



وَزَارَةُ التَّعْلِيمِ الْعَالِيِّ وَالْبَحْثِ الْعِلْمِيِّ
جَامِعَةُ الْمَوْصِلِ
كُلِّيَّةُ التَّرْبِيَةِ لِلْعُلُومِ الْإِنْسَانِيَّةِ
قِسْمُ الْعُلُومِ التَّرْبَوِيَّةِ وَالنَّفْسِيَّةِ
الدَّرَاسَاتُ الْعُلْيَا/ الدُّكْتُورَاهُ

أثرُ أُسْلُوبَيْنِ إِرْشَادِيَّيْنِ (تَوْكِيدِ الذَّاتِ - الْعِلَاجِ الْوَاقِعِيِّ) فِي تَنْمِيَةِ الْحَصَانَةِ النَّفْسِيَّةِ لَدَى طَلَبَةِ جَامِعَةِ الْمَوْصِلِ

رِيَاضُ حَازِمِ فَنْحِيَّ عَبْدِ اللَّهِ الدَّلِيَّ

أَطْرُوحَةُ دُكْتُورَاهُ
الْعُلُومُ التَّرْبَوِيَّةُ وَالنَّفْسِيَّةُ/ الْعُلُومُ التَّرْبَوِيَّةُ

إِشْرَافُ
الْأُسْتَاذِ الدُّكْتُورِ
أَحْمَدِ يُؤُنْسِ مَحْمُودِ الْبَجَّارِيِّ

مُلَخَّصُ البَحْثِ

يَسْتَهْدَفُ البَحْثُ الحَالِيَّ التَّعَرُّفَ عَلَى أَثَرِ أُسْلُوبِي تَوْكِيدِ الذَّاتِ وَالعِلَاجِ الوَاقِعِي فِي تَنمِيَةِ الحِصَانَةِ النَّفْسِيَّةِ لَدَى طَلَبَةِ جَامِعَةِ المَوْصِلِ، بِالتَّحَقُّقِ مِنَ الفَرَضِيَّاتِ الآتِيَةِ:

١- لَا يُوجَدُ فَرْقٌ دَالٌّ إِحصَائِيًّا عِنْدَ مُسْتَوَى دِلَالَةِ (٠,٠٥) بَيْنَ مُتَوَسَّطَاتِ الرُّتَبِ فِي تَنمِيَةِ

الحِصَانَةِ النَّفْسِيَّةِ لَدَى أَفْرَادِ مَجْمُوعَاتِ البَحْثِ الثَّلَاثِ (التَّجْرِبِيَّةِ الأُولَى بِأُسْلُوبِ تَوْكِيدِ

الذَّاتِ وَالتَّجْرِبِيَّةِ الثَّانِيَةِ بِأُسْلُوبِ العِلَاجِ الوَاقِعِي وَالمَجْمُوعَةِ الضَّابِطَةِ)

أ- لَا يُوجَدُ فَرْقٌ دَالٌّ إِحصَائِيًّا عِنْدَ مُسْتَوَى دِلَالَةِ (٠,٠٥) بَيْنَ مُتَوَسَّطَاتِ الرُّتَبِ فِي تَنمِيَةِ

الحِصَانَةِ النَّفْسِيَّةِ لَدَى أَفْرَادِ المَجْمُوعَةِ التَّجْرِبِيَّةِ الأُولَى بِأُسْلُوبِ تَوْكِيدِ الذَّاتِ وَالتَّجْرِبِيَّةِ

الثَّانِيَةِ بِأُسْلُوبِ العِلَاجِ الوَاقِعِي.

ب- لَا يُوجَدُ فَرْقٌ دَالٌّ إِحصَائِيًّا عِنْدَ مُسْتَوَى دِلَالَةِ (٠,٠٥) بَيْنَ مُتَوَسَّطَاتِ الرُّتَبِ فِي تَنمِيَةِ

الحِصَانَةِ النَّفْسِيَّةِ لَدَى أَفْرَادِ المَجْمُوعَةِ التَّجْرِبِيَّةِ الأُولَى بِأُسْلُوبِ تَوْكِيدِ الذَّاتِ وَأَفْرَادِ

المَجْمُوعَةِ الضَّابِطَةِ.

ج- لَا يُوجَدُ فَرْقٌ دَالٌّ إِحصَائِيًّا عِنْدَ مُسْتَوَى دِلَالَةِ (٠,٠٥) بَيْنَ مُتَوَسَّطَاتِ الرُّتَبِ فِي تَنمِيَةِ

الحِصَانَةِ النَّفْسِيَّةِ لَدَى أَفْرَادِ المَجْمُوعَةِ التَّجْرِبِيَّةِ الثَّانِيَةِ بِأُسْلُوبِ العِلَاجِ الوَاقِعِي وَأَفْرَادِ

المَجْمُوعَةِ الضَّابِطَةِ.

٢- لَا يُوجَدُ فَرْقٌ دَالٌّ إِحصَائِيًّا عِنْدَ مُسْتَوَى دِلَالَةِ (٠,٠٥) بَيْنَ مُتَوَسَّطَاتِ الرُّتَبِ فِي تَنمِيَةِ

الحِصَانَةِ النَّفْسِيَّةِ لَدَى أَفْرَادِ المَجْمُوعَةِ التَّجْرِبِيَّةِ الأُولَى بِأُسْلُوبِ تَوْكِيدِ الذَّاتِ فِي القِيَاسِ

القَلْبِيِّ وَالبَعْدِيِّ.

٣- لَا يُوجَدُ فَرْقٌ دَالٌّ إِحصَائِيًّا عِنْدَ مُسْتَوَى دِلَالَةِ (٠,٠٥) بَيْنَ مُتَوَسَّطَاتِ الرُّتَبِ لِلمُنْعَرِفِ

الحِصَانَةِ النَّفْسِيَّةِ لَدَى أَفْرَادِ المَجْمُوعَةِ التَّجْرِبِيَّةِ الثَّانِيَةِ بِأُسْلُوبِ العِلَاجِ الوَاقِعِي فِي

القِيَاسِ القَلْبِيِّ وَالبَعْدِيِّ.

و اعْتَمَدَ البَاحِثُ المُنْهَجَ التَّجْرِبِيَّ (تَصْمِيمِ المَجْمُوعَاتِ المُتكَافِئَةِ ذَاتِ القِيَاسِ القَلْبِيِّ وَالبَعْدِيِّ)، إِذْ

تَكَوَّنَتْ عَيْنَةُ البَحْثِ مِنْ (٣٦) طَالِبًا وَطَالِبَةً تَمَّ تَشْخِصُهُمْ عَلَى أَنَّهُمْ ذُووُ مُسْتَوَى مُتَدَنَّ مِنْ

الحِصَانَةِ النَّفْسِيَّةِ، وَاخْتَارَ البَاحِثُ طَلَبَةَ الصَّفِّ الأَوَّلِ مِنْ قِسمِ الجُغْرَافِيَا فِي كَلِيَّةِ التَّرْبِيَةِ لِلْعُلُومِ

الإِنْسَانِيَّةِ فِي جَامِعَةِ المَوْصِلِ، بَعْدَ مُكَافَأَتِهِمْ فِي مُنْعَرِفَاتٍ عِدَّةٍ، وَتَوَزُّعِهِمْ عَلَى ثَلَاثِ مَجْمُوعَاتِ

مُتَكَافِئَةٍ، اسْتَعْمَلَ الْبَاحِثُ مَعَ الْمَجْمُوعَةِ التَّجْرِبِيَّةِ الْأُولَى أُسْلُوبَ تَوْكِيدِ الذَّاتِ، وَمَعَ الْمَجْمُوعَةِ التَّجْرِبِيَّةِ الثَّانِيَةِ أُسْلُوبَ الْعِلَاجِ الْوَاقِعِيِّ، وَلَمْ تَتَعَرَّضِ الْمَجْمُوعَةُ الثَّلَاثَةُ (الضَّابِطَةُ) إِلَى أَيِّ أُسْلُوبٍ إِرْشَادِيٍّ.

أَعَدَّ الْبَاحِثُ مِقْيَاساً لِعَرَضِ قِيَاسِ الْمَتَغَيِّرِ التَّابِعِ الْمُتَمَثِّلِ فِي الْحِصَانَةِ النَّفْسِيَّةِ، وَتَمَّ بِنَاؤُهُ عَلَى وَفْقِ طَرِيقَةٍ لِيَكْرَتْ، وَتَكُونُ الْمِقْيَاسُ مِنْ (٤٨) فِئْرَةً مُوزَّعَةً عَلَى ثَلَاثَةِ مَجَالَاتٍ هِيَ (الِإِتْرَامُ الدِّينِيُّ، الْمُرُونَةُ النَّفْسِيَّةُ، قُوَّةُ الْإِرَادَةِ)، وَتَحَقَّقَ لِهَذَا الْمِقْيَاسِ صِدْقُ الْمُخْتَوَى وَصِدْقُ الْبِنَاءِ، أَمَا الثَّبَاتُ فَقَدْ تَمَّ اسْتِحْرَاجُهُ بِطَرِيقَةٍ إِعَادَةِ الْاِخْتِبَارِ، إِذْ بَلَغَ مُعَامِلُ الْإِرْتِبَاطِ (٠,٧٨)، وَكَذَلِكَ اسْتَحْرَجَ الْبَاحِثُ الثَّبَاتَ بِمُعَادَلَةِ أَلْفَا كَرُونَبَاخَ لِإِلْتِسَاقِ الدَّاخِلِيِّ فَبَلَغَ (٠,٨١)، فَضْلاً عَنِ اسْتِحْرَاجِ الْقُوَّةِ التَّمْيِيزِيَّةِ لِلْفِغْرَاتِ كَافَّةً.

صَمَّمَ الْبَاحِثُ بَرْنَامَجاً إِرْشَادِيّاً لِعَرَضِ تَنْمِيَةِ الْحِصَانَةِ النَّفْسِيَّةِ لَدَى طَلَبَةِ الْجَامِعَةِ وَقُدِّمَ بِأُسْلُوبَيْنِ إِرْشَادِيَيْنِ هُمَا:

- أُسْلُوبُ تَوْكِيدِ الذَّاتِ، إِذْ تَصَمَّنَ السِّتْرَاتِيَجِيَّاتِ الْآتِيَّةِ (لَعِبُ الدَّوْرِ، التَّغْيِيرُ الْحُرُّ عَنِ الرَّأْيِ، التَّعْزِيزُ الْاجْتِمَاعِيِّ، النَّمْدَجَةُ، تَنْطِيقُ الْمَشَاعِرِ، الْحَدِيثُ الْإِجَابِيُّ مَعَ الذَّاتِ، التَّغْذِيَّةُ الرَّاجِعَةُ، الْمُنَاقَشَةُ، الْوَاجِبُ الْبِنْتِيُّ).
 - أُسْلُوبُ الْعِلَاجِ الْوَاقِعِيِّ: إِذْ اسْتَعْمَلَ الْبَاحِثُ الْاسْتِرَاتِيَجِيَّاتِ وَالْفَنِّيَّاتِ الْإِرْشَادِيَّةِ الْآتِيَّةِ (تَقْدِيمُ الْمَوْضُوعِ، الْخُطُوطُ الْوَاقِعِيَّةُ لِتَعَلُّمِ السُّلُوكِ، أَنْمُودَجٌ لِمَسْئُولِيَّةِ سُلُوكِيَّةِ، سُؤَالَ مِنْ الْوَاقِعِ، الْفَعَالِيَّةُ وَالْمَرَحُ، إِعَادَةُ التَّعَلُّمِ، تَحْدِيدُ الْوَاجِبِ الْبِنْتِيِّ، التَّقْوِيمُ الذَّاتِيَّ).
- بَلَغَ عَدَدُ جُلُوسَاتِ الْبَرْنَامَجِ (١٥) جُلُوسَةً لِكُلِّ أُسْلُوبٍ إِرْشَادِيٍّ، مُدَّةُ الْجُلُوسَةِ الْوَاحِدَةِ (٦٠) دَقِيقَةً، تَنْصَمَّنُ جُلُوسَةُ التَّعَارُفِ وَالْجُلُوسَةُ الْخَتَامِيَّةُ، وَاسْتَمَرَّتِ الْجُلُوسَاتُ لِمُدَّةِ (١٢) أُسْبُوعاً، تَمَّ التَّحَقُّقُ مِنْ صِلَاحِيَّةِ الْأُسْلُوبَيْنِ الْإِرْشَادِيَيْنِ بَعَرَضِهِمَا عَلَى مَجْمُوعَةٍ مِنَ الْخُبْرَاءِ الْمُتَخَصِّصِينَ فِي عِلْمِ النَّفْسِ وَالْإِرْشَادِ النَّفْسِيِّ، وَقَدْ طَبَّقَ الْبَاحِثُ الْاِخْتِبَارَ الْبَعْدِيَّ عَلَى الْمَجْمُوعَتَيْنِ التَّجْرِبِيَّتَيْنِ وَالْمَجْمُوعَةِ الضَّابِطَةِ بَعْدَ تَطْبِيقِ الْأُسْلُوبَيْنِ الْإِرْشَادِيَيْنِ لِلتَّأَكُّدِ مِنْ تَأْثِيرِهِمَا فِي تَنْمِيَةِ الْحِصَانَةِ النَّفْسِيَّةِ لَدَى طَلَبَةِ الْجَامِعَةِ.

تَطَلَّبَ البَحْثُ اسْتِعْمَالَ وَسَائِلِ إِحصَائِيَّةٍ مُتَعَدِّدَةٍ مِنْهَا (مُعَامِلُ ارْتِبَاطِ بِيرْسُون، الاختِبَارُ التَّائِي لِعَيْنَيْنِ مُسْتَقْلَتَيْنِ، مُرَبَّعُ كاي، مُعَامِلُ أَلْفَا كُرونباخ، اختِبَارُ ويلكوكسن، اختِبَارُ مَان وَيْتْنِي، اختِبَارُ كُرونسكال واليس).

تَوَصَّلَ البَاحِثُ إِلَى النَتَائِجِ الآتِيَةِ:

*** لَا يُوجَدُ فَرْقٌ دَالٌّ إِحصَائِيًّا عِنْدَ مُسْتَوَى دِلَالَةِ (٠,٠٥) بَيْنَ مُتَوَسَّطَاتِ الرتَبِ لمتغير الحَصَانَةِ النَّفْسِيَّةِ لَدَى أَفْرَادِ المَجْمُوعَةِ التَّجْرِيْبِيَّةِ الأُولَى بِأَسْلُوبِ تَوَكِيدِ الذَّاتِ وَالتَّجْرِيْبِيَّةِ التَّانِيَةِ بِأَسْلُوبِ العِلَاجِ الوَاقِعِيِّ.

*** تُوجَدُ فُرُوقٌ ذَاتَ دِلَالَةٍ إِحصَائِيَّةٍ عِنْدَ مُسْتَوَى دِلَالَةِ (٠,٠٥) بَيْنَ مُتَوَسَّطَاتِ الرتَبِ لمتغير الحَصَانَةِ النَّفْسِيَّةِ لَدَى أَفْرَادِ المَجْمُوعَةِ التَّجْرِيْبِيَّةِ الأُولَى بِأَسْلُوبِ تَوَكِيدِ الذَّاتِ وَأَفْرَادِ المَجْمُوعَةِ الضَّابِطَةِ. (وَلِصَالِحِ أَفْرَادِ المَجْمُوعَةِ التَّجْرِيْبِيَّةِ الأُولَى بِأَسْلُوبِ تَوَكِيدِ الذَّاتِ)

*** تُوجَدُ فُرُوقٌ ذَاتَ دِلَالَةٍ إِحصَائِيَّةٍ عِنْدَ مُسْتَوَى دِلَالَةِ (٠,٠٥) بَيْنَ مُتَوَسَّطَاتِ الرتَبِ لمتغير الحَصَانَةِ النَّفْسِيَّةِ لَدَى أَفْرَادِ المَجْمُوعَةِ التَّجْرِيْبِيَّةِ التَّانِيَةِ بِأَسْلُوبِ العِلَاجِ الوَاقِعِيِّ وَأَفْرَادِ المَجْمُوعَةِ الضَّابِطَةِ. (وَلِصَالِحِ أَفْرَادِ المَجْمُوعَةِ التَّجْرِيْبِيَّةِ التَّانِيَةِ بِأَسْلُوبِ العِلَاجِ الوَاقِعِيِّ)

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*** تُوجَدُ فُرُوقٌ ذَاتَ دِلَالَةٍ إِحصَائِيَّةٍ عِنْدَ مُسْتَوَى دِلَالَةِ (٠,٠٥) بَيْنَ مُتَوَسَّطَاتِ الرتَبِ لمتغير الحَصَانَةِ النَّفْسِيَّةِ لَدَى أَفْرَادِ المَجْمُوعَةِ التَّجْرِيْبِيَّةِ التَّانِيَةِ بِأَسْلُوبِ العِلَاجِ الوَاقِعِيِّ فِي القِيَاسِ القَبْلِيِّ وَالبَعْدِيِّ (وَلِصَالِحِ القِيَاسِ البَعْدِيِّ)

وَفِي ضَوْءِ نَتَائِجِ البَحْثِ حَرَجَ البَاحِثُ بِنُوصِيَّاتٍ مِنْهَا:

١- إِهْتِمَامُ الجَامِعَةِ بِشَخْصِيَّةِ الطَّلَبَةِ إِهْتِمَامًا شُمُولِيًّا لِتَكْوِينِ شَخْصِيَّةٍ مُحَصَّنَةٍ وَمُتَزِنَةٍ قَادِرَةٍ عَلَى مُوَاجَهَةِ الحَيَاةِ وَالتَّوَافُقِ مَعَهَا.

٢- إرشاد الآباء والأمهات وتوعيتهم بإتاحة الفرص أمام أبنائهم لتأكيد فريديتهم واستقلاليتهم في الحياة اليومية، لرفع مستوى الحصانة النفسية لدى الأبناء.

يقترح الباحث إجراء عدد من الدراسات منها:

١- دراسة أثر الحصانة النفسية في التحصيل الدراسي لدى طلبة الجامعة.

٢- دراسة علاقة الحصانة النفسية بالتلوث النفسي لدى طلبة الجامعة.

Abstract

The current research aims at building a didactic program using the two styles of (self assertion and the realistic therapy) and identifying their effect on developing the Psychological immunity for Mosul University students by means of verifying the following hypotheses:

1. There are no statistically significant differences at (0.05) level of significance between the Psychological immunity averages for the three groups of the research (the first experimental group with the style of self assertion, the second experimental group using the realistic therapy style and the control group)

A– There are no statistically significant differences at (0.05) level of significance between the average ranks of the Psychological immunity variable for the first experimental group using the style of self assertion and the second experimental group using the realistic therapy.

B– There are no statistically significant differences at (0.05) level of significance between the average ranks of the Psychological immunity variable for the first experimental group using the style of self assertion and the control groups.

- C– There are no statistically significant differences at (0.05) level of significance between the averages of ranks for the Psychological immunity variable for the second experimental group using the style of realistic therapy and the control individuals.
2. There are no statistically significant differences at (0.05) level of significance between the averages of ranks for the Psychological immunity variable for the first experimental group using the style of self assertion in the pre – post measurement.
 3. There are no statistically significant differences at (0.05) level of significance between the averages of ranks for the Psychological immunity variable for the individuals of the first experimental group using the style of Psychological immunity in the pre measurement and the post measurement.

In order to accomplish the objectives and the hypotheses of the research, the researcher used the experimental method (designing the equivalent groups with pre and post measurements). The sample of the research consisted of (36) male and female students, who were diagnosed as having low level of Psychological immunity. The researcher chose the first grade students at the department of Geography, College of Education for Humanities at Mosul University

after making the equivalence in a set of variables and they were divided into three equivalent groups. The researcher used self assertion with the first experimental group and used the realistic therapy with the second experimental group, while the third group (the control group) was not submitted to any counselling style.

To measure the dependent variable, represented by the Psychological immunity, the researcher prepared a scale for this purpose that was build in accordance with Likert's method. The scale consists of (48) items distributed to three domains, namely (the religious commitment, Psychological resillience and will strength). The validity of the content and the construction of this scale were verified. From the other hand, invariability was determined using the retesting method and the correlation coefficient was (0.781) also, the researcher calculated the invariability using Alfabachronbach equation for the internal consistency and it was (0.814) and also calculated the strength of distiction for all the items.

The researcher used a counselling program to develop the Psychological immunity for the University students and it was presented in two styles, which are:

- Self assertion, which involved the following strategies: (role playing, free expression of opinion, social consolidation, modeling, emotions demonstration, positive talk with the self, feedback, discussion and homework).
- Realistic therapy style: The researcher used the following techniques and strategies: (subject presentation, the realistic steps to learn the behavior, a model for behavioral responsibility, a question from the reality, activity and fun, relearning, specifying the homework and self-evaluation).

The sessions of the program were (13) for each counselling style and each of the sessions lasted for (45) minutes except for the acquaintance and the final sessions. These sessions lasted for (12) weeks and the two styles of counselling were verified by submitting them to an elite of experts in psychology and Psychological guidance. The researcher conducted the posttest for the two experimental groups after applying the two styles to make sure of their effect on developing the Psychological immunity for the university students.

The study needed to use multiple statistical tools including (Pearson's correlation coefficient, T test for two independent samples,

Chi square, Alfacronbach coefficient, Wilcokson's test, Man Whitney's test and Croschal and Alice test).

The researcher reached the following findings:

- There are no statistically significant differences at (0.05) level of significance between the average ranks of the Psychological immunity variable for the first experimental group using the style of self assertion and the second experimental group that uses the realistic therapy.
- There are statistically significant differences at (0.05) level of significance between the average ranks of the Psychological immunity variable for the first experimental group using the style of self assertion and the control group. (In favor of the experimental group using the style of self assertion).
- There are statistically significant differences at (0.05) level of significance between the average ranks of the Psychological immunity variable for the second experimental group using the realistic therapy and the individuals of the control group. (In favor of the second experimental group using the style of the realistic therapy).

- There are statistically significant differences at (0.05) level of significance between the average ranks of the Psychological immunity variable for the first experimental group using the self assertion method in the pre measurement and the post measurement (in favor of the post measurement).
- There are statistically significant differences at (0.05) level of significance between the average ranks of the Psychological immunity variable for the second experimental group using the realistic therapy method in the pre measurement and the post measurement (in favor of the post measurement).

In light of the research findings, the researcher put forward a set of recommendations, as follows:

- 1- The University should pay a good attention to the personality of the students so that they can develop an immune and balanced character that is able to confront the life and get along with it.
- 2- Advising the students' parents and raising their awareness to give their sons and daughters the opportunities to confirm their individuality and their independence in their daily life to promote their psychological immunity.

- 3– Paying more attention to the outdoor activities in the educational institutions and providing the students with opportunities to react socially and helping them in developing their Psychological immunity.
- 4– Encouraging the parents of the students to develop the communication skills of their sons and daughters and to raise their Psychological immunity.

Furthermore, the researcher recommended that several studies should be conducted including:

- 1– Conducting a similar study to apply both of the counselling styles to other samples like the students of the secondary schools.
- 2– Conducting a similar study that aims at applying both of the counselling styles to deal with other behavior problems like (study retardness, anxiety and anger).

Ministry of Higher Education &

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College of Education for Humanities

Dept. of Educational and Psychological Sciences

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The Psychological Immunity of Mosul
University Students**

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