"THE DEVELOPMENT OF META MOOD FOR ADOLESCENTS"

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ABSTRACT

A person passes through the stages of his life with many emotions that contribute to the formation and characterization of his personality and these emotions leave their impact on the patterns of his personality in the present and future in addition to the impact of the environment and the formation of genes and the stage of adolescence more affected by the rest of the stages of the individual's life because of this period of conflicts and physiological changes and these factors are specific Meta mood of teenagers has targeted the current research know to

Evolution of mood among adolescents according to age and gender variables.

The current research sample consisted of(150) males with(75) males and (75) females aged (13-15-17) respectively. They were selected randomly from the research community represented by students of some schools of the Karbala Holy Education Directorate and (2016 - 2017). Therefore, this study came to summarize the development of the Meta mood the adolescents and the researcher used measurements to match the sample of the search and its variables to reach the objectives of the research and the results of the research showed the following: - The absence of an evolutionary pathway Meta mood of adolescents for reconstruction (13-15-17) And do not enjoy the level of mood, and this result is consistent with the theory of Mayer and Salovi (Mayer, et al., 1999). As for the sex (male and female) of adolescents in the research sample, the result showed that the evolutionary path of the mood was notindicate.

CHAPTER ONE

1.1 The Problem

The Meta mood of the individual (Goleman, 1995, p.27), and identify the thoughts and emotions that stand and the emergence of situations or moods that cause the individual events stress and this makes him take a decisive position to face these events and pressures (next , 2012: 10).

After the researcher learned about the development of meta mood swings, he found that there was a clear contradiction in the results of different studies. The study of Fernandez-Berrocal & Extremera (2008) showed that adult females are more likely to pay attention to their feelings but lower In their clarity and repair compared to adult males (Fernandez-Berroca l& Extremera, 2008, p 67).The Nolen-Hoeksema study (2003) showed that differences begin to emerge in adolescence beyond the meta mood, as females record the highest level of attention in the malemeta mood, and this difference becomes clearer as adolescents grow up (Nolen- (Thayer et al., 2003) confirmed that differences in emotional regulation and the development ofmeta mood swings are higher in women

448

than men due to emotional problems and the use of ineffective coping strategies (Thayer et al., 2003). , p. 364).And through the experience of the field researcher in the field of education, it has become clear to him that many students have a weak attention to their emotions and sometimes weakness in the clarity of emotions and discrimination or try to repair their mood, leading them to problems of communication and behavioral, social and academic, Clear on their psychological and social consensus. Thus, by measuring current research variables, adolescents are overstated and whether they have an evolutionary pathway in the progression of individuals in age.Here is the question: Does age and sex have an effect on themeta mood?This question represents the problem of the current research, which was addressed by research to detect all of the over-metamood because it was not conducted - according to the researcher - I looked at this variable in adolescents.

1.2 Significance of the Research

Metamood is the concept that represents the cornerstone of emotional intelligence, representing the awareness of special feelings, a complex skill that includes many feelings to camouflage others, for example when a person in mourning knows that he is sad, but does not recognize that he is angry (1996Goleman) suggests that mood hyperactivity is the most important factor in emotional intelligence, because it allows the individual to exercise some restraint in his behavior (Norman et al., 2009, p.359).). It describes the processes of meditation that accompany the emotions and moods of the individual, and there is stability in individual differences in meditation processes that deal with emotions, and differences in clarity of perception of emotions (Salovey& Mayer, 1990, p.126).Moods also play a role in the management of chronic conditions, severe stress and stressful events (Salovey et al., 2000, p.31). Individuals must devote some attention to their emotional states in order to identify the emotional state that is present in their consciousness at a later time, Discrimination and signaling of this condition, which helps to draw the individual's attention to his or her emotional state and the ability to perceive clearly the current situation (Palmer et al., 2003, p.155).

It is not just moodiness that regulates the individual's own emotions, but also regulates the emotions of others, such as the ability to improve the mood of others (Rafati, 2011: 88).

Therefore, the out-of-the meta mood provides an insight into the individuals about their knowledge of themselves and their environment, which in some cases allows emotions to stimulate or when necessary to suppress them. According to this emotional path, the mood conveys correct and useful information to the individual (Pablo &Natalio, 2008, p.39).

Extremera, Duran, & Rey (2009) found that the results of their study revealed the effect ofmeta mood swings on perceived stress and satisfaction with life, and that individuals with mood clarity (Extrema, Duran, & Rey, 2009, p) .118) .

1.3 Aims

The current search aims to identify:

1 - Meta mood among adolescents according to the variable age (17.15.13).

2 - Meta mood among adolescents depending on the gender variable (male, female)

1.4 Limits

Current research is limited to adolescents (males / females) from ages (13-15-17), respectively, from some schools of the Karbala Education Directorate for the academic year (2016-2017).

1.5 Definitions of the Terms

1. **Development:**

- Al-Fakhri et al. (1981): "A series of progressive qualitative changes in behavior and skills" (Al-Fakhri et al., 1981).

Fong (1980): The key factor in the interaction of physical maturation and learning processes that results in changes in individual behavior (Fong, 1980, p.120).

- Qatami et al. (1990): "Physical, physiological, and behavioral changes associated with temporal age and better changes or progression and transition from one developmental stage to another" (Qatami et al., 1990: 111).

- The researcher defines evolution as a theoretical definition which is the set of quantitative and qualitative changes in the development of all developmental aspects of the individual. And that the researcher knows the evolution of the procedure change the degree to which respondents receive the members of the research sample through their response to the paragraphs of the scale of the mood adopted in this research.

2. **MetaMood** Known by: Mayer and Gaschke (1988): It is a process of individual contemplation, observation, feelings, evaluation and organization of those feelings (Mayer &Gaschke, 1988, p.102). Mayer & Stevens, 1994: Self-reflection and the poetic regulation of emotional experiences and associated ideas that confront an individual in his daily life (Mayer & Stevens, 1994, p.352).

- Salovey et al., 1995): It is the constant attention to emotions and awareness of their clarity and positivity and maintain the positive state of mood and get rid of the negative state of mood. Salovey et al., 1995, p. 125).

- The researcher adopted the definition of Salovy.et al-1995, a theoretical definition of the concept of themeta mood current research The researcher knows themeta mood exogenous procedure that the total degree obtained by the respondent of the sample of the research by answering the paragraphs of the measure ofmeta mood adopted in this research .

3-Adolescence

Lerner and Hess (1999): adolescence is a transition period during which the individual moves from childhood to adulthood. There are actual changes that occur not only biologically, but changes occur at both the cognitive level and the psychological level. Social characteristics are subject to transformation during this period (Lerner and Hess, 1999, p.9)

Statt (2003): Adolescence is the time in an individual's life when puberty begins and ends with complete growth and physical maturity, and has been counted more than biological changes alone. But included changes in body image, sexual orientation, functional and intellectual growth, as well as self-concept (3 Statt, 2003, p.). For the purpose of this research, adolescents are considered to be in secondary, middle and middle school, aged 13-17.

CHAPTER TWO

2.1 Theoretical Framework

Meta Mood is an ongoing process associated with the mood in which the individual constantly examines, evaluates, and regulates emotional states, and the individualized processes of the current mood, which confirm what is happening now of the changes that occur during these processes (Mayer and Stevens, 1994, p. 351) The differences between individuals exist in terms of their skills in defining and regulating their mood, as well as the use of temperament as an information medium to act adaptively, which emphasizes the importance of regulation of emotion and ability to detail emotions, Thinking and full In the mood.(Salovey, Stroud, Woolery&Epel, 2002, p. 611). Thus, Meyer and Gaschke (1988) emphasize that thinking about mood is a response to a direct perception of themeta mood, which is called "hyper-mood." In short, temperamental descriptive experience combines mood processes such as monitoring and evaluation from time to time when mood changes , So it is possible to think of the mood as combining mood-related cognition and cognitive function, and the importance of moodiness is different from the mood itself, which is under the direct control of the individual who directly adjusts his mood (Mayer &Gaschke, 1988, p. 102).

In order to measure the sharp changes in mood thoughts, Meyer and Gaschke (1988) developed what is now called the meta-Mood, which improved and became more comprehensive later. Accordingly, two main areas emerged in their study:

1-Valuation experiences: The orthodontic field consists of four sub-areas: clarity - acceptance - match – influence.

2 - Organizational experience consists of: - Repair of mood - Temperament mood - Maintenance of mood (Mayer & Stevens 1994, p. 351). (Mayer &Salovey, 1997, p. 5). In Mayer and Salovey (1997), emotional intelligence refers to individual differences in the ability to process and use emotional information related to key areas of effective functioning in everyday life. And meta mood begin to think about mood, and study the relationship between mood and ideas and maintain good mood, and change bad mood, and once the individual begins to think about his mood, begin the process of moodiness, (Mayer, 1986, p.290).

2.2 The components of meta mood

Mayer &Salovey (1997) identified three cognitive components of meta mood: - attention to emotions - clarity - reform (Fitness & Marie, 2005, p.50)

There are two types of relationships between the three components of the meta mood

First: The successive relationship: There is a relationship in sequence in terms of emotion and is sequentially as the individual first needs to pay attention to the emotions that are active and then experience the recognition of emotions before any attempts can be made To modify, repair or regulate emotions (Ghorbani et al., 2002, p297) .

Second: The hierarchical relationship: Emotional fixation is a hierarchical arrangement and the most important and difficult between the three components in meta mood beyond which comes the emotional clarity and then emotional attention, and this sequence was validated components experimentally by Martinez-Pons, 1997, p.14)). It was found that these three components are related to many different individual variables such as depression and satisfaction with life, regression, and coping with emotion, and that the nature of the relationship of these variables to

451

these three components varies (Extrema, Durán& Rey, 2009, p.116) . Salovey and others (Salovey et al., 1995) noted that mood may have two stable and changing characteristics (Salovey et al., 1995, p.125).Mayer and Gaschke (1988) point out that metamood is the second component of mood experience that has at least two components: the direct experience of mood and the descriptive experience of mood. The second component is called meta-mood experience, which is not immediately related to the experience of feeling the state But instead is a subjective and tentative experience involving thoughts and feelings about mood (Mayer and Gaschke 1988, p.104).

2.3 Characteristics of individuals who are aware of the meta mood:
- Individuals who reported that their feelings were clear (Salovey et al., 1995, p. 125).
- Individuals with high emotional regulation tend to respond positively and positively (Ciarrochi et al., 2001, p. 1105)
- Individuals with increased sensitivity to feelings have a greater increase in negative mood response after stress (Schutte et al., 2002, p. 769).

Psychological studies have shown that there are two different trends in the interpretation of meta mood. The first trend focuses on the empirical experience of meta mood as a condition. Research and studies are concerned with analyzing how an individual's thoughts may be influenced by his or her temperament. Thus, Meyer and Stevens (Mayer and Stevens 1994) Meta- regulation Scale (MRS) The second trend: concerned with the more stable emotional abilities that people routinely use to experience their moods and moods, this tendency is moody and this is evident in the research conducted by Salovi et al. (1995)) Who set a back yardstick Mood Trait Meta-Mood Scale) (TMMS. (BerrocalExtremera, 2008, p.39)).

The researcher chose to measure moodiness as an attribute rather than as a case, because the components (attention to emotions, clarity and reform) refer to the stable characteristics and individual differences in the way people respond to their feelings and to fix their mood, but also to the emotion itself, Associated with emotion, rather than thinking of them. The researcher Salovi and others adopted 1995 to measure meta mood as a feature.

2.4 Previous Studies Previous Studies
Studies on the concept of mood and its relation to other variables.
1- Goldman, Kraemer &Salovey, 1996)
(Beliefs about mood moderate the relationship of stress to illness and symptom reporting)
(Beliefs about temperament and the relationship between stress and illness and incidental report)
The study aimed at detecting beliefs about temperament and its relation to stress and disease. The sample of the study was 134 university students (76) from females and 58 males. (1995). The sample of respondents who responded to their beliefs about attention, clarity, mood repair in stress, and illness, used an analysis of variance to analyzedata, and the results showed:
- Increased attention to mood in students who were more communicative of physical symptoms in the case of stress and disease. - Increased irritability among students who believed in emotional arousal. - The results showed that students who made an effort to remember good temper were less likely to be symptomatic than those who were not trying to repair their mood. - Mood moderation and elimination of symptoms were statistically associated with mood assessment. (Goldman, Kraemer &Salovey, 1996, p.118-120) - Wenk et al. (Wong et al., 2007) Personality, Meta-Mood

Experience, Life Satisfaction, and Anxiety in Australian versus Singaporean Students.The aim of the study was to identify personality, experience ofmeta mood, satisfaction with life, and anxiety among Australian students compared to Singapore students. The number of participants was 189 in Australia, with an average age of 19.02 in Australia and 243 in Singapore, while their average age in Singapore was 17.85 years. The number of participants in Australia 130 females and 59 males, while the number of participants in Singapore was 161 females and 82 males. The post-temperament scale was adopted for (Salovi et al. 1995) and the results were favorable for females. Wong et al.

2-Study of(al-mokbel) 2012:

Experience of mood (attribute - status) and its relationship to the aggressive behavior of high school students in the city of Riyadh

The aim of the study was to uncover the relationship between the experience of the mood and the aggressive behavior of the secondary school students in the city of Riyadh. The sample was 288 high school students in Riyadh. The study used a measure of the mood trait (Salovi et al., 1995) - the measure of the mood beyond the mood of 1994 - Mayer stevens measure the aggressive behavior. The researcher used the analysis of the variance and correlation coefficient of Spearman and the study reached:

1. Students with a temperament are more able to control and guide the causes of aggressive behavior.

2. Students who are moody are also more able to deal with the drivers of aggressive behavior and therefore have greater control and direction (Next, 2012: 83).

3-Jubouri and Attiyah study 2016

Excessivemeta mood and its relation to social alienation among university students

The study aimed at uncovering the relationship between the experience ofmeta mood and social alienation among the university students. The sample was 450 students who were chosen in the random stratified way. The researcher adopted a measure of themeta mood trait of Salovi and his colleagues in 1995 and prepared a measure of social alienation, , Applied to a sample of (320) students from the University of Babylon were chosen in the random stratified method of proportional distribution. In order to analyze the results of the research, the researcher used a set of statistical methods, including the T-test of one independent sample, the researcher reached the following results:

- University students enjoy the experiencemeta mood. - University students do not suffer from social alienation.

- The weak correlation between the experience of mood and social alienation among university students. (Jubouri and Attiyah, 2016: 90-104).

4-- Study of Hussein 2017:

Experience ofmeta mood and its relation to self-efficacy among university students

   The aim of the study is to know the experience be meta mood of the university students, and whether there is a relationship between the experience behind the mood and self-efficacy of university students. The sample (200) students from the University of Muthanna, and adopted the researcher tool to examine the scale of the traitmeta mood, and adopted a tool to measure self-efficacy. The researcher used the following statistical methods for data processing: T-test for one sample and Pearson correlation coefficient. The result of the research showed a relationship

453

between the experience of meta mood and self-efficacy among the university students. (Hussein, 2017: 574).

2.5 Balance of previous studies

The similarities and differences between the previous studies will be presented according to the axes of the approved studies as follows:

- Previous studies on the measurement ofmeta mood swings were based on Meyer and Salovey's (1995) post-temperament measure of their research, such as Goldman, Kraemer &Salovey (1996), Wank et al. (2007) Jubouri and Attiyah 2016, as well as the study of Hussein 2017 was based on the Mayer and Salafi scale 1995.

- Previous studies have been similar to the nature of their research societies such as Goldman, Kraemer &Salovey (1996), which was appointed by 134 university students (76) by females and 58 by males.

(Wong et al., 2007), which took two samples for comparison between university students in Australia (189) of students in the undergraduate study from Australia and Singapore (243) undergraduate students, the 2012 study included the sample (288) students Secondary School in Riyadh City. The study of Jubouri and Attiyah 2016, the sample reached (450) students from the undergraduate stage, the study of 2017 Hussein sample (200) students and students of the University of Muthanna, as well as the current study reached the sample when the completion of the proceedings of Chapter III. Previous studies differed to some extent in their results due to their different objectives and the nature of their samples. A study such as Goldman, Kraemer &Salovey (1996) showed increased attention to temperament in students who were more communicative of physical symptoms in stress and illness, The discomfort of students who believed in emotional arousal . (Wong et al., 2007). The results showed a correlation between the areas ofmeta mood trait in the Australian sample, the appearance of compatibility, neuralism, and the diastolic relation with the experience meta mood. For the Singapore sample, all five dimensions of the personality are closely related to the experience of the mood. The next study of 2012 showed that students with a temperament were more able to control and guide the causes of aggressive behavior and those who were moody were also more able to deal with the drivers of aggressive behavior and therefore have greater control and guidance, The study of Hussein 2017 showed a relationship between the experience ofmeta mood and self-efficacy among university students.

CHAPTER THREE

Methodology of the research and its procedures: -

3.1 First: Methodology of research: - The descriptive research method is more than just data as the work of the researcher begin to follow up these data carefully and interpretation and the discovery of meanings and relations of their own (return and Malkawi, 1992: 112).

3.2 The Research Society Population of the Research The research community represents the average and fifth grade students in the intermediate and intermediate schools (2016-2017), the number of (17041) students (8494) students in the first grade, 4883 male and 3611 females and 5329 third and third grade students, 2819 male and 2510 females, 3218 fifth grade students, 1458 male and 1760 females.

3.3 Selection of the research sample

For the purpose of withdrawing the members of the research sample who have the variables of the research, the age of the student or the student and his gender, the researcher has followed the following procedures: The withdrawal of the names of students in the random stratified manner equal to each school includes age groups (13, 15, 17) , The sample of the students was randomly drawn taking into consideration the variables of the sex of the students and their ages for the purpose of obtaining a sample containing male and female within the ages specified in the research and as shown in Table (1).

17		15		13		Governor of Karbala
M	**f**	**m**	**f**	**M**	**f**	
-	-	-	-	0	25	Mohammed Baqir al - Sadr intermediatfor boys
-	-	-	-	25	0	Sumayaa intermediate for girls
-	-	25	0	-	-	Um Al kaeer secondary forgrils
25	0	-	-	-	-	Al qwarer secondary for grils
0	25	0	25			Al wahba Secondary for boys
25	25	25	25	25	25	total
150						Total summation

3.4 Instruments of the Research:

Out of measure. Description of the measure ofmeta mood: The researcher adopted the measure of moodiness prepared by Salafi and his colleagues in (1995) in the American environment, which has been translated into a number of languages, including Arabic translation and codification on the Egyptian environment AlaaKafafi and FuadAldawash (2006) and GuanhaFouadAldawash (2011) on The Saudi Environment. The scale is of (30) paragraphs, divided into three areas: Attention to feeling - Clarity of feeling: Repair mood (Salovey et al., 1995) .

3.5 Excessive measure measures for current research:

In order to verify the suitability of the items of the post-mood scale and its instructions, it was presented to (12) arbitrators and experts in the field of psychological sciences. The researcher adopted the approval of (10) judgments and experts and more to match the paragraph to the current research sample, because the difference between the number of arbitrators and experts The value of Ka (Ka 2) calculated (5.33) is higher than the value of Kai (Ka 2) in the table (3.84) with the degree of freedom (1) and based on the opinions of the arbitrators and experts and their observations The paragraphs of the scale remained (30) paragraphs.

Table(2)

Significance 0.05		Number of arbitrators and experts		No. items	تسلسل الفقرات	Area
Table	Countable	Don't Agree	Agree			
6.64	8,33	1	11	4	2,3,4,7	Attention
3.84	5.33	2	10	9	10.12.17.18.21 22.24.25.29	
6.64	8.33	1	11	6	5.6.11.14.15.16	Clarity
3.84	5.33	2	10	5	20.23.26.28.30	
10.8	12	0	12	3	1,8,9	Rapier
10.8	12	0	12	2	13,19	
6.64	8.33	1	11	1	27	

3.5 Statistical analysis of the paragraphs

The researcher felt that the sample of the statistical analysis of the paragraphs (150) students, were selected in a random class and table (3) illustrates this.

17		15		13		Governor of Karbala
m	f	m	F	m	F	
-	-	-	-	0	25	Hussein revolution for boys
-	-	-	-	25	0	Approach to basic communication**/2**
-	-	25	0	-	-	Leader of the pious
25	0	-	-	-	-	familly
0	25	0	25			AmmaribnYaser
25	25	25	25	25	25	total
150						Total summation

3.6 The discriminant force of the scales of meta mood scale

The researcher applied the scale to the sample of the statistical an

456

alysis consisting of (150) students and their answers were discharged and the total score was calculated. The sample of the research was ranked in descending order according to the total score of the scale. The two extreme groups were identified as the top group (27%). The number of members was 41 and the minimum group was 27%. The number was 41 students. (T-test) for two independent samples to determine the significance of differences between the two extreme groups in the scores for each paragraph of the post-mood scale. All the paragraphs were distinguished by (0.05) because their calculated T values were higher than the T-table value (1.96) The highest calculated value and the lowest calculated value ranged between (14.914 - 10.762).

3.7 The degree of the paragraph is linked to the total degree of the scale (veracity of the paragraphs)

The researcher used the scores of the statistical analysis sample of (150) students and students to extract Pearson Correlation Coefficient between the score of each paragraph and the total score of the measure of the mood. The significance of the correlation coefficients and all the paragraphs was calculated. The correlation of the calculated correlation coefficients is greater than that of the table T (1.96) with a degree of freedom (81). The coefficient of correlation between (0.591 - 0.696) .

3.8 Construct Validity

The researcher calculated the correlation of the score of each paragraph to the overall degree of the measure of the mood and the correlation of the degree of each paragraph in the field to which it belongs, which is one of the indicators of consistency between the paragraphs of the scale, and all the transactions were significant significance of the correlation of the degree of each paragraph and the total score of the measure beyond the mood , And between the degree of each paragraph and the total score of the field to which it belongs is statistically significant in the scale in its final form. It was found that all correlation coefficients for each field and its association with other domains are statistically significant. This indicates that all three domains measure all moods. All correlation coefficients were higher than the value of 0.139 at a level of (0.05) Note Table (4).

Mood Repair	Clarity of emotions	Attention to emotions	Measurement areas
-	-	1	Attention to emotions
-	1	0.973637	Clarity of emotions
1	0.902149	0.966362	Mood Repair
0.853562	0.857203	0.92158	**Total**

3.9 Reliability

Stability is a condition that must be met in psychological measures, which must be constant in the measure, and the stability of the measure indicates its relative freedom from irregular error (Aiken,

457

1979: 58). Internal consistency using the Vkronbach equation: The researcher achieved the stability of the post-mood scale using the Alpha Kronbach equation, through the stability of the sample of 150 students and the statistical analysis sample. The alpha coefficient was 0.958 for the total stability, (0.910), (0.894) and (0.813), which are stability coefficients that can be used in the internal consistency between the scales as shown in Table (5).

Alpha coefficient	Measurement areas
0.910	**Attention to emotions**
0.894	**Clarity of emotions**
0.813	**Mood Repair**
0.958	**Total stability**

3.10 Statistical Means

In order to achieve the objectives of the current research, the following statistical means were used by the statistical bag for the social sciences SPSS:

1. T-test of two independent samples

Use the calculation of the discriminative force of the scale paragraphs using the two extremes.

2 - test the square of the Kay for one sample Chi-Square Test

Use to find out the difference between the number of approvers and non-approvers of arbitrators on the appropriateness of the scales of the search scale.

T-test for one sample.

Use to know the significance of the difference between the mean and the theoretical mean of the scale.

Pearson Correlation Coefficient.

Use in calculating the coefficients of verifying the paragraphs of the scale.

3. Alpha Cronbach Formula.

Use in calculating coefficient stability of the scale.

Test of correlation coefficient: Use to find the significance of the correlation coefficients between the paragraph and the total score of the scale and the paragraph in the area to which the scale belongs (Verkson, 1991: 375).

CHAPTER FOUR

presents the results of the research and their interpretation according to the objectives and presents the conclusions, recommendations and proposals as follows

4.1 The first objective is to measure the mood of adolescents according to age and sex variables.

To achieve this, the T-test was used, The difference between the calculated averages and the theoretical average (60) in the ages (13-15-17) was a statistical function and in favor of the theoretical average. The calculated T values were greater than the tabular value at (0.05) and the degree of freedom (49). Table (6) Explains this.

Significance 0.05	T-value		SMA	Standard deviation	Average Sample	Sample	Age
	Table	Countable					
Not	1.96	-7.624	60	8.53325	50.8000	50	13
Not	1.96	-2.189	60	12.20788	56.2200	50	15
Not	1.96	-3.124	60	14.80101	53.4600	50	17

The results showed that the difference between the calculated averages for ages (13-15-17) and the theoretical average (60) is a statistical function for the theoretical average and Table (7) shows that.

Significance 0.05	T-valu		SMA	Standard Deviation	Average Sample	Sample	Sex	Age
	Table	Countble						
Not	1.96	-6.398	60	7.72075	50.120	25	f	13
Not	1.96	-4.539	60	9.38580	51.480	25	m	
Not	1.96	-3.402	60	9.40744	53.600	25	f	15
Not	1.96	-.409	60	14.19413	58.840	25	m	
Not	1.96	-2.613	60	14.31235	52.520	25	f	17
Not	1.96	-1.805	60	15.51075	54.400	25	m	

4.2 Interpretation and discussion of the results

The results of the first target showed that there was no evolutionary trajectory of moods among adolescents for ages (13-15-17) and did not enjoy the level of mood, which is consistent with Mayer et al. - As for the sex (male and female) of adolescents in the research sample, the result showed that the evolutionary pathway of the mood was not - Conclusions: Conclusions In the light of current search results you can infer the following: 1 - Do not take the mood behind the evolutionary path of adults in the ages.

4.3 Recommendations

In the light of the results presented by the results of the current study, the researcher recommends the following:

1 - the need to enhance the interest of students in the middle and middle grades in their awareness of the importance of moodiness because it is a positive aspects of their personality, it increases the level of mental health.

2 - Interested in holding training courses prepared by special committees of the Ministry of Education in cooperation with the Ministry of Higher Education to train junior high school students to repair the negative mood and reduce the harmful impact of stressful events.

4.4 Suggestions

1 - study of the mood and its relation to other variables such as exclusivity.

2 - Comparative study in the development of mood and its relationship to cultural adequacy.

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