Abstract

Study Title : predieting mind wandering in light of the meta-lerning and the cognitive holding power among university students .

The study aimed to define the ability of predicting mind wandering through meta learning and cognitive holding power of Umm al Qura university's students, and to know the dominant form of mind wandering in the study sample and identify the level of meta learning and any governing rank in the study sample of cognitive holding power ranks (first rank – second rank). Furthermore, identifying the statistical significance differences in mind wandering and meta learning and the cognitive holding power according to gender. The study sample consists of 457 participants from Umm al Qura university's students (218 male, 239 female) all are in the first semester of the year (1440 – 1441) whom were chosen by the stratified randon sanpling method, In order to achieve the goals of the study, the researcher prepared the study scales (Mind Wandering Scale, Cognitive Holding Power Scale) and find the psychometric properties by using Alharbi (2015) scale of meta learning. The descriptive relational approach was implemented to collect data and analyze it.

The results showed that there is a meta-learning above average and that the dominant rank among the study sample of the levels of cognitive holding power is the second rank. Moreover, the prevailing form of mind wandering is the form of thoughts related to the task. The results also revealed that there are no statistically significant differences in mind wandering, and meta learning, and the cognitive holding power reliant on the gender variable, and the unpredictability of mind wandering through metacognition and the possibility of predicting mind wandering through the cognitive holding power (second rank) at University students, the study also recommended that the university teachers pay attention to the mind-wandering on the educational process, and attention to skills meta-learning, and improving learning environments to support the second order of cognitive holding power.

Keywords: mind wandering, meta-learning, cognitive holding power.