



The Cognitive agility and its relationship to psychological fluency and psychological Tranquility among a sample of Yemeni youth

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ABSTRACT

Positive psychology, as a contemporary trend, is concerned in cognitive agility with effective ability and skill, and the employment of psychological energy and positive emotions. The research aims to identify the level of cognitive agility, psychological fluency, and psychological reassurance among a sample of Yemeni youth, and to reveal the relationship of cognitive agility to both psychological fluency and psychological reassurance among them. In addition, to reveal the differences in the variables between sample members according to gender (male, female) and types of occupations. Descriptive correlation method was adopted. The research tools were applied: measures of cognitive agility, fluency, and psychological reassurance, on a sample of (122) Yemeni youth, who were randomly selected from the residents of the Kingdom of Saudi Arabia.

The most important results concluded that there is a high level of cognitive flexibility and fluency among the Yemeni youth surveyed. And the level of "above average" in their sense of psychological reassurance, and the existence of a relationship of cognitive agility with both psychological fluency and psychological reassurance, which is a significant correlation at the level of (0.01). There are statistically significant differences between males and females in the cognitive agility variable, which is significant in favor of females. There are statistically significant differences between the mean of males and females in the variable of psychological fluency in favor of males, and there are no statistically significant differences in psychological reassurance, likewise, there are no statistically significant differences in the three variables according to occupation.

Keywords: Cognitive Agility. Psychological Fluency. Psychological Tranquility. Yemeni Youth.



INTRODUCTION

At the present time, Societies are actively seeking to develop technological knowledge in all aspects of life. Through knowledge, man is formed, who is the origin and basis of the miracle of evolution with his thought and behavior. It is the seed, the end, and the means of development, the goal of growth, the means of change and productivity, and the decisive factor in change and its effective component.

Because Human by nature is the origin of the foundation of culture, thought and morals, Cognitive psychology focused the positive direction on enabling it to employ its mental and psychological energy and direct it to achieve positivity and appropriate mental health, as this is reflected in the individual's capabilities, skills, and activities of the flow of his positive thinking and creativity..

Scholars almost agree that psychological energy has two poles, the first of which represents the force of psychological attraction to vital energy. If it is employed, the optimal state of energy is achieved, which is psychological fluency at its best (Al-Zubaidi, 2016), a state of smooth flow that facilitates the achievement and generating ideas. This attractive force tends to creativity and productivity. The other represents the power of dissonance, works in contrast to the dispersion and decline of capabilities and activities, thus, the person tends to violence and ruining life, the low energy is subject to turmoil, and the function of society is to overcome the dissonance by directing and rationalizing energy (Al-Faqi. 2009.)

When the mind is alert and calm, this is reflected in the organs of the body, and when the individual lacks the positive psychological energy that suits his needs, and the control of positive energy sources that facilitate performance, excitement, enjoyment, positive realistic goals to reach psychological fluency; this is the nature of the central nervous system when it works to conserve energy (Al-Zubaidi. 2016; Von Eckardt. 2001. Martin, 1987). As for when it wastes energy, it means poor control over its negative sources that impede performance. And it leads to tension, anxiety, fear, and anger, and therefore, the educational community seeks to train it on emotional control and self-control, regulate it and direct the individual's psychological energy towards realism and positivity, which is one of the goals of counseling and psychotherapy (Al-Quraishi. 2018; Khalif. 2010.)

The regulation of psychological energy is an essential factor in training psychological skills, as it makes the individual control the thoughts of his mind, by learning mental exercise that leads to increasing his physical energy, and adapting him physically and psychologically (Al-Alwan, 2015; Ali, 2020). There is a connection between them and the Tranquility that is the result of Feelings of trust, absence of doubt, a sense of appreciation and encouragement, and the individual feels them when he is accepted by his comrades or won the admiration of his peers, and he lives calm, safety, Tranquility, positive feelings and the relationship is mutual. (Alwan, 2015.)

Many clinical guidelines for non-specific conditions such as low back pain recommend Tranquility. Until recently, there was little evidence on how to reassure patients effectively. (Traeger et al. 2017). Evidence suggests that negative schemas, mood and psychological flexibility are associated with delusional thinking. However, the temporal relationship of these variables has not been investigated. It is



hypothesized that, in healthy populations, negative schemas will trigger delusional thinking through the mediating influence of negative mood (Oliver et al. (2012). indicated that reassurance helps patients, relieves stress and anxiety, reduces painful feelings and inappropriate behavior, and encourages healthy behavior. To a feeling of spiritual peace, tranquility and calmness, it may stem from a confident call to God, and reassurance in sincere prostration. It becomes anxious, annoyed, angry or capricious, withdrawn and low-energy (Alwan, 2015).

Research problem:

Contemporary societies are witnessing rapid and successive changes; in addition to economic, political and health crises, epidemics, wars and corruption, and radical global transformations in the family system and accelerated cultural and technological development, all of which have an impact on the development of man and society (Al-Sabri, 2021).

The individual suffers a lack of time he spends in communicating with colleagues and friends via e-mail, social media and news via the Internet, which makes a person busy and at the end of day, he finds that his time is short and this reduces learning time. Frequent social contact by some young people, especially adolescents, is to seek reassurance from others and obtain self-esteem, for people who are highly sensitive to rejection (Sheldon and Newman, 2019).

Although people seek reassurance from reliable sources, the individual desires confirmation from close associates to mitigate low self-esteem, feelings of guilt, and excessive reassurance promotes a negative reaction from the other, which leads to harmful effects, especially among the non-adaptable, thus, the individual becomes trapped in a feeding loop. Rebound from seeking reassurance, reinforcing insecurity, and thus the need for more reassurance (ROSS, & DEUSTER. 2018; Long & Mette, 2021).

Adolescents, young adults, and middle-aged adults are most affected by life situations, stressors, stress, anxiety, and negative thinking, while contentment and calmness are associated with different types of enjoyable activities and positive thinking (Berenbaum, et. all, 2018).

The study of Atwa et al. (2019) confirmed that working in a stressful university environment increases work demands, responsibilities, and workload, therefore, perceived stress is high among the employees of the Faculty of Medicine; stress and anxiety.

Ellis believes that a person results from his ways of thinking and dealing, and the main cause of emotional disorders that a person suffers from is due to the irrational methods by which the individual perceives his surroundings (Abu Kaizan and Al-Shayyab, 2017), which leads to emotional disorders; fears, obsessions, doubts, and increased tension, anxiety that makes his attention limited, his focus weak and distracted, floundering in distorted expectations and thoughts, unable to control his impulses (Ali, 2020; Jawdat, 2014; Al-Halafawi, 2005; Al-Dulaim, 2003) and distorting intellectual beliefs as a result of distorted learning of cognitive structures, irrational intellectual methods lead to neurotic assertions that feed a person's insecurity and decrease his



psychological energy, limit his self-control, and his formation of positive feelings and positive compatibility.

The individual's thoughts and perception of his experiences and emotions are reflected in his behavior patterns that lead to adaptation, and explain aspects of his ability to adapt the cognitive structure (Business, 2009; Ilgen & Pulakos, 1999) that faces the factor of time and the impact of individual differences in filtering, and coding the information that needs to be interpreted. Operations with a balanced and appropriate amount require a long time and distributed training, thus classifying distributed deep learning systems. (Langer, et al.2020).

Students of curricula and cognitive scholars have begun to focus on the agility of moving and presenting knowledge, and the agility of building knowledge has become an important requirement that has a role in the reality of performance. (LePine et. al. 2000 Good,2009; Gordon,2009)

Some scholars assume that knowledge agility is merely a simplification and deconstruction of concepts that meets the need to strengthen and learn skills that lead to the adaptation of cognitive structures in interactive reality and in time (Goleman, 1998; Calarco, & Gurvis, 2006). Adaptive and flexible at the same time (Al-Fil, 2020), and perhaps the most important single idea in the concepts of the individual and the system of cognitive structures to harmonize the cognitive structure with the structure produced through learning (1983 Piage).

The study of cognitive agility in different groups recommended the studies of Alfiel (2020), Jøsok, et al. (2019), Bedford (2011), and Good (2009).

Psychological fluency comes as an indicator of creativity and flow, and studies (Martin and Fuchs, (2022), Al-Zubaidi (2016) and Murad (2010) indicated its association with knowledge. Also, although reassurance and fluency have inter-links, the studies that dealt with it did not address that. Among these studies (Nesi, Choukas-Bradley, et. Al.2021), Belasla (2020), Ali (2020), Boqari (2018), Salim and Al-Hayyal (2018), Abu Hadrous,& Al-Farra (2017), Jawdat (2014), Al-Halfawi (2005) and Al-Dulaim (2003).

The researcher did not find - to the extent of his knowledge - a study that illustrates the link between cognitive agility, psychological fluency and tranquility, despite his research in various Arabic and foreign rules. Neither studying the differences - as far as he is aware - which means that there is a research problem that needs a specialized scientific study.

Research questions

The research problem is summarized in the following questions:

1. What is the level of cognitive agility, psychological fluency, and tranquility among young respondents?
2. What is the relationship of emotional cognitive agility and psychological fluency to tranquility among young respondents?
3. What are the differences in each of the cognitive agility, psychological fluency, and tranquility among young respondents, according to gender and occupation?



Objectives:

The research targeted the following:

- "-Knowing the level of cognitive agility, its dimensions, psychological fluency, and tranquility among young respondents".
- "-Disclosing the relationship of cognitive agility with both psychological fluency and tranquility among young respondents"
- "Disclosing the statistically significant differences in cognitive-emotional agility, psychological fluency, and tranquility among young respondents, according to gender and occupation."

Research importance:

The importance of the research is summarized in the following:

Theoretical significance:

The importance of the research stems from its treatment of contemporary and pivotal variables in personality, learning, and psychology; cognitive and positive. The importance of the theory is concentrated in:

Cognitive agility matches the habits of the mind, adapting knowledge to mental processes that are commensurate with the extent of attention, focus and motivating it for flexible handling and openness to knowledge.

Cognitive agility (CAT) integrates with emotional agility to increase emotional intelligence and improve an individual's ability to switch between highly focused states to broader external levels of awareness, enable dynamic decision-making, and quickly navigate professional and family roles.

The bright cognitive inputs feed the strategic mind, interact with the long-term memory, stores experiences and capabilities to develop creativity and be more in line with the state of the diversity of situations" based on prediction, experience and work analysis based on progressive strategic thinking (step by step) towards the most creative path

As for "psychological fluency", its importance stems from being an ideal performance degree of psychological vital energy that facilitates the functions of the mind, facilitates learning and training, and helps the trainee to control his thoughts and enhance his ability to control his negatives reactions and emotions.

The Tranquility is an internal spiritual and sentimental source that has a mediating role for cognitive processes, improves the reception and processing of information, and is a factor - during and after - self-realization at the same time, and increases the ability to deal with uncertainty, and includes the individual's sense of independence, his ability to environmental mastery, and the continuity of his personal development; in its absence, the response of doubt, the idea of a meaning loss and the need for certainty; leads to "existential sadness" and damages the immune system.

The importance of research also arises from the characteristics of the sample, as they are from the segment of Yemeni youth residing in Saudi Arabia, within an age group 25-45 years, and most of them are close to middle age, and it is an important category that needs reassurance due to changes in body hormones and psychological and mental



changes, under multiple source pressures. The suffering of Yemen due to war and the conditions at the present time and the consequent economic burdens towards the family to meet their simplest needs. Most of them bear the responsibility of supporting his family and parents, so he works in light of the feeling of lack of job security, work on a temporary annual contract, and among them are young people who are over the middle of the second decade, who started to suffer from health conditions and psychological and unknown future in the shadow of suffering.

In addition to the above, this research is considered an important scientific addition and enrichment of specialized human knowledge, as the title of the research did not match any article according to the originality report, the researcher's review of sources, the web, Google Scholar, and the Psychological Science Network. Which indicates that this title: "Cognitive Agility and its Relationship to Psychological Reassurance and Psychological Fluency in a Sample of Yemeni Youth" can be considered an original research.

Applied importance:

- Care officials in the Yemeni Cultural Attaché and the community will benefit from the research results in overcoming some of the difficulties facing Yemeni youth.
- Officials in the Department of Education and scientific departments will benefit from the results in preparing courses that are compatible with cognitive agility and psychological fluency, suitable for adolescents and youth.
- The academic advisors will benefit from the research results in promoting reassurance and psychological fluency among young people to raise the level of their academic performance.
- Human resource management officials will benefit from the research results in improving the level of reassurance and psychological fluency among employees, because of its impact on performance.

Search limits:

The search is determined by the following limits:

Objective limitation: It is represented in the variables it deals with: Perceptual agility, Psychological Tranquility, psychological fluency, and the relationship between them.

The human limitation: The research is limited to a sample of Yemeni youth residing in Saudi Arabia - the sample members.

Geographical limitation: Young people residing in the regions of Asir, Jazan, Al-Baha and Makhah Al-Mukarramah, participated in the research

- **Time limit:** The research was applied in the period between July 23 - August 26, 2021 AD.

Search terms:

The basic concepts of the research are explained as follows:

The cognitive agility:

The researcher defines perceptual agility as "an internal state of speed and psychological agility that reflects the harmony of emotional and cognitive abilities in



emotional cognitive formations through abilities; focus, flexibility, and cognitive openness that work together with fluidity, flow, and dynamic balance in cognitive environments that push the individual to discover the features of meaning to form a cognitive structure includes Dynamic tasks that enable him to adapt his performance to every change in all his mental, emotional skills and abilities. This is called learning by experience or practical intelligence.

It is defined procedurally as "the score obtained by the respondent to the scale."

The researcher defines psychological fluency:

It is defined as "the positive state of psychological energy, which is a pleasant feeling in which there is the ability to generate many ideas as options or antagonisms when a reaction to a particular stimulus appears, and the ability to control positive energy sources (excitement, enjoyment, realistic goals, self-confidence, and the state of psychological fluency is Optimum psychological energy, which means the best performance of the individual in terms of psychological readiness. It is called optimal psychological energy, which means the vital intensity of the functions of the mind.

Procedurally, psychological fluency is defined as the degree obtained by the respondent to the scale.

The researcher defines psychological tranquility:

It is a state of feeling reassured and internally stable psychologically, emotionally, and intellectually; generated by the individual as a result of his possession of feelings of faith and a sense of confidence and faith that supports the individual in facing dangers and possesses a feeling of liberation from fears and tensions. Continuing the process of personal growth and development, and the ability to establish positive social relationships with others.

The researcher defines it procedurally as the degree obtained by the respondent in the measure of psychological tranquility.

Theoretical framework and previous studies:

• Cognitive agility

The concept of cognitive agility and its distinction from organizational agility clarifies through the following:

Cognitive agility is cognitive agility, and agility means speed, flexibility, and precision. It is a skill and mastery. One of the distinctive aspects of cognitive agility is the ability to adapt in dynamic environments in real time by deconstructing concepts that make up cognitive structures, or simplify concepts and take measures to meet the need when adapting mental structures. Multidimensionality that combines cognitive openness, cognitive flexibility, and focus of attention, increases the high levels of individual performance (Ross, Miller and Deuster.2018).

It deals with dynamic knowledge environments rich in events, diverse conditions or harsh conditions, so the speed of learning depends on the ability to learn new competencies in order to perform for the first time and assess the individual's ability to learn from experience, performance and learning from experience. Learning goals are set because they realize themselves and understand their own goals. Strengths and weaknesses, which they use to set personal development goals. Adopt a proactive



attitude towards problems and opportunities. Reflect on their experiences, examine their assumptions and methods. Behave with integrity, Courage to take a stand and take risks, like to get involved in problem solving (Lombardo & Eichinger, 2000; McCauley, 2001)

• Theoretical explanation

The elements of knowledge are the cognitive content and content of the message, and the assimilator of knowledge, whether it is on paper or electronically stored, and these two elements are evaluated on the basis of quantity and type. The third element that absorbs and processes knowledge is the human mind, which works according to the laws of sensory and intuitive perception and the principles of cognitive and metacognitive thinking. The trained receiver and the learner, what lays behind that is that the first trained receiver dealt with the knowledge and presented it according to his strategies in which he worked hard to deliver knowledge to the learner. So did the learner, received the knowledge to be learned as it is in the source? Forgetting it, this is the formation of solid knowledge. In other words, the elements of this knowledge were not integrated into the cognitive structure that consists of units that are the cognitive structures that Piaget (1983) referred to as “Skyma.” Flavell (2011) identified dealing with the cognitive structure later through the interpretation of knowledge representation based on the dismantling of the structure and the merging of knowledge. This means that the assimilation of knowledge is based on the assimilation of the part and the small unit not the knowledge block.

Hence, the term cognitive agility appears in an effort to remove cognitive sag. Agile knowledge gives the learner the pleasure of learning. He absorbs knowledge and feels that it is useful. In the process of building knowledge, experience can be an effective strategy for content and problem-solving, and stimulates students’ research, which makes experiments give students the opportunity to perform, record, and discuss with colleagues. Reflection, hypotheses, evaluation of hypotheses and interpretations, and discussion with the teacher during each stage of the experience, which means envisioning co-creation of knowledge (EISENHARDT & MARTIN, 2000; Abreu. et al 2010)

If knowledge is a collection of information, facts, concepts and generalizations, then the quantity is stuffed into the learner’s memory to memorize it for the purpose of success in the exam, then it does not create knowledge through the gradation and sequence of experience and practice or the analysis of theoretical knowledge and its dismantling and recombination. This does not build knowledge only, but also builds research and thinking skills through interactive knowledge. Oliveira (2016) and Piaget (1983) theorized the idea that a child’s development builds cognitive structures or networked concepts to understand and respond to bodily experiences in his environment, and gradually builds logical and mathematical knowledge.

It was stated in the model of homogeneity of the cognitive structure with the structure produced through learning presented by Piaget(1960); not only did he classify the mental processes according to the criterion of the degree of complexity, but also



presented them in a classification that is closely related to the mental development of the individual, as well as limiting the age periods in which each pattern of mental processes crystallizes. Explained the learning process in relation to mental activity, a developmental process related to the person, and the type of stage he has reached. (Abreu et al. 2010; ORLOV, 2017).

Psychological fluency:

Fluency is a self-experience that means the ability to generate a lot of options. It is basically a process of remembering and optional recall of previously learned information, experiences, or concepts. The conclusion has been reached. It is the optimal psychological energy because it is more than a kind of activity or vitality and intensity for the functions of the mind, and it is the basis of motivation. In order to comprehensively understand psychological fluency, the researcher drew from theoretical literature a comparison between the concept of psychological fluency and psychological energy as follows:

- Psychological fluency is a positive, emotional, pleasant state in which our perceptive skills reward challenges.
- A clear goal and objectives set and absorbed in the performance, and do not lose the sense of self and time.
- This experience is automatic and the feedback is direct and clear. (Ali, 2020; Obaid, 2016).
- It is essentially an optional process characterized by speed and flexibility in generating concepts from previously learned information and experiences. It is a self-perceived experience accompanied by above-average states of feelings described as the best psychological preparation of the individual, and is linked to sources of positive energy (excitement, enjoyment, realistic goals, confidence). By self, physical and mental relaxation, which means the best state of the individual in terms of psychological readiness, optimal psychological energy, which is called the state of psychological fluency (Jackson & March, 1996).

Psychological energy can take positive or negative forms depending on the nature of the energy source's emotions. Excitement and happiness are two sources of positive energy, while anxiety and anger are sources of negative energy. During times, and according to the type of situation. (Mohamed, and jarjis, 2010; Alwan, 2015)

CSIKSZENTMIHALY (1994) identified two types: voluntary fluency: it is associated with recreational activities, versus goal-oriented fluency: which is related to research and other specific goals, and both types require different activities designed to facilitate the occurrence of psychological fluency. They pointed out (Abdul-Hadi, Khaled, and Abdel-Ghani, 2014), that the less experienced individuals see fluency as related to pleasure and joy, clear behavior, focus of attention, challenge, excitement, and recreational activities, while the experienced tend not to look at style and beauty, and in their opinion, fluency is related to pleasure and everything is related to it. Skill, control, relevance, and experience with activities that are governed by the task orientation. Psychological fluency between skill and challenge. The individual is



exposed to two types of fluency: ability, level of challenge, and goal orientation. Through motivation, promotion, raising the level of morale, and conducting the appropriate necessary exercises. (Qadoumi and Al-Khawaji, 2009; (Jackson, 1967; 1996)). Cases associated with restoring balance and meaning to improve the level of skills to find a balance between capabilities and challenge are based on the struggle of the individual as an active member, achieving excellence and showing a great deal of perseverance and independence and competing in achievement situations on feedback and raising the level of morale and enjoying doing exercises (Amour, 2009; Rateb and others, 2004)

The concept of Psychological Tranquility:

Psychological security and the absence of danger is one of the sources of reassurance, but it means stability and poise, constancy and certainty
Its meaning in the Arabic language as stated in the comprehensive dictionary of meanings:

A word whose origin is the noun (tamaanina), the verb is to reassure, the noun is reassuring, and whoever is reassured: reassures us; It is stability and stillness. He brought tranquility into his heart, that is, doubt and anxiety removed and replaced with trust.

Psychological Tranquility of the soul: its rest, stillness, and steadfastness, which is the stability, stillness, and tranquility of the soul. As for the tranquility of the heart, tranquility has returned to itself, and reassured about his future: peace of mind.

Idiomatically, it is: the occurrence of strong suspicion of the news to an extent close to knowledge, and it is called reassurance because the soul calms down to the news, and reassurance is a legitimate argument. Tranquility: the stability of the joints in their places, including: Tranquility in prayer is obligatory.

Scientifically, the concept of psychological Tranquility:

I knew her Hassan (2021) "The individual's feeling of self-confidence, his ability to interact socially, his commitment to religious principles, and his satisfaction with life". Ibn Hedaya (2021) described it as "a state of harmony and compatibility between the individual and his physical and social environment."

It is a state of reassurance that includes an internal feeling of psychological, intellectual and emotional stability generated by the individual as a result of having positive feelings, and achieves trust in God and trust while taking precautionary measures.

The concept of reassurance can be summed up in the following points:

- A hypothetical component that is described as an inner feeling of psychological and emotional stability and calmness

Positive capabilities and feelings, such as intellectual independence, tranquility, and spiritual peace.

- Continuing the process of personal growth and development and the ability to establish positive social relationships

It is associated with confidence and the ability to control emotions in order to achieve psychological harmony that frees him from fears and supports his confrontation of



dangers.

Previous studies:

The researcher will review the studies that dealt with each variable as follows:

Mohamed's study (2021) aimed to reveal their levels of cognitive agility, and the differences between them according to gender, age, and specialization, and to reveal the role of cognitive agility in the speed and accuracy of their response to positive and negative feedback during performance in a computerized task with decision-making. The two tools were applied on a sample of (124) science and mathematics teachers; results referred to an average level in cognitive agility, gender, major specialization and age caused fundamental differences in the level of cognitive agility (dimensions & total score). A fundamental differences were found between high & low levels of cognitive agility in the speed & accuracy of their response to the positive & negative reverse feedback, so some educational recommendations and new search points had been submitted.

The Elfel Study (2020) aimed at identifying the Effectiveness of Challenge Based Learning Model to Improve Growth Mindset and Cognitive Agility, and also detecting the degree of difference in the Effectiveness of Challenge Based Learning Model to Improve Growth Mindset and Cognitive Agility among Students of Specific Education Faculty, Alexandria University, according to gender variable (Male / Female). This Research was applied on a sample consists of (62) students in the fourth year at Faculty of Specific Education, Alexandria University, with Average Age (21.38-1.77). The researcher used Growth mindset scale, and cognitive agility scale prepared by the researcher, Raven Colored Progressive Matrices test (standardized by Hassan), (2016) and the enrichment program based on challenge based learning model prepared by the researcher. The most important results revealed that there are statistically significant differences between the mean degrees of experimental and control groups students in the post-test of Growth mindset and cognitive agility in favor of the experimental group students. There are a statistically significant differences between mean degrees of experimental group in the pre-test and post-test of Growth mindset and cognitive agility in favor of the post-test. While there were no statistically significant differences between the mean ranks degrees of the experimental group students in the post-test of Growth mindset and cognitive agility according to gender variable (male / female).

The Ross, Miller, & Deuster Study (2018), aimed at identifying Cognitive agility reflects the capacity of an individual to easily move back and forth between openness and focus. The concept is being translated into a tool to help train leaders to perform well in the "dynamic decision-making context." Cognitive agility training (CAT) has the potential to increase emotional intelligence by improving an individual's ability to toggle between highly focused states to levels of broad, outward awareness, which should enable dynamic decision-making and enhance personal communication skills. Special Operations Forces (SOF) Operators must work in rapidly evolving, complex environments embedded with multiple high-risk factors. Generally, success in these operational environments requires the ability to maintain highly focused states. However, SOF Operators must also be able to transition rapidly back to their roles



within their families, where a more outwardly aware state is needed to allow flexibility in emotional responses. CAT addresses these seemingly conflicting requirements. Successful CAT must reflect the methodologies and culture already familiar within the SOF community (i.e., "live" scenario-based activities) to replicate challenges they may encounter when operationally deployed and when at home. This article provides an overview of cognitive agility, the potential benefits, applications that could be used for training SOF Operators to improve their cognitive agility to optimize performance, and sample training scenarios. The issue of what metrics to use is also discussed.

Mahfouz and Mohamed (2023) examined the applicability of using an Arabic version of the curriculum-based measurement of word reading fluency. An experiment was applied for a period of (12 weeks) on a randomly selected sample consisting of (70) students in the second grade of a private school in the United Arab Emirates, and they were distributed according to the level to (45) average reading and (25) poor reading. The results showed that the scores of students who read averagely improved higher compared to those who suffer from reading difficulties, and the experiment demonstrated the effectiveness of using the Arabic version CBM WRF in monitoring the reading progress of second grade students. Its validity as a good predictor of students' mean scores, and may be useful in evaluating and predicting reading performance in Arabic, as this result is consistent with the result.

The study Atwa et al. (2019) aimed to assess the prevalence of perceived stress among medical students and stressors affecting them at a private medical college. Methodology: A descriptive, cross-sectional study was conducted involving (439) medical students at Ibn Sina National College for Medical Studies, Jeddah, Saudi Arabia, during the academic year 2017-2018. The validated Arabic version of the Perceived Stress Scale-14 was used. Univariate analysis was used to calculate the total levels of stress among subjects, while the Chi-square test for independence, independent samples T-test, correlation analysis, and analysis of variance was used to identify stress-inducing factors. P-value < 0.05 was considered as statistically significant. Results: Nearly, half of the males and females had perceived stress. Males showed perceived stress than females, but the difference was statistically insignificant ($p > 0.05$). The effect was found to be statistically significant ($p < 0.05$) with several factors, including financial problems, lower previous year grade point average (GPA), and fear of exams. Academic problems, such as low GPA and fear of exams, were the greater perceived stressors.

Study sought Alter & Oppenheimer (2008). People construe the world along a continuum from concretely (focusing on specific, local details) to abstractly (focusing on global essences). We show that people are more likely to interpret the world abstractly when they experience cognitive disfluency, or difficulty processing stimuli in the environment, than when they experience cognitive fluency. We observed this effect using three instantiations of fluency: visual perceptual fluency (Study 1b), conceptual priming fluency (Study 2b), and linguistic fluency (Study 3). Adopting the framework of construal theory, we suggest that one mechanism for this effect is perceivers' tendency to interpret disfluently processed stimuli as far from their living reality position, than fluently processed stimuli (Studies 1a and 2a)



The study of Pulkkinen et al. (2022) to identify lower early cognitive and motivational scores for reading and arithmetic fluency among Finnish third-grade students, the sample consisted of (197) people with low fluency in reading and arithmetic or both, and using the sequential comparative approach, the study concluded that all groups with low fluency showed low and rapid naming and counting skills throughout the primary school years, while those showed the groups in other cognitive skills have different patterns. Also, all groups with fluency problems showed lower self-efficacy and self-concept in the domain in which they encountered difficulties.

The study of Balasala, (2020) aimed at identifying the level of ambition and its relationship to very psychological **Tranquility** among a sample of secondary level students. The psychological **Tranquility** scale that he codified and the ambition level scale were applied to a sample consisting of (158) male and female students in the secondary stage, and the results of the study concluded that there is a direct relationship between the level of ambition and psychological reassurance among students, and there are no differences between the Gender (F & M) in the average level of psychological reassurance and the average level of ambition.

Commenting on previous studies:

- a. Previous studies targeted one of the research variables and its relationship to variables according to the nature of the research.
- B. Tools prepared to measure the research variables were used, and their psychometric properties were confirmed
- c. The samples were chosen according to the methods of selecting samples, including random, interim, and intentional.
- d. The number of its samples ranged between (15-600) individuals, depending on the nature of the problem and the research community, in order to achieve its objectives.
- e. The descriptive and correlational research method was adopted, each in accordance with the nature of the research problem.
- f. Appropriate statistical methods were used to achieve the objectives of each piece of research and to answer its questions.
- g. Different results were achieved, what fits the research results will be reviewed, agree or disagree.
- h. The researcher benefited from the studies to ensure the originality of the research in identifying deficiencies and what knowledge is needed for it.
- i. He benefited from it in determining the specifications of the appropriate tools for his research which he prepared, and following the means of extracting the appropriate standard characteristics.
- j. He benefited from studies in crystallizing theoretical and procedural concepts through analyzing and comparing concepts.
- k. He also benefited from it in selecting the research sample and methodology and determining the appropriate statistical methods.
- l. It also benefited from the interpretation of the research results.



Systematic procedures

First: the sample:

The sample consisted of (122) Yemeni residents of both sexes. They were selected in a simple random way, and the sample members were distributed according to gender into (82) males and (40) females, and according to the field of occupation into (48) university professors, (45) health workers, and (29) students/workers. The table (1) shows that.

Table (1)

It shows the distribution of the sample according to gender and occupation

profession domain		Universit y professors	Health workers	students/wor kers	the total
according to gender	males	38	28	18	82
	female	10	17	13	40
The total		48	45	29	122

Second: Research Methodology:

The researcher adopted the correlative descriptive approach, which is one of the methods of scientific research, which is characterized by the diversity of its methods. Researchers use it to describe the relationship between two variables, a description that focuses on the correlation between two variables, and the statistical treatment is done by calculating the correlation coefficient (Melhem, 2017; Abu Allam, 2011).

Third: research tools:

1 - The cognitive agility scale

The scale in its final form consists of (58) items that measure five dimensions. Each item is answered by choosing alternatives, which is estimated according to a five-point scale (1-5). The researcher prepared the scale in its initial form, and it was presented to arbitrators by experts with specializations in psychology, psychometric health, and those who examined the paragraph's correlation with the dimension and its suitability to the nature of the sample and the objectives of the research, and the suitability of the paragraphs of the scale to the Arabic language environment, and after verifying the apparent validity and truthfulness of the content, the researcher applied the scale to a reconnaissance sample of young people to extract psychometric characteristics:

Validity of the scale:

The researcher calculated the correlation coefficient of the paragraphs with the total degree of dimension as an internal test, and the correlation coefficient of the paragraphs with the total degree of agility dimension effectiveness ranged between (0.378 - 0.513), and the correlation coefficient of the paragraphs with the total score of



the dimension were the coefficients of dimensions. The correlation coefficient of the first dimension was (0.685), the correlation coefficient of the second dimension (0.502), the correlation coefficient of the third dimension (0.657), and the correlation coefficient of the fourth dimension (0.573), the correlation coefficient of the fifth dimension (0.596), and this is an indication that the scale has an appropriate level of validity.

On the other hand, the correlation of dimensions was calculated with the total score of the scale, so the correlation coefficient of the first dimension was cognitive flexibility (0.355), the correlation coefficient of the second dimension came to cognitive openness (0.432), the correlation coefficient of the third dimension was focused on attention (0.434), and the correlation coefficient was (0.434). The correlation coefficient of the fourth dimension, common sense, logical (0.360), and the correlation coefficient of the fifth dimension, emotional agility (0.553). They are coefficients that indicate the availability of spoken sincerity, considering the total score as an internal criterion, and also the correlation of the scale with an external criterion, which is the measure of psychological fluency, as they had a correlation coefficient of (0.344). Table (2) illustrates this.

Table (2)

Correlation coefficients of fitness dimensions with total score and fluency scale

Dimensions	Cognitive flexibility	Cognitive openness	Focused attention	Common sense	Emotional agility	The overall score of the Fluency Scale
The score of the overall cognitive agility scale	.355	.432	.434	.360	.553	.344
P- value	0.01	0.01	0.01	0.01	0.01	0.01

Constructive validity: By analyzing the quality of the scale using a good fit using the factor analysis, the good fit was good for the quality of the KMO and Bartlett's Test, so the value of Chi-square 2 was (510.149), which is significant at the level of (0.01), as the value of the statistical significance of the Bartlett's Sphericity test is less than (0.05). The null hypothesis is rejected, which means that there is a statistically significant correlation between the dimensions, which means that the common denominator for each value is higher than 0.4%, which means that the co-values, the relationship between the dimensions and the overall degree of squared multiple correlation between the item and all other items indicates constructive validity good.

Scale stability:

The researcher extracted the stability of the scale by calculating the correlation coefficient of the scale, which amounted to (0.887), and the coefficient of consistency of the scale "Alpha Cronabach" ranged between (0.753 - 0.905), and from measuring random effects, the coefficient of correlations within dimensions and the total score was (0.735) at the level of (0.01). This indicates that the scale has appropriate validity indicators and good stability.



2- Psychological fluency scale

The scale in its final form consists of (26) items that measure psychological fluency, taken as a sub-scale that measures psychological fluency from the Jackson scale consisting of (74) items, as it was prepared to measure psychological energy in the physical and psychological fields, and although the scale has psychometric characteristics, it was prepared for a foreign environment, so the researcher translated the paragraphs and adapted them to the Arab environment, then presented them to an English language specialist to ensure the veracity of the translation, then he asked an English language specialist for a reverse translation, and thus the veracity of the translation was confirmed, then it was presented to 5 experts in the field of psychology and psychological measurement and with the approval of experts on the suitability of the paragraphs for the sample and the Arab environment. The scale was applied to a survey sample to extract some psychometric characteristics:

Self-validity: extracting the square root of the stability coefficient of the psychological fluency scale, which was extracted by calculating the body correlation coefficient for the half-partition, which amounted to (0.573), while the self-validity coefficient was (0.757), which means that the scale has appropriate stability and good self-validity

Internal validity: it is calculated by calculating the correlation of the paragraph with the degree with an internal criterion that is the total degree of the scale, and the coefficients of the paragraph correlations with the total degree ranged between (0.303 - 0.490).

The stability of the psychological fluency scale was calculated using the semi-partition method, and the body correlation coefficient was (0.573). The stability of the scale was also confirmed by extracting Alpha Cronbach's coefficient, and the coefficient of consistency reached (0.520 - 0.654). This indicates that the scale has self-truth, internal validity, and a good stability and consistency coefficient. It means that the scale is valid for measuring what it is intended to measure.

3 -The Psychological Tranquility scale

The scale in its final form consists of (18) items measuring Tranquility. The researcher prepared according to the steps of building psychological scales, which start with the procedural definition that can be measured through theoretical literature and previous studies, then setting goals. Therefore, the researcher prepared the scale because the previous scales measure the lack of Tranquility and provide a scale that measures disorder. Therefore, the researcher defined the dimensions of Tranquility (after self-confidence and others versus doubt, after Tranquility and calm versus no Tranquility, after positivity versus negativity, and after productivity versus surrender) paragraph. The researcher checked the content of the paragraphs and then presented them to a linguistic expert. Thus, the scale was in its initial form of (20) paragraphs. The scale was presented to experts in psychology, mental health, psychometrics, and clinical psychology. All the experts agreed on (18) paragraphs, and they were



excluded. Paragraph (15) for its repetition and paragraph (19) for the generality of meaning and thus the scale is in its final form, and the arbitrators agreed on the gradation of response alternatives that were determined on a five-point scale estimated at (1- does not apply, 2- rarely applies, 3- slightly applies, 4 - It applies a lot, 5- It always applies), and after making sure that the scale is appropriate to measure what it was designed to measure outwardly by being guided by the opinions of experts in specialization, the researcher coordinated the scale to apply it to an exploratory sample to extract some psychometric characteristics

Self-validity: extracting the square root of the stability coefficient of the Tranquility scale, which was extracted by calculating the body correlation coefficient for the half-partition, which amounted to (0.6336), while the self-validity coefficient was (0.79599), which means that the scale has appropriate stability and good self-validity

Internal validity: It is calculated by calculating the correlation of the paragraph with the degree, with an internal criterion, that is the total score of the scale. The coefficients of the paragraph correlations with the total score ranged between (0.32 - 0.453).

Stability of the scale: The stability of the scale was calculated using the semi-hash method, and the correlation coefficient was (0.6336). The stability of the scale was also confirmed by extracting the Alpha Cronbach's coefficient, and the coefficient of consistency reached (0.608 - 0.751), all of which indicate that the scale has self and internal validity, a coefficient of stability and consistency, good means to measure what is meant to measure.

Statistical methods and means:

The researcher used the SPSS-22 statistical package for social sciences and humanities in the analyses.

Statistical scores are the means and the standard deviation.

-Pearson's correlation coefficient, partial correlation coefficient and Cronbach's cohesion coefficient

One-sample t-test, Two independent samples t-test

- Analysis of variance.

Results and discussion

The researcher carried out a statistical analysis of the scores of the sample (122) on three scales using the statistical package for social and human sciences SPSS-22. The results were as follows:

First: The results related to the first question, which reads: "What is the level of cognitive agility, psychological fluency, and psychological Tranquility among the sample members?" To answer the first question, the researcher calculated the value of (T) One-Sample Test for one group of psychological agility and its dimensions, the level of fluency and psychological Tranquility. The statistical analysis showed that the levels are in favor of the agility cognitive dimension, where the values of the t-test were calculated for one group for each dimension, so the value of (t) for psychological



Tranquility was (6.795) with a degree of freedom (121), which is statistically significant at the level of (0.01). Theoretical average, and the value of (T) for cognitive openness was (7.484) with a degree of freedom (121), which is statistically significant at the level of (0.01).

Thus, its level according to the average criterion is high, as the arithmetic mean was higher than the theoretical mean, and the value of (T) for focus of attention and wit was (29.575) with a degree of freedom (121), which is statistically significant at the level of (0.01)) and thus its level according to the average criterion is high, as the arithmetic mean was higher than the theoretical mean, and the value of (T) for the logical-common sense was (5.527) with a degree of freedom (121), which is statistically significant at the level of (0.01). Likewise, the value of (T) for sentimental and emotional agility was (5.314) with a degree of freedom (121), which is statistically significant at the level of (0.01).

Thus, its level according to the average criterion is high, as the arithmetic mean was higher than the theoretical mean. As for the overall level of cognitive agility, the value of (T) was (13.435) with a degree of freedom (121), which is statistically significant at the level of (0.01). Thus, its level according to the average criterion is high. The arithmetic mean was higher than the theoretical mean, while the (T) value of psychological fluency was (5.158) with a degree of freedom (121), which is statistically significant at the level of (0.01). Theoretically, as for the level of psychological Tranquility, it was "above average", as the value of (T) was (5.716) with a degree of freedom (121), which is statistically significant at the level of (0.01). Table (3) illustrates this.

Table (3)
One-Sample Statistics & T-test Value

Variables of	Test	Mean	Std. Devi.	Mean Diff.	t	df	p-value	Estimate
	V.							
Cog. Flexibility	36	40.2213	6.86169	4.221	6.795	121	(0.01)	High
Cog. Openness	36	40.3934	6.48400	4.393	7.484	121	(0.01)	High
Focused attention	42	62.9508	7.82437	20.951	29.575	121	(0.01)	High
Common sense	30	34.6230	11.040	4.623	5.527	121	(0.01)	High
Emotional agility	42	47.31	9.23820	5.311	5.314	121	(0.01)	High
Cog. Agility	186	209.77	19.547	23.775	13.435	121	(0.01)	High
Psycho. Fluency	52	62.934	23.4139	10.934	5.158	121	(0.01)	High
Psycho. Tranquility	54	57.279	6.3354	3.2787	5.716	121	(0.01)	Above average

It appears from the table that the level of cognitive agility, fluency and psychological Tranquility among the respondents is high, as the level of the variables of cognitive agility and psychological fluency evaluates a significant significance, and psychological fluency among the sample members.



These results can be explained based on the description of the sample of Yemeni youth residing in Saudi Arabia, most of them met knowledge and professional conditions in accordance with the Saudi occupational specifications that are defined by the scientific specialization system, as the sample included the professions of a university or health professor; a consultant, a medical sciences nurse, a pharmacist, and a student, who work as sales representatives and other professions. They have professional experiences and academic knowledge, which means that they are characterized by cognitive agility, emotional agility, and psychological fluency. The results of the research agreed with studies and the level of perceptual agility, study Mahfouz,& Mohamed, (2023) , study (Mohamed 2021), study Alfil (2020), study (2009 Good,) and study Bedford (2011) and confirm the study of Al-Dahan (2015). It agrees with the opinion of Gardner (2007), author of the theory of multiple intelligences that the factors govern the efficiency of perceptual-kinesthetic perception are the sensation and perception of the body, the sensation and perception of place, the sensation and perception of direction, the sensation and perception of time (Gardner, 2007: In Murad, 2022).

With what the English physiologist Sherrington indicated about the psychological, cognitive-emotional integration, which appears in an explicit reference to the source of the stimuli in receiving sensory stimuli, which are the three. The first is the receptive sense of internal stimuli, followed by the receptive sense of special or subjective stimuli, and the last of which is the receptive sense of external stimuli (Murad, 2022). As for psychological fluency, the results agreed with the results of the fluency study (Martin and Fuchs, 2022), the study of Al-Zubaidi (2016), and the study of Ali (2016), Murad's study (2010), and the study of Mohamed and JarJis (2010) and Alwan's study (2015). With regard to the level of Tranquility, it agrees with some of the results of studies and the study of (Al-Dulaim, 2003) studies (Ali, 2020) (Jawdat, 2014) and (Al-Halfawi, 2005). It differs from the findings of Bradley, et al. 2021, the study of Abu Hadrous, Al-Farra (2017), and with some of the results of the study of Balasla (2020) and (Ali, 2020) (Jawdat, 2014), and the results of the level of the three variables with a general idea consistent with the study of Ali (2020), related to the reflection of intelligence spiritual reassurance and self-efficacy, and also supports the rationality of the results, according to David (2016). Emotional agility relates to acceptance of the seven basic emotional types: joy, anger, sadness, fear, surprise, contempt, disgust, and the skills to deal with them.

Second: The results related to the second question, which reads: "What is the relationship between cognitive agility and psychological fluency and reassurance among the sample members?" To answer this question, the researcher calculated the Pearson correlation coefficient for the interrelationship between cognitive agility, psychological fluency, and psychological Tranquility among the 122 sample members. The analysis is the correlation matrix between the three variables, where the correlation coefficient of cognitive agility and psychological fluency reached (0.450), which is a function at the level of (0.01), while the correlation coefficient of cognitive agility and psychological Tranquility was (0.382), which is a function at the level of (0.01). Correlation of psychological fluency and psychological Tranquility (0.752),



which is a function at the level of 0.05. Table (4) shows this.

Table (4) Correlations. N = 122

Variables of	cognitive agility	psychological fluency	psychological Tranquility
Psychological agility	1	.450**	.382**
psychological fluency	.450**	1	.752**
psychological Tranquility	.382*	.752**	1

* Pearson Correlation. ** Correlation is significant at the 0.01 level *. 0.05 level. (2-tailed).

It appears from the table that the correlation coefficients between the three research variables were significant at the level of (0.01), which means that the relationship between the variables is direct. "Discovering the relationship of cognitive agility with both psychological fluency and psychological reassurance among the sample members"

There is no study that dealt with the relationship between the three variables for the researcher to build upon in agreement with his results or in disagreement, but the interpretation of the results can be supported in the light of theoretical thought, and "next to emotional intelligence." Emotional velocity relates to the handling and acceptance of the seven basic types of emotion; (David, 2016; Orlov, 2017), according to Alice's theory of rationality and emotionality, the compatibility or disorder of mental health is formed if the individual enjoys a high degree of it, he will be emotionally stable and feel psychologically reassured (Abu Qizan and Al-Shayab, 2017), and his levels of psychological fluency will be closely related to the optimal psychological energy, which is in its best form in terms of fluidity and flow (Orlov, 2017); Abu Halawa and AlFil, 2022). We have previously shown the opinion of Gardner (2007). The relationship between the three research variables among young people is related. It is positive and is consistent with psychology and mental health. It also indicates that when a young man is reassured and feels safe, he will enjoy psychological compatibility, this is reflected in learning abilities and mental abilities, so he will be attentive, focused, flexible, and open to experiences and exercise, so that his learning and intellectual interaction will be cognitively graceful. There is a close link between agility, cognitive and psychological fluency is the positive image of motivation that facilitates perceptual agility. And the correlation between cognitive agility and psychological fluency means that if the level of energy increases, psychological fluency rises, which makes him highly focused and open to experience (Mohamed, FIRAS and JarJis, 2010; Alwan, 2015; Murad, 2010), self-actualization, which is linked to self-esteem and confidence, and thus a sense of reassurance (Murad, 2022).

Third: The results related to the third question, which reads: "What are the statistically significant differences in cognitive-emotional agility, psychological fluency, and reassurance among the sample members, according to gender and occupation?" To answer the question in two steps, (a) the researcher used the test (T) for two



independent groups to calculate the differences according to gender (M & F). The comparison was in the variable of cognitive agility with a difference between the average of males and the average of females (9.423), and the value of the (T) test was (2.181), which is a degree of freedom (120) function at the level (0.05), in favor of females, and the differences in the variable of psychological fluency between the average of the mean for males and females is (1.66829), and the value of the t-test was (2.472), which is a degree of freedom (120), function at the level of (0.05), in favor of males. As for psychological reassurance, the differences between the mean of males and the mean of females were (5.44817), and the value of the t-test was (1.370), with a degree of freedom (120), not significant at the level of (0.05). Table (5) illustrates this.

Table (5):

The differences between males and females show the t-test values in the three variables

variables	Difference the means	lf	-test)-value	n favor of the
Cog. agility	9.423	120	2.181	0.05)	females
Psycho. fluency	1.66829	120	2.472	0.05)	males
Psycho. reassurance	5.44817	120	1.370	non function (0.05)	

The statistical analysis showed that the differences in cognitive agility were significant in favor of females, and by analyzing the differences in the dimensions of cognitive agility. To clarify in which dimensions were the differences, a comparison was made between females and males in the four dimensions. The analysis showed that the differences in all dimensions are insignificant except for the dimension of emotional agility. The difference between the mean of males and the mean of females was (6.752), and the value of the t-test was (3.298), which is a degree of freedom. (120) function at level (0.01) in favor of females. The difference in emotional agility was reflected in the total score. These results mean that gender (M & F) has no effect on perceptual agility and psychological reassurance, because the sample is homogeneous of resident Yemeni youth, living in the same conditions and close educational and professional levels. These research results agree with the studies of Muhammad (2021), which found that there are statistically significant differences between high and low cognitive agility in the speed and accuracy of responding to feedback (positive and negative), and the AlFil Study (2020), which found that there are statistically significant differences among students. The experimental group in the telemetry of the developmental of mentality and cognitive agility, according to gender (male / female).



b) The researcher used ANOVA analysis of variance to calculate the differences in psychological agility, psychological fluency, and reassurance according to the profession (university professor, health field, working student), not significant at the level (0.05), and the value of sufficiency for psychological reassurance was (706), with a degree of freedom (119), not significant at the level (0.05), and the value of sufficiency for psychological fluency was (368), with a degree of freedom (119), not function at the level (0.05). Table (6) illustrates

Table (6):

ANOVA analysis of variance in the three variables according to occupation (c, y, p)

p-value Sig	η²	Mean Square	df	Sum of Squares	مصدر التباين	المتغيرات
		14.172	1	08.345	Between Groups	الرشاقة المعرفية
ion function at (0.05)	1.125	132.820	19	1505.622	Within Groups	
			21	1613.967	Total	
		103.716	1	107.432	Between Groups	الطلاقة النفسية
ion function at (0.05)	1.368	154.000	19	15926.043	Within Groups	
			21	16333.475	Total	
		18.457	1	16.914	Between Groups	الطمأنينة النفسية
ion function at (0.05)	1.706	10.333	19	1799.611	Within Groups	
			21	1856.525	Total	

Thus, it was revealed that there were no statistically significant differences in the variables; emotional, cognitive agility, reassurance, and psychological fluency, among the respondents according to the intermediate variables of "gender and profession." These results are explained according to the nature of the sample, which reduced individual differences. AlFil Studies (2020), Belasla (2020) and (Ali, 2020) (Jawdat, 2014) and (Al-Halfawi, 2005). Mohamed, FIRAS & JerJes (2010); Alwan (2015), and Murad (2010).

Results summary:

Statistical analysis showed of the raw scores generated by the responses

The Respondents on the three scales, and the results are summarized as follows:

- There is a significant level of cognitive agility, fluency, and psychological reassurance among the respondents, "where the level of the two variables: cognitive-emotional agility and psychological fluency was high according to the average standard, as it appeared that the arithmetic mean was higher than the theoretical mean with a significant significance in favor of the arithmetic mean, while the psychological reassurance level was " above average" in a significant sense in favor of the arithmetic



mean according to the criterion, which means that there are levels of significance for the three variables.

- The relationship between the variables is direct. The greater the cognitive agility, the greater the psychological fluency, and thus the psychological reassurance increases among the research sample of young people. Thus, the second goal was achieved, which reads: "Exposing the relationship of cognitive agility with both psychological fluency and psychological reassurance among the sample members." Where the results showed the correlation coefficients between the three research variables were significant at the level (0.01).

- The statistical analysis to compare the differences between the averages of males and females in the variables showed that cognitive agility with a difference between the average of males and the average of females (9.423), and the value of the t-test was (2.181), with a degree of freedom (120) significant at the level (0.05), in favor of females, and the differences in the psychological fluency variable between the average males and the average females were (1.66829), and the value of the (T) test was (2.472), with a degree of freedom (120) function at the level (0.05), in favor of males. As for psychological reassurance, the differences between the average males and the average females were (5.44817). The value of the (t) test was (1.370), with a degree of freedom (120), not significant at the level (0.05).

- There are no statistically significant differences in the variables; emotional, cognitive agility, reassurance, and psychological fluency among the sample individuals according to the intermediate variables of "gender, profession (university professor, health field, working student)" where the statistical analysis showed that the differences were in the value of psychological agility (125), which is a degree of freedom (119) without a function. At the level of (0.05), the value of potency for psychological reassurance was (706), which is a degree of freedom (119) without a function at the level of (0.05), and the value of potency for psychological fluency was (368), which is a degree of freedom (119) without a function at the level of (0.05).

Recommendations

Through the results of the research and within the limits of the research sample, the researcher recommends the following:

- Involving university youth in developmental programs to improve the dimensions of cognitive agility; flexibility, cognitive openness, focus and intuitive speed, emotional and social lightness, endurance and resilience.
 - Preparing training programs to improve the cognitive agility of different social groups.
 - Holding training workshops on cognitive agility, reassurance and psychological fluency exercises
 - Working on involving young people in training programs on relaxation and suggestive imagination to improve cognitive agility.
 - Providing programs based on a balance between capabilities and skills with challenges, so that young people can show their talents.



Search proposals:

The research reached proposals, the most important of which are:

- Conducting similar research dealing with cognitive agility, tranquility and psychological fluency among different social groups.
- Preparing training programs on relaxation and suggestive imagination to improve psychological reassurance among different social groups.
- Preparing training programs to improve the cognitive agility of different social groups.
- Carry out studies on;
 - The effectiveness of training programs based on cognitive agility in improving self-learning among university students.
 - The effectiveness of training programs based on cognitive agility in raising the level of self-confidence and independence among adolescents.

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