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The Effect Of An Educational Program According To Baumeister's Theory On Modifying The Ego Depletion Of Mosul University Students

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Abstract

The presents research aims at identifying the effect of the educational program, according to Baumeister's theory, on modifying the ego depletion for the university students. The two researchers built the ego depletion scale, which includes three alternatives (always, sometimes and never) and four dimensions (the physiological depletion, social depletion, psycho-emotional depletion and cognitive depletion). The psychometric characteristics were extracted for the scale and also another program was built as the researchers built (20) lessons that cover the ego depletion dimensions, which are ((the physiological depletion, social depletion, psycho-emotional depletion and cognitive depletion). The validity of the program was determined by submitting the program to a group of experts and referees in the field of educational and psychological sciences. The program was applied to the experimental group, which included (21) individuals and the control group (without an educational program) also included (21) individuals. As for the statistical tools, the two researchers used SPSS software package and results showed that the ego depletion is high for the university students and also showed that the educational program had an impact on modifying the ego in favor of the experimental group.

The two researchers put forward a set of recommendation, including**:**
- Calling the University of Mosul teaching staff to get benefit of the educational program that was prepared in this research to modify the ego depletion for the student of the University of Mosul.
- Paying a good attention to the psychological aspect of students by means of organizing sessions for emotional Abreaction and to make them express their feelings.

Suggestions:
- Conducting similar studies using other samples like (University teaching staff in the specialization of education and secondary school students).

Keywords: educational program* Baumeister's theory, ego depletion.

First: Research problem

Ego depletion occurs as a result of the exhaustion of the fuel from the brain as the energy is depleted gradually and not totally. So, the individual keeps an insufficient amount of energy, which is required to control the ego when his/her motivation is provoked. Some researcher indicated that having a dose of the glucose can

improve the performance of the depleted individual. (Baumeister & ELghamdy, 2014, 148)

The main aspect of ego depletion is represented by the decrease of the performance to do the self-control tasks that follow the first task including the decrease of capability of decision making and the difficulty of resisting the exciting motivations as well as the other symptoms like tiredness, self-fatigue and negativity towards the self. However, the behaviors related to the go depletion tend to be more spontaneous and depending on the auto cognition. (Farncis,2014, 2).

Ego depletion is considered one of the psychological problems that has a negative impact on the individual. As the two researchers are members of the teaching staff, they felt the tiredness, fatigue, exhaustion and ego depletion of the students. Hence, the problem of the research was identified in an attempt to identify the aspects of ego depletion, its dimensions and its effect on the gender for the university students and working on modifying it and attenuating it acuteness. Therefore, the problem of the research is characterized in that the researchers felt the necessity of developing an educational program that pivots on Baumeister's theory in terms of modifying the ego depletion of the students of the University of Mosul.

Second: Importance of the research

Recently, attention has been focused on the study of the university students as they constitute a major element of the society and some of them encounter a lot of temptations, pressures and struggles that affect their life negatively. Due to the decrease in their capability to control themselves, they find that it is difficult to resist these conflicts, temptations, internal motivations, thoughts and emotions, which lead to indulgence in the abnormal behaviors including committing murders, burglary, violence, alcohol and drug addiction, rape, aggressive behavior, lying, anxiety, depression and other. Curbing these behaviors, thoughts and emotions exhausts a portion of the ego energy and this results in the voidance of the limited internal energy and so the individuals suffer from the ego depletion.
(Duckworth & Seligman,2005,939-944)

The concept of ego depletion is considered one of the concepts that concerned the psychology scholars. Baumeister was the first who formulated the term of ego depletion, which refers to a state of temporary decrease of the capability of the ego and is considered the main reason behind the criminal activities, law violations, abnormal behaviors and feeling guilty and ashamed. (Tangney, et al, 2004,279-282)

Researchers found that, at any time, in which the individual chooses, disregard, stops of changes his mood, desires, thinking or his behavior, this will lead to exhaustion and consequently leads to a weaker control over the self, which will affect the freewill.
(Baumeister et al., 1998,1258)

Ego depletion plays a vital role in making wrong decisions by the university students as they sometimes make decisions about their education that might put them in paths and courses that are undesired in the future and unchangeable. Also, this decision may not be optimal, which will consequently lead to future problems and non-satisfaction, because the decision making and the willpower depend on a limited source of energy. Therefore, when students face certain situations while they are depleted, their decision will be less optimal than usual and there are a number of factors that weaken the energy, which are: (fatigue, lack of sleep and malnutrition) (Duckworth & Seligman,2005,939-944). Generally, it seems that the depleted individuals endure more risks, make poorer decisions and fail in reviewing all the alternatives compared to the non-depleted individuals. (Muraven,2010,175)

In two experiments on the university students, Debuno and his colleagues (2011) proved that the self-control characteristic is very important in following the social criteria and it was clear that the individuals whose strength was depleted are less likely to commit to the social criteria, which leads to behaviors that contradict the social behavior that can take place, for instance, at the university campus like lying and cheating. (Debono, et al. 2011,143-144)

Researches showed a number of behaviors might lead to ego depletion and there is an important aspect, which is the nature of interaction between the individuals, Vohs and his colleagues (2005) proved that the person who

were forced to present themselves in a way that contradicts with their narure to the strangers, were less capable to regulate their emotions and control themselves in the subsequent missions compared to the persons who were asked to behave normally. This denotes that engaging in the challenging personal interactions results in the ego depletion and exhaustion. (Vohs, et al. 2005,32)

Morvin, Shimoli and Breakley (2006) points out that the remedy for ego depletion requires more self-control resources, i.e., self-regulation although the individual is actually depleted but he/she will need more resources and this makes him even more depleted after that and this will reflect in the poor performance later on (Muraven et al.,2006,265).

Ego depletion can be controlled gradually by means of controlling the thinking, impact on the organization and will, controlling the social criteria and the cognitive processing. These tasks, if continued, result in ego depletion and a decline in the subsequent individual's energy in the following tasks. It can be controlled easily by the tasks that don't need the self-control by means of offering recessions. (Hagger et al., 2010: 495-525)

Man can't accomplish any task of his life tasks unless he has willpower especially the tasks that he doesn't like. Through the willpower an individual learns how to control himself and this is obligatory for him to know how to build willpower and preserves it in the hard times. Therefore, he/she should set forth a sound goals and use the best modern techniques to observe the stages of development and as soon as the individual learns these techniques correctly, he/she establishes correct habits to himself and the willpower for him/her becomes easier and this demands the availability of energy to avoid the challenges he/she might face. (Baumeister, et al. 2006,411)

The task the individual likes don't require to be liked by the individual the willpower to achieve them, because the individual needs the willpower only for the tasks undesired by his or against his/her desires to accomplish a certain interest or goal. It is a mental and psychological capability amongst its characteristics is that it is not fixed in a certain amount and it is liable to increase and affected by emotions (Baumeister, et al. 2006,421).

Individuals who possess a willpower in work or study, health level and life in general have a better performance than their counterpart who don't have willpower and this is a logical result because the individual who has a high level of willpower is characterized with patience and can endure fatigue, tiredness and temptation on the contrary of the individual who is weak before his temporary desires and who ignores the future consequences which are also accompanied with the ego depletion. (Baumeister, et al. 200, 351)

Third: Objectives of the research

The current research aims at the following:

1-Identifying the effect of the program on the modification of ego depletion of the university students.

2-Identifying the difference between the average orders of the experimental group in the pretest and the posttest of ego depletion in accordance with the scale dimensions.

3-Identifying the difference between the average orders of the experimental group and the control group in the posttest of ego depletion.

To accomplish the objective of the research, the following hypotheses were formulated:

Hypothesis 1: (There are no significant differences between the average marks of the experimental group members in terms of the ego depletion between the pretest and the posttest)**.**

Hypothesis 2: (There are no significant differences between the average ranks of the experimental group members in the pretest and the posttest of ego depletion according to the scale dimensions)**.**

Hypothesis 3: (There are no significant differences between the average ranks of the experimental group and the control group members in the posttest of ego depletion)**.**

Fourth: Limitations of the research

1- Human limitations: The research is confined to the students of the University of Mosul.

2- Temporal limitations: The research is confined to the academic years (2021-2023).

3- Cognitive limitations: The research is confined to building a program for ego depletion modifications.

Fifth: Definition of terms:

The terms that constitute the main variables of the research:

1: The educational program was defined by:

1- AlBarzanchi (2018)

It is a group of lessons and activities which are independent from the study curricula, which were prepared by the two researchers in accordance with a specific theory to achieve a predetermined goal during a specific period of time" (AlBarzanchi, 2018: 18).

2- Taha (2021)

" A group of educational direct planned meetings which are temporally organized and they include a series of activities and experiences submitted by the researchers via educational lessons and fictional situations narrated in an exciting style that provoke learning and thinking through the interactions and providing freedom" (Taha, 2021: 20).

The two researchers define the educational program theoretically as:

"A group of planned experience and activities on scientific bases in addition to various examples and exercises that are offered to the students to accomplish the goal of the program"

The two researchers define the educational program procedurally as:

" A set of lessons, examples, videos and exercises designed by the researchers to accomplish the objectives of the lessons and consequently accomplishing the goal of the program."

2: Ego depletion was defined by:

1- Baumeister (Baumeister, 1998)

" A state of decline of psychological energy due to the extravagance in self-control or when encountering a challenge or attention distraction that led to incapability of self-controlling and feeling depleted."(Baumeister,1998: 1252-1253)

2- Ekker (Ekker, 2015)

" The depletion of the internal source of the ego, which is necessary to provide the willpower and self-control with the energy required for performing the various tasks" (Ekker, 2015: 8)

The two researchers define the ego depletion theoretically as:

"A psychological, physiological and behavioral phenomenon that affect the individual, which is represented by the decline in the ego capability to perform the task as a result to the internal ego energy depletion in the voluntary actions and thus the decrease in the individual energy to perform the various subsequent tasks."

The two researchers define the ego depletion procedurally as:

"The total mark obtained by the student through answering the questions of the ego depletion scale build by the researchers for the purpose of this research. "

Sixth:Roy Baumeister's theory 1998

The French scientist Roy Baumeister is the first who invented the term "ego depletion" in 1998. He indicated that the idea of ego strength depends on limited sources and is dated back to the psychologist Sigmund Froude, who thought that ego needs an amount of energy to accomplish its tasks and to achieve a settlement between the id and the super-ego. Baumeister expressed the ego depletion as a state of temporary decline in the willpower that results from the psychological energy exhaustion. (Baumeister, et al., 1998: 4).

Ego depletion emerges from the individuals' belief that they accomplished the tasks assigned to them and then it is shown that there are other tasks that should be performed by them after the first ones and so their performance declines. (Hagger et al., 2010, 14-15).

Ego depletion takes place when the individual performs a group of physical, psychological and cognitive tasks as these tasks entail auto control and through these tasks and acts the ego depletion can be recognized, identified and measured. This means that the individuals who have ego depletion show their incapability of fulfilling some tasks and acts that need auto control or auto command such as the physical tasks and commanding the aggressive behavior and riddle solving. (Almond, 2013: 5)

The imprudence in using the various cognitive and psychological processes leads to exhausting the psychological energy and thus ego depletion. Therefore, the individual needs a great amount of energy to control and with imprudence of consumption this energy decreases gradually (Maranger, 2014: 8-9). Froude asserted that the ego energy stream from a limited source and it can weaken and deplete due to the conflicts, condensed control and internal suppression of the self (Raumeister, et al., 1998: 5).

Symptoms of ego depletion:

1- The desire to spend money with rush and imprudence.
2- High level of aggressive behaviors.
3- Pessimism and a decline in the self-efficiency.
4- A decline in the level of performance – moral decadences and disobedience of orders – confused thinking and attention distraction. (Baumeister & Vohs,2016, 77)

Dimensions of ego depletion:

Baumeister and Lobez: 2015) classified the domains of ego depletion into the following:

1- Social depletion: The impacts of ego depletion appear in the social behaviors and the individuals' desire to perform the acts that require the social participation decrease. The social depletion is represented by the social withdrawal and non-participation in addition to a decline in the personal relationships and poor social relationships.
2- Psychological depletion: Individuals find it difficult to defy and resist the desires of amusement and following the rules of the super-ego that are represented by traditions, customs, regulations and the conscience. The ego depletion is represented by a decrease in the energy that confronts the desires, conflicts, stimulators, motif suppression, feeling of psychological exhaustion, a difficulty of self-control, incapability of decision making and a decline of the desire to help the others.
3- Physiological depletion: Involvement in the abnormal behaviors and sexual disorders conducted by the individual due to the absence of a sufficient willpower to control himself/herself. The physiological depletion is represented by the difficulty in performing the second task as it needs a self-control in the double tasks, feeling exhausted, ai increase in the blood pressure, insomnia, an increase in heat beating rate and a decrease of glucose in the blood.
4- Cognitive depletion: Individuals who suffer from ego depletion face difficulties in several issues including the adherence to their personal goals, doesn't feel time, failure in study, negative thinking and delay in the study. The cognitive depletion is represented by an evident decrease in the ability of the individuals when they perform various mental processes like carefulness, apperception and others, in addition to the difficulty of solving the problems that face them and difficulty in making choices and focusing (Baumister & Lopez, 2015, 44).

Seventh: Previous studies

1- The study of Muraven and Colleagues 1998

(self-control strengths Limited resource)

The study involved a sample of university students (50 male and female students), who were distributed to two groups (experimental group and control group). The level of students' exhaustion was measured and then the participants were given instructions in the case of exhaustion to increase or decrease their emotional reactions towards a disturbing movie. From the other hand, the control group individuals were not given any instruction to change their emotional response. After that, all the students were asked to press on a grip as much as they can, which is a task that requires from the students participating to get rid of the grip to free themselves from the physical uneasiness by pressing it. It was found that the students (the experimental group) (who are exhausted) showed less physical endurance and was shown also that they tend to press the grip for shorter period compared to the control group. Also, the study showed that practicing the performance in a domain, which is not related and

involving the capacity of physical endurance. (Muraven and Colleagues 1998,774)

2- The study of Finkel and others (2006) (Finkel, et al., 2006)

The effect of ego depletion in the effective interpersonal interactions

The study was conducted on the university students and the sample consisted of (20) male and female students, who were put in situations the require interpersonal interactions to be of high or low social harmony based on the length of the period of the interaction because the long-run interactions require a considerable effort to achieve the social harmony unlike the short-run interactions. They also found that the arduous nature of the long-run interactions might tempt the people to withdraw from these interactions and they expressed resentment and disappointment. Also, the study concluded that resisting these temptations for the behavior that support the relationship may overtire and deplete the limited resources. Moreover, the study demonstrated that the performance of the participants who integrated into long-run social interactions declined during the multiple tasks that require auto-organizing compared to the participants who engaged in short-run interactions (Finkel et al., 2006: 456).

Procedures of the research

First: Approach of the Research

The researchers adopted the experimental methodology and the experimental approach is used in the researches to prove certain hypotheses the researchers put forward and tries to prove them through experimentation (Qatami and Mohammed, 2007: 57).

Second: Experiment Design

The experiment design is defined as a work program that shows the way in which the experiment is executed (Dawood and Abdulrahman, 1990: 256). According to the nature of this research, it was necessary to use the experimental design (the pretest and the posttest) with two groups; the experimental and the control groups (Mouly, 1970: 335). Weiner argues that this design gives the researchers an acceptable degree of confidence (Neil, 1982: 75).

Third: Population of the Research

What is meant by the population of the research is the total number of the individual on which the researchers seek to generalize the results relevant to the problem studied (Ouda, 1992: 159).

The population of the research is determined with all the colleges at Mosul university (morning studies), which are (24) colleges.

2- Research Sample

The research sample is the sample to which the program will be applied and applied also to the control group, which applies the ego depletion scale as the pretest. Through the exploratory study conducted by the researcher, it was found that the students of College of Political Sciences obtained below-average arithmetic means on the scale of ego depletion. The number of the students who suffer from ego depletion in the College of Political Sciences (42) male and female students. Therefore, the sample of the College of Political Sciences (Grade 2, Class A, the first group) was considered as the experimental group of the research and alternatively, class B, the second group of the same college was regarded as the control group, as shown in table (1).

Table (1): The student sample distributed on the research groups

Group	No. of students
Experimental group	**21**
Control group	**21**
Total	**42**

Equivalence of the two groups of the research

Equivalence between the experimental and the control group was achieved in (age, residence location, intelligence level, marital status and the equivalence in ego depletion test (pretest). It was found that the two groups are equivalent.

Research Tools

To accomplish the objective of the research, researchers should have two tools: the first is a scale to measure (ego depletion) for university students and the second is that they should construct an educational program to modify the ego depletion.

First: Ego depletion scale

In order to accomplish the objectives of the current research in terms of identifying the level of the research sample about the ego depletion, the two researchers used the ego depletion scale that was prepared in the thesis entitled: (The effect of an educational program, according to Baumeister's theory, on modifying ego depletion for the University of Mosul students). The apparent validity of the research was determined by submitting the research to a group of experts in the educational and psychological sciences, the validity of scale building. Moreover, the distinction strength of the scale items ranged between (2.116 – 21.033), which is bigger than the T table value (1.96) and so all the items are considered distinct. Also, the invariability was determined using (testing and retesting) and the correlation coefficient value was (0.83), Alpha value (0.82), internal uniformity (0.102-0.92) and the number of the items in the final form of the scale was (67) items. So, the maximum expected mark on the ego depletion scale is (134) and the least expected mark is (zero) with a hypothetical level of (67).

Second: Procedures for building the educational program

The two researchers adopted an educational program that is related to Baumeister's theory to modify the ego depletion for the university students, which was designed in the thesis entitled: (The effect of an educational program according to Baumeister's theory to modify the ego depletion for Mosul university students. This program consisted of (2) lessons and the program were verified in terms of its validity and the agreement between the experts was 90%.

Description of the program: The program consists of (20) lessons and each lesson represent one of the dimensions Baumeister's emphasized, which are:

(First lessons: Acquaintance between the researchers and students) (second lesson: what is the ego and what is it composed of) (Third lesson: relaxation) (fourth lesson: ego depletion) (Fifth lesson: Physiological depletion) (Sixth and seventh lessons: psychological-emotional depletion) (Eighth and ninth lessons: social depletion) (Tenth, eleventh and twelfth lessons: The cognitive depletion) (Thirteenth lesson: willpower) (fourteenth lesson: a video show entitled "willpower") (Fifteenth lesson: willpower) (Sixteenth lesson: how to strength your willpower) (Seventeenth lesson: a video show entitled "how to be creative in managing and organizing your time") (Eighteenth and nineteen lessons: Time organizing) (Twentieth lesson: Conclusive lesson)

Application of the program:

The program was applied in its final form to the experimental group at the College of Political Sciences, department of Political Thought after the approval of the College Deanship on (Sundays and Tuesdays). The application of the program started in 6/2/2022 and ended in 17/5/2022. Each lesson lasted for (40-45) minutes. From the other hand, the posttest was performed in 22/5/2022. Table (5) shows the days in which the educational program was applied.

Results and Discussion

The results will be presented and discussed in the light of the objectives that were set forth as follows:

1- Results of the first objective which is (Identifying the effect of the educational program on modifying the ego depletion for the university students)

Non-parametric tests were used because the number of the sample subjects is small and the distribution is not normal (Hasan and Shallal, 2014, 142). To identify the effect of the educational program through determining the difference between the average marks of the

experimental group in the pretest and the posttest, as shown in table (6).

Table (6): Results of Welcokson's test of the significant difference between average marks of the pretest and posttest for the experimental group

Group	No.	Test	Average mark	Total signs		Wilcokson value		Significance level at (0.05)
				(-)	(+)	Calculated value	table value	
Experimental	**21**	**Pretest**	**58.0952**	**21**	**0**	**4.015**	**58 (0.05) (21)**	**In favor of the posttest**
		Posttest	30.6190					

To know the significance of the difference, Wilcoxon's test was used and it was found that Wilcokson's calculated value is (4.015), which is smaller than the table value (58) at a significance level of (0.05). this means that there is a significant difference in favor of the posttest and from this the researchers concludes that the zero hypothesis was rejected (there are no statistically significant differences between the average marks of the experimental group in terms of the ego depletion degree between the pretest and the posttest. So, the alternative hypothesis was accepted (there no statistically significant differences between the average marks of the experimental group in terms of the ego depletion degree between the pretest and the posttest). This means that the program had an evident impact on ego depletion modification and this result is attributed to the effectiveness of the educational program adopted, which is dependent on Baumeister's theory in modifying the ego depletion for the university students and via the lessons, stories and videos presented in the educational program, which involved (organizing and managing the time, willpower, relaxation … etc. of the lessons and stories that assisted in the modification of ego depletion.

2- Results of the second objective which is (Identifying the effect of the differences between the average ranks of the experimental group in the pretest and the posttest of ego depletion according to the scale dimensions.

Table (7) shows the results of Welcokson's test of the significant difference between average orders of the experimental group in the pretest and posttest of ego depletion per the scale dimensions

Dimensions	No.	Test	Average mark	Total signs		Wilcokson value		Significance level at (0.05)
				(-)	(+)	Calculated value	table value	
Cognitive	**21**	**Pretest**	17.1905	**18**	**3**	**3.799**	**58 (0.05)**	**In favor of the posttest**
		Posttest	7.1905					
Emotional	**21**	**Pretest**	17.0000	**18**	**3**	**3.737**		**In favor of the posttest**
		Posttest	7.8571					
Social	**21**	**Pretest**	9.0000	**14**	**7**	**2.264**		**In favor of the posttest**
		Posttest	5.9048					
Physiological	**21**	**Pretest**	14.9048	**16**	**5**	**2.953**		**In favor of the posttest**
		Posttest	9.6667					

1. Table (7) of the cognitive shows that the average marks of the experimental group in the pretest of ego depletion was (17.1905) marks, whereas the average marks of the same individuals (experimental group) in the posttest of ego depletion was (7.1905). By using the Wilcoxon's test of the non-parametric test of two correlated samples it was found that the calculated value of Wilcoxon's test was (3.799), which is smaller than the table value (58) at a significance level of (0.05) and this means that there is a significant difference in favor of the posttest.
2. As for the emotional dimension, table (7) shows that the average marks of the experimental group in the pretest of ego depletion was (17.0000) marks, while the average marks for the same individuals (the experimental group) in the posttest of ego depletion was (7.8571). By using the Wilcoxon's test of the non-parametric test of two correlated samples it was found that the calculated value of Wilcoxon's test was (3.737), which is smaller than the table value (58) at a significance level of (0.05) and this means that there is a significant difference in favor of the posttest.
3. As for the social dimension, table (7) shows that the average marks of the experimental group in the pretest of ego depletion was (9.0000) marks, while the average marks for the same individuals (the experimental group) in the posttest of ego depletion was (9.6667). By using the Wilcoxon's test of the non-parametric test of two correlated samples it was found that the calculated value of Wilcoxon's test was (2.264), which is smaller than the table value (58) at a significance level of (0.05) and this means that there is a significant difference in favor of the posttest.
4. Also, for the physiological dimension, table (7) shows that the average marks of the experimental group in the pretest of ego depletion was (14.9048) marks, while the average marks for the same individuals (the experimental group) in the posttest of ego depletion was (5.9048). By using the Wilcoxon's test of the non-parametric test of two correlated samples it was found that the calculated value of Wilcoxon's test was (2.953), which is smaller than the table value (58) at a significance level of (0.05) and this means that there is a significant difference in favor of the posttest.

Therefore, the second zero hypothesis is rejected (there are no significant differences between the ranks of the experimental group for ego depletion in the pretest and the posttest).

Results of the third objective (identifying the significant differences between the ranks of the experimental group and the control group in the posttest of ego depletion and table (8) shows that.

Table (8): Results of Man Whitney's test of the significant differences between average ranks of the experimental group and the control group in the posttest of ego depletion

Group	No.	Average mark	Total Rank	Average Rank	Man, Whitney's value		Significance level at (0.05)
					Calculated value	table value	
Experimental	**21**	**- 27.4762**	**232.00**	**11.05**	**100**	**138 (0.05) (21.21)**	**In favor of the posttest**
Control	**21**	**7.7143**	671.00	31.95			

Table (8) above shows that there are significant differences between the average ranks of the marks of the experimental group individuals and the control group in the marks of the posttest of ego depletion. The average ranks of the experimental group individuals was (11.05) and the ones of the control group individuals was (31.95), while the calculated

Mann Whitney's value was (1.00) as the differences were significant between the ranks of the two groups and Mann Whitney's table value was (138) and it was shown that the calculated value is smaller than the table value, which is (138) at a significance level of (0.05) and this means that there is a significant difference in favor of the posttest. Therefore, the third zero hypothesis is rejected (there are no significant differences between the ranks of the experimental group and the ranks of the control group for ego depletion in the posttest). This indicates the superiority of the experimental group over the control group in the modification of ego modification and thus indicates that the educational program prepared by the two researchers resulted in an evident impact on the students in the experimental group compared to the control group counterparts. This shows that the educational program has a positive effect on the students of College of Political Sciences in terms of modifying the ego depletion as this program helped, in its four dimensions, lessons, advices, stories and videos and relaxation exercises, in the modification of ego depletion. It provided an atmosphere of intimacy, respect, interaction, dialogue, discussion and positive participation of all the students.

Conclusions

Based on the results of the current research, the following conclusions were drawn:

1- The educational program had effect on the modification of ego depletion for the university students.

2- The dimensions of ego dimensions (cognitive, psychological emotional, social and physiological) changed between the pretest and the posttest, and this indicates that these dimensions were affected by the educational program.

The two researchers submitted the following recommendations and suggestions:

Recommendations:

- Calling for the university teaching staff members to make use of the educational program prepared in the current research to modify the ego depletion for the Mosul University students.
- Care should be given to the psychological aspect of the students by means of organizing sessions for the students for emotional voidance and to express their emotions.

Suggestions

- Conducting a similar study using other samples like (University professors, teacher at the directorate of Education in Nineveh, secondary school students).

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