

The relationship of social tension with self-sabotage for behaviorally disturbed students

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Abstract

The current research aims at identifying the behaviorally disturbed middle school students and their social tension. It also aims at identifying the self-sabotage of the behaviorally disturbed students and the nature of the relationship between social tension and self-sabotage. This research was limited to middle school students in middle schools affiliated to the 3rd Education Directorate of Karkh for the academic year (2020-2021). They were (500) male and female students, (250) females and (250) males. In order to achieve the objectives of the research, the researchers built a tension scale social and self-sabotage and the adoption of the behavioral disorder diagnosis scale. Validity and stability were extracted for it. The researchers used the T-test for two independent samples, the T-test for one sample, and the Pearson correlation coefficient to extract the results. The results showed that the number of people with behavioral disorders (183). The behaviorally disturbed sample of students has social tension and suffers from self-sabotage. The results showed that there is a relationship between social tension and self-sabotage. In light of the results of this research, the researchers came up with a number of recommendations and suggestions.

Keywords : middle school students, social tension, behavioral disorder diagnosis scale.

INTRODUCTION

Research problem: The problems of student who are behaviorally disturbed are at the core of the concerns that have sparked much debate. Its causes have been researched by scientists. Some discovered it in the biological structure of the individual. Others have discovered that the primary cause is poor parental education, which has consequences for children's conduct. Some of them are hostile, while others are worried, tardy at school, steal, withdraw, become reliant on others, and have other issues. (Yahya, 2000:31-32). Because the family was the child's initial social field, the family environment became a direct cause of the child's growth, whether normal or pathological. According to Green and Faraj's research, a lack of love, compassion, care, and tenderness, as well as the harsh and authoritarian regime that parents impose on their children, leads to poor social adjustment and behavioral problems. (Farraj, 1969, 121). Some researchers relate these diseases to peer pressure, which manifests itself

in youngsters as they progress through elementary school. Academic delay, lack of harmony with their friends, and frequent school avoidance are some of the issues and difficulties they are experiencing. These elements have an impact on several parts of their life, as well as the educational process in general. (Yahya, 2000:31-32). Stress was the cause of most of the physical and psychological disorders among students, which affects their psychological and emotional balance, as the body works as an integrated unit in any situation. Physical changes affect his thinking, and when he is stressed, his entire body structure is disturbed, which leads to a disturbance in his mind and emotions. This can also lead to emotional and muscular tensions (Al-Tikriti, 1995: 15).

There is a close relationship between psychological, physiological and social stress. If the individual moves, he would have a conscious or subconscious motive. He had a need, and if he succeeded in achieving it, he would achieve the

required balance for himself. But if he fails, he will feel nervous (Al-Shaibani, 1985: 256).

When Martin points out that failure and the desire to achieve are two separate things, he underlines the relationship between failure and self-sabotage. When a person aspires to achieve success, he concentrates on his objective, does everything in his power to achieve it, tries to invest all of his resources, creates strategies, and monitors the course of events. At the end of the day, he either succeeds or fails, despite his best efforts. Fear of failure is the opposite, where the individual is not able to focus on the goal, but rather focuses his attention not to fail, for negative thinking is like positive in our minds. When the individual thinks of being successful, the issue is failure, then the individual begins to sabotage himself (Martin, 2005: 120 cases that drain their strength, abilities and potentials. When the fear of failure reaches its maximum levels, students may resort to some methods to protect themselves from this fear. Self-sabotage is one of these methods. (Martin, 2003:235)

The importance of the research: Psychologists confirm that most emotional disorders arise from childhood. The problems faced by children are more serious than those faced by adults (Daoud et al., 1991: 25). The problems that the child is exposed to, or what he suffers from, may lead him to serious disorders that are difficult to treat when they become chronic, such as family, educational, economic and health problems and other problems resulting from the presence of the problem of the emergence of social tension among individuals (Al-Sabai, 1985: 40). Behavioral disorders are among the serious problems in a child's life, because they constitute the basics of anti-social behaviour. (Kamal, 1988, 90).

Tension is an indicator of psychological disorders facing the individual in the current era, which is full of complexities and problems, as well as the requirements of daily life, which need immediate confrontation and solutions. Tension appears in many forms and manifestations. It may appear as an expression of fear, shame, anxiety, and other psychological problems. The statistic indicates that (80%) of diseases are caused by stress and that (50%) of the community members who see doctors suffer from stress of the first degree. (25%) of individuals suffer from some form of stress and its manifestations, in addition to the

psychological and physical illnesses caused by stress (Davis et al. 1998: .52).

Also, most highly behaviorally disturbed fail even in the simplest skills of reading and arithmetic, even those who have good competencies in reading and arithmetic are not able to apply these skills all the time. Many of them do not even have basic self-care or daily living skills (Yahya, 2000: 26). The suffering of students on the psychological level is many and varied. These sufferings are either emotional or psychological or emotional tensions or impulses determined by the nature of the stage and the elements of personality (Al-Zubaidi and Al-Shammari, 1999: 77). Tension is an indicator of psychological disorders facing the individual in the current era, which is full of complexities and problems, as well as the requirements of daily life, which need immediate confrontation and solutions. Stress appears in many forms and manifestations. It may appear as an expression of fear, shame, anxiety and other psychological problems. The statistics indicate that (80%) of diseases are caused by stress. (50%) of the community members who see doctors suffer from stress of the first degree. (25%) of individuals suffer from some form of stress and its manifestations, in addition to the psychological and physical illnesses caused by stress (Davis et al. 1998:52).

As mentioned, a large percentage of individuals who are exposed to disasters and wars are more exposed to psychological and mental dangers which make our society vulnerable to psychological and mental dangers. This could make our Arab societies suffer from a danger similar to being directly exposed to battles and wars leading to death of dear family and relatives. The results of many researches confirmed that pressures, tensions and disturbances of all kinds spread among groups that were directly exposed to wars (Ibrahim, 1998:41). Tension is one of the most complex psychological and social manifestations due to its overlap with other alternative concepts used in life situations such as psychological pressure, anxiety and conflict (Mahmoud and Al-Sayed, 1999: 104). It is important to show that tensions do not occur in a vein, nor are they all intrusive into the nervous system, but are within the scope of all body systems. When there is a state of conflict as a result of emotional attraction within the individual, then the attraction of another member arises. Tension is physical in nature,

which is the reason for many diseases that occur as a result of emotional conflicts (Abdul-Ghani, 2000: 5). Al-Barghouti (1995) sees that tension is a pent-up energy that does not find a way out, which affects the clarity of thought, control of emotion and muscle pain and may result in an organic and psychological disease, which is equivalent to (70%) of the diseases known in the world of medicine (Al-Barghouti, 1995: 216).

Researchers have found that environmental influences such as work and family problems, if they develop, affect and destroy the body because the body is not prepared for chronic stress caused by severe emotions and painful memories, and what causes it to raise the level of adrenaline in the blood. This is what we notice in increased heart rate, dry mouth and stomach inversions, all of which are harmful symptoms, but their transformation into a chronic condition affects the health of the individual (Beck, 2000: 157).

Painful psychological sentiments like prolonged lethargy and depression disrupt the calcium equilibrium in the body, resulting in tooth decay. (Naama, 1996: 39). Among the experiments that show how stress affects the different feelings of man is the experiment conducted by (Sarnoff & Zimborda, 1992) in order to identify the effect of stress on social behavior. It showed that in situations of high tension (46%) of the individuals expressed their desire to stay together and that (54%) of them expressed their desire to stay with the group in the case of low tension, because individuals do not want to show their tension in front of others (Sornoff, 1992: 199). According to Bandura 1989, the amount of stress depends on what the individual will exert in achieving his goals and on his way of thinking. Negative thinking about the individual's inability to meet the demands of the difficult environment generates tension and pressure and limits the effective use of cognitive abilities by diverting attention from how to meet the requirements in the best possible way to raising feelings of tension and anxiety about personal disability and the possibility of failure (Hamdi and Naseemah, 2000:46).

The concept of self-sabotage is one of the modern concepts that entered the field of educational and psychological sciences. Researchers used it to refer to a person's procrastination in completing his work, and wasting time. One of the most bizarre things in

life can be the ability of individuals to self-sabotage and destroy themselves. On one hand, they do things and engage in behaviors that they previously knew were bad and would have negative consequences, such as small transgressions like eating too many foods that are harmful to their health and destroying their diet, to more destructive and complex behaviors like getting involved in a relationship they know will end badly or will only bring back pain and suffering. Not to mention more self-destructive behaviors such as addiction, trying to physically harm oneself or willingly exposing themselves to someone else's violence, or even suicide. However, these behaviors, which are starkly recognizable and aware of, are not the most common and widespread form of self-sabotage. There are many hidden behaviors that the individual is not aware of at all and he performs them over and over again without any attention or feeling, greatly affecting his daily life, his well-being and his self-image. Although we think we are conscious of our behaviors and behaviors, we keep doing those behaviors and repeating the same mistakes without even knowing it. This is exactly what Freud came up with. Our conscious behaviors and thoughts are like the tip of the iceberg floating in polar waters, as only a very small part of it emerges. The predominant part is hidden and covered under the surface of the water, and it is similar to the unconscious in its absence and its greatness. There is another set of behaviors that can be categorized as self-destructive, such as procrastinating, withdrawing, and complaining excessively. Although it doesn't look that bad, it works so frequently that it becomes a part of everyday life that is hard to get rid of or even passes out.

Since self-sabotage is a justifying behavior, as is clear from what was previously mentioned, it may affect the talented student's personality, self-belief, self-confidence, and ability to face difficulties, challenges, and obstacles in his academic life. The student receives more failure, and becomes indifferent to his result, especially after the excuses and justifications he has in his pocket fade away. When a student reaches this stage, there is a strong possibility that he will give up and stop doing his homework completely and become accepting of failure. At the end, he may suffer from learned helplessness and drop out of school altogether. (Martin, 2003, p.243)

The importance of the current research is indicated in the following aspects:

1. The significance of the stage that middle school students go through and the importance of research variables in influencing their personalities.

2. There is no previous study that dealt with the relationship between the variables of the current research.

Research Objectives: The current research aims at:

1. Identifying behaviorally disturbed middle school students

2. Identifying social tension among behaviorally disturbed students.

3. Identifying self-sabotage among behaviorally disturbed students.

4. Identifying the nature of the relationship between social tension and self-sabotage.

Research limits: The current research is limited to first-year intermediate students studying in middle and secondary schools affiliated to the 3rd Education Directorate of Karkh, of both genders (males - females) for the academic year 2020-2021.

Defining terms

First: Social tension

Al Abbasi (2008) defined it as “a condition in which the individual feels a lack of comfort and distress in situations of communication and social interaction, characterized by withdrawal and the individual’s avoidance of social situations in which he is supposed to interact with others.” (Al Abbasi, 2008: 138). The researchers define it as “feelings of inadequacy, anxiety, tension, social derogation, social restraint, excessive sensitivity, a secluded lifestyle, unwillingness to establish social relationships, and avoidance of social interaction with others and social activities.” As for the procedural definition, it is the total score obtained by the respondent through his answer on the scale prepared in the current research.

Second: Self-sabotage

Martin (2003) defined it as “one of the methods that the individual takes to protect himself from fear of failure in reality, as he places obstacles for himself that stand in the way of his success. The intention of self-sabotage is

to seek excuses for himself when he fails.” (Martin, 2003:35). The researchers adopted this definition because it is the basis on which the self-sabotage scale was prepared. As for the procedural definition, it is the total score obtained by the respondent through his answer on the scale prepared in the current research.

Third: the behaviorally disturbed children:

Desouky (1988) defines behaviorally disturbed children as children who are noticed having one or more of the following characteristics in a noticeable degree and for a period of time: inability to learn that cannot be explained in light of mental, sensory or health characteristics, inability to build satisfactory relationships with colleagues and teachers, inappropriate patterns of behavior and emotions under normal circumstances, a general feeling of depression and unhappiness, a tendency to experience physical symptoms, pain, and anxieties regarding personal and school problems.” (Desouky, 1988:71).

Theoretical framework

Andrew. J. Martin's view of Self-Sabotage

Andrew. J. Martin believes that motivation is the energy and drive that individuals show to reach perfection by making the maximum possible effort. The process of motivation consists of several components, divided between those that improve individual motivation and achievement, and those that limit Motivate and accomplish. (Martin, 2004: .25) Martin confirmed that, through his research and his work with students, he was able to identify ten basic units in this regard, divided into three sections, which he called the following names: First: Motivational Motives. Second: Disincentives of Motivation. Third: Inhibitors of Motivation. This includes two main units:

1. Weak self-control, i.e. (the individual’s belief in his low ability to maintain success or avoid failure).

2. Self-sabotage, i.e. (reducing the chances of success by following behavior patterns based on procrastination, procrastination, wasting time, lack of study, etc...). (Martin, 2003, 44)

Martin confirms that the level of students' motivation may decline when moving from the primary stage to the secondary stage, and that

there are some reasons behind this phenomenon are:

First, students show a greater tendency to compare themselves to others. As a result, it became clear to them, in most cases, that there are a number of students who outperform them, which prevents them from feeling good. Second: In the secondary stage, a statistical standard is followed that places students in a sequential hierarchy with regard to their grades. This lowers their level of motivation, especially for those students who do not occupy positions close to the top of the hierarchy.

Third: At the secondary level, teachers' attention to students individually becomes less, which marginalizes some students who do not find the attention, care and help they need. (Martin, 2003: .22) In addition, Martin confirms that there are a number of unknown and unclear reasons in the secondary stage that reduce the level of motivation, which sometimes leading to a feeling of helplessness, compared to the primary stage. The decline in these incentives reaches its lowest levels in the middle of secondary school. Then he begins to recover again in the last years of high school. (Martin, 2003: 48)

Martin sees that students are sabotaging themselves when they put obstacles in the way of their success. They do so because they want to make excuses for themselves that they failed in their homework, or got low grades in their exams. These students need to seek excuses and justifications in order to distance themselves from the character of stupidity, and attribute their failure to something that does not harm their sense of self-respect. It is better for them to be seen as procrastinators than to be seen as idiots. (Martin, 2003: .47) Martin asserts that through many of his researches, he was able to discover various methods that students resort to for self-sabotage, which can be clarified as follows:

1. Postponement and procrastination.
2. Procrastination and wasting time.
3. Quit studying.
4. Doing exceptional cleaning work and escaping from accomplishing what is required of him to be accomplished.
5. Leaving books at home or at school when they are needed for study.

6. Clowning while studying.
7. Disturbing other students.
8. Visiting relatives in the week preceding the exam.
9. Attending a party on the night of the exam.

In fact, some students show ingenuity in creating excuses for themselves, where they find self-sabotage a tempting way to protect them when they deal with failure. They prolong their sense of dignity, and the value of themselves, and that it tempts them. This is not only self-protection in case of failure, but it may enhance this feeling if the student performs well in this case. (Martin, 2003: .242) It should be noted here that boys sabotage themselves more than girls do, although girls do that as well. The researcher should not rush to blame the students for self-sabotage, just because they tend to delay and waste time. They are not concerned with self-sabotage. Many people tend to procrastinate and waste time. If we want to confirm that the student is actually sabotaging himself, we must judge him according to the following:

1. If you find this behavior of his has become an inherent routine habit, that is, he resorts to repeating it.
2. If his behavior stems from fear of failure.
3. If he begins to resort to this behavior as a justification for him if he does not achieve a good performance in carrying out his duties. (Martin, 2003: .242)

If these students are of the type that tends to self-sabotage, they do not feel comfortable being in school and do not achieve what their actual capabilities qualify them for. Martin asserts that the concept of self-sabotage is organized under a broader concept, the self-handicapping. Self-sabotage is one of the common methods in which the fear of failure appears in the student's life and behavior, along with other methods, which are represented in the following:

1. Striving for comprehensive perfection.
2. Cognitive pessimism.
3. Extreme fatigue.
4. Surrender or drop out. (Martin, 2003: .47)

Interpreting the behavioral perspective of stress and behavioral disorders

Zaghloul sees that motivation arises in individuals due to internal or external stimuli, so that the individual emits behavior or activity in response to these stimuli. It is the individual's experiences of the outcome of the behavior that determine the repetition or non-repetition of the behavior in subsequent times (Zaghloul, 2005: 219). Contemporary behaviorism deals within the framework of the correlational relationship between man and the environment, meaning that the environment affects the behavior of the individual. The individual's behavior is influential in the environment, where the increase in the possibility of a particular behavior in the future depends on the nature of the reinforcement. Whether or not he gets the reinforcement and the type of reinforcement depends on the nature of the behaviour. Contemporary behavior depends on four postulates:

1- Neurotic disorder is a learned behavior that is subject in its formation and removal to the same laws of theories that govern normal behavior.

2- The neurotic disorder may arise from the failure of the individual to learn the desired behavior.

3- The success of the individual may arise from acquiring wrong behavior that does not lead to compatibility.

4- It may arise due to the conflict that the individual is exposed to when he finds himself facing two goals and he is required to choose one of them and bear the responsibility for this choice.

Skinner believes that the focus of mental disorder that occurs does not include one aspect of personality, but rather includes four elements:

1- outward behavior (external actions).

2- Thinking (the way of thinking, values, attitudes and methods of the person to solve problems).

3- Agitation (physiological changes).

4- Social interaction (its relationship with others, methods of dealing with stress and psychological tensions, social skills) (Al-Khatib, 1987: 260).

Here, we note that psychological disturbance, according to this contemporary perception, is a product of elements, some of them from the external environment and others in the world of values, thinking and conscience, which are meant by subjective factors. Treating the individual who complains of specific problems such as anxiety and tension ... etc. can teach him new ways of behavior and he can learn new ways, solve problems, can help him change his old expectations towards goals (Ibrahim, 1998: 224). Eysenck concluded that the individual's behavior is relatively stable and that his problems typically affect most of the individual's behavior. He referred to several dimensions, including after the disorder, which is a feeling that dominates the personality of the individual, where the individual feels anxiety and tension and has thoughts of feeling that he is suffering from psychological and physiological tension. The sub-factors of this dimension are represented by the following characteristics: (tension, anxiety, control of various illusions, feelings of depression, disturbance of feelings and their fluctuations) (Al-Jazrawi and Al-Madhoun, 1995: 163). Behavioral theorists assert that the individual's personality is a product of learning. Therefore, tense behavior can also be learned, as the individual's personality is formed through his positive and negative habits that can be learned through reinforcement.

Accordingly, tension is due to one of the following factors:

1. Failure to acquire and learn a particular behavior or learn inappropriate behavioral methods.

2. Failure by confronting the individual with conflict situations in the environment that requires doing a distinguished work or making a decision that he feels he cannot do.

Dollard and Miller, two of the pioneers of the modern behavioral school, stress that every natural or abnormal behavior is the result of the interaction between desire and evidence, or response and reinforcement. Individuals learn from these norms to reward and punish the self in different ways. Individuals may learn standards from their parents, from people, or from books, newspapers and magazines. Individuals may learn them through modeling as well (Al-Hamiri, 2001: 25). Behaviorists emphasize that behavior of any kind is based on

learning where the learning process is carried out by adults and directed towards children. Therefore, the tension carried by the fathers may be transmitted to the children according to this logic. Scientists have concluded with the interpretation that psychological diseases and behavioral deviations are nothing but habits that a person has learned to reduce his degree of stress, anxiety and the intensity of his motivation. This is a form of associations via conditional reflexes, but those conditional associations occur satisfactorily and incorrectly in the same way. The therapist has nothing but to extinguish this pathological conditional reflex and to teach the individual new conditional reflexes and associations and in place of those pathological associations. Accordingly, it was found that the main concern of the behavioral trend is the behavior, how it is learned and how it is changed and modified. This is in itself the focus of attention of therapists for behavioral disorders, meaning that there is a close link between behavioral theory and the understanding and treatment of behavioral disorders. The Psychoanalytic Dictionary affirms that behavioral therapy (a form of psychotherapy based on learning theory. This trend of treatment assumes that neurotic symptoms are the result of wrong learning that occurred through conditioning). This type of treatment aims to remove neurotic symptoms through a process Undo the straps and then put the straps back in the correct way. Behavioral therapy is a recent trend in psychotherapy. Mesner was the first to use the basic principles of behavior in therapy or behavior modification.

The behavioral theory is based on a set of hypotheses whose theoretical basis is:

3. Most of human behavior is learned and acquired, whether the behavior is normal or disordered.

4. Disturbed educated behavior does not differ in principle from normal educated behavior, but turbulent behavior is incompatible.

5. Troubled behavior. The individual learns as a result of repeated exposure to the experiences that lead to him and the occurrence of a conditional link between those experiences and the disordered behavior.

6. The set of psychological symptoms is a community of educated wrong behavioral habits.

7. Learned behavior can be modified.

8. The individual is born with primary physiological motives and through learning acquires new secondary social motives that represent his most important psychological needs. Their learning may be abnormal, linked to non-consensual methods of satisfying them, and then he needs new, more compatible learning. (Zahran, 1982: 336). The researchers adopted the behavioral theory in explaining behavioral disorders and stress.

Research Procedures

First: The research community: The current research community is defined by first-grade middle school students in the middle school year (2020-2021). Their number reached (33,158) male and female students, including (14,591) males, and (18,567) females distributed over the third Karkh schools in Baghdad governorate.

Second: The research sample: After the 3rd Karkh district in Baghdad was determined. The researchers randomly selected middle schools, where each school (50) male and female students were randomly selected. The total number of them reached (400) male and female students, as shown in Table (1).

Table (1) *Distribution of the basic application sample members by middle schools and gender variable*

| Schools | 1 st class | | Total |
|--------------------------------------|-----------------------|-------|-------|
| | Females | Males | |
| Farazdaq Intermediate school | - | 50 | 50 |
| Fadak Intermediate school | 50 | - | 50 |
| Ibn al-Rafidain Intermediate school | - | 50 | 50 |
| Tadhiya Intermediate school | 50 | - | 50 |
| Al-Nasser Intermediate school | - | 50 | 50 |
| Khadija Al-Kubra Intermediate School | 50 | - | 50 |

| | | | |
|--------------------------------------|-----|-----|-----|
| Muslim bin Aqeel Intermediate school | - | 50 | 50 |
| Amal Intermediate school | 50 | - | 50 |
| Total | 200 | 200 | 400 |

Third: - Research tools

First: Drafting the paragraphs: The researchers extracted a set of paragraphs based on previous studies and standards. The Social Stress Scale included (30) items, while the Self-Sabotage Scale included (32) items, while the number of items on the Behavioral Disorders Scale was (40) items.

Second: The validity of the items: The items of the Social Stress Scale, the Self-Sabotage Scale, and the Behavioral Disorders Scale in their initial form were presented to a group of experts specialized in educational and psychological sciences. Their number reached (10) experts for the purpose of judging the scales items, determining the valid ones and the invalid ones, and making the appropriate adjustments to them and the appropriateness of the answer alternatives to the scale items. An agreement percentage of 80% or more was approved for the paragraph to be considered valid and to be maintained in the scale. In light of the experts' opinions, all the paragraphs were kept, as they obtained an agreement rate of more than 80%, with an amendment in the wording of some

standards paragraphs. Thus, the scales in its initial form consisted of (30) items of the social stress scale, while the self-sabotage scale included (32) items and the behavioral disorders scale (40) items.

Third: Statistical analysis of the scale items: The researchers used two methods to analyze the items: A- Calculating the discriminatory power. For the purpose of checking the discriminative power property of the vertebrae, a random sample of (250) middle school students was selected. This is not the main application sample. The scores obtained by the students are arranged in descending order, i.e. from the highest score to the lowest score.

Then, the Superior and Inferior Groups 27% of the scores were chosen to represent the two extreme groups. The two groups included (134) male and female students, and each group included (67) male and female students. The researchers used the t-test for two independent samples, in order to test the differences between the Superior and Inferior Groups for each item of the scale. The T-value was considered an indicator to distinguish each paragraph by comparing it with the tabular value. All paragraphs were distinguished at the significance level (0.05) and the degree of freedom (132). The tabular value was (1.960) with the exception of two items of the behavioral disorders scale as shown in tables (2), (3) and (4).

Table (2) *T-values of the social stress scale items using the two random samples method*

| No | Calculated T-value | Inferior Group %27 | | Superior group %27 | | Sig. | No | Calculated value | Inferior Group %27 | | Superior group %27 | | Sig. |
|----|--------------------|--------------------|-----------------|--------------------|-----------------|------|----|------------------|--------------------|-----------------|--------------------|-----------------|------|
| | | Standard deviation | Arithmetic mean | Standard deviation | Arithmetic mean | | | | Standard deviation | Arithmetic mean | Standard deviation | Arithmetic mean | |
| 16 | 2.428 | 0.76324 | 2.5672 | 0.38633 | 2.8209 | Sig. | 1 | 2.577 | 0.65653 | 2.4328 | 0.46739 | 2.6866 | Sig |
| 17 | 3.093 | 0.67554 | 2.5970 | 0.32671 | 2.8806 | Sig | 2 | 2.746 | 0.75998 | 2.5970 | 0.37019 | 2.8806 | Sig |
| 18 | 2.200 | 0.61159 | 2.7463 | 0.26477 | 2.9254 | Sig | 3 | 2.073 | 0.74313 | 2.4328 | 0.47839 | 2.6567 | Sig |
| 19 | 2.310 | 0.67921 | 2.5672 | 0.40963 | 2.7910 | Sig | 4 | 2.389 | 0.63694 | 2.6716 | 0.32671 | 2.8806 | Sig |
| 20 | 2.289 | 0.64751 | 2.6269 | 0.37323 | 2.8358 | Sig | 5 | 5.145 | 0.63303 | 2.4328 | 0.32671 | 2.8806 | Sig |
| 21 | 2.556 | 0.63588 | 2.7463 | 0.20837 | 2.9552 | Sig | 6 | 2.551 | 0.70342 | 2.5373 | 0.40963 | 2.7910 | Sig |
| 22 | 2.265 | 0.73240 | 2.6418 | 0.34358 | 2.8657 | Sig | 7 | 4.178 | 0.58590 | 2.4627 | 0.38633 | 2.8209 | Sig |

| | | | | | | | | | | | | | |
|----|-------|---------|--------|---------|--------|-----|----|-------|---------|--------|---------|--------|-----|
| 23 | 3.233 | 0.66746 | 2.6418 | 0.26477 | 2.9254 | Sig | 8 | 2.988 | 0.58745 | 2.6716 | 0.28769 | 2.9104 | Sig |
| 24 | 2.583 | 0.71806 | 2.7015 | 0.23872 | 2.9403 | Sig | 9 | 2.671 | 0.45414 | 2.7164 | 0.30819 | 2.8955 | Sig |
| 25 | 2.447 | 0.64681 | 2.7164 | 0.26477 | 2.9254 | Sig | 10 | 2.414 | 0.56106 | 2.6716 | 0.34358 | 2.8657 | Sig |
| 26 | 2.150 | 0.75998 | 2.5970 | 0.38633 | 2.8209 | Sig | 11 | 2.280 | 0.46739 | 2.6866 | 0.35903 | 2.8507 | Sig |
| 27 | 2.644 | 0.74313 | 2.5672 | 0.37323 | 2.8358 | Sig | 12 | 2.165 | 0.62367 | 2.6269 | 0.38633 | 2.8209 | Sig |
| 28 | 2.294 | 0.67888 | 2.6866 | 0.30819 | 2.8955 | Sig | 13 | 2.502 | 0.74160 | 2.5821 | 0.37323 | 2.8358 | Sig |
| 29 | 2.240 | 0.73517 | 2.6269 | 0.35903 | 2.8507 | Sig | 14 | 2.036 | 0.63267 | 2.6866 | 0.34358 | 2.8657 | Sig |
| 30 | 3.066 | 0.82064 | 2.5672 | 0.30819 | 2.8955 | Sig | 15 | 2.355 | 0.75550 | 2.6269 | 0.34358 | 2.8657 | Sig |

Table (3) *T-values of the items of the self-sabotage scale using the two random samples method*

| No | Calculated T-value | Inferior Group %27 | | Superior group %27 | | Sig | No. | Calculated value | Inferior Group %27 | | Superior group %27 | | Sig |
|----|--------------------|--------------------|-----------------|--------------------|-----------------|-----|-----|------------------|--------------------|-----------------|--------------------|--------|-----|
| | | Standard deviation | Arithmetic mean | Standard deviation | Arithmetic mean | | | | Standard deviation | Arithmetic mean | | | |
| 1 | 4.441 | 0.81760 | 2.4030 | 0.39444 | 2.8955 | Sig | 1 | 3.655 | 0.71963 | 2.2388 | 0.48729 | 2.6269 | Sig |
| 2 | 4.065 | 0.85862 | 2.4627 | 0.36154 | 2.9254 | Sig | 2 | 4.340 | 0.85201 | 2.3881 | 0.37019 | 2.8806 | Sig |
| 3 | 4.624 | 0.82941 | 2.3582 | 0.40908 | 2.8806 | Sig | 3 | 3.238 | 0.81289 | 2.2836 | 0.47839 | 2.6567 | Sig |
| 4 | 4.331 | 0.86753 | 2.3731 | 0.40908 | 2.8806 | Sig | 4 | 3.699 | 0.74586 | 2.5224 | 0.35395 | 2.8955 | Sig |
| 5 | 3.817 | 0.87531 | 2.4478 | 0.39444 | 2.8955 | Sig | 5 | 6.304 | 0.65928 | 2.2537 | 0.47744 | 2.8806 | Sig |
| 6 | 4.131 | 0.91843 | 2.3731 | 0.40908 | 2.8806 | Sig | 6 | 5.200 | 0.77471 | 2.2836 | 0.48914 | 2.8657 | Sig |
| 7 | 4.212 | 0.90378 | 2.3881 | 0.39444 | 2.8955 | Sig | 7 | 6.557 | 0.57224 | 2.2836 | 0.47744 | 2.8806 | Sig |
| 8 | 4.167 | 0.92211 | 2.4030 | 0.37865 | 2.9104 | Sig | 8 | 6.468 | 0.67755 | 2.4179 | 0.17146 | 2.9701 | Sig |
| 9 | 3.355 | 0.80394 | 2.4627 | 0.50011 | 2.8507 | Sig | 9 | 6.884 | 0.49694 | 2.5821 | 0.56489 | 2.9989 | Sig |
| 10 | 3.688 | 0.87995 | 2.3433 | 0.52912 | 2.8060 | Sig | 10 | 3.622 | 0.63303 | 2.4328 | 0.55702 | 2.8060 | Sig |
| 11 | 4.658 | 0.93430 | 2.2836 | 0.47744 | 2.8806 | Sig | 11 | 3.746 | 0.86753 | 2.3731 | 0.57263 | 2.7761 | Sig |
| 12 | 2.225 | 0.85941 | 2.5075 | 0.59128 | 2.7910 | Sig | 12 | 3.173 | 0.93430 | 2.2836 | 0.46884 | 2.8507 | Sig |
| 13 | 3.362 | 0.91101 | 2.3284 | 0.59851 | 2.7761 | Sig | 13 | 4.441 | 0.50237 | 2.4627 | 0.55702 | 2.8060 | Sig |
| 14 | 3.312 | 0.96619 | 2.2836 | 0.61159 | 2.7463 | Sig | 14 | 4.128 | 0.85201 | 2.3881 | 0.47744 | 2.8806 | Sig |
| 15 | 4.444 | 0.97458 | 2.2537 | 0.44711 | 2.8358 | Sig | 15 | 6.000 | 0.95488 | 2.2388 | 0.20837 | 2.9552 | Sig |
| 16 | 4.518 | 0.96619 | 2.2836 | 0.42267 | 2.8657 | sig | 16 | 5.652 | 0.89952 | 2.3582 | 0.12217 | 2.9851 | sig |

Table (4) *T-values of the behavioral disorders scale items using the two random samples method*

| No | Calculated T-value | Inferior Group %27 | | Superior group %27 | | Sig | No. | Calculated value | Inferior Group %27 | | Superior group %27 | | Sig |
|----|--------------------|--------------------|-----------------|--------------------|-----------------|-----|-----|------------------|--------------------|-----------------|--------------------|--------|-----|
| | | Standard deviation | Arithmetic mean | Standard deviation | Arithmetic mean | | | | Standard deviation | Arithmetic mean | | | |
| 1 | 4.950 | 0.92211 | 2.4030 | 0.17146 | 2.9701 | Sig | 1 | 4.431 | 0.77705 | 2.1791 | 0.47316 | 2.6716 | Sig |
| 2 | 5.007 | 0.94632 | 2.3433 | 0.23872 | 2.9403 | Sig | 2 | 4.987 | 0.91101 | 2.3284 | 0.28769 | 2.9104 | Sig |
| 3 | 4.729 | 0.91843 | 2.3731 | 0.26477 | 2.9254 | Sig | 3 | 4.566 | 0.84561 | 2.1642 | 0.46106 | 2.7015 | Sig |

| | | | | | | | | | | | | | |
|----|-------|---------|--------|---------|--------|---------|----|-------|---------|--------|---------|--------|-----|
| 4 | 5.335 | 0.94632 | 2.3433 | 0.36154 | 2.9253 | Non-sig | 4 | 1.652 | 0.49966 | 2.8060 | 0.31687 | 2.9254 | Sig |
| 5 | 4.326 | 0.82064 | 2.4328 | 0.37865 | 2.9104 | Sig | 5 | 7.847 | 0.69403 | 2.1343 | 0.41675 | 2.9104 | Sig |
| 6 | 4.580 | 0.99842 | 2.1343 | 0.44711 | 2.8358 | Sig | 6 | 7.706 | 0.86334 | 2.1642 | 0.12217 | 2.9851 | Sig |
| 7 | 5.518 | 0.95890 | 2.2537 | 0.34292 | 2.9403 | Sig | 7 | 9.042 | 0.68749 | 2.1642 | 0.24434 | 2.9701 | Sig |
| 8 | 3.181 | 0.87686 | 2.4925 | 0.47744 | 2.8806 | Sig | 8 | 6.530 | 0.78602 | 2.3284 | 0.17146 | 2.9701 | Sig |
| 9 | 4.661 | 0.96267 | 2.2687 | 0.47744 | 2.8806 | Sig | 9 | 5.240 | 0.68220 | 2.4776 | 0.23872 | 2.9403 | Sig |
| 10 | 4.868 | 0.96619 | 2.2836 | 0.35395 | 2.8955 | Sig | 10 | 4.776 | 0.74979 | 2.3433 | 0.48914 | 2.8657 | Sig |
| 11 | 5.249 | 0.99842 | 2.1343 | 0.44711 | 2.8358 | Sig | 11 | 5.073 | 0.68650 | 2.3433 | 0.48914 | 2.8657 | Sig |
| 12 | 5.317 | 0.92138 | 2.2985 | 0.42267 | 2.8657 | Sig | 12 | 3.763 | 0.86753 | 2.3731 | 0.51041 | 2.8358 | Sig |
| 13 | 5.249 | 0.99388 | 2.1642 | 0.42267 | 2.8657 | Sig | 13 | 5.504 | 0.97062 | 2.2388 | 0.31687 | 2.9254 | Sig |
| 14 | 5.666 | 1.00474 | 2.0746 | 0.44711 | 2.8358 | Non-sig | 14 | 1.367 | 0.47744 | 2.8806 | 0.24434 | 2.9701 | Sig |
| 15 | 5.729 | 1.00203 | 2.1045 | 0.42267 | 2.8657 | Sig | 15 | 5.659 | 0.95488 | 2.2388 | 0.34292 | 2.9403 | Sig |
| 16 | 5.612 | 1.00654 | 2.0448 | 0.46836 | 2.8060 | Sig | 16 | 5.470 | 0.89952 | 2.3582 | 0.17146 | 2.9701 | Sig |
| 17 | 6.709 | 0.99842 | 1.8657 | 0.48682 | 2.7761 | Sig | 17 | 4.625 | 0.86518 | 2.3582 | 0.39444 | 2.8955 | Sig |
| 18 | 7.228 | 0.99388 | 1.8358 | 0.46836 | 2.8060 | Sig | 18 | 4.317 | 0.92211 | 2.4030 | 0.36154 | 2.9254 | Sig |
| 19 | 7.484 | 0.98840 | 1.8060 | 0.46836 | 2.8060 | Sig | 19 | 4.686 | 0.84481 | 2.3433 | 0.40908 | 2.8806 | Sig |
| 20 | 7.730 | 0.95678 | 1.6866 | 0.58629 | 2.7463 | Sig | 20 | 5.803 | 0.89700 | 2.3433 | 0.12217 | 2.9851 | Sig |

B- The relationship of the item with the total score: The discrimination coefficient for the items of the scale of social stress, self-sabotage and behavioral disorders was extracted using 0 Pearson's correlation equation between individuals' scores on each item and their total scores on a scale for (250) forms. These are the

same forms that were subjected to analysis by the method of the two extreme samples. It was found that all the correlation coefficients were distinct when compared with the tabular correlation coefficient values except for two items of the behavioral disorders scale, as shown in Table (5), Table (6) and Table (7).

Table (5) *the correlation coefficients between each item of the social stress scale and the total score on it*

| No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient |
|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|
| 1 | 0.39 | 26 | 0.40 | 21 | 0.47 | 16 | 0.40 | 11 | 0.41 | 6 | 0.44 |
| 2 | 0.38 | 27 | 0.42 | 22 | 0.47 | 17 | 0.49 | 12 | 0.48 | 7 | 0.46 |
| 3 | 0.47 | 28 | 0.49 | 23 | 0.40 | 18 | 0.33 | 13 | 0.38 | 8 | 0.38 |
| 4 | 0.45 | 29 | 0.34 | 24 | 0.32 | 19 | 0.41 | 14 | 0.39 | 9 | 0.35 |
| 5 | 0.44 | 30 | 0.43 | 25 | 0.37 | 20 | 0.46 | 15 | 0.49 | 10 | 0.45 |

Table (6) *Correlation coefficients between each paragraph of the self-sabotage scale and the total score on it*

| No. | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient |
|-----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|
| 1 | 0.33 | 29 | 0.44 | 25 | 0.59 | 21 | 0.47 | 17 | 0.57 | 13 | 0.55 | 9 | 0.40 | 5 | 0.39 |
| 2 | 0.49 | 30 | 0.47 | 26 | 0.46 | 22 | 0.35 | 18 | 0.55 | 14 | 0.46 | 10 | 0.54 | 6 | 0.48 |
| 3 | 0.51 | 31 | 0.55 | 27 | 0.48 | 23 | 0.46 | 19 | 0.46 | 15 | 0.52 | 11 | 0.32 | 7 | 0.51 |
| 4 | 0.50 | 32 | 0.36 | 28 | 0.44 | 24 | 0.48 | 20 | 0.38 | 16 | 0.39 | 12 | 0.37 | 8 | 0.57 |

Table (7) *Correlation coefficients between each item of the behavioral disorders scale and the total score on it*

| correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No | correlation coefficient | No |
|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|-------------------------|----|
| 0.37 | 36 | 0.51 | 31 | 0.34 | 26 | 0.60 | 21 | 0.44 | 16 | 0.47 | 11 | 0.33 | 6 | 0.45 | 1 |
| 0.55 | 37 | 0.40 | 32 | 0.46 | 27 | 0.63 | 22 | 0.47 | 17 | 0.61 | 12 | 0.39 | 7 | 0.50 | 2 |
| 0.40 | 38 | 0.59 | 33 | 0.47 | 28 | 0.59 | 23 | 0.51 | 18 | 0.33 | 13 | 0.52 | 8 | 0.55 | 3 |
| 0.37 | 39 | 0.37 | 34 | 0.56 | 29 | 0.45 | 24 | 0.35 | 19 | 0.07 | 14 | 0.61 | 9 | 0.13 | 4 |
| 0.49 | 40 | 0.36 | 35 | 0.51 | 30 | 0.45 | 25 | 0.61 | 20 | 0.35 | 15 | 0.41 | 10 | 0.43 | 5 |

Fourth: - Correcting the scale: The social stress scale in its final form consists of (30) paragraphs, in front of each of them are three alternatives: They are (always apply to me - apply to me often - never apply to me). When correcting, the weights (1,2,3) are taken for the paragraphs, while the self-sabotage scale consists of (32) items, in front of each of them are three alternatives: (always apply to me - apply to me often - never apply to me). When correcting, the weights (1, 2, 3) are taken for the paragraphs, and the behavioral disorders scale in its final form consists of (38) paragraphs in front of each of them are three alternatives: (always apply to me - apply to me often - never apply to me). When correcting, weights are taken (1, 2, 3) paragraphs.

Fifthly: The scales validity index. Validity is one of the important characteristics that must be taken into account in constructing psychological scales. The honest scale is the one that actually measures what it claims to measure, or its paragraphs are supposed to measure. The best way to extract the apparent validity is to present the scale to a group of experts (arbitrators) to judge its validity in measuring the characteristic to be measured. This type of honesty was achieved in the scale of social stress, the scale of self-sabotage, and the scale of behavioral disorders. The items of the scales were presented to a group of experts to evaluate them and to judge the validity of the items and alternatives.

Sixth: Scales stability index: Stability was extracted by re-testing method, and stability was extracted by this method. The researchers re-applied the scale on a sample of the research personnel, which numbered (50) respondents. The time period between the first application and the second application was ten days, then the Pearson coefficient was calculated between the scores of individuals in the two applications and it reached (0.85) for the social stress scale, (0.88)

for the self-sabotage scale, and (0.80) for the behavioral disorders scale. It can be said that the current scales have a high degree of stability.

Fourthly: The final application: After the researchers completed the preparation of the social stress scale, the self-sabotage scale, and the behavioral disorders scale (Appendix 3/2,1) in their final form, they were applied to the applied research sample of (400) male and female students, who were randomly selected, distributed by type. .

Fifth: Statistical Means: To process the data contained in the research, the researchers used the following statistical means:

1. Pearson's correlation coefficient to find the stability of the scale used in the research and the relationship between the variables.
2. The t-test for one sample to compare the achieved mean with the theoretical mean of the scale of social stress, self-sabotage and behavioral disorders.
3. The t-test for two independent samples to reveal the discriminatory power of the research variables and to reveal the differences in the gender variable (male-female).

Research Results

First: Presentation and discussion of the results: The results will be presented as follows:

1. Identifying behaviorally disturbed middle school students

For the purpose of identifying the percentage of behaviorally disturbed students, this requires calculating the students' scores on the behavioral disorders scale. The arithmetic mean of the behaviorally disturbed sample of students was extracted on the behavioral disorders scale (95,1694), and the standard deviation was (3,96672), while the hypothetical

mean was (76). After applying the t-test for one sample, it was found that the calculated t-value was (65,374), which is significant at the level (0.05) and the degree of freedom (182). This

indicates that students whose scores are higher than the hypothetical average are behaviorally disturbed, as shown in Table (8).

Table (8) *T-test for the significance of the differences between the mean scores of behavioral disorders and the hypothetical mean of the sample*

| sample | No. | Calculated T-value | Hypothetical mean | standard deviation | arithmetic mean | tabular T-VALUE | LEVEL OF SIG. 0.05 |
|----------|-----|--------------------|-------------------|--------------------|-----------------|-----------------|--------------------|
| Students | 183 | 65.374 | 76 | 3,96672 | 95,1694 | 1.960 | Significant |

The current result can be explained according to the behavioral theory that psychological diseases and behavioral deviations are nothing but habits that a person has learned to reduce his degree of stress, anxiety and intensity of motivation, and then form connections through conditional reflexes. These conditional associations occurred satisfactorily and incorrectly in the same way. The therapist has nothing but to extinguish this conditional pathological reflex and to teach the individual new conditional reflexes and associations, and in place of those pathological connections.

2. Identifying social tension among behaviorally disturbed students.

The arithmetic mean of the behaviorally disturbed sample of the research on the social stress scale was (85.8142) and the standard deviation was (3.43358), while the hypothetical mean was (60). After applying the t-test for one sample, it was found that the calculated t-value was (101.704), which is significant at the level (0.05) and the degree of freedom (182). This indicates that the behaviorally disturbed middle school students feel social tension, as shown in Table (9).

Table (9) *t-test for the significance of the differences between the average degrees of social tension and the hypothetical mean of the sample*

| Sample | No. | Calculated T-value | Hypothetical mean | standard deviation | arithmetic mean | tabular T-VALUE | LEVEL OF SIG. 0.05 |
|--------------------------|-----|--------------------|-------------------|--------------------|-----------------|-----------------|--------------------|
| Behaviorally distributed | 183 | 101.704 | 60 | 3.43358 | 85.8142 | 1.960 | Significant |

According to the behavioral theory, the individual's behavior is relatively stable and his problems take a pattern that affects most of the individual's behavior. There are several dimensions of it after the disorder, which is a feeling that dominates the individual's personality, where the individual feels anxiety and tension and has thoughts with the feeling that he is suffering from psychological, physiological and social tension. The sub-factors of this dimension are represented by the following characteristics: (tension, anxiety, control of various illusions, feelings of depression, disturbance of feelings and their fluctuations).

The arithmetic mean of the behaviorally disturbed sample on the self-sabotage scale was (87.6393) and the standard deviation was (5.572793), while the hypothetical mean was (64). After applying the t-test for one sample, it was found that the calculated t-value was (57,384) and it is significant at the level (0.05) and the degree of freedom (182). This indicates that the behaviorally disturbed middle school students suffer from self-sabotage, and table (10) illustrates this.

3. Identifying self-sabotage among behaviorally disturbed students.

Table (10) *T-test for the significance of the differences between the average degrees of self-sabotage and the hypothetical mean of the sample.*

| Sample | No. | Calculated T-value | Hypothetical mean | standard deviation | arithmetic mean | tabular T-VALUE | LEVEL OF SIG. 0.05 |
|--------------------------|-----|--------------------|-------------------|--------------------|-----------------|-----------------|--------------------|
| Behaviorally distributed | 183 | 57,384 | 64 | 5.572793 | 87.6393 | 1.960 | Significant |

According to Martin's theory (Martin, 2003), if these students are of the type that tends to self-sabotage, they do not feel comfortable with their presence in school and do not achieve what qualifies them for their actual capabilities. (Martin, 2003b:47)

4. Identify the nature of the relationship between social tension and self-sabotage.

In order to identify the nature of the relationship between social tension and self-sabotage, the researchers used the Pearson correlation coefficient as a statistical method in the treatment. It was found that there is a significant correlation between social tension and self-sabotage. The correlation coefficient was (.0.87).

Recommendations

1- Addressing the daily problems and pressures that students suffer from first-hand, and not letting them accumulate so that they are difficult to solve in the end, which makes them resort to procrastination and self-sabotage.

2- Encouraging students to take advantage of useful identities that would reduce the level of social tension among students, since identities provide social interaction between students and others.

3- Instructing the teaching staff to pay attention to students who are prone to social tension in order to try to facilitate their interaction with the group.

4- Directing the teaching staff to observe students who show symptoms of behavioral disorders and to try to guide them.

Suggestions

1- Conducting a study dealing with self-sabotage for other stages of study that were not covered by the research.

2- Building a counseling program to reduce the severity of behavioral disorders among middle school students.

3- Conducting researches dealing with the relationship between social stress and the following variables: (introversion - extraversion, ways of thinking and personality patterns).

4- Building a program to reduce social tension among middle school students.

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