The Impact of An Educational Program According to The Personal Worldview of George Kelly On the Development of Social Perception Among Middle School Students in The City of Mosul

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ABSTRACT

Current search to:

 - Building an educational program, and the reason for the emergence of personal structures to the scientist, George Kelly.

- Building a measure of social perception among middle school students in the city of Mosul.

 - To identify the level of social awareness among middle school students in the city of Mosul.

 - Learn about the effect of the educational program on developing social development for middle school students.

The research sample amounted to (712) male and female students, who were chosen by the stratified random method, at a rate of (5%) from the research community for the academic year (2020-2021), and their number (14220) students were distributed over (86) middle schools in the city of Mosul from both the left and right sides. As for the final experimental research sample, it amounted to (100) male and female students distributed into four groups, two experimental groups and two control groups, and each group has (25) students from the fifth grade of scientific / biological students, and for the purpose of achieving the objectives of the research, the educational program and the scale of social perception was built based on theoretical frameworks. And previous studies that dealt with these concepts, And after verifying the apparent validity by presenting them to a group of experts and referees from

specialists in psychology, as well as the global, discriminatory and constructive validity and indices of discrimination, and extracting the consistency by the method of retesting of (0.92) and by the method of Alpha Cronbach and the adult (0.88). Then the two researchers applied the tool on a sample. The basic research The data were treated statistically using the Statistical Portfolio for Social Sciences (SPSS), and the two researchers reached the following results:

A . There are statistically significant differences between the achieved average and the hypothetical average in the level of social perception of the sample members, as they fell within a level less than the hypothetical average.

B. There are statistically significant differences between the mean scores of the two experimental and control groups in the pre and posttests of the social cognition scale and in favor of the two experimental groups.

C. There are statistically significant differences for the two experimental and control groups in the post test of the social cognition scale.

D. There are statistically significant differences in the mean scores of the experimental group (males) and the average scores of the experimental group (the test test) in the dimension of the social cognition scale. In light of the results of the intermediate results.

Keywords: educational program, personal structures, social awareness, middle school students, city of Mosul.

Introduction

Research problem :

The educational and educational reality today is witnessing a set of problems, the most important of which is the problem of not taking into account individual differences in perception between students, educators and teachers, in light of what has been achieved in terms of technical progress and a wealth of knowledge, they are increasing, which necessitates the active participation of the individual by linking new

information and knowledge with previous existing experiences He has, the mental capacity of the individual and his cognitive structure may suffer from the difficulty of understanding this huge and increasing amount of information and assimilating it by becoming almost incapable of facing these successive changes and unable to deal adequately to conform to them, which leads to distortions and confusion in the perceptual system of the individual lost it has been proven (Al-Khuzai study, 2017)

The cognitive perception anxiety is caused by the lack of experiences that the individual goes through and the situations that make him confront them, and perhaps the most prominent social distancing we are going through today due to the emerging Corona pandemic and the changes it imposed in the way of social communication with others, as it is noticed in many times that social behavior is complex where People act in strange and unexpected ways and for reasons that are not clear, which leads us to question the motives of behavior and justifications for the difference in behavior of some of them from the behavior of the majority. Based on the above, the research problem can be identified with the following questions: What is the level of social awareness among middle school students? To what extent will the educational program lessons, according to the theory of the personal structures of the scientist George Kelly, affect the development of social perception among middle school students?

research importance :

The current era is the era of the cognitive revolution, as this era has witnessed an increased interest in cognitive processes in general and the process of perception, insight, and the formation of structures in particular. The concept of worldview and control over it by using the creative capacity of the living being to represent the environment and these unconscious constructions are directly linked to the outlook adopted by society. Thus, personality is

considered as the unique and distinctive way for an individual to extract meaning from life experiences (Kelly, 1955: 90)

Where Diamond discussed the importance of the relationship between insight and the ability of the individual to feel the feelings of others in social situations (social awareness), that is, in order for a person to understand himself, he needs to understand the other, and in order for the other to understand you, you need to understand it, so the importance of understanding oneself and others (social awareness) is related to For us as individuals lies in our social interactions and our compatibility with the environment and thus the choice of appropriate behavior in immediate and future situations. Social perception is our perceptions of the characteristics of the people with whom we interact and the reasons for their behavior. Acting in different situations (Zahran, 2001: 33)

And that the target age group in the current research represents an important stage of the educational stages, which is the preparatory stage, as this stage plays a distinct role in shaping the personal and cognitive structures of teenage students, in which their tendencies and attitudes are crystallized and their cognitive abilities and aesthetic values grow, and based on the above, the research derives its importance Among the goals that it has adopted and sought to achieve and recognize are building a measure of social perception among middle school students, and building lessons for the proposed educational program according to George Kelly's theory of personal structures and to what extent the lessons of this program will affect the development of the social perception of middle school students,

The research also has practical importance, as the results of this study have a benefit for educators who are parents and specialists in providing psychological and social services, and researchers, especially students of humanities and postgraduate students, need to pay attention to

social upbringing on sound foundations to achieve positive and fruitful social communication and awareness.

Research objectives:

The current research targets:

1. Building a measure of social perception among middle school students.

2. Building the educational program according to the theory of the personal structures of the scientist George Kelly.

3. Identify the level of social awareness in general according to its fields.

In light of the research objectives, the following hypotheses were formulated:

a. There are no statistically significant differences between the mean scores of the two experimental and control groups in the pre and post tests of the social cognition scale.

B. There are no statistically significant differences between the mean scores of the two experimental and control groups in the post-test of the Social Perception Scale.

C. There are no statistically significant differences between the mean scores of the experimental group (males) and the average scores of the experimental group for females in the post-test of the social cognition scale.

Research Limitations:

A. Research limits: The current research is limited to middle school students, morning study, fifth year of middle school, bio, of both sexes (male / female) and the school branch (scientific / literary)

B. Spatial boundaries: the city of Mosul on its right and left sides.

C. Temporal limits: for the academic year (2020-2021).

D. Thematic boundaries: the educational program, personal structures, social perception.

Defining terms:

Educational program:

Defined Abdel-Basit (2011): A set of experiences planned and provided by the school to help students acquire specific educational outcomes to the maximum extent of the students' potential. (Al-Bayati, 2013: 211)

Personal structures:

Defined by Kelly (1950): The process of perception coupled with an individual's sensory perceptions, past experiences, and present leads him to form expectations about the future to predict and control events for our world (Engler, 1999: 312)

The two researchers have deduced a procedural definition of personal structures: our own ways of interpreting and understanding the events we are exposed to and placing them in ranks within our cognitive structure.

Social perception:

Hider (1971) defined it: a process in which an individual forms impressions of others around him based on their personal characteristics (Hider, 1971: 128).

The two researchers have deduced the procedural definition of social cognition: a cognitive mental process related to how an individual interprets, understands, and predicts other people's behaviors in order to arrive at an understanding and clarification of his feelings, intentions and trends.

The preparatory stage: The Ministry of Education Law No. 2 of the year (1977) of the secondary school system: a three-year stage of study that falls within the secondary stage after the intermediate stage, which aims to consolidate what has been discovered in terms of capabilities and prepare them to continue higher education and face the productive working life.

The theory of personality structures by scientist George Kelly:

1. The first axiom: meaning or interpretation: laying down an interpretation of the event, as the world around us is not an automatic thing known to us, but rather we must develop conceptions to understand it.

2. The second individual axiom: that people differ from each other in the manner in which they perceive and interpret the event, and as a result they interpret the incidents in different ways.

3. The third axiom of organization: the individual tends to organize his individual structures in a system or style of structures according to his own view of the relationships in (similarity and contradiction) between them.

The fourth bipolar axiom: a person's structural system consists of a specified number of contrasting structures. All structures are bipolar and are necessary if these future events are to be correctly predicted.

5- The fifth axiom of choice: a person chooses for himself an alternative in a binary structure in which the individual expects greater possibility of expansion and determining his system.

6. The sixth axiom of scope or extent: the structures are suitable for anticipating a specific range of events only.

7. The seventh axiom of experience: that the system of structures changes as it continues to interpret recurring events, so if the structure is not a valid predictive indicator, it must be reformulated or replaced in light of new experiences. .

8- The eighth axiom of amendment: the structure through which it is accessible is an open structure for new experiences and events, as for the solid structures that cannot be accessed and cannot be replaced.

9. The ninth axiom of fragmentation: the individual may not successively use a different number of parts of the systems of the structure, which are accordingly discordant among themselves.

10. The tenth axiom of participation: The extent to which a person uses a structure of experience that is similar to that used by another person in which psychological processes are similar to the same psychological processes of another person.

11- The eleventh social axiom: the extent to which a person interprets the structures and processes of another person, that this person may play a role in the social process that includes the other person.   (Schultz, 1983: 311-329)

Theories that explained the concept of social cognition:

Heider's Attribution Theory (1958):

Furtz Haider's theory (1958) is considered the best theoretical formulation in its interpretation of the variable of social perception. Haider concluded that our perception of others may stem from three main sources, namely (the individual himself, the environment around him, the two together, the individual and the environment together) and that the manner in which the human understanding is accomplished. For his social world, the values of the person must be taken into account, and the most important idea most prominent in the analysis of the human being as a scientist is his division of the values of the attribute into internal (personal or non-stance) and external (non-personal or attitude) (personal and situational reasons). (Hieder, 1971: 617)

Schneider's theory (1973):

1. Expecting the future behavior of others: This is done by setting a preliminary formula for a specific situation that can be achieved in the future.

2. Attribution: It is to explain and understand the behavior of others according to the criteria that you understand.

3. Pay attention to our behavior and the behavior of others: Whoever wants to understand others must carefully observe and pay attention to the behavior of others and correct it.

4. Judging others: From what was preceded or through the experience of the individual and what was gathered from information about others in order to form impressions. (Schneider, 1973: 101)

Previous studies of the concept of personal structures:

1. Ipsc et al. (2000) study: the effect of a treatment program to change the way of thinking according to the cognitive-behavioral theory.

The study aimed to know the effect of a treatment program to change the thinking style, feelings and false beliefs, and to modify cognitive distortions, and the study sample consisted of (10) adolescents whose ages ranged between (11-18) years, and to achieve the goals, the researcher prepared a scale to identify cognitive distortions, as well as building a program My treatment for changing the thinking style of adolescents, and the number of program sessions (16) sessions, after verifying its validity and stability, and the researcher applied the scale dimensionally and used the statistical bag for social sciences to extract the results, the results indicated the effect of cognitive therapy in modifying cognitive distortions and false beliefs in the sample. (Zahran. 2001: 83).

2 . Hussein (2019) The effect of an educational program in modifying cognitive distortions among middle school students. The study aimed to identify the effect of the educational program in modifying cognitive distortions among middle school students, and in order to achieve the research objectives, the researcher adopted the experimental design with two equal experimental and control groups, and the research sample was selected A stratified randomization amounted to (70) students,

compared to (34) students in the experimental group and (36) students in the control group, and the researcher built the cognitive distortions scale consisting of (55) items after verifying the psychometric properties of the scale and built an educational program with (15) lessons verifying its psychometric properties, and the most important results reached by the research were efficiency The educational program in modifying cognitive distortions. (Hussain, 2019).

Previous studies of the concept of social cognition:

1. A study (Kathy, 1995), a measure of social cognition in children and adolescents.

Building a measure of social cognition on children and adolescents (CASP) and the extent to which its scores change with increasing age. A sample of (212) children from Canada was selected from (7) different schools at the age of (6 to 25) years, and the scale includes 10 video units with a duration of 40: 19 seconds, including what is verbal and non-verbal, to measure the child's perception of both types: with gestures and with language, and the results indicated an increase in the scale of the scale with increasing age (Engler, 1999: 312)

2. Aqel (2016): The effectiveness of a counseling program in developing positive social cognition among ordinary children and children with mild mental disabilities in inclusion classes.

The study aimed to reveal the effectiveness of a counseling program in the development of positive social perception among ordinary children and children with mild mental disabilities in the integration classes. The sample of the study consisted of (80) ordinary children and those with a simple mental disability in the integration classes, whose ages range between (9-12) years. They were divided into four groups: (experimental magazines (A): (10 boys - 10 females), normal children, control chairs (a)): (10 boys - 10

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females) normal children, experimental studies (B): (10 boys - 10 females) children with mental disabilities, control groups (B): (10 boys - 10 females) children with mental disabilities) The researcher used a positive social cognition questionnaire from Prepared by the researcher and the experimental program was prepared by him, and the results showed the effectiveness of the counseling program in developing positive social perception among ordinary children and children with minor mental disabilities in inclusion classes. (Al-Khuzai, 2017)

The two researchers' comments on previous studies:

The first concept: Personal structures The study (IPSC et al., 2011) aimed to identify the effect of a treatment program to change the way of thinking and modify cognitive distortions. The study (Hussein, 2019) also aimed to identify the effect of the educational program in modifying cognitive distortions among middle school students, and with regard to the concept of social cognition.

The study (Kathy, 1995) aimed to study the sensitivity and validity of a measure of social cognition on children and adolescents. As for the study of mind, it aimed to reveal the effectiveness of an indicative program in developing positive society among ordinary children with general disabilities in inclusion classes. In the measurement of social cognition, the scale of drawing, failure, failure and elevation in the personal educational application of the scientist George Kelly for his development.

As for the selection of the sample, in the studies that dealt with the concept of personal structures, the sample was selected in the study (IPSC et al., 2011) from 16-year-old adolescents, while the sample in the study (Hussein, 2019) was chosen from middle school students by the stratified random method. As for the studies that dealt with the concept of social cognition, such as the study (Kathy, 1995), it consisted of (212) children and adolescents of both sexes, and as for

the current study, the number of study samples reached (712) students from middle school students in the city center of Mosul, which were chosen. randomly .

As for the research tool, the studies adopted various research tools and used an experimental program with equal experimental and control groups. In the study (IPSC and others, 2011), a treatment program was constructed to change the thinking style of adolescents, and an educational program was built and a measure of cognitive distortions in the study (Hussain, 2019), and the tools that It was used for research on the concept of social cognition. In the study of mind (2016), a positive social cognition questionnaire was used from the researcher's numbers and the experimental program from its numbers. As for the current study tools, a measure of social perception and an educational program will be built according to the theory of the personal structures of the scientist George Kelly for his development. The results were analyzed using the bag. Statistical data (SPSS) and in accordance with the hypotheses and variables of each study, as will be done in the current study.

Finally, the results, most of the previous studies have reached the effectiveness of the educational programs that were used with the experimental sample in the presence of a statistically significant difference in favor of the experimental group.

Research methodology and procedures

Research community and samples: Puplation Research:

It is all the units, individuals, or observations that share an attribute or group of characteristics that distinguish it from others, and the researcher wishes to generalize the results obtained on it (Mustafa, 2019: 18)

The current research community includes middle school students in the city center of Mosul for the academic year (2020-2021) and their

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number is (14220) students distributed over (86) middle schools in the city of Mosul and from both the left and right sides by (9210) males and (5010) females. The scientific branch amounted to (10101) male and female students, and the literary branch amounted to (4119) male and female students, and the two researchers obtained official approvals for the purpose of applying research procedures on students from the Nineveh Education Directorate, Appendix (1).

Search samples:

A- The first exploratory research sample: An open survey questionnaire was prepared that includes a set of questions about social perception as well as the lessons of the educational program. The questionnaires were distributed to a sample of (40) male and female students from two schools of al-Kindi prep for boys and Khadija al-Kabir prep for girls. Responses were analyzed, compiled and standardized. Which constituted the content of a number of paragraphs.

B- The second exploratory research sample: The social perception measure and the lessons of the educational program in their initial form were applied to an exploratory sample consisting of (30) students from middle school students and the sample was equally (15) students from Ghazlani Secondary School for Boys, Al-Talaa 'Preparatory for Girls, and the purpose is to make sure From the following:

- Clarity of the instructions for answering the scale paragraphs and their clarity in terms of meaning.

- Determine the time required to answer the scale paragraphs

C - Discrimination sample means the paragraph discrimination (the ability of the paragraph to distinguish between students who have more knowledge and less capable students in a specific field) (Melhem, 2000: 236)

- Determining the paragraph distinction sample: 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 distinguishes between individuals who obtain high scores in the measured characteristic (the higher group) from individuals who obtain low scores (The lowest group) (Mansour, 2009: 238) For the purpose of calculating the strength of paragraph discrimination for the social perception scale, the following steps were followed:

1. A random sample of (400) male and female students was withdrawn by (200) male and female students from the scientific branch and (200) male and female students from the literary branch. (1: 5) from the number of paragraphs of the tool (Lazurus 1978: 262) as shown in Table (1).

2. After applying the scale to the discrimination sample, then correcting the forms and calculating the total score for each question, then arranging the grades in descending order. A percentage (27%) of the upper and lower grades were determined. The T-test was applied to two independent samples for the purpose of testing the significance of the difference between the upper and lower group. The ability to distinguish, noting that the tabular T value is equal to (1,960) at a level of significance (0.05) and with a degree of freedom (214) male and female students. As in Appendix (10) Table:

(1) Discrimination sample

the total	the literary branch	the scientific	The name of the school	ت

		branch		
63	32	31	**Al-Ghazlani High School for Boys**	1
66	34	32	**Canadian Prep for Boys**	2
71	36	35	**Preparatory message for boys**	3
65	33	32	**New Mosul Preparatory School for Girls**	4
69	35	34	**Cordoba Preparatory School for Girls**	5
66	30	36	**middle school for girls**	6
400	**200**	**200**	**Total**	

-The method of the relationship of the paragraphs to the total score of the scale or internal consistency: It was based on the same statistical analysis sample and it was found that the correlation coefficient ranged between (0.55-0.87) and all the paragraphs had a statistically significant correlation with the total score Appendix (11)

D- The stability of the social cognitive scale: Stability is one of the important psychometric characteristics in any test and it means that the test is reliable and reliable, and that the individual's score does not change substantially when the test is repeated (Abu Fouda and Najati, 2012: 288). Stability in the following ways:

A- Method of retesting: B- Stability through the internal consistency method

A- Method of retesting: This method gives us information about the stability of the results in the presence of a time interval and is called stability, and is summarized in selecting a sample to be applied to the test and then re-applying the test to the same sample after a period of time ranging from (10-20) days and in conditions completely similar to the conditions They were previously

tested in it (Odeh, 2002: 198), and for the purpose of verifying the stability of the scale by re-testing, the tool was applied to a sample of (52) male and female students of (26) male and (26) students, chosen randomly on (1/11/2020) and repeated Applying it two weeks after the first application, and by using the Pearson correlation coefficient between students' scores in the two applications, the reliability coefficient reached (0.92), which is a high stability

b- Stability through the internal consistency method: which verifies that all the test items measure the same concept. The internal consistency coefficient has been found by finding correlation coefficients between the scores of the scale paragraphs with the field score and with each other as in Appendix (9). ,The basic research sample After determining the original research community, a stratified random sample was withdrawn from the preparatory schools and from both the left and right sides, the final size of the basic research sample became (712) male and female students, and this size represents approximately (5%) of the total research community as in Table (2).

Table (2) shows the basic research sample distributed according to the name of the middle school and the number

			No.	School sample	
45	**Al-Shafei Secondary School for Boys**	**7**	**21**	**Al-Ghazlani High School for Boys**	**1**
46	**Al-Tala'i Prep for Girls**	**8**	**80**	**Al-Kindy Prep for Boys**	**2**
75	**Central Preparatory School for Boys**	**9**	**78**	**Secondary Preparatory School for Boys**	**3**
58	**Khaled Bin Al Waleed Preparatory**	**10**	**62**	**New Mosul Preparatory School for Girls**	**4**
60	**Al Khansa Prep for Girls**	**11**	**67**	**Cordoba Preparatory School for Girls**	**5**
65	**Al Fadila Preparatory School for Girls**	**12**	**55**	**Preparatory School for Girls**	**6**
712					**Total**

The experimental research sample: reached 100 students of the fifth grade in Biological Sciences who obtained the lowest scores on the Social Comprehension Scale in its final form Appendix (7) and which were subjected to the experimental application of the program, as in Table (3):

Table (3) experimental research sample

number	Group
25	**Male experimental group (Canadian junior high)**
25	**Female experimental group (Canadian junior high)**
25	**Control group male (high school class)**
25	**Control group female (high school class)**

Ratification of the scale paragraphs and the lessons of the program: -

First: The educational program for personal structures according to the theory of the scientist George Kelly:

(11) various lessons have been formulated for the development of social perception, depending on the axioms of the world's theory, George Kelly, as follows: (meaning and interpretation, individuality, organization, dualism (reciprocity), choice, field (range), experience, modification, fragmentation, participation, social) and all Lesson includes:

• General and specific goals.

• Introduction to starting the lesson and reviewing homework.

Presentation (nonfiction position)

• Discussing the topic.

• End the lesson (video storyboards)

• Calendar and homework

• The educational tools used: Google, blackboard, pens, drawings

• Pedagogical methods: discussion, story, lecture

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Second: The Social Perception Scale: The two researchers adopted some basic considerations when constructing the social cognition scale and its six fields, including:

1. Determine the sources for obtaining the items of the Social Perception Scale from them

2. An open questionnaire directed at a sample of students as in (Appendix 2).

3. The previous measures and tools related to the subject of social awareness, and then the drafting of (78) paragraphs, which were characterized by clarity, simplicity, integrity and ease of understanding by students.

Virtual validity :

Truthfulness means that the scale or test actually measures the characteristic, ability, or attitude for which it was set (Melhem, 2002: 273). The validity of the social cognition scale was verified by:

A - apparent honesty: it means the extent to which the paragraphs of the scale or test are in harmony with the subject of the test and its concepts. This type of honesty has been achieved in the scale of social perception and the lessons of the educational program by presenting the scale and the program in their initial form, Appendix (3) (6) A group of experts specializing in education, psychology, measurement and evaluation, Appendix (8), is required to state their

opinion on the validity of the scale, its fields and paragraphs, the lessons of the educational program, as well as the positions obtained from the Internet (video scenes), and an agreement between the experts reached more than (98%), which is Good ratio according to Bloom (Bloom, 1985: 126)

B- Validity of construction: the truthfulness that clarifies the relationship between the theoretical basis of the test and its paragraphs, and the correlation coefficients between the score of each paragraph with the total score of the test are evidence of it (Al-Zahir, 2000: 135)

C - Global honesty: It is one of the important indicators in determining the validity of the structure, by which we know the extent of internal harmony and consistency of the paragraphs of the scale with each other on the one hand and between each of these paragraphs and the overall body of the scale on the other hand (saturation of the scale) (Tigze, 2012: 271) By calculating the scale correlation coefficients and the different dimensions and scales of it, then analyzing these factors globally to find the least possible number of factors that are responsible for this correlation, whether these factors are general or sectarian (Odeh, 2002: 271) This type of validity in the scale was achieved through a factor analysis of correlation matrices (field of expertise, field of expertise, field of social interaction, field of flexibility, evaluation),

Table (4) correlations of specific fields of deviation in the global honesty of the social perception scale

Total Correlations	Evaluation	The exchange	Interaction	comparison	Experiance	Affectionate emotio	Dimensions	ت
4.97	0.81	0.80	0.79	0.75	0.82	1	Affectionate emotion	1
4.87	0.75	0.82	0.68	0.80	1	0.82	Experience	2
4.84	0.80	0.78	0.71	1	0.80	0.75	, comparison	3
4.69	0.70	0.81	1	0.71	0.68	0.79	Interaction	4
4.97	0.76	1	0.81	0.78	0.82	0.80	The exchange	5
4.82	1	0.76	0.70	0.80	0.75	0.81	Evaluation	6
29.16	4.82	4.97	4.69	4.84	4.87	4.97	Total	

The saturation of each scale domain was

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calculated by dividing the sum of the correlation coefficients for each domain by the square root of the total sum of the correlation coefficients, and it was found that the saturation ratio of the scale domains ranged between (0.86-0.92) Appendix (12) meaning that all the scale domains were saturated on one factor It can be called the concept of social cognition factor.

F- Correct the scale: The method of answering the paragraphs was adopted according to a five-response scale

(It applies to me completely, applies to me a lot, applies to some degree, applies to me slightly, does not apply to me at all) I have given the score (1,2,3,4,5) to positive paragraphs and I have given (1, 2, 3, 4, 5) For the negative paragraphs, and with this, the scores of the social cognition scale were distributed as follows:

1- The low level of social cognition (78-165)

2- The average level of social cognition (234)

3- The high level of social perception (312-390), and with this, the measure of social perception in its final form became Annex (4)

Equivalence of the two sets of experimental research:

After the sample was selected, it was divided into two groups, and before starting the application of the experiment, the two researchers conducted the equivalence process between the two groups in a number of variables that may affect the dependent variable (Anastasi, 1988: 80) and used the statistical control method to achieve parity:

1. Chronological age in months. 2. The level of intelligence.

3. Parents' educational level. 4. The mothers 'educational level.

5. Academic achievement level (average).

Fifth: experimental design

A complete plan to conduct a field experiment on a topic, and the researcher intervenes in some variables to see the effect of the difference in the values of these variables on other variables (Mansi, 1999: 25). The experimental design with the experimental and control groups for the pre and post tests was chosen, Table (5).

Table (5) illustrates the two-group experimental design

Difference	Type of test	variable test	Type of independent	Group
a comparison between the four groups	a post-test	an application of the program	a pre-test	An experimental group, males
	Post-test	application program	pre-test	Female pilot group
	post-test	—	pre-test	Male control group
	post-test	—	pre-test	A female control group

Application of the program:

The educational program was applied to the experimental group in Al-Kindi High School for Boys and in the high school for girls, and two days per week were determined as the program was applied electronically and in schools also after agreement with the secondary administration, the program began to be

implemented on (10/30/2020) and each lesson took place. (40-45) minutes and the program was completed on (1/13/2021) and the post test was applied on (1/15/2017).

Eighth: Statistical means: The statistical bag for social sciences program, symbolized by an abbreviation (Spss), was used by using many statistical means according to the objectives of the

research, as indicated in the methodology and results of the research.

View and discuss results

First: Presentation of results:

The third goal: To identify the level of social awareness among middle school students in the city of Mosul:

This goal was verified by applying the scale to the highest sample of (712) male and female students, and to identify social perception, the T-test was used for one sample (T-Test), as it became clear that the calculated T value of (0.246) was less than the tabular T value of (0.246). 1.960) with a degree of freedom (711) at a level of significance (0.05) in favor of the hypothetical average of the scale of (234), which is greater than the achieved average of (229.98). This result indicates a low level of social cognition among middle school students. Table (6) illustrates that:

Table (6) the results of the T-test for the Social Perception Scale

The Significance Level	The Tabular T Value	The Computed T Value	The Hypothesized Average of the Scale	Degree of Freedom	Standard Deviation	The Achieved Average
0.05	1.960	2.246	234	711	47.72736	229.9831

This result is in agreement with the study (Cathy, 1995) and (Hussein, 2019) and (Aql, 2016).

This result may be attributed to the many challenges that students face at this stage on the cognitive level, which leads them to less practicing social communication behaviors with others.

It was obtained according to the following:

a. Whereas the first hypothesis states (There are no statistically significant differences between the two experimental and control groups in the pre and post tests in social cognition)

Accordingly, the differences in the arithmetic means of each of the four groups between the pre and post tests were calculated, and the standard deviations were calculated for the differences between the arithmetic mean, as in Table (7):

Table (7) The differences in the arithmetic mean between the cardiac and post-tests for the four groups

differences in standard deviations	The set of differences in arithmetic mean	Group
69.30	75.78	Male experimental
55.12	71.67	Female experimental
10.01	11.54	Male officer
9.34	7.02	Female control

It is noticed that some groups had a few differences in the arithmetic mean, and some of them were larger.

Table (8) illustrates the analysis of the variance between the pre and posttests of social cognition

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The Significance Level	The Tabular T Value	The Computed T Value	mean of squares	degree of freedom	set of squares	Source of variance
is a function	2.7588	18.108	9961.58	3	29884.750	Among the groups
			550.11	100	55011.00	Within groups
				103	69541.750	Total

It was found through the analysis of variance that the calculated FF value (18.108) is greater than the tabular value (2.758) at the level of significance (0.05) and with degrees of freedom (3-100-103). Chef for each group of the four groups in the pre and post exams, table (9)

Table (9) Scheffet test for comparison between the pre and posttests of social cognition

The Significance Level	Officer Shiffe	Female Control	Male control	Female experimental	Male experimental	Groups
0.05	8.28	21.719	26.378	1.029		Experimental males
		32.205	37.828			Experimental Female
						control males
		0.226				control Female

a. When comparing the male experimental group with the experimental female, it was found that the value of the calculated Scheffer coefficient is equal to (1.029), which is smaller than the tabular amount (8.28) at the level of significance (0.05), so the differences between the two experimental groups are not statistically significant and thus achieve the second null hypothesis (there are no differences Statistical function between the mean scores of the two experimental groups in the post-test according to the gender variable (males - females).

b. When comparing the experimental group, males with the control group, males, it was found

that the value of the calculated Scheffe coefficient is equal to (26.378), which is greater than the tabular amount of (8.28) at a level of significance (0.05), so the differences are statistically significant between the experimental group males and the control group males in favor of the experimental group males.

3. When comparing the experimental group, males with the control group, females, it was found that the value of the Shiffe coefficient is equal to (21.719), which is higher than the tabular amount of (8.28) at a level of significance (0.05). Therefore, the differences between the experimental group are males and the control

group females are statistically significant in favor of the experimental group males.

4. The value of the Schiffe coefficient showed that the difference between the experimental group, females, and the control group, males (37.827), which is greater than the tabular amount (8.28) at the level of significance (0.05). The differences are statistically significant in favor of the experimental group of females.

5. The value of the Schiffe coefficient found that the difference between the experimental group, female and the control group, female (32.205), which is greater than the tabular amount (8.28) at a significance level (0.05). Therefore, the differences are statistically significant in favor of the experimental female.

6. It was also found that the value of the Shiffe coefficient between the male control group and

the female control group is equal to (0.226), which is smaller than the tabular amount (8.28) at a significance level (0.05), so the differences are not statistically significant as in Table (10).

And since this result indicates the existence of significant differences between the averages of social cognition scores, we must reject the null hypothesis and accept the alternative, and I agree with the result of a study (Akl, 2016).

B. Whereas the second hypothesis states that there are no statistically significant differences for the experimental and control groups in the post-test of the social cognition scale.

It was found that after applying the program and re-applying the scale, a change occurred in the arithmetic meanings of the students, as in Table (10)

Table (10) the arithmetic mean and standard deviations of the four groups in the post-test

standard deviation set	The arithmetic mean	Groups
34.15	564	Male experimental
40.31	446	Female experimental
51.35	230	control males
65.91	213	control Female

It is noticed that there is a difference in the arithmetic mean, and to find out the significance of the difference, an analysis of variance was used that showed the existence of statistically significant differences between the mean scores of

the groups in the post-test, as the calculated Fatal value was (18.941), which is greater than the tabular index value (2.76) at the level of significance (0.05) and with degrees Freedom (3-100-103), and Table (11) explains that:

Table (11) the results of the mono-analysis of variance of the significance of the difference between the experimental and control groups in the post-test of social cognition according to the gender variable

significance	The Tabular F Value	The Computed F Value	mean of squares	degrees of freedom	Sum of squares	Source of variance
functions	2.76	18.491	627.807	3	1883.422	Among the groups

			33.951	100	3395.188	**Within the groups**
				103	3893.609	**Total**

Since the analysis of variance does not show the locations of differences, but rather reveals to us only the significance of the differences, it required the use of a dimensional test to make pairwise comparisons between those averages, and accordingly the researchers chose the post chevier test because the sources indicate that it is the preferred method over any other method when the cell sizes are The number is not equal (Anastanzi, 1988: 364). Therefore, the data were processed using a chef test, and as shown in Table (12)

Table (12) Schiff coefficient for the four groups to find out the differences in the post-test

control females	control males	Female experimental	experimental males	Groups
15.483	**30.820**	**0.628**	**--**	**Male experimental**
22.353	**40.254**		**--**	**Female experimental**
2.613			**--**	**control males**
			--	**control females**

1. There are no statistically significant differences between the experimental group of males and the experimental females in the post-test of the scale, as the value of the Shiffe coefficient is equal to (0.628) and it is smaller than the tabular amount of (8.28) at the level of significance (0.05).

2. There are statistically significant differences between the experimental group, males and the control group, females, in favor of the experimental group, as the value of the Shiffe coefficient is equal to 30.820, which is greater than the tabular amount of (8.28) at the level of significance (0.05).

3. There are statistically significant differences between the experimental group, males and the control group, females, in favor of the experimental group, males, as the value of the Shiffe coefficient is equal to (15.483), which is greater than the tabular amount (8.28) at the level of a function of (0.05), as in Table (12).

4- There are statistically significant differences between the experimental group, females, and the control group, males, in favor of the experimental group, females, as the value of the Shiffe coefficient is equal to (40.254), which is higher than the tabular amount (8.28) at the level of significance (0.05).

5- There are statistically significant differences between the experimental group, females, and the control group, females, in favor of the experimental group, females, as the value of the calculated Scheffy coefficient is equal to (22,353), which is greater than the tabular amount (8.28) at the level of significance (0.05).

6. There are no statistically significant differences between the experimental group, males and the control group, females, in the pre-test, as the value of the calculated Scheffy coefficient is equal to (2.613), which is smaller than the tabular amount (8.28) at the level of significance (0.05).

And since these results indicate the existence of significant differences between the average scores of social cognition in the post-test, we must reject the second null hypothesis, and accept the

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alternative hypothesis, and this result is in agreement with the results of the study (Hussein, 2019) and differed with the results of the study (Cathy, 1995)

C. And since the third null hypothesis which states that: There are no statistically significant differences between the mean scores of the experimental group (males) and the average

scores of the experimental group (females) in the post-test of the social cognition scale:

The average scores of the members of the experimental group (males and females) were compared in the post-test of social cognition, using the T-test for two independent samples, as in Table (13):

Table (13) the results of the T-test for the significance of the difference between the mean scores of the two experimental groups (male-female) in the post-test of social cognition

significance	the calculated t value		standard deviation	arithmetic mean	Number	Sex
	tabular	Computed				
function	2.76	4.491	28.229	688.27	25	Empirical (male)
			19.642	515.13	25	Experimental (female)

It is evident from the above table that the calculated T value is equal to (4.491), which is greater than the tabular T value of (2.76) at the level of significance (0.05) and degree of freedom 48.This indicates that there is a statistically significant difference between the mean of the post-test scores for the two experimental groups in social cognition and in favor of males Due to socialization.

Impact size:

The size of the effect of ETA 2 was calculated and reached (0.068), and this indicates a high impact because it exceeded the specified value (0.06) (Mustafa, 2019: 101). The researcher attributes these results to the benefit of the educational program, which was confirmed by this statistical equation, and Table (14) illustrates this.

High	average	low	value
0.14	0.06	0.01	2.

Conclusions:

1. The low level of social perception among middle school students.

2. The effect of the educational program and significantly on the students 'behavior. This is demonstrated by the results of the students' post-test in the measure of social perception.

3. The superiority of males over females in social perception is due to the method of socialization in Eastern societies, which emphasizes the need to give males the opportunity in situations of social interaction.

Recommendations:

1. Enhancing the strength of mental perception among students and making use of it constructively in community service.

2. The necessity of activating the role of students in the preparatory stage in a way that ensures the enhancement of social awareness.

3. Spread awareness programs that develop students' social awareness, to confirm their independence, especially females, by giving them a greater role in the fields of life.

The proposals:

1. Build a test of personal structures.

2. Conducting a comparative study of personal structures and social perception among different samples in the distinguished schools and the regular schools.

3. Conducting studies dealing with (social perception) with psychological variables (self-concept, personality traits).

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