



Egyptian
Journal

For Specialized Studies

Quarterly Published by Faculty of Specific Education, Ain Shams University



المجلة
المصرية
للدراستات
المتخصصة

Board Chairman

Prof. Osama El Sayed

Vice Board Chairman

Prof. Dalia Hussein Fahmy

Editor in Chief

Dr. Eman Sayed Ali

Editorial Board

Prof. Mahmoud Ismail

Prof. Ajaj Selim

Prof. Mohammed Farag

Prof. Mohammed Al-Alali

Prof. Mohammed Al-Duwaihi

Technical Editor

Dr. Ahmed M. Nageib

Editorial Secretary

Laila Ashraf

Usama Edward

Zeinab Wael

Mohammed Abd El-Salam

Correspondence:

Editor in Chief

365 Ramses St- Ain Shams University,

Faculty of Specific Education

Tel: 02/26844594

Web Site :

<https://ejos.journals.ekb.eg>

Email :

egyjournal@sedu.asu.edu.eg

ISBN : 1687 - 6164

ISSN : 4353 - 2682

Evaluation (July 2024) : (7) Point

Arcif Analytics (Oct 2024) : (0.4167)

VOL (13) N (46) P (1)

April 2025

Advisory Committee

Prof. Ibrahim Nassar (Egypt)

Professor of synthetic organic chemistry

Faculty of Specific Education- Ain Shams University

Prof. Osama El Sayed (Egypt)

Professor of Nutrition & Dean of

Faculty of Specific Education- Ain Shams University

Prof. Etidal Hamdan (Kuwait)

Professor of Music & Head of the Music Department

The Higher Institute of Musical Arts – Kuwait

Prof. El-Sayed Bahnasy (Egypt)

Professor of Mass Communication

Faculty of Arts - Ain Shams University

Prof. Badr Al-Saleh (KSA)

Professor of Educational Technology

College of Education- King Saud University

Prof. Ramy Haddad (Jordan)

Professor of Music Education & Dean of the

College of Art and Design – University of Jordan

Prof. Rashid Al-Baghili (Kuwait)

Professor of Music & Dean of

The Higher Institute of Musical Arts – Kuwait

Prof. Sami Taya (Egypt)

Professor of Mass Communication

Faculty of Mass Communication - Cairo University

Prof. Suzan Al Qalini (Egypt)

Professor of Mass Communication

Faculty of Arts - Ain Shams University

Prof. Abdul Rahman Al-Shaer

(KSA)

Professor of Educational and Communication

Technology Naif University

Prof. Abdul Rahman Ghaleb (UAE)

Professor of Curriculum and Instruction – Teaching

Technologies – United Arab Emirates University

Prof. Omar Aqeel (KSA)

Professor of Special Education & Dean of

Community Service – College of Education

King Khalid University

Prof. Nasser Al- Buraq (KSA)

Professor of Media & Head of the Media Department

at King Saud University

Prof. Nasser Baden (Iraq)

Professor of Dramatic Music Techniques – College of

Fine Arts – University of Basra

Prof. Carolin Wilson (Canada)

Instructor at the Ontario institute for studies in

education (OISE) at the university of Toronto and

consultant to UNESCO

Prof. Nicos Souleles (Greece)

Multimedia and graphic arts, faculty member, Cyprus,
university technology



الصفحة الرئيسية

م	القطاع	اسم المجلة	اسم الجهة / الجامعة	ISSN-P	ISSN-O	السنة	نقاط المجلة
1	Multidisciplinary عام	المجلة المصرية للدراسات المتخصصة	جامعة عين شمس، كلية التربية النوعية	1687-6164	2682-4353	2024	7



التاريخ: 2024/10/20
الرقم: L24/0228 ARCIF

سعادة أ. د. رئيس تحرير المجلة المصرية للدراسات المتخصصة المحترم
جامعة عين شمس، كلية التربية النوعية، القاهرة، مصر
تحية طيبة وبعد،،،

يسر معاميل التأثير والاستشهادات المرجعية للمجلات العلمية العربية (أرسياف - ARCIF)، أحد مبادرات قاعدة بيانات "معرفة" للإنتاج والمحتوى العلمي، إعلامكم بأنه قد أطلق التقرير السنوي التاسع للمجلات للعام 2024.

ويسرنا تهنئكم وإعلامكم بأن المجلة المصرية للدراسات المتخصصة الصادرة عن جامعة عين شمس، كلية التربية النوعية، القاهرة، مصر، قد نجحت في تحقيق معايير اعتماد معاميل "أرسياف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وللاطلاع على هذه المعايير يمكنكم الدخول إلى الرابط التالي: <http://e-marefa.net/arcif/criteria>

وكان معاميل "أرسياف Arcif" العام لمجلتكم لسنة 2024 (0.4167).

كما صنفت مجلتكم في تخصص العلوم التربوية من إجمالي عدد المجلات (127) على المستوى العربي ضمن الفئة (Q3) وهي الفئة الوسطى، مع العلم أن متوسط معاميل "أرسياف" لهذا التخصص كان (0.649).

وبإمكانكم الإعلان عن هذه النتيجة سواء على موقعكم الإلكتروني، أو على مواقع التواصل الاجتماعي، وكذلك الإشارة في النسخة الورقية لمجلتكم إلى معاميل "أرسياف Arcif" الخاص بمجلتكم.

ختاماً، نرجو في حال رغبتكم الحصول على شهادة رسمية إلكترونية خاصة بنجاحكم في معاميل "أرسياف"، التواصل معنا مشكورين.

وتفضلوا بقبول فائق الاحترام والتقدير

أ.د. سامي الخزندار
رئيس مبادرة معاميل التأثير
"أرسياف Arcif"



+962 6 5548228 -9
+962 6 55 19 10 7

info@e-marefa.net
www.e-marefa.net

Amman - Jordan
2351 Amman, 11953 Jordan

محتويات العدد

- كلمة الدكتور / إيمان سيد علي
رئيس التحرير
٩
- اللجنة العلمية للمجلة المصرية للدراسات المتخصصة.
الجزء الأول :
أولاً : بحوث علمية محكمة باللغة العربية :
١٣
- صورة المرأة في الأغنية الأردنية
١٩ ا.م.د/ رائده أحمد علوان
 - فاعلية برنامج إرشادي لتنمية وعي الزوجات بالتخزين في الفراغات الداخلية للمسكن وعلاقته بإدارتهن للوقت
٤٩ ا.م.د/ أميرة حسن عبد العال
 - ا.د/ كامل عمر عارف
ا/ يحي زكريا محي الدين
ا.م.د/ رانيا محمد عبد المنعم
 - التوليف بين خامتى الأقمشة والجلود لاستحداث حقائب يدوية
١٢٥ كتذكار سياحي بتصميمات مستوحاة من الفن المصري القديم
 - ا.م.د/ آيات عصمت عبد الله عبد الرحيم
 - المعالجة الدرامية للقضايا الاجتماعية في السينما المصرية كمدخل لإثراء التعبير التصويري لطلاب التربية الفنية
١٥٣ ا.م.د/ رانيه يوسف عبد العزيز المليحي
 - القيم اللونية في الطريقة التنقيطية لدى فناني الأنطباعية ودورها في إثراء رسوم المناظر الطبيعية لطلاب التربية الفنية
٢٣٥ ا.م.د/ صفا محمد عبده أحمد
 - المعماريين الأجانب والمصريين ودورهم في إثراء عمارة القاهرة الخديوية
 - ٢٥٧ ا.د/ أشرف أحمد العتباني
ا.د/ حازم محمد طلعت الدالي
ا/ سارة حمود سالم محمد الخرينج

تابع محتويات العدد

ثانياً : بحوث علمية محكمة باللغة الإنجليزية :

- Factors affecting the characteristics of flat and stereoscopic artistic expression in childhood and adolescence 5
Prof. Mostafa Muhammad Abdul Aziz
- The foundations of preparing programs in art therapy for people with special needs 31
Prof. Mostafa Muhammad Abdul Aziz
- Characteristics of adolescents' drawings and writings when expressing the problem of recall 61
Prof. Mostafa Muhammad Abdul Aziz
Prof. Afaf Ahmed Mohamed Farraj
- Art Education and Art Therapy Teacher 91
Prof. Mostafa Muhammad Abdul Aziz
Prof. Afaf Ahmed Mohamed Farraj

Characteristics of adolescents' drawings and writings when expressing the problem of recall

Prof. Mustafa Mohamed Abdel Aziz ⁽¹⁾

Prof. Afaf Ahmed Mohamed Farraj ⁽²⁾

(1) Professor of Psychology, Expression Analysis Art for Children and Adults Arts Faculty of Art Education, Helwan University

(2) Professor of Psychology of Art Education Department of Art Education Sciences Helwan University

Characteristics of adolescents' drawings and writings when expressing the problem of recall

Prof. Mustafa Mohamed Abdel Aziz

Prof. Afaf Ahmed Mohamed Farraj

Abstract

Research problem: The current research aims to reveal the different dimensions of the problem of recall, relying on the drawings of adolescents and their written expressions about this problem.

Research Objectives: Identify the dimensions of the problem of "difficulty in recalling" through: (a) Drawings made by the adolescent sample illustrating aspects of the problem. (b) The writings written by the respondents to explain and clarify the symbols contained in their artistic expressions, in addition to the aspects of the problem.

Research hypotheses: 1. The presence of distinctive characteristics of adolescent drawings when expressing the problem of difficulty in recalling. 2. The existence of basic and sub-dimensions of the problem of "difficulty remembering" evident from the writings of adolescents on the drawings they have made to disparage this problem.

Keywords: adolescents' drawings and writings, the problem of recall

ملخص:

العنوان : خصائص رسومات وكتابات المراهقين في التعبير عن مشكلة التذكر

المؤلفون : مصطفى محمد عبد العزيز ، عفاف احمد محمد فراج

مشكلة البحث: يهدف البحث الحالي إلى الكشف عن الأبعاد المختلفة لمشكلة التذكر، بالاعتماد على رسومات المراهقين وتعبيراتهم الكتابية عن هذه المشكلة.

أهداف البحث: التعرف على أبعاد مشكلة "صعوبة التذكر" من خلال: (أ) الرسومات التي رسمها عينة المراهقين والتي توضح جوانب المشكلة. (ب) الكتابات التي كتبها المبحوثون لشرح وتوضيح الرموز التي تحتويها تعبيراتهم الفنية، بالإضافة إلى جوانب المشكلة.

فرضيات البحث: ١. وجود خصائص مميزة لرسومات المراهقين في التعبير عن مشكلة صعوبة التذكر. ٢. وجود أبعاد أساسية وفرعية لمشكلة "صعوبة التذكر" تتضح من كتابات المراهقين على الرسومات التي رسموها للتقليل من هذه المشكلة.

الكلمات الدالة : رسومات وكتابات ، المراهقين ، مشكلة التذكر.

Introduction

The process of recall is one of the important practices that accompany the learning process and includes dimensions of cognitive mentality, tasks and non-cognitive procedures, and these tasks belong to the so-called habits, the learning process itself is a complex process in which various aspects overlap, including mental, including emotional, and some related to the personality traits of the learner, including those related to the conditions of space, time and type of knowledge (Hamdi Ali Faramawy, 2002),

Then begins to study the behavior of the learner and then characterized by this behavior efficient, and has a goal is achievement and achievement, becomes skilled behavior, if repeated automatically becomes a habit according to the laws and theories of behavioral learning, and if the choice is made from among those behaviors, habits and organization of the procedures the student is in the process of taking a strategy in the study (Mohamed Abdel Samie Rizk, 2001).

Habit is a form of activity that was initially subject to the will, but it has become automatic by repetition, and the habit helps to save effort and time, but it is likely that it will continue, after the original goal disappears (Sana Muhammad Suleiman, 2005).

Success in general depends on the student's effective study, and on his abilities associated with the subjects and the positivity of his attitudes towards them, and this results in a rise in the degree of self-confidence, and an improvement in the degree of motivation of achievement and achievement is the basis for further success and achievement in the future, and in return, the results of weak study habits are frustration, low academic rates, failure, and useless time drain (Alaa Mahmoud Al-Shaarawy, 2011).

There are three elements, if the student has good study habits, namely:

Knowledge: It means the availability of information and knowledge that he must recall and the tools he uses

Skill: It means how to study by using good methods of study and efficient time management,

Motivation to study: It means the student's desire to achieve and persevere until he reaches the goal (Reda Abdel Razek Gabr , 2008).

Revealing the problem of studying, caring for students and helping them overcome obstacles to achievement, is a social and national need to protect them and immunize them from the negative effects of academic failure, whose danger lies in the possibility of students being exposed to many social and moral problems such as addiction, theft crimes and other problems, while revealing the problem of studying, caring for students and providing educational services and programs contribute to the development of their abilities and skills and would achieve the proper and integrated growth of various aspects of the learner's personality, customarily and socially. emotionally, morally and physically, and thus the progress and development of society better (Thompson & Vance, 2001).

The current research contributes to the detection of the problems of recall through the writings of a sample of adolescents and through their drawings about these problems, as recall is one of the important learning processes that are indispensable for the student in any field of various sciences, and the student's knowledge of these problems and the methods of study helps him to know the difficulties he suffers from in his academic studies (Hangedorn, 2000).

Previous studies:**The study of Faten Farouk Abdel Fattah, 2005**

aimed to know the type and nature of the relationship between the habits of study and the trend towards school study for first and second grade students in the secondary stage, and to know the differences between the sexes (males - females) in the habits of study and direction towards school, and the sample consisted of 98 students, and 140 female students in the city of Zagazig, Salhia, and Hassania, and applied to them the scale of habits of study and attitudes towards study for adolescents (preparatory - secondary) by William Brown and Winnie Holzman "William Brown & Winnie Holzman" Arabization of the researcher, and the scale of students' attitude towards school by Philip Jackson "P. W. Jackson" translated by Farouk Abdel Fattah Moussa 2004, and the results of the study indicated that there is a positive relationship statistically significant between the grades of female students in the habits of study and the trend towards study and school, and the existence of statistically significant differences between the average scores of male and female students in the habits of study as a whole in favor of female students.

The study of Jalila Abdel Moneim Morsi, 2009

aimed to reveal the most important habits of study practiced by primary school students, and the relationship between the habits of study and self-organized learning and some of the factors associated with it, and the sample consisted of 120 male and female students from the primary school students in Alexandria, to whom the scale of study habits was applied, and the scale of self-organized learning, and the identification of environmental factors associated with the habits of recall, represented in the role of the family and the style of the teacher, and the results revealed There are statistically significant differences between the sexes (males - females) in the habit of focusing in favor of females, and in the habit of good reading in

favor of males, and there are statistically significant differences between the sexes (males - females) on the identification of environmental factors associated with study habits, represented in the role of the family in favor of males, and the teacher's style in favor of females, and there is a positive relationship statistically significant between the habits of study and the associated environmental factors, represented in the role of the family in both organization, summary, note-taking, concentration, and good reading. In the research sample as a whole, time management and review were in favor of the male sample, and there is a statistically significant positive relationship between the habits of study and the environmental factors associated with them, represented in the teacher's style in all habits.

The study of Lawrence, 2014

conducted a study to identify the relationship between the habits of study and the academic achievement of high school students in the United States of America, and to determine the level of study habits and academic achievement for them, and the sample consisted of 300 high school students from the Tirunelveli educational area, and used in the study a list of study habits 2004, VG Anantha. The researcher relied on the final grades of students in the quarterly exams in all subjects, and the results of the study indicated that there is a statistically significant positive relationship between the habits of study and the academic achievement of secondary school students, and that the levels of study habits for secondary school students were average and that their academic achievement is average. Also .

The study of Verma, 2016

aimed to identify the relationship between the habits of study and academic achievement of secondary school students and determine their importance in their acquisition of knowledge, and the study sample included 160 students from the ninth grade who were randomly selected from private and government schools in East Sikkim in India, and applied to them a list of study

habits "2002 Mukhopadhyay & D.N. Sansanwal" Their achievement grades were taken from the previous eighth grade, and the results of the study showed that there are statistically significant differences in the habits of study between male and female students of the secondary stage in favor of female students, and there is a positive effect of the habits of study on achievement.

The study of Mustafa Mohamed Abdel Aziz, 1973

aimed to reveal the reasons behind the problem of recall among students from the secondary stage (1973).

1- The sample of adolescents in the middle stage of adolescence (600 individuals) chose the problem of "difficulty in recalling" as the most important problem out of (30) problems representing ten areas of the areas that came in the ^{list of} Moni's problems (Mounira Helmy, 1965)

While their number reached (128) out of a total of (600), i.e. (21.3). When the same previous sample (600 adolescents) chose the top ten problems out of the number of (30) problems, the problem of difficulty in remembering also received the largest frequency (388) out of (4039) by (89.6) and a difference of (71) repetition from the next problem, which is "daydreaming".

2- When male adolescents chose the most important problem, "difficulty remembering" came in the first place with a frequency of (50) out of (300) and by 17%, and when they chose the top ten problems, "difficulty in remembering" also came in the first place with a frequency of (180) out of (2270) and by (8%), as well as the case for females with different repetitions that came in The case of the most important problem was (70) out of (300) by (23.3%), and in the case of the most important ten problems, the repetition was (208) out of (2080) by (10%).

3- When adolescents from different social levels chose the most important problem and the top ten problems, the problem of "difficulty in recalling" also came in first place, but it increased

among members of the lower social and economic level in the number of repetitions.

4- When adolescents with different intelligence chose the most important problem and the top ten problems, the problem of "difficulty remembering" came first, but it increased in individuals with higher intelligence in its frequencies.

If we follow the results of some other research, we find that the area included in the problem of difficulty in studying, which is «adaptation to school work» was ranked advanced relative to the rest of the fields, it occupied in American studies the first place in the list of money for the secondary stage. (Nooney R.L, 1943)

Then the number was (11) Mahal, while ranked third in the study of Munira Helmy. (Mounira Helmy, 1965)

and ranked first when "Mamsar". (Muhammad Khair Mamser, 1971) and at al-'Ammar. (Abdullah Al-Ammar Ibrahim, 1971)

Research problem:

Considering the previous results, the current research aims to reveal the different dimensions of the problem of recall, relying on the drawings of adolescents and their written expressions about this problem.

Research Objectives:

Identify the dimensions of the problem of "difficulty in recalling" through:

(a) Drawings made by the adolescent sample illustrating aspects of the problem.

(B) The writings that the sample members wrote in explanation and clarification of the symbols contained in their artistic expressions, in addition to the aspects of the problem.

Research hypotheses,

1. The presence of distinctive characteristics of adolescent drawings when expressing the problem of difficulty in recalling.

2. The existence of basic and sub-dimensions of the problem of "difficulty remembering" evident from the writings of adolescents on the drawings they have made to disparage this problem.

Importance of research

1- Adding new and comprehensive dimensions of the problem of "difficulty in recalling". Any distortion, reduction or enlargement in the drawing or making backgrounds or main or additional characters in a particular interaction is significant, other than the mark that the adolescent puts next to the problem he suffers from in any list of problems. Also, the writings of adolescents and their comments on their drawings help the researcher in the conduct of the drawings thus confirms the objectivity of the analysis of the drawings and their distance from the projective processes by the researcher.

2. Studying the characteristics of teenage drawings helps to set the real standards for their artistic growth, especially since research in this field is little compared to research in the field of children's drawings.

3. This research opens a field of technical standardization and we mean self-calibration of what the adolescent feels after many in the field topics that impose on him, whether the topics of occasions or topics that tend to the direction of training not calibration and may have been a way out of the technical decay in this period, which was often talked about by some interested in This field. (W.Viola, Child Art, 1942), (Herbert Read, 1949), (Mahmoud al-Bassiouni, 1965)

Research tools,

1. The "Art Education Topics" form (thirty subjects are originally thirty selected problems from Moni's list of problems) and formulated in the form of art education topics to reflect 10 of the 11 areas that came to Monie. -See the study of Mustafa Mohamed Abdel Aziz, 1973- and applied collectively .

2- The form for analyzing the drawings of adolescent - Prepared by Ahmed Abdel Aziz Salama and the researcher- which contains six dimensions (the content of the drawing - the main character in the drawing - the additional character in the drawing - the opposite sex in the drawing - the environment around the main character - the style of performance in the drawing).

Materials & Tools:

White foolscap sized, black Felmaster pens.

Research Methodology:

This study is considered one of the descriptive field studies that deal with the current situation of the phenomenon under study, that is, it is a study of human behavioral characteristics that the researcher observes in a group of examiners.

Study Steps:

1- Applying the "Art Education Topics" form to the research sample (600 male and female students), and a number of (128) of them chose to express the problem of difficulty in recalling as the most important problem and were considered the current research sample.

2. Analysis of adolescents through the adolescent some analysis form and then processing, presenting and discussing the statistically obtained data^{1*}.

* The researcher used in statistical processing the test (Ka2) where the data obtained from the type of discrete variables.

3- Analysis of the content of the writings of adolescents about what they drew from artistic expressions about the problem of "difficulty recall", and this objective analysis is close in its method to the analysis that is used in projective tests, and this method was used by Magharios, 1957.

The result of the analysis was that the main dimensions of the difficulty of The following recalls:

- (a) The adolescent himself (b) Domestic environment
- (c) The school environment of adolescents.

These main dimensions contained other sub-dimensions, and the frequency distribution of each of these sub-dimensions was found, as well as its arrangement in the middle of its basic dimension (or its axis as in the first main dimension) as well as its arrangement in the middle of all sub-dimensions, in addition to its percentage, and then he presented and discussed the results reached.

Search results in light of hypotheses

First: The first hypothesis and its consequences, which states:

The presence of distinctive characteristics of adolescent drawings when expressing the problem of "difficulty in recall" To verify the validity of the first hypothesis, the analysis of adolescents' drawings was carried out using the form that was referred to in the research tools and the results were as follows:

1- Content of the drawing:

Table 1: Frequency Distribution and Percentage of Adolescents (128 Individuals) by Graphic Content

Level of significance	Ka2	Percentage		Iteration		Content of the drawing	M
0.001	116	2.3	97.6	3	125	Descriptive/philosophical	1
0.001	108	96	3.9	123	5	Optimistic/Pessimistic	2
0.05 SR	3.5	60	39.8	77	51	Quiet/violent	3
0.001	47	19.5	80	25	103	Timed and placed/unspecified	4

From the previous table and through the statistically significant results, it became clear that the drawings of adolescents, in which they expressed the difficulty of recall, were characterized by a descriptive content of the aspects of the problem, dominated by the atmosphere of pessimism and violence, this is evident from the type of expression of the basic character, and from the movements of the hands of the human elements in the painting, as well as enabling adolescents to determine the time and place of the problem, i.e. the process of recall and its surroundings.

2. For the main character in the drawing,

Table 2: Frequency Distribution and Percentage of Adolescent Sample Members by Main Character in Drawing as well as Value of Chi-square (X²) Law

Level Significance	Ka2	Percentage		Iteration		Content of the drawing	M
0.001	116	2,3	97,6	3	125	Present in the drawing/ not present	1
0.001	116	2,3	97,6	3	125		2
0.001	81	9,4	88	12	113	Humanitarian/symbolic	3
0.001	65t	45,0	52,3	58	67	Leader/Isolated	4
0.001	125	-	97,6	-	125	Quiet/violent	5
0.001	3,5	57,0	41,0	73	52	From the sex of the	6
0.001	95t	91,4	6,0	117	8	examinee/ of the opposite	7
0.001	69	12,5	85,0	16	109	sex	8
0.001	25,9	71,0	26,6	91	34	Alone in drawing / with other characters	9
						Frame-defined/undefined	
						Single free drawn/repeated	
						Caring for her drawing / her luck is equal to other elements	

It is clear from the previous table and through the statistically significant results that the drawings of adolescents were characterized by the presence of the main character in the drawing and often this human character expresses the same adolescent and his gender, he is the owner of the problem, and this result indicates the unity of the normal and not to the wrong units Faulty Identifications latent feelings of the type of homosexuality and that in In light of the findings of some of the

owners of projective tests, the main character in the drawing appeared as a non-isolated and undefined lead with a frame that isolates it from the rest of the other characters - if any - and drawn once non-repetitive and the care of drawing it is similar to the care of drawing the other elements in the painting.

3- For the additional characters in the drawing:

Table (3): Frequency Distribution and Percentage of Drawings of Adolescent Sample Members on the Dimension of the Additional Personality in the Plot and the Value of (Ka2)

Level Significance	Ka2	Percentage		M		Additional character in the drawing	
0.001	3.8	41	58,6	53	75	Present / Absent	1
	16	57	25	73	32	Older / Approach	2
			MAD			Friendly interaction	3
01t	8,3	39	19,5	50	25	with the main character/hostile interaction	4
001r	29	11	48	14	61	Close to the main character / Far from the main character	5
01t	9,7	18,7	39,8	24	51	Related to the main character / Not related to a kinship	

When examining the previous table and through the statistically significant results, it is clear that the drawings of adolescents were characterized by the inclusion of additional characters next to the main character in the drawing, and these additional characters were characterized as being close to the age of the adolescent and the interaction between them and the main character was hostile interaction, as they are part of the causes of his problem, and these additional characters seem close in terms of distances to the main character and are often related to them. Either they are brothers or sisters, or parents or one of them, meaning that the dimensions of the problem of recall lie in these human characters close to the adolescent and where the interaction between them is unfriendly.

4- Regarding the presence of the opposite sex in the drawing,

Table 4: Frequency Distribution, Percentage, and Ka2 Value for Adolescent Sample Drawings for the Presence of the Opposite Sex in the Drawing

Level Significance	Ka2	Percentage		Iteration		The opposite sex in painting	M
0,001	15 13,7	67 25,7	32,8 7	86 33	42 9	Present in the drawing/ not present	1 2
0,001	1,2	20	12,5	26	16	As sexual subjects only/as normal people	3
001r	21	4,7	28	6	36	Friendly interaction between him and the main character / hostile interaction	4
02r	6	-	4,7	-	6	Like the way individuals of the same sex are drawn/not similar. It has a lot of details / has few details	5

From the previous table and through the statistically significant results, it is clear that the drawings of adolescents tended not to include the drawing characters of the opposite sex, but some of the drawings included the opposite sex was expressed as ordinary people and not as sexual subjects and this does not seem strange because the opposite sex when it appeared was its role determined as representing the causes of the problem of remembrance in the form of the father, brother or neighbor and the method of drawing individuals of the sex The other is similar to individuals of the same sex as the examinee, and if there is a difference, there are many details.

5- For the environment about the main character

Table E: Frequency Distribution, Percentage, and Ka2 Value for Adolescent Sample Drawings for the Environment About the Primary Personality

Level Significance	Ka2	Percentage		Iteration		The environment around the core character	M
0,001	112	3,1	97	4	124	Present/Absent	1
0,001	23,5	27,3	69,5	35	89	Indoor/Outdoors	2
0,	121	0.8	96	1	123	From inside the homeland/	3
0,001	15,6	66,	31,2	84	40	from outside the country	4
0,001	80	9,4	87,5	12	112	Friendly/Hostile	5
						Realistic/Fictional	

From the previous table and through the statistically significant results, it is clear that the drawings of adolescents were characterized by the presence of the environment around the basic characters and this environment is derived from within the family and from within the country to a greater degree, which is for them the basic psychological field in which the problem of recall lies, as well as it is noted that the environment in the drawings of adolescents is closer to Hostility, and to the incident and this result is acceptable for the characteristics of the problem of recall.

6- As for the style of performance in drawing:

Table 6: Frequency distribution and percentage of Ka2 graphics of adolescent subjects relative to the performance style used in drawing.

Level Significance	Ka2	Percentage		Iteration		The opposite sex in painting	M
0,001	60	15,6	MATH	20	108	Realistic/abstract	1
0,001	21	29.6	84	38	90	Total/Detailed	2
0,001	55	17,2	70.3	22	106	Background exists/does	3
0,001	18	31.2	MATH	40	88	not exist.	4
0,001	66	86	83	110	18	Fonts are	5
0,001	26	73	68.7	93	35	selected/obfuscated.	6
0,001	15	67	R14	86	42	People are rigid/mobile.	7
05r	5,3	40	27	51	77	Use of linguistic symbols /	8
0,001	40	MA	33	100	28	non-use	9
0,001	1,5	TH7	60	57	71	Use of formal symbols /	10
0,001	116	8	22	125	3	non-use	11
02r	R6	44.5	55.4	50	78	The painting is full of	12
		98	2,3			shapes/the painting is	
		39	61			medium.	
						Use of decoration / non-	
						use	
						Shot selection before	
						drawing/deselecting.	
						Write-off on the	
						drawing/non-write-off	
						Filling spaces with	
						material color / not filling	
						spaces	

From the previous table and through the statistically significant results, it turned out that the drawings of adolescents were characterized by proximity to realism and the overall expression of the problem and the presence of background behind the elements of the painting, and the lines drawn were closer to the determination, which expresses the extent of control of the adolescent in the material, and the elements appeared during their movement, and the expression tended not to use linguistic symbols and this is evidence to The possibility of the adolescent in the expression of the form without the word, as well as the lack of use of formal symbols (question mark / musical marks / sun / moon ..) and succeeded adolescent in filling the

painting with formal elements and this is evidence of his control over the vacuum of the page that represents his environment, and after the expression of decorations and write-offs on the drawing, and the teenager was able to diversify the use of the material Vsk out and filled It has some spaces and shapes.

Second: The second hypothesis and its consequences, which states:

"The existence of primary and sub-dimensions to the problem of 'difficulty in recalling' is evident from the writings of adolescents on their cartoons to express this problem."

To verify the validity of the second hypothesis, the researcher analyzed the content of adolescent writings objectively through which it became clear the main and subsidiary causes of the problem of recall and frequencies were calculated and the results were as follows:

Table 7: Frequency Distribution, Percentages, and Ranking of the Main Causes of Recall Difficulty

Order	Percentage	Iteration	The main reasons for the difficulty of recalling	M
1	155%	119	Reasons due to the adolescent himself (time / feelings / preparations)	1
2	77%	99	Reasons due to the home environment surrounding the adolescent.	2
3	53%	68	Reasons due to the school environment of the adolescent	3

From the previous table, it is clear that there are differences in importance between the main reasons that lead to the problem of difficulty in remembering, which - Reaching it through analyzing the content of the comments of adolescents written on Ali what they drew of formal artistic expressions of this problem, it turned out that the most important of these reasons are due to the adolescent himself, where the repetition of (199) by (155%)), followed in importance by the reasons that are due to the home environment of the adolescent, where its frequency reached (99) by (77%), while the reasons due to the school environment of the

adolescent come in the third and last place in terms of importance, as its frequency reached (68) by (53%).

Each of the three previous main causes and the sub-causes contained in each of them are explained below according to their importance based on the number of their occurrences.

First: the reasons that are due to the adolescent himself (time / feelings / preparations);

These reasons came in the first order (as above) and consist of three axes (not investing time in a useful way / shedding some feelings on the adolescent / lack of some preparations in the adolescent and the results came as shown in tables (8), (9), (10).

Table (8): Frequency distribution, percentage, and arrangement of sub-dimensions (not investing time in a useful way) is among the reasons that are due to the adolescent himself.

% in sample light	Sub-dimensional arrangement		Iteration	Not investing time in a meaningful way	M
	For all dimensions	For the axis of time			
20%	4	3	26	The conflict between remembering and satisfying motives towards fun	1
21%	3	2	27	Lack of organization of study time (no suitable schedule for study)	2
4,7%	12	4	6	Deliberate neglect of time (no tendency to recall)	3
31%	1	1	40	Thinking about some topic or interest (opposite sex...) while remembering	4

The axis of "not investing time in a useful way" ranked No. (1) among the reasons due to the adolescent himself, as its frequencies reached (99) by (77.3%), and from the previous table it is clear the order of the sub-dimensions of not investing time, so thinking about some topics or interests during study comes as the most important reason for wasting time, whether This was at the level of the whole sample or at the level of this axis only and

these topics varied between topics or general problems surrounding the adolescent and this appeared in (26) cases of (40) or between interests in the opposite sex and this appeared in (14) cases of (40).

Then comes the second reason for not investing time in a useful way, which is the lack of organization of study time, and this is evident from the writings of adolescents about confusion in any of the subjects they begin to remember, and this confusion takes a long time and indicates the lack of prior planning to develop an appropriate schedule for study is not subject to personal whims, but to the content of each subject.

The third reason for not investing time in a useful way is the state of psychological conflict experienced by the adolescent before the process of remembering and not during it, between the process of remembering itself and satisfying motives towards fun such as going to the club, friends, cinema, and going to watch television, And this conflict if it indicates something, it indicates the lack of success of the adolescent in the organization of his time as well.

The fourth reason for not investing time in a useful way is the deliberate neglect of time, and this has been shown by the many writings of adolescents that they are not inclined to study or start it.

Table 9: Frequency Distribution, Percentage, and Order of Sub-Dimensions of the Axis (Some Emotions Shed on the Adolescent) Causes of the Adolescent Himself

% in sample light	Sub-dimensional arrangement		Iteration	Some emotions shed on the teenager	M
	For all dimensions	For the axis of time			
14	7	2	18	Fear of the future	1
16,4	6	1	21	Fear of approaching	2
5,5	11	3	7	exams	3
5,5	11m	3m	7	Feeling that there is not	4
3.1	13	4	4	enough time.	5
2.3	14	5	3	Feeling tired and	6
2.3	14 m	5m	3	wanting to sleep	7
				Feeling constant	

5.5	11m	3m	7	anxiety and without reasons Guilt Feeling of lack of success in studying Dissatisfaction with the scientific level	8
-----	-----	----	---	---	---

The axis of "the domination of some feelings on the adolescent" ranked No. (2) among the reasons that are due to the adolescent himself, as its frequencies reached (70) by 54.7%), and from the previous table it is clear the order of the sub-dimensions of the domination of some feelings on the adolescent, so fear comes From the approach of exams as the most important feeling overcomes the adolescent during the study, while this fear comes in No. (6) for all the dimensions contained in the three main reasons and by (16.4%) while the percentage was (51%) in an American sample that was with it. (Cole L.& Hall ,1964)

While (32.4%) in an American sample also carried out by James Hemmeling, 1956, She was at (Mounira Helmy, 1965) (44.8).

Then comes the fear of the future in second place has been clear from the writings of adolescents that the future means success or non-success, and means the total AlmnaSab, and means the professional future, has increased this feeling in the third grade of secondary school.

The feeling that time is insufficient, the feeling of fatigue and the desire to sleep, and the feeling of dissatisfaction with the scientific level occupied the third place of emotions that dominate the adolescent. The sense of lack of time does not mean fear of the exam as much as it means that the adolescent sees that the remaining time of each day after returning from school is not enough to not remember and this feeling has appeared more in adolescents who take a long time on the way to and from School, says one teenager: «What made me choose this subject is my need for more time so that I can learn what is decided on me and not the difficulty in terms of understanding or not absorbing the

lessons». As for the feeling of fatigue and the desire to sleep, it is often due to its causes , especially in adolescence, to the growth boom, but studies have indicated that Males are more resistant to fatigue resulting from training. (Mussen, P.H. 1984)

The feeling of dissatisfaction with the scientific level of happiness is a pathological feeling because the adolescent sees it as an obstacle rather than a motivation, and this may be due to the fact that the level of adolescent's ambitions exceeds the level of academic achievement.

The feeling of constant anxiety, which occurs without doors, has ranked fourth in this axis and may be the causes of satisfactory or due to the nature of this stage, which abounds in frustrations Val teenager at this stage experiments. (Hamid Zahran, 1977)

A strath and often finds failure is like a musician who tries the strings of his instrument plays a cacophony in addition to what I have reached Some research suggests that stress may increase and become a barrier to learning as the learner's age increases and the pressure imposed on him increases. (Amal Sadiq, Fouad Abu Hatab, 1988)

The feeling of guilt, which came in fifth place from this axis is also a feature of this stage and the problem here that it becomes a factor that keeps the adolescent away from recall.

This has come a sense of lack of success in the studying the fifth place repeated, and this sense is different from the feeling of dissatisfaction or fear of approaching the exam is a judgment issued by the adolescent at the level of compatibility in the field of achievement DraC, and this incompatibility may interfere with family or school reasons next to the reasons due to the adolescent himself. These or some of these causes have been studied by scientists. (Hamed Zahran, 1974)

In this study, a statement of the place of this problem among other problems.

Table (10): Frequency distribution , percentages, and order of the sub-dimensions of the axis (lack of some preparations in the adolescent) is among the reasons that are due to the adolescent himself

% in sample light	Sub-dimensional arrangement		Iteration	Lack of some preparations in the adolescent	M
	For all dimensions	For the axis of time			
19,5	5	1	25	The adolescent's inability to continue to focus attention as he wants.	1
2,3	14m	2	3	Inability to save.	2
2,3	14m	2m	3	Frequent forgetfulness after conservation operations	3

Occupied the axis «lack of some preparations in the adolescent» ranked No. (3) and the last among the reasons that are due to the adolescent himself if the repetitions reached (31) by (24.4%) and from the previous table it is clear that the adolescent feels unable to continue attention as he wants (frequency 25 By 19.5%) with his inability to memorize and frequent forgetfulness and writings of adolescents what indicates the desire to know the ways that help to save the adolescent feels It randomly flounders without educational guidance in the process.

Second: Reasons due to the home environment surrounding the adolescent:

These basic reasons came in the second order after the reasons that are due to the adolescent himself (repetition of 99 by 77.3%) and consist of (9) sub-dimensions as shown in the following table:

Table 11: Frequency Distribution, Percentages, and Sub dimensional Order of Causes Attributable to "Adolescent Domestic Environment"

% in sample light	Sub-dimensional arrangement		Iteration	Causes due to the surrounding home environment of the adolescent	M
	For all dimensions	For the axis of time			
9,4	9	3	12	Lack of a suitable place prepared for the study process	1
1.6	15	7	2		2
3.1	13m	5	4	Lack of a suitable place to rest	3
8.6	10	4	11	Continuous family orders to study	4
1.6	15m	7pm	2		5
2.3	14m	6	3	Family rejection of adolescent demands for recreation	6
21.1	3m	2	27	Family provisions at the level of adolescents are unsatisfactory.	7
27	2	1	34	Lack of freedom for a teenager to choose a particular kidney.	8
3.1	13m	25	4	Noise from the family	9
				Noise made by the surrounding environment.	
				Lack of family compatibility	

From the previous table, it is clear that the dimension of noise represented by the surrounding environment has ranked first within the sub-dimensions of the causes that are due to the home environment, and also ranked second for the sub-dimensions that are due to the three reasons, with a frequency of (34) and by (27%), and from the writings of adolescents it is clear that the noise of the surrounding environment is limited to annoying sounds (neighbors' quarrels)./ Radio and television sounds / Microphone sounds at weddings and condolences / Sounds of transport vehicles / A machine tools for crafts ...)

Then follows the noise of the surrounding environment noise caused by the family itself during the study of its children and this noise that appears in: the play of young children / talk parents or quarrels / the use of radio or television / tools brothers during the study where the study is collective and often the end is not to continue to study and surrender with the rest of the navel in talking or listening to the radio or watching television.

One of the things that require attention is that the problem of noise comes before the lack of availability of the place of Aspto study or rest and sleep Val adolescent is able to continue to study anywhere as long as there is calm and non-noise.

Another reason that requires comment is "the family's rejection of the adolescent's demands for recreation, from the writings of adolescents, it turns out that the family generally provides an opportunity for recreation for males from females, and that adolescents in general find it difficult to receive friends inside the house, and they also find it difficult to go out of the house to meet friends, or go to the cinema or club." ... In general, there is a misconception that recreation or listing some hobbies disrupts the student from achievement and vice versa if it is done in a conscious manner and this can be explained in the light of the frustrations and unnecessary tensions caused by motives when not satisfied, as long as these motives are socially acceptable.

From the previous table, it is also clear some other reasons, such as the family's demand for its children all the time to study, and the words of frustration that are directed to the adolescent constantly about his scientific level, family incompatibility and asking the adolescent to enter a particular specialty or college.

Third: The reasons due to the school environment of the adolescent:

These basic reasons came in the third and last place after the reasons that are due to the adolescent and the reasons that are due to the home environment surrounding the adolescent with frequency (68) and (53%), and these reasons include (9) sub-dimensions as shown in the following table:

Table (12): Frequency Distribution, Percentages, and Order of Sub-Dimensions of Causes Due to "Adolescent School Environment"

% in sample light	Sub-dimensional arrangement		Iteration	Reasons due to the school environment of the adolescent	M
	For all dimensions	For the axis of time			
21.1	3m	1	27	Too many courses	1
8.6	10 m	3	11	The large number of topics for each course	2
12	8	2	15		3
2.3	14 m	5	3	Difficulty of subjects (or some of them)	4
1.6	15m	6	2		5
1.6	15 m	6m	2	After courses on the demands of life	6
3.1	13 m	4	4		7
1.6	15 m	6m	2	Memorization is the basis of some courses.	8
1.6	15 m	6m	2	Lack of explanation that facilitates the memorization process.	9
				Asking the teenager to do a lot of homework every day.	
				Teenagers harass their regular colleague.	
				A group of teenagers leave the study	

From the previous table, it is clear that the dimension of the large number of courses has ranked first among the sub-dimensions of all three main reasons, which confirms its importance, which must be of interest to those interested.

As well as the results that deserve comment the problem of the difficulty of the courses or some of them, which must be thought of by officials may be related only to the presentation of the material in a way far from the experiences of adolescents in life and in general has been interested in the study of (Blank.M. and Soomon, F ,1969) pointed to the distance of the courses from reality and the inappropriateness of curricula and training methods, and the inappropriateness of the school atmosphere year, inadequate examination systems...) (*)

* Referred to in: Hamed Zahran: Developmental Psychology, previous reference , p. 442.

The most important recommendations:

1- Working on the continuation of this type of research, which is based on cooperation between the owners of different fields (art education and psychology).

2- The need to focus research now on the characteristics of adolescent arts after children's arts have taken the greatest attention, and to link adolescent expressions in the art to the psychological and social aspects.

3- Teenage arts are not limited to their drawings only, there are sculpture, ceramics, metalwork... etc. and all these branches need studies to understand the characteristics of adolescent expression and the psychological factors affecting their growth.

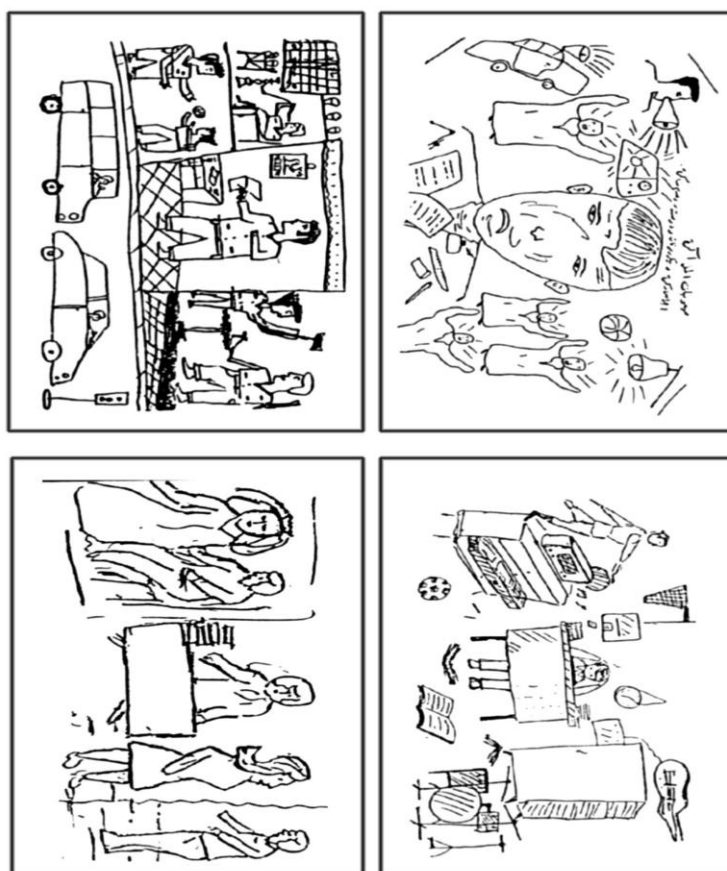


Figure (1) Sample of Teenage Cartoons

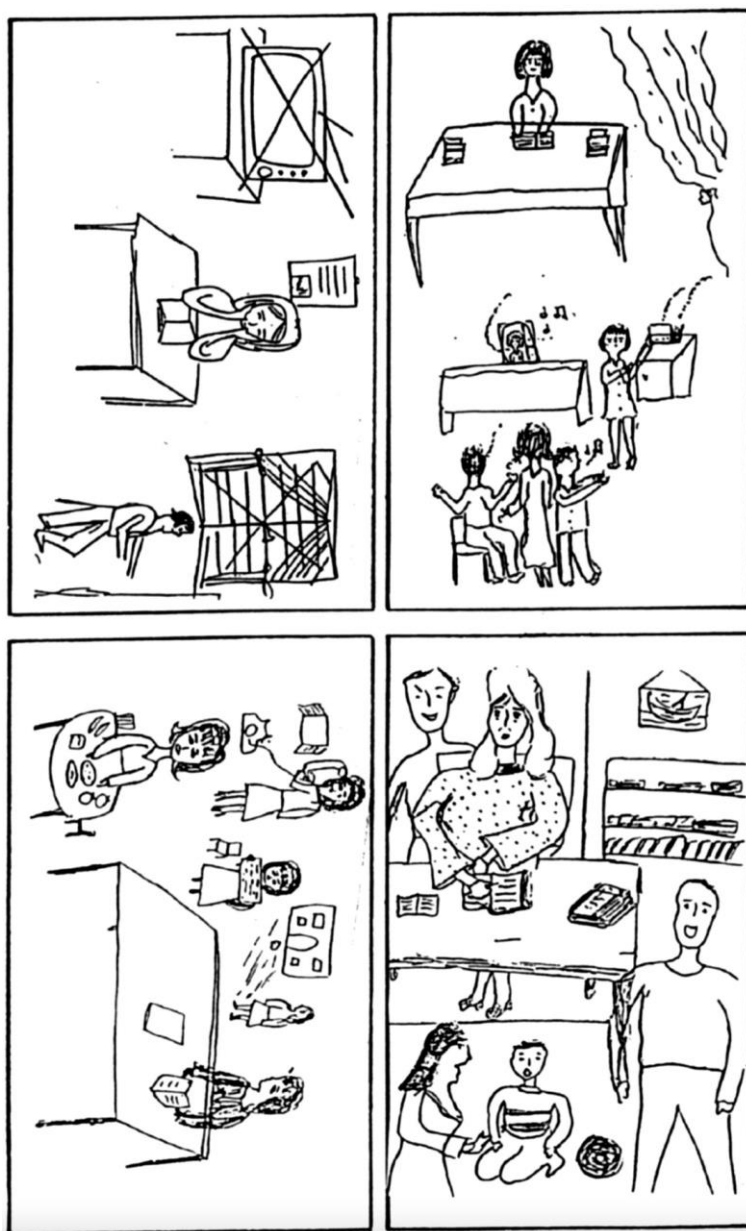


Figure (2) Sample of teenage cartoons

References:

- Alaa Mahmoud Gad El Shaarawy, 2011, Education and effective education Reshape the educational system. Department of Scientific Publishing at Taif University.
- Amal Sadek, Fouad Abu Hatab, 1988, Human Growth, Center for Human Development and Information, 78b, , p. 12
- Blank.M. and Soomon, F, 1969, How Shall the disadvantaged Child be taught. *Child Development* , 40, 47-61
- Cole L.& Hall "Psychology of Adolescence" Sixth Ed.New Yew : Rinehhert and Co., Onve, 1964, p.534-537
- Faten Farouk Abdel Fattah, 2005, Study habits and attitudes towards study and their relationship to the attitude towards school among high school students. *Journal of Research in Education and Psychology*, 19(1), 119-168.
- Hagedorn, L.; Sagher, Y. & Siadat, M, 2000, Building study skills in a college mathematics classroom. *Journal of General Education*, 49(2), 132-155.
- Hamdi Ali Al-Faramawy, 2002, Dimensions of study habits in case of repeated cheating behavior among university students. *Egyptian Journal of Psychological Studies*, 12(34), 189-213.
- Hamed Zahran: Academic Delay, 1974, A Clinical Study of Its Causes in the Egyptian Environment, Cairo, World of Books,
- Hamed Zahran: Developmental Psychology, World of Books, 4th Edition, 1977, p. 219
- Herbert Read, Education Through Art. London F. and E. P. 116
- Ibrahim Abdullah Al-Ammar, 1971, Problems of Middle School Students and Their Counseling Needs, University of Jordan, Department of Education and Psychology, , p. 114
- Jalila Abdel Moneim Morsi Rahima, 2009, Study habits and their relationship to both self-organized learning and some environmental factors associated with it as perceived by primary school students. *Egyptian Journal of Psychological Studies*, 19(65), 105-166.
- Jemes Hemmling, 1956, Problems of Adolescent Girls, London, Heineman, , p.28
- Lawrence, A. S, 2014, Relationship between study habits and academic achievement of higher secondary school students. *Indian Journal of Applied Research*, 4(6), 143- 145.

-
- Mahmoud Al-Bassiouni, 1965, Artistic Culture and Education, Dar Al-Maaref, , pp. 191, 192
 - Mohamed Abdel Samie Rizk, 2001, Recent trends in the study of recall skills. Journal of um Al-Qura University, Makkah, 13(2), 80-121.
 - Mounira Helmy, 1965, The problems of the adolescent girl and her guiding needs , Dar Al-Nahda Al-Arabiya, (the reference included a list of Moni's problems)
 - Mounira Helmy, Adolescent Girls Problems and Guidance Needs, previous reference, p. 7
 - Muhammad Khair Mamser, 1971, Problems of University Youth in Jordan, Master's Thesis, University of Jordan, Department of Education and Psychology, , p. 87
 - Mussen, P.H. et, 1984, Ot. Child Development and Personality, Cambridge: Harper Row, W.
 - Mustafa Mohamed Abdel Aziz, 1973, Drawings of Egyptian students in middle adolescence, their psychological significance and educational benefit from them (Master Thesis, Faculty of Art Education, Helwan University)
 - Nooney R.L, 1943, Exploratory Research and Students Problem New York: J. Eda. Rs, , V.P. 128-224.
 - Reda Abdel Razek Jabr Jabr, 2008, Study habits and their relationship to some personality traits and academic achievement among students of the Faculty of Education. Master Thesis, Faculty of Education, Mansoura University.
 - Samuel Magharius, 1957, Lights on the Egyptian Teenager, Dar Al-Nahda Al-Masrya,
 - Sanaa Mohammed Suleiman, 2005, Study habits and sound study skills. A Psychological Culture for All Series, Cairo: World of Books.
 - Thompson, L. A. & Vance, L. K, 2001, The Impact of mentoring on academic achievement of at-risk youth. *Children and Youth Services Review*, 23(3), 227 - 242.
 - Verma, A, 2016, A study of academic achievement among high school students in relation to their study habits. *International Journal of Research in Humanities, Arts and Literature*, 4(3), 75-88.
 - W.Viola, 1942, Child Art: University of London Press, Ltd., , P34
-

المجلة المصرية للدراسات المتخصصة



دورية فصلية علمية محكمة – تصدرها كلية التربية النوعية – جامعة عين شمس

الهيئة الاستشارية للمجلة

أ.د/ إبراهيم فتحي نصار (مصر)

استاذ الكيمياء العضوية التخليقية
كلية التربية النوعية - جامعة عين شمس

أ.د/ أسامة السيد مصطفى (مصر)

استاذ التغذية وعيد كلية التربية النوعية - جامعة عين شمس

أ.د/ اعتدال عبد اللطيف حمدان (الكويت)

استاذ الموسيقى ورئيس قسم الموسيقى
بالمعهد العالي للفنون الموسيقية دولة الكويت

أ.د/ السيد بهنسي حسن (مصر)

استاذ الإعلام - كلية الآداب - جامعة عين شمس

أ.د/ بدر عبدالله الصالح (السعودية)

استاذ تكنولوجيا التعليم بكلية التربية جامعة الملك سعود

أ.د/ رامى نجيب حداد (الأردن)

استاذ التربية الموسيقية وعيد كلية الفنون والتصميم الجامعة الأردنية

أ.د/ رشيد فايز البغلي (الكويت)

استاذ الموسيقى وعيد المعهد العالي للفنون الموسيقية دولة الكويت

أ.د/ سامى عبد الرؤوف طايح (مصر)

استاذ الإعلام - كلية الإعلام - جامعة القاهرة
ورئيس المنظمة الدولية للتربية الإعلامية وعضو مجموعة خبراء
الإعلام بمنظمة اليونسكو

أ.د/ سوزان القليني (مصر)

استاذ الإعلام - كلية الآداب - جامعة عين شمس
عضو المجلس القومي للمرأة ورئيس الهيئة الاستشارية العليا للإتحاد
الأفريقي الآسيوي للمرأة

أ.د/ عبد الرحمن إبراهيم الشاعر (السعودية)

استاذ تكنولوجيا التعليم والاتصال - جامعة نايف

أ.د/ عبد الرحمن غالب المخلافي (الإمارات)

استاذ مناهج وطرق تدريس - تقنيات تعليم
- جامعة الإمارات العربية المتحدة

أ.د/ عمر علوان عقيل (السعودية)

استاذ التربية الخاصة وعيد خدمة المجتمع
كلية التربية - جامعة الملك خالد

أ.د/ ناصر نافع البراق (السعودية)

استاذ الاعلام ورئيس قسم الاعلام بجامعة الملك سعود

أ.د/ ناصر هاشم بدن (العراق)

استاذ تقنيات الموسيقى المسرحية قسم الفنون الموسيقية
كلية الفنون الجميلة - جامعة البصرة

Prof. Carolin Wilson (Canada)

Instructor at the Ontario institute for studies in
education (OISE) at the university of Toronto
and consultant to UNESCO

Prof. Nicos Souleles (Greece)

Multimedia and graphic arts, faculty member,
Cyprus, university technology



المجلة
المصرية
للدراستات
المختصة

رئيس مجلس الإدارة

أ.د/ أسامة السيد مصطفى

نائب رئيس مجلس الإدارة

أ.د/ داليا حسين فهمي

رئيس التحرير

أ.د/ إيمان سيد علي

هيئة التحرير

أ.د/ محمود حسن اسماعيل (مصر)

أ.د/ عجاج سليم (سوريا)

أ.د/ محمد فرج (مصر)

أ.د/ محمد عبد الوهاب العلال (المغرب)

أ.د/ محمد بن حسين الضويحي (السعودية)

المحرر الفني

د/ أحمد محمد نجيب

سكرتارية التحرير

أ/ ليلى أشرف

أ/ زينب وائل

المراسلات :

ترسل المراسلات باسم الأستاذ الدكتور/ رئيس

التحرير، على العنوان التالي

٣٦٥ ش رمسيس - كلية التربية النوعية -

جامعة عين شمس ت/ ٠٢/٢٦٨٤٤٥٩٤

الموقع الرسمي:

<https://ejos.journals.ekb.eg>

البريد الإلكتروني:

egvjournals@sedu.asu.edu.eg

الترقيم الدولي الموحد للطباعة : 6164 - 1687

الترقيم الدولي الموحد الإلكتروني : 4353 - 2682

تقديم المجلة (يونيو ٢٠٢٤) : (7) نقاط

معامل ارسيف Arcif (أكتوبر ٢٠٢٤) : (0.4167)

المجلد (١٣) - العدد (٤٦) - الجزء الأول

أبريل ٢٠٢٥

(*) الأسماء مرتبة ترتيباً أبجدياً.