibility of kindergarten teachers a children

To know the current goal a The researcher used the a One-sample t-test in order to find out the significance of the difference between the mean scores of the sample and the hypothetical mean of the scale, where the results were the same shown in the table (1).

Schedule (1) results a T-test to find out the difference between the mean scores of the sample and the hypothetical mean of the scale

Indication level 0.05	T value		degree of freedom	hypothetical mean	standard deviation	SMA	Sample volume	Variable
	tabular	Calculated						
D	96, 1	30090	249	180	785, 12	210	250	flexibility

It is clear from the table (1)an is the calculated t value of(991,36) a Greater than the table t-value of (96,1) Which means that there are significant differences a Statistical between the mean scores of the sample And the hypothetical mean of the scale and this difference in favor of the average scores of the sample, which indicates this an teachers of Riyadh a Children are flexible.

Target The second/Know the flexibility of teachers Kindergarten Married and non married women

Lost a will serve the at-test (T-Test for two independent samples and aIt turns out that the difference was statistically significant at the level of (05,0), as the average score of the parameters (married women on flexibility 167) web a standard deviation (532,10), as for the parameters (Unmarried women) the arithmetic mean was 135) web a standard deviation (11.825), and the calculated t value (31,904) greater than the table value (96,1) and the table (2) explains it.

Schedule (2)

average and a Standard deviation and calculated and tabulated T-value of flexibility

T class		degree of freedom	The a standard deviation	SMA	Sample volume	Sex	M
grandfather and grandfather	calculated						
96, 1	942,31	248	532,10	167	250	the teachers married women	1
			825,11	135		Unmarried parameters	2

It is clear from the a bovean (married female teachers They are flexible a lot of (the teachers unmarried women) This in dicates an married parameters a lot of ability to a use the a Flexible ideas in their analysis and dealing with situations and a daily events, and due to the diversity and multiplicity of experiences and experiences that married teachers went through, which a silver it a for mea They have flexibility aLots of unmarried female teachers .

Third goal/ flexibility of teachers Kindergarten According. For years of service

Lost a will serve the a t-test (T-Test for two independent samples and a It turns out that the difference was statistically significant at the level (05 .),0), as the average score of the parameters (service a More than 15 years) (173) web a standard deviation (765,11), as for the parameters (service a less than 15 years The arithmetic mean was 168) web a standard deviation (12,951), and the calculated t value was (5.060) is greater than the tabular value (96,1) and the table (3) explains it.

Schedule (3)

average and a Standard deviation and computed and tabular T-value of flexibility according to . For years of service

T class		degree of freedom	The a standard	SMA	Sample volume	Sex	M
grandfather	calculated						

and grandfather			deviation				
96, 1	060,5	248	765,11	173	250	the teachers a More than 15 years	1
			951,12	168		the teachers aless than 15 years	2

It is clear from the above an teachers who have years of service a lot of(15th)year they have flexibility a Many teachers who have years of service a say from(15th)year, this indicates The accumulation of years of service has a role. In the ability of parameters to transform a way of thinking a for mea Others and their experience in conditioning Cognitive processing strategies to face new conditions in the surrounding environment, as a This has been confirmed by many psychologists through their studies on a flexibility is a capacity that involves a learning process , any can acuts a It is through experience.

Suggestions Recommendations

In view of What did you find? A Why is the current study out of results?c possible putThe following suggestionsto conductfuture studies:

1. Conducting a study of kindergarten principals that includes the same variable as the current study.
2. Building a training program to develop flexibility among kindergarten children.
3. Conducting a study on flexibility and its relationship to self-regulation among female students of the Kindergarten Department.
4. Conducting a comparative study between kindergarten and preschool children in flexibility.

Recommendations and Suggestions

Based on the researcher's findings, she recommends the following:

- 1- The establishment of the responsible authorities in the directorates of education with (special workshops on how to develop flexibility among teachers, in the presence of the principals and teachers of Riyadh, and help them adapt and conform to the events of the changing environment.
- 2- The need for the media, social organizations and the women's organization to pay attention to the segment of Riyadh teachers and encourage them to have sufficient flexibility to find multiple solutions to their problems.
- 3- Preparing awareness programs to provide information that enables kindergarten teachers to develop flexibility and face difficult situations.

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