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The Relationship between Meta Cognitions Strategies and Alexithymia with Academic Anxiety of Students Disorder Learning

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Abstract
The goal of this study is to inspect the investigation of relationship between Meta cognitions strategies and alexithymia with academic anxiety of student's disorder learning. The sample includes 175 of students that were selected multi-stage and research instruments include the alexithymia (Torento-20) scale, Meta cognitive strategies Oneil & Abedi (1996) scale and academic anxiety Alport & Hber (1960) scale questionnaire. Research plan was from correlation type. For analyzing the results we used Pierson's simple Statistical correlation coefficient and multiple regression method analysis method. The result showed that there is negative meaningful correlation between Meta cognitions strategies and Meta cognition with Academic anxiety of student's disorder learning and there is a positive meaningful relationship between alexithymia and academic anxiety of student's disorder learning. Also regression result showed that alexithymia positively and Meta cognitions, Meta cognitions strategies negatively predict academic anxiety of student's disorder learning, and alexithymia is the best prediction of academic anxiety student's disorder learning.
Keywords: Meta cognitions strategies, alexithymia, academic anxiety

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Introduction

Students who have problems in the learning process experience anxiety. One of the factors of academic failure success of students in their learning disorders that lead to academic failure is low self-esteem and will cause dropout and irreparable psychological and economic damage to the child, the family and the education system (Mahdipour, 2014).

Many students with learning disabilities have problems in writing and the use of written language and math and the disorder may trouble the students in the use of coping with stress. And increase the students' academic anxiety (Ghorbani,2014) Students with learning disabilities experience a number of challenges in terms of education, the family and the educational system school experience that causes anxiety in their education. It must be said anxiety is surround mode, unpleasant, vague and arousal with autonomic nervous system, headache, sweating, palpitations, muscle cramps breast, gastrointestinal discomfort and restlessness (Sadock & Sadock, 2002). One of the concerns of the educational system of each country is Academic anxiety problem that tolerate it is difficult for many people (Crawford, 2012). Anxiety happens during the academic education that the most important type of anxiety is during education. This type of anxiety threatens the mental health of students and the effectiveness and talents, formation of character and their social identities adverse (MacDonald, 2010). In fact, academic anxiety is kind of self absorbed and doubts about the ability of the individual regarded by Inferiority complex and often negative cognitive evaluation, lack of concentration, adverse physiological reactions such as increased heart rate, and blood pressure and cold fingers one leads to academic failure (Keogh & Bond & Flaxman, 2014). The anxiety of students compete with their peers and their negative evaluation than other classmates, especially those who have more ability, the work of teachers, assignments, test hardware and inappropriate decisions, of course, problems with cognitive, social, emotional and affective and concerns about the future of communication (Crawford, 2012).

This phenomenon can be related to various factors cognitive, social, emotional and social. The two factors that the relationships with this problem them will examined, are metacognitive strategies of cognitive and emotional aspects of alexithymia students. One of the most important developments in the second half of the twentieth century is theories that emphasize the role of the Supreme processes affecting cognitive processes emphasize skills and guidance. This processes are called higher meta-cognitive which was introduced by Flawell (1979, quoted by Bakhtiyarpour, 2011). Meta cognitive knowledge is the information that people have about knowledge and learning strategies that these strategies affect them. Meta cognitive monitoring to a range of executive functions such as attention, control, planning and refers to errors in performance (Wells, 2008). According to Brawn (1982, quoted Yousefi ,2010) Meta cognitive strategies cause awakened the true knowledge or expression to complete the control and is finishing a special task Intelligent and methodical control of processes and streams or knowledge needed to do a particular job and in turn create awareness and enable knowledge to be controled or revised and the general increase level of confidence in the process of training and individual and make person less worried. In general, Meta cognition can be divided into two major parts: knowledge of cognition n and cognitive regulation. Knowledge in the field of knowledge, including three different Meta cognitive awarenesses: a) declarative: awareness of issues, b) Procedural: Knowing how to do

things, c) conditional: Understanding why and time, the emergence of cognitive aspects. Meta cognition is limited in cognitive regulation particularly in the areas of monitoring, evaluation and performance measurement and Retroactive (Nietfeld and Aschrav, 2014). Another study examined variables associated with anxiety, is alexithymia. Elkins and Lowe (2013) on research on the graduates showed a positive relationship between alexithymia and anxiety progress and significant negative relationship with academic performance. Alexithymia as a phenomenon of cognitive emotion mental function refers to certain disorders as a result of inhibition process occurs automatically and emotional feelings. Diagnostic Statistical Manual of Mental Disorders Fourth Edition alexithymia as a mental disorder is unclassified and characteristics that vary from one person to another (Syfvns, 2010). Woleff (1998, quoted by Besharat,2007) social cognitive theory believes that people have grown Alexei Tymyk in an atmosphere that received encourages a symbol for the skills and capabilities in communications and such persons may form a false self, a self that excitement with others linked to the way and about its capabilities, a state of worry and anxiety. There alexithymia in patients with features such as an inability to recognize and verbal descriptions of personal excitement, extreme poverty figurative thinking, disclosing feedback, feel, desire and former limits, and the ability to use emotions as signs of emotional problems , reduce dream recall, difficulty in distinguishing between emotional and physical sense, gesturing formal, lack of emotional expression face limited capacity for empathy and self-awareness that can affect a person's performance (Taylor, 2011, quoting masoudifar,2012). In the end, stated that the concept of academic anxiety in students with learning disabilities is an important way to the development and advancement of academic excellence, and could, have influenced the social and individual. Research on the factors associated with this problem in students with learning disabilities can identify several factors that contribute finally, in order to reduce the effect be of great importance. The aim of this study was to investigate the relationship between alexithymia and anxiety cognitive learning strategies and academic progress of students with learning disabilities, so this issue is considered in this study whether there is relationship between alexithymia and anxiety metacognitive strategies and academic progress of students with learning disabilities?

Research method

Due to the nature of the research methodology and hypotheses of the study was descriptive and correlational. The study sample consisted of all male and female students in fifth and sixth grade with learning disabilities in Tehran in the 2015-16 academic year. The sample consisted of 175 students (79 female and 96 male) had learning disabilities that were selected by multistage cluster sampling. So that among the different centers of learning disorders, 5 centers randomly selected and of the 5 groups the list of students who were prepared during the three months were selected that included 320 students (176 male and 144 female) were the sample was randomly selected for sampling and questionnaires were contributed among students with learning disorders.

Research Tools

A) Meta cognitive strategies questionnaire: the questionnaire by ONeil and Abedi (1996) and has been translated by NavidI (2003). Meta cognitive state questionnaire is a tool that measures higher levels of thinking or meta-cognitive skills. The questionnaire consists of 20 articles. Scoring in a variety of ways, from 1 to 4 range and has 4 sub-scale planning (4 items), control (4 questions), knowledge (4 items) and cognitive (4 items) that the total score of the questionnaire will be 20 to 80 (Yousefi ,2010). Reliability and validity of

Meta cognitive state, is calculated by Abaft (2009). Reliability coefficients of the questionnaire using Cronbach's alpha and split-half metacognitive state was respectively, 0.75 and 0.75 And construct validity of the questionnaire was conducted on the sample of 325 people and scores were correlated with self-regulated learning strategies questionnaire scores showed a significant positive correlation exists between them. Which indicates metacognitive state questionnaire had validity ($p<0.001$, $r=0.54$). In another study Yousefi (2010) for determining the Cronbach's alpha and split-half reliability of MCQ was used that amounts 0.87 and 0.81 was obtained respectively, which indicated acceptable reliability coefficient of the questionnaire. Meta cognition determines the validity of the questionnaire was correlated with questionable criteria. And obtained reliability coefficients was significant at $p <0.001$, $r= 0.53$, indicate the validity of the questionnaire.

B) alexithymia questionnaire: the questionnaire, is alexithymia construct (alexithymia). Toronto 20 tests. Scoring methods is based on the Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Only Articles 4, 10, 18, 19 are inversely scoring (Parker et al., 2003, quoted by masoudifar, 2011). Mohammadi (2001, quoted by Besharat,2007) The reliability of this scale using Cronbach's alpha for the total scale is calculated 0.87. Besharat(2007) also mentioned reliability by using Cronbach alpha was calculated 0.88. The validity of the retest using a sample of 67 students from twice with an interval of four weeks obtained 0.87 to 0.80.

C) The Academic anxiety questionnaire: test anxiety by Alpert and Haber study in 1960 to assess anxiety was related to academic achievement. This is a self-report instrument that consists of 19 words and is scored from 0 to 4. (Paki,2013).Paki (2013) through the associated validity of test anxiety scale at 0.51 and 0.001 reported with alpha and split-half reliability 0.80 and 0.81 respectively which indicate high Stability of questionnaire. In another study Foroughi reported reliability coefficient (2012, quoted by Paki, 2013) by using Cronbach's alpha, respectively 0.87.

Findings:

The findings of this study include statistical indicators including the mean, standard deviation and inferred findings are presented in the table below.

Table 1: Mean and standard deviation of metacognitive strategies, alexithymia and Academic anxiety

Statistical indicators / **indicators**	**mean**	**SD**	**Number**
Metacognition	44.94	14.67	**175**
planning	11.88	6.12	**175**
Control	12.09	7.05	**175**
Cognitive	14.34	10.98	**175**

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awareness	16.98	9.45	**175**
Alexithymia	39.65	9.70	**175**
Academic anxiety	37.15	9.14	**175**

As can be seen in Table 1, the mean and standard deviation for Meta cognition is 44.67 , 14.67 , for planning11.88, 12/6, control12.09 , 7.05 , for cognitive14.34 , 10.98 and for awareness 16.45, 9.45, for alexithymia39.65 , 9.70 and finally for Academic anxiety 37.15 and 9.14.

Table 2: metacognition strategies with anxiety academic progress of students with learning disabilities

Predictor variables	**Number**	**Academic anxiety**	**Significance level**
		The correlation coefficient	
Metacognition	175	-0.15	0.03
planning	175	-0.16	0.01
Control	175	-0.17	0.006
Cognitive	175	-0.15	0.02
awareness	175	-0.14	0.02

As can be seen in Table 2, the correlation coefficient meta-anxious student with learning disability is equal to r= -0.15 which is significant in the0.032 . In other words, there is a significant negative relationship between the Meta cognitive and Academic anxiety in students with learning disabilities. The correlation coefficient planning strategy with educational anxiety in students with learning disabilities is r= -0.19 which is significant in the 0.01 , correlation coefficient control strategy with educational anxiety in students with learning disabilities is r= -0.17 which is significant at 0.006 and the correlation coefficient cognitive strategies with academic anxiety in students with learning disabilities is r =-0.15correlation coefficient between strategy and knowledge with academic anxiety students with learning disabilities is r=-0.14 that are significant at0.02. In other words, there is a significant negative relationship between Meta cognitive strategies for planning, monitoring, knowledge of educational anxiety in students with learning disabilities

Table 3: Relationship between alexithymia and anxiety the progress of students with learning disabilities

Predictor variables	**Number**	**Academic anxiety**	**Significance level**
		The correlation	

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		coefficient	
Alexithymia	400	0.20	0.003

As can be seen in Table 3, the coefficient of correlation between alexithymia and educational anxiety in students with learning disabilities is r= 0.20, which are significant in 0.003. In other words, there is a significant positive relationship between alexithymia and Academic anxiety in students with learning disabilities. As a result, the second hypothesis is confirmed.

Table 4: Results of the Kolmogorov-Smirnov test assuming normal distribution of scores

The normal distribution of scores	**Kolmogorov-Smirnov**	
	Statistics	**meaningfulness**
Metacognition	0.13	0.16
planning	0.11	0.18
Control	0.11	0.18
Cognitive	0.09	0.20
awareness	0.16	0.11
Alexithymia	0.15	0.17
Academic anxiety	0.12	0.14

As seen in Table 4, assuming zero for the normal distribution of scores on the variables of alexithymia, metacognition, its components and Academic anxiety is confirmed. That presumption of normal distribution variable scores was confirmed.

Table 5: Durbin-Watson

Test	**Optimum value**	**Obtained value**	**Condition**
Durbin-Watson test	2.06	1.5<d<2.5	The lack of correlation between errors
	2.06		The lack of correlation between errors

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As can be seen in Table 5, according to that the statistics is between 1.5 and 2.5 so the lack of correlation between errors will be accepted and we can use regression.

Table 6: predicting academic anxiety and alexithymia based on metacognitive strategies

Method	**Predictor variables**		**R**	**R^2**	**F**	**p**	**β**	**t**	**p**
A "input "	Alexithymia		0.30	0.09	4.87	0.001	-0.19	3.15	0.002
	Planning						-0.16	-1.38	0.16
	Control						-0.13	-2.19	0.02
	Cognitive strategy						-0.07	-0.68	0.49
	Awareness strategy						-0.17	-0.84	0.40
	Meta cognition						-0.08	-2.07	0.04
B" Phase"	The first step	Alexithymia	0.19	0.04	10.17	0.002	0.19	3.19	0.002
	The second step	Alexithymia Planning	0.26	0.07	9.29	0.001	0.21	3.44	0.001
							-0.17	-2.84	0.005
	The third step	Alexithymia Meta cognition	**0.29**	0.09	7.87	0.001	-0.19	3.14	0.002
							-0.16	-2.65	0.009
							-0.13	-2.17	0.03

As described in the "A" can be seen Table 6, based on the results of multiple regression analysis input method, is significant among predictive variables (alexithymia and

metacognitive strategies) multiple correlation with academic anxiety (MR =0.30), and F=4.87, at P<0.001. The results also showed that 9% of the variance of Academic anxiety students with learning disabilities can be explained by the predictors. Also in the "B" with stepwise regression analysis showed that among the predicting components alexithymia with (β=0.19), planning strategy (β=-0.16) and meta cognitive (β=-0.13) can predict the educational anxiety in students with learning disabilities And given the amount of beta and, given that alexithymia has a beta greater than any other predictor, is the best predictor of academic anxiety of students with learning disability. Multiple correlation coefficient is (MR=0.29) and the coefficient of determination (RS=0.09). The coefficient of determination shows that 9% of the variance of Academic anxiety students with learning disabilities can be explained by variables between alexithymia, planning strategies and Meta cognition.

Discussion and conclusion

The aim of this study was to investigate The Relationship between Meta Cognitions Strategies and Alexithymia with Academic Anxiety of Students Disorder Learning. According to the results table (2) it is determined, the correlation coefficient of Meta cognition with academic anxiety of student with learning disability is equal to r=-0.15 in the0.03, which is significant. In other words, there is a significant negative relationship between the Meta cognition and academic anxiety in students with learning disabilities. The correlation coefficient planning strategy with educational anxiety in students with learning disabilities is r= -0.19 which is significant in the 0.01 , correlation coefficient control strategy with educational anxiety in students with learning disabilities is r= -0.17 which is significant at 0.006 and the correlation coefficient cognitive strategies with academic anxiety in students with learning disabilities is r =-0.15correlation coefficient between strategy and knowledge with academic anxiety students with learning disabilities is r=-0.14 that are significant at 0.02. In other words, there is a significant negative relationship between Meta cognitive strategies for planning, monitoring, knowledge of educational anxiety in students with learning disabilities. The result of this hypothesis is match with research Mahdipour (2014) stated that there is a significant negative correlation between metacognitive strategies and anxiety, meta cognition strategies are the best negative predictor of anxiety, Naeeniyan and Nick Azin (2014) showed that there is a significant negative correlation between Meta cognition and student anxiety, Annette (2015), which showed a significant inverse relationship between meta-cognitive and meta-cognitive anxiety, meta cognition strategies are the best negative predictor of anxiety, Pierre (2014) showed a direct relationship between metacognition and test anxiety, Feingold (2014), which showed a significant negative correlation with low levels of academic anxiety with meta cognition. In explaining this hypothesis was found there is a significant negative relationship between metacognition and the planning, control, cognition and awareness and academic anxiety of students with learning disabilities, it should be stated that, metacognitive strategies for positive traits in students that are created can lead to less concern of academic performance and psychological damage. Masn model and colleagues (2006) expressed Metacognitive strategies significantly in academic achievement and students' successful completion of assignments is effective and reduces the concerns of students. Vahl (2000) stated that

metacognitive strategies facilitate learning. Also, according meta cognition model of Nielsen and Narnyz (1994) planning, monitoring objectives, strategy, knowledge level of the target (destination) raises and lowers the anxiety of the failure. It can be said that careful planning metacognitive strategies, search for meaning, linking ideas and concepts to each other and the use of evidence and interested in the topic, a tendency to understand, relate new ideas to prior knowledge and daily experience in the area of education, cause the more endurance in this area and keeps people from negative emotions like fear and anxiety when dilemma and predicament the school safe. In a study organized metacognitive strategies, time management, learning assignments expected to assess the relative sharpness and attention to the progress and success As well as self-monitoring study on the effectiveness of intrusive thoughts and concerns on the position of academic achievement and reduced discomfort and focus positively on cognitive activities. According Masn et al (2006) meta cognitive strategies by planning and making decisions about what time is devoted to assignment, Increased meta-cognitive skills and cognitive activities, including verbal exchange of information, reading comprehension, verbal comprehension, Writing, perception, attention, memory, problem solving, social cognition, reduces academic anxiety . As a result, we can say that there is significant negative correlation between Meta cognition and planning, control, understanding students' academic anxiety and learning disabilities with the increase of metacognition and strategy planning, control, knowledge of educational anxiety in students with learning disorders decreases. According to the results table (3) it is determined, the correlation coefficient alexithymia and anxiety student with learning disabilities r=0.20, which are significant in 0.003. In other words, there is a significant positive relationship between alexithymia with educational anxiety in students with learning disabilities. As a result, the second hypothesis is confirmed. The result Alidadi research hypothesis (2011) is consistent with this study showed that there is a significant positive relationship between alexithymia and anxiety students, Saghaei (2009) showed that there is a significant positive relationship between alexithymia and anxiety and, Ashford and Jamieson (2015) who found that there is a significant correlation between alexithymia and academic anxiety. Students with learning disorders can reduce the level of academic performance and Academic anxiety and anxiety is an educational process. Alexithymia in students because of the sensitive age of puberty and family and emotional problems their students understand the and a description of their emotions and others with disabilities and the students cannot communicate well with their teachers and classmates and adapt, so feel high anxiety about their progress. The model of Morris and Liberty (1976) the Academic anxiety component of anxiety and emotional problems arises. Also, according to the Spielberger (1972) High Academic anxiety and worry associated with inappropriate emotional responses can reveal. The study alexithymia and anxiety, both in interaction and performance are reduced. It must be said when students with learning disorders diagnosis and proper use their emotions are weak, May not be able to take advantage of their emotional and experience positive emotions reduced. Alexithymia in students with learning disorders such as inability to recognize features, verbal descriptions of personal excitement, extreme poverty figurative thinking, feeling, desire and the former limit Resulting in the inability to use feelings, difficulty distinguishing between emotional states, physical sense and lack of facial emotional effects and causes, Of their goals as well as personal growth slows down, and students in the educational environment focused their attention on activities unrelated to the assignment of intellectual engagement with worry, self-criticism and concerns that Resulting in less attention and effort to the task that efforts to reduce anxiety and increase their academic

performance. As a result, we can say that alexithymia has a positive relationship with students' academic anxiety. According to the results table (6) it is determined, among predictive variables (alexithymia and metacognitive strategies) multiple correlation with academic anxiety (MR =0.30), and F=4.87, at P<0.001. The results also showed that 9% of the variance of Academic anxiety students with learning disabilities can be explained by the predictors. Also in the "B" with stepwise regression analysis showed that among the predicting components alexithymia with (β=0.19), planning strategy (β=-0.16) and meta cognitive (β=-0.13) can predict the educational anxiety in students with learning disabilities And given the amount of beta and, given that alexithymia has a beta greater than any other predictor, is the best predictor of academic anxiety of students with learning disability. The result is consistent with Alidadi research hypothesis (2011) that this study showed that there is a significant positive relationship between alexithymia and anxiety students, but, Ashfsvrd and Jamieson (in 2015) who found a significant correlation between alexithymia and anxiety progress, with research Mehdi Pour (2014) stated that there is a significant negative correlation between metacognitive strategies and anxiety, meta cognition strategies are the best negative predictor of anxiety stated, Pierre (2014) showed a direct relationship between metacognition and test anxiety, Feingold (2014), which showed a significant negative correlation with low levels of academic anxiety with meta cognition. in explaining this hypothesis was found there is a significant negative relationship between metacognition and the planning, control, cognition and awareness and academic anxiety of students with learning disabilities, it should be stated that, metacognitive strategies for positive traits in students that are created can lead to less concern of academic performance and psychological damage. As a result, it can be said metacognitive strategies for planning, controling, understanding students' academic anxiety can negatively predict learning disorders and increasing metacognitive strategies will decreases for planning, monitoring, knowledge, and academic anxiety level. In explaining it became clear, alexithymia is the best predictor of academic anxiety, learning disabilities, Alexithymia is an important factor in increasing the vulnerability and disorder and emotional problems can Raises concerns about loss of time for students and worried about the negative thoughts and imagination is relatively uncontrollable. As a result, we can say, alexithymia can predict educational anxiety in students with learning disorders and the alexithymia students in an academic position will cause learning disabilities in students with concerns about progress and will face anxiety. So alexithymia in students with learning disability who have learning problems can disturb the integrity of education in educational requirements and educational anxiety increase. Due to the limited sample size in generalizing the results should be carefully controlling anesthetic level students were out of control researcher, social and cultural status families control the economic conditions of families and students with learning disorders was rampant. In the end, it is suggested that the organization of education and schools using the results of academic counselors and school psychologists to reduce anxiety and use factors related infrastructure for students with learning disorders. It is recommended custodians of education considerable attention to the emotional aspects of students have learning disabilities and by holding training seminars by experts, parents and teachers of students with learning disorders reduce alexithymia provide tips and recommended Counseling centers, schools cooperate interact more with the package in order to increase due to the metacognitive strategies and proper use of these strategies in educational environments with the necessary training to teachers, students and pupils

have learning disabilities To provide important academic success of students with learning disorders be easier.

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