

The Personalization of the Preparatory School Pupils

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Abstract:

The research aims to identify the Personalization of middle school students, and define the differences in personality according to the variables of sex (male - female) and the branch (scientific - literary). The research sample consisted of (494) students, who were chosen by the random class method, the researcher prepared the research tool After subjecting her to the psychometric characteristics of honesty and consistency, the researcher adopted a number of statistical methods and after analysing the data, the results showed that the high school students had a personality, and the results also showed the existence of differences in personality according to gender and branch, and the research showed a number of recommendations and proposals.

Key words: Personalization, variables of sex, branch (scientific - literary).

Chapter 1

Research problem:

The economic and social crises to which the individual is exposed, the difficult and abnormal life conditions and the insecurity, as well as the wars that our beloved Iraq went through have left a great impact on the souls of individuals, and led to the adoption of irrational ideas and formed a negative impact on society in general, where the personality of the individual is formed according to the environment in which he lives it, and there is no doubt that human beings are similar in terms of formalities, but they differ in their way of thinking.

Each individual has a different vision, among them his thinking is flexible and adapts to the circumstances and among them his thinking is irrational and irrational. And he tends to speak negatively, and he expects failure in the future. And that the individual's knowledge includes all of his thoughts and beliefs, his perception and evaluation of himself and all events revolving around him, and when his thoughts deviate or twist from what is realistic and become illogical, the individual embraces distorted beliefs and perceptions, and ends with wrong conclusions in his perception of clear positions, and the negative ideas he adopts Individuals negatively affect their ability to cope with life events, and their inability to adapt, which leads to excessive emotional reactions that are not compatible with the situation. (Al-Alawi, 2013: 2).

The most important characteristic of Personalization ideas is that they are generally wrong, meaning that they do not reflect reality, but rather distort it and falsify part of it, which are negative conclusions characterized by exaggeration and exaggeration, and related to the self, the world or the future (Maali, 2013: 8).

Through what was mentioned above and based on the wrong Personalization thoughts and negative expectations that are responsible for the wrong emotions and behavioral patterns, the problem of the current research has crystallized, do middle school students have Personalization thoughts and behaviors?

Research Importance

The strength of society, cohesion, relations prevailing in it, and the strength of its institutions all depend on preparing a generation of young people saturated with the culture of its nation, and I cherish its heritage. (Al-Bahrani, 1994: 40). The importance of this (preparatory) school stage appears as it is the stage of psychological construction, and the result of the influence of multiple variables and changes, as it is a comprehensive change variable in all aspects of growth, and this stage coincides with the period of adolescence and it is one of the important periods in a person's life, due to the many changes that occur to him There is a change in the goals of the teenager, and in the area of general emotional maturity, mental and social maturity.

The orientation towards independence. And that each of us has expectations that precede confronting the events and facts to which he is exposed and are often linked to his expectations about oneself, others and the future, and these expectations may be positive, and then they are accompanied by pleasant emotional experiences, and these expectations may be of a negative nature, which leads to a misalignment with the situation (Blan,2015: 355-357).

Seligman asserted that every person has a style in which he explains the events of life, each individual deals with the situations that face him, according to his general philosophy and expectations about life and others (Ibrahim, 1980: 199). Adler (1927). believes that the appropriate entrance to understanding the individual is through our understanding of his own goals that he draws for himself, and the false beliefs that he possesses when, communicating with others (Ibrahim, 1988: 148).

As misconceptions lead to pessimism and negativity, it is a way that makes the individual always expect the worst and focus on deficiencies and failures, and affect his ability to reconcile, as the study of (Brammer, 1999) indicated that personality is to see yourself as the cause of negative external events, and in fact you are not, Responsible for it, i.e. establishing a relationship between the juveniles and the same person, despite the absence of any link between them.

Beck believes that emotional reactions are not direct or automatic responses to the external stimulus, but are preceded by the process of analyzing and interpreting stimuli through the individual's internal cognitive system, and that a negative view of the self leads to a negative view of the future and leads to pessimism and the unwillingness to do any action, and that people differ In their thinking, this difference is due to the distortion in the cognitive processes that happen to them. (Al-Hamri, 2001: 15-19).

The cause of psychological problems is mainly due to the fact that the individual distorts and distorts facts and events based on wrong introductions and illogical assumptions, as these delusions arise from wrong learning that occurred in one of the stages of cognitive development. (Beck, 2000: 7) Therefore, it is necessary to include true reform. All social, scientific and material life facilities to ensure their happiness and the, development of their society. These individuals are in a stage that is

still able to get rid of mistakes and bad habits, (Al-Alawi, 2013: 14). The importance of the current research is evidenced by confronting the unwanted or common behaviors of the student community, and that our current situation needs to confront wrong ideas and shift from thinking errors and distorted ideas to correct positive thoughts.

The objectives of the study: -

The current research aims to identify: -

- 1_ Personalization among middle school students
- 2_ Differences in Personalization according to the two variables of sex (male - female) branch (scientific - literary).

Search limits:

The current research is determined by middle school students in Baghdad governorate in the Al-Karkh / second side for the academic year (2020-2021), both males and females, and the scientific and literary branch.

Defining terms:

Personalization; defined by Beck (1967): the tendency of the individual to attribute external causes and events to himself and to blame them, even if there is no basis for this connection, and he has an imbalance in personality, due to the wrong ideas he carries about events, others and the future. (cited in Corsini @ Weddin, 2005: 247), 1967, Beck.

Theoretical definition:

The researcher adopted Beck's (1967) definition of Personalization , as she adopted his theory in preparing the current research scale.

Procedural definition:

It is the total score obtained by the respondent in light of its response to the paragraphs of the Personalizationscale prepared by the researcher.

Chapter II

The Cognitive Theory of Aron Beck

Epistemological theory is based mainly on the assumption that people are not disturbed by events, but because of their interpretations of these events. These interpretations are different for the same individual in different situations, meaning that some individuals predict special patterns of thoughts that they perceive in a vague and ambiguous way even though they are twisted in thinking and are not subject to control. The feeling, but it seems reasonable to the individual completely, and these negative automatic thoughts are an important part of the internal communication system, and clearly show in low self-esteem, self-blame, negative predictions and negative interpretations of events, experiences and painful memories, that many of these thoughts may be complex and their contents are not related to the situation Exciter. (Al-Sunaidi, 2013: 24).

As Aaron Beck's theory states, that every person has ideas, meanings, assumptions and expectations about himself and others and about the world around him, and that psychological problems and difficulties that the individual faces in life occur when these thoughts, beliefs and assumptions are negative and wrong, and from here the individual seeks to become more aware of patterns Negative and erroneous thinking and replacing them with positive, consensual and more logical ideas (Imran, 2017: 31).

Beck believes that personality consists of schemes and cognitive structures that include information, beliefs, concepts and basic formulas that the individual acquired during the stages of development, so negative feelings are the product of distorted knowledge (Beck, 1976: 383-389). Where a person's emotional and behavioral responses are determined by how they perceive and interpret them and the meaning they give to an event, for example: a mother who blames herself for every default that comes on the part of her children (Beek, 200: 78).

There is another image of personality, which is the dominant tendency of a person to compare himself with other people, for example, a student who, hears that his colleague won a prize, thinks I must be stupid, or I would have won the prize (Beek,200: 87). And when the individual thinks in a personal way, his self-talk will be defeated, and the individual may see himself in one of the following forms, despair, helplessness, self-crushing, (Miqdadi, 2009: 37). Beck (1974) believes that the way an individual thinks about explaining things helps him to adapt to different life situations and that behind every positive or negative emotion there are beliefs and a way of thinking prior to its emergence (Al-Alawi, 6: 2013).

Dimensions of Personalization: Three dimensions were derived from Beck's theory (1967)

1- Irrational thoughts: Beck noted that irrational thoughts are a group of misconceptions that are characterized by lack of objectivity and based on false expectations, predictions, and generalizations (Beck, 1967).

2_ Negative predictions: They are predictions of special types of thoughts that they perceive in vague and vague ways, and are twisted thinking and not subject to emotional control, but they seem completely reasonable to the individual. These thoughts are constant and cause distress and excitement for the owner, and lead to questioning the intentions of others, preoccupation with delusions and hesitation in fulfilling duties and making wrong decisions (Beck, 1974: 356).

3_ Self degradation: The individual's feeling of weak self-confidence, weak faith in his own abilities and failure in everything that is entrusted to a mechanism, as these ideas are distinguished from the ordinary course of ideas with some characteristics and usually these thoughts reflect the inability to reconcile and the negative outlook towards the self, the world and the future of the individual, as well as misinterpreting events and facts in a way that leads to Underestimating and demeaning them, such as if the individual says, "All my actions and actions are wrong" and blames himself for every problem that occurs to him (Maysa, 2018: 44).

Previous studies of Personalization:

A study (Miqdadi: 2009): (The relationship of perceived self-efficacy with Personalization and psychological adjustment among university students)

The aim of the study is to identify the relationship of perceived self-efficacy with both Personalization and psychological adjustment. The study procedures were applied on a sample of (211) male and female undergraduate students in the College of Educational Sciences at Al-Bayt University, who

were intentionally selected (150) females and (61) of males, and the researcher prepared the research measures, and the researcher used arithmetic averages and standard deviations, and the results resulted in statistically significant differences between the less Personalization and more Personalization students on the self-efficacy scale in favor of the less Personalization students (Miqdadi, 2009).

Chapter III

Research community: The current research community is represented by students of preparatory schools for boys and girls and for the scientific and literary branches present in (67) schools, belonging to the General Directorate of Education in Baghdad Governorate / Al-Karkh II and for the academic year (2020-2021) and their number is (49,414) students, of whom (22611) Males and (26,803) females.

- **Research sample:** The research sample was withdrawn from the original research community by (1%), and since the number of males is (22611), then their percentage is (226), of whom (113) are students of the scientific branch, and (113) are students of the literary branch. The number of females is (26,803), so their percentage is (268), of whom (138) are for the scientific branch, and (130) for the literary branch. Table (1) illustrates this

Table (1)

The research sample distributed according to (branch and gender)

Total	A female		Males		The names of the schools	T
	literary	scientific	literary	scientific		
40	—	—	—	40	Junior high school scientific knowledge for boys	1
40	—	—	40	—	Preparatory Zakat Literary for Boys	2
50	—	—	25	25	Al Rawabi Boys High School	3
50	—	—	25	25	Tetouan High School for Boys	4
46	—	—	23	23	Nebuchadnezzar High School for Boys	5
60	30	30	—	—	Virgin Mary Numerical for Girls	6
55	25	30	—	—	Al-Aqeedah Secondary School for	7

					Girls	
53	25	28	—	—	Renaissance Junior High School for Girls	8
50	25	25	—	—	Hopes Junior High School	9
50	25	25	—	—	Al-Manhal Preparatory School for Girls	10
494	268		226		Total	

Search tool

Setting The Personalization scale

The researcher numbers the Personalization scale through the following procedures:

- 1_ Planning for scale
- 2_ Preparing the scale paragraphs in its initial form
- 3_ Statistical analysis of the scale paragraphs
- 4_ Extraction of psychometric properties

1_ Planning for the scale: This step includes defining the concept of personality and the theory adopted, defining the areas of the scale, the method for formulating the paragraphs and the alternatives for answering them as follows:

- . The concept of Personalization is defined by the definition put forth by Beck.
- . The researcher adopted the theory (Beck) as a theoretical framework through which personality scale is prepared. The fields of (dimensions) of the (Personalization) scale were identified, as (Odeh,1980) emphasized that the prevailing scientific trend in psychological measures indicates that psychological measures are multidisciplinary (Odeh, 1998: 120). And when reviewing the theoretical framework, literature and previous studies, three areas were identified: (irrational thoughts, negative predictions, self-degradation).

Determining the style of drafting the paragraphs and the alternatives for answering the personality scale, and this was done as follows:

- A- The adoption of Likert method mainly in the alternatives of the scale because it is an easy method to correct and construct.
- B- The reliance of the answer alternatives to the scale paragraphs in the five-year formula (it applies to me always, applies to me a lot, applies to me sometimes, applies to me a little, does not apply to me at all), and it gave them scores of (5-1).

2_ Preparing the scale paragraphs in its initial form:

The researcher formulated paragraphs covering areas of Personalization, which were identified according to the theory adopted, as the researcher was able to prepare (37) paragraphs in their initial form, distributed into (3) areas as follows (irrational thoughts (15) paragraphs, negative predictions (10) Paragraphs, self-contempt (12) paragraphs, and the number of alternatives was (5), which are (they apply to me always, apply to me a lot, apply to me sometimes, apply to me a little, they do not

apply to me at all), and the researcher made sure that the paragraphs of the scale of positions The psychological and social present in the educational reality that the student is living in. The scale paragraphs were derived from several sources, including it.

A- The theory adopted

B_ Literature and previous studies.

T_ previous measures dealt with areas related to the Personalization variable, such as the scale (Salah al- Din, 2005), the scale (Miqdadi, 2009), and the scale (Al-Alawi, 2013).

D - An exploratory study carried out by the researcher on a sample of (80) male and female students, randomly selected from (4) schools affiliated to the Second Karkh Education Directorate, representing both sex workers and the branch. Apparent honesty: The researcher presented the scale in its initial form to a group of (10) experts in the field of educational and psychological sciences, to decide whether the paragraphs are valid or invalid or need to be amended with remarks, if any, as the logical analysis of the paragraphs of the scale is considered It is necessary at the beginning of its preparation because it indicates the extent to which the paragraph ostensibly represents the characteristic that it was prepared to measure, so a good paragraph in its formulation that is related to the feature of the subject of study contributes to raising its distinctive strength and its validity coefficient (Al-Kubaisi, 2001: 171).

The researcher adopted an agreement percentage (80%) or more for the paragraph in order to be valid and to be retained in the scale, and based on the opinion of experts and arbitrators, some paragraphs were amended, and (4) paragraphs were deleted, and accordingly, the number of paragraphs of the scale reached (33) paragraphs, and all the arbitrators agreed that The appropriate scale (five-point) because it gives the respondent more freedom to express Personalization thoughts and behaviors.

Statistical analysis of paragraphs

Discriminatory Power of Paragraphs:

The discriminatory strength of the paragraphs is one of the important psychometric characteristics that can be relied upon in evaluating the efficiency of the paragraph in measuring the characteristic to be measured, because it is a distinction between individuals with higher levels of degrees and individuals with lower levels of them in the same characteristic that the paragraphs of the scale measure (Shaw, 1967: 97) .

Contrasted Groups:

Ebel has indicated that the purpose of using this method is to keep the paragraphs of high discrimination because they are good items in the scale (Ebel, 1972: 392) and Anastasl indicates that the optimal point for each of the two states of equilibrium is the one that reaches the upper and lower (27%), (Anastasl, 1988: 213) and most of the literature in psychometrics indicates that it is preferable that the sample for statistical analysis of the paragraphs is not less than (400) individuals selected from the original community for the research, (Hersoon, 1963: 213).

After correcting their answers on the Personalization scale, the forms were arranged in descending order from the highest degree to the lowest degree, and the number of forms subject to analysis was (400) forms, after which (27%) of the higher grades were selected, which represent (108) male and female students as a higher group, and (27) % Of the lower grades, which represent (108) male and female students as a lower group, and each of the two groups included (216) questionnaires, as the

data were processed statistically by calculating (T - Test) for the upper group and the lower group for two independent samples. The results showed that (30) paragraphs were distinct, as the discriminatory power ranged between (985.10 - 135.5), while the other (3) paragraphs with the sequence (10, 16,24) were unmarked because their T value Smaller than the tabular T value of (1.96) at the level of significance (0.05) and the degree of freedom (214), so the number of scale paragraphs has become (30) paragraphs, and Table (2) illustrates that.

Table (2)

Discriminatory power of the Personalization Scale

level Indication 0,05	The computed T-value	Lower group		The top group		T
		standard deviation	Arithmetic mean	standard deviation	Arithmetic mean	
Function	5,894	1,147	3,481	0,890	4,305	1
Function	6,813	1,084	3,514	0,844	4,416	2
Function	7,866	1,218	2,972	1,021	3,175	3
8Function	7,767	1,281	2,963	1,015	4,185	4
Function	9,589	1,190	3,148	0,726	4,435	5
Function	10,252	1,091	3,074	0,797	4,407	6
Function	9,877	1,159	3,018	0,789	4,351	7
Function	9,719	1,110	2,981	0,971	4,361	8
Function	9,327	1,175	2,981	0,890	4,305	9
Not a function	0,732	1,356	3,305	1,608	3,453	10
Function	7,346	1,228	3,120	0,825	4,166	11
Function	6,637	1,089	3,527	0,769	4,379	12
Function	5,135	1,191	3,398	1,000	4,166	13
Function	6,937	1,237	3,398	0,793	4,379	14
Function	7,840	1,240	3,111	0,902	4,286	15
Not a function	0,490	1,117	3,388	1,614	3,481	16
Function	10,337	1,151	3,037	0,869	4,472	17
Function	7,568	1,194	3,546	0,726	4,564	18

Function	7,155	1,174	3,277	0,899	4,296	19
Function	8,172	1,079	3,259	0,855	4,342	20
Function	7,485	1,208	3,185	0,937	4,287	21
Function	10,985	1,143	3,037	0,715	4,463	22
Function	10,107	1,300	2,972	0,697	4,407	23
Not a function	0,524	1,125	4,203	0,945	4,277	24
Function	9,646	1,073	2,768	0,969	4,111	25
Function	7,033	1,144	3,278	0,868	4,259	26
Function	9,440	1,099	3,120	0,827	4,370	27
Function	8,353	1,264	3,009	0,824	4,222	28
Function	8,926	1,271	3,166	0,739	4,435	29
Function	9,761	1,075	3,240	0,767	4,481	30
Function	7,280	1,172	3,166	0,904	4,203	31
Function	6,779	1,219	3,370	0,831	4,333	32
Function	9,322	1,092	3,277	0,814	4,500	33

The Veracity of The Paragraphs (internal consistency):

The veracity of the paragraphs is an indication of the ability of the paragraph to measure the same concept that the test measures, through its association with an internal or external test, and the best internal criterion is the overall score of the scale. (Anastasi, 1967: 211). This method provides an internal criterion (Anastasi, 1967: 211).

The total score of the scale) can be relied upon in finding the correlation coefficient between the score of each paragraph and the total score of the scale, and this correlation coefficient refers to the level of the paragraph measurement for the concept that the total scores of the scale measure (Oppeenheim, 1992: 136), and to achieve this procedure, the statistical analysis sample forms were chosen. The researcher used the Pearson correlation coefficient in the statistical analysis of the scale paragraphs to extract the correlation coefficient between the score of each paragraph and the total score of the scale (Habib, 1996: 307). The total score of the scale is a statistically significant function, and Table (3) illustrates that.

Table (3)

The internal consistency of the Personalization scale (the relationship of the paragraph to the overall score)

indication	coefficient Correlation	T	indication	Correlation coefficient	T
.D	0.432	18	.D	0.337	1
.D	0.317	19	.D	0.299	2
.D	0,249	20	.D	0.303	3
.D	0.348	21	.D	0.280	4
.D	0.248	22	.D	0.304	5
.D	0.351	23	.D	0.338	6
.D	0.288	24	.D	0.354	7
.D	0.422	25	.D	0.288	8
.D	0.352	26	.D	0.367	9
.D	0.394	27	.D	0.378	10
.D	0.441	28	.D	0.427	11
.D	0.292	29	.D	0.305	12
.D	0.416	30	.D	0.275	13
			.D	0.319	14
			.D	0.370	15
			.D	0.429	16
			.D	0.310	17

The relationship of the field degree to other fields and the overall degree of the scale:

The researcher revealed the relationship of the score of each paragraph to the degree of the field to which it belongs, and found that it ranges between (0,288 - 0,483), and thus it appears that all the coefficients of correlation of the scores of the scale paragraphs with a score of the domain are statistically significant. The internal correlations between each field and the other fields of the personality scale were found using the Pearson correlation coefficient, and all the correlation coefficients were statistically significant.

Reliability: means consistency in the set of scores for the scale paragraphs that are supposed to measure what should be measured as it is repeatedly applied to the same sample with equal conditions and conditions (Baron, 1980: 418). The reliability coefficient was extracted by the following methods:

1-The re-test method

It is one of the important methods in calculating the stability of the test as it gives us information about the stability of the results in the presence of a time interval and it is called external stability, and this method is summarized in conducting the test on a sample of individuals and then re-applying the test on the same sample and in similar circumstances after a period of time ranging between (14-21) days between the first test and the second test, then the correlation coefficient between the two tests is calculated and is called the reliability coefficient (Ahmed, 1981: 61). For the purpose of verifying the reliability of the personality in this way, the researcher applied the scale on a sample of (50) male and female students. Then the application was repeated two weeks after the first application was performed on the same sample, and the Pearson

correlation coefficient was calculated between the scores of individuals in the two applications. The scale has high stability, as the reliability coefficient is acceptable in descriptive studies whenever it is equal to or greater than (70%) (Lindquist, 1950: 51).

2- The Alpha - Cronbach equation:

This method is based on internal consistency, as it gives an idea of the consistency of the paragraphs with each other and with each paragraph in general, that is, it shows the strength of the link between the scale paragraphs, (Thorndike & Hagen, 1977: 78) as the researcher extracted the consistency of the personality scale using the alpha equation Cronbach, therefore, (100) forms were chosen randomly from the statistical analysis forms, and the reliability coefficient was extracted, reaching (81.0), which is a good stability coefficient indicating the internal homogeneity of the scale paragraphs.

The final form of the Personalization scale:

The Personalization scale consists in its final form of (30) paragraphs, distributed into (3) domains arranged in succession, so paragraph (1-12) is given to the field of irrational thoughts, and paragraphs (13-22) in the field of negative predictions, and paragraphs (22-30) For the field of selfdegradation, and as it appears in Table No. (10). And in front of each one of them there is a fivepoint hierarchy of the answer (it applies to me always, applies to me a lot, applies to me sometimes, applies to me slightly, never applies to me), so the highest score that the respondent can get on the scale paragraphs is (150) degrees and the lowest score It is (30) degrees, and the default average for the scale is (90) degrees.

The following statistical methods:

- 1 - The T-Test for one sample to identify the Personalization
- 2- The T-Test for two independent samples (T-Test) to calculate the discriminatory strength of items.
- 3- Pearson correlation coefficient to calculate the reliability coefficient by retesting the Personalization scale, and to reveal the relationship between the score of each paragraph in the scale with the total score of the scale.
- 4- Cronbach's alpha equation to calculate the reliability coefficient (internal consistency).

Chapter Four

- The first goal: (To identify the Personalization of middle school students): -

To achieve this goal, the Personality Scale was applied to the research sample of (494) male and female students, as they obtained an arithmetic mean of (90.61) degrees, with a standard deviation of (5.67) and when

comparing the achieved arithmetic mean with the hypothetical mean of the scale and the adult (90) degrees, and to ascertain whether the differences are statistically significant, use the T-test for one sample, as the calculated T value reached (2.40) degrees, which is higher than the tabular value of (1.96) degrees, at a level of significance (0.05) The degree of freedom (493). Table (4) illustrates this:

Table (4)

The sample size, its arithmetic mean and the hypothetical mean with an indication of the standard deviation and the T-value of the Personalization variable

The result	Indication level	T-value		Degree of freedom	Hypothesized mean	standard deviation	SMA	The number of the sample	Variable
		Tabular	Calculated						
D	0,05	1.96	2.44	493	90	5.67	90.61	494	Personalization

This result confirms the existence of statistically significant differences, and this confirms the existence of Personalization among middle school students. The researcher attributes this result to the wrong methods of upbringing in the home and the wrong information that they obtain, where (Beck) sees that the Personalization ideas are in the individual through Interacting with his environment and that we are as individuals learn and acquire our values, beliefs and attitudes from the people around us, especially parents, friends and teachers, and this can be explained according to Beck's theory, attributing failure and external accidents to themselves, because of their interpretation of events and situations, an irrational interpretation, the adoption of pessimistic ideas, and negative expectations of students and wrongly, because they themselves carry the causes of failure in different areas of life, and this prevents them from seeing their abilities, capabilities and achievements that they enjoyed, and this leads to poor social harmony, and this result may also be due to the lack of guidance programs in preparatory schools that limit the degree of spread of these Personalization ideas, and when We want to compare the results of this research with the results of other studies, as it differed with a study (Miqdadi, 2011).

The second goal: to identify the differences in Personalization according to the variables of sex (male - female) branch (scientific - literary)

To verify the goal, the arithmetic means and standard deviations of the sex (male - female) and the branch (scientific - literary) were calculated. In order to identify the differences in the averages, a binary analysis of variance was used, as the results showed that the calculated Fatal value for the sex and the branch and the interaction between them are not statistically significant, as the FID value was (0,999 - 0,004 - 3,577), respectively, and it is smaller than the tabular FF value of (3.84) at the Significance (0.05) and two degrees of freedom (490-1). Table (5) illustrates this:

Table (5)

Results of the analysis of binary variance according to the variable of sex and branch
The source of the contrast

Indication	The computed Fatal value	Average of squares	Degree of freedom	Sum of squares	The source of the contrast
Not d	0.999	177,123	1	177.123	Sex
Not d	0.004	0.789	1	0.789	Branch
Not d	3.577	640.001	1	690.001	Gender –

					branch
-	-	178.944	490	87861.701	The error
-	-	-	493	2602200,000	Macro

The above result indicates that there are no differences in Personalization among middle school students according to the gender and branch variables. As the differences did not reach the level of statistical significance and the reason for this is due to the similarity of the conditions that the students live as a result of experiencing the same events and attitudes, as recent events in Iraq have been exposed to both sexes, and they come from very close social environments and from families close in values and patterns of treatment Parenting.

Also, the academic branch does not constitute a point of difference between students in the level of Personalization, despite the difference in the curricula that students learn, and this is reflected in the nature of the conditions that both branches are exposed to (scientific and literary), i.e. the similarity of the environment in which students live and are contemporary in the whole of Iraq. , As well as the convergence of teaching strategies and methods of male and female teachers in terms of their interaction with students, as school societies are very similar in our country and have the same administrative patterns.

Recommendations:

- 1- Parents should train students from a young age on how to deal with the situations and circumstances surrounding them, away from feeling frustrated and sad
 - 2- School administrations should teach students to attack and challenge negative thoughts by organizing thinking so that it becomes more rational, and elevating them to a higher level of thinking.
 - 3- Holding guidance seminars by school administrations to correct misconceptions in order to build a civilized society
- Proposals: In light of the results of the research, the researcher suggests conducting the following

Future Studies: -

- 1_ Conducting studies on personality with another research sample, such as (university students, school principals, mothers)
- 2- Linking the (personality) variable with other variables such as (self-esteem or life skills).

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