

Metamemory and its Relationship to Psychological stress among Al-Quds University Students

Prepared by: Hanadi Jawabra.

Supervised by: Dr. Omar Rimawi.

Abstract:

The study aimed to identify the level of metamemory and its relationship to psychological pressure among Al-Quds University students. To achieve this objective, the study used the correlative descriptive approach. A stratified sample of (382) students was randomly selected. The data was analyzed by using the SPSS program. The study found that both levels of arithmetic mean for psychological pressure and metamemory were medium. There were statistically significant differences in the level of psychological pressure among the students due to gender in favor of males. There were also statistically significant differences in the level of psychological pressure due to college in favor of colleges of humanities; however, no statistically significant differences in the level of psychological pressure were found due to the academic level.

Statistically significant differences in the metamemory level were also found due to gender in favor of females. However, no statistically significant differences in the metamemory level were found due to the academic level, including all domains, and due to college, including all domains, too. The results of the study showed an inverse relationship between metamemory and psychological pressure among Al-Quds University students. In light of the results, the researcher recommends that students' perceptions of the sources of psychological pressures need to be monitored owing to their expected impact on the academic and social performance of the students. Students, especially males, need also to receive training courses in the skills of metamemory and using memory strategies.