University Students' Cognitive Balance.

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- **Abstract:** This research is aimed at: 1. Identifying the level of cognitive balance of university students. 2. Identifying statistically significant differences in cognitive balance by gender variables (males, females) and specialization (scientific, human). To achieve the objectives of the research, the cognitive balance scale was prepared by the researcher, who followed the scientific steps in its construction and verified its validity and stability. The researcher has verified two types of validity: apparent and constructive validity. To establish the stability of the cognitive balance scale, the researcher relied on two methods of calculating stability (re-testing and Alpha-Cronbach). The stability coefficient was (0.86) by the re-test method, and this value is a good indicator of the stability of the respondents' answers on the scale over time. On the other hand, it reached (0.84) by the Alpha Cronbach method, and the scale was applied to a sample consisting of (400) male and female students selected in a stratified random manner. The research was conducted to male and female university students, both scientific and human specializations. The data was processed statistically using the statistical program (SPSS), and the results came to the conclusion that university students enjoy a high level of cognitive balance and there were no statistically significant differences in the cognitive balance according to the gender variable (males, females) and specialization (scientific, human).
- **Keywords:** cognitive balance, gender variables, re-test method, scientific and human specializations