



جامعة الموصل

كلية التربية للعلوم الانسانية

قسم العلوم التربوية والنفسية

أثر برنامج تربوي قائم على استراتيجيات ما وراء المعرفة في تنمية الذكاء المنظومي لدى طلبة

المعهد التقني نينوى

عمار طلال حمدالله عزيز

رسالة ماجستير

العلوم التربوية والنفسية / علم النفس التربوي

بإشراف

الأستاذ المساعد

الدكتور ياسر محفوظ حامد الدليمي

ملخص البحث

هدف البحث الى معرفة أثر برنامج تربوي قائم على استراتيجيات ما وراء المعرفة في تنمية الذكاء المنظومي لدى طلبة المعهد التقني نينوى تبعاً لمتغيري المجموعة والجنس .

ولتحقيق الهدف صاغ الباحث الفرضية الصفرية الرئيسة الآتية :

"لا يوجد فرق ذو دلالة عند مستوى (٠,٠٥) بين متوسطات تنمية الذكاء المنظومي لدى أفراد مجموعات البحث تبعاً لمتغيري المجموعة، والجنس والتفاعل بينهما".

وقد اشتقت من الفرضية الرئيسة الفرضيات الفرعية الآتية

١- "لا يوجد فرق ذو دلالة عند مستوى (٠,٠٥) بين متوسطي تنمية الذكاء المنظومي لدى أفراد مجموعات البحث تبعاً للمجموعة".

٢- "لا يوجد فرق ذو دلالة عند مستوى (٠,٠٥) بين متوسطات تنمية الذكاء المنظومي لدى أفراد مجموعات البحث تبعاً لمتغير الجنس".

٣- "لا يوجد فرق ذو دلالة عند مستوى (٠,٠٥) بين متوسطات تنمية الذكاء المنظومي لدى أفراد مجموعات البحث تبعاً لتفاعل المجموعة والجنس".

واستعمل الباحث المنهج التجريبي، واختار التصميم التجريبي ذا المجموعتين المتكافئتين التجريبية والضابطة وتم اختيار عينة البحث بصورة قصدية بلغت (٦٤) طالباً وطالبة من قسمي المحاسبة والتقنيات المالية والمصرفية بحيث تكونت المجموعة التجريبية من (٣٢) طالباً وطالبة من قسم المحاسبة، أما المجموعة الضابطة فتكونت من (٣٢) طالباً وطالبة من قسم التقنيات المالية والمصرفية، فضلاً عن إجراءات التكافؤ في عدد من المتغيرات (الاختبار القبلي للذكاء المنظومي، العمر بالأشهر، الجنس).

وصمم الباحث برنامجاً تربوياً قائماً على استراتيجيات ما وراء المعرفة بواقع (١٤) جلسة بالاعتماد على مهارات ما وراء المعرفة الأربعة وفقاً لنظرية ستيرنبرغ (الوعي- التخطيط- المراقبة والتحكم- التقويم) بهدف تنمية قدرات الذكاء المنظومي الأربعة .

إذ تم بناء اختبار الذكاء المنظومي بالاعتماد على القدرات التي حددها (الفيل، ٢٠١٥) والمكونة من (الوعي المنظومي- الاندماج المنظومي- التحكم المنظومي- التطوير المنظومي) وتكون اختبار الذكاء المنظومي بصيغته الأولية من (٣٦) فقرة موفقيه بواقع (٩) فقرات لكل قدرة، وعرض الاختبار على مجموعة من الخبراء إذ تم حذف (٣) فقرات وقد حصل الاختبار

"Abstract"

The Impact of Educational Program based on the Meta-Cognitive Strategies in the Development of Systemic Intelligence among the students of the Ninawa Technical Institute

The aim of the research is to find out the effect of educational program on the development of organizational intelligence in the Ninawa Technical Institute students according to the variables of the group and gender.

To achieve this goal, the researcher formulated the following basic and subsidiary zero hypotheses:-

"There is no significant difference in the level of (0.05) between the average development of systemic intelligence in the members of the research groups depending on the variables of the group, gender and interaction between them".

Sub-assumptions:-

I derived from the main hypothesis the following sub-assumptions:

1 - "There is no significant difference in the level (0.05) between the average developments of systemic intelligence among members of the research groups depending on the group".

2. "There is no significant difference in the level of (0.05) between the average developments of systemic intelligence in the members of the research groups depending on the gender variable."

3 - "There is no significant difference in the level (0.05) between the averages of the development of systemic intelligence among members of the research groups depending on the interaction of the group and gender".

The researcher used the experimental method and chose the experimental design with the two equal groups. The sample of the research was deliberately chosen to reach 64 students from the accounting and financial and banking systems. The experimental group consisted of 32 students from the accounting department. The control group consisted of 32 students) Students from the Department of Financial and Banking

Technology, as well as equivalence procedures in a number of variables (tribal test, age months, gender).

The researcher designed an educational program based on meta-cognitive strategies (14) sessions based on the four skills of the four meta- cognitive according to the Sternberg theory (awareness - planning - control and control - calendar) in order to develop the capabilities of the four systemic intelligence.

The systemic intelligence test was built based on the capabilities identified by (Elephant, 2015) and consisting of (systemic awareness - systemic integration - systemic control - systemic development) and the systemic intelligence test as its initial form of (36) paragraphs position (9) paragraphs for each ability The test was presented to a group of experts, where (3) paragraphs were deleted and the test obtained an agreement rate (80%) as well as to ensure the self-validity of the test, the researcher extracted the discriminatory strength and internal consistency of the test paragraphs and after the process of statistical analysis of the paragraphs show that the paragraph (32) undistinguished as it was deleted and thus became the test formats Final (32) paragraphs, The stability was extracted by two methods, the first re-test and the stability coefficient of the test (0.81) and the second half-split method was the degree of stability (0.83). Systematic IQ test was applied before the sample and after correcting the test forms, the final application sample of the program was withdrawn. The following results:

- 1- There is a statistically significant difference at the level of (0.05) between the averages of the development of systemic intelligence among the four research groups according to the variable of the group and for the benefit of the two trials.
- 2- There is a difference of statistical significance at the level (0.05) between the average development of systemic intelligence among the four groups of research depending on the gender variable and for the benefit of females.
- 3- There is a significant difference at the level (0.05) between the average development of systemic intelligence among the four groups of groups depending on the interaction of the variables of the group and gender.

In light of the results, the researcher came up with a number of conclusions, including:

- 1- The effectiveness of the proposed educational program in the development of Systemic intelligence among the students of the Ninewa Technical Institute.
- 2- Students are more interactive and responsive to the proposed educational program in the development of their abilities of systemic intelligence.

The relevant authorities also recommended a number of recommendations, including:

- 1- The Technical Institute conducts training courses for teaching staff on the strategies and skills of the cognitive base.
- 2- Directing the teaching of technical institutes to focus on the skills of Systemic intelligence through their teaching of scientific, humanitarian and support materials.

It was also suggested that future studies should be conducted on current research variables.

University of Al Mosul

Faculty of Education for Humanities

Department of Educational and Psychological Sciences



**The impact of educational program based on the
meta-Cognitive strategies in the development of
systemic intelligence among the students of the
Ninawa Technical Institute**

Ammar Talal Hamdullah Al Fahadee

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in

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Supervised by

Assist. Prof

Dr. Yasir Mahfoodh Hamid Al-Dulami

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