



The Relative Contribution of Psychological Serenity and Self-Regulated Learning Strategies in Predicting Academic Engagement among University Students

Boshra A Arnout*

Department of Psychology, King Khalid University, Zagazig University, Egypt

*Corresponding e-mail: prof.arnout74@gmail.com

ABSTRACT

The present study aimed to identify the relative contribution of both psychological serenity and self-regulated learning strategies in predicting academic engagement among universities. The sample consisted of 522 university students (274 males and 248 females). Data were collected by a psychological serenity scale, self-regulated learning strategies scale and academic engagement questionnaire which applied to the sample. The results of the study included a statistically significant difference between the means of the males' and females' scores in psychological serenity, self-regulated learning strategies, and academic engagement, the differences were in favor of females. The stepwise regression results revealed the possibility of predicting academic engagement through discipline and acceptance as a dimension of psychological serenity and self-regulated learning strategies, which are accounted for an (80.6% and 41.9%) variance in academic engagement respectively.

Keywords: Psychological serenity, Self-regulated learning strategies, Academic engagement

INTRODUCTION

The acceleration of information, communication, and technology continues to increase an individual's preoccupation with them increased and they had more demands to consume their precious time and attention. Rufail and Yousef mentioned that education had a number of challenges and difficulties at the beginning of the 21st century, including the cultural, intellectual and moral challenges in the globalization, the stereotypical nature of education, the lack of serenity of the standards of education, or the lack of proper application of it, the tremendous increase in knowledge, the increasing demand for education [1]. Arnout demonstrated that the 21st century, with its challenges in life, successive social changes, cultural globalization and the enormous openness of knowledge, has stressed society and its members to have skills that make their life, work and study possible [2]. It is imperative that all institutions of society, especially educational institutions, prepare students at all levels of education to be able to cope with these challenges by meeting 21st-century skills and bridging the gap between what students learn in class and what daily life requires, to cope life stress and difficulties.

Recently, the results of many studies have shown that many students do not engage in their academic life, not participate in lessons effectively, do not enjoy studying at university, and do not care about academic work and assignments. For this reason, it is important to consider the variables that contribute to academic engagement, which can help them continue their studies and academic progress.

One of the most important factors that can contribute to academic student engagement is their psychological state and the strategies they use during the learning process. The study of Carmona, et al., [3] examined the relationship between positive feelings, academic performance, and academic engagement as an intermediate variable. The study sample consisted of 497 Chilean secondary school students. The results of the study found that academic engagement mediates the relationship between feeling positive and academic performance.

Serenity is important to accept our lives, cope the life stressors and developing our selves. Pejner defined Serenity as an emotional experience that contributes to the acceptance of a situation [4]. And he found that serenity is a state of physical, mental, emotional and spiritual homeostasis when life conditions can be managed or accepted. The concept of serenity is most used at the lowest described levels of the self, including a perception of personal safety. The highest level involves a sense of wholeness and awareness.

Smart indicated that psychological serenity achieves freedom from negative thoughts, freedom, better performance, greater results, discovering the source of experience and purpose of life and the individual's true personality [5]. Serenity is the natural state of the human mind, which is a necessary requirement for a successful and effective life. We live in a pivotal moment of history, millions of people face uncertainty, complexity, and growing chaos.

Theoretical Interpretation of Serenity

In view of the behavioral perspective where the elimination of the process of the condition that prevents access to serenity. As with the daily life and stress of life, the mind becomes preoccupied with thinking about getting rid of problems and finding appropriate solutions. This reduces the psychological serenity of the individual and therefore the disengagement or requirement leads to restore the state of serenity that the individual lacks under such negative circumstances and squabbles and reduces the chances of success as it impedes production and creativity. The second is that there is an innate immune system, which leads to the natural ability of the body to repair wounds, fractures and other injuries physically, psychologically this immune system also makes the individual is able to restore the state of psychological serenity in cases where the mind is confused by the rapid changes that exceed the ability of the individual to meet them. The mind corrects itself and returns to the path of balance with positive thinking.

Roberts and Whall [6] mentioned that Serenity is viewed as a learned, positive emotion of inner peace that can be sustained, and viewed serenity as a spiritual concept that decreases perceived stress and improves physical and emotional health. From their point of view, serenity is seen as an outcome of the experience of the self, because the experience of serenity is related to the development of the higher self. Four levels of serenity are a safe, wise, beneficent, and universal self, the different levels build on each other and are thus hierarchical. The self can be developed on different levels and hence serenity. The personal self is the first and initial level including the safe self, the first level of serenity, the wise self, second level of serenity, followed by the extended self, including the beneficent self, third level of serenity and finally the universal self, fourth level of serenity.

The lack of psychological serenity leads to misunderstandings that erode the happiness of one's life, misery, suffering, sudden death, increased suicides and reduced quality of life. Smart has defined psychological serenity as intuition, flexibility, creativity, motivation, trust, and leadership [5]. Smart added that serenity is naturally emergent, not something learned. The mind has its own self-filtering function, capable of directing you back to serenity, regardless of the condition or circumstances in which the individual is.

As Arnout, et al. explained one of the appropriate solutions to the desired quality of education is self-organized learning [7]. Its mechanisms help to distinguish between the precise which is well-learned and the material that is learned less well, and therefore will organize their studies more effectively, but will be reflected in this effectiveness and this excellence of knowledge on all activities of school work, and to complete their activities and their functions in general. According to Bandura's social cognitive theory, self-organized learning consists of three stages: thinking, performance control, and reflection. In the forethought stage, individuals choose their educational goals and implement strategic planning to achieve these goals.

The theory of self-organizing learning (SRL) emphasizes the managerial capabilities of individuals; however, it also recognizes that the educational process takes place within a social environment, which means that actions such as organizing learners' behavior, manageable their cognitive achievements and complete social network [8]. Attia has defined self-organized learning means using specific strategies to achieve academic goals on the basis of self-efficacy and reflects the degree to which students can use personal processes to regulate behavior in a certain way as well as direct environmental learning [9].

Kamel refers to the self-organization of learning as a multifaceted activity and constructional process in which the student is actively involved in the cognitive [10], behavioral and beyond cognitive process and is responsible for the adoption of motivational beliefs and beliefs of self-control and effectiveness of organization and control of learning

, And problems and educational skills are seen as challenges that they want to face and work to solve, and to enjoy learning through them. Self-organized learning refers to the individual's ability to understand and control his learning environment. Self-regulatory abilities include goal setting, self-control, self-education and self-promotion [11-13].

As a result, self-organized learning has become one of the most widely accepted subjects in academic learning. Some studies have sought to reveal the level of self-organized learning strategies, such as Behansawi [14], which found that university students have an above-average level of self-organized learning strategies, while others have attempted to detect the effect of some demographic variables. In the self-organized learning strategies, some of these studies found that there were no statistically significant differences in these strategies due to gender, specialization, or class differences [14-18]. The study of Al-Husayyan showed that, there were no differences in the self-organized learning strategies attributed to the specialization variable, where the results of Al-Qaseerin and Amari study found that there are differences in the self-organized learning strategies attributed to the specialization, Al-Bayati and Khameida [18]; Al-Garah [19] and Al-Omri [20] showed that differences in strategic organized learning were in favor of males, while the study of Zakri [21] revealed that the differences in self-organized learning strategies for the benefit of female university students.

A review of previous studies and research on self-organized learning since the 1980s shows that there has been an increasing number of studies conducted on intermediate and little attention has been paid by researchers to the study of the relationships between self-organized learning and academic engagement. In the other hand, Over the past seven decades, researchers have shown increasing interest in the concept of engagement as a means of improving discontent, avoiding boredom among students, promoting motivation, participation in classrooms and engagement into college activities, increasing students' achievement levels, and positive student development. The term "engagement" is a positive term that reflects the quality of student participation, investment, commitment, and compatibility with school activities to improve students' performance [22].

According to Fredricks, Blumenfeld and Paris [23] Academic Engagement is a Multi-Faceted Structure in General and Includes Three Components, These Components are:

- 1. Behavioral engagement:** can be observed immediately after participation. Among the salient indicators of lack of behavioral engagement are absenteeism, lack of preparation for the college, and lack of participation in the curriculum.
- 2. Cognitive engagement:** refers to aspects such as willingness to think about the effort required to understand and master challenging tasks, and the use of appropriate learning strategies, such as students' use of understanding and explanation rather than conservation, preference for challenge, and self-organization. The indicators of cognitive engagement include asking questions, clarifying ideas, persevering in difficult activities, flexibility in problem-solving, and using learning strategies (e.g., linking new information with old information, and using self-regulation to support learning).
- 3. Emotional engagement:** refers to positive and negative emotional responses to teachers, classmates, academic work, and the college in general. Emotional engagement indicators include interest, happiness, boredom, anxiety, and grief. Moreover, students who are physically engaged have a sense of belonging to the college, by peers and teachers.

The importance of the current study in addressing variables psychological serenity, strategies of self-regulated learning and academic engagement, which have an educational impact on the progress of the student academic life. In addition, the role of the relative contribution to both psychological serenity and self-regulated learning strategies in predicting academic engagement did not receive sufficient attention by researchers, despite the importance of psychological integrity and self-regulated learning strategies on student engagement. Also the follower of educational heritage in the studies that dealt with these variables, especially the psychological serenity of the student did not found any interest from researchers to study the relationship between psychological serenity and academic engagement of students.

Therefore, there is an urgent need to conduct the present study, that dealt with the relative contribution of psychological serenity and self-regulated learning strategies in predicting the academic engagement of university students. In this study we try to answer these questions: Are there differences between students' scores in psychological serenity, self-regulated learning strategies and academic engagement due to gender? Do psychological serenity and self-regulated learning strategies contribute to predicting academic engagement among university students?

MATERIALS AND METHODS

Population and Sample

The statistical population of this study includes all Egyptians University students. From this population, we chose a random sample consisted of 522 students (274 males and 248 females) from Zagazig University (118 from the Faculty of Education, 152 from the Faculty of Law, 128 from the Faculty of Arts and 124 from the Faculty of Commerce), their ages ranged between 18-23 year.

Tools

Psychological serenity questionnaire (PSQ-30): The psychological serenity questionnaire self-report comprised 30-items, developed by researchers in this study, to assess individual’s perceptions of psychological serenity. PSQ 20-items are rated on a 3-point Likert scale from 1=completely disagree to 5=completely agree. This questionnaire consisted of three-dimension are clarity perception, real leadership and discipline, and acceptance. First dimension consisted of 14 sentences (9, 2, 10, 3, 11, 23, 16, 8, 30, 22, 4, 7, 24, 21) , the second dimension contain 9 sentences (19, 27, 18, 20, 26, 17, 28, 12, 29), and the third dimension consisted of 7 sentences that (6, 14, 13, 15, 25, 5, 1). PSQ total scores range from 30 to 90 and higher scores indicate higher perceptions of psychological serenity. The PSQ has good internal consistency Cronbach’s alpha coefficient of 0.985, and the correlation coefficients between sentences and the total score of PSQ was ranged between (0.581 to 0.749). The stability of the Spearman-Brown split interval was 0.973, This results indicated that the psychological serenity questionnaire is reliable.

Factor analysis was used using the Principle Components Analysis (PCA) method to derive psychological serenity factors. The factor was also considered if the value of the underlying root eigenvalue was correct and the expression was capped at 0.40 or higher, according to the Kaiser test as a minimum for the acceptance of the factor, and the items with the lowest determinations were excluded. In accordance with these determinants, The exploratory analysis produced three factors that accounted for (76.484%) of the total variance of the scale. The first factor was named clarity perception that accounts for (72.118%) of the total variance of academic engagement. While the second factor was real leadership which accounted for (2.272%) of the total variance of academic engagement. And the third factor was discipline and acceptance that accounted for (2.093). The results are shown in Tables 1 and 2.

Table 1 Total variance explained

Component	Total	Percentage of Variance	Cumulative%
Clarity perception	8.361	7.317	7.267
Reality leadership	27.871	24.389	24.223
Discipline and acceptance	27.271	52.261	76.484

Table 2 Rotated component matrix

Sentences	Component		
	1	2	3
9	0.754		
2	0.696		
10	0.66		
3	0.655		
11	0.632		
23	0.608		
16	0.605		
8	0.602		
30	0.586		
22	0.585		
4	0.575		
7	0.557		
24	0.543		
21	0.525		
19		0.732	
27		0.687	

18		0.679	
20		0.667	
26		0.626	
17		0.614	
28		0.6	
12		0.574	
29		0.532	
6			0.752
14			0.732
13			0.637
15			0.581
25			0.545
5			0.522
1			0.51

Self-regulated learning strategies questionnaire (SRLSQ-23): The scale prepared by Arnout [2]. SRLSQ-23 items are rated on a 5-point Likert scale (always=5, often=4, sometimes=3, rarely=2, never=1). SRLSQ total scores range from 23 to 115. The SRLSQ has good internal consistency Cronbach’s alpha coefficient of 0.981, and the correlation coefficients between sentences and the total score of SRLSQ was ranged between (0.597 to 0.735). The stability of the Spearman-Brown split interval was 0.979, This results indicated that the psychological serenity questionnaire is reliable.

Academic engagement scale (AIS-21): The academic engagement scale consisted of (21) items which is a self-assessment scale that includes five levels of response: strongly agree=5, agree=4, neutral=3, disagree=2, strongly disagree=1). This scale consisted of three-dimension are: behavior engagement, cognitive engagement and emotional engagement, each of them contain seven sentences. First dimension consisted of 9 sentences (15, 20, 19, 21, 14, 16, 17, 6, 18), the second dimension contain 6 sentences (9, 1, 8, 10, 2, 7), and the third dimension consisted of 6 sentences that (4, 5, 11, 13, 12, 3). This scale has good internal consistency the correlation coefficients of the expressions in the overall degree of the scale ranged from (0.695-0.855). The alpha-Cronbach stability was calculated for the total score of the scale and the value of the alpha-Cronbach stability coefficient was 0.983. The stability of the Spearman-Brown split interval was 0.968, This results indicated that the scale of academic engagement is reliable.

Factor analysis was used using the Principle Components Analysis (PCA) method to derive academic engagement factors. The factor was also considered if the value of the underlying root eigenvalue was correct and the expression was capped at 0.40 or higher, according to the Kaiser test as a minimum for the acceptance of the factor, and the items with the lowest determinations were excluded. In accordance with these determinants, The exploratory analysis produced three factors that accounted for (81.280%) of the total variance of the scale. The first factor was named behavior engagement that accounts for (30.128%) of the total variance of academic engagement. While the second factor was the cognitive engagement which accounted for (26.500%) of the total variance of academic engagement. And third factor was emotional engagement that accounts for (24.652%) of the total variance of the scale. The results are shown in Tables 3 and 4.

Table 3 Total variance explained

Component	Total	Percentage of Variance	Cumulative%
Behavior engagement	6.327	30.128	3.128
Cognitive engagement	5.565	26.5	56.628
Emotional engagement	5.177	24.652	81.28

Table 4 Rotated Component Matrix

Sentences	Component		
	1	2	3
15	0.721		
20	0.72		
19	0.703		
21	0.692		

14	0.673		
16	0.666		
17	0.659		
6	0.616		
18	0.571		
9		0.771	
1		0.739	
8		0.662	
10		0.652	
2		0.63	
7		0.604	
4			0.707
5			0.684
11			0.682
13			0.648
12			0.641
3			0.627

Research Design

A descriptive design was used in this study to examine the relative contribution of psychological serenity and self-regulated learning strategies for predicting the academic engagement of university students.

Data Analysis

The obtained data were analyzed by using SPSS 21.0 (statistics package for social sciences). T-test, Regression coefficient, and Exploratory Factor analysis were used, after testing of the normality for psychological, self-regulated academic engagement scores.

RESULTS

The Differences in Psychological Serenity, Self-Regulated Learning Strategies and Academic Engagement due to Gender (Males or Females)

Researcher calculated means and standard deviations of psychological serenity, self-regulated learning strategies and academic engagement for males and females. The t-Test was used to detect the significance of differences between the two means. Table 5 shows the results.

Table 5 The significance of the differences between the mean scores of males and females in psychological serenity, self-regulated learning strategies, and academic engagement

Variables	Gender	N	M	SD	t	Sig. (2-tailed)
Clarity Perception	Males	275	31.5782	7.59059	14.243	0
	Females	247	47.5547	16.78959		
Reality Leader	Males	275	20.0727	5.3459	14.463	0
	Females	247	29.7409	9.54395		
Discipline and acceptance	Males	275	16.1564	4.23673	14.499	0
	Females	247	24.0081	7.78888		
Behavior engagement	Males	275	20.4873	6.00508	15.724	0
	Females	247	32.0769	10.45345		
Cognitive engagement	Males	275	13.2073	3.6021	14.875	0
	Females	247	20.2348	6.85162		
Emotional engagement	Males	275	13.0982	4.27279	14.708	0
	Females	247	20.4575	6.96603		
Psychological serenity	Males	275	67.8073	16.00397	14.815	0
	Females	247	101.3036	33.47832		
Self-regulated learning	Males	275	50.3891	11.05384	15.282	0
	Females	247	75.6559	24.81572		
Academic engagement	Males	275	46.7927	12.69939	15.891	0
	Females	247	72.7692	23.56584		

It is clear from the results showed in Table 5 that there are statistically significant differences at the level of (0.01) between the means of males and females students on psychological serenity, self-regulated learning strategies homeostasis when and academic engagement and the values of all (t) were statistically significant at (0.01) indicating that female students are more in psychological serenity, self-regulated learning strategies and academic engagement than males students.

The Contribution of Psychological Serenity and Self-Regulated Learning Strategies for Predicting Academic Engagement among University Students

Stepwise linear regression analysis was used to predict the overall scores of academic engagement as a dependent variable through psychological serenity and self-regulated learning strategies as independent variables. Tables 6-8 showed the results.

Table 6 Descriptive statistics

Variables	Mean	SD
Academic engagement	59.0843	22.7061
Self-regulated learning	63.8391	23.60131
Clarity perception	39.1379	15.07155
Reality leadership	24.6475	9.02132
Discipline and acceptance	19.8716	7.31318
Psychological serenity	83.6571	30.72682

Table 7 stepwise regression analysis of academic engagement through psychological serenity and self-regulated learning strategies

Model		Sum of Squares	df	Mean Square	R	R ²	F	Sig.
1	Regression	249438	1	249437.995	0.964	0.929	6765.374	0.000 ^b
	Residual	19172.296	520	36.870				
	Total	268610.29	521					
2	Regression	250047.56	2	125023.778	0.965	0.931	3495.57	0.000 ^c
	Residual	18562.735	519	35.766				
	Total	268610.29	521					

^bPredictors: (Constant), Self-regulated learning strategies; ^cPredictors: (Constant), Self-regulated learning strategies, discipline and acceptance

Table 8 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.101	0.767		0.132	0.895
	learning	0.927	0.011	0.964	82.252	0
2	(Constant)	0.672	0.768		0.875	0.382
	Self-regulated learning strategies	0.806	0.031	0.837	25.593	0
	Discipline and acceptance	0.419	0.102	0.135	4.128	0

It is clear from Tables 6-8 that both Self-regulated learning strategies and discipline and acceptance as a dimension of psychological serenity were interpreted in terms of statistical percentage of variation in academic engagement by regression coefficient 0.806 and 0.419 respectively, and were explained 92.9% and 93.1% respectively of the variation in academic engagement with a predictive value of 0.964 and 0.965. The value of “t” (25.593 and 4.128) which is a statistical function at the level (0.01).

From the above, it is possible to predict the academic engagement of the study sample members through both Self-regulated learning strategies and discipline and acceptance as a dimension of psychological serenity scores. The following equation can be formulated:

$$\text{Academic engagement} = 0.627 + 0.806 (\text{Self-regulated learning strategies}) + 0.419 (\text{discipline and acceptance})$$

DISCUSSION

The study attempted to detect the differences in psychological serenity, self-regulated learning strategies, and academic engagement, the results indicated that there are significant statistical differences between males and females, in favor of

females in all of these variables. The results of this question were not compatible with the study’s findings of Rashwan [15]; Fouad [17], and Arnout, et al. [7] that there were no statistically significant differences in self-organized learning strategies attributed to the gender variable. And differ from the results of study conducted by Al-Bayati and Khameida [18] indicated that the differences in self-regulated learning strategies due to gender in favor of males.

These results indicated that females university students have high level of ability to set goals that they wish to achieve through study, possess knowledge and beyond knowledge, resource management and time management strategies that enable them to achieve these goals by being able to choose academic tasks, participate in it effectively and plan well before performing tasks, observe themselves, seek optional scientific assistance from others, restructure and organize the learning environment, observe, organize, control and awareness of the entire educational process through self-directed processes and self-beliefs with the ability to achieve excellence more than males.

This study also examined the psychological serenity and self-regulated learning strategies that contribute to predicting the academic engagement of university students. The results indicated that both psychological serenity and self-regulated learning strategies are significant predictors of academic engagement for university students, results showed in Figure 1.

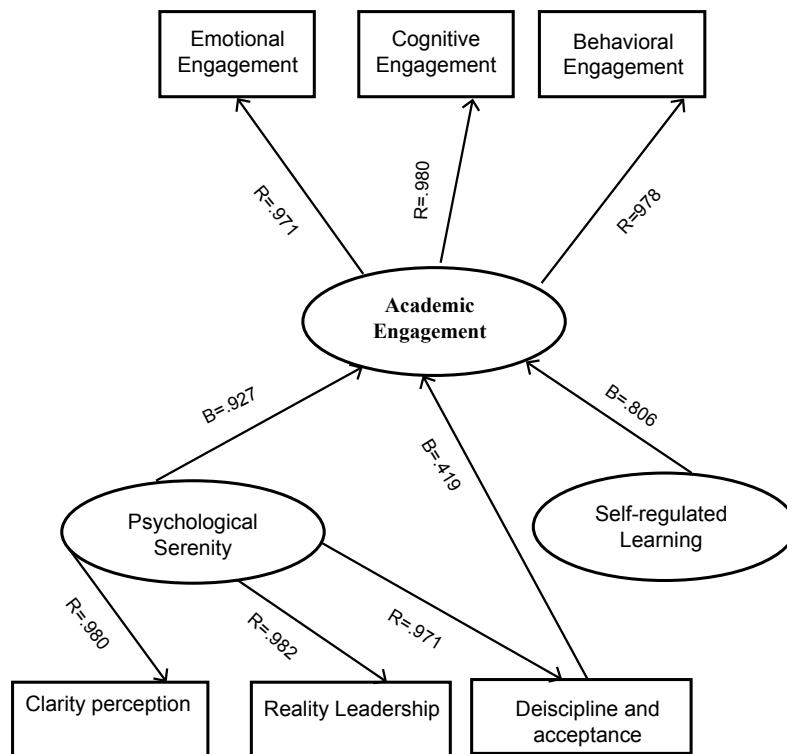


Figure 1 Regression model of academic engagement through psychological serenity self-regulated learning strategies

This results consisted with Smart who illustrate that psychological serenity gives students the safety of understanding, the power of insight, the realistic perception, increases psychological immunity, originality, intuition and wisdom, strength of presence, harmony with reality life, flexibility, speed and mental power, participation, visibility and goals, high motivation, therefore psychological serenity of students’ increased their engagement into school life [5].

Therefore psychological serenity is the source of real leadership and high performance, decision-making, improving relationships, reducing the level of psychological tension, increased passion, and engagement with life. Psychological serenity allows us to exist at the moment, enjoy life, sense of purpose and initiative, happiness, freedom, security, love, trust, and peace of mind. The human mind has a natural self-function to get rid of distortion and chaos (the principle of seeking pleasure and relieving pain). We live in a pivotal moment in all areas of life, especially the field of education at all stages of the study, to provide students with the skills and knowledge that qualify them to meet the challenges of the

century. Thus the students who possess more properties of psychological serenity will be more academic engagement than others who possess less psychological serenity properties.

Serenity is the key to solving the major issues that confront us if we want to create a future for ourselves and our future generations. We face the challenges of the digital world, which obscures our instinctive ability to achieve peace, existence, high performance, creativity, security, love and the like [5].

Pejner found that serenity helps individuals to develop their selves, manageable and acceptance the situations [4]. Gohm and Clore argued that emotional serenity as one of the determinants of emotional experience. He reported that people with lower emotional serenity became depressed more easily [24]. Thus we can say that psychological serenity is the key to engagement in all aspects of life, in family, schools, and work. For students, psychological serenity helps them to control and accept the burden of study and the continuous pursuit of their higher personal goals, thus achieving their self-development and integration into the school society in a behavioral, cognitive and emotional way.

About the results that indicated that the self-regulated learning strategies was predicted academic engagement of university students, these results also are consistent with Zimmerman's [25] definition of self-regulated learning as an organized cognitive process in which the learner is an active participant in the learning process so that he or she learns to his/her goal of learning. Therefore the self-regulated learning strategies are increasing the academic engagement among students. The self-regulated learner knows how to learn and be self-driven, and knows its potentials and limits, based on this knowledge, it delineates and organizes the learning process and adapts it to the objectives of the task, and adjusts them contextually to improve performance and skills during practice. Paris and Winograd [26] mentioned that self-organized learners have the ability to observe failures and take advantage of errors in modifying behavior towards their goals, they are more academically engaged than others. Montalvo, et al., [27] added that self-regulated learner has more adaptive motivational beliefs towards themselves and towards the tasks and a great intrinsic in and enjoyment of the tasks, high levels of value.

Effective learners are self-organized, analyze the requirements of the tasks required of them, define productive objectives, select, adapt, or devise strategies to achieve their goals. These learners also monitor the progress of their work to the fullest, manage the emotions of intervention, decrease motivation, as well as modify the strategies fitted to enhance success. These are students who ask questions, take notes, and devote their time and resources in ways that help them be responsible for their learning [28].

Al-Husseini [29] reported that self-structured learning involves the ability of learners to plan, guide and select information-processing activities, thus increasing the primary responsibility for controlling their studies rather than relying on teacher guidance. From academic opportunities of success to effective learning.

Zimmerman [30] added that self-regulated students in the learning process employ a lot of strategies that contribute to the completion of learning tasks and their identification of goals with the motivation to achieve these goals and their monitoring of the learning process with feedback on the learning process and their continued flexibility to modify learning behaviors as required by learning conditions. This increases the engagement of students in the content of Curriculums and the entire educational process as a whole, and benefit in decision-making and social skills. This is confirmed by the results of the Mega, et al., [31] study that self-organized learning strategies indirectly affect academic motivation and achievement.

CONCLUSION

Through the results of this study, it is clear that both psychological serenity and self-regulated learning strategies have become a major requirement in the educational process to improve the process of student engagement and thus improve the outputs of the educational process and achieve the quality of the desired education.

These results emphasized the importance of developing psychological serenity especially discipline and acceptance and self-regulated learning strategies among students to increase their successes. These results have a future directions in the field of counseling and psychotherapy for students, to plan counseling program that aimed to improve both psychological serenity and self-regulated learning strategies among student if we need to achieve the quality of educations in the Arab Countries, in view of the many crises in education and the collapse in the level of students motivation, low academic achievement, and academic engagement.

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Conflicts of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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