



جامعة الموصل
كلية التربية للعلوم الانسانية
قسم العلوم التربوية والنفسية

أثر برنامج تربوي وفقا لنظرية البنى الشخصية في
تتمية الادراك الاجتماعي لدى طلبة المرحلة الإعدادية
في مدينة الموصل

لينا رمزي سالم اسماعيل

أطروحة دكتوراه

العلوم التربوية والنفسية / علم النفس التربوي

بإشراف

الأستاذ

الدكتورة فضيلة عرفات محمد

ملخص البحث

يستهدف البحث الحالي :

١. بناء مقياس للأدراك الاجتماعي لدى طلبة المرحلة الإعدادية في مدينة الموصل .
٢. التعرف على مستوى الإدراك الاجتماعي لدى طلبة المرحلة الإعدادية ، وللتحقق من الهدف الثالث صاغت الباحثة الفرضيات الآتية :
 - أ. لا توجد فروق ذات دلالة احصائية بين المتوسط الحسابي لدرجات الإدراك الاجتماعي لدى طلبة المرحلة الإعدادية والمتوسط الفرضي للمقياس ككل ولكل مجال .
 - ب. لا توجد فروق ذات دلالة احصائية بين متوسطي الإدراك الاجتماعي لدى طلبة المرحلة الإعدادية وفقا لمتغير نوع الجنس (ذكور ، اناث) .
 - ج. لا توجد فروق ذات دلالة احصائية بين متوسطي الإدراك الاجتماعي لدى طلبة المرحلة الإعدادية وفقا لمتغير الفرع الدراسي (علمي/أدبي) .
٣. بناء البرنامج التربوي وفقا لنظرية البنى الشخصية للعالم جورج كيلي .
٤. التعرف على أثر البرنامج التربوي وفقا لنظرية البنى الشخصية للعالم جورج كيلي في تنمية الإدراك الاجتماعي لدى طلبة المرحلة الإعدادية .

وللتحقق من الهدف الرابع صاغت الباحثة الفرضيات التالية :

 - أ. لا يوجد فرق دال احصائيا بين متوسط تنمية درجات الإدراك الاجتماعي لطلبة المجموعة التجريبية .
 - ب. لا يوجد فرق دال احصائيا بين متوسطات درجات تنمية الإدراك الاجتماعي لطلبة عينة البحث (تجريبية ، ضابطة) تبعا للمجموعة والجنس والتفاعل بينهما ، ونشتق منها الفرضيات الآتية :

١. لا يوجد فرق ذو دلالة احصائية بين متوسطي تنمية الادراك الاجتماعي لدى طلبة المجموعتين التجريبية والضابطة (تبعاً للمجموعة) .

٢. لا يوجد فرق ذو دلالة احصائية بين متوسطي تنمية الادراك الاجتماعي لدى طلبة المجموعتين التجريبية والضابطة (تبعاً للجنس) .

٣. لا يوجد فرق ذو دلالة احصائية بين متوسطات تنمية الادراك الاجتماعي لدى طلبة المجموعتين التجريبية والضابطة (تبعاً للتفاعل بين المجموعة والجنس).

طبقت على عينة البحث والتي بلغت (٧١٢) طالباً وطالبة ، تم اختيارهم بالطريقة العشوائية من مجتمع البحث للعام الدراسي (٢٠٢٠-٢٠٢١) والبالغ عددهم (١٤٢٢٠) طالباً وطالبة موزعة على (٨٦) مدرسة اعدادية في مدينة الموصل ومن كلا الجانبين الايمن واليسر، أما عينة البحث التجريبي النهائية فقد بلغت (١٠٠) طالب وطالبة موزعة على اربع مجاميع مجموعتين تجريبيتين ومجموعتين ضابطتين ولكل مجموعة (٢٥) طالب وطالبة من طلبة الصف الخامس العلمي | أحيائي ولغرض تحقيق أهداف البحث تم بناء البرنامج التربوي ومقياس الادراك الاجتماعي بالاعتماد على الاطر النظرية والدراسات السابقة التي تناولت هذه المفاهيم . وبعد التحقق من الصدق الظاهري بعرضهم على مجموعة من الخبراء والمحكمين من المختصين في علم النفس ، فضلا عن الصدق العاملي والتمييزي والبنائي و مؤشرات التمييز ، واستخراج الثبات بطريقة اعادة الاختبار والبالغ (٠.٩٢) وبطريقة الفا كرونباخ والبالغ (٠.٨٨) بعد ذلك طبقت الباحثة الاداة على عينة البحث الاساسية وتطبيق البرنامج التربوي على عينة البحث التجريبية ، عولجت البيانات إحصائياً باستخدام الوسائل الاحصائية الآتية : (نسبة الاتفاق ، معامل ارتباط بيرسون ، معامل الفا كرونباخ للأتساق الداخلي ، الاختبار التائي لدلالة معامل الارتباط ، الاختبار التائي لعينة واحدة ، الاختبار التائي لعينتين مترابطتين ، تحليل التباين احدي الاتجاه ، تحليل التباين ثنائي الاتجاه ، ، اختبار مربع كاي لضبط المتغيرات ،) عن طريق برنامج ال (SPSS) وقد توصلت الباحثة الى النتائج الآتية:

أ. توجد فروق ذات دلالة احصائية بين متوسط درجات الادراك الاجتماعي لدى طلبة المرحلة الاعدادية والمتوسط الفرضي للمقياس ككل ولكل مجال .

ب. توجد فروق ذات دلالة احصائية بين متوسطي الادراك الاجتماعي لدى طلبة المرحلة الاعدادية وفقا لمتغير نوع الجنس (ذكور ، اناث) ولصالح الذكور.

ج. توجد فروق ذات دلالة احصائية بين متوسطي الادراك الاجتماعي لدى طلبة المرحلة الاعدادية وفقا لمتغير الفرع الدراسي (علمي/أدبي) ولصالح الفرع الأدبي .

د. يوجد فرق دال احصائيا بين متوسط تنمية درجات الادراك الاجتماعي لطلبة المجموعة التجريبية.

هـ. يوجد فرق دال احصائيا بين متوسطات درجات تنمية الادراك الاجتماعي لطلبة عينة البحث تبعا للمجموعة والجنس والتفاعل بينهما .

وفي ضوء ما أسفرت عنه النتائج قدمت الباحثة التوصيات والمقترحات ومنها :

1. التأكيد على وزارة التربية العراقية الأخذ بهذا البرنامج التربوي وتوظيفه في المناهج الدراسية .
 2. اقامة دورات لتوعية المدرسين بمفهوم الادراك الاجتماعي لما لها من أهمية في نمو الطلبة معرفيا وعقليا وجسميا ، وتطوير شخصيتهم والتعرف على احتياجاتهم ودوافعهم .
 3. توعية المدرسين في المدارس الثانوية والاعدادية بأهمية مسلمات البنى الشخصية في تعزيز بصيرة الطلبة والافادة منها بشكل بناء في خدمة المجتمع .
 4. تفعيل دور المرشدين التربويين في توعية الطلبة بضرورة الاهتمام بجوانب الشخصية الثلاثة العقلية والاجتماعية والجسدية بطريقة متساوية .
- كما اقترحت :

1. اجراء دراسة مقارنة للبنى الشخصية بين عينات مختلفة في مدارس المتميزين والمدارس الاعتيادية.

2. اجراء دراسات للكشف عن مفهوم الادراك الاجتماعي لدى طلبة المراحل الدراسية الأخرى والعمل على تنميته.

3. مستوى الادراك الاجتماعي لدى طلبة المرحلة الاعدادية وعلاقته بالفاعلية الذاتية في ضوء بعض المتغيرات.

4. أثر برنامج تربوي مقترح لتدريب المدرسين على تنمية قدرات طلبتهم وبنائهم المعرفي والادراكي .

Abstract

The current research aims to:

1. Building a scale of social perception among middle school students in the city of Mosul.
2. Identifying the level of social cognition among middle school students, and to verify the third goal, the researcher formulated the following hypotheses:
 - a. There are no statistically significant differences between the arithmetic mean of the degrees of social cognition among middle school students and the hypothetical mean of the scale as a whole and for each domain.
 - b. NS. There are no statistically significant differences between the average social cognition among middle school students according to the gender variable (males, females).
 - c. NS. There are no statistically significant differences between the average social cognition among middle school students according to the academic branch variable (scientific / literary).
3. Building the educational program according to the theory of personal structures of the scientist George Kelly.
4. Identifying the impact of the educational program according to the theory of personality structures of the scientist George Kelly in the development of social cognition among middle school students.

To verify the fourth objective, the researcher formulated the following hypotheses:

- a. There is no statistically significant difference between the average development of social cognition scores for the experimental group students.
- b. NS. There is no statistically significant difference between the average degrees of social cognitive development for the students of

the research sample (experimental, control) according to the group, gender, and the interaction between them, and we derive the following hypotheses:

1. There is no statistically significant difference between the average social cognition development among students of the experimental and control groups (depending on the group).
2. There is no statistically significant difference between the average social cognition development among students of the experimental and control groups (according to gender).
3. There is no statistically significant difference between the averages of social cognition development among the students of the experimental and control groups (depending on the interaction between the group and gender).

It was applied to the research sample, which amounted to (712) male and female students, they were randomly selected from the research community for the academic year (2020-2021), which numbered (14220) male and female students distributed over (86) middle schools in the city of Mosul and from both the right and left sides. The final experimental research sample amounted to (100) male and female students distributed into four groups, two experimental groups and two control groups, and each group had (25) male and female students from the fifth scientific/biological grade students. that dealt with these concepts. And after verifying the apparent sincerity, they were presented to a group of experts and arbitrators from specialists in psychology. As well as the factorial, discriminatory and constructivist honesty and discrimination indicators, and the extraction of stability by the re-test method, which amounted to (0.92) and by the Alpha Cronbach method, which amounted to (0.88). After that, the researcher

applied the tool to the basic research sample and the application of the educational program to the experimental research sample. (Agreement ratio, Pearson correlation coefficient, alpha-Cronbach coefficient of internal consistency, t-test for the significance of the correlation coefficient, t-test for one sample, t-test for two correlated samples, one-way analysis of variance, two-way analysis of variance, chi-square test for controlling variables,) Through the (SPSS) program, the researcher reached the following results:

- a. There are statistically significant differences between the average degrees of social cognition among middle school students and the hypothetical average of the scale as a whole and for each domain.
- b. NS. There are statistically significant differences between the average social cognition among middle school students according to the gender variable (males, females) and in favor of males.
- c. NS. There are statistically significant differences between the average social cognition among middle school students according to the variable of the academic branch (scientific / literary) and in favor of the literary branch. Dr.. There is a statistically significant difference between the mean of developing social cognition scores for the experimental group students.
- d. NS. There is a statistically significant difference between the average degrees of social cognition development for the students of the research sample according to the group, gender, and the interaction between them.

In light of the results, the researcher made recommendations and suggestions, including:

1. Emphasis on the Iraqi Ministry of Education to adopt this educational program and use it in the school curricula.
2. Organizing courses to educate teachers about the concept of social awareness because of its importance in the development of students cognitively, mentally and physically, developing their personality and identifying their needs and motives.
3. Awareness of teachers in secondary and middle schools of the importance of the postulates of personal structures in enhancing students' insight and benefiting from them constructively in the service of society.
4. Activating the role of educational counselors in educating students about the need to pay attention to the three aspects of personality, mental, social and physical in an equal manner.

As suggested:

1. Conducting a comparative study of the personal structures between different samples in the schools of the distinguished and the ordinary schools.
 2. Conducting studies to reveal the concept of social cognition among students of other school stages and working on its development.
- Building a proposed educational program according to the theory of personal structures of the scientist George Kelly.
 - Identifying the level of social cognition among middle school students in the city of Mosul.
 - Identifying the impact of the educational program according to the theory of personality structures of the scientist George Kelly in the development of social cognition among middle school students in the city of Mosul.

From the third goal, the researcher formulated the following two hypotheses:

- a. There are no statistically significant differences in the average scores of social cognition among middle school students and the hypothetical average for the scale as a whole and for each domain.
- b. There are no statistically significant differences between the average social cognition of middle school students and the base for the gender variable (males, females).
- c. There are no statistically significant differences between the average social cognition among middle school students according to the variable of the academic branch (scientific / literary).

- Fourth Objective: To identify the impact of the educational program according to the theory of personality structures of the scientist George Kelly in the development of social cognition among middle school students.

In order to achieve the fourth objective, the researcher formulated the following hypotheses:

- a. There is no statistically significant difference between the average scores of social cognition development for the experimental group students.
- b. (Main Hypothesis) There is no statistically significant difference between the average degrees of social cognition development for the students of the research sample according to the group, gender and interaction between them.

Its hypotheses:

1. There is no statistically significant difference between the average social cognition development among students of the experimental and control groups (depending on the group).

2. There is no statistically significant difference between the averages of social cognition development among male and female students. (depending on gender).

3. There is no statistically significant difference between the averages of social cognition development among the students of the experimental and control groups (depending on the interaction between the group and gender).

As for the research sample, it amounted to (712) male and female students, they were selected by random stratified method by (5%) of the research community for the academic year (2020-2021), which numbered (14220) male and female students distributed over (86) middle schools in the city of Mosul and from both sides the left and right, and the final experimental research sample amounted to (100) male and female students distributed into four groups, two experimental groups and two control groups, and each group has (25) male and female students from the fifth scientific/biological grade students

For the purpose of achieving the objectives of the research, the educational program and the social cognition scale were built based on theoretical frameworks and previous studies that dealt with these concepts. And after verifying the apparent sincerity by presenting them to a group of experts and arbitrators from specialists in psychology, as well as the factorial, discriminatory, structural and discrimination indicators, and extracting stability by the re-test method, which amounted to (0.92) and by the Alpha Cronbach method, which amounted to (0.88).

After that, the researcher applied the tool to the basic research sample and applied the educational program to the experimental research sample. The data were treated statistically using the following statistical methods: (agreement ratio, Pearson correlation coefficient, alpha-Cronbach coefficient of internal consistency, t-test for significance of correlation

coefficient, t-test for one sample, t-test for two correlated samples, one-way analysis of variance, two-way analysis of variance, Scheffe test For the dimensional differences, the chi-square test to control the variables, by means of the Statistical Package for Social Sciences (SPSS), and the researcher reached the following results:

a. There are no statistically significant differences between the average degrees of social cognition among middle school students and the hypothetical average for the scale as a whole and for each domain.

B. There are no statistically significant differences between the average social cognition among middle school students according to the gender variable (males, females).

C - There are no statistically significant differences between the average social cognition among middle school students according to the variable of the academic branch (scientific / literary).

Dr.. There is no statistically significant difference between the average scores of social cognition development for the experimental group students.

e. (Main Hypothesis) There is no statistically significant difference between the average degrees of social cognition development for the students of the research sample according to the group, gender and interaction between them.

In light of the results, the researcher made some recommendations and suggestions, including:

1. Emphasis on the Iraqi Ministry of Education to adopt these educational programs and employ them in the school curricula.
2. Organizing courses to educate teachers about the concept of social awareness, with its importance in the cognitive, mental and physical development of students, developing their personality and identifying their needs and motives.

3. Awareness of teachers in secondary and middle schools of the importance of the postulates of personal structures in strengthening the power of mental perception among students and to benefit from them constructively in the service of society.

4. Activating the role of educational counselors in educating students about the need to pay attention to the three aspects of personality, mental, social and physical in an equal manner.

As I suggested:

1. Conducting a comparative study of the personal structures between different samples in the schools of the distinguished and the ordinary schools.

2. Conducting studies to reveal the concept of social cognition among students of other school stages and working on its development.

3. The level of social cognition among middle school students and its relationship to self-efficacy in the light of some variables.

4. The impact of a proposed educational program to train teachers on developing the abilities of their students and building their knowledge and awareness.